ACTIVE FOR LIFE
Participating in Recreational Physical Activities during Educational Transitions

by

Emily Ruth Ombac George
Bachelor of Education, University of New Brunswick, 2008
Bachelor of Recreation and Sport Studies, University of New Brunswick, 2007

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF ARTS

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Supervisory Committee

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Supervisory Committee

Dr. John T. Meldrum, (School of Exercise Science, Physical & Health Education)
Supervisor

Dr. Sandra L. Gibbons, (School of Exercise Science, Physical & Health Education)
Departmental Member
Abstract

Supervisory Committee
Dr. John T. Meldrum
Supervisor
Dr. Sandra L. Gibbons
Departmental Member

Keywords: Leisure, Physical Activity, Transitions, University Students, Constraints, Constraints Negotiation

There is a noticeable decline in physical activity participation during transitions, including moving between levels of education (Bray & Born, 2004; Gyursick, Bray & Brittain, 2004; Bray & Kwan, 2007). Despite its importance, little is known about the process of successful transitions and how it impacts physical activity behaviour for university students. A way to further understand the transition process is to explore the leisure constraints and the constraints negotiation process for these young adults. The purpose of this study was to examine physically active leisure for young adults, who were successful at continuing their participation in physical activity during their transition into university. Students were recruited from randomly selected 2nd and 3rd year general courses and invited to participate in a semi-structured, one on one interview with the researcher. Fourteen semi-structured interviews were conducted with second to fourth year university students at a mid-size western Canadian university. Their narratives explored students’ beliefs, constraints, and constraint negotiation strategies they used to stay physically active, in a variety of individual and team sport physical activities. The participants were categorized into four categories, based on their participation level, and an in-depth analysis of narratives was done for each participant category. These profiles are rated on a continuum that determined whether they were more or less active than before, and on the types of the activities they pursued. The comparison and the placement
into the particular categories were determined by what type of activities they are doing at university. The students reported having both positive orientation and an identity that was associated with their active behaviour. Physical activity was noted as a higher priority in their lives. Their current student environment and student lifestyle was an enabler for physically active behaviours. Students described feeling constrained, in some aspects of their behaviour, but because physical activity was a higher priority, they were able to successfully negotiate those constraints. A key theme that emerged from these stories was enjoyment, but for two separate reasons; the social aspect and a challenge aspect. These aspects were found in the same activity or different activity, depending on the interests of the participant. However, it is important that the individual understand why they participate in physical activity and the outcome(s) they seek. This will help the student continue their physical activity behaviour during transitions, into post-secondary education and through other life course stages.
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To all the grad students and staff within the EPHE department, thank you for making my time on the island the most memorable experience of my life. I could not have asked for a better cohort of people to be a part of.

Sarge - There is no hard challenge with/for you. I believe you can.
GRB - I live better because you taught me how.
LD - Never leave home without your passport, who knows where we’ll end up!
GN - It is always going to marinate.
LS, LG, JD³, MK, PS - Every minute was time, well spent.
Dedication

“It takes courage to grow up and become who you really are. Each time we face our fear, we gain strength, courage and confidence in the doing.”

This is dedicated to all those marinating on life choices; make them your own and make sure they make you smile. May your leisure be more than just a way to spend the time.

To my family, you are all very much a part of this. Thanks for putting up with my crazy choices. For Papa and Grampy, gone way too soon, and always in my heart. Those signs of guidance and wisdom came in handy.

‘Good friends are like stars. You don’t always see them, but you know they’re always there.’ My nights shine brighter because you are all very much a piece of my life, from all sides of the country.
Chapter 1: Introduction

Leisure can be a vehicle in which young adults create social connections, connect with their community, and adjust to life events, especially when placed in a new situation. The choice one makes in their leisure time can be seen as an expression of individuality. The transition into adulthood is a time when an individual engages more and more in activities of their own choosing; by continuing behaviours they have previously done, or by attempting new activities or even by ceasing participation outright. Leisure preferences can be seen as in a state of equilibrium that is interrupted by transition events or life markers. It would logical to understand leisure in the context of their life stage, roles and responsibilities rather than by chronological age (Singleton, 2007). This would provide a better understanding of the impact of life course on life as a whole.

According to Statistics Canada (2008), organized sport and recreation accounts for the majority of adolescent leisure time. It is known that physical activity declines throughout the transition from high school to university (Bray & Born, 2004). It is also known that those continuing participation have done so by employing a constraint negotiation strategy (Jackson & Rucks, 1995; Hubbard & Mannell, 2001). Constraints are types of factors that restrict or refine participation and there are three categories of constraints described in the literature; intrapersonal, interpersonal and structural, as perceived by the individual. However, there is limited knowledge on how those, who have been successful in continuing their physical activity behaviours into young adulthood, have navigated through the transition. Leisure during a transition period should be understood as a complex of interacting factors at both the individual and contextual level (Jackson, 2005). There are similarities and differences between leisure preferences and life priorities over time and through different life stages, however there have
been few studies that specifically examine this area (Craike, 2007). As a transitional time can be very dynamic, researching leisure experienced by university students should take into account previous experience, individual preferences and both internal and external motivation factors.

During the transitional phase from adolescence into adulthood, the maturation of self-identity occurs and this can have an impact on physical activity and leisure behaviours (Crompton, Jackson & Witt, 2005). Gyrusik, Spink, Bray, Chad & Kwan (2006) found that a dramatic decline in physical activity happened between adolescence and young adulthood. Forty-eight percent of Canadians (20 years or older) are at least moderately active in their leisure time, with younger adults, especially women, more likely to be active (Canadian Fitness and Lifestyle Research Institute [CFLRI], 2010). Adolescents by the age of 16 have adopted a pattern of leisure activities that will form the foundation of their adult leisure lifestyle (Roberts, 1999). Therefore, youth should be exposed to a variety of leisure activities that focus on fun and enjoyment, rather than physical training (Kirk, 2005). Perkins, Jacob, Barber & Eccles (2004) found that adults were less likely to participate in sport if they had not participated in sport as a child. Also, Belanger, et al., (2009) found that physical activity participation in early adolescence is associated with physical activity during secondary school, but it does not prevent an overall decline in active behaviour. In order to participate in physical activity, there must be a connection made to the enjoyment one can derive from their experience. Walters, Barr-Anderson, Wall & Neumark-Sztainer (2009) found that organized sport may be inadequate for encouraging lifelong physical activity. The majority of adolescents (59%) of 15 to 18 year olds participate regularly in sport (Ifedi, 2008). The fact that organized sport for youth focuses on competition, when the majority of the participants cite fun and enjoyment as their primary reason for participation (Kirk, 2005), can be seen as a contributor towards lack of ongoing participation.
in lifelong physical activity. As an adolescent ages, the opportunity to participate in organized sport declines as they approach young adulthood. Depending on their experience, some adolescents may not associate participation with a positive experience, which could be account for a decline in physical activity as one ages.

Research by Bray & Born (2004) found that physical activity declines by forty-two percent from high school to university. However, there are still a proportion of students who are able to maintain their physical activity level, yet we know little of what makes these students more successful during their transition. There is also little background information on what the characteristics these individuals have that makes physical activity participation a higher priority in their lives. The research has examined predictor variables and variance in participation but those numbers are not able to provide this descriptive information about the processes that university students undergo to continue to participate in physically active leisure as young adults.

In addition, there is an important need to explore the interaction that a life transition may have on the constraints towards participation. Young adulthood is influenced by many leisure decisions and also increasing responsibilities they may not have experienced in the past. Jackson’s (2000) commentary on leisure constraints research challenged researchers that the best way to enhance the literature in this area would be to connect constraints research to other leisure issues. He suggested this would lead to a greater understanding of the issue, if there was descriptive literature to support existing data within constraints model and leisure behaviour models. If the descriptive evidence was available it would better describe the physical activity experience for this particular age group that would expand on and explain the rates and frequency of participation. This examination into leisure behaviours may also aid program administrators at university institutions to ensure their philosophy, policies, and programs reflect the needs and
desires of participants, in order to foster students who are successful in enjoying lifelong leisure pursuits.

Due to the ‘echo-boom’ generation (individuals born between the years of 1980 and 1995), there has been an increase in the number of students attending post-secondary education. Canadian university enrolment for the 2007/2008 school year was at an all-time high, with an estimated 1,066,000 students registered, with 812,700 of those being undergraduate students (Statistic Canada, 2010). The growing number of students within the university setting outlines a key population to focus on and target the efforts of health promotion activities, including increasing physical activity leisure behaviours. Due to the decline in vigorous physical activity participation during this period, it creates a major public health concern (Gyursick, Bray & Brittain, 2004), which also supports the need for increased promotion and programming efforts, as well as information to fully understand this population.

In conclusion, the connection between physical activity participation in adolescence and successful participation in physical activity in university should be further explored. This should include identifying the constraints and the processes of constraints negotiation for this specific population. As mentioned before, transitions are complex life events and present many opportunities and challenges for an individual. The understanding of the meaning and processes that a student uses to continue their participation in physical activity during the transition stage would help further the information about the personal characteristics of the experience. In addition, it will also help to compliment the research into transition behaviours and suggest ways to foster continuous participation that will reduce the decrease in physical activity levels during transition periods.
Research Statement

The purpose of the study was to examine physically active leisure for young adults who were successful at continuing their participation in physical activity during their transition into university. This research project examined the role in which physically active leisure continues over the transition from high school and university through a narrative approach. It will contribute to the global knowledge of narrative inquiry research technique in leisure behaviour and the leisure experience literature. During the progression of the study, the information gathered also explored the facilitators and challenges of leisure participation during the transition for those students attending a western Canadian university and provided insight into a typical transition pathway encountered by the students. The valuable information provided can be a starting point for university administrators to inform into policies, programs, and put in place supports that encourage the continued participation in physically active leisure pursuits. The results can also help inform the description of leisure constraints and their impact on physical activity and provide other researchers a foundation in which to build on other research or intervention studies.
Chapter 2: Literature Review

The major focus of this research is the physical activity leisure experience of young adults. The following literature review will address constraints encountered by individuals during the transition to post secondary studies and the process of constraints negotiation that fosters their participation. Literature on the characteristics of leisure physical activity constraints and university student population will also be examined.

Recreation and Leisure

The term recreation is a concept of varied meaning for each individual. Kelly (1982) defined “recreation as a leisure activity with social purposes and organizations” (p.26). What one person describes as their leisure may not be the same as what another individual chooses to participate in their free time. More & Averill (2003) proposed that recreation behaviour is the combination of elemental actions, thoughts and feelings that are composed from smaller bits of behaviours. It is the sum of these parts that allows the individual to engage in a recreational activity. Karlis (2004) adds that recreation is an experience that is self-defined and it is a personal experience that tends to be pleasurable. In addition, leisure is defined as time that the individual decides what to do and it is free time that is self-driven (Syliva-Bobiak & Caldwell, 2006; McCarville, & MacKay, 2007). These authors further go on to state that active leisure is any activity that results in energy spent during an individual’s free time (Sylvia-Bobiak & Caldwell, 2006). Leisure experience is not based on what people choose to do, but rather their intrinsic motivation of how they experience it. Heintzman (2007) described four types of leisure; leisure as activity, leisure as free-time, leisure as a symbol of social class and leisure as a state of mind. Three of these types fall within the scope of this study and are further described in this
paragraph. ‘Leisure as an activity’ has been the definition more synonymous with recreation, as the recreation was often engaged in as a tool to help prepare an individual to for their return to work, to ‘re-create.’ Through a ‘leisure as free-time’ view, the amount of time one has for leisure as free-time depends on their other obligations, at home, at work or sustaining their life needs. Lastly, ‘leisure as a state of mind’ focuses on the optimal leisure experience. Drawing on the work by Mannell & Kleiber (1997), Heintzman (2007) lists some properties of leisure state of mind, as moods, intensity, feeling of competence, and self-awareness, just to name a few. Leisure behaviours are as individual as the person themselves as everyone has a personal definition of leisure (Heintzman, 2007). Individuals must have a perception of available time and then access to the activity, before they able to take on a leisure experience. People take on their own meaning, develop their own attitudes about, and achieve their personal goals. Beliefs towards leisure and physical activity are developed and learned from external sources, past personal experiences and self-efficacy skills regarding their activity choices.

Translating leisure beliefs into physical activity and recreation behaviours has been a previous focus in the research. A study that included data from twenty-three countries that included a representation of European, Mediterranean, Asian Pacific and several developing nations, found that the proportion of university students with the lowest percentage of strong beliefs towards physical activity were also those who were inactive (Haase, Steptoe, Sallis, & Wardle, 2004). The highest percent of those with strong beliefs towards physical activity met the recommended levels of physical activity (Haase, et al., 2004). However, the authors were unable to determine whether there was a causal relationship between beliefs of health benefits and the participation in physically active leisure. The majority of leisure research has provided information on leisure attitudes, which includes leisure interests, leisure satisfaction, leisure
ethic, and leisure values, needs, and reinforcers (Hansen, Dik, & Zhou, 2008). However, leisure attitude only contributes a small amount of information towards a more complete understanding of leisure behaviours and participation in physical activity. The beliefs of physical activity can be related to the positive associations with physical activity. Stronger beliefs about the importance of physical activity for social and mental health benefits lead to higher participation rates (Haase, et al., 2004). A higher frequency of physical activity participation also helps to accrue the health benefits of physically active leisure. Hausenblas, Dannecker & Symons Downs (2003) found that there are three potential benefits of recreational sports participation, improved emotional well-being, reduced stress, and improved overall happiness. In addition to the physical health benefits that physical activity provides, there are also cognitive and affective benefits for the individual that contribute to overall health and various domains of wellbeing. Emotional well-being can encompass feelings of self-efficacy and motivation to participate in activities.

Perceived self-efficacy is the belief that an individual will be successful in achieving a predetermined goal (Von Ah, et al., 2004). Walker (2008) stated that intrinsic motivation can occur during 40% of leisure activities. Intrinsic motivation is a driving force to engage in behaviour, and is often out of enjoyment of doing the activity, rather than for monetary or personal gain. Therefore, more information we know about how to facilitate intrinsic motivation in leisure, “the more frequent and widespread these experience will become during leisure,” (Walker, 2008, p.307). The ripple effect of increasing and promoting one’s benefit will influence the other benefits experienced by physical activity participation. Continued participation in leisure can create meaningful social connections create social experiences and connections which will encourage an individual to stay connected in the activity. Therefore, it increases the overall
health benefits, both in the short term and for health maintenance in the long term. It may also foster a desire for personal development, in other areas of their life, including family and careers.

**Leisure Time Physical Activity**

Physical activity comes in many forms, across the variety of ages. The World Health Organization (2009) defines physical activity as “any bodily movement produced by skeletal muscle that requires energy expenditure.” For children, they do not fully understand the concept of physical activity but regard it mostly as ‘play’, expending energy and deriving enjoyment from playing outside. As they get older, play often turns into organized activities in the shape of sport teams or physical education classes. It also becomes increasingly a key venue to socialize and meet friends and develop fundamental movement skills. The increasing demands of adulthood and a growing number of responsibilities means less time for leisure as a young adult. Leisure time physical activity (LTPA) is a conscious choice to participate, during their spare time in a physical behaviour. Craike (2007) noted that “LTPA is a complex set of behaviours, with competing demands on attention, time and effort. LTPA cannot be considered in isolation from other leisure activities,” (p.124). Physical activity is viewed by adolescents and adults in different forms, often as exercise, fitness classes, team sports or individual activities that are pursued in their leisure time. An individual chooses types of activities based on preferences, skill levels, attitudes and availability.

According to the Canadian Fitness and Lifestyle Research Institute, in 2008, 30% of all Canadians participate in sport, and would be more prevalent in student demographic groups, (CFLRI, 2010). There has been a movement promoting active transportation as a form of physical activity to combat decreased activity levels, reducing climate change, and a barrier for transportation to recreation facilities (Brennan-Ramirez, et al., 2006). Besides from a convenient
form of transportation, choosing to cycle may potentially be an avenue to increase physical activity, and a way of negotiating leisure constraints, as a way to fit their leisure activities into their lifestyle. The perception of active transport could be how they have chosen to engage in their leisure behaviour as a form of physically active leisure. The individual may now see an increase in available leisure time, and therefore derive both leisure and health benefits from their transportation physical activity

**Leisure Constraint and Constraints Negotiation**

Leisure participation can be influenced by many factors both within the control of the participant and by external influences from the environment. These factors that influence leisure participation are referred to in the literature as ‘leisure constraints’. The early idea of leisure constraints was summarized as “a person is presumed to have a preference, desire or demand for a leisure activity, but fulfillment of this preference may be compromised by the presence of a constraint,” (Jackson, 2005, p.3). Previous research in constraints was extensive (see Kay & Jackson, 1991; Iso-Ahola & Jackson, 1994; McQuarrie & Jackson, 1996; Hubbard & Mannell, 2001; Son, Kersterr & Mowen, 2008). Although there is inconclusive evidence on constraints across transition periods and age groups. After the initial development of the constraints model, further research and application of the model had suggested it could not fully explain how participation occurred, despite the influence and presence of constraints. Jackson, Crawford, & Godbey’s (1993) research suggested that these inconsistencies in leisure participation resulted from the negotiation of constraints, not just the absence of constraints. The knowledge on constraints has moved beyond the idea that constraints led to non-participation, to a more complex model that is commonly known as the constraints negotiation thesis. The negotiation thesis was based on the work by Jackson, Crawford & Godbey (1993), Kay & Jackson (1991),
and Scott (1991). The premise of this thesis is that despite encountering constraints, individuals still participate, experience their leisure, and derive enjoyment from their leisure (Jackson, 2007). The theory states that despite feeling constrained people do find an avenue to participate and ideally, enjoy their leisure, when sufficiently motivated to do so.

![Hierarchical Constraints Negotiation Model](image)

**Figure 1. Hierarchical Constraints Negotiation Model**

(Jackson, 2007, p.66)

As in Figure 1, there are three categories of constraints, intrapersonal, interpersonal and structural which can affect the decision process towards participation. Constraints can be encountered at three time points during the pathway to leisure preference to leisure compatibility and their level of participation. Leisure preference and the desire to participate is the first intrapersonal constraint that must be negotiated before encountering any of the other constraints. Leisure constraints research investigates the factors with are assumed to be perceived or experienced by individuals that inhibit or prohibit participation and enjoyment in leisure (Jackson, 2000). These factors are divided into three categories, intrapersonal, interpersonal and structural constraints. The following (Table 1) provides a description of the three constraints categories and perceived constraints.
Table 1. *Constraint Category Descriptors and Examples*

<table>
<thead>
<tr>
<th>Intrapersonal Constraints</th>
<th>Interpersonal Constraints</th>
<th>Structural Constraints</th>
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<tr>
<td>Are psychological conditions internal to the individual</td>
<td>Arise from external conditions within the environment</td>
<td>Arise from external conditions within the environment</td>
</tr>
<tr>
<td>i.e.: personality, attitudes and moods</td>
<td>i.e.: presence of others within the setting</td>
<td>i.e.: cost, few opportunities, facilities</td>
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(Jackson, 2000)

The work done by de Vries & de Bruin (1996) suggest that participation may be more accurately predicted when using social structural variables like age, income, household type rather than predicting by the perceived constraints that an individual encounters. The authors expected that constraints influence activities in which people participate, rather than simply limiting those activities in which they do not (de Vries & de Bruin, 1996). The nature of participation as a whole has individuals making decisions that can ultimately impact the outcome of their participation. The outcome of their participation is ultimately shaped by the decisions that emerge from their perceptions of the constraints they face. Participation cannot be predicted by constraints encountered but rather will be influenced by their constraints.

People of all ages find a way to participate in the activities they find enjoyable, appropriately challenging, and meaningful. This is known in the constraints literature as a constraint negotiation strategy. Jackson and colleagues, (1993) suggested that participation might be a result of successful negotiation of constraints, not simply an absence of constraints. Therefore, experiencing a constraint does not always result in non-participation, but can result in a modified form of participation (Jackson, et al., 1993; Kay & Jackson, 1991). Modification towards participation can be in the form of frequency, type of activity, delaying participation, and changing household or other time demands to accommodate participation. Kay & Jackson (1991) found that time and financial constraints were the most commonly perceived but
participants still found a way to participate. Respondents in the 16-24 year old group were more likely to respond that they participated less frequently than they would like because of the financial costs to participate (Kay & Jackson, 1991). In addition, when time was a constraint to participation, the younger respondents were most likely to neglect household tasks to make additional leisure time. The impact of constraints are shown, as seventy-one percent of total respondents (18 years and older), reduced their overall time for leisure when they faced a shortage of time.

While the research has identified these points of time, there is little information regarding the transition process effect on leisure behaviour (Jackson, 2005). The majority of the research attention has been focused on describing the characteristics of leisure within each stage (Jackson, 2005) and identifying types of constraints specific to each activity (Jackson, 1994). Negotiation of constraints through transition periods place additional demands on the young adult. Transition periods are those life events that an individual encounters as a function of aging. However, age is rarely discussed in isolation (Singleton, 2007). Transition period is the period of time that the individual adjusts to new situations. The life course and life events are a series of events that one can transition into. Zuzanke (1979) proposed four factors that impact life course which are biological age, marital status, presence of children, and employment (as cited in Singleton, 2007). Examples of specific life events are puberty, marriage, full-time career, and retirement (Raymore, 1995).

During the transition to becoming a post-secondary student, young adults are often adjusting to new environments, responsibilities, academics demands and social interactions. Constraints that emerge because of transition points and learning new negotiating strategies are crucial to surviving a transition (McQuarrie & Jackson, 1996). It is during these changes that
new leisure opportunities can emerge, continuing in old activities become increasing difficult, or constraints become more prominent and nonnegotiable. Jackson (2005) noted that changes in activities, frequencies of participation and behaviour occur most frequently at transition points. It is these points of time where new opportunities are discovered, previous activities discontinued, and navigation of constraints persist (Jackson, 2005).

A growing body of literature has indicated that the transition into adulthood is taking longer for modern young adults (Brown, 2008). Young people experience many social and economic transitions that were not previously encountered. Focusing specifically on early adulthood, Raymore (1995) described four possible, and what are considered to be more traditional transitions for young adults, and may not account for all transitions experience. These are starting work, starting university/college, leaving home, marriage and parenthood. Although there are transitions that most people have in common, the leisure experience throughout the transition is personal (Jackson, 2005). These typical and commonly shared transitions allow an individual to seek advice from their peers who have already experienced it. It also creates social and informational networks and contacts that are readily accessible. The sharing of information creates the potential of reducing the lack of knowledge (interpersonal) constraint a young adult feels, especially when they are in a new environment. Going to university presents new opportunities, information, and supports, as well as a potential decrease in perceived constraints (Raymore, 1995).

Leaving home for the first time means the student is independent of parental supervision and control and the onus is on the individual to make responsible lifestyle choices. Increased autonomy over their behaviour is where new constraints can emerge or previous have a stronger affect on the individual’s choices, as constraints are not static factors during transitions. Some
may become more heightened as they are part of an individual’s consciousness, or even fade into the background as they become part of an everyday routine (Jackson, 2005). Therefore, an investigation of constraints at transitions periods should help to understand, in ways not previously recognized or examined, how students experience and respond to constraints. The strategies that young adults use to experience their constraints may be the key to a successful transition from one stage to another and will play a factor as they age and progress through other life course transitions. Ultimately, their participation in leisure activities may go beyond the activity itself, as evidence suggested that leisure participation may be a critical factor that influences how well or unwell they perceive their transition experience (Jackson, 2005).

**Transition into University**

The transition into university affects a student’s self-identity and participation patterns. Andres & Adamuti-Trache (2008) conducted a longitudinal study over a 15 year time period looking at the transition pathways of high school graduates in the province of British Columbia. A caution with the nature of this study is that the longitudinal tracking commenced with the 1988 graduating high school class and tracked their transitions, with the most recent follow up in 2003. They concluded that post-secondary participation played a significant role in their experience in becoming an adult. The data also provided evidence that many young people do not complete their post-secondary studies in the typical two to five year plan and those who begin their studies at non-university institutions are more likely to complete university studies within 5 years of starting at a university (Andres & Admuti-Trache, 2008). The length of a transition and the steps involved within an individual’s transition can impact their day to day routines and lifestyles and then by extension, their physical activity behaviour. The more a student switches roles and their life course demands change, the more constraints towards
physical activity they will have to navigate. It will also disrupt their individual beliefs and a
sense of connection to their surroundings. In a study by Scanlon, Rowling & Weber (2007) found
that the students feel an initial loss of continuity as they transition into university. The transition
period means that the student must establish new routines, form new social groups and get
accustomed to a new environment which would be unfamiliar to the environment they had
become used to over the previous years. The literature also indicates that students turn to other
students and social contacts to build their new sense of self, within the university environment
(Scanlon, et al., 2007). Bray (2007) found that students who were more confident with the
challenges of personal and social factors were able to be active during their first month of
university.

Pursuing post-secondary studies is a common transition for young adults as higher
education is related to career opportunities, income level and quality of life. In 2006, British
Columbia had a higher proportion at 57.9% of the total population with some post-secondary
education, than the Canadian average (56.6%) (Plant, 2007). A report from the BC Student
Transition Project said that 52.2% of all 2007/2008 BC high school graduates transitioned
immediately into post-secondary education and one year after graduation, an addition 11.1% had
enrolled (Ministry of Regional Economic and Skills Development, 2009). Post-secondary studies
is also a time period where individuals experience a noticeable decline in physical activity levels
(Baranowski, et al., 2001; Bray & Born, 2004; Bray & Kwan, 2006). Therefore, it would be
beneficial at this stage to meet students with similar leisure interests and physical activity
behaviours to build the foundation of participation patterns later in life, as well as a social
support network within the university environment. Solidifying friendships and social
connections early on in the transition phase allows students to devote more time to actively pursuing leisure activities.

**Individual Identity**

The transition into adulthood is a trial and error period for young adults, offering many opportunities for growth and development as well as many challenges. It is within their leisure time (leisure as free time) that the offers the students setting to solidify their previous beliefs and values in their new setting. It can also offer an opportunity to test new roles or challenge previous roles sets especially as they mature and understand their identity. Specifically, the university years and the post-secondary education experience is seen as an important developmental period for students (Hickerson & Beggs, 2007). Identity in young adulthood is the initial formation of their adult identity, but is often recreated throughout the lifecycle (Konstam, 2007). The author also states that “identity can be a multidimensional construct, characterized by shifts in one’s sense of self that are informed by environmental contexts,” (Konstam, 2007, p.14). During this period, a variety of leisure pursuits are often explored and determined for the individual. Personal beliefs, past experiences, and their concept of self identity influence the participation and decision to engage in leisure and recreation activities. Leisure behaviour represents an opportunity to establish a social position, develop a social group, and establish an individual identity (Hansen, et al., 2008). University students are at a time when self-identity is a priority in their lives and some select their leisure activities based on its ability to meet their social goals (Hansen, et al., 2008) and establish social connections. It also plays a role in maintain a balanced lifestyle and overall wellness during a stressful and demanding period of their lives.
While leisure research tends to focus on the positive benefits of leisure behaviours, one cannot forget that some leisure can endanger the student and pose health risks. Researchers have reported that excessive alcohol use on campus is a problem among college students (Von Ah, et al., 2004). The nature of university friendship groups seek to engage in the leisure experiences that are emotionally arousing, and often those choices can be considered to be damaging to their health (Smith & Green, 2005). These leisure pursuits include excessive drinking, smoking (Smith & Green, 2005) and illegal substance use. Often, the first experience with drugs and alcohol is with friends (Shinew & Parry, 2005). While these activities are also emotionally arousing for participants, they are not able to offer the same overall health or wellness benefits that physical activity can. They do allow university students to express their independence in this transition period as well as participate in the same activities as their peers (Smith & Green, 2005), which may or may not have long term consequences. Undergraduate students are also at a higher risk of high risk behaviours such as binge drinking (Kairouz, Gliksman, Demers & Adlaf, 2002) and mental health and substance dependencies (Statistics Canada, 2003).

Leisure Preference and Experience

Awareness of the benefits from leisure does directly relate to leisure participation and also is a starting point for developing a motivation to participate. Much of the population is informed of the benefits of physical activity on their physical, mental and emotional health through traditional means, education system, media and family. Research has also found that leisure participation is linked to perceived benefits of social relationships. Therefore, one can only obtain such benefits through actual participation in leisure time physical activity (Craike, 2007). Strategies that enhance leisure time physical activity participation can be described by understanding the determinants of regular leisure time physical activity and the pathways that
outline an individual’s decision-making process. It may also include understanding the navigation process of constraints to participation. Analysing this process is exactly what Craike (2007) outlined to do in her theory-building study of investigating connections between preference, life priority and making time for participation in LTPA. The purpose of the study was to develop further understanding of the intervening factors and their impact on actual behaviour (Craike, 2007). The analysis resulted in the conclusion that preference for regular participation was influenced by life priority and making time for the activity. Therefore, the fact that an individual has a preference for a particular activity does not mean participation will occur automatically. The individual must make LTPA a priority in their life and then allocate time in their schedules to participate (Craike, 2007). Knowledge about physical activity behaviour would benefit by understanding how individuals incorporate leisure time physical activity into their schedules and making it a life priority would help to explain the relationship of attitude and behaviour regarding their intention to participate (Craike, 2007).

**Student Lifestyle**

The characteristics of life course roles, including being a student, impact the amount of time available for leisure. In particular the role of a student would have more time breaks that are consistent throughout the year, whereas full-time employment would have less available time, but more flexible throughout the year (Singleton, 2007). The lifestyle of a student has fluctuations in their demands over the year; therefore, students may have a variety and adaptable interests and leisure activities to meet their schedule.

Another way to encourage physical activity pursuits is to increase the amount of leisure time a student has to ‘spend’. The daily structure that the student sets for themselves may impact their ability to engage in leisure time. Long & Sparks (1996) examined how students, who report
being organized in their daily lives, differ from those who are unorganized in their leisure pursuits. The students that reported higher levels of organization on the Lifestyles Approach Inventory (LSA) said that they had more time to spend engaged in activities they enjoyed, than in other student behaviours. Organized students had devoted a fair amount of time to studying during the week. So when they were able to undertake leisure activities, it gave them greater sense of freedom knowing that their participation was not infringing on their educational commitment (Long & Sparks, 1996). Prioritization of leisure time physical is a determining factor of regular participation in leisure physical activity (Craike, 2007). Those who develop their leisure preferences from a wide range of choices will form life priorities around physical activity and allocate sufficient time to participate in their leisure activities (Craike, 2007). One way in increasing physical activity in the university environment is the promotion of active commuting and transportation methods. An Australian study found that 14% of males and 12% of females were able to meet the physical activity guidelines through transportation alone (Cole, Leslie, Donald, Cerin, Neller & Owen, 2008). Their results indicated that walking was the most common mode of transportation for students who lived less than two kilometres away from the school and they did so, on average for 4 days per week (Cole, et al., 2008). Therefore, promoting physical active leisure is not only restricted to organized sport, fitness activities and physical activity programs. Encouraging individuals to walk more and reduce their time spent in vehicle commuting can raise physical activity levels in this student population.

**Constraints, Transitions and Leisure**

When studying changes in leisure that occur in a transition they cannot be studied in isolation but need to placed in the broad context of people’s lives. The process of the transitions can provide new or altered experience and that will impact how they participate in leisure. The
relationship between leisure and transitions is a reciprocal one, rather than in one direction. Changes in leisure activities may be triggered by the opportunities occurring from the transition because of heightened awareness, reflection, and self perception. Different stages of one’s life impacts the development of leisure preferences, and it is influenced by the context of their life (Singleton, 2007). They also could be externally triggered by age or maturity. For example, aging out of league play or being promoted to a new division within the league. It can also be triggered by life events, moving locations, starting school, and entering full-time employment (Raymore, 1995). In addition, leisure changes cannot be described in transition periods as just ‘a change in activity,’ but rather a complex interaction of that individual and their social factors. It is the combination of both that shape the meaning and experiences of leisure transitions and the negotiation of leisure constraints (Jackson, 2005).

Transition may involve setting a new balance among competing needs and aspirations, motivations and constraints. Therefore, if the changes in leisure result from constraint changes, a conscious decision was made to alter the participation patterns (Jackson, 2005). Jackson describes it as the constraint being ‘accepted’ during the transition, rather than it being imposed on the participation. On the flip side, the transition period may develop a situation where the individual is constrained into choosing a particular activity. The constraint emerges from the activity itself rather than constraining actual participation of the activity (Jackson, 2005). For example, moving cities means accessing new facilities or a lack of transportation to this new facility would be considered a constraint. Starting university may take up a lot of discretionary money that an individual could have spent on the leisure in the past and a student would be constrained into choosing a cheaper alternative. Also, a group of leisure constraints that emerge from the transition from adolescence to adulthood may not be experienced the same by all young
adults, in the same situation, as well as those not undergoing that transition. Adolescents in the
same transition group (e.g. graduation class) and those inter group members (e.g. starting class
cohort) will have different experiences, based on what occurred in their own past and how they
got to their current stage. A deeper understanding would allow for the development of strategies
to target people and influence their regular participation at various life stages (Craike, 2007).

Summary

By providing a wide range of quality leisure opportunities, recreation service providers in
the university environment can meet the needs of students and play a positive role in their
development process (Hickerson & Beggs, 2007). Navigating this life stage and participating in
leisure activities is important to the overall health and wellness development of the university
student. A comprehensive understanding of this life stage and leisure behaviour increases the
possibility of a more enjoyable experience later in life. The promotion of physical activity
participation and the maintenance of leisure behaviours during post secondary education should
be an important target for public health research (Gyrusick, et al., 2004). In addition, if
university students have a positive leisure transition and develop sound participation patterns for
adulthood, then the transition into retirement will be easier than those who have no previous
leisure transition and derive satisfaction for leisure activity participation (Hansen, et al., 2008).

Navigating the first independent transition period and continuing with their leisure pursuits from
adolescence to young adulthood, will make subsequent transition periods easier to manage.

There is the general consensus in the literature that physical activity tracks at low to
moderate levels, depending on gender and the type of activity, throughout the transition into
university. The transition period can have many decision points where constraints influence
leisure preferences and behaviour. As leisure is a personal and pleasurable activity, it is hard to
measure its benefits by using quantitative descriptors alone, for example intensity and frequency of participation. Examining leisure constraints in the broader context of a student’s life can help to inform the constraints negotiation thesis for this life stage. Understanding what makes people able to continue their participation over different life stages and for the long term would further contribute to the knowledge in the area. It would also help to understand the realities of physical active leisure participation in young peoples’ lives. In order to promote, encourage, and facilitate continued positive leisure participation, the following research will examine the beliefs of this population, as well as the motivators of young people that encourage positive activity attitudes and behaviours, and the factors that make it easier for them to continue their participation.
Chapter 3: Methodology

The purpose of this research was to examine physically active leisure for young adults who were successful at continuing participation in physical activity during their transition into university. Transitions have been previously examined using cohort studies, which follows a cohort over time, tracking behaviours or attitudes (Janke, Carpenter, Payne & Stockard, 2011). The follow up time between studies can be over short periods, a few months to a year, or over longer periods of time, including a few years or on an ongoing basis throughout a life time. Transitions and physical activity studies have used cohort studies to track energy expenditure and physical activity patterns, both in the short term and long term. Leisure studies have used recall methods of different cohorts to understand leisure at current and past time periods. The following chapter will introduce the research paradigm, inquiry methodology, participant recruitment, story capturing and data analysis process that were used to form the research questions of this study.

The exploratory nature of this study is broader than current active leisure theories on constraints negotiation and transitions. Rather than applying the experiences of the participants to an existing theory, the information obtained, and its subsequent analysis, was approached with an open framework to allow themes and categories to emerge independently. The themes emerging from the interviews allowed for the description and creation of a collection of personal narratives on the experiences of the university students at a western Canadian university. The benefit of this approach is that a narrative inquiry will illuminate the personal and social experiences and the involvement of physical activities in their young adult lives (Smith & Sparkes, 2009).
Understanding the young adult’s perspective of their leisure time physical activity during their university experience can be comprehensively investigated through the recounting of their personal narrative. In order to accurately examine this area of leisure participation, the study was designed using a qualitative research methodology, employing one-on-one interviews to explore participant’s narratives. According to Thomas, Nelson, and Silverman (2005), one uses a qualitative method to explore the meaning of an experience to the participants in a specific setting. The qualitative method is preferred to over quantitative measurement because quantitative data on leisure participation and constraints, though valuable, does not explain the process and the attachment towards their motives to participate. This study used a semi-structured personal interview format to extract the participants experience and strategies they used to continue their participation in physically active leisure while pursuing post secondary studies. Having the participants describe their experience as it fits into the context of their own life will help enrich the constraints literature beyond the conclusions from survey research (Jackson, 2005). This methodology’s conclusions and insights can expand the existing constraints and negotiation knowledge and broaden the understanding the effect of young adults’ leisure. The qualitative orientation is far better placed to examine the antecedents and context of constraints (Jackson, 2005), as it puts the information in the context of their lived experience. Jackson (2005) also points out that this methodology is able to provide insight on the individual and society scale of how constraints are perceived. It is best able to situate their experience with leisure in the other aspects of their lives. This type of information cannot be fully captured using quantitative methods.
Research Philosophy

To understand the purpose and focus of the study it is important to have some understanding of the perspective and philosophical approach proposed by the researcher. This study will utilize a ‘realism paradigm’, a perspective that assumes that,

“Abstract things are born of people’s minds but exist independently of any one person. The third world is largely autonomous, though created by us. Here perceptions are a window to that blurry external reality”

(Magee, 1985, p.61)

Magee’s quote refers to the existence of three worlds In addition to the realism perspective. He labels the other two worlds as the ‘positivist paradigm’, and the ‘critical theory-constructivism perspective’. These perspectives are based on previous work by Lincoln and Guba (2000). For brief explanatory purposes, they are presented here at their extreme. A positivist sees the world as having one truth for which we are searching and each subsequent study moves us closer to that truth. The constructionist perspective lends itself to exploration of how meaning is created and is a perspective ideally suited to addressing how individuals see and interpret their environment.

When thinking of a research philosophy it is best to know the personal background of the researcher themselves. The researcher’s view of leisure and physical activity from the literature and in research practice may not fully reflect the realities of a university student as they develop into adulthood. Part of this study addressed the issue of understanding what the meanings of physical activity to continue the behaviour throughout the transition. To address this issue this study utilized in-depth, semi-structured interviews with upper year university students. The goal of this approach is to gain a deeper understanding of the meaning, beliefs and constraints that leisure time physical activity has in the everyday lives of students, and to develop an
understanding of the process by which they identified and negotiated their constraints throughout that transition.

Given the purpose and philosophical underpinning of the study, in-depth interviews are an appropriate method for investigating the nature of student’s leisure behaviour. This study used personal, semi-structured interviews, based on the interview guide presented in Appendix A. The interview guide approach was chosen to effectively use the interview time available with the participants, in exploring the issues crucial to this study. A guide was used to capture the similar pattern of behaviour of leisure time physical activity across the transition, so that consistent questions were used to frame every interview. Subsequently, the interview transcripts or ‘field stories’ were transformed into individual narratives, and then these narratives were examined for key themes that address the research questions. Details of this data analysis process are presented later in this chapter.

Researcher’s Background

After the understanding of the research philosophy that is the foundation of the study, it is also prudent to understand the researcher’s background. It will help to situate the personal philosophy and the biases that the researcher would have during the analysis and narrative construction. Patton (2002) suggests that researchers’ own biases and reasons for conducting a study be explicitly considered and stated before the collection of data. This helps to address any biases or influence that the researcher has on the participant’s experience during the interview. My reason for pursuing this topic was that my own transition into young adulthood and leisure time physical activity had an impact on my behaviours and health. Outside of intramurals and personal pursuits, there was a lack of choice and avenues to participate at university, whereas in high school there were more choices available. As soon as I lost my routine from high school
participation, the momentum to get back to what I had being doing before, was not able overcome the pressures of my academic pursuits. From my career pursuits, I knew that if I had trouble participating in physical activity, there would be others who had trouble as well.

My own experience in physical activity has included three transitions that have impacted my personal behaviour patterns in different ways. In high school, I was deeply involved in athletics, participating on as many teams as possible and being involved in a leadership role with the athletic association. It was the successful experience through those moments that helped me to choose my career direction. Pursing undergraduate studies, I had moved provinces to attend school and there was again a change in my activity patterns. I was able to continue participation in team sports through residence intramurals and also took on a leadership role in my residence community. Although I was able to keep some degree of activity, I missed the time spent with teams, working together and practicing for games. I did not participate in as much as I wanted to, as I felt pressure to find employment, succeed academically and did not make a lot of time for physical activity. After graduation, I made exercise part of my routine, like going to work every day, and started to enjoy the health and body image benefits from it. There was a mental shift, that if I am going to be promoting physical activity (teaching physical education) to young people, I needed to ‘walk the talk’. From then, participation progressed slowly, with physical capacity improvement, and enjoyment and exploration from new activities. Moving to another city to pursue non-teaching employment gave me access to a facility that was women’s only and had brand new equipment. Having that ‘personal’ space, let me expand activities to include strength training and develop a sense of confidence and enjoyment out of the time spent in the gym. Transferring those skills to the outdoor environment came with the final transition into graduate school, undergoing a similar transition as the participants in this study. I experienced an
increase in physical activity during graduate school for a few reasons. One, I had started a health overhaul, as I was striving to become a healthier, mentally and physically individual. Secondly, the environment and the people gave more opportunities to be active, out of enjoyment and similar pursuits. The people were out exploring the all that the city had to offer, and I did not want to be left behind. Thirdly, it became a way to manage stress, both in my personal life and in my academic pursuits. Currently, I am an avid runner, learning new sports, and challenging physical limits in strength training. My main motivators to participate were because I enjoyed the benefits I felt after it, and I liked spending the time in the mountains and parks. It brought a sense of clarity and purpose to my life, amongst all other personal demands.

My positive attitude towards physical activity comes with the realization and past experience that is it not easy to always participate, as I have experience both sides of the spectrum. Both as an employee and as a student, I faced constraints, limitations and adaptations to my participation. The motivations to continue were because of the benefits that were instilled in me as a young adult and again as a recreation and sports studies student/professional. I knew that as an informed individual about physical activity and participation strategies, if I was having difficulties fitting it in my schedule, what about those who are not in the field. This fuelled a general professional goal of figuring out what makes someone a lifelong physical activity participant. I have had a life without physical activity and life experiences with physical activity, and my self-image, health and wellness, is greatly impacted by changes in my activity level. It boils down to the simple fact that I like myself and what I can do better, when I am active. It coincides with my chosen career field and I am grateful for the opportunity to work and study in a field which promotes the values and beliefs that I personally hold.
Knowing that my values and beliefs are not held by all individuals, it was important to keep in mind, that the experience of my participants may have been easier or more difficult than mine. I was careful in not sharing too much of my stories and my experiences, similar or different, in dialogue with the participant. I wanted to keep an open mind that what is challenging experience for some was easier for others, and their state of exposure to their own motives may be less developed than my own, and to no fault of their own. It may pose a challenge in the interviews especially trying to develop a rapport with the participant.

My awareness of these issues made me cautious of reading these views into the interviews or of leading participants in that direction. Understanding my own experiences helped to provide a neutral view when analyzing the narratives of my participants. The research questions and phrasing of the interview guide do not presume one view over another. It respects the individuality of each student and is dependent on the uniqueness of their own experience of physical activity behaviours.

**Population Sample**

The definition of adolescence and young adult varies in the literature, as there is no universally used definition of adolescence and young adult. As this study looked at university aged students, enrolled in university, there is the assumption that they have finished high school and have reached the age of majority in their province. Statistics Canada uses the age range of 18 to 24 years old when describing university enrolment (Statistics Canada, 2010). In addition, Leslie, Sparling, & Owen (2001) classified young adult as those between the ages of 18-25 years old. Similarly, Brown (2008) operationalized young adults as being 18-24 years of age. The current study focused on the early transition period into university, the age range implied when using the definition of young adult will be 18-25 years old.
Despite variations in actual age, the life stage actually attending university is of primary interest. This group spends a majority of their time in sedentary behaviours including class, homework, and computer use (Leslie, et al., 2001). A university education prepares a large amount of students for sedentary occupations (Leslie, et al., 2001). Therefore, the adoption of healthy patterns now, will help to increase their tendencies to continue being physically active after graduation and when they enter the workforce. In addition, young adults often by the age of 25 had completed post secondary studies (university and non-university) and had moved on to employment (Andres & Adamuti-Trache, 2008). The transition from school to employment reflects a different set of challenges, experiences, and processes that are not able to be covered entirely in this study. Therefore, the study will focus on the transition into university studies because of its ability to provide a defined environment in which to study the leisure experience.

**Participant Description and Participant Recruitment**

Recognizing that leisure participation is individual and specific to the context and environment in which it takes place, the study examined the transition for students attending a mid-sized western Canadian university. For the purpose of this paper and study, and this university will be known as ‘SeaU’. It is the hope that the stories provided by the students will be reflective of the transition to a Canadian university. However, the participants’ stories may not be a true reflection the transition experience of the general Canadian university student population as a whole. Further, these participants must have graduated from a high school outside the surrounding city boundary and moved to the city to attend the university. Students who are new to the city will have a different transition and leisure experiences by those who did not have to make that the same transition. The location requirement was to narrow in on the students who have had encountered a more complex transition, when it comes to finding
accommodations, establishing daily routines, social connections and developing leisure opportunities as the literature suggests. It would also maximize the potential of the student encountering constraints to their leisure time physical activity. The sport and leisure participation requirement in high school is to capture individuals, who would have had been exposed to sport and leisure and have enough interest throughout adolescence, to want to continue their participation in young adulthood. The restriction about level of play was to focus on recreational participants. This focus on active participants in university was to gather the story of those successful at transition navigation and physical activity behaviour.

The students were recruited through in-class presentations and email notices from professors, to second and third year level courses. The courses were randomly chosen from all courses offered in the winter and spring sessions of the 2009/2010 school year. Permission was granted via email or telephone by the course instructor to attend the lecture and give a 5 minute presentation, outlining the study details and the recruitment process. There were a total of 12 in-class presentations and one professor opted to do his own announcement in class and distribute information via email. The recruitment script is included as Appendix B. The students were asked to self-identify and get in contact with the author to arrange a mutual interview time. This was most commonly done through email, or directly after the in-class presentation.

As the study aims to understand the meaning of leisure for all university students, it was not important at this time, to narrow recruitment on the perspectives of a specific gender. The hope of recruiting an equal number of male and female participants was not met, as more female participants expressed interest in being interviewed. The criteria for choosing study participants in upper level studies was because the students will have had sufficient experience in the university setting to engage in and participate in physically active leisure. The focus on leisure
and recreational sport and physical activity participation was chosen, as it has been shown as the main method of how the adult population engage in physical activity, primarily for the health benefits. The exclusion of nationally carded or elite athletes was to focus the study on the mass participation of the student population, not those who participate for other intrinsic or extrinsic reasons, at a higher, competitive skill level.

**Ethics**

Before participant recruitment and data collection was conducted, ethical approval for this study was obtained from the Human Ethics Review Board at the University of Victoria in the fall of 2009. Participants were asked to review and sign a participant consent form (Appendix C) before the interview commenced and were allowed to keep a copy for their personal records. As outlined in the ethics protocol, all interview field notes, transcriptions, audio recordings, and personal contact information was kept confidential and secure in the graduate student office on campus. All participants were assigned pseudonyms and identifying factors were removed from all final copies of the research. All electronic and hard copies of the data will be destroyed 5 years after the completion of the study, as per the study’s ethical protocol.

**Data Collection**

In order to get rich information, the snowball sampling technique was used, in addition to a mass call for participants, through in-class presentations. Participants, who completed the interview process, were asked to name, friends or peers who might have had further insight on the topic. Two additional names were given by initial participants, but through direct contact with those named individuals, they declined to participate due to scheduling conflicts and a lack of interest. The nature of purposeful sampling was to reach information saturation from the
participants’ interview. Therefore, the end of sampling will be when the information presented is at the point of redundancy (Patton, 2002) and a variety of themes and stories have been collected. From those students who self-identified as being interested in the study and were deemed suitable for the study, based on the criteria outlined in Appendix D. One student was excluded based on the outline criteria due to hometown residence and another based on graduation from an international high school. Therefore, thirteen students were recruited and interviewed from in-class presentations. An additional participant expressed interest in participating and was scheduled to be interviewed after the spring session exam period. This led to a total study population size of 14 university students.

The primary data collection technique was the use of semi-structured personal interviews, where participants were asked to recount their past experiences with physical activity behaviours and their current participation. By using a narrative approach, participants described their personal story of their experience, with the hopes of exploring their own views of physical activity based on their experience. “[Narrative] offers a meaningful way for us to produce knowledge that deepens and enlarges our understanding of people’s lives, including their leisure experiences,” (Glover, 2003, p. 146). This method allows the researcher to join life experiences from the past and in the present that exist along a continuum, which is how life occurs for the participants. Stories told during the interviews allowed the researcher to collaborate with the participant, understanding that the story is still being lived, relived and re[told] (Clandinin & Connelly, 2000). It was important to note during the interview transcription, narratives and participant feedback, the individuals’ experience will be recounted differently through their stories, however, could be similar in thematic experience as the other participants.
The interview guide was piloted on graduate students, who meet the same requirements of study participants (in terms of past and current sports participation and have recently started their graduate studies in the past two years). While their transition period may not cross an age milestone, they do experience a life course transition and also may not be their first transition. Their lifestyle adjustment and ways to be successful in physical activity at the post-graduate level will result in its own rich data and narrative experience. The purpose of such a pilot was to test the relevancy, order, and clarity of questions in the interview, in the hopes that the responses given by the participant will be congruent with the information sought by the study. Based on this pilot study, the interview questions and order were reworded and altered, based on the natural flow of conversation and to increase clarity and understanding of the questions by the participants. The researcher’s interview guide and list of probes were reformatted after the second undergraduate student interview to facilitate easier field notes and spaces for comments post interview for the researcher. The participant and researcher’s copies of the interview guide are included as Appendix E and F, respectively, for the reader’s reference.

All participant interviews were recorded using a digital voice recorder. The digital files were transcribed, verbatim, into a word processing document within two weeks of being conducted. Researcher also took personal notes during the interviews of her own reflections and impressions from the interview, noting non-verbal cues and general demographic information. Personal verbatim transcripts were reviewed by the participants for accuracy of the discussion interviews. In addition, the major themes and the resulting narrative that emerged from the interview were also given back to the participant to corroborate the results, once all interviews were completed. This allowed the student to add any additional comments and ensure that results found are an accurate reflection of their experience. The data from all the interviews (audio and
verbatim transcriptions) were reviewed multiple times as the final interviews were being completed and once again at the end of the data collection period. It also was done to use as a constant comparison method, amongst all the storied experiences of the participants.

**Data Analysis**

The data was treated in ways that sought to ensure that the tone and meaning of the participants’ words were represented. For example, this study utilized verbatim transcriptions and relied heavily on the actual spoken words of the participants. Multiple copies of the data will be kept and a master copy will remain unaltered for future review or confirmation. In addition, the researcher kept both field notes and a research journal in order to document the research process and to support the recorded material with written back up notes.

A number of approaches were taken to examine the data and to develop findings. As Patton (2002) suggests “no formula exists for that transformation. Guidance, yes. But recipe no.” (p. 432). Two different approaches were taken in this project in order to add to both theory relating to leisure behaviour during transition and subsequent constraint negotiation and to inform leisure service management practice. First, individual narratives were created from each of the 14 interview transcripts. The creation of individual narratives is called narrative analysis (Clandinin & Connelly, 2000; Glover 2004; Glover, 2003). The second approach then analyzed the created narratives for their key message or themes. This is referred to as analysis of narratives (Clandinin & Connelly, 2000; Glover 2004; Glover, 2003). A description of the data analysis approaches and initial theming, which were used in this research project, follows next in the discussion.

The first round of theming was done using the cut-and-paste method of the participants’ transcriptions. This allowed the common themes to emerge across all participants, and create a
representation of the commonalities and differences between the narratives. It also helped to discover the best way to portray and describe the data. During theming and writing of the manuscript, the audio files, transcriptions, narratives, and participant profiles were repeatedly returned to for familiarization with the data. This helped to understand participants’ tone, original emphasis, emotions and voice of their experience from their interviews that is not easily conveyed in the written word. It also helped to categorize and theme data appropriately to accurately reflected their meaning or process of negotiation. The constant comparison across and between participants helped to maintain their individual voice and themes amongst the collection of narratives. This return to original data helped to ensure that the researcher’s biases and personal experience were reigned in and excluded from the participants’ words.

**Credibility and Authenticity**

The concept of authenticity is a frequent source of debate and criticism within qualitative methodologies. Patton (2002) suggests that qualitative approaches must consider three key factors as they seek authenticity within their findings: the rigour of the methods, the credibility of researcher’s background and experience, and the philosophical belief in the value of qualitative inquiry. Each of these issues has been discussed in some detail in this chapter.

**Narrative Analysis**

The narrative analysis was done by ‘re-story-ing’ the transcripts or field stories into individual narratives. These narratives focused on the two time periods; the key events in those time periods and the transitions between those life stages. All the narratives were constructed to follow the same plot line, for presentation and for consistency when reading each experience. They highlighted key experiences faced by the students during their transition into university
(Clandinin & Connelly, 2000). The timing of events and the context were also incorporated as key elements of the narratives. The narratives are structured around the activities that they chose to participate in and the reasons they continued in them, despite facing challenges, which occurred during participant transitional experiences. The “re-story-ing” approach taken centers on participant interaction within the high school to university transitional experience, from both a personal and social perspective. The narratives also consider context and the continuity of time as key elements in the development of each story. This approach has been suggested to allow for a broader more holistic view of the participant’s experience (Ollerenshaw & Creswell, 2002; Clandinin & Connelly, 2000). All names, team names, location and league names were changed or removed to ensure anonymity of the participants. The summary narratives for the fourteen participants are presented in their entirety in Appendix G. As expected, some stories are extensive and vivid and others less so. As such, the length of the stories varies considerably as does the detail and richness provided. Where possible, the author attempted to retain the voice of the participant while conveying the tone and content of the participants’ messages.

Due to the narrative approach taken in this inquiry software was not used for data analysis, as the researcher wanted each story to remain as unique and intact as possible. In developing each narrative the researcher reviewed transcripts several times and field notes for each individual interview were collected. However, the most valuable analytic tool was that of listening and re-listening to the interviews. This was done for each interviewee a minimum of 4 times and personal notes were taken and refined each time. The interviews were also listened to while reading the transcript, to ensure that both were concurrent in nature. The researcher felt it was important to hear the words as spoken by the participants’ themselves. Both tone of voice
and cadence helped the researcher understand the depth of emotion connected with their comments.

**Analysis of Narratives**

A key focus of this study was also to highlight the transition experience, with respect to physical activity participation so the narratives were examined for this focus and essence. Rather than pulling pieces from each story out of context, the researcher sought key theme(s) from the experiences as the participant related them. These themes were then reviewed and organized. Themes were not predetermined before analysis but rather came directly from the data. Transcripts, interview tapes, and field notes were consulted to support the information taken from each narrative and ensure that the information used was consisted fully within the context of each participants’ past and present experience. The information from this analysis is presented in Chapter 4, in order of addressing each initial research questions.

**Research Statement and Questions**

The purpose of this study was to examine physically active leisure for young adults who were successful at continuing their participation in physical activity, during their transition into university. Specifically, answering the four research questions, as outlined below.

1. What does physically active leisure behaviour mean to university students?
2. How do their beliefs about physical activity translate into physical activity behaviour?
3. How do they navigate the processes of choosing to participate in physically active leisure?
4. How do university students negotiate the constraints of their leisure participation?

These research questions addressed two main factors that are characteristics of physical activity behaviour. Firstly being, the meaning and beliefs of physical activity for these university
students, at their life stage. The second factor addressed in the research questions look at the process of a transition and the constraints of leisure time physical activity participation. These questions will provide insight into the translation of personal beliefs into actual behaviour for young adults.

**Assumptions**

This study was conducted with the following assumptions. Assumptions are beliefs imposed by the researcher for the study to proceed. There are three assumptions that frame this study. First, the transition experience for university-aged students into young adulthood actually happens. The researcher assumes that young adults experience a discontinuity between life stages. Second, participants telling their story were able to accurately recall their experience both from high school and in previous university semesters. Reliable recall of the experience is necessary to theme their experiences with others in their cohort. Finally, participants were able to verbally express and reflect on their personal experience. With any narrative inquiry personal stories may vary in richness and understanding of experience and communicating their experience to the best of their ability. The ability to communicate is vital to producing an informative research story.

**Limitations**

With the narrative methodology, there is a limitation of the methodology used, as it only captures the experience of the individuals involved. It may not be generalized to the experience of all university students, nationwide. In addition, study design limitations are factors, due to the focus and resources of a researcher, narrow the project from a broad research focus or interest area. Some of the limitations of this project include, the results presented from the narratives
may vary according to a participants’ transition experience and life course stage; the participants responded truthfully in their interviews and their stories are reliable; the themes presented are only applicable to the university student lifestyle at this midsized western Canadian university.

**Delimitations**

Delimitations are factors that emerge from decisions surrounding study design. Some of the delimitations that emerge from the study design are as follows. First, the responses are reflective of the experience of students attending university in this Canadian city. The study targets university students who are in their second year or higher of their program. Secondly, the participants in the study must be self-described as current regular participants in physically active leisure, in all its various forms. They must also have had previous leisure time physical activity participation during high school.

**Summary**

The methodology presented in this chapter outlined the qualitative approach used in studying the transition of students at a post secondary institute. Examining the physical activity experience through an analysis of narrative approach, allow for the reflection on their participation pattern, in the context of their lives. By situating the researchers own experience and bias, validity within the results methods for data analysis, can be maintain separate from portraying the participants’ story. The themes that emerge from participation be a result of the ways the information was collected and how it can tell its own reflective story by the participants.
Chapter 4: Results

This chapter is divided into two sections for the presentation of the study’s results. The first section addresses the meaning and beliefs of physical activity and the second section, addresses the constraints and constraints negotiation process of leisure time physical activity. These sections also help to succinctly address the study’s four research questions. This division into sections in this chapter captures the experience of the students in a meaningful, concise and clear way.

The first section, looking at the meaning and beliefs towards physical activity participation, is presented in the four categories that are named by the categories in which the participants were grouped. To orient the reader, each category commences with a description of the demographic profile and then the emerging themes are presented within categories with supporting quotes. It is important to note that these groupings were created along a continuum of activity, as all of the participants have already identified as being active. This continuum is ideally viewed as one with no fixed boundaries, and the participants have the potential (beyond the limits of this research study) to be classified in different categories, at a different time periods. They were grouped in this fashion according to type of activities pursued and their own description of their activity levels during university. In the last part of this first section is a comparison of the between groups themes is presented, along with the emerging themes across all categories. All fourteen individual narratives of their physical activity and transition experience are located at the end of this thesis in Appendix F, for the reader’s reference.

The second section of the chapter presents the results of the perceived constraints encountered by the participants and the negotiation process they experienced, in order to continue being active at university. There are two parts in this section; the first looks at the
perceived constraints as described within the scope of the constraints model. The second part
presents the facilitators toward physical activity that the participants mentioned that enable their
behaviours. The participant’s quotes, outlining their perceived constraints, are located at the end
of this document, as Appendix G.

**More Active in Similar Activities (MA-SA)**

The first category of participants describes those individuals who, throughout the transition, have become more active in their physical activities, during their university studies. ‘More Active’ describes that they have increased their frequency, intensity level or consistency of participation, throughout their chosen physical activity. ‘Similar Activities’ denotes that these individuals remained in the same category (team vs. individual), activities throughout the transition. There are two participants that compose the MA-SA grouping, Joanna & Noah. They are alike in the fact that they have continued in similar activities across the life stage, but the benefits and motivations behind their participation are varied. The following provides a description of their backgrounds.

**Joanna**

Joanna is one of two mature students in this study. The definition of mature student describes that her undergraduate studies have been delayed since high school graduation for various reasons. Her transition to university has been longer than most of the participants and incorporated numerous steps, including college, work, and then university. She is a third year sciences student and came to SeaU, as a result of an accident that left her unable to continue working. In high school, Joanna was in a special school program that focused on a team sport (soccer). For this specialized program, Joanna had to give up other sports (basketball, volleyball
and cross country running) because of time commitments. The level of soccer that she played at, was advanced and her coach encouraged her and her teammates to play in the women’s community league. Joanna was the captain of her junior team and was also a spare for the senior team, as her main focus in high school was playing soccer. Joanna is unsure about her reasons for participating in high school sport, beside from derived feelings of enjoyment. During high school, she mentioned that it was the time with her teammates, during games and tournaments that kept her continuing to play soccer.

Her time in university is split between her hometown and SeaU. She spends her weekends at home, playing in a women’s hockey and soccer league, which she has been a member since high school, all year round. She describes her participation as having ‘two lives’ SeaU for school, and home for sports. This dual lives perspective is best described in her own words as, “my weekend is sports; that’s all I do. It’s like I can forget about school when I’m up there, and when I’m down here, I don’t like forgetting about the sports, but I have to for school.” Joanna is unsure why she continues to participates, but talks about enjoying being physically able to do all sorts of activity. She enjoys the time she can spend with friends, as the social time with the team after the game is equally enjoyable as the time spent on the field/ice. During her transcription review, she came back with, that she actually participates because of the feeling of accomplishment from winning and being competitive. She enjoys developing her physical skills, sport skills and playing on the teams, where she can showcase her talents and improve her playing level.

Noah

Noah is in his fourth year of the education program, having started in the sciences program but switched to become a teacher at the secondary level. In high school, Noah was a
very active child, being sent outside to play, biked around his neighbourhood, went skiing, and played in the community soccer league. Noah did not participate in any team sports offered by his high school because the selection was limited, so he never got into other traditional team sports. His family was very supportive in his activities, always pushing him outside to play, and providing a ‘tickle trunk’ of sports equipment for him and the neighbourhood kids. He enjoyed the competition of being on the soccer team and the social aspect of being with his friends. Most importantly, he loved being in the outdoors, for his physical activities; it was comfortable and enjoyable.

At university, he has continued to play on an intramural soccer team and has joined a variety of outdoor clubs, (kayaking, sailing, rock climbing, running, and cycling). Transferring into the physical education program was a positive decision for him because he identified with the people, their interest in being active, and the great environment of ‘working hard and playing hard.’ He describes his participation as way to keep his body healthy, and being aware that health means eating well and sleeping better to become a happy individual. Being outdoors brings back a feeling of home for Noah, as well, his physical activity gives him his personal time to relax and de-stress. Balancing between his intramural participation and the challenge of running and cycling, allows him to get the most out of his participation. Intramural soccer allows him to connect with his social groups, spend time with them, and his individual activities gives him the personal challenge to strive for, and also an appreciation for his health.

**MA-SA within Category Themes**

The following table outlines the common themes between Noah and Joanna. For these two individuals, being at different stages in their life course is their primary difference in this category. They both see the benefits that being physically active has at maintaining a healthy
lifestyle. The inherent value of activity is their main motivator to continue their participation in physical activity. They also use their respective activity choices as a chance to connect with their social group and/or as an avenue for personal development and skill improvement.

Table 2. MA-SA Participant Themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Participant Experience</th>
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<tbody>
<tr>
<td>Health and Physical Ability</td>
<td>“I mean, I guess, I’m fit, in I don’t know, whatever way, cardiovascular sort of way and stuff. So maybe I’m getting that out of it.” (Joanna)</td>
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<tr>
<td></td>
<td>“I don’t know. I liked them [playing sports], pulling muscles and things it doesn’t feel very good when that happens, so that’s not a good reason. Exercising, maybe exercising does it for me, but I’m not really sure if that’s true.” (Joanna)</td>
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<tr>
<td></td>
<td>“Keeping my body healthy. I think I really want to be a healthy individual so when I’m older, and it’s just health risk. I’m not anal about it, but I’m just aware, and because I enjoy it, it makes it easy. I mean, as far as why I continue it, day to day, it’s just sleeping better, eating better, being a happy individual.” (Noah)</td>
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<tr>
<td></td>
<td>“My appreciation has changed in the sense that now, I’m doing it for my health (...) but I like keeping my body healthy and I recognize the benefits right away from sleeping, and eating, and smiling and laughing, just de-stress.” (Noah)</td>
</tr>
<tr>
<td></td>
<td>“I do like the fact that in life, in other aspects when I was working, it left me able to, I don’t know if it left me able to, I’m sure it helped me able to do the things I did with work (...) because I do like the ability to be able to, if somebody said, hey, let’s go for a run, and I could say sure and it wouldn’t be a big deal. (Joanna)</td>
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<td></td>
<td>“I liked the sport, I’m enjoying it now. I wish I was in the same shape I was in high school, but I think physically, it would just be too much, or maybe I would get it back, if I ran 9 hours a week.” (Joanna)</td>
</tr>
<tr>
<td>Social Connection</td>
<td>“I’m really happy with soccer, I think. We have some weird team dynamics, we sort of recycle people, people leave. (...)We get the same people, we call it the core, and actually”</td>
</tr>
</tbody>
</table>
it’s our joke. The core of the team, we get the same people that come out, and we have all these satellite people going [around].” (Joanna)

“Totally social, that’s it. Every Thursday, meet up with your buddies, go for a beer after maybe. Have a game. (…) The social aspect of going to play with your buddies, yell and cheer. That’s the main reason I’ll go back every year is because of the social aspect.” (Noah)

“I think the real benefit is through friendships, you develop a lot of real wonderful friendships with people of similar interests and different ideas and what comes out from all these activities, I think that’s really important. You just get a lot of value in human relationships.” (Noah)

<table>
<thead>
<tr>
<th>Skills &amp; Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’ve always said, I’d rather be the crappiest player on a good team, to learn, than be a good player on a not very skilled team. I don’t develop as a player if I don’t play with people that can actually pass me the puck and get it to me. But when passes don’t get to me, I’m not having the opportunity to get better.” (Joanna)</td>
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<tr>
<td>“These are educated people too, I was learning how to fuel my body and what I can do, how much I can push myself, and importantly, not to push myself too hard. When you get up to that level, you experience that much more, run that much further.” (Noah)</td>
</tr>
<tr>
<td>“You know, (pause), it would be really, really nice to excel in one thing. I’m not like overly experienced in one sport, but I’m definitely capable from going through some serious rapids in my kayak and I’m comfortable with that. With my own skills, I’m fine with that.” (Noah)</td>
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<tr>
<td>“It’s about getting out there, having fun, it’s not necessarily about improving all the time. If I could change something, as I participate in many activities, I am a master of none, haha. But that’s not a problem!” (Noah)</td>
</tr>
</tbody>
</table>
**More Active in Different Activities (MA-DA)**

This category contains participants who have increased their activity choices through new activities during the transition to university. They were exposed to new activities and their participation in these activities have helped to continue being active at the post-secondary level. ‘Different Activities’ describes the activity type (team or individual) and these participants changed within or between these two main types. ‘More Active’ describes that they have increased their participation frequency or consistency of participation, throughout their post-secondary transition. The participants in this category have expressed an understanding of their motivation behind their physical activity participation. It is this level of awareness and exposure to different activities has made them successful at continuing to be active during their post-secondary education. Even more importantly, it has allowed them to be confident in choosing new/different activities.

**Katherine**

Katherine is the second mature student in this study, who is in her 4th year of a sociology program, with a focus on health and aging research. Similarly to Joanna in the MA-SA category, Katherine is a mature student because the completion of her undergraduate studies has been delayed following her graduation of high school. In high school, Katherine participated in sport, specifically rowing, as it was the social time she spent with friends and the excitement of being part of a team. She stayed in karate longer, because it was not a sport that females traditionally did and enjoyed the physical aspect of it. Katherine dreaded the competition aspects of her activities, specifically with rowing, because of a bad experience at a regatta. She did not enjoy the weather, being out on the water (constantly cold) or as she progressed in the karate level, the way the style became more repetitive movements. She only stayed in team sports during the
junior years of high school, deciding to stick with personal activities like biking, for her senior years instead.

She came to this university because she did not want to move out of the surrounding region to attend school and has since become more consistently active than when she was in high school. She has been an avid runner for about 10 years, and has taken up doing long distance runs and a local racing series. Running plays a large role in Katherine’s life which has been detrimental to her pursuit of academics, as she often finds herself balancing races and completing her school work on time. To be competitive in her running and to minimize her risk of injury, Katherine started strength training to compliment her running training. She has also taken part in various dance classes, ranging from belly dancing, to swing and salsa. Katherine dances because she finds it a very uplifting, social and fun activity that compliment her other activities. For Katherine, the growing up process has helped to get her more involved in activities that she is passionate about and enjoys doing. It has also helped her appreciate her activities and given her a level of satisfaction of her abilities through them.

**Sydney**

Sydney is a third year chemistry student from Alberta, who became increasingly active at university, as she did not participate in team sports during high school. She was pulled into running by her best friend one summer, as the both of them participated into a learn-to-run clinic. Her main motivation for this activity was for health reasons. In the winter, Sydney was an avid snowboarder. It was through a school board program that exposed her to a variety of non-traditional sports, which were outside of a typical physical education program. After trying activities like rock climbing and swimming, her friends used their activity choice to go to the ski hill instead. It was from that experience that her family enrolled her in snowboarding lessons, so
that she could continue going to the hill with her friends on the weekends. In general, her family was not very active in pursuing outdoor or other physical activities. Sydney enjoyed the fact that this was an activity that she had chosen to do and was not forced into it, like a previous experience with a community soccer league when she was younger. She joined the team to be social with other children in her community, but felt behind in her skills than the rest of her team, because her teammates had started playing much younger.

At university, she still snowboards when it is in season, however her repertoire of activities has grown to include, rowing, rock climbing, surfing, hiking, strength training, and kayaking. A friend convinced her to try the ‘learn to row’ program after their first year, and then she joined the rowing club and made the women’s 8 team. It was the team’s coach that motivated her to improve, as well as experiencing the physical changes to her body and the confidence that being part of the team was an identity she could relate to, and motivated her to continue. It was a sport that she felt confident in and showcased her determination to be successful at a challenging activity. Most of all, she enjoyed watching the sun rise everyday on the water. While rowing, Sydney injured her back, and that facilitated a shift into some of her other activities, because she could no longer train at the level she had been at. She relied on and built social connections through the different sport and physical activities. They provide her with an outlet from school demands, and a chance to catch up with her friends. Activities, such as rock climbing and kayaking, gave her motivation to work harder within those activities to get the physical exertion level that she used to get with rowing. She sets goals that she can progress towards, without being injured, as she was not able to achieve her overall rowing goal because of the injury. Her transition into university presented her with more activities to get involved in, and participating
in them was not about being popular, but it was about broadening her horizons in activities she enjoyed.

**Addison**

Addison is in her second year of the kinesiology program. Her commitment to one sport had her playing on three basketball teams for the most of her time during high school, until grade 12, where she only played on the high school team. She had been playing on other team sports, such as soccer and volleyball, but the demands of her basketball teams made her other team sport participation disappear. The club basketball program also focused on individual development of morals, values and ethics, connected with life on and off the court. She continued with basketball because it was something that she developed self-esteem and confidence from because she could always felt she could accomplish more in the physical sense, then the cognitive sense, especially when it came to school work. Addison’s last year of high school shift in participation level, when she changed schools, and realized that the pressure from being on all the teams was too much. With the decision that she was not going to play on a university team, she wanted more time to relax and be with friends, so she only continued with her high school basketball team. The focus with her other basketball teams had become more competitive, about earning scholarships, and the game was not fun for her anymore. Although she was competitive on the court, she was not enjoying playing the sport anymore.

Addison’s activities in university are more varied than her high school ones. She participates in an intramural recreational volleyball team, kickboxing and running. The two latter activities she got into out of aspirations to become a personal trainer in the future, as a career. She credits a friend for inviting her to join the volleyball team, as a chance get to know people on campus, and it is a fun, non-competitive atmosphere. Her other activities revolve around her own
professional development towards becoming a personal trainer. She always wanted to do kickboxing, as it is an exercise for a dynamic, intense workout. To maintain a high level of cardio fitness, Addison enjoys running different routes around her neighbourhood and using her elliptical machine. Health has been a major motivator for Addison, because after stopping the high intensity sports, and not working out in first year, she gained weight, and her mom was worried about her being constantly sick. She started exercising that summer, mainly for the overall body image but then it became (and still is) about appreciating the feeling from eating well and exercising, and the ‘exercise high.’ She worries about her skill level in comparison to other players in sport, especially with basketball. She had such a high level of skill in basketball that she was troubled about her skills just being mediocre. Her desire to continue being active in university saw a shift after first year, into a desire to be physically fit and prepare for her career in personal training.

**MA-DA within Category Themes**

The three ladies that comprise this category, during their transition were able to add the new activities, into their physical activity repertoire. While Addison had an external motivator of being career marketable for a change in activities, Katherine and Sydney were able to use their location as a chance to test out new activities. Similarly, all of the participants in this category are motivated to improve their own skill level and are motivated to continue participating based on the improvements and progress they have seen within their activities. Katherine stands out as a mature student due to her type of transition, but also because she has a deeper understanding of her motivation to be a runner – she is more confident in her abilities. Whereas, Sydney felt that the time at university is an opportunity to try out new activities she was never exposed to as a child, and is not worried about the social stigma behind them. Addison’s main motivation is
building physical capacity to pursue a career in fitness. This motivation is not seen in the other two ladies, because they seek more social and personal development aspects of their participation and are enrolled in different academic programs. With time and continued participation, it is possible that Sydney and Addison may develop a sense of connection and understanding of their motivation to be active.

Table 3. MA-DA Participant Themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Participant Experience</th>
</tr>
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</table>
| Novelty             | “It [kickboxing] was something, that I wanted to do, and something so different, and I heard it was a really good workout, and for training, for personal training… it’s just something different that I wanted to do on my own.”  (Addison)  
“Since then, like, I tried new things, like I would go rock climbing two or three times a week. (...) I tried kayaking over spring break. I go hiking, like I tried a lot of different things here, I’ve expanded. (Because) they’re here, and like, um its nice out, so why not go outside, (...) I guess it is a better atmosphere for trying things.”  (Sydney) |
| Social Experience   | “Volleyball is more social, like its all social, with all the girls and guys that are on our team. Its most of the only reason why I’m going. It’s not for the volleyball, it’s for the social aspect of it.”  (Addison)  
“Dancing is just incredibly social and incredibly fun. Just kind of a really uplifting. Um, I’m always happy after I dance, (...) so I could start partner dancing, it was a great way to meet people.”  (Katherine) |
| Skills and Abilities| “My skills have just... I have a really hard time with being the best and then going to being like...mediocre. I haven’t picked up a ball in three years, (...) I had been putting it off for so long to play basketball because I was so afraid of much worse I was going to be, and I have a hard time with that, with myself.”  (Addison)  
“Its like for personal growth now. I want to get better at everything; I want to try it all. I want to like (pause), I guess, for like not having been exposed to a lot of it when I was a kid, and like, being so shut in, and my parents not telling me what there was out there.”  (Sydney) |
“The fact I can do it, and I have more of mentality that you can go do it. Just do it. It’s not going to like hurt you. You are not going to be deemed uncool if you can’t do it, there are more opportunities to like try, try again, you fail once, (...) I guess I understand more the learning process of trying like new things. like more open to it.” (Sydney)

Satisfaction

“The feeling for like, I love running up the mountains, its the feelings, its the feeling of the deep breathe in of the fresh air, of this gorgeous view and its just like, it makes you feel like, nothing else is important, all the stresses in the world, kind of going away (...) So when I run up there, its just like, its a peaceful time for me, which is what I enjoy.” (Addison)

“I just feel like, I dunno, I just don’t feel strong, and I really like to feel strong. When I feel like my body is physically strong, I feel mentally strong almost. I like to have strong body, have a strong mind almost, like that correlation.” (Addison)

“It really helps when I’m in school too to work through a difficult problem, sometimes I’ll be working on an essay and I just need to put it down, and even though I can say to myself, no, no, no, don’t take the hour or two hours out to go for a run, like work on this. I’ll go for a run, and the just, that repetitive pattern of just running and being outdoors and breathing, things just come to me. And I go back and I can write so much better than I could before. Be more clear headed. It really helps keeps me grounded.” (Katherine)

**Theme Similarities and Differences within More Active Category**

The ‘More Active’ category represents those individuals who have been able to increase their physical activity participation (frequency, intensity, or competiveness) during their transition to university. These participants have been able to do so because of their beliefs, and an understanding of their motivation and benefits, derived from their participation. First, the social experience is a connecting factor between whether they stayed with the same activities or pursued different activities. Social support or having a connection with their team members, or a friend to participate with helped to facilitate continue participation. Skill level, whether it was
finding the right level to play at, or improving their skill level to a point where they are confident, was also a similarity across the two subcategories. The participants that were in the different activities group (Addison & Katherine) were more likely to mention satisfaction from their physical activity participation. Noah and Joanna discussed the physical and health benefits as a motivator for their participation. Some of the benefits mentioned were stress relief, mental and personal awareness, and physical endurance. The benefits of physical activity and exercise were mentioned throughout the interviews, but the Same Activities group saw their continuation in the benefits of health in the short and long term as an outcome of their participation. The concepts of satisfaction and health physical activity are derived benefits from participation, which can be a result of their past experience in physical activity and knowledge acquired through formal and informal channels.

**Similar-Less Active in Similar Activities (SLA-SA)**

This category represents the majority of the transition experience for the participants interviewed in this study. These participants had similar physical activity level when compared to their high school participation, with regards to their frequency and consistency of participation. In addition, the participants also remained in activities that were similar to previous activities (i.e. staying with team sports, or individual sports). As the participants that were sampled in this study were already active individuals, therefore being described as ‘Similar-Less Active’ is not a reflection of a decrease in their participation level, rather a comparison of how they continued to stay active in university. As the largest category along the continuum of classification, it is not surprising that the majority of the participants continue to participate in similar activities during a transition. These activities and activity level would be the most
familiar and comfortable for them. The following will describe the characteristics of the participants that comprise this category.

**Ingrid**

Ingrid is a second year science student, who attended university straight after high school graduation. During her adolescence, Ingrid played a lot of team sports (soccer and field hockey), both on school teams and in the community. At the start of high school, Ingrid chose to pursue field hockey as her main sport out of school, and cut down her soccer team to only the high school team. Her physical activity participation started when she was a child because of her family’s orientation to sports. Team sports were very natural for her and her motivation to continue with the sports grew from doing well in it, the competitive nature and from making friends being on the team. She credits her coaches for creating an environment where she was challenged to keep developing as a player. During high school, Ingrid had a brief encounter playing on a waterpolo team, but did not continue with it past the first season because of the competitive environment and she felt like she was not contributing to her team, due to her low skill level.

Moving to university, Ingrid had decided not to try-out for the field hockey club team because she wanted to commit herself to her academic program. She was convinced by her high school teacher, to try to stay involved with activities at university, and because that was her motto from high school participation, she happened to stumble across a community league for field hockey. In addition, she also continues coaching a younger high school team of field hockey in her hometown. At university, Ingrid is an active commuter, biking to school and to her extracurricular activities. She has also dabbled in a variety of sports, like tennis and swimming, as those are activities her current social group participates in, and joins them when extra players
are required. Her motivation to be active during university has stemmed from previous exposure to sports and physical activity, to be an escape from the demands of school, an experience with her friends, and the physical demands from a ‘good sweat’. The feeling of being healthy and active acts as a de-stresser from her time spent in the science lab.

**Leigh**

Leigh is a second year pre-business student from Alberta. In high school, she was an ‘all team sports’ individual. She participated in both the high school level and city club team for volleyball and basketball, and during high school teams for track and field and rugby. Her diversity of sports meant that she was active throughout the entire school year, multiple times a week. Her participation in sports was easy because her main social group were also her teammates; everyone around her was participating in sports. Since her level of competitiveness varied from school teams to club teams, it kept her interest level high in sports, as it was continually challenging her abilities. The decision to stay in her many activities throughout her entire high school years was the sense of accomplishment she felt from being good at them, from having to improve to get to her current skill level.

She came to SeaU for the business program, especially for the co-op program, even though it was not her first choice for university. She wanted a school that had ‘school spirit’ and had applied to a university in another province, but was not accepted straight into her program of choice. Currently, Leigh is very involved in intramural teams (dodgeball, softball & volleyball), having participated on at least two teams, every semester since she has started university. Her intramural team has remained the same, since their random encounter on barbeque day during orientation week, where a
large group of them composed the team and have stayed together since. In addition, Leigh is an avid fitness centre user, going on average 4-5 times a week, but her frequency often depends on midterms and her academic work load. At university, the desire to be active has a strong social component and it connected her to new people. Intramurals also provided her with an outlet to be consistently active throughout the semester because she had such an active lifestyle during her high school years. The financial costs of the activities have also played a role because it is easier to access the campus facilities on a regular basis. The lower competitive level and more time at the fitness center have helped with her rehabilitation on her knee. The impact of transferring activities from a team focus, to more individual (fitness center is more frequent), has meant that Leigh is missing the mental challenge of team practices or working towards a goal. She enjoyed very much working at the practices and at the games with teammates and towards a goal, but with intramurals and fitness center, she is no longer getting that sense of satisfaction.

**Thomas**

Thomas is a second year English student and had chosen to attend SeaU because of its proximity to his parents’ house. His physical activity during university has remained similar to his activity choices during high school. In high school, Thomas was involved with the fitness center more, after being part of a fitness and strength training physical education course. He also got involved with a local recreation centre fencing club, after finishing fencing lessons with a local instructor. He chose to stay with his activities because of the health benefits and the results he was getting from his workout program. The benefits of continuing with fencing were because of the social atmosphere, and having great competitors within his club.
After high school graduation, his parents moved to a rural community because the property was left to his family. Thomas then took a year off after graduation before he had started at SeaU. In his new location, he did not have any access to a fitness facility or recreation programs and saw a decrease in his fitness routine. His attempts to be active on his own were not as beneficial as the activities he participated in the past. Currently, his physical activity choices include fencing, badminton, an active video game, and some fitness/strength training. The motivator to get back into a fitness routine at the recreation center was his perception of a noticeable lack of being in shape, when compared to his previous ability, at the end of high school. University gave him the opportunity to have the community of starting to be active and be involved with what other people are doing. Thomas attended the Clubs & Society Fair Day and got involved with the fencing and badminton clubs. Clubs & Society Fair Day is a campus wide, university sanctioned event where all clubs and societies showcase their activity and students are exposed to variety of the campus offering, including physical activity options. Students can meet existing members, know their meeting times and sign up for their newsletter or sign up to join the club and/or society. Badminton was a sport he had not been able to participate in during high school, due to scheduling conflicts but worked well in his current schedule. He is motivated to stick with the sports because of his personal commitment to practicing and improving his skills with both activities. What makes Thomas a unique participant in this study is that he was the only one to mention active video game play as part of his physical activity choices. He participates in the active video game at the local arcade, and was pulled into the activity through his roommate. There is a larger community in the SeaU area than his hometown, and the sense of community that is built from their participation in the arcade is what motivates him to continue, as he has become part of that social group. It is also a very accessible
activity that he enjoys seeing his improvement through the levels. The schedule and nature of the activities (drop-in) has helped Thomas continue his activity so far in his university studies.

Rachel

Rachel is a second year student in the kinesiology program, having completed a fitness and health promotion diploma at her hometown college. As a self described, ‘high school girl jock’, she participated in every team sport that her school offered. This range of activities included soccer, rugby, golf, dance, tennis, badminton and cheerleading; although her main activities were rugby and dance. She had been playing soccer in the community since she was a child and her mom had been a dancer, so dance was a big part of her family. The rush and intensity of rugby had kept her motivated to continue throughout her participation. Also, the majority of her friends were also participants in the same sports. This created an enjoyable atmosphere and helped her continue despite the injuries and constant bruises. The enjoyment from participating in cheerleading was due to the fact that she was the team’s co-captain, and had a lot of seniority on the team. Her schedule in sports had developed into a routine that stayed with her, throughout high school and depending on the season, determined which sports she would be playing when during the school year.

She attends university to further her employment opportunities and learn more about her field of study. Her college program got her more interested in individual fitness activities which complimented her team sport participation from high school. At the beginning of her transition, she participated more in individual activities, like the fitness center and running but is now getting into more team sports, having joined an ultimate frisbee team. It was a friend who convinced her to try it out as a way to meet
new people in the city, and she ended up loving the sport and works hard to develop her skill in the game. In addition to playing on a competitive city team (that also does tournaments), Rachel also plays on a recreational intramural team for ultimate frisbee, occasionally on an intramural volleyball team and has tried out new activities like surfing and snowboarding. Rachel has transferred her competitive energy from rugby to ultimate frisbee, because she was told that her past neck injuries put her at a higher risk of reoccurring, if she continued in rugby. Her ultimate team has become her new ‘family’, having created a close group of friends from her sport participation, since she is far from home. The competitiveness of the sport and that she is continually improving has helped keep her on the team and going to tournaments. The main change in behaviour throughout the transition was the structure of her activities. In high school, it was easier to participate in multiple sport teams, but at university, due to commitments with course work, employment and sports it becomes hard to find a great balance between all her commitments.

Alyssa

Alyssa is a fourth year chemistry student, who has been participating in sport all her life, on school teams and in community club teams. The amount of teams allowed her to vary her competitiveness level, across the different sports and depending on the team environment. She played volleyball both on a school team and club team, rugby on a school team, and soccer on a community team. When there were no team sports to play on, she had acquired a fitness center pass and spent her summers going to the gym. She also spent her weekends snowboarding, which had started out as a family activity, but she was the only one who kept up with it. Alyssa defined herself as an athlete and
keeping up with her sports as her identity was important to her. She found it easy to continue participating in sports because she already was part of the activity, and it was natural to keep progressing. She enjoyed the challenge of participating in multiple sports because the challenge and working at it was the part of the activity she enjoyed.

Attending university, Alyssa joined an intramural volleyball and soccer team through friends and played on those teams in her first year. Over the summer of her first year, she got back into rugby after being trying out for the regional team. She enjoyed the feeling of being part of a competitive team again and working with the coaches that when she came back to university, she got involved in the local rugby club team. Her motivation to continue with the rugby team only, was due to the time commitment it demanded of its team members. As well, the rewards she got from working with a coach, and how much challenge and improvement contributed to her identity. Even when she was not able to play (due to injury), she was training and doing rehabilitation exercises so that she would able to play again. During the summer breaks from rugby, Alyssa would join a competitive summer community team for soccer, as something to do in the off season. Throughout her years at university, her enjoyment for sport has increased, because she wanted to put in the hard work and reach the maximum of her potential. With the help of her coaches and being in the competitive environment, she has been able to strive to her goal and continue participating in physical activity.

**SLA-SA within Category Themes**

As the largest category of participants, the individuals who pursued the same activities during the transition to university found that participating in the same activities was the easiest to manage with their schedule. They sought out factors like challenge and competition, satisfaction,
and social connection, as reasons to continue their participation. They had previous success with these activities during their adolescence and had built their personal identity around that physical activity participation. Interestingly enough, with the exception of Alyssa, all the individuals in this category are in their second year of their university studies. This could explain why they have not been able to branch out into new activities; the exposure to novelty activities has not had an opportunity to make an impression with the participants. The identity towards and familiarity with activities made the transition into university physical activities easier. At the Clubs & Society Fair Day, they were able to seek out opportunities of the activities they knew they had enjoyed. Thomas’ participation is mainly based around the sense of community within his activities, where it does seem to be just an additional benefit for the other ladies in the group. Besides from Ingrid, who relies on the community to plan and create a schedule, so that she can work her school and employment around; some individuals can create their own experiences or opportunities. These participants also discuss that physical activities is so ‘ingrained in their schedule,’ whether from previous experience or as a relief from school demands, the routine of their participation has helped to facilitate their continued participation.

Table 4. *SLA-SA Participant Themes*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Participant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition and Challenge</td>
<td>“If I go, and I want to be better, I go and I have to work hard for it. And it’s good to be able to be like, oh shit, we are working hard, and we are doing better.” (Alyssa)</td>
</tr>
<tr>
<td></td>
<td>“I like the sense of accomplishment. I love sports, and so, it was good. People tend to do what they like and what they are good at, it’s probably why I stayed with them.” (Leigh)</td>
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<tr>
<td></td>
<td>“I’m competitive, so I would want to prove that I was good, but then I wouldn’t want to hurt my knee.” (Leigh)</td>
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<tr>
<td>Identity and Satisfaction</td>
<td>“Every time I’m in the pool, I always want to race and I always want to be better than the person in the lane besides me. And I would have to, like, not do that anymore and just think of myself.” (Ingrid)</td>
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<td></td>
<td>“I have sort of committed myself to the idea of practicing and improving and going there.” (Thomas)</td>
</tr>
<tr>
<td></td>
<td>“When there is something like a sports team, it’s different because you are always learning, and if you get really good at it, there is always something that you can be better at.” (Rachel)</td>
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<td></td>
<td>“I really don’t think so, like I don’t think it is something I would quit. I mean, not to say I’m going to play rugby forever (...) if I didn’t play rugby, I would go back and play soccer. I don’t think it would stop me from wanting to do it.” (Alyssa)</td>
</tr>
<tr>
<td></td>
<td>“I wouldn’t really say that there is anything that I’m missing. No, I really don’t have any complaints or anything that I would change.” (Alyssa)</td>
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<td></td>
<td>“Two of us have gotten really close because you are spending 1-1 ½ hour with that person. You are both working towards goals. I like having that. I would want a workout buddy for my real life, it’s funner and it’s more motivation.” (Leigh)</td>
</tr>
<tr>
<td></td>
<td>“I love the competitiveness; I’ve always been a competitive person. I’m not quite the best at it, but I’m getting better and I’m learning it.” (Rachel)</td>
</tr>
<tr>
<td></td>
<td>“It gets my mind prepared. Field hockey is only an hour, 1 ½ max, there’s no good studying excuse to miss it. I know that it’s better for me.” (Ingrid)</td>
</tr>
<tr>
<td></td>
<td>“I love doing it, that what makes me go to practice. The competitiveness keeps me less competitive in normal life, which is good, because that could get me into trouble.” (Rachel)</td>
</tr>
<tr>
<td>Social Connection</td>
<td>“It’s not, I don’t go to be social, but like I am. All my friends kind of do it. Everybody on our team, is all close. (...) We are kind of connected with each other.” (Alyssa)</td>
</tr>
</tbody>
</table>
“It felt like something that you would, it would be nice to have a certain thing to do. Especially it was new people that we met and it was something that connected you and you make friends through it.” (Leigh)

“Coming here, there is a huge community. (...) A lot of times, I can almost rely anytime I walk into the arcade, and there is a good chance that somebody I know is going to be in there, doing something.” (Thomas)

“I have nothing to lose, I can meet people. I don’t really know anyone. I ended up loving it and got on the team.” (Rachel)

Schedule

“I don’t get to participate in other things I want to do because I play rugby, or I have a lot of school work to do.” (Alyssa)

“Biking is liberating. I don’t have to wait for the bus; I can just hop-on the bike and go.” (Ingrid)

“I need the social aspect [of being on a team] where you can chat and stuff. And plus, I’m not really good at planning things, so when other people plan things for me, that helps.” (Ingrid)

“It doesn’t seem like I think, I’m going to fencing today. Its Saturday that’s what I do [original emphasis].” (Thomas)

**Similar-Less Active in Different Activities (SLA-DA)**

This final category represents the participants that have chosen different activities over their transition to university. The majority of the change is represented in a shift from team sports, to more consistent individual activities. Throughout the category, the participants discussed the impact of health benefits and stress management that physical activities have on their lives. A reminder that ‘Similar-Less Active’ is not a descriptor of a decrease in the level of the activity, but as a comparison from their participation behaviour during adolescence, in terms of consistency, intensity, and frequency.
Michelle

Michelle is in her second year of the sociology program. Michelle was highly active in high school, playing on intramural sports, and school teams, for volleyball and field hockey, respectively. When playing on the volleyball school team conflicted with field hockey team, she continued to play field hockey competitively, and only volleyball recreationally. When she was younger, her family did a lot of biking in the nearby mountain trails in her spare time and as time to spend with the family. However, her participation in team sports at the competitive level ceased in her graduating year of high school, which is something she wished she had chosen to continue with, back then. Her social group was tied in with her physical activity, which was a facilitator in her choice to be active in high school. Michelle also enjoyed the feeling of exercise and the health benefits derived from that.

She came to university to complete her psychology program and eventually become a school psychologist. In her transition to university, Michelle has switched from team activities to individual activities, choosing to participate in group fitness classes and using the fitness center, instead. Using the fitness center and pursuing the individual fitness activities, was easier to manage and fit into her schedule around her course work. Time is a major factor for being able to participate in new activities, like rowing, or continuing with field hockey at university. She felt that the change in the routine, from high school to her university schedule, has been responsible for her shift in activities. Michelle’s motivation to be active is more as a stress relief technique. It is something she can do as an escape from her school day and ‘not worry’ about anything else, rather than having an internal motivation to do the activity itself. Although she does connect her continued participation as being enjoyable, that’s only because it can distract her from her other responsibilities.
Abigail

Abigail is a fourth year kinesiology student, who worked in the mountain region before starting her university program. Before university, Abigail was an extremely active individual in the outdoors, from skiing, to snowshoeing, cycling, and hiking. Her location made it easy to participate in these activities because they were so accessible. All of her friends were interested in the same activities and her closest relationships have been with friends who have done the same things as her. She stayed active in her afternoon and evenings, because the activities have helped to give her energy to do her day job. Before her work experience, in high school, she played as many team sports like badminton, volleyball, basketball, rugby, and water polo. She liked the team atmosphere because it was a competitive and a new experience for her, but was unable to stay with the team activities.

Her university experience coincided with a return to living near family and being in a degree program that was a hands-on learning experience. Her amount of activities has declined, partly as a result of the location (no snow), so she chose to take up running and switched from mountain biking to road cycling. Running is the easiest way for her to be active, and balance her schedule and stress level. Cycling and running are her main choices because they are the most relatable and comfortable from her previous activities. She uses physical activity as a way to stay healthy and feel good about herself and her physical abilities. She does not want inactivity to become a habit in her lifestyle and uses that as a reason to justify staying active, as much as her schedule permits. Abigail is worried that a pattern of inactivity would be very easy to fall into and that is not a behaviour she wants to carry on into her future.
Paige

Paige is a 3rd year student in the kinesiology program. She has been fascinated about fitness and exercise from a young age. Paige has always participated in team sports, including soccer, basketball and field hockey. She described her high school team as being jam-packed with school and sports. Her family is very active and encourages her and her siblings to be active as they would also go skiing together in the winter. Participating on multiple teams, in high school and in the community allowed her to be competitive in her sports. She felt that she was the best that she can be and was rewarded from being in her participation. Her identity revolved around being active and had a sense of obligation, from constantly being part of many teams. As she got more skilled in field hockey, she had to drop her commitment to a basketball team. Paige was obsessed with physical activity, as no amount of activity would be enough for her. In the way that she would do a fitness video before school, soccer practice after school and a field hockey game in that same evening. Physical activity had a large role in her life.

She chose SeaU for her post-secondary education because she thought she wanted to play on the field hockey team and her program was a perfect fit to her career aspirations. Her physical activity choices have changed, she frequently goes to the fitness center and plays on two intramural teams (soccer and basketball), various intramural tournaments, and would be an active commuter to school. Paige found being active in university easy, because of the environment of being in school. She was able to balance her schedule, to fit in her desired activities, and have a part-time job. Her summer employment as a firefighter has also helped her choose activities like, cardio exercise and the weight training machines at the fitness center, to be physically strong to meet the job demands. Paige’s social group revolved around, those who also value health in their lives. She has found that friends can be a motivator to continue participating but also a challenge
when they do not want to go that day, as well. Throughout her transition to university, Paige has noticed that her awareness around the benefits of physical activity has changed. When she did not make the university field hockey team, she had to find a new identity and her satisfaction of physical activity shifted from, ‘doing all she can, all the time,’ to a schedule a specific time and giving all her effort, for that short bout of time. Her approach to her new physical activity identity is now, being accepting of the body type she has, and not allowing her participation to domineer other facets of her life.

Zachary

Zachary is a fourth year kinesiology student, who attended a specialized college before coming to SeaU. He has been highly active in physical activity and sport since a young child, such as gymnastics, hockey, soccer, baseball, and hockey. A lot of his close friends had stayed playing hockey into his adolescent years and he had occasionally picked up lacrosse, only when his friends also changed sports and tried out new sports. Zachary enjoyed challenge and competitive environment that team sports allow for, as well as, the time to spend with his friends. As his entire life involved competitive sport, it became his lifestyle and he would continue to register, year after year, without a doubt. As he started getting more competitive with his regional hockey team, he gave up playing in community sports (soccer, lacrosse) to dedicate his time to that one team.

Zachary’s transition to university included spending two years at a specialized training program in college. It was in that program that saw a shift in his participation. His focus for training became more for increasing his personal fitness level and fitness skills, rather than training for a team. He still continued to play on a hockey team for his first semester, but the intensity of his program placed a lot of demands on his time that he chose to stop playing hockey
to focus on the competitive fitness skills team. At SeaU, he played on the club hockey team, runs, and uses the fitness center to maintain a general level of fitness. Zach has noticed that he continues to be active now because he enjoys training for general fitness and health, rather than for a specific event. The time spent being active helps to keep him focused and balanced with all the other aspects of his life. Currently, he is overcoming a head injury and he has noticed that the injury has led to a decrease in the amount and the intensity of his activity has affected him. He has now, and must constantly continue to remind himself, to lower the intensity of his activity to prevent further injury. Lastly, the part of his participation that he enjoys the most is the pickup scrimmages in a variety of sports, as he is able to enjoy that time as time spent with his friends. Although this low intensity physical activity does not give him the same level satisfaction as having done more activity at a high intensity, he recognizes the important of maintaining a consistent participation and intensity level, rather than always be recovering from an injury.

**SLA-DA within Category Themes**

The participants in the ‘Different Activity’ category have seen a decrease in their overall participation during the transition into university. In some cases, this was due to a change in location, as seen with the experiences of Zachary and Abigail. The location they were previously in before university was more conducive to their preferred type of activity. They had to adjust and seek out new activities, but that left them feeling unsatisfied from their participation. Michelle was not able to continue with team sport participation because of her academic schedule demands, and switched to individual activities, out of convenience. Likewise with Zachary and Abigail, Michelle feels unsatisfied by her participation because she misses the team environment aspect to sport. In similar fashion, Paige had many successes in high school the amount of sports she participated in, that her transition into university allowed her gain a healthy
attitude towards physical activity. Paige now feels satisfied, without having to participate in as many activities as she previously did, with her participation. The differences within this group are some of their motivations for participation. Some individuals were motivated to adjust their behaviours because of injury (Zachary), or adjust because of availability (Abigail, Michelle), and have had to make a new connection with their motives to continue to participate (stress relief, enjoyment, satisfaction with effort).

Table 5. SLA-DA Participant Themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Participant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>“I guess the availability of things. The gym hours are like all over the place, there isn’t a day I couldn’t go because of my schedule or anything.” (Michelle)</td>
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<tr>
<td></td>
<td>“One of the reasons I guess, it’s the easiest activities for me as far as I’m comfortable in doing them, and I know how to do them. They are really accessible; they convenient and they are fast.” (Abigail)</td>
</tr>
<tr>
<td></td>
<td>“The weather that’s a big part of it. The location, the fact that I can go running along the beach any day is pretty incredible (...) there is always somewhere beautiful I can go.” (Zachary)</td>
</tr>
<tr>
<td></td>
<td>“I just started biking around, and it wasn’t so much a conscious thing for exercise, it was just the fact that I didn’t have to deal with busses and I got there just as fast.” (Paige)</td>
</tr>
<tr>
<td>Skills &amp; Ability</td>
<td>“I think that I find sport and team sports now, a little bit intimidating probably because I don’t know where my skills are at, considering it’s has been some time since I’ve played them.” (Abigail)</td>
</tr>
<tr>
<td></td>
<td>“My activity has changed more because I’m not training for anything in particular anymore, at this point of my life.” (Zachary)</td>
</tr>
<tr>
<td></td>
<td>“It's kind of nice going to the classes, because they do more things that I wouldn’t even know how to do, like muscle training and stuff like that.” (Michelle)</td>
</tr>
</tbody>
</table>
"I take it personally when a girl is better than me. [With] guys, I feel like, people don’t compare me. So you are just free to just go and give it your best, and have fun.” (Paige)

**Time Management**

"Here, [running] is the easiest way for me to be active, because it is the fastest, now I don’t have time. I can just put on my shoes and run, and come back home and it’s done.” (Abigail)

"I think when I am more active, there is almost a need to go. There is a bit of guilt thing (...) once I do it, I can, and the hardest part of my day is over.” (Zachary)

"It just seemed easier with the gym. I can go when I want and with intramurals, it’s more like structured, and so, I like the flexibility.” (Michelle)

"When you get tired of the school, sometimes I think it is an easy thing to justify not doing. But I just really try and schedule my days, so exercise is just incorporated into it.” (Paige)

**Satisfaction**

"I’m just calmer for one. I am able to multi-task better, and focus and concentrate, when I exercise daily then when I don’t.” (Abigail)

"Afterwards, the high activity makes me feel better (...) the fact that I exercised, makes me feel, just doing, something, helps.” (Zachary)

"Basically, I feel so much better when I have been exercising on a regular basis. And stress too, I really find it helps me, not blow things out of proportion.” (Michelle)

"The feeling I get out after it; more balanced, more dedicated to my school work, everything in my life is just better.” (Paige)

**Theme Similarities and Differences across the Similar-Less Active Category**

The ‘Similar-Less Active’ category represents those individuals who have seen changes in their participation during the transition into university. This has resulted in less consistent
participation, or a decrease in the amount of activities involved in, or playing at a different competitive level. However, despite these changes, all the participants still describe themselves as being physical active during university. Those in the ‘Similar Activity’ category reported having an identity around their activity choices and this helped them to use them as a balance strategy amongst all their other demands. Balance and time management was also seen as a common factor, in those who pursued different activities. Scheduling in physical activity was also reported easier for those participating in similar activities, as the demands of their participation were familiar. Those who were in the different activities category used their transition to experience new activities and saw their own skill level as an area for improvement. The DA participants are examples, of those who figured out how they stayed active, despite facing a change in activity. They figured out a way to be successful at a level that is appropriate with the demands from other responsibilities.

**Themes across All Participant Categories**

The following table describes the themes that were apparent across all the participant categories. While all the participants mentioned enjoyment as a reason they have continued to be active, there are other factors that have impacted their enjoyment of their activities. There is an overarching description from all participants that physical activity is enjoyable for them. Fun and enjoyment made up the prime reason of why they chose physical activity over other leisure time pursuits. When they were encouraged to describe more about what the enjoyable properties were, it led to another overall theme, ultimately unknown reasons, behind their participation. Enjoyment was a strong feeling; strong enough for them to want to participate when they were able to, and was enough to endure a transition of lifestyle. Their motive was not something the participants have given much thought to, before being part of this research. The notion of injury
and mortality was another interesting theme that was present across all categories. The participants were all apparently healthy adults, with no impeding medical factors, besides minor injuries, they mentioned in their stories. Being faced with an injury in the past, or using physical activity as a preventative tool for future health or injury prevention, was a reoccurring topic in their stories for the participants. It alludes to the notion that these participants were seeking both short term and long term outcomes from their physical activity participation. Despite currently or recently overcoming an injury, and undergoing rehabilitation treatment, the desire to participate in physical activity was still present. These participants were highly motivated to keep physically active as part of their young adulthood lifestyle, in whatever form.

Table 6. Overall Participant Themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Participant Experience</th>
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</thead>
<tbody>
<tr>
<td>Enjoyment</td>
<td>“I think it was the past couple of years, maybe just because I grew up, it’s been more important to me, to push myself, to my potential (...) I would say it’s like my enjoyment in sport, it has definitely gotten more.” (Alyssa)</td>
</tr>
<tr>
<td></td>
<td>“The love for the sport, the love for being active, for the social aspects of it. Just being outside on a nice day, running around the field, is like heaven to me.” (Rachel)</td>
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<td></td>
<td>“I’ve always contributed to my sports, and I really believe in committing yourself fully towards something. It makes me realize that I’m really lucky that I can afford to go to the studio, so I’m going to make use of it and enjoy it.” (Paige)</td>
</tr>
<tr>
<td></td>
<td>“I love running but I get a lot of enjoyment from it, running gives me peace of mind. It still helps calm me down, it brings the stress level back to manageable. But when you hike, I find you are really connected with the nature that is around you, and that gives you kind of an extra benefit.” (Abigail)</td>
</tr>
<tr>
<td></td>
<td>“Yeah, I do enjoy it or I don’t think I would go as often, or I wouldn’t want to go really.” (Michelle)</td>
</tr>
<tr>
<td></td>
<td>“I enjoy it, it makes it easy. I mean, as far as why I continue it, day to day, it’s just sleeping better, eating”</td>
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</tbody>
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better, and being a happy individual. I really like being outside, sunshine, eating a lunch outside, there is something special about that. I mentioned it brings back, feeling of home to me.” (Noah)

“Its Saturday without fencing is like, not eating for a day or something. But I really got hooked on it because I love both the activities themselves, no matter what. All of the people are really, really relaxed, and have a lot of fun with it too.” (Thomas)

“I would still be running even if there were no running clubs, but it’s just so helpful in giving you the motivation to do hard workouts. For me, I love it so much and the hard work that is going to be ahead of me to get to the point when I can do the 3 ½ hour run again. I’m looking forward to do that, I’m looking forward to the grit, and the hard work.” (Katherine)

**Unknown Participation Reasons**

“Some of these questions you don’t really think about (...) You asked some really in depth questions. I’ve never really asked myself. (...) I think you’ve pretty much got into my head a little bit.” (Alyssa)

“I do enjoy it, or I don’t think I would go as often, or I wouldn’t want to go really.” (Michelle)

“It’s just so fun. It’s hard, I keep saying fun, because it’s all I think about. I have never really thought about it other than that.” (Rachel)

“I missed it. I missed something (...) but I don’t know why I’m playing, do I? I don’t know why I’m playing, I can’t say, because I missed my gear (...) and it’s just sitting in the garage (...) that probably got to my head, its sitting there, it’s not getting used.” (Joanna)

**Injury and Mortality**

“I considered playing rugby, but now it kind of scares me because I’m older and think I am more scared of getting hurt.” (Abigail)

“I need to learn how to lower the intensity because I can’t go through this constant high intensity, injury, high intensity, injury and keep pushing myself, especially with my head. I think this has been the scariest because it affects me in so many ways.” (Zachary)
“I’m on kind of a time out because of my injuries, I’m more about doing rehab at this point. (...) Do I play rugby and get hurt more, or do I take care of my body?” (Alyssa)

“I just felt, it was almost better for my health, for my knee health, I mean, to just not. Because I know I would just push it too hard.” (Leigh)

“I can’t play rugby anymore because I hurt my neck, so this is kind of the next thing down.. (...) I was told I can’t do that anymore or I could be paralysed, and I’m like, I won’t do it anymore.” (Rachel)

“Just understanding, this is the body that I have. And I should be grateful for what it can do (...)” (Paige)

“Strength training is so imperative to keep yourself from injuring yourself when you run. And I had been having some hip pain, and I said I can do two hours a week in the gym. It will pay dividends to protecting my body when I start marathon training again.” (Katherine)

“I’m doing it for my health. I like keeping my body healthy and I recognize the benefits right away from sleeping, and eating, and smiling and laughing, just de-stress. (...) I think that’s the big difference now, is just the awareness, and it just goes through maturity.” (Noah)

“I’m not sure that’s the motivation behind it, but I probably definitely keep going because I do like the ability to be able to (...) and I’d say I could do that and it wouldn’t be a big deal.” (Joanna)

### Facilitators and Constraints to Leisure Time Physical Activity

The second section of this chapter discusses the results of perceived constraints and constraints negotiation strategies experienced and used by university students during their transition. The first part of this section outlines the perceived constraints experienced by the university students. Figure 2 models how the students view their constraints, with respect to the initial constraint categories outlined by Crawford, Godbey & Jackson in 1993. The model
suggests the three categories of constraints. However, the perception of the constraints by the
individual indicates overlap in some of the traditional categories, which is an indication of the
reality of a university student. For example, time is seen as a structural constraint within the
model, but it is also an interpersonal constraint, when an appropriate activity partner cannot be
found, due to scheduling conflicts. In addition, unmet expectations from their participation can
also be an intrapersonal constraint, as their preference for activity decreases, or interpersonal, the
team environment does not match their expectations of the activity.

Figure 2. Participant Perception of Constraints

What is apparent from the participants’ stories is that despite encountering constraints, the
students found a way to be active. To be successful, they sought out solutions for their
encountered constraints. The some of the students recognized that their constraints they
experienced currently as a student will not always be present. Therefore, the notion of temporary
(i.e.: class schedule) versus stable constraints (i.e.: lack of time due to obligations) will not
always be a factor in their physical activity participation. Table 7, outlines the perceived constraints experienced by the university students. The participants’ words with respect to these categories are also provided to help describe their own representation and perception of the constraints. A more detailed description of the constraints is located at the end of the document as Appendix G.

Table 7. Perceived Constraints to Physical Activity during University

<table>
<thead>
<tr>
<th>Theme</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>• Transportation Time&lt;br&gt;• Conflicts with Class&lt;br&gt;• Conflict with Other Activities&lt;br&gt;• Time in Physical Activity&lt;br&gt;• Physical Activity Breaks Require Time &amp; Effort</td>
</tr>
<tr>
<td>Level to Participate</td>
<td>• Physically Able&lt;br&gt;• Skill Development&lt;br&gt;• Confidence in their Skills&lt;br&gt;• Commitment to Physical Activity</td>
</tr>
<tr>
<td>Scheduling</td>
<td>• With Courses &amp; School Work&lt;br&gt;• Friends &amp; Social Connections&lt;br&gt;• Other Social Events&lt;br&gt;• Sleep&lt;br&gt;• Individuals within the Activity</td>
</tr>
<tr>
<td>Unmet Expectations</td>
<td>• Ownership of Equipment&lt;br&gt;• Increase their Dedication to the Activity&lt;br&gt;• Regular Participation&lt;br&gt;• Student Geared Activities</td>
</tr>
<tr>
<td>People</td>
<td>• Mutual Activity Partners&lt;br&gt;• Building Friendships &amp; Social Networks</td>
</tr>
<tr>
<td>Costs</td>
<td>• Financial&lt;br&gt;• Personal&lt;br&gt;• Relationships</td>
</tr>
</tbody>
</table>

The following table, Table 8, in this section outlines the constraints negotiation facilitators to leisure time physical activity, as perceived and described by the participants. They
described experiencing constraints, however, they were able to negotiate and overcome them, to be currently physically active at university. The table focuses on the facilitators of leisure time physical activity, by providing examples of descriptors within that theme and then an example of an associated participant quotes. These themes outline what has helped them with the negotiation of constraints they faced, and what they have done with respect to that constraint. Some of the themes that were described by the participants can be perceived as solutions they were able to use, in the facilitation of their participation.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception &amp; Choices of</td>
<td>Activities available in New City</td>
</tr>
<tr>
<td>Resources</td>
<td>Comfortable with the sport</td>
</tr>
<tr>
<td></td>
<td>Access to Equipment</td>
</tr>
<tr>
<td></td>
<td>Student Prices</td>
</tr>
<tr>
<td></td>
<td>Novelty of Activities</td>
</tr>
</tbody>
</table>

“I have lot of my own gear, and I have a car, which makes so easy. And just knowing where it is, or knowing people who know where it is.” (Sydney)

“Everybody else involved in it are around the same age. It is easier to get into because you don’t feel like you stand out as much.” (Thomas)

“I find if I’m getting stressed about anything, if I’m having difficulty focusing, like going for a run, going to the gym, something that is high intensity even for a short period of time, will make a big difference for me.” (Zachary)

“I guess the availability of things. The gym hours are like all over the place. There isn’t a day I couldn’t go because of my schedule or anything, like. I can either go early in the morning or even late at night if you want. And also, I live like five minutes from the gym, so it’s super close.” (Michelle)

“I haven’t been working and they are cheap, so it’s not like they are a lot of money. They are pretty easy to participate it in.” (Leigh)
Meaningful Social Relationships

- Social connections getting & keeping them involved
- Student focused programs
- Sense of connection with community groups

“A lot of my friends that I have met, it’s a little bit more diverse at university, they have all tried, they are all into different sports. That sounds cool, I could try that (...) it’s been a lot more fun. I guess, it is a better atmosphere for trying things.” (Sydney)

“I think, it was just like because, all my friends were in it, you know what I mean? I had friends doing this, or doing this.” (Alyssa)

“Through my experience and social endeavours my confidence has grown. Walking into a new group of people isn’t intimidating anymore. This obviously helps when trying new activities.” (Noah)

“I had to figure out what else was there for me to do. So, I just asked this person, who had a field hockey stick, on the edge of the field hockey field, on my first week here.” (Ingrid)

“Running at while home, my mom is such a good influence. (...) My boyfriend and his friends, always go to the gym, so it was something that I could do with him.” (Addison)

“There are definitely way more of the group, you know, people to help you. If there is somebody who is that good and the coach is her coach, it’s really much easier to get that kind of support and coaching when you got such a great, such a great professionalism and experience with it.” (Thomas)

“Just the house soccer team, and then once I played and met people, figured, there is always a need of girls, so I just go for different teams, so just through friends. Everyone is doing stuff. You can normally find someone to join you or who is interested.” (Paige)
Physical Activity as a Gateway to Activities

- Connection to Social Groups and Activity Communities
- Learning of New Activities through Participation
- Physically Able to try new Options
- Natural Progressions and/or Cross Training
- Mastering Basics of Skill – Skill Progression to next level

“Stopping rowing was enough, to push me into the other things. I was so active with that, why I can’t just pick up a whole other bunch of other things to make up for it. And I wouldn’t have had time during rowing to try everything.” (Sydney)

“One of the women I ran with, came in and showed us, or gave us a routine because I was really wanted to do something that was going to be running specific, rather than a lot of upper body, because where am I going to use that?” (Katherine)

“I used to mountain bike; it was kind of a natural progression for me, because there is no mountains here. That I was like, I just love biking, I love bikes, I thought it was natural for me to just try road biking.” (Abigail)

“I guess partially it’s because I have sort of committed myself to the idea of practicing and improving and going there.” (Thomas)

“Choosing hockey, it is something that I’m going to have fun, I know a couple of guys on the team. I know I have a much better such at making that team than I do a soccer team, because I’ve played it for so long.” (Zachary)

“I was looking for shoes, discovered (local running store) picked up a clinic book and off I went. There are some really fantastic people involved in those programs, really motivating powerful people.” (Noah)

“My roommate now, and just my friends from last year and I, started going like pretty often. It’s so close, it’s like there is no excuse not to.” (Leigh)
“At first, it was, it became about the looks, and over time, it became about how I felt. I felt better, I felt healthier, I felt more positive, I wasn’t as cranky, and I just felt so much better about myself.” (Addison)

“The fact I can do it, and I have more of mentality that you can go do it. Just do it. It’s not going to like hurt you. You are not going to be deemed uncool if you can’t do it, there are more opportunities to like try, try again, you fail once, like I know it’s just not because I suck.” (Sydney)

“When you fly down the hill, it’s kind of fun and you can weave through the traffic, its liberating, that’s why I like it.” (Ingrid)

“Yeah, I do enjoy it or I don’t think I would go as often, or I wouldn’t want to go really.” (Michelle)

“My activity is more changed because I’m not training for anything in particular anymore, at this point of my life. I’m more just, being active because I enjoy it. It’s more like a, training for general fitness rather than, a specific event or anything.” (Zachary)

“The fact that I love doing it. So, that’s what makes me go to practice, and do it. The love for the sport, the love for being active, for the social aspects of it.” (Rachel)

“Every Thursday, meet up with your buddies; go for a beer after maybe. Have a game.” (Noah)
Adaptation to Local Environment

- Weather
- Topographical
- Accessibility
- Convenience
- Active Transportation

“Location. I guess, how easily accessible all of this is, I guess easily available resources. It is just totally location, and the weather outside, I just want to go. They’re here, and it’s nice out, so why not go outside? Like I was cramped up in my snowsuit, like you don’t try shit like that [at home].” (Sydney)

“Something that is valuable is the campus here. It’s a beautiful campus, lots of trails, easy to just, as a study break or talk to a friend, or build relationships, “hey, lets go for a walk” and the campus really is good for that. Provides a wonderful environment, easy to go out and do simple things, running, there is a running trail, you can walk. It’s easy to get out there and walk and that’s so of low form of exercise, but you are out there, getting that appreciation for the outdoors, I think that is really valuable.” (Noah)

“Just being outside on a nice day, running around on the field, is like heaven to me.” (Rachel)

“We went and rented kayaks for two hours and neither of us had ever kayaked before. It was like something to do over spring break because [we were] trying to be adventurous.” (Sydney)

“The weather, I mean that's a big part of it. The location, the fact that I can go running along the beach any day, is pretty incredible. Somewhere beautiful I can go. That’s one thing I enjoy about activities, to get outside and do it as well.” (Zachary)

“I live on a horrible bus route. It takes me 15 minutes to walk to the bus stop, and then like, 15 minutes to bus to school, so its like half an hour. By bike, it’s like 15 minutes, its faster.” (Ingrid)

“I live super close to campus this year, so I walk everywhere, and I don’t have a car, so its about a 10 minute walk to campus.” (Michelle)
Summary

The findings of this study shed some valuable insight into the experience of leisure time physical activity participation throughout the transition to post-secondary studies. A key to understanding a successful physical activity transition are the motives of the participant and their desired outcomes, especially when enjoyment of physical activity is a factor of overall participation. Describing the participation as enjoyable was not enough to continue as there were more in-depth reasons to be active. While students felt some degree of perceived constraints to their physical activity participation, this did not inhibit participation, as a whole. These students placed a sense of attachment and derived benefits from their participation and that motivated them to negotiate these constraints. The constraints by a student lifestyle and resources were never a factor of ceasing physical activity. There was a strong connection with previous participation and enjoyment from adolescent and high school sport participation that played a factor in current physical activity attitudes. The satisfaction derived from physical activity behaviour is a facilitator to lifelong physical activity identification and behaviour with this population.
Chapter 5: Discussion

This research has focused on examining the transition from high school to university studies. A thorough understanding of the motives and decision making processes of individuals towards physical activity will help promote continued participation. The purpose of this study was to identify the meaning and beliefs of young adults in an educational transition. To fully explore the impact of a transition on physical activity behaviour, all years of post-secondary study must be considered. This chapter will explore and connect major themes from the results and literature reviewed in Chapter 2 that relate to the initial research questions. The latter part of the chapter is divided into three sections, each exploring implications for three different populations; transitioning university students, recreation programmers and managers, and future research directions for leisure researchers.

Understanding physical activity behaviour throughout life transition points can help to maintain positive health benefits throughout the life course (Craike, 2007). Fitting physical activity into a daily lifestyle is a challenge for many individuals. This is no exception for young adults. Pursuing post-secondary studies is a common transition for young adults as higher education is related to career opportunities, income level and quality of life. A report from the BC Student Transition Project found that after one year after graduation, 63.3% of 2008 BC high school graduates transitioned into post-secondary education (Ministry of Regional Economic and Skills Development, 2009). Post-secondary studies is also a time period where individuals experience a noticeable decline in physical activity levels (Baranowski, et al., 2001; Bray & Born, 2004; Bray & Kwan, 2006). These critical time periods can impact on future physical activity levels, because young adulthood is a period where routine lifestyle behaviours are often set.
University Student Beliefs toward Physical Activity Participation

All participants in this study were interviewed because they self-identified as being physically active during their transition into university studies. The unifying theme that emerged from understanding their participation in physical activity over the transition period was they found enjoyment, simply from being active. What made physical activity enjoyable was individual to each student and also varied between types of activities. This finding is consistent with Kilpatrick, Herbert & Bartholomew (2005), who stated that enjoyment and challenge were more likely to be reported as reasons for engaging in sport. While fun and enjoyment are very individual characteristics, questioning each participant further to derive what was enjoyable and fun about their participation, led to two levels of enjoyment, social and challenge factors. This is best explained using the diagram in Figure 3. The model could be used to explain deeper levels of attachment to their activity. The two factors, social and challenge, are both described as factors of enjoyment, but also are used to describe the participants’ identity to physical activity.

![Figure 3. University Students' Physical Activity Beliefs](image)

While all participants noted having some degree of social factors, explaining the why or how they were active, not everyone had a challenge factor, as a reason for their participation. The enjoyment of physical activity also gave the students an identity at university. In all
participants, this identity was an extension of their adolescent identity. Their physical activity identity allowed them to use the social and/or challenge components to express their personal interests and characteristics. Interestingly, a few of the participants related both outcomes to different physical activities, in which they participated in. Participants noted that some of their activities left them wanting more for a missing outcome, therefore they felt not fully fulfilled from their participation.

Bray (2007) tracked physical activity from pre-transition to first year, and found that self-efficacy for coping with barriers predicted behaviour. Perception of skills is also a key factor in the intrapersonal category of constraints negotiation, as explained in Elkins and colleagues (2007). Skill acquisition is an important element in satisfying leisure experiences for students, when learning and practicing is used as negotiation strategy for their constraints. With respect to intrapersonal constraints, personal skill level and confidence surrounding those skills presented to be the major constraint, in this category, for this age group. The continual improvement within certain activities and the growth from their sport participation is a driving factor of continual participation in this population. Negotiation of participation to improve their current talents meant choosing appropriate intramural teams for and at their skill level. It would allow them to play with those who would be able to be a mentor and teach new skills. The motivation of continued participation is connected to the sense of overall enjoyment, derived from their participation. Enjoyment of physical activity was often a factor that came about from their experience in their high school participation. The natural progression of continued participation happened because of that previous enjoyment, and helped to facilitate their participation throughout the post-secondary transition.
Being able to fit physical activity into their current schedule occasionally meant changing the activities they participated in. This change in participation was a result of the adjustment and balancing the new student responsibilities from being at university. This meant the students would reduce their participation frequency, change activity type (team sports to individual activities), or neglect school requirements. In the positive aspects of scheduling in participation, some interviewees, such as Michelle, Katherine, Thomas, and Rachel, all used physical activity as a way to relieve stress, ‘clear their head’, and maintain a balanced life. This benefit from physical activity is reported in much of the literature, noted by Sallis, Prochaska & Taylor (2000) and Gilmour (2007). In addition, the benefits of continuing to stay active during a physical activity transition found in Bray & Kwon (2006) indicated a general trend towards positive psychological well being and fewer illnesses. For those who derived health benefits from their participation (see Noah, Addison, Joanna, Zachary), their motivations of negotiating their time constraints was outweighed by the benefits they would receive, no matter how infrequent their participation was. There was a sense that they wanted to do more, but what they could get done, was enough as well. The most common constraint mentioned by these university students was time and their schedule. The satisfaction of personal development and overcoming a challenge, that is not academic related, was enough to negotiate their constraints, especially time, by dedicating a part of their leisure time and schedule to physical activity.

‘The Ways Students Get to Play’

A second focus of this research project was examining the process of continuing being physically active and the constraints negotiation process used by university students to remain active during a transition. This section discusses the themes that emerged from the interviews using the categories described in Crawford, Jackson & Godbey (1991) model of hierarchical
constraints. These categories are intrapersonal, interpersonal, and structural constraints. Therefore, the themes identified by participants were categorized into those three groups.

Constraints literature has now proposed the concept that people will still participate in activity, even if constraints are present, although participation could be different than if no constraints were experienced (Jackson & Rucks, 1995). The literature supports the notion that constraints can facilitate participation, but only when motivation and personal values outweigh the costs of constraints. The university students that were interviewed in this study were faced with structural constraints most frequently, when it came to participating in leisure time physical activities. The structural constraints were mostly use of time, location of facilities, and transportation. While none of the constraints inhibited participation, students had made decisions, in their time management, employment hours, or time spent on homework, that compromised their participation, evidence of which was also supported by the data from Scott (1991) and Kay & Jackson (1991) and helped to confirm Jackson, Crawford & Godbey (1993) propositions of negotiation of leisure constraints.

The common ways students negotiated constraints they were faced was time management, utilising social networks, and obtaining information from sources on campus. The participants felt they were constrained in their leisure choices, because of the roles of being a student, employment, and other social demands. The role that physical activity had in their lives previous to starting university or in their high school helped these students want to negotiate constraints. Nadirova & Jackson (1999) found that the potential for negotiation was associated with the nature of the anticipated leisure benefits, constraints, and activity involvement.

In summary, pursuing a post-secondary education is a transition that can change an individual’s lifestyle. This transition in young adulthood is anticipated, and often impacts the
leisure and physical activity behaviour of a student. For those who were physically active in high school, the values and behaviours were able to carry on with them to stay active in university. As physical activity brought these university students enjoyment in two areas, social and challenge, those factors were motivators in continuing to be active. These two areas also drew a connection with the student’s individual identity, mostly, associating their personality around being athletic. This identity of physical behaviour had been developed through high school sport participation. It further confirms the importance of physical activity and physical education programs for adolescents to foster that connection with active behaviours, not only teaching the behaviours but facilitating their understanding of their benefits and physical activity outcomes. While enjoyment and previous participation were motivators to continue being active, another way of examining physical activity behaviour in young adulthood, is to understand the processes through which they were able to stay active. This includes the constraints encountered by students and negotiation strategies for them. The impact of constraints both positively and negatively on one’s behaviour, makes participation worthwhile, when the student’s outcomes are connected to their activities.

**Implications for University Students**

This is the first section of three sections that will explore implications of practice for specific individuals to apply the conclusions of this study into their daily practices. Implications for three groups, university students, recreation programmers, and future researchers will be explored. As a university student, it is important to understand their own motives of physical activity participation. The following section will describe possible suggestions for university students as they transition into post secondary studies.
All the participants in this study were able to remain active throughout the transition, although their transition processes were not the same. The most common transition path for the interviewees was a transition that led from high school to college to university studies. While only the transition and physical activity participation to their current post-secondary institute was examined, the participants did discuss a decline in the amount of activities they were able to participate in. Their perception of benefits acquired from physical activity participation changed as well, as a reflection of their own personal situation. When describing their decline, some participants still derived enjoyment from what they can do; others had changed their outcomes, while some expressed the desire to do more with the physical activity participation they have. The decline was related to academic demands and employment schedule, as time was often a factor in their participation. It was not related to the benefits or enjoyment derived from participation, as the participants mentioned a positive orientation towards physical activity, from their success as adolescents or in their leisure time before university. As a university student having that positive orientation towards physical activity can make justifications for compromises in other aspects, easier to manage. It can also help shape a positive attitude towards physical activity and the potential for a healthy lifestyle down the road.

According to previous literature by Bray & Born (2004) only 44% of students were able to stay active during their transition. A more recent study by Bray & Kwan (2006) found that 61% of students were active over the first 7 months of their transition. A key time for a physical activity decline is the first two years of education. These students found that actively remaining engaged in leisure time physical activity, even on an inconsistent basis can see the level of physical activity increase, in the time periods when they find themselves less constrained. The participants activity had a pattern of high and low activity schedule, based on the time demands
they experienced. Understanding these factors that enable students to continue their activity through their first year and into later years of post-secondary study will help to create the foundation of physical activity patterns into adulthood.

The role of a post-secondary student was a facilitator to continue in physical activities throughout their transition. The adjustable lifestyle and environment allow them to juggle multiple priorities and commitments. The participants noted that their primary responsibilities was focused on ‘being a student.’ The ability to manage one’s time, work demands, and schedule is a sensitive balance. In the interviews, time was a frequently a reported constraint, but not always a barrier towards their participation. Leigh described her university experience as having more free time because of less hours spent in actual scheduled classes, when compared to high school. However, Abigail mentioned a lack of free time because ‘the job of a student is never ending,’ in the sense that there is always school work to be done. The balancing of time, school, employment, and all other personal commitments was noted by many of the interviewed students (see Katherine, Joanna, Noah, Leigh, Thomas, Michelle). As time is not a concept limited towards students, it has been a constraint discussed in Godbey (2005). Although there was a perceived lack of time by participants, these participants embraced the role of physical activity in their lives and their derived participation outcomes and benefits, as a way to justify time spent on physical activity without guilt. Similar to the findings of Naridova & Jackson (1999) on the general population of an Albertan city, those who placed an importance on their leisure time were more likely to make a go at negotiating their leisure constraints. Physical activity was another slot in their schedule because of the personal outcomes, the balanced lifestyle, and the stress management properties outweighed the costs of participation. A student’s positive orientation of physical activity will make the time constraint less of a negative factor.
The social connection in physical activity has been well documented in the physical activity literature as a motivator and a reason to be active (Hansen, et al., 2008). It rings true with the participants that were interviewed. These participants were new to the city, the university and existing social connections were not as strong as they had in the past. Many used physical activity participation as a way to create new social connections. Hansen and colleagues (2008) stated that leisure behaviours provide an opportunity to establish an individual identity and develop a social group. The motivator behind this was that physical activity had always played a major role in their adolescent lives and it was a familiar way the participants had made friends with in the past. Creating social connections through physical activity was most commonly seen with the SLA-SA participant group. The students believed that the people they shared the most common interests with, were those who were active, and were with whom, they wanted to maintain an association. Students seeking to start or continue physical activity behaviours should connect with those who currently participate as a way to continue participation and develop new connections to new people and place.

Their motives for constraints negotiation extended from their beliefs for participating to improve skill level, achieve goals, or to developing social networks. The drive for success has been a personal characteristic from their previous participation in their high school. The level of success they were striving for was individually defined by the participant based on their own goals. Success can also be seen as part of a short term outcome or even towards a more long term goal. This is seen by Sydney’s desire, in the long term to progress her skills in rock climbing to be able to enjoy it outdoors and then move on to instruction, or whereas Paige wanted just a great challenging workout, every time she was working out. A strong factor towards participation was their sense of accomplishment that is obtained from sustained participation. Therefore, previous
participation in high school, even just in intramurals, was a factor for successfully negotiating constraints of physical activity during university. Students who were participants in high school should seek out leagues or information in their new environment to transfer that participation from high school to university.

Another outcome for the continuing to be active during their studies in university was a belief in positive health benefits and as a tool for preventative health care down the road. While students are taught the health benefits of physical activity through physical education classes, these participants were more likely to take note of this information. They would use this information in their justification of being active, but it was never their sole reason for participation. Some of the health benefits mentioned by the participants were increased energy (see Noah, Joanna, Katherine, Michelle) and an overall feeling of being healthy (see Sydney, Addison, Zachary, Thomas and Leigh) While the answer is socially desirable, the connection between health beliefs and participation is in itself not sufficient in keeping an individual active throughout their lifespan. Kilpatrick, Herbert & Bartholomew (2005) found that students were motivated to engage in physical activity for the health benefits and for enjoyment. Those students who participated in physical activity as exercise were more concerned about body-related factors (appearance, weight, strength & endurance). As well, avoiding the dreaded “Freshman 15” weight gain often implicates a student’s inactivity and poses health risks later on in adulthood, if weight gain continues (Caspersen, Pereira & Curran, 2000). Physical activity to reduce weight gain was only directly reported by three female participants (Addison, Michelle and Leigh). It was always an initial outcome of physical activity participation, as reasons why they started to participate, but as they currently cite in their interviews, other outcomes that facilitate their continued participation. The interviewees in this study were well aware of the
healthy reasons to be active, but they required multiple outcomes in order to best transition in the activities of their choosing. This knowledge of multiple outcomes stresses the connection that needs to be there for a thorough understanding of the students’ motivation to participate, especially by the student themselves. This would require a great deal of personal reflection and a deeper understanding by student.

As the students were specifically targeted to participate in this research project, if they had been physically active during high school, the majority of them reported being active since childhood. Previous physical activity participation has been as a facilitator to physical activity behaviour and that made it easy to be active during transitions. Richards, Poulton, Reeder & Williams (2009) found that a pattern of physical activity from childhood persisted into adolescence, therefore those who did not do a lot physical activity at home, continued this inactive behaviour into adolescence. This continuance of participation across the different life stages seems to be a key, but often not a clearly explained variable for most physical activity participation. The decline in physical activity levels is commonly found in the literature, as physical activity behaviour has been found to track poorly, as an individual age (Richards et al., 2007; Malina, 1996; Gordon-Larsen, et al., 2004). Those who also have been faced with a transition may have other life priorities, on top of transition priorities that compete with their motivation for physical activity.

Transitions in post-secondary education are periods of time that place additional challenges on an individual. Students find themselves balancing the demands of their new student lifestyle, as well as choosing active behaviours for short term benefits and long term health goals. In examining the experience of university students, students are able to remain active, if they place important values on, and identify with, the active behaviour. The students’ major characteristic at
this life stage, with respect to money, time, course work, and employment posed little problems with their negotiation strategy because of the value they place on their participation. These students recognized that sports and physical activity was a part of the experience in university, part of being healthy, or setting the stage for future health benefits. A key facilitator to participation was the impact of sport and physical activity had on their lives. Physical activity was then seen as a coping mechanism of stress and academic demands, in which negotiating the constraints was combined with new demands of the student lifestyle.

The transition also provided opportunities for students to experience new activities they have not been previously exposed to, in high school, in a previous city, or in their hometown. Therefore, it is important for university students to have an open mind and attempt activities they have had limited or no experience or exposure within the past. The trial of new activities may be an opportunity for themselves to further learn more about their beliefs and participation outcomes. For example, Sydney describes starting rowing, rock climbing, kayaking, because they were available in her new city and the novelty of starting some different activities. The new location also provided some opportunities to pick up sports, at the intramural level, that were previously dropped in high school, when they were forced to commit to a sport/team (see Addison, Alyssa, Rachel, Paige). Location of the campus, its natural environment, and the seasonal weather patterns were cited as facilitators and motivator to pursue activities, especially those in the outdoors. As Sydney so poignantly stated,

“What was I doing in high school, while I was sitting inside? The weather out here is so much nicer, so why not go outside! On the weekend, it’s so sunny, why am I sitting in the library (chuckle) and then I would go for a hike or something... It’s like personal growth now; I want to get better at everything, I want to try it all! For not having been exposed to a lot of it with when I was a kid, and being so shut in, and my
parents not telling me what there was out there. I want to make sure that I try everything…”

Students should be aware that along with a change in environment also comes with it a change in activity type. The negotiation process for the individuals in the SLA-DA group saw a shift in their activities, mostly from a team atmosphere to an individual atmosphere. The cause of this shift was due to the fact that individual activities were easier to manage in their personal time and schedule demands. The choice of pursuing individual activities allowed them to acquire the health benefits and the personal satisfaction that physical activity provides. The transition into solitary activities also reduced the interpersonal and structural constraints that team or group activities required. However, unless an SLA-DA individual finds an activity they connect with, they still may be at risk for dropping out of physical activity. When students cannot find satisfaction with their different activities, it becomes less of a priority to navigate their participation constraints. Therefore, recognizing outcomes of physical activity participation will help those at any transition point, but especially young adults, continue their physical activity participation throughout their lifetime.

It is important to note, that while many participants stated ‘fun’ and ‘challenge’ as their main reasons for participating, there was still a degree of ‘unknown reasons’ of why their beliefs around physical activity exist. Especially an internal understanding of their personal beliefs and motivations and how it led to their continued participation level. It was frequently said they, themselves, do not understand why they participate in sports and physical activity, but consistently related it back to the concept of enjoyment. This idea is best captured by Leigh, when she stated,

“People tend to do what they like and what they are good at. It’s probably why I stayed with them (...) I don’t know, really know, why
someone would stop playing, if they have liked, enjoyed it and kept excelling at it.”

These unknown reasons or unclear motives could be related to a lack of leisure literacy. Physical education programs and general education programs focus on informing participants about fundamental movement skills, sport skills, and available activities (physical literacy). There is little attention brought to leisure activities, fostering an understanding of positive behaviours in one’s free time, and motives behind those behaviours. Students should spend time reflecting on their own behaviour motives, especially with respect to physical activity, to fully grasp their beliefs and reasons for participation. Once they fully understand their beliefs, negotiating constraints will become easier to navigate.

Jackson, Crawford & Godbey (1993) found that anticipation of their own constraints, an individual may be able to adapt, alleviate, or remove factors that constrain their participation. This has been found previously in the work done by Elkins, et al., (2007). Participating with peers helped to reduce anxiety of participating in an unfamiliar environment, as well as to provide a shared social experience. Bringing in or combining friends with participation means that the negotiation was a shared experience and the interpersonal support made navigating the constraint more successful for the participant. It reduces the fear of being ‘the only one’ and provides a greater network of individuals (social networking), as well as a richer depth of information sources (structural constraints). All of which, facilitates continued participation for the individual. Some students, even though participation may decrease in first year, or change to be different than their experience in high school, getting involved with the right social networks, can see an increase participation levels. Or at the very least, have participation return to previous levels in high school or prior to starting at university. It was a factor seen with some of the students interviewed, some students were also able to continue participation out of the sheer
attraction of the benefits they saw (health and competition), rather than the connecting directly to individuals or social groups. Having or building peer and social networks was just an additional bonus. In all life course transitions, the building and connecting to existing social networks makes for successful transitions, with respect to physical activity and those who identify with a social motivation for participation.

**Implications for Recreation Programmers and Managers**

Campus recreation facilities and resources are the first stop for students seeking to be physically active. Overall there are some implications that all recreation professionals serving this age population should be aware of in their programming practices. A strong factor towards participation was their sense of accomplishment that is from continued participation. Many students felt proud about their abilities and being able to progress and learn through playing. An important note to recreation administrators is to recognize that students require a variety of appropriate levels to play at. The students fed off their high school participation, in wanting to be the best in their skills. They sometimes found it hard to find their level in a venue, like intramurals or community league, because of the lack of structure and a wide variation in skill level in other players. Some turned to club level sports (Alyssa - rugby, Sydney - rowing, Rachel - ultimate frisbee) to experience a higher level of competitive play, while others switched to individual sports (Katherine - running, Abigail - cycling, Noah - rock climbing) because of how easy it was to fit their schedules, to see skill improvement, and track their progress in reaching their goals. Offering a variety of opportunities for the division of teams, or a format for those seeking a higher level to play, will help retain student participants in recreational sport leagues.

Organizations need to recognize that facilitating chance encounters for participants to learn of the choices, at their new location, will help to keep university students engaged in physical
activity. The study participants learned about their options at chance encounters and interactions with other students in planned events of living situation. Examples of these encounters include, campus orientation events, proximity to a field, or through living in on-campus residences. When the students first arrived on campus, they gathered information of the physical activity opportunities through the Clubs & Society Fair days, program guide & flyers, and residence advisors were all cited as information sources for the recreation services on campus. While this information is readily available to students and the interest to participate was there, the registration process and registration timelines was a constraint for some. The timelines were either too quick to fit in their schedule, especially at the start of a new semester, or they were unsure how or where to register. A student-focused registration process putting customer service representatives where the students are located or allowing for flexible start dates for program registration could be a simple change to connect with students and as a means of increasing participation numbers and having satisfied students. After not getting into their first choice activities, Abigail and Michelle, for example, went on to alter their preferred behaviour and choose other activities for their physical activity time. They chose activities that were closest to their interests, skill level or even took it as an opportunity to develop skills and learn new activities. Their choices, just happened to coincide with activities they previously enjoyed, but had been forced to give up or novel activities for personal skill development. Having a wide range of activities available, will provide options and should be a high factor that administrators consider when developing programs on campus for current and future students. A variety of facilities, especially areas that foster individual activities and developing skill level, should also be considered to give student choices in activities they prefer and enjoy.
While each university setting would have different natural environments, campus design and location was a facilitator for being active for these students. On the helping side, participants frequently reported accessible and convenient facilities, low cost of programs and classes, and available clubs, as perks to being a physically active student. These were the easily negotiated, most commonly reported structural constraints. These factors allowed the participants to try new activities, continue using fitness facilities, and continue to participate in team sports, without costing them too much money or time. Team sports, in the form of intramurals and university clubs, were the most common physical activity outlet, for many of the students. This was due to team activities being the most familiar form of sport and physical activity participation during high school. It reinforces the notion that recreational team sports play an important part to the overall student wellness on campus. Recreation practitioners should focus on increasing the visibility of activities and choices available for students. It will provide more opportunities for students to learn about the physical activity options on campus and will encourage the student to access traditional sports, as a stepping stone to progress to more novel activities.

Active commuting, mostly by bicycle, was also reported as a way in which the student participants stayed active. Starting off, often out of frustration with the public transportation system, the students mentioned it as a liberating activity to just “fly down the streets.” Cycling to school or activities was something they were not able to do in the past, due to school uniform, location or weather (see Ingrid, Paige). Between 1994 and 2005, Canadian adults have become less inactive in their leisure time for transportation, with only 33% male and 27% female, reporting inactive behaviour (Juneau & Potvin, 2010). Active transportation could be a viable way for young adults to increase their physical activity as well as reduce the expenses of transportation in a student budget. Active transportation is a growing body of literature that is
being examined, not only from an environmental standpoint, but as a way to navigate the constraints of time and transportation to/from life commitments. It is also becoming a time for ‘leisure as a free-time activity’ to allow the individual a time for mental stress relief or personal reflection. Cole, et al., (2008) found that an average of 14% male and 12% female Australian students were able to meet physical activity guidelines through transportation alone. Recreation professionals should take into account alternative forms of transportation and promote a connection between healthy living, physically active leisure, and active transportation for those who may not be accessing their current recreation programs. In summary, even small modifications in recreation administration of programs can expand the available leisure time physical activity options for student population. They can also help participants understand their participation motives and help provide a more satisfying experience.

Implications for Future Research

Leisure behaviour and transitions has not been thoroughly examined in the connection with an educational transition. As transition is often a time for personal development, encouraging individuals to continue or increase activity during a transition may have more positive health outcomes in the future. Recall that the definition of leisure is an activity of an individual’s own choosing in which they participate in, within their own free time (Sylvia-Bobiak & Caldwell, 2006; McCarville & MacKay, 2007). A self chosen activity by an individual must have an internal motive behind it. These students chose to continue in physically active behaviour and it was not externally imposed on them. Therefore, a greater understanding of the meaning and beliefs of leisure could lead to more satisfaction and continued longer participation. Researchers need to further investigate the link that enjoyment and leisure literacy creates, and how it is used as a constraints negotiation strategy. As seen with these students, if there is no connection to the
activity, no value is placed on it and they have limited motives to continue. However, a decision to end an enjoyable experience can be due to other constraints (interpersonal or structural). Simply, the enjoyment of the activity itself does not always lead directly to participation. Without understanding their own individual motives or beliefs behind their participation, the individual could be at a higher risk of ceasing participation because the motivation to negotiation constraints will dissipate (Jackson, 2005). A further understanding of motivation of constraints negotiation could support this finding.

The idea of mortality and physical limitations was a surprising, emerging constraint in this study. Especially since the study’s population were all young adults, all relatively healthy, able-bodied individuals. Students commented that previous or current injuries limited specific sport participation, or participation at a certain level, either in their past, current, or future interests. Examining physical limitations to physical activity participation has been directed towards older population and understanding constraints in retired populations, it is an emerging factor in current constraints negotiation literature for this population and adulthood, as a whole. Injuries and health limitations do not discriminate and can affect an individual’s desire to participate at any age. When faced with physical limitations in participating activities, two of the study participants either, added activities to help with their rehabilitation (strength training), or they chose different activities that were less physically demanding (i.e.: rugby to ultimate frisbee; basketball to rowing/rock climbing). More information needs to be conducted on those transferring activities, its impact on continuing physical activity behaviour, and their own constraints negotiation strategy.

Future research efforts should also be directed towards fully understanding the perceived benefits (short and long term outcomes) from physical activity participation, especially
understandings the benefits beyond the health outcomes, and more towards the personal benefits. Marketing and programming physical activity towards using those benefits can create the avenues in which an individuals’ participation can be smoothly continued across a life course transition. This ‘benefits across transition’ information can be translated to other life course transitions, for example education to employment, employment to change in marital status/parenthood, or even the transition into retirement. Therefore, understanding transitions at a younger age will help researchers and transitioning individuals themselves, be successful at their transitions later on in life. Researchers interested at understanding and facilitating successful transitions should create research objectives and study designs that use a mixed methodology approach, as well as a longitudinal tracking. Both these research types will help to further understand decision making processes by those in a transition. Previous leisure research, (Jackson, 2000) has called for more of a mixed method and longitudinal approach to research studies, as it provides more analysis of factors that influence decision choices and the participants’ motives behind such a decision. It helps paint a more descriptive picture of leisure behaviour for general and specific populations, at any life stage. Longitudinal research designs will give a clearer description of the impact of transitions and its effects on leisure and physical activity before, during, and after a transition experience. This can aid researchers to understand and identify target points for smooth and successful transitions and successful negotiation of transitions.

In conclusion, this study provides reference and starting factors to understanding the impact of transition on physical activity behaviour during young adulthood and life stage transition points. Physical activity is an important behaviour for an individual to acquire health benefits for the prevention of disease, but also has been a venue for personal development.
Further research for this area would include a broader survey of constraint factors with in a transitioning population. Using the enjoyment by social or challenge framework, the development of a research tool for the characteristics mentioned by these participants, into a survey of the entire university population, or nation-wide across all university campuses could provide a complete picture of educational transitions across Canadian campuses. Also, a thorough understanding of motivations behind leisure-time physical activity with those in various life stages, undergoing transitions will help to identify at-risk points of physical activity decline. These points of time can be turned into suitable intervention points and structures to be put in place, from the administrators’ side, to help facilitate a smooth transition into post-secondary education.

**Summary**

This research project used a qualitative approach to gain further understanding of leisure time physical activity for students undergoing a transition into post secondary studies. Focusing on students in their second year or higher, allowed for the development of narratives to capture their physical activity experience. Participants described their behaviour primarily as enjoyable, and for either social or challenge reasons. Examining their experience in the higher years of education enables insight to be drawn on their constraints negotiation strategy for their leisure. Their negotiation strategy was related to the value they placed on the activity and the benefits they derived from participating. While they successfully negotiated constraints towards their participation, leisure constraints were still encountered. These constraints stemmed from their roles of being a student, and the associated time and financial costs. The wide range of activities that the students described meant that student constraints are not limited to one activity type or constraints category. Therefore, the opportunity to be physically active at university rests firmly
in the decisions of the student, themselves. Creating a positive attitude toward physical activity in any form, especially during adolescence, is a key to being successful at continuing leisure time physical activity behaviour through a life course transition.
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Appendix A
Participant Interview Guide

Leisure experiences during high school

1. Tell me a little bit about what you did for your free time in high school?

2. Describe what made your participation easy for you? What helped you to participate? Conversely, what made it hard to participate in these activities? What got in the way?

3. Did you make compromises to participate in the activities that you enjoyed?

4. Why did you stay in them? What made your activities fun?

Leisure experiences at UVic and within the city of Victoria

1. Why did you choose UVic?
What do you like the most about your program and your experience so far?

2. Please describe some of the leisure activities you currently do. How did you find out about them? How much time and effort did you spend?

3. What made you choose your activities over something else, or other options?
   Why do you continue to participate in them?
   What do you get out of your activities?

4. Are there benefits that you want from your activities that you are not getting?

5. Describe what made your participation easy for you? What helped you to participate? Conversely, what made it hard to participate in these activities? What got in the way?

6. Are there activities you do not consider doing now, that you used to do previously? Why not?
Have you had to make compromises to participate in the activities that you enjoy?

7. Can you describe to me, in your own words, how do you compare your experience in high school to university?

8. Was there something you think that I did not capture about your experience?

Thank you very much for your time!
Appendix B
Recruitment Script: In-class Presentations

Hello, my name is Emily George and I am a graduate student with the School of Exercise Science and Physical Education. I am here presenting today because I am currently recruiting participants for my research project. My focus is on leisure and physical activity participation in the transition to university. I am specifically looking for those in their 2nd or 3rd year, who were active in high school, either on high school teams, community teams or informally on their own. As well as those who are currently active, either through intramurals, community recreation or informally on their own time here at UVic. Lastly, I am looking for people who have moved to Victoria to attend university. If you have competed or are currently competing on a national or varsity level team, you do not qualify to participate in this study. I’m targeting those individuals who participate on a recreational level.

When you volunteer to participate, we will set up a mutually convenient time and place to conduct a 30-60 minute interview. The interview will focus on two points in your life, high school/adolescence and university/young adulthood (the present). I will ask you to describe what you did in high school, how you got involved, kept you involved and feelings around your participation. We will also discuss your experience during the transition from high school to university. You will be given the opportunity to review your interview transcription and the narrative that results from it.

If you complete the interview, you will be entered into a draw to with a chance to win one of 2, $30 gift certificates to the campus bookstore.

Those interested in participating in the study, please get in contact with me egeorge@uvic.ca

I will be around for a bit after class to answer any questions, and to set up interview times.

Thank you to <the instructor> for letting me present to you today. Thank you for your attention.
Appendix C
Participant Consent Form

Participant Consent Form

Active for Life: Participating in Recreational Activities
You are invited to participate in a study entitled Active for Life: Participating in Recreation Activities that is being conducted by Emily George.

Emily George is a Graduate student in the School of Exercise Science, Physical Health Education at the University of Victoria and you may contact her if you have further questions by email: egeorge@uvic.ca or telephone: (250) 893-3292.

As a Graduate student, I am required to conduct research as part of the requirements for a Masters of Arts degree in Physical Education. It is being conducted under the supervision of Dr. John T. Meldrum. You may contact my supervisor at (250) 721-8392 or by email: jmeldrum@uvic.ca

Purpose and Objectives
The purpose of this research project is to examine the process of continuing leisure activities for young adults as they pursue university studies. This research aims to develop a narrative on how students decide to participate in physically active leisure activities. It is hoped to understand how leisure behaviour changes or enabled through transitions periods. It will focus on two time periods in your life and the choices you made for your physical activity participation, whether it was informal or organized.

Importance of this Research
Transitions are an important time for students and the process in which students are using to transition has not been thoroughly researched. By participating in this study you will be able to explore your leisure time physical activity and the process of how you choose your activity choices. Understanding the process of student transitions and their physical activity behaviour will help to promote lifelong participation in sport, recreation and physical activity for you and your peers. This can lead to better programs and services for young adults in the future.

Participants Selection
You are being asked to participate in this study because you meet the following criteria:

- Physically active during high school in either a organized sport or informal setting
- Moved to Victoria to attend university
- Currently participating in physically active leisure
- Not/no longer competing at a provincial, national or varsity organized sport level.

This criterion was established to focus the study on those individuals who participate at the recreational level for their own enjoyment, health, or personal development.
What is involved?
If you agree to voluntarily participate in this research, your participation will include a 30-60 minute one-on-one interview with the researcher. This interview will happen at a mutually convenient time and place. The interview will be digitally audio recorded. A transcription of the interview will be made, as well as a resulting narrative (story) of your leisure experience. You will have the opportunity to review the transcription and narrative.

Inconvenience
Participation in this study may cause some inconvenience to you, only in scheduling the interview. Every step will be taken to ensure that the interview is held at a mutually convenient time and place.

Risks
Though the risks to you in this study are very low, you may experience some discomfort. This includes recalling past memories and experiences that may cause emotional or psychological discomfort. To prevent or to deal with these risks steps will be taken to ensure that you remain at ease with the situation. The participant will be reminded that they do not have to answer any question that they do not feel comfortable answering. Any uncomfortable questions will be skipped and the interview will continue, only at the permission of the participant.
A list of on campus counseling and support services will be available to you, should you require it.

Benefits
The potential benefits of your participation in this research include understanding your past and current leisure behaviour how it relates to your sense of identity and personal goals. The benefits of this research also extend the state of knowledge on transition periods from adolescence to young adult, specifically at their leisure and physical activity behaviour.

Compensation
As a way to compensate you for any inconvenience related to your participation, you will be given an entry ballot to be eligible to win one of two gift certificates to the campus bookstore. In addition, your participation makes you eligible for bonus course credits, if applicable. If you choose to withdraw from the study after your interview is complete, you will still be eligible to earn the course credit and entry ballot. If you withdraw before the interview, you will not be eligible for either form of compensation. If you agree to participate in this study, this form of compensation to you must not be coercive. It is unethical to provide undue compensation or inducements to research participants. If you would not participate if the compensation was not offered, then you should decline.

Voluntary Participation
Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study your data will be removed from the analysis and destroyed. The participant completes the interview process; they will still be eligible to be entered into the draw.
Anonymity
In terms of protecting your anonymity, pseudonyms will be used throughout any written document. Details describing places or persons in your past or current leisure experience will be changed to protect the identity.

Confidentiality
Your confidentiality and the confidentiality of the data will be protected by password protected files, as well as any hard copies of the document will be secured in a locked office.

Dissemination of Results
It is anticipated that the results of this study will be shared with others in the following ways: Participants will receive a copy of their transcription and resulting narrative of their interview. Results will also be published in a thesis paper and presentation, as well as a published article and/or conference proceedings or poster.

Disposal of Data
Data from this study will be disposed of five years after the study is completed. This includes deletion (including back-ups) of all electronic files, as well as shredding of all hard paper copies of the data, transcripts and/or narratives.

Future Use of Data
Please initial here if you give your permission to have your data used for future research. If you do not wish to have your data kept for future research, it will be destroyed 5 years after the research project is complete.

Contacts
Individuals that may be contacted regarding this study include Emily George (primary researcher), in which the contact information is listed at the beginning of the consent form.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

_________________________  _________________________  _______________________
Name of Participant          Signature                  Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.
Appendix D
Participant Screening Questions

**Question 1:**

Were you active in high school?

1a) If so, what activities did you participate in?

**Question 2:**

Are you currently active in university?

2b) If so, what do you participate in? (Both team and individual sport participation will be considered)

**Question 3:**

Did you ever compete at a national level competition? (Provincial school championships are excluded in the definition of a provincial level event)

**Question 4:**

Where and when did you graduate high school? If there is a gap between the two time periods, what occurred during that time?
## Appendix E
Researcher’s Interview Guide with Response Prompts

### 1. Tell me a little bit about what you did for your free time in high school?
   - Time periods: before, during, after school, evenings, weekends and seasonal periods
   - Main activities that were physical activity related
   - How did you get involved in them?
   - How long did you participate for?
   - What was your frequency of participation?
   - How did their activities change throughout the season – what did they do when preferred activity was not in season.

### 2. Please describe what made your participation easy for you? Or conversely, what made it hard to participate in leisure activities?
   - Probe: Can you name one thing that you would change about your participation?

### 3. Did you make compromises to participate in the activities that you enjoyed?
   - Probe:
     - What kind?
     - How did you choose?
     - Limits

### 4. Why did you stay in them?
   - Probe for feeling, enjoyment, challenging tasks, social engagement

Recap and confirm undergrad/previous activities
   - Is there anything else you would like to add?

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Now we are going to move on and talk about your leisure experiences here at UVic and within the city of Victoria.

### 1. Why did you choose UVic?

### 2. Please describe some of the leisure activities you currently do.
   - Probe for:
     - Frequency, commitment in attendance, location and cost, season of participation
     - How did you learn about them?

### 3. What made you choose this activity(ies) over something else, or other options?
   - What attracted your participation?
   - Probe: ["Why this over this"]
   - Do you enjoy participating in them?
<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you continue to participate in them?</td>
<td></td>
</tr>
<tr>
<td>4. Are there benefits that you want from your activities that you are not getting?</td>
<td>Probe for: “kind of wish”, present activities only.</td>
</tr>
<tr>
<td>5. Describe what makes your participation easy for you? Or conversely, what makes it hard to participate in these activities?</td>
<td>Probe: Can you name one thing that you would change about your participation? How does participating in your leisure activities fit into your other roles as a student, employee, friend, family member, etc?</td>
</tr>
<tr>
<td>6. Are there activities you don't consider doing now that you used to do previously? Why not?</td>
<td></td>
</tr>
</tbody>
</table>
| 7. Have you had to make compromises to participate in the activities that you enjoy? | Probe:  
- What kind?  
- How did you choose?                                                                 |
| Recap and confirm university activities  
Is there anything else you would like to add? |                                                                                                  |

Since we have talked about both of these important time periods in your life,  
**Can you describe to me, in your own words, how do you compare your experience in your undergrad to your graduate studies?**

**Was there something that you think that I did not capture about your experiences?**  
*Recap and confirm feelings and thoughts around leisure activities.*

**Interview Notes/Comments:**
Appendix F
Participants` Narratives

Fourteen university students described their patterns of physical activity behaviour as they pursued a post-secondary education. The experiences from these participants emerged four categories of participation profiles that described their transition of remaining physically active. These profiles are rated on a continuum scale that determined whether they were more or less active than before, and on the type of activities they pursued. The comparison and the placement into each category was determined by what they currently do when compared to their behaviour pattern in high school. Each narrative is follows their transition, by first describing what they chose to participate and then a reflection on why they chose their physical activity behaviours. The participant words are italicized, any researcher questions are in square brackets, and clarifications, additions, formatting are in round brackets.

More Active in Similar Activities (MA-SA)

Joanna

Joanna describes the dual roles she plays as her and her husband maintain two homes, to accommodate their current student lifestyle.

_I have two lives; I got my school life and my [hometown] sports life. I’m in Victoria during the week, to go to school. For leisure activities, we are pretty full time swamped. The best I get is to go for a walk during the week. But when we go home to [hometown], it gives me 3 or 4 days at home, I’ve got a women’s hockey league and women’s soccer league. It is every weekend. For example, last weekend, I played two hockey games, and one soccer game, sometimes it’s a hockey and a soccer game in the same day. Realistically, I am playing soccer on one team or another all year round, while hockey is September to late March. My weekend is sports; that’s all I do. I don’t open my books, I don’t do anything. It’s like I can forget about school when I’m up there, and when I’m down here, I don’t like forgetting about the sports, but I have to for school. This is to get most of the weekend and you can have one or two games in that time, or be picked up by another team, which try I do, whenever an email goes out, you just get more bang for your registration money._
She has been playing soccer since grade 10, but had participated in numerous sports throughout elementary and middle school, for example, basketball, volleyball and cross country. But when she changed schools to play on a competitive soccer team, she reduced her sports to just the one. School had been her springboard to get her into sports.

From grade 10 on, I played on a soccer team. We played at the provincial level, triple A, so it was very time consuming. We practiced 3 days a week, for a couple of hours after school every day and they even a PE class for us, so we got credit for having an actual hour of gym time a day. We didn’t have to take PE starting grade 10, it was like soccer PE and that was all we did, all the time. That was soccer.

[How did you get involved in soccer?]
I have been just playing since elementary school, just through school.

[Did you start off playing at the community level?]
Never at the community level, elementary school, the soccer school and started at the school level. It wasn’t until grade 10, when I actually transferred school to play soccer and got in with this coach, and he wanted us to play in the women’s league, so we can have actual adults beating on us and stuff. We get a feel for like what a physical game is like.

Joanna found her skills to be enough to allow her to continue playing even being a spare for a higher level grade 11/12 team, even when she did not think that participating in sports was an easy thing to do, in high school.

I don’t know how I can say it. In grade 10, the senior team was 11/12 and they took really skilled grade 10s, I wasn’t skilled enough to be a starter, so I was a spare, so I was captain of the actual grade 10 team, and a spare for the 11/12 team. It definitely wasn’t easy, I was kind of the cusp, trying to prove myself and my coach was also the PE teacher and you were in his PE class getting a grade. And the same time, you know he is keeping an eye on to make sure who is going to be on his team and such. In terms of it being easy, I mean it is easy because I liked it, and we were a team, and I like team sports, they are fun. My friends were all on the team and stuff, we did a lot of fundraising, so it never seemed like it was expensive. Because the gear and stuff, it is really quite reasonable. You don’t need a lot of stuff. No I loved it, it was great, to be away. You know at that age, when you are away from your parents, to have a weekend away in hotel rooms, and that stuff is a lot of fun.

[What do you like about it?]
I think, you know what it’s probably the people, because some of those people now, I mean, in grade 10, I was 16, and now, some of those people I still play on the same team with and it’s been 14 years. Like, I’m in [university town] going to school, but I own a home in [hometown] and I go home on the weekends and our team is still there, and we still play.
She strongly connected with the social aspect of playing in high school and some of those relationships have continued now because of her participation with the sports. It is the dual roles, mind frames that have facilitated her current participation in physical activity. However, Joanna was really surprised at not being able to describe what she liked about participating now as an adult.

[You mentioned that you like them, what do you like about them?]
(long pause)
[Why do you continue to participate in them?]
I don’t know. I liked them, pulling muscles and things it doesn’t feel very good when it happens, so that’s not a good reason. Exercising, maybe exercising does it for me, but I’m not really sure if that’s true. Might have to come back to that one.

During the review of the transcription, Joanna stated,

After our meeting I thought about this question and also asked my husband and some friends….apparently I am a competitive person….I acknowledge that I like a challenge and also success...

[Can you describe what makes your participation easy for you? What makes it easy for you to be on the soccer field one morning and in the same afternoon, go play hockey?]
(long pause), I don’t know. I really must get something out of it for doing that, I really must. There are people that I play with, who it is who they are. And they live and eat and breathe and go home, watch the all soccer games and know everything that is going on in England, or whoever and the world cup, and they know everything. I’m not really that person, but perhaps, it, I mean, I guess, I’m fit, in I don’t know, whatever way, cardiovascular sort of way and stuff. So maybe I’m getting that out of it. I do like the fact that in life, in other aspects when I was working, it left me able to, I don’t know if it left me able to, I’m sure it helped me able to do the things I did with work. A lot of my job was very physical, and I’ve always been in a predominately male environment, and I would imagine sports and the activity that I do, probably contributes being able to do some of those things.
[You just like fitting in, feeling physically able.]
I’m not sure that’s the motivation behind it, but I probably definitely keep going because I do like the ability to be able to, if somebody said, hey, let’s go for a run, and I could say sure and it wouldn’t be a big deal. We are going to run through the park, or go hike a mountain, and I’d say, I could do that, sure we can put on a backpack and it wouldn’t be a big deal.

Also, there must be a challenge aspect to her participation in sports,

I’ve always said that in the hockey league, because they divide us up for whatever teams are all equal, we just have fun playing each other, but we also, have a rookie, intermediate and vet division. I’ve always said, I’d rather be the
crappiest player on a good team, to learn, than a good player on a not very skilled team.

[Why do you say that?]
Because I don’t think it’s helping me develop as a player, when, hockey is a prime example, because we are just going through this. I don’t develop as a player if I don’t play with people that can actually pass me the puck and get it to me. I’m, I might be a little bit further ahead on the ice, I want to start learning how to stick handle better or something like that. But when passes don’t get to me, I’m not having the opportunity to get better.

[To see a skill improvement, to participate, but also to develop your own skills] That’s the biggest thing, for hockey in particular, that’s what I’m not getting the opportunity to develop skills. Because it’s a woman’s leagues, they don’t really have practices, because it’s just crazy, there is too many moms and stuff. We just play and have fun. Buts that’s, I’m not getting skill development there.

Without the proper learning environment, it is the social aspect that challenges her as well.

Um, no, I’m really happy with soccer, I think. We have some weird team dynamics, we sort of recycle people, people leave, when they finished high school, and maybe moved on in life, and some early 20’s kids, and we get a couple that are really good that are just graduating, and then we got people that are 50. The team dynamics area bit weird; there are little clusters of different groups. We can’t, we don’t seem as a whole team, you would never get 20 of us all together. We have tried, we are going to have a team BBQ at so and so’s house. We get the same people, we call it the core, and actually it’s our joke. The core of the team, we get the same people that come out, and we have all these satellite people going.

[Why do you think that is?] I don’t know. But I mean, it could be a lot of things, you don’t, the 20 year old don’t want to come out and hang out with so and so’s mom, that they know and the ex-teacher, or the, you know, stuff like that. But I don’t know, maybe we are cliquey and we don’t really know.

Joanna describes her recent experience with joining the hockey team for the past playing season, as part of the decision to be active during her post-secondary schooling.

I waffled with hockey. I signed up in august, I started doing some schooling in September, even though I didn’t fully live down here, I came down two nights a week. So I dropped out of hockey before we even had our first practice. I went through this big kuffle to get my registration money back through my friends and they are telling me that I’m an idiot. By Christmas I missed it, and I was begging and pleading that they find me a spot on a team. Luckily, but not for them, but luckily for me, somebody got pregnant and somebody had wrist surgery and two spots opened up. So I got on a team, even though it wasn’t the same team they, this year, they set it up so, there is a specific team so that a couple of people that I’m friendly with, that I drink with. There are a couple people over here. The team I started with, I ended up on a team, that’s very different dynamic, very religious type, that totally like five minutes after the game, they are dressed, they are changed they are gone. And I’m going to the other dressing room, “hi is anybody here?; hey what’s going on”, so you sit
there and yap for an hour and stuff. I might, no I don’t know if, I might or I might know (why she tried to get back into hockey), I would really have to look at the time. I missed it, but I got back into the hockey now, and suddenly it’s the time again, I don’t think I have time for anything else.
[What made you decide to get back into hockey?]
I missed it, I missed something
[What did you miss about it?]
(pause)
[I’m just sort of wrapping around...]
You are, but I don’t know why I’m playing, do I? I don’t know why I’m playing. I can’t really say I missed my friends, because I still see them. I can’t say, because I missed my gear, even though it did bother me when I looked at my equipment, you know, by time it said and done, it’s a thousand dollars for the gear, and it’s just sitting in the garage and every time I go in the garage, its sitting there. That probably got to my head, its sitting there, it’s not getting used.

With Joanna’s life, commuting between two cities and two life roles plays a huge role in her commitment to participation,

It seems to be all or nothing. I think I neglect my school work on the weekend, to do my sports, and I think I neglect my sports to do my school work. It might be different if I was actually living and functioning in one place and I could do better time management.
[But you have, it seems, that your dual lives...]
My two lives, I got my school [city], my [hometown] sports life.
[But it’s working for you, that is what I’m going to assume... ]
I think maybe the sports are maybe a bit of a relief. I’m going home tomorrow and somebody needed players at 8:30pm, and I’m driving home from [university city] and I’m going to play hockey tomorrow at 8:30. I think I can unwind. I don’t know why I play sports. Stress relief, exercise, socializing. I think I don’t know what I would do if didn’t play maybe.

I don’t feel like I have to balance much. I am above average in school and it has always come easy to me. I fill in my spare time with life and sports. I probably have more spare time than other students because I study less and don’t work...

When comparing her high school experience to her current sport experience, Joanna replied,

In high school, the actual school team was very, very competitive. That’s 3 hours of practicing a week, plus the gym time every day, for class grade. I mean that was super competitive, and stuff. And now, it’s not so much, its more social I mean, it’s competitive still, but social. Hockey is very social, soccer, we split our league into little division, so we play only competitive team for part of it, so you don’t want to drive to (town name) to play a team that you are going to beat 10 nothing. You get to a point; you only do that once per season. You play amongst yourselves at your skill level. I mean, its a little bit more competitive, but it’s nothing like soccer. I don’t think I could be able to do it like high school soccer. I’d think it would kill me. I liked
the sport, I’m enjoying it now. I wish I was in the same shape I was in high school, but I think physically, it would just be too much, or maybe I would get it back if I ran 9 hours a week, maybe.

Throughout our conversation, Joanna was stumped as to her reasons behind her participation.

“I’m really curious myself, why I don’t know why I play. But other than that, that’s something I’m going to have to think about. What makes me actually do it?”

After the interview, she added,

“I am competitive and I like to win. After this interview I had a hockey tournament that I scored a pile of goals in and we won games. I like that feeling and I also like winning!”

Noah

In high school, Noah was mainly active on his own outdoor pursuits and on a community soccer team. He describes high school sport teams as,

“Well, there was a few groups of in-school intimidating individuals, different crowds, but that was so minor. I had a good enough friend group; there was always people to hang out with. You’d bring your own soccer ball, and off you go. What made it difficult? Having to do homework, you have to fit homework in there. And that’s sort of a different type of battle. [Were you on any school teams?] No, I didn’t like basketball, and didn’t like volleyball. And [high school] where I went to school, those were the only sports they offered. It would have been nice to go to a bigger school, where more sports were offered. But, the track program was just getting started, I didn’t participate in that. It was just sort of underground, getting started. And I don’t know why I didn’t like basketball, I just never got into it.

The transition into activities at university has been quite easy for Noah because he came from a highly active background.

“Intramural soccer, we talked about that. That was really easy to get into. I just had a buddy from [hometown], invite me on the team, no brainer. I still do that, that’s been 4 years my entire time here. So, kayaking has followed me from the [hometown region] here. I joined the kayak clubs last year and the year before, I can’t remember, I think I just did two semesters with them, and then it got too much, I tend to overload myself. So I was like, so okay, I’ve done it, I know what’s it’s like, it’s not top priority, and I need to time management. I still have my own equipment and so I go out on my own, not so much now, I don’t have my car insured right now, so. I’ve done a handful of trips up to Tofino with a group, go surfing, I go in my kayak because it’s free, I have everything I need for kayak surfing and everyone else rents surfboards. I try to cycle every
day, but weather permitting and fatigue, but this semesters I've been pretty busy. I haven't been cycling much at all. I've been tracking it the last two months, and I have been doing about 200-250km a month for the last two months, and that's not counting riding to UVIC and that about 10 km whenever I do that. So that's pleasure riding, hop on my road bike, that's a lot of fun. I really like keeping track of that sort of stuff, just for my own purpose, how much do I do. Tracking my diet too, that's a lot of fun. Cycling, usually go out once a weekend for a big ride, and once during the week for a big ride. Big rides like 100 kilometres top, and 40 km minimum sort of thing. On the road bike, you can, it goes, 100km is 3.5 hours, so its, when you are in shape, it's easy in that sense. I mean, I'm pushing really hard, and it is a hard ride. It's not too difficult, when you are into it and when you like it. The 40km loops are just wonderful, it's just a loop around the city, and that's like 1.5 hour maybe. [How did you get into running?]

Front runners, which we talked about, I was looking for shoes, and yeah. So just trying out different places, discovered frontrunners, it could have been anywhere else. Picked up a clinic book and off I went. I joined the Club Mud, and there are some really fantastic people involved in those programs, really motivating powerful people. So you make good friends, they pick you on Saturday, or you pick them up. It's about sharing, you go discover new places, push your body. These are educated people too, I was learning how to fuel my body and what I can do, how much I can push myself, and importantly, not to push myself too hard. So I ran with them, twice a week, Wednesday nights we did about 8-10km usually around [local park] and Sunday mornings we did, starting at 10km, and at the end of the session we were out at 18-19km, and that was that mount work loop and that was so much fun. I really like when, like when I said with biking, when you get up to that level, you experience that much more, run that much further.

Rock climbing. I haven't talked about that at all. I've been rocking climbing for I got my first pairs of shoes in 2000, or 1999, somewhere around there. And I started going to the indoor gym. That is, I've had a fear of heights, and I wanted to get over it, so and I really like being a monkey, so I like doing that stuff, and climbing up high, with the rope of course, and yeah, so I just got into that but you have to have a partner to do that, to belay. That's always been a struggle, not so much anymore and then so once I got my confidence indoors, you end up doing it outdoors, and there are lots of places in the [hometown region] to do it. For me, again, it's about the day, you pack a lunch, you bring some first aid, you have got your cars, it's a big journey, I have bought my own equipment, not the traditional equipment, just sport climbing, so I just had some quick draws, so there is already bolted roots, and you just climb up and clip into the bolts as you go. Traditional climbing uses your own protection, there is a crack in the rock and you have your own equipment and you create your own anchors. [It] takes a little more confidence, more skill, more devotion to the sport, which I haven't been doing, so.

Noah goes on to describe the personal benefits of his activities,

Well, it's my time when I'm by myself, it's my time to slow down, even though I'm speeding up essentially. Going on bike rides, running, it's really, um, a time when there is nothing else going on, just focused on my running, my breathing, my body sort of balanced, just moving along. I sleep really well. I
eat well when I exercise, everything else just follows, and you can just feel it. I think that is number one what I get out of my recreation activities. Often it’s individual.

It is the combination between personal connection and challenge that he enjoys the most,

**Totally social.** That’s it. Every Thursday, meet up with your buddies; go for a beer after maybe. Have a game. I like competition, soccer is something that I’m good at it so it’s rewarding in that sense and (pause) yeah. Again always with the exertion, I love pushing myself, sweating and working hard. So that’s provides satisfaction as well as the social aspect of going to play with your buddies, yell and cheer. That’s the main reason I’ll go back every year is because of the social aspect.

Resources and schedules are often a challenge for most students, but Noah describes committing time to volunteering, as a way to facilitate his involvement in physical activities.

I haven’t been this year at all, I’ve just been way too busy, I’ve really committed myself to school this year, which has been great. I’ve been getting lots out of it. But sacrificed stuff like that. But yeah, I volunteered at the climbing gym for a while. That was great I got for every hour you volunteer, you get a free day of climbing. So I never paid once to climb there. And I just volunteered weekly for two hours and maybe certain weeks I wouldn’t climb, so I would just accumulate these hours. I would take my friends, so if I needed a belay partner, I’ve got 30 credits there, and just go and climb for free, and you can climb the whole day on that credit, and I would only go for an hour or two because it was no big deal. It was really easy to go out and just get some exercise, try new routes, keep the challenges going, and develop friendships with the people who work there and they get to know you and I like that sort of stuff, and then take those skills outside. And I really like showing those people, I know of this place come check it out. Outdoor climbing is very different than indoor climbing.

The benefits Noah receives are more than just the physical health related ones. He describes the feeling that emerges from his participation and why he continues to participate.

Keeping my body healthy. I think I really want to be a healthy individual so when I’m older, and it’s just health risk. I’m not anal about it, but I’m just aware, and because I enjoy it, it makes it easy. I mean, as far as why I continue it, day to day, it’s just sleeping better, eating better, being a happy individual.

[You say that you enjoy it, what do you enjoy about your activities?] Outside, I mean I really like being outside, sunshine, eating a lunch outside, there is something special about that. I mention, it brings back, feeling of home to me. Just because of growing up in that environment, I like going back to that. Sitting on top of rock and eating my lunch is very comforting for me. Hike up Mt. Finlayson and find a nook on the back side and eat my lunch whoever I’m with, is something nice, and it’s relaxing. It’s that time when you are committed to doing that, and there is no stress. Hike away,
Like this is your time

Yup, definitely, mediation time, even though I may not be focused in that same sense. Big relief you know, getting out on top and just relaxing and for the next half hour, you just chill out, there is nothing to do but relax and slow right down. For me, I would take the social activity over my own individual activity.

[Why?]

I hold more value in the social aspect. Yeah, um, unless there is a bit of an inconvenience, or maybe, I don’t know, if I feel like I’ll come out of the experience, if we were like at school. We are going up to Nanaimo for a kayaking trip I’ll be like, okay, that seems like a bit much for me for me right now. But yeah, if it is no problem, I would definitely take the being social, being social. And as far as compromise between sports, not a problem, its, they are both fun. Hey it would be which one do I want to do more or something. Usually it’s just between a bike or a run, those are so simple, something you can do in an afternoon, without any thought, don’t need to pack your lunch, yeah.

He values more the social aspect of participating. When asked to describe what makes it hard to participate, Noah responds,

Well, (pause), this isn’t necessarily hard, but it is a sacrifice, you know, school versus activity. And the reason why I say it it’s not that hard, is because I love being in school, and when I am absorbed in the material, it’s not a problem to make those sacrifices. But yeah, it is a sacrifice. I can only do so much, and its time management, which is why I have anything scheduled out because then I can do more. And then financially, I mean, I would do more if I had more money, keep my car insured. That’s another battle too. I like to uninsured my car, to not contribute to this whole environmental thing, that’s another reason why I bike around. Yeah, if I had money I would probably have my car insured, to go places on the weekend. I could go for that kayak trip or to go rock climbing.

[Because a kayak is not something you can take on bike]

I have thought about that, thought like having a trailer, my kayak is really small, it’s only 6 feet. So you know, it’s doable, but I haven’t done that.

And goes on later to add,

I couldn’t add any more, I’m so busy, um (pause), you know (pause), it would be really, really nice to excel in one thing. I do like my variety, and my experiences. I’m not a professional. I’m not like overly experienced in one sport, but I’m definitely capable from going through some serious rapids in my kayak and I’m comfortable with that. As side from having other people with you be comfortable with that, because that’s a big part of it. With my own skills, I’m fine with that. Rock climbing, okay, but because (pause), um, I mean I love rock climbing, but I don’t get to do it that much, especially this year with school. So now every time I go to do it, you gotta get your fingers back in shape, your forearms and it makes it that much harder. Let’s say, if I was more devoted to one sport, I could get more out of it. Because if I was rock climbing once a week instead of cycling or biking, or rock climbing a couple times a week, then, (pause) I could go places with that, maybe. You know, try to some
new stuff. Every year I do a Squamish trip before I head back to [hometown]. It’s just the same sort of skill level every time, because I’m not excelling, I’m not working hard at it. Like I haven’t been rock climbing at all this year, if I go back, I’m not sure this year if I’ll have the time, if I make a rock climbing, then it’s like, well I’m back to the same easy routes, which is fine, I love it. It’s about getting out there, having fun, it’s not necessarily about improving all the time. If I could change something...As I participate in many activities, I am a master of none, haha. But that’s not a problem!

But he also mentions that he “loves what he does”, just the feeling of continually improving and progressing is something he values as well,

Well, getting back to what we were previously saying, the compromise is not excelling in any one thing, but I don’t consider that negative at all. I like having the experience and it’s not really, it’s not really about better at everything or trying more. For me, it’s just about having fun, and having those opportunities so maybe that’s why people who want to climbing, well you can go climbing. I’m experienced enough that I can pick up and go.

The way Noah approaches activity in university is the same as from high school and childhood. It was very much a community environment that brought all the neighbourhood children together, in a way that they grew up together and still remain very connected,

It was a general interest, I just liked being outside. And coming from more of a rural community, it was really easy. It wasn’t a problem to hop on a bike and go bike through the woods. There was trails and having friends and other close families that did the same things, it was really easy. My parents pushed me out into the woods pretty much, and said go play.

[What were some of the activities that you and your friends would do?] Soccer, always a ball; catch, simple things like that. Floor hockey was big for a while, during the weekend for sure and during the summer. I can remember some consecutive summers playing road hockey, like every day.

[How did you get all of your equipment?] Well, for me, I had an allowance, and I would save up and buy. I can remember buying my first set of hockey pads, and get a hockey stick for Christmas. You just slowly accumulate it. Maybe right off the bat, it is just a hockey stick and a hockey ball. Your parents kind of help you out along with some discipline saving. Parents trying to work some good habits into you, saving money. And then having a group of kids, 5 or 6 kids, you just accumulate gear. I remember Tom having his hockey pads, so there were two sets of pads, and over the years you just have extra equipment. Soccer requires very little equipment, and usually some friend has a basketball hoop. My parents bought me a mountain bike, nothing special in terms of quality, but just a set of wheels...that bike took me all the way through high-school.

[All of the kids that you hung out with were able to participate?] Yeah, it wasn’t a problem. If someone showed up without gear, you just go into the tickle trunk and gather some extra stuff. With soccer, you don’t need much, you just need a ball. We didn’t need shin guards unless you were playing a
game. We were just goofing around, and we invented all sort of games too, playing whatever you want with a couple of buddies just kicking a ball around.

Location of the campus and the local environment has been a facilitator into building relationships and getting involved in the activities.

I think that is something that is valuable is the campus here. It’s a beautiful campus, lots of trails, easy to just, as a study break or talk to a friend, or build relationships, “hey lets go for a walk” and the campus really is good for that. Provides a wonderful environment, easy to go out and do simple things, running, there is a running trail, you can walk. Having [local park] and the alumni trail. It’s easy to get out there and walk and that’s so of low form of exercise, but you are out there, getting that appreciation for the outdoors, I think that is really valuable.

The transition from high school to university has yielded similar activities but the driving benefits behind it have changed, as he explains,

I think that, (pause) my activities have stayed similar, and my drive, but my appreciation has changed in the sense that now, I’m doing it for my health. I mean the social aspect is there, but I like keeping my body healthy and I recognize the benefits right away from sleeping, and eating, and smiling and laughing, just de-stress. Whereas when I was younger it was more just about being a goofball and running around, and not being conscientious of those benefits. I think that’s the big difference now, is just the awareness, and it just goes through maturity. 

[How did you learn about these benefits? Was it through your program or did you seek out the information?] Um. my parents, they have always informed me and tell me about, this is good for you. You can’t sleep at night? Well, go exercise. My dad was very active, probably more than me. Yeah, so, it kept pushing me, go outside, go for a run. You got your exercise for the day? Then you’ll sleep better and you’ll do better at school, you’ll have that focus. Also, just sort of an intrinsic understanding of what is going on, recognizing I’m sleeping better from exercise, more focused. And then now, being in this program, having that reinforced with my studies; definitely educated as to the benefits, but as well as to the experience, I think that gives me lot of passion towards the subject too have that experiences that reinforces it.

[Do you think benefits, or what you get out of it your activities have changed from that until now?] Um, (pause), I think now, it’s slowed down a little bit. I get sort of an appreciation when, I’m doing bigger journeys in that sense. The kayak is like, I appreciate getting up in the morning, making a lunch, eating breakfast, the journey up there, socializing, it’s not about the activity, it’s about the whole package right? You know, having to spend my own money, instead of when I was younger my parents paying for youth soccer or whatever, my snowboard pass. Now that’s a lot of appreciation there, in what I’m doing and getting the most out of it, because its my own money. Even just going up and getting firewood, and going up grabbing a coffee, and the trip up to the woods, or
whatever. It’s yeah, conversation, all that stuff is reinforces the positive aspect of the exercise or the trip.

Noah concluded his interview with a personal reflection about his participation.

*I think the real benefit is through friendships. You develop a lot of real wonderful friendships with people of similar interests and different ideas and what comes out from all these activities. What you do are these conversations that inspire like new things, new thoughts, you are going with all different types of people. You, know, everybody leaves you with something and that’s just sort of has a catalytic effect in my mind. And doing something else, writing a paper on something, giving it, in conversation with someone else, about something for a concrete example. I think that’s really important. You just get a lot of value in human relationships. It’s in environment that induces that being active. New exciting minds, minds that are being stimulated and active, rather than sitting on the couch and talking about a commercial break or something. Even just doing the same thing every time, you are exposing yourself to new things by, even just within rock climbing, by going to a new place, it’s just the exposure. Yeah, a new person comes or something like that, they experience what you have been experiencing. And holding with everything of people with value, or equal respect. Everybody is different or having the respect for the environment, respect for other people, learning and working that, I think that is really important.*
More Active in Different Activities (MA-DA)

Katherine

Running plays a large role in Katherine's life which had been detrimental to her pursuit of academics.

I started probably 10 years ago, just on my own, but its gradually taken up more and more of my time, to the point where it can kind of get in the way of school, sometimes too. Last year it really did, and this year I'm trying to keep it under wraps, which is a little sad sometimes because um, there is the island series going on right now and I haven't been able to get to any of the races yet. They all are on a Sunday and they are all over (the regional area). So when you factor in the travel time, and I need a really long warm up. So, the warm up, the race, the cool down, the awards, socializing afterwards, and then getting home. And too many times last year, because I really (original emphasis) wanted to do the whole series and I really wanted to place in my age categories and make the overall standings. And I did, but I shot myself in the foot so many times. Sunday night I would get home and I would be scrambling to get something done for the next week, because I flaked off Sunday to go to a race.

It has taken a lot of balancing school work and finding the exact group of people

When I moved here, I knew that the biggest club was the (club name) because they have the biggest presence at all the island race series. They always win the series. It was just, It was okay, by default, I'll go and join them. Didn’t like it at all.

[Why didn’t you like it?]
Way to elitist, I found. At the beginning of the practices, the person who ran them, would be, would make announcements, oh at this race, this weekend, so and so placed first, so and so did this and that. And it always felt like it was the same group of elite runners all the time, and there were three quarters of the people there who would putting just as much effort and were achieving, according to their level, were achieving just as much but weren’t getting the recognition, and kinda of, a bit of snobby group too, have to say.

A sense of community is a big part of Katherine’s motivation to continue to participate in the running club,

The workouts, the speed workouts, we didn’t regroup; you just sort of took off and did your own workout. I could never tell, have they all gone back to the rec centre yet? Because I would still be, I wouldn’t see anybody doing the laps. Sometimes you’ll do the lap and you would wait for the group will wait for the slowest person to catch up and then they’ll take another rest, and then they’ll start off again. And when you do that you can offer encouragement to the slower people. The detriment to that, is that, the faster people don’t get as of a continuous of a workout. So that is what the group were doing, was
continuous but the slower people are sort of, left wondering what is going on
and I just felt, lonely. I thought I could be doing this by myself.
[Is that sense of community important to you?]
Absolutely, yeah, um, definitely. I mean, I would still be running even if there
were no running clubs, but it’s just so helpful in giving you the motivation to do
hard workouts. Right now, I’m just running for an hour, according to feel,
sometimes I would push myself, sometimes I won’t. But, I won’t do speed
workouts by myself. That stuff is hard, and it hurts and I need a group to do it.
I need at least somebody else to do my long runs with. I mean, if I have to I
will, but it is just so much nicer, so much more encouragements and the
support that you get, its pushes to be a better runner and I’m just kind of
coasting right now without it, (laughs).

The benefits of being active are also part of how she likes to spend time with people,
and take time away from being a student,

Ooo, (laughs), um, I’ll start with dancing. Dancing is just incredibly social and
incredibly fun. Just kind of a really uplifting and I’m always happy after I dance.
I used to belly-dance and never really liked the fact that you could take that
and go out to salsa or swing dance party and dance with 10 or 20 different
people over the course of the evening. So that’s sort of why I stopped belly
dancing, so I could start partner dancing, it was a great way to meet people.
And just makes me incredibly happy and I’m always smiling the entire time.
The running, for so many reasons, I’d just, I mean all the typical reason, it
helps with stress and helps with myself, just giving me confidence. It really
helps when I’m in school too to work through a difficult problem, sometimes I’ll
be working on an essay and I just need to put it down, and even though I can
say to myself, ‘no no, don’t take the hour or two hours out to go for a run, like
work on this’. I’ll go for a run, and the just, that repetitive pattern of just running
and being outdoors and breathing, things just come to me. I go back and I can
write so much better than I could before. Be more clear headed. It really helps
keeps me grounded and just feeling good about my body too. Because I think,
as students, we have so much on our plates that sometimes we just forget
about taking even half an hour out of our schedule to get that exercise. I think
that definitely a big thing.

Her time constraints from school not only limit her running, but her dancing as well,

I did swing dancing. I’ve done a couple different types of dance. Last year it
was swing dancing, no sorry, not swing dancing, last year I did salsa, sorry.
And because I can’t make those practices because they are downtown, I’d be
doing swing at the club here at (the university). It’s just easy and accessible
and I really enjoy that. Salsa, you can do salsa through (the university) too,
through the ballroom club. And that actually really a fantastic deal. Because its
like, last year it was $40 for the whole semester and there is like 9 different
classes, you can do 6 or 9, over the course of the weekend. So it’s really
cheap to dance but then again, I live out in (town name) I’m not going to drive
in...
[Just for the one class or something?] Yeah, (sigh), but I might still go for a race or something instead.
At university, Katherine has unmet desires from her running participation

Oh yeah, I really wished I had the time to race the entire (race) series. I’ve paid for the whole thing and I haven’t been to one race yet. But I mean, I really was immensely proud of myself, for placing. I was 5th overall in the 25-29 age category last year and I was so proud of that. Because the marathon training that I did over the spring, I haven’t, I felt like I haven’t been able to utilize it. I would have been able to, if I haven’t been so busy with school. Because that gave me an immense base that I could of, like really, knocked my times down some more. I have so much potential.

She goes on later in the interview to add what else she misses from her participation.

Yeah, I definitely miss the social stuff, and I just miss racing too. I haven’t raced since the marathon in October and I’m just, um, a little sad. No, I am sad about that. But then the nice thing about running, is that, you know it’s always there, and its always, like, you’re really into it and then you are not into it and you come back to it and I’ve done it for long enough for now, is that that’s coming back that is part of the joy. Like you can’t be the same, like I can’t be as fit as I was when I did the marathon all year, its just not possible. So that’s whole cyclical nature of the training that is part of it too. While I might not be, just incredibly fit by my standards right now, I’m really looking forward to the spring when I get to start marathon training again especially because I haven’t been able to do much training now.

Katherine is challenged by her schedule and time management, only because of her choice of activities.

I’m more of a long distance runner, like I really enjoy the half marathon and marathon distances. So, I was in school all summer and I was training for a marathon too. And when I got to running upwards of 80km a week, it was like, okay that’s 8 hours, that almost an entire school day that I’m taking out of my, of school, my life with my partner, to go and run. So I mean, I was so caught up in it, in the training that I didn’t care, I made it work.

[How did you make it work?] Well, the school load was a little lighter, because it was summer courses. Or I would just get up really, really early or go later on in the evening, when I really didn’t want to. So, but I had, I think maybe having a definite plan, like a definite training plan to stick to was a big help, because right now, I don’t really have a plan and so. I really enjoyed the whole um, I think, my coach at the time gave me a 12 week schedule for the marathon, so counting down each week and noticing the progress and the improvements, and then, it was better than counting down to Christmas.

As Katherine continues to be active, she finds activities that can help her improve her capacity to do other activities,
I knew about it all last year, and was just, I’ve been strength training about three years ago and had to stop because I was sick for a while. I had always meant to get back into it and then a friend of mine, who is a mountain biker, was talking about it. Strength training is so imperative to keep yourself from injuring yourself when you run. And I had been having some hip pain, and I said okay, two days a week, I can do two hours a week in the gym. It will pay dividends to protecting my body when I start marathon training again. So that’s really works with the two of us, so deciding when I’m going to run, I’ll first decide when I’m going to the gym with the workout buddy. And then fit in my runs wherever, and because I’m running from home now instead of going to a group workout, I can go in the morning or I can go late at night. I live in (home city), its pretty safe to run, the most you’ll ever come across is a vicious little Pomeranian or something. I feel really safe running, even at night. I just sort of slot the running in whenever.

[Would you still do your strength training if your partner or your friend would not be able to go?]

I’m confident, like the first couple of times going, its like, ooh its a new place, there is all these meat heads. I’m sorry I shouldn’t call them meat heads, but you know the guys in the corner, that are dropping the weights and the ‘graAhhhs’. Those guys I just laugh at them now. But I’m confident enough and know the equipment and familiarize myself with enough exercise that I could just go by myself. Although I go in the morning now, even if it means getting up really early to drive in, because I just can’t stand going in the busy hours. I was a little rusty (at first), oh I remember when I used to work out I would do this and this. One of the women I ran with, came in and showed us, or gave us a routine because I was really wanted to do something that was going to be running specific, rather than a lot of upper body, because where am I going to use that for. Other than intimidating other people, its just useless, it is just mass. Making it running specific, talking with some other people who work out, getting their ideas, to give me something that is going to give me the most for the time that I put into it.

The resistance strength training has also helped her with injury treatment and prevention.

I’ve had a bit of a hip issue this year, which has sort of gotten in the way, and that’s what brought the gym about too. But, um yeah, I wasn’t doing a lot of running over Christmas because I was in pain, and because of the gym, I feel it is getting better now. So, yeah, and I think it will really help in the spring, when I start running, and training for the marathon, because it is so easy to underutilize certain muscles when you run and then it sets off a chain reaction, this hurts because this is over compensating for that. But I will definitely keep strength training too, so it’s almost brought about a new activity, because of (health) problems.

Katherine explains that getting back into running is part of the challenge, and the enjoyment of doing it.

*It depends on how much you really love the sport. For me, I love it so much and you know, the hard work that is going to be ahead of me to get to the point when I can do the 3 and half hour run again. I’m looking forward to do*
that, I’m looking forward to the grit, and the hard work. Where as if maybe running was something that you just did, just to stay fit, just like for the, you know, health, specific physiological [Health benefits] Yeah, it would be less of an incentive. I’m also really looking forward to being able to do those long training runs with my friends and you know, reconnecting with my little running group again. But if you didn’t have that, it would harder.

While being a student has provided her access to many new enjoyable activities, it is being a student that has kept her from complete satisfaction from her participation. When she was asked about what makes her participation easy for her, she responds

 Um, if there is. I mean, the location of the event (a race), too. So, with the dance class downtown, I can’t make those, so I do the ones here. The time as well. Ah, some of the club runs now are in the morning and it’s just not feasible right now to go club run, and then to get to my way to school, because I kind of have a convoluted method of getting to school. And the cost too, the dance classes here are cheaper than the ones downtown. With all the clubs and facilities that we have here, they definitely have helped. But it is definitely a time thing for me right now. Like, you know it is so cheap to go to the gym, but how many others can I take out of school to go to the gym, or it is so cheap to do these dance classes, but how many hours can I take to do that.

The battle with time is very much a reoccurring factor for Katherine,

Compromise, the biggest compromise, I would say the only compromise is taking time away from school. And if I would just feeling, like I really missed my running friends, and then I might go and go instead of doing something for school that I needed to do. Or if I just really feel like I needed the race or the work out, then I’ll go. So. (pause) yeah.

[How do you feel afterwards?] Afterwards, euphoric and yeah, it’s just such a great feeling after a workout, it makes it worthwhile all the time.

[And you don’t feel guilty about giving up school] Oh, no! That creeps in later, after the little runner’s high wares off and then I’ll feel guilty. Or if I get home and realize, oh my god, this is due tomorrow. Then it is like how, like what happened last year with doing all the races. But, um, usually it’s worth it, and usually I’ll realize I actually did have the time. I just didn’t think I did sometimes. I get caught up, ‘oh my god, I don’t have the time to do it’. But you could, you just have to manage your time.

The growing up process of an individual can impact their activity behaviour, and for Katherine, it has helped to get her more involved in activities that she is passionate about and enjoy doing. When asked to compare her current activities to her past participation in high school, she describes,

I’m a lot more confident now than I was ever in high school.
[How are you, why are you more confident now with your activities?]
I think that we’ll that I’m a better runner than I ever was at rowing. It is more suited to my kind of physical capabilities and I don’t nearly get as cold as I did, but I really like the fact that I can just, again, I never played team sports because I didn’t like the reliance on other people and the working as a team aspect. I love running so much more, because I can do it whenever I want, and the only thing that I have to think about is me. It’s pretty egotistical, well not, egotistical, but you know, self-centered activity that you are doing. So definitely, that appeal to me um, I couldn’t really. You were talking about that I’m more confident now than I was in high school. It’s just growing up. I mean, I started running competitive, I gained a huge amount of confidence just through my life experiences and my education, and learning more about who I was. I took me a long time, I can say I didn’t really feel like I was a confident person until I was about 25, so having a bit more confidence to go in, to different social, to the social aspect of the sport with other people and being about to put myself out there, and train with them.

Sydney

Sydney became increasing active at university, as she did not participate in many team sports during high school. One summer, she was pulled into a running group by her best friend.

I just like, the girl who got me into running, was my best friend and we did everything together. So she did it, I did it. It was fun because it was challenging for me, but it was a little bit easier for her, but it was nice because it was with her mom too. We kind of, stuck together. Yeah, it was a basically another chance to get together and chat about what was going on (laughs). It was only during the summer because I lived in (hometown) and it was pretty cold. So, I’d go in the summer, just a night when it was a little bit cooler, and then hated it because the bugs were out. And I live in the country so it was even worse. I’d do go once on Wednesday with the groups, and we had to run twice on our own during the week. And normally I would go running on my own, because I was embarrassed at how terrible I was, and how slow. I was chubbier in high school, like it wasn’t fun for me. It was more like I could force myself to do and convince myself to do it, that it was good

[Why would you force, why would you convince yourself, to do it?]
Well, like it’s healthy, its active, it’s something to do. You need to do it, I mean I forced myself to do it
[It was not something you enjoyed...]
No, I hate running, (laughs).
[Okay, what made it hard for you to participate?]
Just because I had little to no athletic ability before then. It was just really difficult to keep up (with the running group). I felt like everybody was ahead of me all the time and that really pissed me off because I was so competitive. It was really difficult to stick with the schedule. Like if I missed one, that was it, it would all crumble from there, and I would stop going. But like, if I stuck to the schedule, you are going running, its 6 o’clock, don’t even try to get out of it, then that was fine.
[What helped you stick to your schedule?]  
Just routine, (keeping the commitment in her own schedule).
Sydney felt that she missed out on team sport participation as an adolescence because of a lack of physical literacy as a child.

I wish I knew there was more out there. I wish I knew that there was like, you can try this Sydney, it’s not too late to join this sport. Just because everybody has done that for like 12 years, you know. I played soccer, community soccer, and I hated it because everybody was so good. They started so young, well, I’m so behind. I hated the fact that my parents never really told me, like you can join whenever you want, you can try whatever you want, do everything! Try everything! I just didn’t know what else was out there.

[How did you try soccer?]
I found a bunch of friends, who were on the community teams when I was in middle school, I think I joined for a little bit, but I didn’t know, I just sort of followed them, the social aspect. With the team, but I felt like it was all the popular kids, I don’t want to go, it’s no fun, they don’t talk to me, I’m just Sydney, I’m not a cool kid. It turned into a popularity contest with that.

It was a school program that exposed her to another physical activity that she took up in her leisure time. She credits the school program as it exposed her to an activity that she otherwise would have not an opportunity to try. The exposure was enough to help her stay with the activity, even after the program was over.

In the winter, I snowboarded I guess, like I would always go snowboarding with my friends.
[How did you get involved into that?] Well, my family isn’t outdoorsy, so in the middle of school, so we had Active Living days, twice a year, so you got to pick from this huge list of things to do and it was always cool. So um, so for two years, I think I went to like the pool and rock climbing, and then all of my friends were trying snowboarding, so I was like why not, that’s my chance! It’s easy, its two days and they are going to teach me how, and I like the snow and its going to be great. It was just something new and I wanted to go and be with my friends, because I was going to be cool and try this new thing call snowboarding. So, off I went again, and it was so fun, so I think my mom enrolled me in snowboarding lessons the next year, and then I just started going to the mountains with my friends. They were all just so much better than me at that time. I had never gone to the mountains and it was a new experience, I had never skied because my family didn’t do it. So, it was like a steep learning curve. Alright, we are hitting that black diamond and you better be able to keep up, so I learned pretty quickly how to keep up!
[I’m not familiar, what is an Active Living day?] Yeah, it was with the school, and you had like, the whole school had the day off and everybody chose an activity that they were going to do. To try and get you to try new things, maybe like gym class wouldn’t expose you to. Like rock climbing, in the pool, going to the waterslides, and then like roller skating, there was all kind of things, these are the ones that I did and then
snowboarding, skiing. Um, there were just lots of things to do or just like different ones in and around town. They just bunched all the grades together that were going to that one, and sent them off on their merry little way. [So you said your mom enrolled you in snowboarding classes, why did you continue with that?]

Just because it was something outdoorsy and fun, and something I had never been exposed to before. Everybody’s parents had taken them skiing, and they had all skied before. I was like, I had never skied, I don’t know what those things are, why do they have two things attached to their feet. Yeah, it was just something new, something different, all the cool friends were doing it, so obviously it is the cool thing to do. I should definitely be doing that, like strap on board to our foot and go flying down that hill. That a great idea! It was outdoorsy, it was like something that was challenging, I wasn’t really good at it. Um, it was something to do with my friends, I guess. Something you had to actually plan to go ahead and do that. My mom didn’t know how, my parents didn’t know how. So it was making me my own person, something I did, not something they forced me to do. (My friends) totally taught me, and were patient and you know. They helped me get down the hill, and without bursting into the tears. But then again, I was always like the butt of their jokes, and they kind of teased me about it. It was fun, I didn’t really mind at that point. But um, yeah, they were helpful in that, you know always inviting me out to go with them too, that was a big thing, yah. Always making sure I was still with the group, still alive, not broken. My mom would always drive us out there and at the end of the day, we would get hot chocolate or something in the lodge. It was a good time. It was a fun day. There is a crappy little beginner hill in (hometown) and we’d go probably like once, a week, like maybe every two weeks sometimes. And then when it was good, go to the mountains, it was like a two hour drive, up there, so it was little bit longer, so that is when I got my driver’s license, so we were in grade 11 or 12, so we went up probably every two or three weeks, we would go up for the day. I owned my stuff, [her parents] bought some in grade 8 and that's when I was doing my lessons, so she was like, if you are doing lessons and active living days, we’ll just buy you the snowboard. So I got the cheap, little shit snowboard just to have, I still have it. It still gets me from point A to B, just a little slower. I think my parents were supportive of the fact that I had chosen something on my own to do and I was excited about it. My parents would drive me anytime. Okay if you want to go snowboard, just let us know, we would throw everything in the back of the truck, it’s not a big deal. My mom was always the one that would car pool us around, hop in the suburban and let’s go, (laughs). I think she liked that fact that she was always there, not like control the situation, but could keep an eye on me so yeah, she was always like, all for it.

She further talks about on the nature of her experience of team sports.

Soccer is an individual sport too, right. You can be good on your own, and somebody can be falling behind and you recognize, you see that. When you are in a boat with 8 other people, you can’t see it, because the boat is either going to move or it’s not. And it’s going to be dependent on everybody, its not just one person. So, I guess its because I wasn’t singled out because it was a team. It is like I’m working with everybody else to move the boat. Its not, well, he can carry the ball up the field on his own, I’m pretty sure he can hit the net,
because lord know I can't. It was more, team, it is a team, they call it a soccer team, but its like soccer individually, you can run the ball down the field all on your own, but I can't run a boat down the course, all my own. Until you row on a single, which is a scary thought.

[Scary thought because you don't want to or scary thought because you enjoy the team.]

Scary thought because I enjoy the team, and I enjoy the motivation of a having a team, but relying on myself to like win a competition is a scary thing and the fact that its sculling, and I've never sculled before. And they're tipsy and I will get wet, and I don't know how to swim, (laughs).

[Have you ever thought of taking up swimming, to be able to do better at kayaking, and do better at rowing?]

I guess we could talk about that.

[You don't have to.]

I took swimming lessons, and I was terrible, I could not do the front crawl to save my life. I did lesson number 5, three or four times, and I failed it every time because I couldn't do the front crawl for long enough, and I just gave up. I was like, I hate this.

[That was as a kid, do you think you would try it again, as an adult?]

Um, no, I just, I've never been inclined to go get in a pool and swim. I don't think it would make it better. I don't need to swim to row. The point is to stay in the boat, same with kayaking. So knowing how to swim, wouldn't really assist me in that I guess. Maybe just relieve some of my fears, but there is lifejackets, that's what that's for (laughs).

When describing the activities that she currently does at university and her reasons for participating, Sydney says,

Well, I still snowboard. I actually joined the novice rowing team last year. One of my friends was on the rowing team, and got me into the ‘learn to row’ program between first and second year, and I really liked it but I was like, I don't have the time for this. It sounded so cool and it was a team atmosphere and because it is a late entry sport, you don't try it when you are like three years old, like Tiger Woods and his golfing. It's like you can't try it until you are at least twelve. Well I was like, I'm 18, why not, I'm 6 years late. You can do this, you got this. It was great, I just want to do it recreationally. And I guess, like, the draw of the team atmosphere, and actually becoming a varsity athlete and I have never tried it before, how cool is that? I got dragged into novice rowing and I was really good at it, actually I was in the top 8, the whole time. I hurt my back, so I didn’t really continue with it. I started last year, in the beginning and I stopped rowing mid-Feb because I really pulled my back, and I tried again in the summer, which wasn’t a really conducive atmosphere for anything. I didn’t like the coach, he was a total jerk. And didn’t help me with my technique or get me back into it slowy. It was just like sit in the boat with the boys, and it means you are working ten times overdrive, and pull hard. So I guess, and then I went back in September, it has been a long time out but, I really stay connected with the team, and like working out with them. Like I’m still trying to get back in. It was like, I rowed in the morning, and then I would go work out in the gym in the afternoon, like every day. Since then (her injury) I tried new things, like I would go rock climbing two or three times a week, I’m
really into that, because it is easy on my back and I went surfing over spring
break, I tried kayaking over spring break. I go hiking, like I tried a lot of
different things here, I’ve expanded.
[Have you tried them because you’re here and they’re here?]
They’re here, and like, it’s nice out, so why not go outside. Like I was cramped
up in my snowsuit, like you don’t try shit like that (at home). A lot of my friends
that I have met, it’s a little bit more diverse at university, they have all tried,
they are all into different sports. Well I’m like that sounds cool, I could try that,
I’d be alright at that, so why not? So yeah, its been a lot more fun. I guess it is
a better atmosphere for trying things.
[Can you describe what makes your activities fun?]
Again, the social aspect, I’m such a little social butterfly sometimes. But like,
the fact I can do it, and I have more of mentality that you can go do it. Just do
it. It’s not going to like hurt you. You are not going to be deemed un-cool if you
can’t do it, there are more opportunities to like try, try again, you fail once, like
I know its just not because I suck. Like, I can,
[You’re learning!]
Yeah, exactly. I guess I understand more the learning process of trying like
new things, like more open to it. The environment is a little bit more conducive,
‘everybody is like why not’. We are going to do this, and then we are going to
do that. And I am like, that sounds cool, and I like those people, why not go?
That sounds like cool.
[You mention something about mentality, how did realize, or discover that you
have this mentality of trying out new things?]
I guess it was like my coach in rowing, ‘if you are not scared, if you are not
uncomfortable when you first try thing, you are not trying hard enough’.
It was like, oh yeah, that sounds right, because I’m feeling really
uncomfortable right now like, I’m going to flip the boat if I reach out another
inch, and then you reach that inch, and you still in the boat, you are still dry.
Well I’m like, that was uncomfortable, yes, but that was good. Yes, I can try it
again and all of a sudden it’s not uncomfortable. And it was just like the
mentality that was like, that great. She obviously learned that from her years in
coaching, and at coaching at that national level, and yet she is coaching me,
the beginner. She was really inspiring.
[It sounds like rowing was also really physically demanding, what made you
stayed in it?]
Because I liked, that all of sudden, I was good at something. The fact that my
coach was like, so, she pushed me, she understood, that lots of us have never
done lots of physical activity and some of us came from national level of other
sports, she was just really motivating, to try. She was always there for extra
help, somebody to lean on, she was really good. She definitely made me want
it. What do I like about rowing, I like watching the sun rise every day, I like how
exhausted I am, I like how big my quads got. (laughs). Damn those legs are
fine, I liked what it did to my body, because I was kind of chubby, I felt good.
When bathing suit season came around, I was like I’m Heidi Klum, (laughs).
Yeah, it gave me confidence that I could say I’m a (university athlete) I’m on
the rowing team. It was something I could identify with. And make myself feel
confident, and show that I had the determination and the will power.
Sydney’s environment was very supportive of her spontaneous nature of trying out new activities.

Just somebody mentioning them in passing, like, you know, I do this. Well that sounds cool, I want to try that, because you do that, why can’t I. It was more like, (pause), try new things, like I guess. When I hurt my back, I was really upset like I was basically out of the loop of everything. My dad is like, well if you can’t row, and you like, don’t know if you want to go back, like try new things, try everything. You are capable of it. Why don’t you make a pact, you know, how about you and I try 6 new things in 6 weeks, so like one new thing a week. And I was like, ‘you’re on!’ So that was like the whole reading break thing, I’m going to try a whole bunch of new things. Why haven’t I tried all of this, like there is so much more out there! So we went and rented kayaks for two hours and neither of us had ever kayaked before. It was like something to do over spring break because I was trying to be adventurous. That was terrifying because I don’t swim, (laughs). That was a whole new experience. But yeah, everybody has tried surfing, there is surfing so close. Why would I live two, three hours away from it and not have tried? Rock climbing was because of a boy, (laughs). He wanted to know if I wanted to go rock climbing, and I said okay, I could try that, it would be a good way to impress him. So I tried and I was really good. Well, let’s be honest, I wasn’t very good, and I was like cheating on all of the really easy ones, we kept going, because it kind of became our thing, and it was an easy way to hang out with him and make myself look good. So I just kept getting better and better, and it was really fun. Then I learned a lot of my friends actually go rock climbing, and then I started meeting new people, and they were really cool, they were in my classes, I see them around campus, and they were like, ‘are you going rock climbing on Monday?’ It opened me up to a new social network.

The draw of her physical activity participation is more than just the physical benefits.

Well, the physical activity of it, the good heart rate inducer. Again, like visiting with friends, meeting new people, trying new experiences and like the confidence, well I did that, and I’ve done that, and I was kind of good at that, so why can’t I try that?
[Sounds like a little bit of personal growth.]
Yeah, totally! Like, like I’m always striving to do something more, or better, just get out there, to say that I’ve done it. I’m a kind of try anything twice kind of girl.
[So why do you continue to participate, I know you have a wide range of activities, so I don’t want to nitpick at each one. But why, generally they all seem to be in the outdoors, so why do you continue?] Well, I do, I’m totally outdoorsy now, and it was a change, because you can’t really haul a piano outdoors. What was I doing in high school, while I was sitting inside? So, um, and the weather out here is so much nicer, so why not go outside. On the weekend, it’s so sunny, ‘why am I sitting in the library’ (chuckle) and then I would go for a hike or something. I guess, yeah, it’s like for personal growth now. I want to get better at everything; I want to try it all. I want to like (pause), I guess, for like not having been exposed to a lot of it
when I was a kid, and like, being so shut in, and my parents not telling me what there was out there. I want to make sure that I try everything, so when I have kids, I’m like, let’s do everything!! Every weekend let’s try something new, we are going camping, kayaking, canoeing. You are going to do this, you are going to do that, why not try that, and like, if they don’t like, that’s fine. But at least I have given them the exposure.

[What makes participating easy for you? You have such a wide range.]

(laughs), I know! Somebody calls me up and is like, ‘hey, I’m going to go do this today’. And then like, okay, I can easily be persuaded, you just twisted my arm. Like I don’t want to sit here and do school work. I’m really a procrastinator, anything that to get me away from the lab report I’m trying to write is always a good idea.

[There are other things you can procrastinate with, but you choose to go do something, so...]

I guess, because, lots of the other procrastination techniques of like Facebook stalking and doing stupid things like that, I have nothing to show for. But it’s always fun, to be like, I did that and that, and other people are like, that sounds cool. I guess, trying to get other people into it too.

Having gone from a competitive atmosphere to a more relaxed playing atmosphere, Sydney has unfulfilled needs, but she is also very aware of her limitations with her participation,

I guess, more of a workout, I guess from being in rowing, and being really intense, I’ve kind of lost that intensity and the total drive that I need to do it every day. So I guess I just wish I could bring back that intensity and determination to just...

[Couldn’t you do that with some of your other activities?] Yeah, I could (laughs), I guess.

[What’s stopping you?] Just falling out of the schedule that’s all it took just falling out of a routine, trying to set up routine again, and get back into it. I really want to try rowing again this summer, but I just need to like, easy myself into it right now, more (because of) the injury. I don’t have a job, you know, school can be fit around other things too, you can’t just sit around at a desk all day long. And like, I guess, sitting at a desk all day long makes me sore, so I get up and do something.

[What makes it hard for you to participate here?] I guess, school is starting to get in the way, like getting higher up in the years, and just (pause), more school oriented, and not having the time sometimes, and wishing I had the time. Or like, when you rock climbing, you need two people, you just can’t have the end of the rope hanging there. trying to find somebody else whose schedule works with mine.

[It also sounds like you always go with someone, would you participate in any of the activities on your own, would you go kayaking on your own, or like snowboarding on your own.] No, I don’t do that on my own. I think that would be a bad idea number one. Going kayaking on your own, I’m so terrified of falling into the water, and snowboarding, what the hells happens if I hit a tree, who knows where I am. Just more precautions and I always, its a good way to catch up. Instead of going and sitting having coffee, let’s go rock climbing, let’s go kayaking, and
like, kayak together in like a double, and chat up, like what’s been happening, tell me everything, so who is this new boy. It’s so much more fun that way.

The majority of her compromises came from her involvement with the university team, and the demands of being on such a team.

Oh yeah, definitely, well I guess rowing is the best example I have at that. In the morning, we’d get up and go rowing at 5:30am, so I get up at 4:45am every morning, obviously I would have to go to bed at 9pm. So I couldn’t participate in the social grey’s anatomy/gossip girl evenings, like I have to go to bed. And when I get off the water, I go straight to class, nap between classes, do my homework between classes, go to the gym, and then go home and do my homework. I’d lock myself in my room. I was so stressed about everything, back in first year, first semester last year. It was never, it was stressful but I really liked the team atmosphere, that where all my friends were. I didn’t need to go out and stuff like that. I guess, I gave up, a lot, not a lot of friendships, but a lot of time with my friends, like I’m still friends with them. School started to be like a struggle for me. I couldn’t have a job, then there was absolutely no time. Sleep deprivation, it was just, a lot, but I was so into rowing and so determined to become good at it. I couldn’t go home during breaks, like November break. We stayed and we went to Seattle, and then I had like three days, and we trained all three days, three times a day. And same with February break, I couldn’t go home, its training camp. I guess going home to see old friends, and just you know, relax for once. You think, reading break is coming up, I can catch up on my homework, catch up on my sleep. And then there you are 5:30 in the morning, and then 8:30 in the morning and then we have, a little bit of a break, and we go get breakfast together, and then we would go to the gym for another three hours. At the end, I have five hours to do my homework, before I need to be in bed. I’m wiped, I’m so exhausted. So the fact that I never really got a break from it, or like to go home.

[How did you fit rowing into your other outdoor activities?] I didn’t really have any other outdoor activities back then. We would go on hikes as a group but I started rock climbing after I stopped rowing for my back and same with all the other things. Stopping rowing was enough to like, get me a push into the other things, like I was so active with that, why I can’t just pick up a whole other bunch of other things to make up for it. And I wouldn’t have had time during rowing to try everything.

Being exposed to such a variety of activities, Sydney has seen her enjoyment in physical activity participation change,

Well, out of it, the other activities combined, it’s fun, because there is much more diversity, it’s not just sitting in the boat, sitting on an erg or lifting weights... repeat, (laughs). So, its a lot more fun like that, its a lot more social, because when you are rowing, you are going all out, there is no conversation. That’s all before or after you get out of the boat. But I really liked the team, I really liked working as a team, and knowing that, just because we lost a race,
it wasn’t me. And like the drive, the push to be better for the whole team. Well, if I slow down, I’m letting everyone else down.

There was always somebody to motivate you, like the person who sits at the front of the boat, yelling at us, it was always good to have, somebody else motivating me because I have a hard time doing it myself.

[But at the same time, you can jump on all these activities, and go, what makes them different?]

(laughs), Yeah, I guess, it was more like the physical demands, the demands of it, the endurance, push, you can do it, you got it. Just forget about it, just do it. Its drilled into you, I guess, I’m in a race! The physical exertion, the exhaustion, you are getting them to push past you, I don’t think I can do that on my own, like in a race.

[Do you think you can take kayaking, or rock climbing, or hiking or snowboarding, even, further, and more of that drive and become more competitive, if you had a coach?]

Uh, yeah, I definitely think, if there was somebody there to like, make sure I was there, to like depend on me to attend all of this, like help you with technique and stuff, instead of just figuring it out on my own, what’s the best way to climb this wall. I don’t know I’ll try. Like, I guess, somebody pushing you, pushing you try harder, because it is so easily to settle, I can climb a 5’10a, I’m not going to really try that 5’10b, because I like this one.

[What’s stopping you from taking those activities, now that you are not rowing, to the next level?]

I don’t know. I don’t even know anymore. I’ve started to work harder at rock climbing, because I want to do lead climbing. So you have to be better at it, so you can go outdoors, that’s the motivation right now. I think after I go outdoors, I might want to get my rock climbing instructor so you have to be a little bit better then, so just like progressive working towards something. Like setting goals, and the goals I have been setting for them, are small and easily done and achieved.

[Why small goals right now?]

Because I set such lofty ones. Like for, with rowing, I had never achieved them, because I stopped. I pushed myself so hard, that like I got an injury. It’s terrifying because, even like today, my back is sore, so what am I going to do, I can’t sit in a boat for four hours, so I don’t know.

[Can you foresee yourself, getting back into rowing if you were able to deal with your injury or is it something that, ‘it was a great time, let’s move on to something else’.]

Oh definitely, I want to get back into it but I’m scared though, maybe I’m not really cut out for it anymore. Maybe that I’ve settled into something else, and actually see that life goes on without, having to like, like not have a life anymore and wear spandex around campus all the time, (laughs). You were always just so late for class, and just running to class, and falling asleep in class with my coffee cup in my hand, it was always exhaustion I guess. And to be like perky and have something to do, and be like, yeah, I’ll go do that with you. Like go rock climbing, I wouldn’t go rock climbing if I was rowing, I’d be like, ‘hell no, I’m going to bed.’
When describing her participation from high school to the present, Sydney responds,

High school was a popularity contest, and now, it’s just like, everybody is trying to find out who they are and what they like. And I think, (pause), not being in my parents’ house as helped. They never really introduced me to some things, and I’m almost resented them for it. Like, when I was in high school, you never showed me what was out there, and now that I’m on my own, I can show myself. I can decide what I want to do, and my mom is not going to be like, ‘you can’t do that because I’m not driving you to practice 3 times a week.’ Okay, if I want to do that, I’m going to drive myself to practice to 3 days a week, and being about to do that. I guess just the fact that it’s just my own choice now, and I don’t really have to think about what my parents are going to think about it. They were supportive but like at the same time, erg, I just want, I just wanted to like everything but they wouldn’t let me do everything.

[So they made you choose.]
Yeah, pick and choose. Then like, for some of it, they made be stick with it, the soccer thing. Now I can try whatever want, and do whatever I want, I’m my own person. And like, and then it’s just more social. I guess I found my niche with all my friends, gotten close with them, like we all seem to have activities in common but then they do more, and that’s cool. Broadening my horizons, you know, in high school everybody does the same thing, everybody plays soccer, everybody plays volleyball, everybody plays basketball, and I hated all of those. So like, I guess I just learned about more. It’s just so much better. I’m glad high school is done. I’ve just found so many more, better friends. You find people who are like more like you, it’s not just you have a choice of 800 people, you better like the ones that are in your grade, deal. I’ve known them since I was in grade 2. I didn’t really have choice. I was never part of the cool club. Now here, there is no cool, like it’s like, everybody is cool and there are twenty thousand people to choose from. I guess it’s the people that match, they are better.

Addison

Addison has been committed to one sport (basketball) for the majority of her life. Most of the time, she was playing on three basketball teams during high school, until grade 12 where she only played on the high school team. Addison describes why,

Later on in grade 12, I had kind of dropped out of most my basketball things. I had so many basketball things going on. I changed schools in between two, so that was difficult, the basketball team wasn’t the same, and they weren’t as competitive. So then I really changed, when you play with people who aren’t as good, you get worse. Because you are kind of like, you aren’t playing to the highest ability, you could be. When I was at my other school, I was playing with older kids, I was on a team in, with grade 12’s when I was in grade 9, so I was playing really good. In grade 12, when I was playing basketball, I was just played on the high school team. I decided that, because before I’d always thought I wanted to play in university, but then I realized that it was just taking so much time. It was a lot of time, it was a lot of pressure, I feel so pressured,
that I just want to stop, you know. But then I’d get success, and then I would be like so happy I didn’t stop, so it was kind of a struggle all the time. I just realized I wanted more time, for like social things, and being with friends, and just having time to relax. And that I didn’t really, want that (basketball) as my career.

[What made you drop... just the pressure of it?]
Yeah, it was mostly the pressure, and it was, I dunno, I think I was going through a stage, where I was like, almost grade 12, kind of rebelling, I’m almost done, and I just wanted to like have fun with basketball, I didn’t want it to be this huge, ‘you are going make it to a team at university with, like a scholarship.’ I think I got scared almost about the pressure that was being put on me about getting scholarships, and I just wanted to pull back and I just want to do this for fun and for me. I realized that I had the competitive side but I didn’t want that almost.

The enjoyment from her participation changed even though she still admitted that she had fun and that led to her continued participation for such a long time.

Um, yeah, I enjoyed it, a lot, but my coach, I dunno. I had a hard time with him because his daughter was on the team, and she was younger, and he always want to have her (play). We had the same position, he was trying to develop his team for the next year. A lot of the grade 12’s, we weren’t being played, even though we were being put on to win to like the game basically, and then he would pull us off, and then, to get them to practice. But it was really frustrating, because it’s my last year, and this is the only team I’m on, I really want to play. I’m just being put on to earn points and then I’m taking right off. It doesn’t seemfair; I never get to have that. So I had some struggles with that. I liked the relationships you build with people, I found like, with friends even though I didn’t hang out with my basketball friends, outside of basketball, and even less with my high school team, I definitely built really strong connections with them. We were all on the road together, and you make good friends, and it’s a really good way to make friends and get to know other people. You all struggle together and like, try out together, and it’s really cool.

[Why did you stay in basketball for so long?]
I think it was because I liked it a lot, and it was really competitive. I liked the competitiveness of it and it’s like almost a way, I could get out frustration and anger. I think growing up as a kid, I was, really like, I’d always, everyone goes through puberty and everything, or has all this built up hormones and anger, especially as a girl, you are always PMS-ing. With basketball, it was kind of physical too, and I would be really into it and tug the ball from someone, and get kind of aggressive, which I’m not usually like in person. When people I played against, when I talked to them later, they are like ‘oh, you are actually so nice... we thought you were such a bitch’ oh like, sorry, such a yeah, you know. Because in basketball, I was really aggressive, and I like, its been said I have really mean eyes, and I would get so into it. But that was my way, of almost venting it, and getting through all the tough times in high school that you go through, but in normal life, I was not like that at all. So I think it helped me be like that almost, so I wouldn't like, explode at everyone and yeah, have a balance.
When asked to describe what make participation hard during high school, Addison mentions the level of competition and family pressure to continue.

Yeah, I don’t know. I think it was just, it made it hard to be so competitive and I think I definitely have an ideal situation, with my parents being really supportive with me, for playing basketball and willing to fund, all the tournaments, all the equipments, all the different teams, and there was a lot of money that was put into that. That, I realised now, that I was really lucky to have that and I didn’t have that many, like boundaries, it was basically like what I wanted to do, but sometimes I felt that my dad was so into it that it was like, I felt like if I quit, it was going to be this, he was going to be so disappointed, so I’d always try and not, and then I was finally like, I’m done. He was kind of disappointed, but he took it fine. I still was playing. I definitely had to make compromises.

[Can you describe a couple?] Yeah, my friends. With friends, I had, like my friends would be going hanging out, or going to the beach, especially when it came to be sunny out or whatever, I would be playing basketball. Or with like boyfriends, I’d, I remember I had this one boyfriend that I really liked, and I was always playing basketball and every time we wanted to hang out, it was like we weren’t even going out, because I would never see him. I went to a different school too, so it was like we never see each other. He was like, ‘I want to see you’, and then I would be like, ‘I’m sorry I have basketball, or I’m going away this weekend’. It was hard to have relationships almost, that were outside of school, like I have friends inside of school, but then I would only see my basketball friends during basketball, because we were like always together.

[How did you choose?] Um, well, (pause), with the team, you can’t do that because if you do that then, you don’t get playing time, or my coach would just flip. It just wouldn’t be good. I never like did that. Also, because every time, I know if I wasn’t there, the physical activity, the endorphins, it made me really feel good once I was there. Sometimes I was like ‘oh, I really don’t want to go’, but also my dad was like, ‘no you are going’, and so I’d go. Then, I dunno. There is nothing, I’d always go to practices and everything. I didn’t always want to, like there is a lot of times, I was hanging out with the boyfriends, and be like I just don’t want to go to practice, I just want to hangout. But then I would have to go, you know. I just did it.

When asked why Addison chose this university, she replied,

Well, (pause), it was kind of like a last minute decision for me. My dad, I kind of went through this phase, ‘I don’t want to go to university’, and my dad just applied to everywhere for me because I was like, I feel like I wasn’t going to get in. I didn’t think I was smart enough, and then I ended up getting in everywhere, but I just, I wanted to go to (university name) because my sisters go to (another university) and I wanted to do something different, I kind of always wanted to be different. I like the smaller community, not so big, when I see (sisters’ university), its kind of like, I kind almost it feels grungy and cloudy and dark. You have to bus, and its so far for classes and everything. Not as, sort of a community. That’s what I really liked about (current university) And I
moved out here with my best friend from my basketball team, we moved out here together. It was definitely a good experience.

Addison’s activities in university are more varied than her high school ones. She participates in a recreational volleyball team, kickboxing and running. The two latter activities she got into out of aspirations to become a personal trainer in the future, as a career.

Well right now, I’m on the intramural volleyball team, and I’m not very good. Because I’ve only played in grade 8 and my friend asked me join because she plays volleyball and it’s really funny. But it’s mostly just for fun, and yeah, it’s not like competitive at all. That’s why I joined it, it is just a fun break, its getting to know new people. I find through sport, you make more friends and getting to know other people that I didn’t really know that well, something to do outside that are active. I took kickboxing, last semester. I took that because when I’m training people, I want to be able to incorporate different dynamics of exercising, and kickboxing is an amazing workout. That was awesome. I really, really liked that. I bought some gloves and some partner pads so I can do that. I run a lot, now. Like I run, I love running. I used to love run (local mountain) like all the time, and now I’m running up (another local mountain), and doing this whole, 10km route that I have. I have an elliptical too, so I do that when I can, and go to the gym, doing like circuit training, weights. And then I do, with the treadmill, like really high inclines, to try and get that running up hills faster.

[How did you get involved in volleyball and kickboxing?]
Volleyball, it was through a friend. She had, I’d just recently met, she was in my classes, and we talked and I didn’t really know her that well. But she is starting a team, and needed someone and I was like, okay that sounds great, I thought ‘oh I’ll meet some new people’, and that will be fun. I’d told her, I didn’t know how to play but it will be just for fun. The kickboxing was just because, it was something, that I wanted to do, and something so different, and I heard it was a really good workout, and for training, for personal training, I really wanted to be able to incorporate different things, and not just have regular boring activities. It would be a good way to get out frustration. It’s just a great workout for your arms and your core, it’s great cardio and it’s just something different that I wanted to do on my own. Like I’d almost considered bringing friends involved into it, ‘oh do you want to do this with me?’ But then I was like honestly, I have to try and stop trying to lean on someone else, and try to do things for myself, and just do it myself, and go there on my own, and meet new people. Sometimes its kind of hard to do that, you know. Sign up for a class by yourself, because its a little intimidating, you don’t know anyone. And usually you want to go with a friend, but I was trying to do this on my own. Usually it’s hard to have other people come too. Sometimes they are not as reliable, ‘oh, I can’t go’ and then ‘oh I’m not going to go’. So I’ve realized that I have to do it on my own, so I’ll go to every single one and really learn something.

[How did you find out about that specific location?]
Well, I’ve really wanted to do kick boxing. I decided this last summer. And I was looking online, all the time for kick boxing places in Victoria, and I dunno, I’m not really good at looking for things online. And then my boyfriend was
walking there and he had called me, ‘I found a place for you that you could do it. You should do it, its a place right near our house,’ [location]. So I was like, that's awesome, so I went into there, and just asked them, you can do a trial, so I did a trial and I really liked it. I did like a month thing, it was 90$ for a month, but it was 4x a week for an hour. And I was so poor, so I did it for the month, but then I couldn't afford anymore. Like if I could, I would have done for the whole year, because it was an awesome program and the trainer was amazing. He showed us, showed me, taught me so many other things than kick boxing for training to, so he knew I wanted to be a trainer, so he was helping me out with bosu balls. It was awesome.

[How did you get involved in running, and with the gym?]

Um, well, my mom runs and she has a running group of friends. They run in the morning all the time. Well, okay, in first year, from playing basketball from high school all the time, and being active in like, really skinny, and everyone was like you are so skinny, and I didn't know why. I was just like, ‘oh yeah, yeah, okay whatever,’ didn't even think about it, ate terribly, my mom would feed me good food, and always talk about, you have to have the healthy bread, and would say all that stuff, and I was like ‘oh mom, like whatever.’ I'd eat her dinners, and then like go to McDonalds, or eat such crappy food, and I wouldn't gain a pound because I was working out so much, I just didn't put it all together, I wasn't even paying attention in biology. I would learn it, but I wouldn't actually learn it. I would just memorize it, but I would just be like carbs are this, blah, blah, but I would never even process it really. Like in university, I did the same thing, except I didn’t have basketball anymore. I gained like 30 lbs or something, ridiculous amount. I came home, and I looked sick, I had bags under my eyes, I was so tired, I was swollen in my glands, I was always sick, I was fatter. I pretty much got fat, and I was like so embarrassed. My mom was like, ‘what happened to you?’ Yeah, I was like, ‘I don't know.’ I was really determined, summer was coming up and I was like, I can't live like this. I felt so tired all the time, and I felt so sick all the time, I would just lie in bed all the time. It was really weird; I had never felt like that. And then I just started working out, just basically to get the looks, you know. Not to be like [superficial], but it is true. I basically did it at the beginning, not now, but at the beginning, I basically I was like, I need to get this fat off me, I need to work out. My mom had the elliptical, I would elliptical, for so hard, elliptical, elliptical, and then I was like, ‘okay, I need to do more than this.’ I have to learn about like, what to eat, how people lose weight through eating. I've heard about it, I just don't know. I learned lot about nutrition.

I started looking on nutrition (online), and I found this Natalie’s nutrition on YouTube. She is really cool, because she talks about all the breakdown of nutrition, and she has all these different YouTube videos. Its a video so you don't have to read it, you just have to watch it. She explains everything, it explains healthy foods, and why does everything work the way it does. Through that, I really learned a lot and then I started using, well, basically nutrition came, from I broke my foot. So I was working out a lot, working out a lot, and getting results and then I broke my foot. So I had this cast up to my knee, and I was like, ‘omg, now I can't lose any weight, what's going to happen.’ So then I started getting into nutrition, and started looking on losing weight through food. And then I learned a lot through her, and then it all started clicking, everything that I had learn about, was just like ‘oh! oh okay’ that makes sense. How come I didn’t pay attention to all of this? And now it is
just become a hobby of mine to look for healthy food. At first it was became about
the looks, and over time, it became about how I felt. I felt better, I felt healthier, I felt
more positive, I wasn’t as cranky. I just felt so much better about myself.
[And energy, a new vibe.]
Just a new, a completely new person, almost. I started realizing about the
facts of everything, with the nutrition, I became really interested in how it’s so
crazy all these different things, like working out, and I was just, it became a
really big passion of mine, I decided that I really want to be healthy. I want to
be completely healthy, as healthy as I can be, like eating healthy, exercising,
and I don’t want to weigh myself. I started to get, I was too conscious of my
weight and I realized that. My friend was anorexic, and I realized about me, I
could be, I could almost go that way you know? Thinking about it too much,
from being like overweight and people noticing and saying things to me, ‘oh
you gained a lot of weight’, kind of hurting my feelings, making me want to go
to extremes. I was really kind of aware of that, and was like, ‘I don’t want to do
that to myself’. I can see how much, how hard it was for her, I never wanted to
do that you know? I threw out my scale, I don’t weigh myself ever. I kind of just
go on how I felt about myself and like, how I would like, I felt I was my body
was (doing). You can feel if you are feeling a little bit tired, or if you are feeling
a little bit like, out of shape, and then you know. I’ve started thinking, about
just eating, if I eat healthy all the time. If I start feeling a little bit out of shape, I
would just workout more, and do it until I feel good, and do it for myself rather
than for the weight, so I don’t actually know how much I weigh anymore, which
is actually, eased my mind anymore than before. It is just about being
ultimately healthy, which it is, it’s really good. I really wished I would feel that,
and now I’m actually am. I just really loved all the benefits, of being healthy.
You don’t want to drive yourself to be sickly, so you want to be completely
healthy, and that’s when you get the benefits. If you get too skinny, than you
just get sick, and then you have all these negative outcomes again. So,
basically, my optimal goal is to be healthy.

Addison motivation is grounded on the goal of being healthy. When asked how
she choose the physical activities she participates in she describes,

The running for like basically being outside, and getting that natural
experience, like when you get to the top, like I was talking about. And I got a
gym pass this semester, that I’ve gone a couple of times, but not that much
though, but I got the gym pass for they have all different the weight machines.
Being a personal trainer, I wanted to be familiar of all of those (machines) and
then I wanted to get, do more circuit training, and get more of my muscles
defined in my arms, and I find like, yeah, I just want to get my arms more
toned. My boyfriend and his friend always go to the gym, so it was something
that I could do with him. Because I’m always like come for a run, and he is like
‘no, I don’t want to, just come to the gym’, and I’m like ‘I don’t have a gym
pass, and I have had to pay all the time’. And then I just started going with
them. So it was something I could actively do with them, instead of sitting
around, watching tv, or going to the movies.
She credits the influence from her mom on her drive and success to using physical activity and nutrition as a tool to get healthy. She started out with her mom helping to set goals and give her access to fitness equipment.

Well, running at while home, my mom is such a good influence, I mean, we are so good with each other because she has running friends, and they run in the mornings, and they have the trails, we live by a river. It's a 7k run, with a huge hill at the end. I can't believe these ladies are doing it. Yeah, it's too funny. They are always there, they make a time to meet and they do it you know. That really got me on to the running aspect, they got me really running with them, and then going on their coffee dates. I started hanging out with my mom a lot, when I started losing weight, because I was trying to redefine myself. I kind of pulled myself away from all my friends, because I was, yeah focused on myself and not figuring out what everyone else wanted from me, I wanted to figure out what I wanted for myself. So I aligned myself with family a lot, and just kind of ended up running with them, and doing all of what they were doing. That kind of, I had an elliptical, so I was on that a lot, from my mom’s elliptical. So my mom bought me an elliptical for my birthday. So when I moved back up here, I got my elliptical, just started eclipsing all the time. Then I realized I could probably run outside, like I was kind of scared, 'I don't know if I can run outside', like it's kind of embarrassing when I’m running. I feel kind of embarrassed about working out sometimes. So if I'm running, are people like judging me, if I’m flopping around or like, you know. So I was like, 'I’m just going to do it, just screw it, just go for a run outside'. For me, I have to have it planned out, I just can’t free run usually, unless it’s a random day. I have to know what my goal is, like I have to have short term goals, and then half the run go easier than like

[How do you set your goals, sorry to interrupt?] Oh that's okay. So I’ve gone up Mt. Doug, because I walked up there with some friends, so I know that area now, and I've walked a couple of times from my house, so I'm going to running there. So when we run, I first had to get in better shape of running, so when you elliptical, its completely different than running. So I would run to the bottom, like from my house, to the bottom of the mountain, do some stretching and then I would run to the like the fire hydrant, and then walk for alike 30s or a minute, and then run to this bench, and then walk for like 30s or a minute, and then run to the top. So I would do that like for a while, I would do that every morning, or every morning, and then I would slowly take away those things, and just try and push myself through it. And then I just got into runs around here.

Addison uses different activities (team versus individual) to remain motivated to continue being active, as well as for social outcomes.

Well, I guess, the easy thing here is just its kind of fun, and laid back, its not any pressure. I don’t really it as a workout, though because of that it. It is so laid back, and we are all just like throw out your arms and hitting the ball. I feel like I’m going to have to work out that day, if I’m going to count those as a
workout. I don't feel like I'm moving very much. But it's easy for me, because, I know I'm going to have fun when I go there, and meet people.

[What makes volleyball fun as oppose to running fun? What is different?]
Well, volleyball is more social, like it's all social, with all the girls and guys that are on our team. That's most of the only reason why I'm going. It's not for the volleyball, it's for the social aspect of it. Whereas running, it's for the exercise, the endorphins. The feeling for like, I love running out mountains, its the feelings, its the feeling of the deep breathe in of the fresh air, of this gorgeous view and its just like, it makes you feel like, nothing else is important, all the stresses in the world, kind of going away. I like being high up, and then you look down and everything is small, it kind of makes you think of everything, that you think is so bad in your life, its so small, when compared to the world, when you look at it that way. So when I run up there, its just like, its a peaceful time for me, which is what I enjoy.

With the demands of school, Addison uses exercise as a distraction and a tool to help her succeed with her homework.

Um, sometimes I find, with school, I get really stressed and then I'm like, oh I have this term paper to do, and its Thursday, and I have this lab on Thursday this week. This week I had all these things due, and I was freaking out, and I was like, I wasn't taking the time to exercise. I'm such a person that has to exercise to do well in school. After you exercise, you'll do so much better. Like when I study for exams, I would be on the elliptical and read my notes, and I would feel like I would just all of a sudden, know it, way better than if I just sat there. It isn't fun for me to be not working out this week, because that was just so stressed out. I find that sometimes when I get so stressed, even though I know I should exercise, and I know the benefits, I can sometimes be like, no I need to work on this paper, and I would just work on the paper no stop and just not take the break that you should. But and then sometimes you don't even, you take breaks of watching TV, instead of going for a run, because you are just wanting, you forget about the after effect of the run, because like 'oh, I'm so lazy, I don't want to get all ready, get prepped for your run'.

Addison's aspirations to work in the health and fitness industry are her main motivators to being active, as she described. However, she lacks the social connection from her activities that her mom and friends use to stay active.

Basically for the health, the healthy aspect for it. I really want to stay healthy and active. I find just this week, without exercising, I'm so tired and it's probably because I've been staying up so late working on these papers. But like I am just so, I feel different, my stomach feels funky, I can't explain it. I feel like I'm really full all the time, but I haven't eaten, and I'm hungry. But like I have to eat because I'm hungry, but, I'm full, my stomach feels full of like, fat almost, and I know its not fat, I'm not looking down and omg, it's so fat. It feels like, its squishy, or I just feel like, I dunno. I just don't feel strong, and I really like to feel strong. When I feel like my body is physically strong, I feel mentally strong almost. I think it is back from when I was younger, its like, I was, I got
all my strength through, like I can overcome this physically and then it I can overcome it mentally. I like to have strong body, have a strong mind almost, like that correlation.

[Are there any benefits that you want from your activities that you aren’t getting? Like, kind of wish, I was getting this from your volleyball or from your running.]

Mmm, well I kind of wish, one thing I kind of wish, I had more people my age who would do a running club, that would actually show up though. I find at this age, we are all on different time schedules, which is so hard. People don’t want to wake up early to go for a run and there is few people who do like to run, so its really narrowed down. My mom has a really good group of friends, they do work, but they do run in the morning together and they always come, and they always do it, and they always plan it. I wish that I had something like that, or my friends, would go for a run with me, and then we would go for run at a certain place, and do Mondays or Thursdays even, just two times a week, that would be nice. Its hard to find people who like to run, not everyone likes to do it in the mornings. When I know that everyone could probably could do it. Everyone is so busy, and then, people would, even if they did, they’d call you the night before, oh yeah, I’m not going to come. I’d like to have that my mom haves, that running group kind of motivates you to go yourself.

[Are there any other benefits that you wished you were getting?]

Umm, (pause) I think I get a lot of benefits from them (my activities).

Having played basketball at such a high level before, and stopped before coming to university, Addison feels unsure of her skill level, and that has been a consideration when trying to get back into the sport.

Well I’m actually in a basketball class right now. I have thought about paying basketball, like on an intramural team, but I think its hard to find a competitive level now, unless you are on the school team, which would be really hard in tryouts and you would have to all that time dedicated... I don’t think I’ll ever had that same competitive level, but playing again, I’ve thought about it but I also think about how, even just playing, in this class, my skills have just, I have a really hard time with being the best, and then going to being like, mediocre. You know, I haven’t picked up a ball in three years, and then I took this class, I was like ‘oh my god, I had been putting it off for so long’ to play basketball because I was so afraid of much worse I was going to be. And I have a hard time with that, with myself, which is kind of like why I put it off, almost, because I don’t want to be bad.

[Because you’ve had so much success with it, you don’t want to have it, at like, oh, I’m starting off again.]

Yeah, yeah, that’s what it feels like again sometimes.

When asked to compare her high school experience with her current physical activity level, Addison describes,

In high school, it was all teams, right. It was all about the team and schedule of basketball. You have to be at this time, you are going to be at practices, and
this time we have a game at this time. It was all scheduled out for like months, you know? And now it's kind of like, oh, I think I'm going for a run now, or like, it all within my time. Which is really nice, I like that flexibility of it. But sometimes, I do almost miss that structure; you have to do it at this time. Sometimes I'll miss a run, because I'm like, oh, well now it's so late, or like it's dark, you know, I would rather just watch this show. It's so easy to put it off, when it's on your own time. You have to really be dedicated. And I feel like last year, I was so dedicated. I woke up at 5 or 6 in morning when I couldn't do it any time and just run, but this year, I've been more flexible with myself. In some ways, I think that is a good thing, because I'm not as like almost crazy about it. You know, you get obsessed over exercising, which is nice, but I also wish I had a little bit more of what I had last year in me. A little bit more structure, like you are going to do this now. Like, now I'm kind of like, I don't know, that's time passed. I wish I was more like, more motivated almost to keep doing it every day.

[Would you want to do those team things again as an adult?] (Pause), yeah, I would like to do those. It's just its like, I dunno, its hard, because there are opportunities. There are intramurals, but I find, like you sign up at this time, or sometimes they are kind of expensive and I'm so broke, and running is free. I wish there was more opportunities for students our age, in the areas that you live in, like close to home, and not having to travel for it, because I don't have a car or anything. So that anything that is kind of more of what I'd like, is too far out (of the way). Basically, that was it, that was the first year, that I really realized everything. Now, I have free time, with running, and its not as structured, not as social, I guess, my exercise isn't as social, as it was in the past.

[And it seems like first year was a really big kick for you...] Yeah, definitely, it seems like I was meant to go through that.
Similar-Less Active in Similar Activities (SLA-SA)

Ingrid

Ingrid describes how she got involved in sports in university,

`Ah, (laughs) It’s pretty complicated. Um, well, I decided I didn’t want to do [varsity team name], and I had to figure out what else was there for me to do. So, I just asked this person, who had a field hockey stick, on the edge of the field hockey field, on my first week here. I just like saw her, and I just decided that I would asked, because how else are you going to know. She told me about 7-aside on Thursday nights. It is pretty casual, so I came out and started playing with them. And then, I met the manager for the women’s league, who runs the first division women’s league, and she was like, ‘oh yeah, come out, I’ve seen you play, you are good enough’. That’s how I got involved with that. And I lived in residence, so, I did intramurals field hockey on Monday night, for a while, so that’s how I sort of got into the field hockey here.

Ingrid decided she wanted to play and sought out her own activities because it balanced with her academic pursuits.

At first, I wasn’t sure that I should continue with field hockey at university. I felt pressured to commit myself entirely to academics. One of my high school teachers once told me that I should try and get myself involved with lots of things in university. That had always been my motto for most of high school so it was pretty easy to get into field hockey especially when I realized that I could balance it with Chemistry.

Her decision to bike to school, as her form of physical activity, was more out of convenience.

My dad is a super big biker and I used to bike, occasionally to school in high school, but not really because, I had to wear a skirt everyday [private school]. Right now, I live on a horrible bus route. It takes me 15 minutes to walk to the bus stop, and then, 15 minutes on the bus to school – all together half an hour. By bike, it’s 15 minutes. [So it gives you more time]
Yes, and it is fun.
[Describe what fun is for you.]
Biking is liberating. I don’t have to wait for the bus. I can just hop-on the bike and go. Flying down hills and some traffic weaving is pretty exhilarating.

Ingrid explains her participation in team sports as her main choice of physical activity behaviour because it is similar to what she did in high school,

I played a lot of sports. I was on the soccer, on the field hockey team, and outside of team, I was on the city team for field hockey, but not soccer. And then I also did band at school too.
[How did you get involved in soccer and field hockey?]
Um, I started when I was really little, I played house league. My parents, they really motivated me into it. My family is very sports oriented. And I just kept going; it just seemed so natural for me. The soccer was in the spring and the field hockey was in the fall. For each of those sports, it was 4 times a week, two practices and two games, for just school. For the field hockey I did outside of school was two times a week, and sometimes three times. So it was, quite a bit of stuff that I was doing. I didn't have them both at the same time. I only did soccer inside of school, I used to do soccer outside of school but it would conflict with the field hockey outside of school, so then I had to make a decision. When you turn like 14 or 15, they really want you to make a commitment and you can't juggle both. And I had decided I would play field hockey instead because I was better at it.

Although she stayed with soccer and field hockey throughout her entire high school time, not all team sports appealed to her.

I played water polo for a little bit with a mixed team, from another school. When I was little kid, I did competitive swimming and water polo nearly every single summer. So in high school, when one of the girls asked me to play I said okay. I only did one season because it wasn't as fun as I thought it would be. Practices were only twice a week, and then there was a tournament, so it wasn't really that big of a commitment. But I don't know, it was very competitive and there was a high expectation that we should win the tournament. I just wanted to have fun. Water polo is a very aggressive sport and I was not a big and strong person so I wasn't very successful and felt that I wasn't contributing to my team.

Sports have been an important escape for her, from the demands of school. Ingrid's main benefit and a facilitator for her physical activity behaviour as motivator to continue, was the feeling she got from it.

I love feeling healthy, that's important for me. Sometimes, if I've had such a bad day in the chemistry lab and something has gone horribly wrong, I feel like going to play field hockey, run around, do something. Like, sometimes it's not even just playing field hockey, it's just going out for a run. Only casually, very randomly and sporadically [that she runs]. Last year I did the TC 10k, and I might do it this year. So I'll do a little bit of training when it come close to the time. [When you have spare time...]
Yeah, it usually during the off season. If I feel like I'm not playing field hockey very much or I feel the need to get my fitness back up.

When asked what makes it hard for her to participate in her activities, Ingrid answers

Um, (pause). I don't know. Like, (pause) Not too much, I guess. [Why?]
Yeah, I don't know, I always try to push through stuff. Even if I'm feeling a bit sick, I'll still go out and play. Yeah, I'm really committed, (laughs). Plus its like
a team sport, if it is a team, you are committed to your team sport. You do it. If it was individual I'm not as committed. That's why running is so sporadic for me.

Ingrid's experience at university did not change through her transition, she still has her core activities. However, like many of the participants, there is a desire to do more activities, or even on a regular basis.

Yeah, I don't play soccer anymore. It doesn't really matter, I would do it, socially, I guess. Just like friends and stuff, if they wanted to make a team I play tennis sometimes. I played tennis last weekend. I was thinking I might start up swimming again.

[Why?]
Because I used to do competitive swimming when I was little but stopped when it took over my summers. I kind of want to try it out again, not to the same degree, just occasionally.

[What would it take?]
Time, and like I have all my gear with me, I have a swim suit and everything. I guess part of it is like mental too, getting back in that. Like I know I probably won't be as good as I was a while ago, so it will be kind of hard.

[How would you get back into it mentally?]
I guess, I just sort of have to come to terms, with the fact that okay, like I'm not as good anymore, I just have to keep going, and get my fitness level again for swimming, and sort of not be super competitive anymore. Every time, I'm in the pool and I swim, it always comes back to me, I always want to race, and I always want to be better than the person in the lane besides me. And I would have to not do that anymore, and to just think of myself. It's not a team sport, and I really [original emphasis] like team sports. So, I'd swim sporadically, like with running. I need the social aspect, where you can chat and stuff. And plus, I'm not really good at planning stuff, so when other people plan things for me, that helps.

Team sports are the biggest draw for Ingrid because of the social aspect. One major reason is that the onus is on someone else to plan and organize her activities – which may explain why solo activities have not appealed with her enough to continue her own participation.

In her own words, she described,

I guess in high school, everything is sort of given to me. Here's this, here's this, do this, do this, and my mom didn’t mind driving me and I enjoyed being active and busy. Now, I decide what I want to do. If I want to like go play tennis, I have to call my friend, and go 'hey, do you want to play tennis', set it up and plan it all out. And let's say with [field] hockey, if I want to play another season, I would have to go register myself, whatever, and before it was like my mom would register for me.

[You never had to worry about those details]
But now I do. Yeah, you gotta make things happen for yourself, if you are going to do it. That was the biggest transition part of it, for me. Well, I guess, because in high school, I had always played with the same people every single year. And then when I came to (university), all those people are gone, its like a fresh start. I sort of felt like I had to start over again, and in the kind of way to make those connections, find my position on the field.

[How?] I don't know, it just sort of happened, I guess, you make friends.

Leigh

In addition to team sports in high school, Leigh competed on the track and field team, in field sports.

I won provincials in discus in track and field, for two years. And participated in the third year, the year between them

[How did you get involved in discus?]

Again, someone was like, you would probably be good at this. Just because, I'm like, I'm more like a hefty girl but, yeah, and also it was my basketball coach, coached discus, and she like favoured, well not favoured, she liked me. She liked the way I played and she suggested that I try discus. And also we did it, in gym class or something, and I was decent at it or something like that.

[So your teachers and your coaches played a big role...]

I wouldn't have done it if they hadn't been like, this would be good for you or something, yeah. I was like, who thinks, ‘oh I would be great at discus.’ You have no idea, like right. I did shot up too, when I went to provincials, for shot-put as well and came fifth or something. I'm apparently I have the right hands. My hand span is, they are like, its more than then disk, and they said that was like good or something.

In relation to her high school activities she described the environment as a high motivator.

I guess, lots, the reason that happened was because we all live in the same community area-ish. We went to the through elementary, junior and high school and we started playing the same sports. I'm sure our parents put us all into basketball one year or whatever and yeah. They stuck with a lot of us and then, um, like, we all just started just trying out for high school teams, and then, lots of my friends made them. And it was like, it makes it easier, when on your team, you have some of your best friends with already. I think it is sometimes it’s harder to join a new team and not know anyone. With a club or something, that's like, that has happened and it is different, but. Yeah, I don't know, especially in high school sports you are always with your friends, it’s just like a continuation of school...

[Why did you stay in your activities for so long?]

I guess, I like the sense of accomplishment, I don't know. I love sports, and so, and like, it was good, like most of them, so. People tend to do what they like and what they are good at. It’s probably why I stayed with them, and also like, if you start playing volleyball, and you made the team, you are obviously going to try out the next year, and if you make the team, you aren't bad. I don't know really know why someone would stop playing, if they have liked enjoyed it and kept like excelling at it.
Her motivation to continue to participate in university is not as strong was her motivation in high school. There is a missing component to her participation.

I guess, competitive needs. Since our teams are like, sort of, dodgeball is kind of competitive, but with our volleyball team, I was playing with people who weren’t as experienced in volleyball. I guess, that is the one thing that frustrates me with (intramurals) a little, they don’t have, like a, volleyball team, they don’t have a track and field team. If you wanted to train and try and I could of probably tried out for a track and field, field team, but we only have middle distance, women’s running, which is, like one distance, it just seems silly they only have one thing. I think there would be people, able to do other stuff. Yeah, so, I’ve got competitive needs, I’m very competitive. I’ve considered playing basketball numerous times. A lot of it has to do, this is probably not relevant to your study, but it’s just my knee. It (basketball) is more of a high impact sport, and after surgery, that wasn’t exactly one of the activities I was feeling confident getting back into right away, especially with people I didn’t know. I’m competitive, as I’ve said, so I would want to prove that I was good, but then, I wouldn’t want to hurt my knee. So, I just I felt, it was almost better for my health, for my knee health, I mean, to just not. Because I know I would just push it too hard, and stuff like that, that is probably why I didn’t participate in basketball. I didn’t really work out in high school, obviously because I was doing so many practices. So working out was kind of weird for me. I did rehab for my knee obviously, so I guess I start of kind of using the gym more, like going to the gym for me was different, that was a big difference, like I never did that in high school. I think it is like a weird atmosphere, because I find the gym odd, I dunno, it’s like athletic. [But you would rather be going out to do something...?] I’d rather still be playing basketball and sweating it out at practice as a workout, rather than going to the gym and like sitting on an elliptical, or treadmill or something. It’s just, it is less fulfilling. I would even rather run outside or whatever, and the gym is just easiest because like, you go, you are there, and you go home, it’s easier that way. That’s kind of how practice was like too, school’s done, you go to practice, go home. It’s kind of like that, but its just, I don’t like it as much.

The decision to sign up for intramurals during university was a snap decision during the start of the first semester.

It was just like first year, randomly, in the field, and they were like hey, do you want to do an intramural, this is the day to sign up. And they were like, let’s do an intramural team up for dodge ball, well, let’s do volleyball too. and so, its just kind of started there and we’ve kept doing it. Yeah, it was really weird, and we are still, like really good friends now. It was the day of sign up and we were just talking to the people we’ve met, like it was the barbeque day. It was like the day you can sign up for intramurals. I remember like my friends and I, like I came here with two pretty good friends with from high school. And one of them I played volleyball and one of them I played basketball with. So kind of the girls like from my other group, we used to like intramurals and we were
standing in line, with these guys and a couple of girls that we just met in line. We were talking about intramurals and we were like getting along, so we should like join a dodgeball team. We were just like randomly decided to. We are all from Calgary, so that’s like a connecting factor I guess. Yeah, (laughs), it was fun. We’ve been on the same dodge ball team the whole time, and we’ve played volleyball two semesters with the same people.
[So you’ve kept with the same team.] We’ve won once, we’ve been to the finals twice.

When asked to describe what kept her participating, her response was,

_ Umm, (long pause), I guess because of the social aspect of them, their affordable, its good, like something to do every week kind of thing._

But she later describes how easy it is for her to participate, which is in her mind the biggest facilitator.

_I work out quite a lot, my roommate...at the weight room. Yup, my roommate now, and just my friends from last year and I, started going like pretty often, it’s so close. It’s like there is no excuse not to. And I’m scared of the freshman 15, so we actually both lost, I lost 15 pounds, the first semester, first year and she lost 10 or something. It was good. So a couple of times the cost, its way cheaper than any gym membership I’ve belonged to. Having, especially first year being in residence, lots of girls are going to the gym a lot, having a bunch of people around you all wanting, kind of, doing the same thing makes it easy, how close the facility is to my house and to residence. Especially, since I have a car, I know honestly if I didn’t have car, there are some mornings, because I work out in the mornings usually, there are some morning that I would not want to get to the gym. Having a car makes it so easy. I think having a car is a big reason why I go so often, not having to worry about bussing, and all that... extra time. Being in university, is big point, you are in school less often, than like high school. So, like going to the gym for an hour, you only have school for like three hours or something, you have a ton of time during the day to go to the gym, to schedule it in, exactly._

Leigh’s transition into physical activity at university has been similar and relatively unconstrained to her previous experience. However, she is very aware of her future and the challenges it may present.

_I think like, having this gym is awesome. I’m kind of scared when I don’t have, “when I’m an adult”, and you have to pay all so much money and it’s not right beside to your house. It’s not very hard. I think UVic has a good, at least exercise facility. I just don’t even know where, if there even a goal to get to. I dunno, in high school, there is the high school association, and university, I’m sure there is a track and field thing that goes on, I just don’t know about it because we don’t have one. But after university, I just don’t know. With things like discus, it’s enjoyable and what not, but like, I don’t love individual sports, it is not something I would do and be like, “this is so fun”, it wouldn’t fulfill. It
wouldn’t fulfill anything, except my competitive winning needs, and kind of like improving needs, so like, there was a goal, I wouldn’t probably wouldn’t, Even if there was something where I could throw for fun, I wouldn’t do it probably. 

[So you need...] Just for individual sports, I think I need a goal or a point to do it. Whereas with intramurals and volleyball, it’s fun to play, it’s not the same with discus.

Thomas

Thomas found out his physical activity options at university through an orientation event on campus.

It was a clubs’ day sign up and I looked around, and I’d always really like badminton during high school. But we had a really informal and kind of awkward badminton club team thing at the school which conflicted with everything else that I was doing and, (pause) I decided to join it here. It was in a great time slot, Sunday afternoon and I was okay doing that. There are good people there, and there is all sort of ranges of skill level, people that are there having fun and people that were really serious. So, I never really felt like it was any pressure to fit in, or to be amazing at it. But there was always good to improve yourself and that’s what sort of got me into that.

[So you find there is a good balanced between being challenged but still being, having fun and how did you get involved in the fencing here?] Oh, that was again clubs day, I was making the round for all the different clubs that they have. And I wanted to join fencing, because I hadn’t been in it for a year, after high school. Um, I took the year off, and that is when we were in sort of the moving transition. I really wanted to fence again, but there wasn’t anywhere up in [parent’s house]. And when I was at university, I noticed they had the club, so I signed immediately up it for that.

As well, being a university student makes physical activity really accessible.

Well, as university student, it’s really accessible, all the clubs and things are geared towards students. We have now bus passes to go downtown and go to the university whenever we want to. Um, I know the gym fees are better for the university students to sign up for and everybody else involved in it are around the same age. It is easier to get into because you don’t feel like you stand out as much.

Especially having taken the year off between high school and university, Thomas felt a need to return to a familiar pattern of behaviour.

The only thing would be like that because I took a year off of sort of transition time. I really didn’t have any access to any facilities or any community sport or anything, I did try and stay fit; I jogged and did calisthenics, except I didn’t have free weights of my own. So I really couldn’t do much on my own, which is part of the reason which I was a bit slow getting into the university, because it had been a year off and I gotten tired, a bit rusty and out of shape.

[But what made you want to start again?]
Being here, yeah, and I could feel the really big difference, the difference between the end of grade 12, after the end of all my weight training, and now, which was really less fun. Well, not now, but before I went to university, which was way less fun. And then I thought I would rather be fit, so, you know, have the community and the people that are doing that, so that’s why I wanted to get involved.

His pattern of activity in university is very similar to his pattern in high school, Thomas describe his high school behaviour,

Later on in the school year, when I got more involved with the PE activities, I could take what I wanted. I started to do more, sometimes I would spend time in the weight room downstairs and I also I really got into DanceDance Revolution, so I spent hours doing that. And also I got a job which ate up a lot more free time, but I was really moving around during the job too. But for leisure times, um yeah, it was basically with friends, or playing video games or playing DDR with friends, which counts as a video game I guess. Not much more than that. Fencing too;

[How did you get involved in that?]

They have, in (local recreation centre), which is right near where I was in (hometown). They had a, um, a fencing instructor who put on lessons at had a fencing sort of club that would meet informally, like once a week. I had always been kind of interested, so I signed up for that and started fencing there once a week... for a couple of years. There are a couple short of sessions. We wouldn’t over, you know, December, January and we wouldn’t over the summer because it wasn’t very ventilated because you know it was really, really hot. So we as we grew, they just decided to not to in the season, because I guess it wasn’t in season. Other than that, it was pretty much once a week.

[You also said that you also went to the weight room,]

That was through school... because I had taken the weight training and fitness through grades 11 and 12. Sometimes if I had extra time, if I had a block off or something, I’d sometimes go down to the weight room and do a set there, if I hadn’t had a chance to earlier. Usually by myself, sometimes if knew someone who also had the free time who was in to that, I would take them along. Its availability was really, really good. The room was open in the free blocks, during lunch time and afterschool and things, with you know, our supervisor there. It was really accessible to get into. Same with the courses, it was, you know, they made it really clear what it was and if this is what you wanted to do you could sign up. The fencing club was the same way. It wasn’t hard to find the information of that. And that is sort of what really got to me, it was so accessible, instead of having to go through something like, um, I never really picked up the idea of a gym membership. It didn’t really appeal to me but something as sort of applicable and I guess is convenient is that, was more helpful, then you know. Realizing, I spend an hour working out and 40 minutes travel to get there and back.

Thomas found his high school activities to be “really open and welcoming”. He never felt like he had trouble participating because his activities had such a flexible schedule that allowed
him to participate. The main benefit he gets from his activities is the social aspect and the support from fellow club members.

There is a lot of social aspects because the fencing club, I was, um, (pause) there was a like 3 people even near my age, everybody else was in their early to mid thirties. So there was a big demographic shift and now everybody is almost the same demographic in all of the clubs, which makes the socialization bit different and more academic and universities type. There is a lot more challenge thing. You know, one of the fencers, Monica, she is on the Olympic team for Canada. There are definitely way more of the group, you know, people to help you because. If there is somebody who is that good and the coach is her coach, it's really much easier to get that kind of support and coaching when you got such a great, such a great professionalism and experience with it. A lot of the same in badminton, we have got a lot of people, including some people, that played in Pakistan where it is the national sport. So, I mean, they are amateurs, but here they are amazing, because of the different emphasis on it. Because it is the huge upper level that you can sort of look at and look towards, and I know somebody who can do that. [Do you find that they are willing to help you guys out?] Oh yeah, it's really encouraging because you know, it gives you a different idea, and it gives you sort of a different way to look at it. It's really helpful because when somebody is that friendly with something like that, it's really encouraging.

The sense of community within the traditional and non traditional activities is also part of the connection that keeps Thomas participating.

I've been tempted kinda of do some things, but not too much; um, coming here actually for non school related, DanceDanceRevolution. There is a huge community here that didn't really exist in the [his hometown] area, that wasn't in Vancouver. He can step and just keep that up, or you know 220 beats per minute. Just like the upper levels, you can see it because they are all encouraging and friendly. It is something they really care about, whether its fencing, dancedance or badminton. It's welcoming because they want people to keep trying and getting better. [Tell me a little bit about this DanceDanceRevolution, how did you get involved in that?] It's not really a club or structured, it's at the arcade downtown. Um, its four arrows on the ground and it's really relaxed, we contact each other on cell phone, msn, email and talk with each other, and do other things related to the, machine was broken for the last couple of months. A lot times, I can almost rely, anytime I walk into the arcade, there is a good chance that somebody I know is going to be in there, doing something, on its way better than I can do. [How did you find out about this?] Oh no, the roommate that I moved in with first year, not even on residence, off-residence who is a third year, played. He was into it, I mean, I probably would have gone down occasionally, but never really talked to them because you know, I would be intimidated, I guess. But since he was already friends
with me, he got me sort of out of retirement I guess and back it into doing it again. You know, I met the other people through him and going.

[Do you guys structure your own tournaments?]

We do it, but the arcade owns the machines. But we, you know do all the, you know. This August in Vancouver, there was the Canada Rhythm Games, um, Conference, which is put on by Adam Park who is a 4th year Philosophy student here. And that was just a big tournament that was two days. The final round song was 40 minutes long and had 13,000 steps in it. You know the two guys that both of them passed it and went through the whole thing. It is very terrifying sometimes. It takes a lot of practice and the learning curve is kind of steep to begin with.

Rachel

It was her college program that got her started to incorporate individual fitness activities into her lifestyle.

Okay, so when I first got here, I just went, like I go to the gym and stuff. From college, I got kind of used to fitness type things, and I got farther away from sport, but now I'm getting back into sport again and less fitness. Um, (pause), when I first got here, I was talked into joining an Ultimate Frisbee team and um, it was one of my friends from back home was dating the captain here. So he asked me, and I said no, because I didn’t really want to, and I played Ultimate Frisbee in high school too, for fun, but I was never into it, I thought it was kind of stupid. When he asked me, I was like okay, no thanks, whatever, I’m done with that. He talked to her, even though I said no, and she messaged me, and you should come to the first game, whatever. I was like okay, I have nothing to lose, I can meet people. I don’t really know anyone. Yeah, I ended up loving it and got on the team.

[How often would you play Ultimate Frisbee?]

Well, you see this kind of goes with the project (from her wellness class). The first the semester we had 2-a-week practices, we had practice, and we didn’t really go any tournaments or anything, we went to one right before Christmas and we did really well. I wasn’t really into it still. I really liked the people, but I was like whatever about being on the field. Well, I could, but it’s not my sport. I missed rugby. I can’t play rugby anymore, because I hurt my neck. Yeah, so its kind of like, the next one down. But the need is enough, I wasn’t full into it. But this semester, it is way more hectic. This semester we have three practices a week, and one of them is strictly fitness, its kind of crazy. We have already gone to three tournaments this semester already. We actually went to one this last weekend and came in first, we won the whole tournament, it’s pretty cool. I’ve gotten way more into it, and partially, this is what I’m going to say in my other project, because of the lifestyle thing. I was used to being into sports like well I want to be into it again, so I just got more, okay I’m going to go all the practices, I am going to try my best. So that’s part of that project.

[So that is sort of helped you stay active right now.]

Yeah, yeah, it’s taken over my life, Ultimate Frisbee. I would have never really thought that. I’m actually, so I’m playing that, is my main thing, and then on Tuesdays I also play, I also joined a rec team for ultimate too, for Ultimate
Rachel described her high school participation as being heavily involved.

In high school, I was the girl jock. I played everything that I could. I was even on the golf team, the only girl, just for fun, I wanted to try it. I didn’t go back to it, but I tried it. I was big into dance and rugby; kind of contradicting. Soccer was my main sport in Grade 9, and then I got talked into playing rugby in Grade 10 and then became obsessed with it and eventually became captain in Grade 12 and then I continued on. When I graduated, I coached it for a couple of years. And then I was also into dance a lot in high school and I was actually chosen out of the whole school, the only one, to go and dance in this big show that people had to pay for. That was kinda cool.

[So how did you get involved in dance?]
My mom was always a dancer and I dunno, I just really liked it. It was mainly hip-hop, though, that I did, she was a ballet girl. I was a little more let loose, I don’t even know, I just kinda did it when I was younger and kept going. I was, I’m a little ashamed by this, I was in cheerleading, I think, from Grade 9 to 11. It was kinda lame, though. It had its good moments and it had its lame moments. Grade 11, I was captain of that, (cheerleading). I did a lot of dancing there. I also did it outside of school. I did some programs and stuff. I also did some peer tutor, that’s what they called it, and I helped out the dance because we had actual dance class after. It only came in Grade 10, we had a dance class, so then I was in that dance class and the next year, I was kinda like a TA for it.

[How did you get involved in golf and all your other team sports?]
Um, I don’t know, when the tryouts happened, I just go to them. I always like to try things. I try everything once, there’s no harm.

[What type of things did you try?]
I wasn’t really into racquet sports, so I did try it, but I didn’t continue with it. I tried tennis and badminton and I was like ‘eh’. Golf, I did that for one year and I was like ‘it’s cool but not for me’. I don’t really know how to answer, (laughs). When I was younger, I played soccer all the time because my grandpa was huge into soccer and so I grew up playing soccer. I was pretty good at it and so every summer I played. Then, at first, I didn’t really play that many sports in the summer other than soccer.

Having a variety of activities was an easy part to her participation during her adolescence.

I’ve always been kind of I don’t know how you say it, good at sports. I like being active and a lot of my friends were but it was mainly me and I got a bunch of my friends into it, but I was generally the one, the leader in that area. I don’t even know how I got into it I just knew that I liked it so I would other...

[What did you like about it?]
I loved the rush and I loved just being physically active and being part of a team was like a family to me and there’s nothing really better. Sometimes, it’s hard and you’re putting a lot on your body, especially rugby. I never didn’t have a bruise; I have bruises now. I always have bruises because I like sports and I get really into it.
It was the physical demands of her main choice activity that was a constraint to her participation.

Rugby was my main sport, so I’ll continue talking about that. What was hard about that was that there were a lot of injuries because it’s full-contact sport and you’re supposed to hurt each other. So, if you’re hurt, you just ignore it, but during the game, you can get so hurt and you’re just like ‘Whatever!’, you don’t care. It’s just in the back of your mind, you’re like ‘That hurt but whatever, I gotta keep going.’ But then at the end of the game, you’re dead and so, it wasn’t necessarily hard to get hurt during, but it’s hard to be hurt afterwards and having to get back into it. What really sucks, the hardest part is that when you are hurt, I hate it so much. I hurt my knee once and pretty badly. It was at the end of the season, so it wasn’t that bad, but it still hurts all the time. The hardest part about getting hurt is, when you want to play so badly, and you have to watch and you can’t do it. That’s definitely, I have to say, the hardest part of sport.

[What about fitting sport into your schedule?]
In high school, it was easier to fit it in because you don’t that many responsibilities. I did work, so sometimes I would have to not go to practice because of working or vice versa, because I was dedicated to my team. But it is hard and homework, but in high school, you don’t really care that much, about anything else. Sport was my life and I didn’t really care.

Her high school participation in rugby has made Rachel pursue other team sports because after an injury, she was advised not to continue playing. She has found enjoyment and another venue to challenge her competitive spirit, and uses sports as that outlet.

Liked I said, rugby would be my number one choice, but I was told that I can’t do that anymore, so, or I could be paralysed and I’m like, yeah okay. I won’t do it anymore. Well, I do play volleyball too, occasionally, I do the drop in thing; I’m not on a team. I want to be on a team but I found actually coming here, it’s kind of hard to figure out what’s going on with the rec teams. So I would like to be on one, but I never knew what to do, but by the time I figured it out, it would be full, so I can’t really do much.

[So what do you enjoy about participating in Ultimate Frisbee?]
Like now, when I moved here from (hometown), I didn’t know anyone, from like the ex boyfriend, yeah, I could care less. It was a new experience just coming here, and not knowing anyone what so ever, and figuring it out as I go, and I just met so many cool girls through that. That was the amazing part. I’m moving out and in with some of them in June, they are my roommates, they are my best friends, they are. We are all friends, we depend on each other for things and it’s just, where, it is the closest thing I have to family right now. Because my family is so far away, like I don’t have anything, they are my family, if that makes sense.

[Is there anything else that you enjoy about it?]
I love the competitiveness. I’ve always been a competitive person. I like to be the best at everything. I’m not quite the best at it, because it’s not my main sport. But I’m getting better! I’m learning it and getting better at it. Which was
cool because I used to play, kind of, but I never really knew what I was doing. And now you get the details of what you should be doing, like what is going on, I’m getting a lot better at that sense (in learning where to be on the field and what you should be doing).

[So why do you continue?]
Because I like it, (laughs). I don’t really know what else to say.

[Okay, so what makes participating easy for you?] Um, (pause) the fact that I love doing it. So that’s what makes me go to practice, and do it.

[Describe what you love what do you love doing about it? What does that look like to you?] Um, well, like I said, the competitiveness. It keeps me less competitive in normal life, which is good, because that could get me into trouble. When I was in rugby, I was the happiest person alive. Whenever I was mad, I’d just take it on some girl on the other team, it’s not a big deal, (laughs). Ultimate, you can’t really hurt anyone, not that I would want to. Yeah, you need (an outlet for that energy). Yeah, if someone was to not, I don’t understand how people can’t do any kind of physical activity, it’s just crazy to me. But, there are people out there.

[What else makes your participation easy?] The love for the sport, the love for being active, for the social aspects of it. Just being outside on a nice day, running around on the field, is like heaven to me. It sucks when you are in cold rain and stuff. Those times its harder to get yourself to practice, when your bed is comfortable and you have to go outside in the rain. It is just hard.

But the characteristics of being a university student have made her ability to be active challenging in many areas.

I am really liking it, but right now, it is kind of frustrating at the same time. I like that it is kind of taking over my life, but the same time, its like, now, that I am, like, its different than high school. I don’t necessarily have enough time to put into 3 practices a week. Like it messes with my social schedule at times, my homework, and especially being in anatomy, (laughs). And work too, I live on my own, and I didn’t get a loan, I worked for a year and saved a lot of money and it’s all gone, almost as much as I saved before. It’s hard to fit all of that in, for sure. And I have to pay for the tournaments, and we always go to the states, and it’s always for two nights, you have to pay for the hotel, you have to pay to get there and I’m broke now.

[Do you find that makes it hard to participate? All that financial stuff, how do you manage?] Um... credit cards, (laughs). Well I, I liked to do it, and I really want to do it, so I’m like whatever, I’ll pay it off later. It’s worth the experience now. But I’ve getting to the point, where I actually can’t even afford to pay for it later, because I don’t have job lined up yet for the summer. The plan was to pay everything off during the summer, and I’m not set up for that right now.
With respect to the aspect of time as a university, Rachel talks about her multiple commitments,

Like it’s not for ultimate, but for the coaching, I’m volunteering. I don’t have to do it. So it’s hard sometimes to make myself do it, but I do it, because I don’t want to let anyone down. And then on Saturday night, it was such a fun night, we partied a lot anyways, and I was really hung over Sunday morning; every Sunday morning is when I do it. So getting up, and going, it was raining and cold. It’s hard to do you know you are going to get wet and dirty and all you want to do is sleep or throw up, (laughs). And then the money, playing is a big deal lately, because I really can’t afford to go on the tournaments, and I really want to. Because not only do I have to pay for it, I have to miss work for it. I do have a job now, but its just I don’t want it to be my summer job and its a bank and its not what I want to do. But yeah, sometimes its hard and sometimes, I find a couple of the captains, because we don’t have really have a real coach, we are like its close as it gets to a varsity team for (university). They won’t make, Ultimate Frisbee a team like that, they don’t see it as a real sport, or something like that. No, but its closest as it gets to it, but sometimes, its fun at practice, and you are just like, its leisurely kind of, but you can fool around, but you are still in it. Occasionally, sometimes when the captains are giving you advice, sometimes they way that they say it, it’s just kind of brings you down, you are trying your best, but it feels like you are not hitting their expectations, but you just want too. The worst is when you go to a tournament, and you paid all this money to go, and um, you’re playing really well, but for some reason, they don’t play you, at all. Like, they do, they usually play me, I’m like so good, but not the last tournament but the tournament before that, we went all the way to California, we drove for a day to get there and a day back, and I didn’t play very much, and I was really upset about that. It was like ‘what’s the point of me being here’, if I can’t play. I understand that we are a serious team, I had no time during that tournament, where I am a sub or anything, and every time I would be on, there would be a point scored. There is no reason for them not to be playing me, its just in my mind. They are playing who they think are the best players.

Initially coming to university, Rachel had the intention to participate in as many activities as she could, but she has made compromises along the way to do what she is currently doing.

Well, I don’t dance anymore. [Why not?] I would really like to, but I just, like when I first got here, I grabbed all the things for Ian Stewart, I was like, ‘I’m going to do it. I was actually going to try a different kind of dance, like I said, I couldn’t figure it out, and by the time that I did, it was full. I was like okay, whatever, and I never got into it. It wasn’t easy, if it’s not easy now, like, I don’t do it. Yeah, if its, happens to work out, then, awesome. Unless I really, really want it, it won’t happen, unless its easy. [So your dance wasn’t one something that you really, really wanted.] I really did want to, but I guess, not enough, because I don’t know, it didn’t happen. The plan was for that to happen, but it didn’t. [There were too many obstacles] Yeah, I guess so, (laughs).
I just said golf, because I was the only girl and it was such a random sport in high school. But um, I don’t know. Golfing, I wouldn’t really consider a sport for me, its not my kind of sport, its kind of lame, as in slow, and whatever. Yeah, if you are not like running around on a field. The thing is people call golf a sport, but they don’t want to call Ultimate Frisbee a sport, but you run way more in ultimate frisbee, than you do definitely in golf. Even in some sports, like soccer, football, football it is stopped constantly. Ultimate you are like running, non-stop that is what sport is to me. I would play volleyball sometimes in drop in, but the main reason is that, it is not easily accessible, than I won’t. Ultimate, just kind of happened, I was just kind of forced into it and since then, I’m like, oh whatever.

[And then you have made it work somehow]
Yeah, that’s the reason for that.
[Have you had to make compromises to participate in the activities that you enjoy?]
Yeah, I think so.
[What kind?]
Money, like I said. When I first moved here, I had a job right away, because I worked at (bank name) for like 4 years now, and they transferred me here. So I had a job, but I don’t really care about it. I did for the year, that I was working full time, was like, into it, because that is all I was really doing. But I came here (university), with the thought doing what I wanted to do, and that is not what I wanted to do with my life, so I don’t want to be stuck in that. So I would definitely, like, any time, I booked off a lot of work to do a sporty thing for that.
[Are there any other compromises?]
Well, school, takes the big one. It is hard when we are going a way for the tournaments that is the hardest part. Like you are always, especially with California, you are gone for four days and it doesn’t matter what time of the year, it was at a really bad time that we went with the school things, it’s hard to get back to into things when you get back, especially with anatomy.
[What about with friends, or family?]
With friends, anyone who is not on the team, because I do have friends outside of it too, that I’ve made. I joined the surf club when I got here too. Yeah, I never done it before, ever, I never lived by the ocean. Oh, I snowboard too, that’s a sport, yeah. I snowboard all the time. I love snowboarding.
[How did you get into snowboarding?]
In high school, yeah, I forget to tell you, yeah. Well, I started snowboarding in grade 10, I used to ski, but I started snowboarding. I got, I asked for a snowboard for Christmas, so I wouldn’t give up if I had my own. So I got my own, and then, was in the ski and snowboard club in high school.
[What keeps you going back every season?]
It is just so fun, (laughs).
[What is fun about it?]
I know, it’s hard, I keep saying fun, because it’s all I think about. I have never really thought about it other than that. The rush is fun for me, going down (a mountain), you are going so fast on a mountain, and like especially moving here. In (home region) there is no real mountains. It is just hills and it’s different, it is so different (original emphasis) going down a mountain versus a hill. I’m not as good snowboarding here, as I was back home. If you can do
it on the hill, it is the same but different, its little bit harder, but its dependent. There are hills that are steep and stuff. It is mainly the endurance, how long it is and also, because I would get used to the hills back home, I know every nook and whatever, I know where I can do jumps, where its flat and I can go fast. You know you are not scared of those things, or hitting random things. A lot of the time with snow, its really white, it all looks the same. That's why its hard for me on the mountain its usually different, there is so many different runs, that I don't get used to the one run. I don't go to my full potential because I'm scared that I am going to hit something. I'm in control and that makes it hard.

[So how often would you go snowboarding here?]
Since I moved here, not that much, I really wanted to but it is expensive, number 1, way more expensive than back home and its far away, so its hard to get to.

[Did you bring your snowboarding equipment here?]
Yeah, of course. I really love snowboarding, I wish I could have gone more. It’s just the way it is. Life, (laughs). Yeah, but I did make it out like three times, normally I would go once a week, it’s a big difference. I used to have passes, like a season pass, but yeah, whatever.

In summarizing her transition of physical activity experiences, Rachel describes it as,

In high school, it was easier to try a variety of things and just be part of multiple teams. Here, it’s not, I don’t know, its hard because the main teams are insanely competitive. So if you are interested in those sports, all you can really do is the rec, and there is no guarantee. A lot of the rec teams don’t take it seriously, and if you want to take it seriously, its kind of hard. What I found with volleyball, anyway, I do have some skills from before, and I like to play, but if, the teams you are playing against don’t really know what they are doing, its difficult to play a real game. In high school, its like, you don’t have to be best to be on the team, but you learn how to do it properly. And so, you get to compete in a moderate level, without the stress. I guess, it gets competitive sometimes, and if your team is doing well, it gets more competitive. The better you are, at least, they let you get better. Here its either you are good from the beginning, or you go to the bottom.

[So you find there is no environment to learn skills, or try out, or to improve.]
Yeah, I guess so, in sport. And like dance or something, there is different kind of classes right. There is easy, there is like beginner, moderate. With sport, it’s hard to define that. I think its mainly the way it is structured. Well, it’s kind of a combination, because it can be structured properly, but no one is coaching the people on what to do. So, if anyone could join, I don’t really know how to say that.

[I guess if you have a coach, you’d get that feedback from a team, in a more supportive way, than if it was just someone who is on the team trying to teach you.]
Yeah, exactly. It is harder to take people seriously if they are your age, and they are your friend, and they are trying to teach you. You are like, ‘oh, shut-up, like, just let me do it’. You assume that you don’t know what they are talking about. I’ve done it. I’ve been the one giving the advice; I’ve been the one taking it. So I understand, if it is someone who is like, you know, knows what they are talking about, it’s easier to take their advice. Throughout my life,
I've done random, really random things, because I do like to try everything. I've tried, kick boxing, I've tried archery, did archery for a bit, like random stuff. [So what makes activities stick for you?]

Um, just if it grabs my attention and keeps me wanting to know more. I've always wanted to learn more. I'm always asking question, probably drive people nuts. With ultimate, I'm always asking, I want to be better, I want to be the best that I can, and whenever I'm not, I get really disappointed in myself. I get really down on myself when I'm not good at things, kind of like that, I don't know. Well, something like archery, once you got it, you got it; there isn't much more, then hitting it in the middle. When there is something like a sports team, um, its different because you are always learning, and if you get really good at it, there is always something that you can be better at. It's always a different scenario, whereas, one, the same thing all the time. With all these people, you never know what is going to happen. I love the rush of the game, and you are like tied, and then, near the end, like whose going to win and that kind of thing. Like I don't really watch sports, I could care less but, definitely a thrill seeker.

Alyssa

Alyssa has been participating in sport all her life, in both the community and on school teams that also encouraged her to go into other things.

Um... well, like I played on every sports team that they would let me. Like I played basketball, soccer, rugby, and then I played club soccer, and club volleyball, I did a lot. [How did you get into those activities?]

I've always been in sports. My whole life, just going through school and stuff, like I'd always want just to join the school teams and what not, and get involved in that. I kind of like, picked a coupled sports that I liked the most, and got back into that it. That's just what kind of kept me going, being in the sports, you know what I mean. I played on the rugby team the full year, and then I played on a house team, which is just like for fun. It wasn't competitive at all, it was just for fun. And then I did, I snowboarded too, I snowboarded a lot. That was kind of like, when I wasn't doing other sports, I would go snowboarding. [How did you get into snowboarding?]

It was something my family has done since I was little, and I kind of really liked it so I was like, the only one who kept up with it. My parents weren't really into it anymore. I kinda, I just had a pass, and I would like to go up to the mountain, our mountain was like 45 minutes away, so I would go up there, and go once or week or so. And then, like I had something, almost every day. Like a practice or a game, or stuff, so when I got into rugby, it was like spring, I was doing that, I was playing on a soccer team outside of the school, as well. I was playing on a volleyball outside of school, so that was like pretty much every day I had something, if not twice a day. I went to the gym a lot too, in the summers. When I was outside of school, when I didn't have school sports going on, like soccer was in the summer, so that was outside of school, so other than that, I had like gym passes in grade 11 and grade 12, and I went to gym all the time. I'm just trying to think how I got into doing that, um. I think it was because our, like our soccer coach, like 'part of being on an upper level team, was being like the best you can be’ and that kind of stuff. So he
encouraged us to do other things, like weight lifting, and that kind of stuff, to improve our game. It wasn’t necessarily an off season thing, when I didn’t have a lot going on, then I would do it. It was just an individual thing that I did, like on my own kind of time.

Even at a young age, Alyssa defined that sport played an important part in her life which is what made her participation easy in high school.

Yup, it was, I didn’t care about school when I was in school. It was the only thing that matter to me.

[Describe why it was important to you?]

Um... I don’t know, it was just the sense of competition and stuff. I’ve always defined myself as an athlete; it was always something that is important to me. It wasn’t necessarily like, I have to play soccer because I love soccer but like it was just something, like part of my identity, you know what I mean? It wasn’t even someone forced me to do it or anything, its just like, I dunno, (pause).

[Okay, so what made your participation easy for you?]

I think it made it easy for me because it is something I’ve always done. Like as opposed to not doing anything and trying to get into something that I’ve never done. It was just kind of like easy and like, all my friends that I’ve hung out with are all on the team, and that kind of stuff. So it was just something that was easy for me to keep going with it. My family didn’t have much to do with it, I mean, (pause), my mom got me into soccer but like for the most part, it had always been my decision, always I was the one that was like, I always wanted, oh, I kinda want to do, say I want to do track. Well, I was the one who wanted to get into high competition level. I was always the one who said I want to this and this is about me, kind of thing. My parents, not to say they weren’t supportive, they were there and stuff but wasn’t like, they pushed me into it, you know. It was kind of all my choice.

But there came a point where she had to make choice between activities.

I think it is kind of..., how did I choose, so like I did, everything. So it got to a point where I had to choose. I had to choose between, doing because I was playing like, I was doing, upper level track, so I was doing track all the time, I was doing high level soccer team, too, so I had to eventually choose between the two. And then I chose soccer, um, I think it was just because, (pause). I think it was because of a team aspect of soccer. I was just kind of over track, and I don’t think there was a real conscious decision that made me choose, it was just in the time. And I was just kind of like, I was having more fun doing this, so let’s do this.

[That's still a choice...]

Yeah, (laughs).

[What made soccer fun for you?]

I think it was, um, well I like playing at higher level because. I get motivated, and need to care about it. Yeah, it was challenging... and that’s kind of why I play volleyball because I’m not the tallest person, I’m not that good at volleyball, but I really, I really like the sport, its challenging and like working hard at it. That’s why I love playing volleyball so much. I never really went anywhere with it, because I mean, I’m not good (laughs).
[So what made you stay in sport... to stay in volleyball, stay in soccer?]
Think it was just... uh (pause), the fact that I was already in it. Like, the just, I was kind of it in, and I just kept going with it, that made it like easy too. Um, (pause), I dunno, it was just so much part of my life, it wasn’t really like an option of not doing it.... if that makes any sense.
[What made them fun for you? What made your activities fun?]
I think it was just the competition aspect of it. It was fun to like, put in hard work and get rewarded for it, being part of the team, and like, do all the team stuff, and get like, go to tournaments, and that kind of stuff, and like build as a team, that aspect of it. Yeah, that constant improvement and reaching goals.

Participating in sport at university has been a similar experience to her previous participation.

Well, I’ve been on the rugby team here, for about four years.
[Okay, how did you get involved in that?]
I didn’t actually play my first year, because I didn’t know much about it. I didn’t really look into it that much, like I did, but I kinda just thought that it was out of my league for a little bit. I wasn’t an experienced player at all. I just started playing the game. I was just like okay, I don’t really know, I was kind of intimidated. In my first year, I played intramurals, soccer and volleyball and that kind of stuff but then, I kind of just, fell out of the loop kind of, and then just. I got back into playing (rugby) in the summer, when I went home because I had known people who had played there, so it was easy for me to get back into it, so I just decided (to play again). When I got back here, I was like, okay, I’m going to try and I’m going to go see what happens. I ended up going and never really looked back.

Starting to play with the club rugby team has limited her participation in other things, like intramurals, because of the time commitment it requires.

I do, off and on. I’m not really on an actual team, I did a little bit of that last year, a little bit of volleyball just kind of like, my program, kind of has, it usually has a team in soccer and volleyball. Sometimes I come out and do that. I haven’t really done any constant intramural stuff, just because I keep myself pretty busy with rugby and that kind of thing. Well, we are on the field 4 days a week, and the other days of the week, I’m training. Like I’ll be in the gym three times a week, and then I’ll do runs and stuff on my own. So probably like, I’ll run like 7 or 8 times a week. Initially, when I was in high school, I was going to like scouting camps for soccer, because that is what I actually wanted to do. I dunno there is just so much politics in soccer that it just became not fun for me anymore. I missed a couple of opportunities getting on a team or something, just because, I had clashed heads with somebody. I don’t remember exactly what happened and then I didn’t end up on being on the team. At the time, it really just destroyed my life because I was like, really just wanted that. And then I kind of got into rugby and just liked it a lot. Its kind of hard to explain, because in rugby, in high school, I didn’t really know that was going. Not that many people play it, so its kind of like.... Sorry, I’m really jammed with words and I’m like trying to talk. But um, like out of high school, I got scouted, with
rugby, to this other, like to this BC team or whatever, and it was like an upper level team. Lots of girls who were playing forever, and I just kind of like, I didn’t really know what was going on and I kind of came in, really no expectations. And I was like, okay, I don’t know what to do. I was unfamiliar. I was like, I don’t really know what is going on, and I’m just like going to be here. And I got some good reviews, and I had a couple of coaches who had pushed me into higher things, kind of like, ‘I see potential in you, I want you to go further’. I was kind of like, okay... yeah... (hesitant)

[But I just started playing like 6 months ago...]

Yeah definitely. When I didn’t play my first year here and then I went and played in the summer again, and then I went to play on a team that I had played with before. I had a couple of the same coaches and stuff, and then I kind of just decided that I had missed being on a competitive team. I missed, having coaches and that kind of stuff. Like its fun to play intramurals, but I missed like being part of an actual real team, and having the coaching, because I kind of got back into it, and I kind of got my competitive edge back. Then I came here, and I was like, sweet, and I got back into it and I just loved it.

[So, why do you continue to participate in rugby?]

Cuz, it's like... its, I identify myself with, as that. Its just, really rewarding to be able, it really hard work, some people are just like, ‘are you crazy’, like how can you put that much energy into that. But it like, it means so much to me. Its not necessarily about winning, it's just like, when you... like when you finally have a coach, like I got a coach that motivates me, and wants me to work hard, you know what I mean? And if I go, and I want to be better, I go, and I have to work hard for it. And it’s good to be able to be like, ‘oh shit, we are working hard, we are doing better’, you know. And, it’s just, I don’t know, that’s just really important to me. I injured myself, like pretty badly, and I kind of just like, like I had actually had a doctor who told me I shouldn’t play anymore. I kind of destroyed my perception of myself, because I identify so much with sport. So, it I just kind of, like almost fell apart, because I thought that it's not, it wasn't.

[What I am going to do?]

Yeah. I thought about trying to do different sports, and... (pause). I thought about like training for a marathon and stuff and I was like, ‘oh that would be something fun to do’. Because I have these things, like I want to do every sport, and I want to go hiking, I want to do canoeing, and I want to do all this stuff, but it’s just a matter of... um, like I want to do it all, but at the same time. What I did when I couldn’t play, like I just did rehab and training, to be able to play again.

[So you didn’t just fall off track and pick up something else, you were just like, ‘I’m still focused on it.’]

Yeah, and not necessarily, if I could actually play or not, like I didn’t know when I could. So it was a matter of like getting fit and getting in shape to be able to do something else.
Although being a competitive player, friendships with the players also make participation easier.

I think it was just like because, all my friends were in it, you know what I mean? Its just like, (pause).... yeah, because, just like I had friends doing this, or doing this. It was always somebody being like, oh well, come and play in our soccer game, come and play this, it was just easy for me to be like, I will do this, but I won't do that, kind of thing. I would go to participate (original emphasis). I think it just because I want to do it so much, that it's not necessarily to go to hang out with my friends. It's like, oh soccer game now, let's go. The summer, the past summer here, when I didn't have any anything going on for rugby, I'd join a soccer team, like a premier soccer team, like in (hometown). It was just something you do on the soccer team, I didn't know anybody. But I was just like, I want to play on the soccer team, I wanted the upper level competitive, like being on a team, and there wasn't anything else, in the summer to do, like there wasn't anything for me to do. So I just emailed somebody, and be like, 'yo, I want to be on this team', 'can you put me on this team'. I didn't know anybody and I went to that. It was just kind of the fact that I wanted to play and I had heard about the team.

[It sounds like you seek out your own experiences. Its not as much as a social thing for you, but you are just like,]
It's not a, its not, I don't go to be social, but like I am, quite, like all my friends kind of do it.
[It's a social by-product I guess]
Yeah, pretty much. Because like, everybody on our team, is all like so close, on our rugby team. But it's not because...
[It's not because you are friends, you're friends because you play.]
Yeah, exactly, we are kind of connected with each other. Like I wouldn't not play because if I didn't like have friends, so yeah.

When comparing previous physical activity in high school to current behaviour, Alyssa described it as,

How do I compare it... um, (pause, I'd say, in high school, it was more, (pause), kind of, it was a little bit more, um, something to do, something that was fun, a little more of an atmosphere thing. And like I said, being here, has driven me more into, like, focusing on like, a sport, and putting all my energy into that. It's been a lot of more about like motivation, going outside the time, a little bit more. I don't know, I know what I'm trying to say, but I don't know if you are understanding or not. I've kind of like all over the map at some times... (laughs). But, it's been more, like, individual, like push myself individually because I want to get to the maximum of my potential. Like before, it was kind of like, I was there, I did it, and I got along and I was fine, I never really like pushed myself as hard as I could go, I could always just get along. I got a coach, here, who is just like, pushed me and motivated me to do more, and be better, and to do my very best, and not kind of what is just satisfactory. I think that was kind of the different. When I got here, and got to this level, it was like, it was more about that, if that makes sense.
[If you think if you hadn’t met that coach, would you still be pushing yourself to reach your potential? Or would just be satisfied with that experience?]

I don’t actually know. Because like, we changed coaches two years ago, and got the coach we have now two years ago, and before we had another coach. I didn’t do nearly, care nearly as much about my performance now, as I did then. I think it was the past couple of years, maybe just because I grew up or whatever. It’s been a lot more important to me, to push myself, to my potential. [Has your enjoyment of the sport changed throughout, from high school, to your first coach, to your second coach? Or is it the same?]

I would say it’s definitely, like my enjoyment in sport, I would say that that, it has definitely gotten more, like, in, yeah.

[What do you enjoy about it more now...that you didn’t in the past?]

Um, (long pause), I don’t know, that’s a good question. [It’s not like something you’ve thought about.]

I know, not really. Yeah, some of these questions, you don’t really think about. What do I enjoy more, I think it’s just like, once you get higher up in the sport, you just, um, (pause).... (nervous tapping). I definitely, I like, I definitely enjoy it more now. But I think, just like maybe the whole atmosphere. Like I definitely do think, like a change of attitude, where I was just kind of like, ‘okay, I need to be working harder,’ to do more on my own. I think maybe it is that shift in mind, to make it more rewarding to me, to be able to do that. I really don’t think so, like I don’t think it is something that I would quit. I mean not to say I’m going to play rugby forever, but like I think it’s just like something, in general. I don’t know, like if I didn’t play rugby, I would go back and play soccer. I don’t think it would stop me from wanting to do it.
Similar-Less Active in Different Activities (SLA-DA)

Michelle

Michelle has been a team sport participant her entire life, but the demands of her final year of high school, restricted her commitment to field hockey.

I kind of wish, I would have played field hockey in grade 12. I didn’t like, with my school, on the school team, I thought it would be too much with everything else. But yeah, I don’t know, maybe I would change that. It was the only thing I really enjoyed, but I didn’t thought I really wouldn’t have the time for.

In high school her intramural participation experience was different than field hockey, when asked to describe her experience, she explains,

What made it easy, it was pretty convenient, it was, I don’t know. Intramurals were really laid back, it was not super competitive whereas field hockey was a lot more competitive, but it was, yeah. What made it hard, was maybe the different skills levels in intramurals, not everyone was on the same team was at the same level. For example, so you have some people were really good and others who were not really good, so you have sort of mis-mash. The group of girls was really awesome. A lot of my best friends have been from there, just meeting people. I really think exercise is important too. It really helps me with stress and things like that, like, yeah, it’s really good. Just because I really enjoyed it (volleyball) and I really enjoyed that I exercised too, like the benefits of exercise. A lot of it was the atmosphere, and I just really enjoyed the game as well.

At university, her physical activities changed and along with her motivation to participate.

I haven’t done any team sports since I have been here, which I kind of miss. But I still go to the (fitness complex) I have done a couple of the group classes, exercise classes at (campus gymnasium). I live super close to campus this year, so I walk everywhere, and I don’t have a car, so its about a 10 minute walk to campus. (Learned about the facilities) was all throughout residence, throughout our first year, in our tour of campus. We got the schedule from the library and stuff. I did a lot more of the classes first year too, like a lot of people from our building would go, so it became more of a social thing.
[What motivates you to go now?] Basically, I feel so much better when I have been exercising on a regular basis. And stress too, I really find, it helps me, I don’t know, not blow things out of proportion, like I’m way more level headed after I have gone for a run, or yeah, clear your head a little bit.
[How often would you go to the gym during the school?]
It would totally depend on my work load. But I don’t know, I would say, normally like, the beginning of the semester 3-5 days a week. And then near the end of the semester, during mid terms, I don’t go at all, like, a couple of weeks and then I’ll get back into it. It was kind of nice to just like get more of a routine going and yeah sort of, instead of just going to the gym by myself, I can go anytime, and maybe I’m less likely to go if I know I can go anytime. You know, whereas the class, is on certain days at certain times, so it’s kind of list. I almost need, I need to schedule fitness in sometimes.

Her major source of information of the activities available was through the residence community. She also found out about the fitness and group exercise classes from the schedule handouts at the library and other campus locations. Although just knowing about the activities is simply not enough,

I don’t really know, I know there are intramural here. I just missed the signed up day the first year, and second year, I don’t know a lot of people, I guess, who are doing it. I know that you can join teams (as an individual). It just seemed easier, like with the gym, I can go when I want and with intramurals, and stuff, its more like structured, and so. I like the flexibility.

Her main motivation for participating is for putting the health knowledge obtained through her classes into practice, as well as to learn new activities, It was challenging to get at Michelle’s the core beliefs around her activities as she was describing a lot of mainstream answers.

Basically, just because, I don’t know, the benefit of exercises, I don’t know. I’ve done a lot of courses on that too and there is just so many things that you prevented by being active. I enjoy it and I like it. Um, I think, it’s almost something that I can do that isn’t school, almost like a hobby, I don’t know. Yeah, (laughs). I do enjoy it or I don’t think I would go as often, or I wouldn’t want to go really. Its kinda nice going to the classes, because they do more things that I wouldn’t even know how to do, like muscle training and stuff like that. That’s definitely something I want to work on more, like muscle toning.

Being a university student, Michelle describes what has made her participation easy and what she would like to change about it

I guess the availability of things. The gym hours are like all over the place, there isn’t a day I couldn’t go because of my schedule or anything, like. I can either go early in the morning or even late at night if you want. And also I live five minutes from the gym, so its super close. Yeah, I guess, the same with the classes, they are offered every Monday to Friday, out of all those days, there is usually one that you are bound to make.
[Can you name one thing that you would change about your activity, here at university?]

I guess, I would like to maybe exercise a bit more than I do, (pause).

[Why? It sounds like you are already active]

Ahh, I’m pretty active. I don’t know. It really correlates with how busy I am with school, but I’d like to be, but not always. Yeah, I just, it’s more like time management even (to get more activity time in).

[Why is it important for you that you are active?]

Um, (long pause), I don’t know. I don’t know... like I said, just, I don’t know makes me feel more relaxed and I have a better grip on things. I’m basically stressed. I find school pretty stressful so it’s nice to have something to like, other than school, that you know you can do for yourself and it’s just a time in the day where I don’t have to think of anything else, I can just listen to music, I don’t have to, you know, worry about a thing. It’s kind of a bit of an escape that way, I guess.

The transition to university has impacted greatly the physical activity she participates in and Michelle is aware of this.

Well I guess, definitely in high school, I did team sports and in university, I haven’t done as many, I have done exercise classes, where you exercise with other people, but it’s not like together, like working together kind of thing. That is definitely different.

[Do you miss that sort of team aspect towards it?]

Yeah, I do. Me and my roommate, we normally go to the gym together. So I still have that kind of social aspect with someone else. A lot my friends are really active too, so. Yeah, I guess I would say that I do, that I miss the team atmosphere. I still keep in touch with all the girls, so yeah.

[What made this shift for you, from team based activities to individually based activities?]

I think it was just a change in routine. Because it was a like a totally different city, and I haven’t been here before. In high school, I know how things are, you always try out in August, you have your season from here to here. Like, yeah, whereas when I got here, it’s obviously not high school anymore, and if you are not on a varsity sport, it’s kind of, I mean, you just don’t do that. I mean you can do intramurals, but yeah. Well, I guess you can do, there is different, I think you can do the more competitive and less competitive. But yeah, I don’t think it as structured and you don’t have a coach and it’s kind of, it’s all like organized from people within the team, for like practices and things like that. It’s definitely not as structured as it would have been. I don’t know really know about in university, I found a big thing in high school is what coach you have. We had a really great coach, he motivated everyone. Yeah, he made us want to do well, because he was so into it and he has been coaching for years, like he really knew what he was doing, so that motivated everybody. But that’s not really realistic in university, unless you are in a varsity sport. So, um, I don’t know. I mean, I guess, if I could go back and change anything would be to get more involved in first year even with intramural sports. It is a good way of meeting people and stuff, but living in residence, I met a lot of people too.
Abigail is very aware that her participation and activity has decreased when compared to what she did in high school and while she was working.

Yup, they are not as extensive as in the past, but I run and I road bike. Throughout the entire year because there is no snow, winter and summer. So yeah, basically running and road biking and a little bit of climbing at the gym. Um, I think that's pretty much it.

[How did you get involved in running, road biking, and climbing?]
I've always enjoying running as part of practices or whatever, and I've always kind of ran, but I never just kind of for its own activity, unless I was training for something. And here, it's like the easiest way for me to be active, because it's the fastest, now I don't have time. I can just put my shoes on and run, and come back home and its done. And there is nothing else.

By having to adapt to new activities due to her location, she has been able to successfully transition from high school to university, without a change in enjoyment derived from physical activity.

I think there is less then, running gives me less peace of mind. It still helps calm me down, it brings the stress level back to manageable. But when you hike, I find you are really connected with the nature that is around you, and that gives you kind of, I dunno, an extra, an extra benefit, that running doesn't give you in the city. I mean, it can, if you go on the nice Dallas road, that's where I run, and it can be good.

[What about your cycling, how did you get involved in that?]
Well, because I used to mountain bike, it was kind of a natural progression for me, because there is no mountains here. That I was like, I just love biking, I love bikes, I thought it was natural for me to just try road biking, and yeah, there is so many great places to road bike here, and I hate driving. So it was a good option.

Before university, Abigail's physical activity profile included similar activities, like hiking and cycling, but she did also participate in team sports during high school.

I used to play organized sports. I played a pretty high level badminton, (laughs). I used to play when I was a little kid with my brothers, and so in high school, I tried to get into every sport, because I love the sports. I played volleyball, basketball, I was really good at those, but badminton I was better, because I had two older brothers. (We would play) throughout the entire year, and then, but not in the summer. The summer in high school, you can't really play much. I also played rugby for 6 years, and water polo for 8 years. I like to try new things, especially in high school, and I liked to do sports, I thought they were so fun. I liked to do ones that were kind of different, that were just kind of new, for me. Right because everybody knows basketball and everybody knows volleyball, I wanted to learn something new.
[What made rugby and badminton fun?]
Well I guess it would be different reasons. What made rugby fun was that it was new to me, it was very exciting. It was high contact and very highly competitive, as it was a new experience to me, a learning experience, pushing my limits a lot. Also it made me learn to think about new ways to look at things, new ways to thinking and new ways of problem solving. Badminton was fun, because it was just a fun group of people and we are also, they were really competitive, but we also thought it was kind of funny, so we had a lot of laughs while we were at it. Social, that's what made it enjoyable.

At university, Abigail explains the draw into continually being active.

Well, a few reasons, I guess. One of the reasons I guess, it’s the easiest activities for me as far as I’m comfortable in doing them. I know how to do them. They are really accessible; they convenient and they are fast. You don’t have to drive to whether arena to play and then drive home and have your gear. It’s simple and I’d just like to keep it simple.

[Looking at why you continue to participate in physical activity, why did you decide to change your activities here?]
Okay, I think that I find, like sport and like team sports now, a little bit intimidating probably because I don’t know where my skills are at. Considering it’s been some time since I’ve played them and I don’t find them as appealing now probably because I find I like to have more time alone because of the busyness of my schedule. I don’t get a lot of time alone anymore so I think I like to make it, a nice relaxing time to unwind with an activity like running, which I find is really good way. I don’t really enjoy running with others, I’m not sure why.

As the weather has been a convenient factor to continually be active, Abigail’s experience as an active university student has an overarching negative attraction.

Well, it has to be, what makes it easy, is the weather here, definitely. I come from a cold place, it’s so nice that it’s not cold here. Um, I don’t actually find it that convenient to be active here.

[Why?]
And that’s kind of why, I only, just because I think mostly I think its the schedule and also like, as far of, I probably would go to the gym if it was in this building. But I don’t because I have to go all the way to (fitness center), and I have to find somewhere to put my stuff, and change. Its just like for me, to be so busy and I just won’t do it. I kind wish I was more dedicated, like more regular. I don’t do it every single day, I kind of just do it randomly, like go now. And then its like, I had, I wish I had a schedule that would allow me to go at a certain time every day.

[Do you think its more like a time schedule, than an internal motivation to run today?] Yeah, I think part of it is internal. But I think number one is time factor, and number two would be my motivation doesn’t let up because I’m tired.

[But before, you said you would still do them if you were tired, so what’s changed?]
Before I would, what has changed is suddenly my stress level and my busyness. I used to have a job where you go home and you are done, and now my job is never ending. I feel constrained by work and school always, it’s always on my mind. So I find I don’t get as much rewards as running, as I would of back then. And then I go for a run and I reap the benefits, but now, I go for a run, and I’m like, oh my god, I could of done my pre lab and I have to do this and I have to stay up late.

[How do you balance that?]
I balance it because I know if I become a sloth, and don’t ever do any activities, that I will feel worse then. And I know important being healthy is as I’m in kinesiology, (laughs). I think the only thing, maybe, that I could comment on, I don’t know if it would be good to comment on it, is that I find, I don’t a lot of friends who do the, who enjoy the same activities. I think that, reflecting on it now, I think it plays a huge role on in why I don’t do those activities because it did seem natural, because. Back in the transition period of time, everyone was doing everything that I did, that it seemed natural. Everyone is like, oh you are going for a ride, I’m coming, let’s go and its fine. But here, I don’t even know if I could find someone to bike with, or climb with, like I don’t know anyone who climbs.

[Like you just haven’t met those people..?] Haven’t met those people, or those people that I do know climb, I just don’t think our schedules meshed, I haven’t reached that point where I could call them up and be like, ‘I’m going climbing, coming?’ Its just kind of still, everybody here is just an acquaintance, you know? My brother enjoys activities that I enjoy, but he wants to go surfing every chance he gets, and I kind of don’t always want to surf. I think the big part of it is the people that I know here. I think that, not doing anything for two or three weeks, would be a huge motivator. And that’s what one of the things I would change about the activity now, is just making it regular. There would be two weeks of doing nothing, then I’ll be like, ‘omg I have to do something’, and then there will be a week of doing something every day, and then I’ll be like, I shouldn’t of done so much. So it was like, I just need to be, I just wish it could be more regular.

At the thought of increasing her participation to derive more benefits from her activities, Abigail describes,

I considered playing rugby, but now it kind of scares me because I’m older and I’m think more scared of getting hurt. I definitely would mountain bike again. Probably play badminton again, and only because I tried to play badminton in drop-in, and got my ass kicked really bad, so I think, I don’t think I’m good enough to play badminton now. I would like to, but I just won’t. [What would it take for you to do those activities again? Is there anything that would be: ‘I really want to participate,’ What would make you participate again?]
I think if there was for fun, women’s rugby that I’ve heard of, I’m sure there is, but I don’t spend time looking for them. If there was, and I’ve heard of it, I would definitely still play rugby. If there were mountains closer to (university city) I would definitely still mountain bike. I think I’m just over badminton. It was good then, and now, I just don’t think I would go to a skills clinic. I would
definitely play water polo again, but there is not a lot going on with water polo here.

[You said you don’t seek out information, why?]

Mostly just because, if I know, if I’m committed to playing rugby, I probably wouldn’t have time to play. I would feel like, it was a waste, because I would never get to go. That’s why I actively don’t seek out information right now, but I feel there will be a time when I do once again. And then maybe participate, hopefully.

In concluding the recap of her experience, Abigail reveals her true attitude about her physical activity behaviour at university.

I think the main thing that I wanted to get across, was like, I am not as happy with my activity now, even though I’m still active. I’m not as happy with it, because I don’t feel, like I allow myself to have the time to do it. (Sigh), it’s not a good summary, but my main point is that its changed, but I don’t think it’s changed for the better.

[How would you make it change for the good?]

I guess just do more, do more, well. I don’t know if you have ever tried to register for a recreation course, but its impossible. They fill up within a millisecond. I think that’s kind of lame, and I think being in kinesiology, I don’t find it really accessible, to be active to be active here at the university, to be participating in group activities. I don’t find it accessible at all. There is nothing advertised, no one is encouraging you to do it and there is nothing that’s just for fun. There is intramurals, but they are impossible to sign up for, you know. I find, there are a lot of barriers within UVic, but there are always things that you can do on your own, which is great. Do I sound bitter?

[You sound like its great that you’re, somewhat satisfied with the activities that you are doing right now, because they are more physical. But you are trying to connect to the mental and emotional part of your physical activity, and that’s when you are having troubles doing.]

Yeah, I think so. Yeah, that sounds right. That’s its definitely; that’s a good observation. I think I was surprised that now I’m in kinesiology and I’m the least active I have ever been in my life, and that’s surprised me. Because I was thinking, I was going to study exercise science, and thinking that would just spur me on, to be like, so involved. That everyone would be doing it, and like, I’d want to be trying out all these new, I haven’t even learned one exercise since I have been in kines. I was surprised, I was not expecting that, it isn’t a bad or a good, its just was like, ‘wow, that weird’. Now that I’m in exercise science, I’m the least active I have ever been.

Paige

During high school, Paige describes her activity to be extremely demanding,

Well, to be honest, I didn’t really have any free time. My whole high school was just school and sports, that’s what I did. If I had an hour of free time, that would be dedicated to homework. It was just school (and) sports. Well, I was involved from grade 8 through 12, or 8 through 10, I was involved with three soccer teams, two basketball and two field hockey, then did some dance in
there. For school sports, it was just for the seasons of the sports. Field hockey I played all year around, I skied in the winter, because it’s a ski town. The ski hill is just a two-minute drive away. And it’s well known and its a very good ski hill. That’s just what you did. I was skiing from the minute that we moved there. Every weekend that I had spare time, you just, that’s what you do, you go up to the hill in the morning. If you have had a spare block for class, people would go up to the hill and ski. I did them within the school and a few teams outside of the school. Soccer I was playing since I was 5, and then basketball since grade 6 and then field hockey wasn’t offered until grade 8. I played soccer competitively as with basketball, right up until grade 10, and then I was dedicating a lot of time to field hockey. I was playing on the high school and the regional team and then tried out for the provincial team and made that. That’s what the girls did in my town, once you got into grade 8. So when I got to that point, I just realized that financially and time wise, I needed to focus my energy on one sport. So I cut back basketball and soccer to one team. And then played provincial field hockey for grades 10-11 and 12.

[When you mentioned you had to whittle out sports, how did you decide which ones to keep?]

Urggh, that was hard! I think basketball was what I was least passionate and that year, I played the last two that I played basketball, was in a regional team. It was, the coach was very aggressive and just he was, it wasn’t a good atmosphere, so I think he kind of deterred me. Basketball was the sort of the easiest to just, drop outside of school. And soccer, I think it was evident that I would have to come more competitive, and I definitely had friends doing that, but they cancelled the rep team in our area, so I would have to be driving to (neighbouring town) which is like an hour away. That was sort of, ‘I guess I’ll have to that cut out’. And then field hockey was the one that I was excelling at the most, and because of the provincial team, I lived at least an 8 hour drive from Vancouver and that was where my practices were. So for 3 months, 3 or 4 months of the year, I would drive Friday after school, 8 hours practice for 10 hours, drive home on Sunday.

Paige was motivated to continue participating sports because of her family lifestyle and the feelings and benefits associated from physical activity.

My parents were super involved and just, big supporter and they just enrolled me in. It was never forced, which was nice. It was just, if you wanted to do it, they would support us and we had just to make sure, academics were up to par. I just, I’ve always been fascinated by fitness and exercise. I read my first nutrition, handbook or fitness textbook in grade 7. I just loved the way it made your body feel. Being part of a team is really important, just the connection you make and team moral. So that’s probably what continued my participation. I’m competitive. It was just rewarding, to me, I couldn’t think of any other way to spend my time. It would be, normally, at least 10 hours a week anyways, on top of my sports. So it was, that’s what was fun for me, and that’s the activities that I would do with my friends.

[Even though, you talked about the time, physically and mentally... what made you continue to stay in them?]
Ah, maybe just a sense of obligation, or just, my identity, was definitely around, athletics. I mean, I did well in them, so people did really identify me by my athletics. You know, it was a great feeling, to go on the court, and they say... watch that number... you know? The people knew me in the community. Yeah, that was my identity, so that probably. And just the fact that I loved it, and I couldn't think of any other way. And its hard for me to give up something that I'm good at. I think being good at something to me, is just, (pause), really putting your all into something, training for it and seeing the success from come from it. It was rewarding just, to see how far you can push yourself physically. It's how you feel after exercising. That what I love, that's what I think was so fascinating when I first started doing sports. Its just how great you feel that I just wanted to keep doing it
[You mentioned earlier passion... can you describe that a little bit more about what are you are passionate? What does passion mean to you?]
Passion with regards to sports, that is, its just a, I think I'm just fascinated by how food and exercise, changes your body and how wonderful you can feel from eating healthy foods. I think I'm just passionate about spreading that to people and letting them know and getting people active, and doing that for myself. Like, I mean, I certainly, I think I took passion to a point to obsessive for quite a few years and I think I'm passionate to about being good at something. I don't know if that is passion, but just working hard and seeing the results and being prepared.

When asked to describe some of the challenges she encounter during high school, Paige responds,

Time wise, was the most difficult. Financially, it was extremely, it was strenuous. But I started work when I was in grade 6 and I would babysit and in grade 7. I actually didn’t see my first pay check, ever, until summer after I graduated, after first year university. I just told always just told my mom to put it all towards my sports and my education. I would only work like three days a week.

[How did you fit in all these activities?]
I have no idea, now when I think about it. It was just so much volunteer stuff that I did on top of it. I think it was just the fact that I didn’t see my friends, unless it was at sports, which is probably another reason why it was so rewarding for me. That's what I would do, (pause), I don't really know. Well we didn’t watch TV in our house. We didn’t have TV and so, in growing up when we were younger, you either read a book or you go outside and play. I don’t really know how, actually, when I think about. The support, I think is a huge thing, having my, having to be scheduled, having to be very organized, is an issue. Carpooling, families always carpooling, so it wasn’t, the pressure from one parent to get to their kid there. Yeah, I was just crazy, I don’t know. I just got off on exercising and wake up at 7 and go for a run before school, and then I would do tae-bo after, and then soccer practice and then a field hockey game. It was just, no exercise was ever enough. I could just go to the gym for three hours. It was just, I loved it, and I couldn’t help it. It was also like, it does become obsessive, because it is such, it is an addictive being in to exercise. Like, I used to make work out plans for my friends, and we would have like boot-camp and (laughs). I had a couple that were really into it, and
then others, were just like, that’s too crazy, no. And I definitely had some friends that would come to the gym. I know one of my friends she was on the provincial cross country, I would do dry land, I would go up with her team and do dry land training.

[What kind of compromises did you have to make?]
I couldn’t really be a teenager, in a sense of, you know, drinking and this and that. I mean, I’m quite grateful that I just wasn’t interested in it. I think it was because I was, you know, I was away every weekend for tournaments. Sometimes, I just felt tired of it a lot. So when, I graduated I felt like I should be retiring. Because I was just, I was pretty, (pause) mentally, physically, emotionally, exhausted and ready to be a teenager, ready to not have to do anything and commit.

[Ready to have no responsibilities...]
Yeah! I just couldn’t, like the thought of not having to do something, was just the best. I didn’t really have that.

When asked to describe some of her current physical activities at university,

First year, because I came here to try out for the field hockey team, and I didn’t make it. And so that was my first big blow, my first failure, never making a team, and that was also kind of expected from a lot of people that I would just make it. so that was huge transition, was going through the two week trial and then being told that, ‘you know, sorry that you are not in it.’

[What did you do afterwards... what did your participation look like?]
First year, um, I was going to the gym, like 5 days a week, and then I would maybe, occasionally play intramural soccer on Sundays. Other than that, not much, running here and there, and basketball as well. And then, I just got more into biking once I lived off campus. So it was just mostly gym, running, intramurals here and there. This year, I kind of, I haven’t done it as much. I think I got really used to having my own time, and I’m having trouble committing to a team (laughs). So, but normally, I was playing on like three intramurals, so a tournament every Sunday, and a basketball team. Then once I played and met people, figured, there is always a need of girls, so I just go for different teams, so just through friends. And then go to the gym, I try to go like 4 to 5 days a week, and then bike everywhere. I hate the bus. So, I just thought, I should just start biking, I got a free bike, so I just started biking around, thinking, ‘this is the best, I’m going to bike everywhere’. And it wasn’t so much a conscious thing for exercise, it was just the fact that I didn’t have to deal with buses and I got there just as fast. To me, that was the best way to start my day. As if I got a little bit of wind in my face, and got my cardio in, and I was much more alert for my classes, and a good way to wind down before I have to go home.

Paige had to end her participation in some sports when she chose to play field hockey in high school. In university gave her the opportunity to pick up those activities again.

Soccer, definitely. Basketball, yeah, field hockey... I think that I’m still. It was just hard to take not making the team. And its interesting, last night was the first time that I played around with my stick and ball for, four years. Lots of people, of course they just pick it up and keep going (after something like that
I was so emotionally, done with it, with this sport that I mean, I thought I would be devastated when I didn't make the team. I cried for like 20 minutes and then I was like, “Yay! I get to be a teenager, no commitments.” So I think it’s hard, to pick up and here, at (university) it’s either, there are intramurals which is not challenging for me, for field hockey and there is also club teams, which are ex-national players and provincial players, which is awesome, but they are away on weekends a lot, and I've always had a job on weekends. Well I picked up the sports that I had to give up. So it’s more so just, yeah, kind of getting excited about those again.

[Would your excitement/enjoyment of field hockey be different than you’re excitement/enjoyment of soccer and basketball?]

Um, I think, (pause). I think I would enjoy it more than basketball, but I really love soccer.

[In what ways?]

Soccer, I just love it because, (pause), I don't really know. It's pretty casual, its competitive but its casual, and its, I love playing with guys. I really enjoy the challenge of playing with boys and they don't, I don't think they have a co-ed field hockey

[Is it just a different skill level or is it a different atmosphere?]

Um, I think its because I've been completely removed myself in a competitive sense from the game, I feel like, girls sometimes, you know, I take it personally when a girl is better than me or this and that. Guys, I feel like, people don't, they'll never compare me. So you are just free to just go and give it your best, and have fun.

Paige describes her reasons behind participating in physical activity,

I need cardio, just to sweat it out, and also, I put on weight super easily. Its definitely just a health conscious thing, you know, I mean, I don't work out, I'll just like gain weight, like a beast. Cardio, just the high that you get from it after, and feeling great. And then, um, weight training, just the way its super important, to build, for everything, to maintain your body, to have strong muscles. And I need it for firefighting, you have to. I mean, I used to do it a lot for body image, going through high school. But now its just the feeling I get out after it; more balanced, more dedicated to my school work, everything in my life is just better. If I haven't exercised in a few days, I can feel it. I'm edgy and I'm tense, and I know that I'll feel better after.

[Are there benefits that you want from your activities that you are not getting?]

Um, (long pause). Yeah, I think that, I would just like to feel more satisfied in my activities.

[In what way?]

Just in the sense, that I think I'm really hard on myself, if I've gone to the gym, and say I always do sprints for half an hour, if I do it for 28 minutes, I feel, like I've cheated myself, life sucks or something, you know? So, just, and a variety of workout, I've started to take yoga a lot, actually

[How did you get involved in that?]

Well, through (a course project). That's what I said, 'I was going to do yoga for a month'. I wanted to have a healthier relationship with exercise. In the sense I can go into it and take this hour for myself and not worrying about getting a good workout. Just be at peace with myself and get into it. Since
doing that, I’m so happy in the way that it works out. And it just, I think that, it just made me realize that you need to do this and it feels right at the time, instead of forcing yourself into something. So the days that I don’t feel like going for a long run, I’ll do what I feel like and trust that it will all work out. I was a bit disappointed, just in the sense, I’m from a town, my town is built on the mountains. There no hills here, or hills that I can, I found that jogging outside wasn’t enough for me, because I need something more challenging, just because I got really bored and it seemed too flat. There is no stairs that I can run. So, I mean, there is a huge set of stairs in [hometown], and I would do sprints up the stairs, and that was when I was training for things. So, yeah, I found that there the variety of things that I can do. It is funny what a wuss you become now, when you, like being away from hills and then going back to [hometown], and be like, wow, I was in amazing shape to be able to run up this mountain, all the time.

Paige found being active in university is easy because of the environment of being in school. She also described that finding the right people to participate with can be a challenge.

The facilities, they are inexpensive. And, it’s a healthy atmosphere to be around. Everyone is doing stuff. You can normally find someone to join you or who is interested. I don’t know, I think it is just, whenever you want to try or get in to, you can always find someone that’s either does it on a regular basis, or who is keen. I think it largely has to do with my upbringing and because sport has been such a huge factor in my life; it’s not something that I would ever compromise. My friend base has sort of, it is revolved around that, around healthy people.

[What makes it hard for you to participate?] Probably because the same thing, when your friends don’t want to go. I am, I mean, I’m one of those people, if I start something and I start running and always do it on my own, and its super hard to have someone there with me. And if I start, if I say, and start with someone, and they don’t want to go to the gym that day, and you are like, I guess I don’t have to go. Yeah, so that is challenging, and then it is just when you get tired of the school. Sometimes I think it is an easy thing to justify not doing. But I just really try and schedule my days, so exercise is just incorporated into it. It just kind of, it just keeps the energy rolling

[How did you come up with that schedule?] I love making lists. I think just always, have, well in last year, I was really into spin classes, so every morning, id do the spin class. And if I’m going to see a friend I stretch a little bit, I go play basketball right now and I have friends, who every week, on like Wednesday, you know, we’d go play basketball or we’ll go for a walk or do this. I feel like we are all really busy and it something that is important to us, so if we can do it that way, its awesome. Well, its nice too, because I mean, when you are so busy, you both want to fit it in, so you mind as well do it together. And also, just finding people, they are not competitive, its really nice when you can just go have a nice workout and they are not intimidate by you know, I want to do this and this and this you know? So its probably seeing people that are athletic and growing up like, I have a couple of friends from [her hometown] here, that I’ve always worked out with,
Paige was motivated to balance her extracurricular activities with a job that would help to fund her education.

*Probably because normally I work 3 or 4 days week, and I've had every other year. This is the first year that I haven't had a job. I've always having to work my schedule around sports or just, have to play on certain teams, because of that.*

[How did you come to make that decision?]

*Its just, financially, you know, school you have to pay for it, and I was really determined to do it without any debt. So I jus, it was lots of things I really wanted to try when I was not committed to a sport. But just financially I couldn't do it and I would have loved to do Pilates classes, or dance classes, but it just wasn't a possibility. I think I just didn't look a lot of other activities. I just stuck to the basic ones that I knew. I mean, if I started learning about all of activities that were available I wanted to do all of them. So I just kind of, kept it pretty basic. Yeah, that's what you are going to do. I mean, I would definitely like to dedicate some time to do, you know, different things, such as yoga, Pilates, if I could dedicated some time to that, you know.*

[Because you've always had to work to participate, has that impacted how you choose which sports and how long you stay in them, or what you can do?]

*Yeah, it definitely impacts my dedication to them.*

[In what way?]

*Well, I figure if I'm paying this much money for it, I should go use it. I mean my yoga pass is ridiculously expensive, and I bought it at the time when I had a lot of money from firefighting and its definitely my money has dwindled away, it makes me realize that I'm really lucky that I can afford to go to the studio, so I'm going to make use of it and enjoy it. I guess its just I've always paid, I've always contributed to my sports, and I really believe in committing yourself fully towards something. It may just be a personality trait as well, as financially committed. Well, I think that, I mean that money is always an issue, I think that it is difficult, but I also feel that your health is worth something investing in. Yeah.*

As an economical way for transportation, Paige chose to be an active commuter by cycling to campus.

*Commuting purposes and fitness. And because it’s one of those things, even if you don’t get a chance to get to the gym, you don’t have to feel bad about it at the end of the day, because you’ve fit in 45 minutes to an hour, an hour and half of biking. Actually, the last couple of months, I haven’t been as much just because my bike, Blue Cheese, in on the fritz. I have had a couple of bikes stolen, so that’s why I’m missing them.*

[What makes biking easy for you?]

*I think its the fact I don’t have to breathe hard and that I love speed. So its just, I feel really free going around on a bike. And its just like, its familiar exercise, which I think is an important thing to have those activities where, like, I’m sure for a lot of people its walking. You are outside, you are getting*
fresh air, but it doesn’t feel like a workout. The weather, sometimes it can be a deterrent, and also when I’m bringing all my gym stuff and books to school. It’s sucks, because you are carrying a massive backpack that you don’t want to carry around all day, and then you have a sweaty back. It’s kind of superficial that. I was definitely nervous about biking in traffic, but you just got to do it and then it’s not as scary as you think.

When Paige compares her participation over her transition period from adolescence to university,

For activity, yeah, high school was very competitive and also, there was a lot of puberty stuff going on, body image and that. So I think that, that drove a lot of my activities and probably, it wasn’t as healthy as it could of been. Definitely wasn’t as healthy as I could have been. There was constantly a bit of dissatisfaction, was saying, I’ve done 4 hours of exercise that day, or 3 hours, you know. Now, it’s more about pleasure, and just taking care of my body, so that it lasts me for years to come.

[What sort of, facilitated that shift?]
Um, I think it was, being around some new people that, it wasn’t an issue, body image. And also just understanding, this is the body that I have. And I should be grateful for what it can do and the fact that I was thinking about how much time and energy was spent, thinking about something that was out of my control, and something that was so superficial and insignificant. It was really disturbing. So, I just decided like, forget it, I mean, it took lots of time to get over it. It was definitely like, this is ridiculous, and I don’t want that to be a focus, because I don’t want people to be, you know, that’s not why I want people to associate me like. The thing is too, when I didn’t make the field hockey team, it was the first time I wasn’t identify by my sports, so I was starting to find a new identity, that’s not related to you know, you were MVP for this and this and this, and none of my friends knew that. So now, I was just rebuilding myself from the core, and prove who I was without any rewarding experiences.

[The amount of your activities changed a lot, has that helped, impacted the way you view sport?]
It has, yeah. I think so. I just, I start now, I exercise, you know, 5 or 6 days a week, and it’s only an hour. I just give my all for that hour, and I’m fine and I’m satisfied after that. I feel great and I’m proud of myself that I can do that. And I think that it is just a matter of, listening to my body and taking the time that it needs, and dedicating time to friends, (pause). Yeah, and being okay with that. A lot of my friends, they won’t want to go and work out, and that’s fine and I mean, definitely I used to, I wouldn’t go hang out with friends until I fit in my workout. And now I make sure I fit it in, but its not unreasonable, its not like I’m taking out 3 hours of my day. Yeah.

[You talked about believing in that, can you describe, or what does that look like, believing in giving your all in to sport.]
Oh, I guess, it just means to me, not bringing outside noise, and outside stuff, outside of your activity into the activity. Just kind of like, yeah, being present, and try my best to be present.

(When she didn’t make the team) that was a huge shift, for me, a huge shift. It was a good reality check to know that, yeah, there is going to be plenty
more failures in life, and its just good to learn from them, and roll with it and listen to your body. Yeah, and I think to, for a lot of people, in comparison from high school to university, you are more educated, you learn about the benefits of living of a healthy life. Whereas in high school, a lot of it, is just who can be the skinniest, and its done in such unhealthy ways. I think that was a big transition for me. I think it was just really owning my actions, rather than telling my friends, and preaching like how to be healthy to all my friends, like really living that, and showing, leading through example rather than, just preaching. So active, and it was the fact that I wasn't the smallest of all my friends, and I didn't understand why my body, I just couldn't believe that my body would still be curvier than all of it, and now when I look back, of course it's not curvy, but then curvier than all my friends and it's hard to swallow, and you think, I'm doing everything right, what's going on. It's hard to be at peace with the fact that this is the way my body is built.

Zachary

Zachary has also been highly active in team sports since a young child.

I played all sorts of sports, mostly hockey, that was the biggest one. So, at its peak, when I was playing competitive, ahh, it would have been on the ice 5 times a week normally, for at least an hour or two hours, sometimes time more. That has been a lifetime thing. So I started when I was young. My parents were a really big factor for me to be involved in a lot of things. Like when I was younger, I did gymnastic, hockey, soccer, baseball, all these different things and then, and then kind of stuck with, what I most enjoyed, and I think a lot of that had to do with peers as well. A lot of my really good friends, played hockey, so I think that was a big part of me staying with it. Along with my teammates, I always enjoyed the sport. I played on the, I ran on the track team, I played on the soccer team. Track and soccer was within school. Hockey and lacrosse was outside of school, since our school didn't have programs. Yeah, I ran, and then I, maybe I played badminton for a year in high school too. I kind of did a lot of things. In the summers I would normally, once I started getting more competitive with hockey, I started training more in the off season for hockey those were the big ones.

When asked about his enjoyment in team sports, Zachary responded.

I guess that's changed like throughout the year, I think, initially like, for the camaraderie and not that's its changed, but I think, its the more the participation at a younger age, and as, as I got older, I think I enjoyed the intensity of it and the competitiveness of it, as kind of an outlet for me, for those... personalities, I guess. That was, like that is one thing I've notice since my injury up here, like, except for my first year, I just played intramurals, that is sort of something really missed, like, you still have the same group of people playing the sport, but it was lacking the competitiveness and I think that's part of the reason, why I went to, I started playing for the (university) team. I was missing that element of it. A lot of it had to do with it peers, I believe, I played soccer for until I was about 13, a lot of my friends were involved it, and then a lot of my friends started switching to other sports, be it golf or lacrosse or whatever, and then I remember when
we switched. I would have been about 14, we had to move from playing, because I lived outside the city, we played for the community, and I would have to had to move to play in the city. It was kind of a whole new group of people and I was alone in that group of people and that was, the year I quit because I was no longer interested in that, because a lot of peers where not involved, my friends I should say. So I switched over to playing lacrosse.

[Oh okay, why lacrosse?]
Ah, (pause), I think it was like, that was a big part of it definitely. I knew quite a few people who played it. It seemed like a fun sport. Ah, it was kind of like, it had the contact and things like the hockey did, so I think it was kind of a good, summer activity for a lot of hockey players, who play that. And um, Why else? I think it was, it was just started to become a popular sport and I wanted to play it. Yeah, hard to say a big reason, mostly, I would say peers. I'm sure, if a lot of my friends had started to play rugby, I would have started to play rugby, a lot of it had to do with friends.

[What did you enjoy about playing with your peers?]
I think at a younger age, the time you get to spend with them. Time playing sports was time I didn't have to be doing something, doing chores, or homework. Even doing nothing, like I've always, I've always just tried to be very active, and I'm always happier when I'm active and doing things. That's kind of being a shift, I can't reasonably be involved with as many sports as I was in high school. I do, I stay active in other ways, just running, going to the gym, which is stuff I never really did much in high school, because I always busy playing sports. I think a lot was, again, the time you get to spend with people. I've always been a team oriented person, having my friends with me all the time, kind of. Plus you get opportunities to travel a bit, yeah, its always just, its fun. I've always played, I enjoyed it.

Zachary is a very challenge and competition driven individual. When asked why, he said,

(Pause), that's a tough one, why, I don't know. I've just always enjoyed the competition. Ah, I'm not sure if that is a family thing. I had a brother who is very close in age with me. We've always been competitive with each other, eating dinner was a competition (laughs). I think he was even more competitive with me, because I was older. So he was always trying to prove himself. I'd get up, and he say, 'I ate two plates of spaghetti’ and he'd say that he ate three. It was that kind of relationship. So that probably had something to do with it, and I think if you want to, its trying to prove yourself thing or a wanting to achieve something is part of it. Again, I don't know if helps if its a nature or nurture, if being involved in sports breeds that competitiveness or sport breeds the competitiveness. Because I do know a lot of people who participate in all the same sports, as me but they weren't as competitive.

[What did you enjoy about your activities in high school that made you stay in them?]
Probably, the people, the camaraderie, and the competitiveness. I think, with hockey, it was just a lifestyle. There wasn't ever any question that I wouldn't go back it. It never even crossed my mind. Other things like, soccer I gave that up. Um, and then I rejoined in high school, so yeah. I guess. A lot of it had to do with friends, and convenience, like it was easy to play in school, whereas driving into town for every single practice was difficult when I was
younger. What else made me stay with it? See, I think, hockey is really the sport with the most longevity for me, because it was, even lacrosse, I played one season, and then didn’t play the next season, and then I played two season after that. [Why the gap?]

I was more comfortable and happier playing hockey, because I played it my entire life, I was always comfortable playing it, and I developed the skills, and was confident, whereas lacrosse, I was kind of, it was different, my first year playing, I didn’t really know anyone on the team, so it took a little while, to develop any friendship, I guess I didn’t feel as confident or as comfortable with those people, as I did, with the people that I’ve been playing with, since I was five, you know. Even when I played hockey in town, I didn’t necessarily have the same people that I’ve grown up with on my team, but we were playing against people that I grew up, but we were still kind of all in the same network of people, the same groups, you know, we would still have practices in the same arena, so I would still see everybody. Then, I played two years doing that, and then I game back for my grade 12 year and just played in my community. I think that might have been even more fun, because it was, so I big part of it for me was the people. Just because I knew everybody on the team very well, and I think I was a lot more confident among those people, I’ve known them my whole life. I played at a higher level, so coming back to that, so I could be more of a leader on the team, and especially in the grade 12 year, I’m not the oldest, but that year, there were three ages and I was in the middle, so, you are more of a leader on the team. When I was playing in the city, it was just a leader in a different way I suppose, and you don’t have the same relationships with people. It was just, in high school, it was fun to play on the same team with people that I was in school with, because, at lunch time we could talk about the game tonight, or you know, getting up to ridiculous antics, wear our jerseys on game days, and stuff like that. It was just, I guess, I had a lot of fun with people, doing those things. If my school had a team, I’m sure I would played with that, and that because the spirit is a great part of it, I think. There is a spirit elsewhere, when you don’t see those people, when you see them just at the rink, you don’t know people outside of hockey as much. It is nice to be in involved in your community I think.

Peers and his social network was a large part of his initial sport involvement and the atmosphere and his competitive drive kept him participating.

I think, partly, I had a friend or two going out for it. It was just, like, the track meet it was fun, I liked running. You know, I could go to a couple practices after school, and then miss school for a day, to go hang out with my friends. You know, that was probably part of it. I think I just always, tried to associate myself with people who were involved with those things. A lot of my friends in school were fairly athletic people, so we always did those types of things together I think. And I, anytime when I had an opportunity to do something outside of school, I mean, it was good for me. I’ve always been a high energy person. Especially in high school, sitting in class was never something I really enjoyed. If I had the opportunity to go do something else, I would do it, especially if it was a really nice day outside.
It was also a way, to, I dunno, to prove myself, test myself in certain ways. I liked high school track, because they, the cut off was your birth date, rather than your year in school. Because I skipped a grade, I was a younger, I got to run with the grade below me, which was almost like sandbagging, (laughs) because, I felt, maybe I was just more like equally developed, but I had been pushing myself with people who were older than me for a lot. I think did really well in it, and I liked that about it. I liked maybe to prove that I was faster than somebody else, even if that was a small part of it.

Zachary's transition to university included spending two years at a specialized training program in college. It was in that program that saw a shift in his participation.

There was, a lot, like, like fitness testing and stuff, and I started, I think that is when I started pushing myself on my own to develop my fitness, rather than, when I was training for hockey or something. But this is somewhere, where now I'm not, um, necessarily; I'm more trying to improve myself, just to improve my own fitness, rather than training for the next season. Although that was always on my mind, because I did a year in Quebec first, where I played on the hockey team there, and that is one way I stayed involved in sports, and then, got quite a very strong network of people, who was always interested in that, you would go through a lot of fitness stuff in your training. I guess, this year, I met a lot of really great people, really quickly and then, I always had someone to train with, always something pushing you. I was playing hockey as well, but the hockey there wasn't as competitive it was just the (college) league. When I went to (college name) they had, a much better team, they played in (national university sport league). I tried out for that team in my first year, and didn't make it, and they told me they want me to play a year of junior first, so I started playing junior in the town, and that was a lot of manage. Playing outside of the school, you know, junior is normally 5, 6, 7 times a week its pretty competitive and they expect a lot. When I was taking, I was in first year engineering, plus the (college) stuff, plus learning French, we were quite, quite busy. And then, I started doing, really well, on the fitness tests that we had there, and I had kind of got picked by a couple of people to start training with this (college) skills team out there. So I kind of started doing that, so this time I was still practicing with the junior team and training with these guys. It was a lot, really, it got to be too much. So I gave up playing hockey after the first semester, and just started training, I was training more informally with the (team name), because the team isn't picked until January and then you train from January through March and then there is a big competition in the states in March. I started, I gave up hockey before Christmas, and started training with these guys, and that was very, very full time. There was two weeks of try-outs, and during that time, you are training, at least once a day, and once the team was picked, you train twice a day. In the mornings, we would meet up at 6, doing more skills type stuff. The team, it's a big obstacle course, and its run over 10km or so, fitness is a huge part of it and then there is climbing over a 12ft wall. They take your overall time, and then also each time of the events. They are all very demanding tasks, and then the whole thing is timed. So it's really a high fitness event.
Being a member of this skills team help to satisfy his wants from his physical activity participation that his previous sport involvement was not able to provide.

The competitiveness of it, the elitist of it, I think. It was, it is not something that anyone else knows about, but when you are there, it is like the big event. You are treated really well by the staff and everything. You get out of a lot of things, because it’s so demanding, your training. That’s, I think that was part of me, fully embracing the (atmosphere), because it was like, we got to do some pretty cool stuff with that. It really, really pushed me. Like I’d never, I use to run, in high school, I used to train, but it was not anywhere near that intensity. I mean, I didn’t even know, what that intensity was really and I really enjoyed that. I enjoyed being part of that group of people. They were just all awesome people. We had a lot of fun, they were, the same thing, I had friends on the team; it was more like I became friends with those people on the team. Two of my really good friends before, made that team as well, we were together. It was just one of those things, you know, everyone who is reasonable shape tried out for the team, and then making it, it was almost like, [a sense of accomplishment]. Yeah, totally, I was proud to be doing that because, we represented our country. There was only one Canadian team, and we competed with some 40 some American teams and some British teams. So it was very cool, like I would have never made a Team Canada for hockey or any other sport I participated in, so, that was pretty cool, a very sense of almost, accomplishment, elitism, or that something I’ve always strived for.

[Was there anything else at (the college) that you did?]

Yeah, I mean, that was a lot. Only twice a day and weekends, I played intramural hockey when I could, like when the games worked out for me, so its intra squadron kind of stuff, but its, very, very different. Different, because like in engineering there, you don’t just have to just engineering, you have to do, there is French training, because you have to be bilingual to graduate. And you also have psychology, philosophy, all these social things; you have to have, like I guess, some sort of, literary knowledge to be an officer. It’s officer training there, so we do like 7 classes a semester and then training twice a day and then engineering all my classes are like physics, chemistry, you know, algebra, there is not even like there is a free night really. You just, its never like, if I had the same dedication to my work as I do now, and I definitely, there is (original emphasis) not enough time. There was always some joke, it was in the enrolment thing, that someone once calculated how many hours just a normal (student) to put into all these things, and it was more than 24 and that doesn’t include sleep, (laughs). We would normally sleep like four hours a night or so. When, obviously, the things I took on, the extracurricular I did, added a lot. Those people that we were on the team with, we would always go out and party on the weekend too. But it is not like I didn’t have stuff to be doing, everybody was going out, this is what my friends are doing, this is what I’ll do. That was kind of my attitude with it.

[The way that you speak about it, it definitely does resonate that it was something that it was who you are, and you enjoyed it... would you go back and do it again.]
Yeah, (long pause), I mean, if I was in the same situation in my life, I would go back and do it again. But it, like, as far, as the demands, I've always enjoyed that, I've always been attracted to um, things that are difficult. It does, so yeah. I've always been attracted to pushing myself and things like that so that was, (pause), I say, I moved on with my life now, that I don't, like I wouldn't go back and live through few months just because I did enjoy it but, [But that was a good then,]
Yeah, and this is good now.

Currently at this university, Zachary has returned to his past team sport and general physical fitness activities. He discusses his reasons from participating and the enjoyment he derives from them.

Um, play hockey still. I was playing on the (university) hockey team that was a few times a week, that kept me pretty busy. I've, I guess, normally, I enjoy running. It is almost like an out for me too. I find if I'm getting stressed about anything, if I'm having difficulty focusing, like going for a run, going to the gym, something that is high intensity even for a short period of time, will make a big difference for me. That was always part of it, my staying active, is that I've always enjoyed it. I think, my level here, my activity is more changed because I'm not training for anything in particular anymore, at this point of my life. I'm more just, being active because I enjoy it is more like a training for general fitness rather than, a specific event or anything
[What do you enjoy about being active now?]
The way it makes me feel.
[Can you describe...]
Yeah, so its, I mean, it will help me focus, it will help balance my life, expend that energy. I have a hard time, if I'm not active, that's why I'm having a hard time with this head injury and everything. Because I'm a high energy person, I have a hard time focusing if I can't do anything. Like its just, if I go for a run, and spend an hour reading afterwards, I can get a lot further, then if I spend 3 hours, while I'm going crazy in a room, (laughs). I think that's, activity is just always, always been a part of my life. Like when we were young, it was always, running around outside, we were just always active people. My parents were part of that too you know, they always take us hiking and stuff like that, camping and everything, just always being involved in things. I think that's, that's part of it. I think a lot of it, you know when I first came out here, its like I reached this level of fitness that I didn't want to lose. Part of it, was training because I enjoy being, I like being fit. I like being in shape, as I learn more about health and stuff as well, that's part of it as well.
[So, you didn't want to lose, you speak about it in past tense, so have you lost that?]
Oh yeah, right now, I haven't been able to do anything for several months, (pause). But I'm confident that I'll regain at least, a good level of fitness, I mean, not. I know that I won't be the same shape that I was when I was at (college). It's just not reasonable training twice a day, every day (laughs). But I think part of it, I would enjoy pushing myself, even last summer, firefighting, that was one thing that I really enjoyed about it, they give you the time to exercise, you know you work an active job, and then you have, when the job
wasn’t busy, I was surrounded with a group of people that love to train. I try
to do like high intensity stuff; I tried to do more like body weight things. I do a
lot of circuit training activities. I really like hill training, just because the high it
gives me and ah, the amount of energy I put out doing it. I do dabble in a little
bit of Olympic lifting. I’ve never enjoyed training like individual body groups,
just standing, pick one and do it, its not very functional, its not, it doesn’t give
me the same feeling, Yeah, as you know, doing something where my whole
body is involved. I feel like, those kind of activities are more applicable to
something. I’ve always trained thinking, that I want to be stronger for hockey,
that’s part of it, and also that’s a personal fitness thing.

The university environment has made participation easier for him.

Yeah, when I was first out here, I had a good friend or two from (college) who
I used to run with a lot, you know go run (local mountain parks) all the time,
so that would keep me active in that regard. And then, I don’t really have that
network, as much anymore. Well, actually I do now, but I can’t use it. I didn’t
have it as much last year. The weather, I mean in (university city) that’s a big
part of it. The location, the fact that I can go running along the beach any
day, is pretty incredible. I’ve never enjoyed big cities or anything, so and I
hate running where there is traffic and stuff. So I lived close to the university,
so I’ve always felt like I can come run the chip trail here, or up to (local
mountain), or down to (nearby neighbourhood), there is always somewhere
beautiful I can go. That’s one thing I enjoy about activities, to get outside and
do it as well. The gym is quite easy to use, its so reasonable, $35 or
something for a semester if you are student. It is something it is something I
don’t even consider buying a pass for, therefore very convenient to use. They
have pretty easy hours too, like I used to spend more, a fair bit of time there.
The fact that it is open late and stuff, I’ve never, I don’t like working out in the
gym when there is a million people there either. It’s good that its open until 11
and I can show up at 10, and have a nice quiet, exercise or whatever. Or go
early in the morning, it is tough to maintain that schedule also. The only way
to do it, be a morning person, is to keep it up, and I don’t like to keep it all the
time. And then you have to go to bed at like 10, and that sucks. What if like
10 o’clock and all the fun things happen after 10. It’s tough to burn the candle
at both ends all the time.

The demands of being a university student also constrain his physical activity behaviour.

Um, so aside from injuries, which would be number 1, I would say that, ah,
(pause), I would say that school makes it difficult to keep a routine of, you
know, as if you are training for something because school has up and downs.
Sometimes you have to take time off training; I guess it depends on your
mentality towards it too. When I don’t have a lot of things going on, I like to
train to improve myself, to be on some sort of a routine, or even, going daily
or something to, just try to develop, myself I guess. But then when, I get more
busy with school and those things, my mentality changes to, it is a balance. I
need to do this in order to be productive you know, need to exercise at least,
every so often, or I, haven’t effectively be at school. It is tough to devote that
time for sure. The thing is when I was firefighting, at the start of the season,
you have like two months, before it got really busy a month or so, and we,
during that time, I would train twice a day, just because I had the opportunity to. I thought that, it is great to push yourself I think. Just to see what you can accomplish I think. But then, that definitely changes, to, you know, back to school, I guess. If I’m busy in exams, I don’t go to the gym often, but I will go for a run, in the afternoon if I’m really stressed or in the evening if I can’t focus and that will help me study. It is always a compromise, there is always something else you can be doing. I’ll say no to going out lots because I want to go to the gym. (Pause), I... um, the I think there is always a compromise, its just a matter in what you are compromising. But I feel like, that is the same with anything but that, activity is more of like, I think that is something I like about it as well, you have to be totally involved in it. You can be studying and thinking about something else, or talking to someone else, or whatever. Ahh, activity, if you are running, you totally have to be totally running. That is what I enjoy the most, is when I hit that zone. That when, because that is what calms me, when my head shuts off, and its just [you and the elements]. Just running, that’s it. Because, I mean, activity is like anything else, sometimes when you try to push yourself sometimes is just better than others right. But I think I find it easier to push myself because its, its like, its within my physical control, that if I’m studying and I don’t have, or if I’m not studying hard, its tough to like, just to say, to tell yourself to study harder. Its not like you can move your legs faster, because in my head, if I look at something faster, it not like I’m going to absorb it faster. Its, there is so much more mind games involved. I think activity helps me because focus on, like when I have, like when I can hit that zone, um. Like I get frustrated running sometimes, if there is cars going by me, or like I’m stopped or something, [it breaks the flow] Yeah, yeah.

The role that physical activity has in his life is a factor in which helps him balance all the other competing demands in his life.

Part of it is like, I think when I am more active, there is almost like I need to go, there is a bit of guilt thing. That if, you know, that’s something I need to do in my day, so once I do it, I can, and the hardest part of my day is over. But then, part of it, it so, it depends on the mentalities, which part of it, when I’m stressed out about exams or something, that going for a 30 minute run, even just around the trail, that will help me relax, think about something else, and to calm myself. I think that everyone has different ways to calm themselves, relaxing themselves, for me that is always something that does it. Again, I always do things that have intensity, I don’t going for a long, slow run. It doesn’t do as much for me, as doing intervals on (local mountain), if I go there, and do a couple, two or three intervals. I go and get lost there, it is such a beautiful area. I always try to have a balance in my activities as well. Some days I will do just trails or (local neighbourhood) and then, I do enjoy the high intensity things, like the hill running.[Would your enjoyment of them be different, with your low versus your high activity?] (Pause), afterwards, the high activity makes me feel better, the high intensity. As far as like, as far as just, the way, the fact that I exercised, makes me feel, it doesn’t really matter, just doing something helps. But I get more way more of a high, after doing something with a higher intensity.
Like soccer, if I a few of my friends were having a soccer game, definitely I would enjoy that. I think the thing that is toughest for me, is not taking too much, and not doing, I mean, I’d love to be on the soccer team and the hockey team, and all of that, and lacrosse but there would be absolutely no time for anything else. I think maybe I just choose the things that I enjoy the most.

[How do you make that decision?]

(long pause), I think because I like the game more. I guess, as far as of a commitment to something, I kind of choose what I’m going to enjoy more. But as far as, yeah, choosing hockey, it is something that I’m going to have fun, I know a couple of guys on the team. I know I have a much better such at making that team than I do a soccer team, because I’ve played it for so long. Some days, it seems more like a chore, and then the thought process is, ‘get off your ass and go do something, stop being a bum’. Other times, I guess it is more, I really need to go do something, ‘I’ve stared at this book for half an hour, and I don’t even know what I’ve read’. And that’s a frustrating thing for me right now, because I don’t have that out. If I’m sitting and struggling in the library and I can go outside and take a breath, and go whenever and do something else, that has been my out for so long, not having that is difficult. It’s hard to say what’s happens more, if its ‘a get off your ass, or I need to do this’, it really depends on everything else that is going on I think. But then a lot of it too, has to do if I had someone who makes me do it, that’s the thing, I haven’t really met any good training partners out here, a lot of my, the guys I’ve trained with are from (college). A couple of guys that are out here now, I’ll still go for a runs with and stuff. But I haven’t really trained anyone from (the university). A part of it is intensity thing, when I go for a run, I like to have someone who pushes me.

I mean, as far as guys on the hockey team, there is maybe one or two guys who would be able to run with me. Just not that I’m arrogant or anything, I’m smaller than a lot of the guys, I’m fitter than a lot of the guys. Not that I’m a better hockey player, it just has been part of my life for a while. I think I’m just I’ve always been, a pretty fit, an athletic person as far as that goes. I’ve always liked to be better than what I am. So, like, having my brother around, is wicked, because I can train with him. Yeah, I’ve always enjoyed that more, if its the right person. I enjoy it, I don’t enjoy doing things by myself activity wise. I think I’ve always preferred being with a good set of people. I like, them, eh, but if I had, if there was infinite hours in the day, I would like to do absolutely everything, but its just not reasonable. Um, if yoga wasn’t so bloody expensive, that’s part of it too. There is definitely a benefit to these things. And a huge benefit for me, I’m so injury prone, so like, wound so tight, like my joints and everything the flexibility and the balance and everything are good, the breathing exercises, there is a lot of benefits, at the same time, I don’t come out of that, feeling the same as if I gone, even if done some circuit training. I can sit outside my house and do push ups, pull ups, push ups, sit-ups, squats, you know, run a lap around the neighbourhood and get a better like, concentration boost, that if I’m doing the yoga. Sometimes you can get it a little bit more, same thing with hockey, the intensity, like I played intramurals out here, and I didn’t enjoy it as much. Part of it is the people who were, like, I find normally when you play a sport, like the higher levels, or maybe it is the levels that you play at that are most suited to you, you find people who are also more like you. I found the lower
level hockey, its just guys that never keep the game going. I mean, socially its different, I don't know if its a confidence thing, or even just a pushing yourself thing, that I've, like, certain, higher levels I find more people that are like me, and more people that I can get along with and have fun with. But that's part of it, the social side of it, you know. I think that, like, I didn't enjoy playing intramurals as much, because I still desire that intensity and to get that zone, and to be playing a sport where you, you are going out and playing intramurals, it was always tough to, because even when I pushed myself, I find like the game was going so slow. I have a hard time, still, like, bringing myself down a level or when I do, its not as enjoyable for me. I think these are things that are; I'm looking at in, as far as my life. I need to learn how to lower the intensity because I've just, I can't go through this, constant high intensity, injury, high intensity injury and keep pushing myself, especially with my head, I think this has been the scariest because its, affects me in so many different ways. So, that's something that I need to learn to do, is to enjoy doing things at a lower intensity. Because I still enjoy, I mean, I go out and play lunch time shinny and I really love that. I mean, its just, going out messing around, you know, sometimes its guys who can play and sometimes its not guys who can play, and I really enjoy. I've even gone out with (friend’s name) and his friends and none of them can skate, really. Ah, but I have a lot of fun, because I'm trying to set him up for goals or something and I enjoy that. But I don't get the same, like if I'm working, if I'm busy, and I've given myself an hour to do an activity, I want to come away from it, feeling like I've really done something and like, it is totally outside of my system, I'm totally ready to go on to something else. When I go do something like that, its fun, and I enjoy it, but I come out of it, thinking, like boy, 'I can do that for another five more hours, (laughs)' you know? But it didn't really relax me as much so yeah, I think that, I'm thinking hard for a lot of these, that I've done anything in so long, (laughs).

When asked to describe his transition experience into university, Zachary responds,

*In high school, it was always more of a, ‘my friends are doing it thing’, so that was I think, that was a big part of my involvement. And then, as you, you know, you move away from home, and do start doing things on your own, and you start becoming more of your own life, and I had to make a conscious decision to keep activity within my life and make it an important thing. Because if you don’t make time for it, your day can easily be filled enough with other things. We struggle with that all the time, if you don’t make a schedule for here to here, its easy to get lost on the computer for, (laughs). So, I think I’ve always made a conscious decision to keep fitness and maybe activity a part of my life. I’d say its changed from being, involved in just sports and training for those sports, to, especially over the time frame since high school, its been a lot more, I just do things because I enjoy them, and because of the things that they bring me. And that’s more of a personal decision. I think everything becomes more of a decision as you start to realize, you know, take more control of your life [And what you’ve enjoyed and what you want from it.] Yeah, so that is, that it has been, I’ve always had to make a decision to do that now. Its definitely, you know, even the (university) hockey team, its lot lower level of commitment than, any other team, like, well, any other team*
that is anywhere close to that level. Its a pretty reasonable level for the level of commitment that it has and I think that is something too. The level of commitment is something that I've always liked, to be a part of something where, you have to be there. You are reliable to your teammates, they are reliable to you, and you count on each other. That was a big part of the (college) team. Those guys, were always like, you are always there 5 minutes early, 10 minutes, 15, whatever, for everything, and you give it your all everything, you are so close with those people. Because we would eat all our meals together, we did everything together. Then, here I haven't enjoyed the social aspect of hockey as much, its more of, you know, we only practice a couple of times a week. The attendance is lacking. We are a very, even, like it’s cliquey. There are guys that I don't know that well on the team. I mean that's normal, but I think its, ah, its different than if you are expected to be there every time, the level of commitment. So your question, the level of commitment to my official sporting activities has decreased a lot, but I guess I try to keep using that time to doing things, that I enjoy, that make me feel good. I guess, you know, that's including the injury, my head injury. I'm trying to find more things that gives me those outs and make me feel good. I think that's important then to make a commitment to doing things that you enjoy. I know that I always function better at a higher levels, you know, when I'm pushing myself, even if its going out and having a beach fire or something, that gives me something to look forward to, and that, the three hours studying before that, are more productive, than if I'm know I'm going to be sitting, studying for 8 hours. It’s a lot slower.

Zachary’s injury has given him time to be reflective on his past activity behaviour, but it has also encouraged him to try new activities and new experiences.

Well, both. I’m very cautious of things, because I can’t do a lot of, like I can’t. (A friend) was saying that they were are going diving, and that was something that I would absolutely love to do. But I don’t, I’m cautious to try it because being in water is tough on me, the pressure seems to affect me, and gives me pretty good headaches, and then the activity level. I mean snorkelling probably isn’t that much activity level, it’s just I am a little bit reluctant and cautious to try anything, because it hasn’t worked out for me (laughs). But I guess I am open to trying, more open to trying new things that give me the same outs, I guess. So more open to, you know, just going, like playing guitar and relaxing with friends, and stuff that is going, to help me balance my life in the same way that activity, physical activity normally does.
## Appendix G
Constraints to Physical Activity during University Studies

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<th>Themes</th>
<th>Intrapersonal</th>
<th>Interpersonal</th>
<th>Structural</th>
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<tr>
<td><strong>Time</strong></td>
<td>“Sometimes you don’t even, you take breaks of watching TV, instead of going for a run, because you are just wanting, you forget about the after effect of the run, because like “oh, I’m so lazy, I don’t want to get all ready, get prepped for your run.” (Addison)”</td>
<td>“I wish there was more opportunities for students our age, in the areas that you live in, like close to home, and not having to travel for it, because I don’t have a car or anything. So that anything that is kind of more of what I’d like, is too far out.” (Addison)”</td>
<td>“I wish there was more opportunities for students our age, in the areas that you live in, like close to home, and not having to travel for it, because I don’t have a car or anything. So that anything that is kind of more of what I’d like, is too far out.” (Addison)”</td>
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<td>“School started to be like a struggle for me. I couldn’t have a job, then there was absolutely no time. Sleep deprivation, it was just, a lot, but I was so into rowing and so determined to become good at it.” (Sydney)</td>
<td>“Just falling out of the schedule that’s all it took just falling out of a routine, trying to set up routine again, and get back into it.” (Sydney)</td>
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<td>“The warm up, the race, the cool down, the awards, socializing afterwards, and then getting home, that’s all day gone. I did it, but I shot myself in the foot so many times. Sunday night I would get home and I would be scrambling to get something done for the next week, because I flaked off to go to a race.” (Katherine)</td>
<td>“I think it is just, whenever you want to try or get in to, you can always find someone that’s either does it on a regular basis, or who is keen. when you are so busy, you both want to fit it in, so you mind as well do it together.” (Paige)</td>
<td>“I think it is just, whenever you want to try or get in to, you can always find someone that’s either does it on a regular basis, or who is keen. when you are so busy, you both want to fit it in, so you mind as well do it together.” (Paige)</td>
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<td>“And when I got to running upwards of 80km a week, it was like, okay that’s 8</td>
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<td>“I kind of wish, one thing I kind of wish, I had more people my age who would do a running club, that would actually show up though. I find at this age, we are all on different time schedules, which is so hard.” (Addison)</td>
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<td>“I’m not really on an actual volleyball team, I did a little bit of that last year with my program; it usually has a team in soccer and volleyball. Sometimes I come out and do that. I haven’t really done any constant intramural stuff, just because I keep myself pretty busy with rugby and that kind of thing.” (Alyssa)</td>
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<td>“I wish there was more opportunities for students our age, in the areas that you live in, like close to home, and not having to travel for it, because I don’t have a car or anything. So that anything that is kind of more of what I’d like, is too far out.” (Addison)”</td>
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<td>“Yeah, it was lots of things I really wanted to try when I was not committed to a sport. But just financially I couldn’t do it and I would have loved to do Pilates</td>
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<td>Time (con't)</td>
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<td>hours, that almost an entire school day that I’m taking out of my, of school, my life with my partner to go and run. So I mean, I was so caught up in it, in the training that I didn’t care, I made it work.&quot; (Katherine)</td>
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<td>“I like sports and participating and the challenge. I think that’s why I haven’t picked up anything else at this point. Because I think, there is still. I don’t know anything else I would pick up, where I’m at is pretty limited, but I haven’t really looked into it.” (Joanna)</td>
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<td>“Only casually, like very randomly and sporadically. Last year I did the TC 10k, and I might do it this year. So I’ll do a little bit of training, come close to the time and I’ll go for it.” (Ingrid)</td>
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<td>“In the sense I can go into it and take this hour for myself, and not worrying about getting a good workout. I think that, it just made me realize that you need to do this is and it feels right at the time, instead of forcing yourself into something. (Paige)</td>
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<td>“I’m basically stressed. I find school pretty stressful so it’s nice to have something to like, other than school that you know you can do for yourself. It’s more time alone because of the busyness of my schedule, I don’t get a lot of time alone any more so I think I like to make it, a nice relaxing time to unwind with an activity like running. I don’t really enjoy running with others, I’m not sure why.” (Abigail)</td>
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<td>“If I had someone who wants to go for runs, then it becomes, the decision is more up to me. You know, that will help me, if I can manage it, but if I feel like I really don’t have time to do it, then I say no.” (Zachary)</td>
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<td>classes, or dance classes, but it just wasn’t a possibility.” (Paige)</td>
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<td>“It’s gradually taken up more and more of my time, to the point where it can kind of get in the way of school, sometimes too. But it is definitely a time thing for me right now. Like, you know it is so cheap to go to the gym, but how many hours can I take out of school to go to the gym, or it is so cheap to do these dance classes, but how many hours can I take to do that.” (Katherine)</td>
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<td>“With school with right now, that contributes to it, its not going to so well. I missed a soccer practice during the week. I miss some of the hockey games and stuff. Life kinda gets in the way, and when I was working, work got in the way. Responsibilities, the actual stuff, like jobs, stuff like that, school.” (Joanna)</td>
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<td>“In first year, I’d missed field hockey to study for school. But I don’t anymore so much, but I used to, because I was felt so stressed out. I have to study. Around exam time, I try to focus more on academics, and I guess I don’t do as much as I should.” (Paige)</td>
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just a time in the day where I don’t have to think of anything else, I can just listen to music, I don’t have to, you know, worry about things. Its kind of a bit of escape that way, I guess.” (Michelle)

“I get a lot of enjoyment from it. Running gives me less peace of mind. It still helps calm me down, it brings the stress level back to manageable. When you hike, I find you are really connected with the nature that is around you, and that gives you kind of, I dunno, an extra, an extra benefit.” (Abigail)

“So aside from injuries, which would be number 1, I would say that school makes it difficult to keep a routine of, you know, as if you are training for something because school has up and downs. Sometimes you have to take time off training, I guess it depends on your mentality towards it too.” (Zachary)

“I would say when I’m not in school, I go kayaking and surfing way more, but mostly because its just an all day mission. Right now, I have never had a whole day to give up now, without compromising something. In summer I’ll go on all day things, where, we are going to climbing all day, or hiking or kayaking, so it will change.” (Abigail)

“I would probably try to go more often. Because sometimes, you know, class, or whatever, I don’t make it, or I don’t get downtown and play very often. I’d like be able to go more often.” (Thomas)

“This year, I kind of, I haven’t done it as much. I think I got really used to having my own time, and I’m having trouble committing to a team.” (Paige)

“Cost, not really. And location, not really, maybe a bit, because I would have to, I don’t have a car, so I would have to figure out the bussing and stuff, which wouldn’t be too bad. But yeah, its just find time.” (Michelle)

“It was kind of nice to just like get more of a routine going and instead of just going to the gym by myself. I can go anytime, and maybe I’m less likely to go if I know I can go anytime. You know, whereas the class, is on certain days at certain times. I almost need to schedule fitness in sometimes.” (Michelle)
<table>
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<tr>
<th>Skill Level &amp; Competition [to play at]</th>
<th>“I’d rather still be playing basketball and sweating it out at practice as a workout, rather than going to the gym and like sitting on an elliptical, or treadmill or something. Its just, its less fulfilling.” (Leigh)</th>
<th>“The biggest thing is the intimidation of the real experts. They have been doing it for years, through middle and high school, there is this you know, they’ve had all this practice, and if you knew trying to get into this, it’s not probably where you want to start out.” (Thomas)</th>
<th>“What’s changed is suddenly my stress level and my busyness. I used to have a job where you go home and you are done, and now my job is never ending.” (Abigail)</th>
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<td>“I didn’t really look into it that much, like I did, but I kinda just thought that it was out of my league for a little bit. I wasn’t an experienced player at all. I just started playing the game. I was kind of intimidated.” (Alyssa)</td>
<td>“Just finding people, they are not competitive, its really nice when you can just go have a nice workout and they are not intimidate by you.” (Paige)</td>
<td>“I think you can do the more competitive and less competitive. I don’t think it as structured and you don’t have a coach and it’s all like organized from people within the team, for like practices and things like that. Definitely not as structured as it would have been.” (Michelle)</td>
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<td>“I don’t sail anymore, but I’ve got the basics and feel comfortable going on a little trip now, which is fun.” (Noah)</td>
<td>“I think its hard, to pick up and play here. Its either there are intramurals which is not challenging for me, for field hockey and there is also club teams, which are ex-national players and provincial players, which is awesome.” (Paige)</td>
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<td>“I’m getting old. I’m starting to feel it, and the car accident helped things. My neck and my back are not the way they used to be. I’m definitely starting to notice it. This year, we have these 1045 games on Saturday night’s hockey games until 1215, and those are hard.” (Joanna)</td>
<td>“I think that I find, like sport and like team sports now, a little bit intimidating probably because I don’t know where my skills are at,</td>
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<td>Skill Level &amp; Competition [to play at] (con’t)</td>
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<td>“It takes a lot of practice and the learning curve is kind of steep to begin with.” (Thomas)</td>
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<td>“I was definitely nervous about biking in traffic, but you just got to do it and then it’s not as scary as you think.” (Paige)</td>
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<td>“One of the reasons I guess, it’s the easiest activities for me as far as I’m comfortable in doing them, I know how to do them. They are really accessible; they convenient and they are fast.” (Abigail)</td>
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<td>“I considered playing rugby, but now it kind of scares me because I’m older and I’m think more scared of getting hurt.” (Abigail)</td>
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<td>“When I don’t have a lot of things going on, I like to train to improve myself, to be on some sort of a routine going daily to, just try to develop, myself, I guess. When I get busy with school and those things, my mentality changes to, it’s a balance this. I need to do this in order to be productive you know.” (Zachary)</td>
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<td>“For me, I have to have it planned out, I just can’t free run usually, unless it’s a random day. I have to know what my goal is, like I have to have short term considering its been some time since I’ve played them.” (Abigail)</td>
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<td>“Here I haven’t enjoyed the social aspect of hockey as much, its more of, you know, we only practice a couple of times a week. The attendance is lacking. We are a very, even, like it’s cliquey.” (Zachary)</td>
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<td>“Sometimes I find, with school, I get really stressed and then this week I had all these things due, and I was freaking out, and I was like, I...” (Zachary)</td>
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<td>Scheduling</td>
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<td>goals, and then half the run go easier than like.” (Addison)</td>
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<td>“I haven’t been this year at all, I’ve just been way too busy, I’ve really committed myself to school this year, which has been great, I’ve been getting lots out of it. But sacrificed stuff like that.” (Noah)</td>
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<td>“It is just when you get tired of school. Sometimes I think it is an easy thing to justify not doing.” (Paige)</td>
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<td>“Bunker down, yeah, I don’t know, I feel like, after exams I go crazy, with fitness, but during exams, I don’t. And I always regret it but I can’t help it because I get so committed to my academics during exam time.” (Ingrid)</td>
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<td>“It makes it hard sometimes having to deal with school and injuries that’s pretty much the big thing for me. I would say, like sometimes I don’t get to participate in other things I want to do, because I play rugby, or I have a lot of school work to do or that kind of thing. So like, some days, I really want to go rock climbing, but I can’t go rock climbing because I have this other thing to do.” (Alyssa)</td>
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<td>“This isn’t necessarily hard, but it is a sacrifice, you know, school versus and always do it on my own, and its super hard to have someone there with me. And if I start, if I say, and start with someone, and they don’t want to go to the gym that day, and you are like, I guess I don’t have to go.” (Paige)</td>
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<td>“Organizing the intramurals can sometimes be a little, just like one person pays and getting all the money back again. I’ve organized quite a bit, its hard like, even though they are your friends, its still hard to get them to pay you back. So not the means we don’t pay, but just something that is more difficult.” (Leigh)</td>
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<td>“I’m not on a team. I want to be on a team but I found actually coming here, its kind of hard to figure out what’s going on with the rec teams. So I would like to be on one, but I never knew what to do, but by the time I figured it out, it would be full, so I can’t really do much.” (Rachel)</td>
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<td>“I don’t really know. I know there are intramurals here. I just missed the signed up day the first year, and second year, I don’t know a lot of people, I guess who are doing it. I know that you can join teams. It just wasn’t taking the time to exercise. I’m such a person, you have to exercise to do well in school.” (Addison)</td>
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<td>“I couldn’t participate in the social grey’s anatomy/gossip girl evenings, ‘I have to go to bed’. When I get off the water, I go straight to class, nap between classes, do my homework between classes, go to the gym, and then go home and do my homework. I’d lock myself in my room.” (Sydney)</td>
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<td>“With sailing and kayaking, I just showed up at Club Day, and was like, what do I want to sign up for and put your money down. I signed up for badminton and I didn’t actually do that. I’ve always loved badminton, but you can only do so much.” (Noah)</td>
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<td>“When I first got here, I grabbed all the things for (fitness center) and was like, going to do it. I was actually going to try a different kind of dance. I couldn’t figure it out, and by the time that I did, it was full.” (Rachel)</td>
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| “(Club teams) are away on
activity. And the reason why I say it its not that hard, is because I love being in school, and when I am absorbed in the material, it's not a problem to make those sacrifices. But yeah, it is a sacrifice. I can only do so much, and its time management. Which is why I have anything scheduled out because then I can do more.” (Noah)

“I feel constrained by work and school always, its always on my mind. So I find I don’t get as much rewards as running, as I would of back then.” (Abigail)

“I don’t actually find it that convenient to be active here. I think, its the schedule and also, I probably would go to the gym if it was in this building. But I don’t because I have to go all the way to (fitness facility) and I have to find somewhere to put my stuff, and change.” (Abigail)

seemed easier and then, like with the gym, I can go when I want and with intramurals, it’s more like structured, and so, I like the flexibility.” (Michelle)

weekends a lot, and I've always had a job on weekends. I've always having to work my schedule around sports or just, have to play on certain teams, because of that.” (Paige)

“It would totally depend on my work load. But I don’t know, I would say, normally like, the beginning of the semester 3-5 days a week. And then near the end of the semester, during mid terms, I don’t go at all, like, a couple of weeks and then I’ll get back into it.” (Michelle)

“I don’t do it every single day. I kind of just do it randomly, like go now. And then it’s like, I had, I wish I had a schedule that would allow me to go at a certain time every day.” (Abigail)

“It's tough to maintain that schedule also. The only way to do it, be a morning person, is to keep it up, and I don’t like to keep it all the time. Then you have to go to bed at like 10, and that sucks. Or all the fun things happen after 10. It’s tough to burn the candle at both ends all the time.” (Zachary)
<table>
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<th>Unmet Expectations</th>
<th>“I think it was just a change in routine. Because it was a totally different city, and I haven’t been here before. In high school, I know how things are, you always try out in August, and you have your season from here to here.” (Michelle)</th>
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<td>“It would be really, really nice to excel in one thing. I do like my variety, and my experiences. I’m not a professional. I’m not like overly experienced in one sport. The compromise is not excelling in any one thing, but I don’t consider that negative at all. I like having the experience and it’s not really, it’s not really about better at everything or trying more.” (Noah)</td>
<td>“If there was somebody there, to make sure I was there, to like depend on me, to attend all of this, help you with technique and stuff, instead of just figuring it out on my own. Somebody pushing you, pushing you try harder, because its so easily to settle into not really going to try (the harder route).” (Sydney)</td>
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<td>“I would just like to feel more satisfied in my activities. Just in the sense, that (pause), I think I’m really hard on myself.” (Paige)</td>
<td>“I gave it a shot because of my friend, she didn’t want to go by herself, so I was like okay I’ll go, but then, I just didn’t want to go anymore.” (Ingrid)</td>
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<td>“If I committed to playing rugby, I probably wouldn’t have time, and I would feel like, it was a waste. Because I would never get to go. That’s why I actively don’t seek out information right now, but I feel there will be a time when I do once again. And then maybe participate, hopefully.” (Abigail)</td>
<td>“It was the fact, I wasn’t the smallest of all my friends, and I didn’t understand why my body, I just couldn’t believe that my body would still be curvier than all of them. It’s hard to be at peace with the fact that this is the way my body is built.” (Paige)</td>
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<td>“I just didn’t like it. It was in a closed environment, and the music was playing and people would like, would dress up for the gym. It just bothered me. It isn’t what it is suppose to be like. Exercise is supposed to be like messy.” (Ingrid)</td>
<td>“I was a bit disappointed. My town is built on the mountains. There no hills here, I found that jogging outside wasn’t enough for me, because I need something more challenging.” (Paige)</td>
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“The worst is when you go to a tournament, and you paid all this money to go, and you’re playing really well, but for some reason, they don’t play you, at all.” (Rachel)

“Yeah, I felt like I was doing (group fitness class) for the person at the front, not for me, you know.” (Ingrid)

“The weather, sometimes it can be a deterrent, and also when I’m bringing all my gym stuff and books to school. Its sucks because you are carrying a massive backpack that you don’t want to carry around all day. Then you have a sweaty back. Its kind of superficial that.” (Paige)

“Sometimes it’s kind of hard to do that, you know, sign up for a class by yourself. It is a little intimidating, you don’t know anyone.” (Addison)

“Or like, when you rock climbing, you need two people, you just can’t have the end of the rope hanging there. trying to find somebody else whose schedule works with mine.” (Sydney)

“In high school I also played with the same people every single year. And then when I came to UVic, all those people are gone, its like a fresh start. I sort of felt like I had to start over again. In the kind of way to make those connections, find my position on the field.” (Ingrid)

“Probably going to start again, because some people that I know from Vancouver are moving out there and they do it a lot, and they need workout partners.” (Thomas)

“I decide what I want to do. If I want to like go play tennis, I have to call my friend, and go ‘hey, do you want to play tennis’, set it up and plan it all out. Let’s say with hockey, if I want to play another season, I would have to go register myself, whatever, and before it was like my mom would register for me.” (Ingrid)
“He was into it. I mean, I probably would have gone down eventually, but never really talked to them because you know, I would be intimidated.”  (Thomas)

“I find, I don’t a lot of friends who do the, who enjoy the same activities. I think that, reflecting on it now, I think it plays a huge role on in why I don’t do those activities because it did seem natural, because. Back in (previous work location) everyone was doing everything that I did, that it seemed natural.”  (Abigail)

“I did try and stay fit, I jogged and do calisthenics, except I didn’t have free weights of my own. I really couldn’t do much on my own, which is part of the reason which I was a bit slow getting into the university, because it had been a year off and I gotten tired, a bit rusty and out of shape.”  (Thomas)

“I was so emotionally, done with it, with this sport that I mean, I thought I would be devastated when I didn’t make the team. I cried for like 20 minutes and then I was like, “Yay! I get to be a teenager, no commitments.”  (Paige)

“I couldn’t go home during breaks, like November break. We stayed and we went to Seattle, and then I had like three days, and we trained all three days, three times a day. And same with February break, I couldn’t go home, its training camp. I guess going home to see old friends, and just you know, relax for once.”  (Sydney)

“I did like a month thing, it was 90$ for a month, but it was 4 times a week for an hour. And I was so poor, so I did it for the month, but then I couldn’t afford anymore. Here the intramurals they are kind of expensive and I’m so broke, and running is free.”  (Addison)

“If there is, I mean, the location of the event. The cost too, the dance classes here are cheaper than the ones downtown. (Katherine)

“I figure if I’m paying this much money for it, I should go use it. I mean my yoga pass is ridiculously
| Personal or Financial Costs (con’t) |  | expensive, and I bought it at the time when I had a lot of money from firefighting and its definitely my money has dwindled away, it makes me realize that I’m really lucky that I can afford to go to the studio, so I’m going to make use of it.” (Paige)  
“Then financially, I mean, I would do more if I had more money. Keep my car insured. That’s another battle too. Another reason why I bike around.” (Noah)  
“I live on my own, and I didn’t get a loan, I worked for a year and saved a lot of money and its all gone, almost as much as I saved before. Its hard to fit all of that in.” (Rachel)  
“Its just, financially, you know. School you have to pay for it, and I was really determined to do it without any debt.” (Paige) |
Appendix H
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February 10, 2011

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   Figure 7.2: Hierarchical Constraints Negotiation Model on page 66

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