



# Spirit of 2012 Impact Report



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# Spirit of 2012

Spirit of 2012 is the London 2012 legacy organisation.

It was founded with a £47million endowment from the National Lottery Community Fund in 2013 and will undertake a planned closure in 2026.

Their research, learning and insights from over a decade of funding projects to inspire a social legacy is available at [www.spiritof2012.org.uk](http://www.spiritof2012.org.uk).



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# Introduction



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# Introducing Path to Paris

Path to Paris used the inspiration of Team GB, ParalympicsGB and the Paris 2024 Olympic and Paralympic Games to engage the most inactive young people and their families in sport and physical activity.

The programme challenged young people, their families, and their schools to form teams and take a virtual journey around the world, arriving in Paris in time for the Games. Young people logged their physical activity online to propel their team and complete their journey. Path to Paris also partnered with national and grassroots organisations to develop new projects and deliver unique opportunities for young people to get active.

Resources specifically tailored for schools, community groups, sports clubs and families championed new sports, helped young people develop physical literacy skills and introduced Olympic and Paralympic athletes.

A programme of reward and recognition incentivised and motivated young people to start and continue their journey. All elements of the programme were designed around repeated physical activity, to help drive behaviour change, inspire healthy habits and achieve long-term impact.

Path to Paris built on previous initiatives such as Travel to Tokyo and Bound for Beijing, and formed a key part of Team GB and ParalympicsGB's offer for young people through Get Set. It was funded by Spirit of 2012 in Scotland, Northern Ireland and Wales. Funding from Allywn enabled additional activity in the Home Nations in the spring and summer of 2024. In England it was funded by Sport England.



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# The mission

Path to Paris aimed to **increase levels of physical activity** by increasing participants' **motivation, capability, and opportunity** to take part in physical activity.

It aimed to inspire a **positive change in participants' attitudes** to disability, celebrate diversity, and increase participants' **health, happiness, and wellbeing**.

Participants included **young people** and their **families, teachers and youth leaders**.



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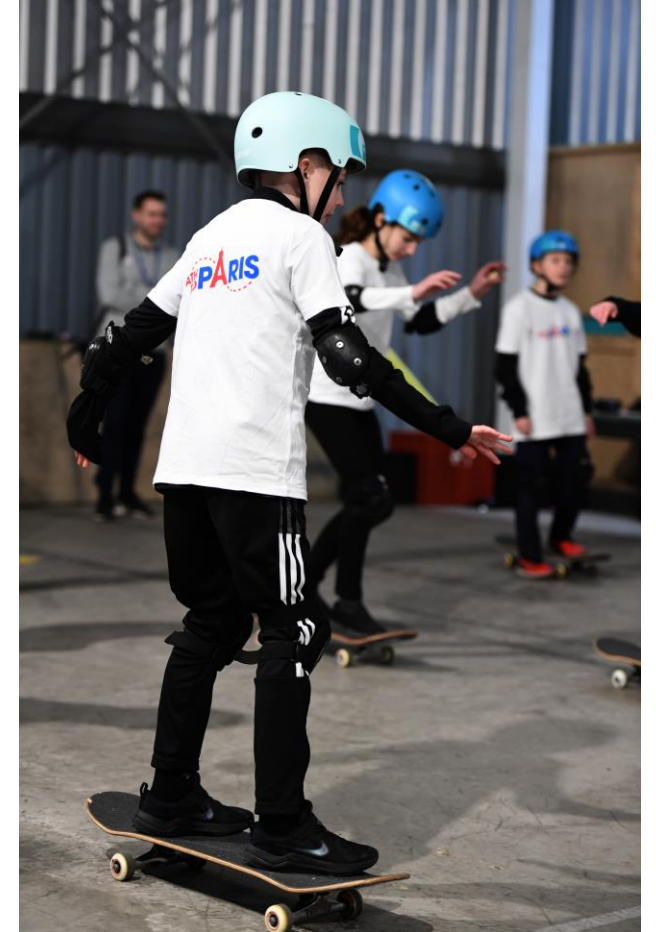
# The delivery model

Path to Paris delivered its mission through a national digital programme available to all in Scotland, Wales, and Northern Ireland (hereafter referred to as 'Home Nations').

Driven by a comprehensive multi-channel marketing strategy and underpinned by a reward and recognition offer, the programme served to motivate and inspire young people to engage and sustain involvement.

It engaged and encouraged families, schools, community groups and sports clubs to join the Path to Paris virtual journey, logging their physical activity on an exciting digital journey to Paris.

Local and specifically targeted interventions targeting the young people most in need were also supported in each nation. Funding for this was provided by Allwyn, and evaluation information from these partners has been included in the findings.

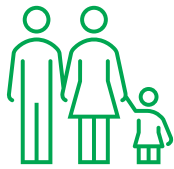


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# Home Nations Audiences

Path to Paris was available online for free for all young people aged 5-11 and their families across the UK, as well as schools and community groups. There was a particular focus on inactive families and those from the most disadvantaged communities, aiming to get them active, happy, and improve their wellbeing.



## Girls and women

Path to Paris combatted the barriers to getting active by showing girls and boys that anyone can get active regardless of their background, skill, or interest in sport.



## Lower socio-economic groups

It gave them free opportunities to get active, taught them how to get active for low or no cost, and how to use their homes or public spaces.



## Disabled young people and young people with SEND

Path to Paris provided resources designed for disabled young people and had recommendations on activities that could work for all abilities or that could be adapted.



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# Measuring our impact



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# Who Path to Paris was aiming to reach and impact in Home Nations (KPIs)

Driving increased physical activity,  
happiness, and wellbeing

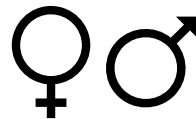
150,000 children, young people and families in Scotland, Wales and Northern Ireland

While there were not specific KPIs against demographics, through the programme we gathered data on engagement from:

Children and adults



Gender



Disabled people



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# Evaluating the programme



## Interviews and focus groups

### Young people

Conducted after the programme with participants about their personal experiences and the impact of Path to Paris on their lives.

### Interviews with teachers

Conducted during and after delivery. These focused on the impact on schools and teachers, as well as changes in the attitudes and behaviour of young people and families.



## Activity data

Tracking the activity logged by participants that create a team in the online activity log.

This covers multiple data points such as types of activity, intensity of physical activity, and amount of activity.

Certain demographics of team members are also tracked.



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# Considerations of Evaluation methodology

- **Interviews and focus groups** The focus of the evaluation for the Home Nations was collecting qualitative data. Due to the nature of the programme and the powerful individual impact it can have, this was decided as the most important aspect of representing the work in the Home Nations.
- **Survey introduction** Surveys were introduced as part of the additional funding for partners in the spring but are not a core part of the reporting and evaluation. The funding only allowed digital surveys to be created for young people to complete with support from an adult.
- **Survey completion** Partners struggled to get survey responses at the start of their delivery due to quick turnaround times from the later funding grant. Parents' engagement with facilitators at clubs and events was hit and miss and motivating parents to complete an online form was difficult for partners. Some had inconsistent attendance, and smaller organisations struggled with the administrative burden of surveys.

## What this means

While the survey data was too limited to allow robust analysis, interviews were conducted with those engaged through the online offer, as well as broader engagement, and these have been used to demonstrate the overall impact in the Home Nations.



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# Who did we reach?



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# Across the whole of the UK...



More than **1.7 million**  
got active as a result of Path to Paris



**257 million**  
kms travelled

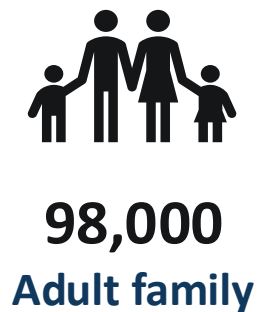
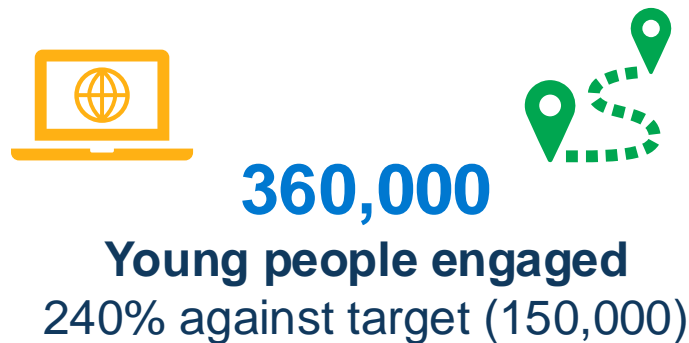
**286 million minutes**  
of young people being active



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# Within the Home Nations...









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Demographic data extrapolated based on team composition within activity log

# Breakdown by each nation

			
Girls 	138,300	24,700	10,000
Adults and family 	82,700	14,300	1,400
Disabled young people 	19,900	2,000	719



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Data extrapolated based on team composition within activity log

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# Impact findings



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# Path to Paris inspired young people to try new activities and sports

- **Videos of, and visits from, athletes** were a catalyst for trying a new sport or activity.
- Path to Paris introduced **new activities and sports** to young people who were **inspired to try for themselves** at home, in community settings and at school.

**New activities reported by teachers and young people included:**



Running



Rugby



Boccia



Hockey



Archery



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# In their own words

*“The Paralympics also inspired us to try Para-Volleyball so we got a net and kit up and we were all sitting down on the floor and trying to play volleyball with a balloon.”*

**Teacher, Scotland**

*“I like because you can log your activities in, it challenges you to be more sporty and, like, do more exercise.”*

**Pupil, Wales**

*“Because I just, like, learnt about all the different people who were running in the Olympics and all the big events, and then it just popped into my head that I should go for a run.”* **Pupil, Northern Ireland**



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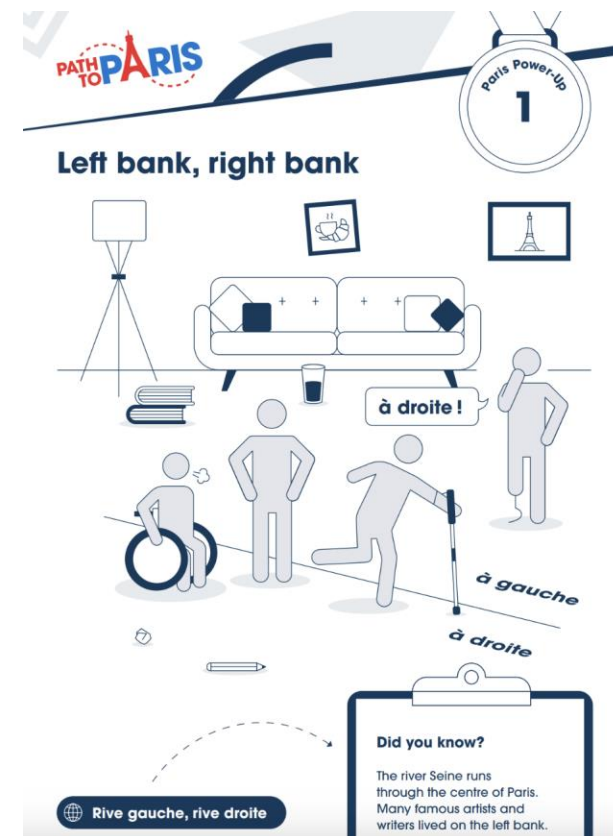
# Why this worked

A single **focus on getting physically active** to take your team on the journey meant that physical activity was a non-negotiable – but the **flexible and non-prescriptive** nature of the programme meant that young people were empowered to choose activities and sports that they enjoyed and were more likely to remain engaged with.

**Accessible and inclusive** resources and activities got young people of all backgrounds and abilities active and introduced new activities and sports.

Partners ran events and organised provisions that were **relaxed and supportive** and focussed on getting active in places, times, and ways that suited young people.

An emphasis on **participation and enjoyment** rather than competition allowed new starters not to feel embarrassed or self-conscious.



# Case study: Athlete inspires specialist provision class in Northern Ireland to take up a new sport

Pupils in a specialist provision class in Northern Ireland all have social developmental disabilities and **can struggle with engagement, especially with sport.**

The class won an **athlete visit to their school sports day**. The athlete grew up locally to the children and spoke about their sport with children in the school as well as getting them to try it.

The visit provided a sense of lasting excitement to children and staff, up to four months after it took place. At least one pupil, **inspired by the athlete and his story**, has since taken up the same sport at a local club.

Path to Paris **increased all pupils' confidence** in their ability to take part and achieve in a new sport.

*“When we won the prize that brought a whole new level to it, because they were **so proud to have won this prize** for our school, and it was a massive day for our school.”*

*“In school, our kids have much **greater confidence towards sports**. Two of our pupils are in a new class this year, and they're playing hockey for the first time. One of them said, 'I'm like David Ames Junior.' Whereas **he'd never played hockey before**, but because David Ames, the Team GB hockey player, had come to our school he feels confident that he can be like that too.”*

**Teacher of specialist provision, Northern Ireland**



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# Activity logging drove excitement for activities children could do with their families

Enthusiasm to take part and do more physical activities was amplified by the **competitive nature** of logging activity and the **gamified experience** of watching their team travel the globe, seeing local places and far off locations side-by-side. This got families doing new activities as well as increasing the time they spent doing their usual physical activities.

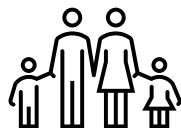
Examples of activity logged/integrated into daily life include:



General PE



Dog walks



Family activities



Swimming



Cycling

*"I managed to get my dad to take me out cycling because he had stopped doing it at that point...on his part he probably felt a bit exhausted, but I felt quite energised!"*

**Pupil, Northern Ireland**

## Explore the world!

To celebrate the Paris 2024 Olympic and Paralympic Games, we are going on a virtual journey across the world!

By getting active and logging our activity, we will visit cities which have a link to the Olympic and Paralympic Games.

## You have reached the UK – third stop Cardiff!

Baroness Grey-Thompson, one of Great Britain's greatest Paralympians, was born in Cardiff. She won 16 Paralympic medals.

Which home country is Cardiff in?

Can you name another city in this country?

Your Cardiff challenge is...

## Amazing spaces

## Think it!

The Millennium Stadium in Cardiff, now known as the Principality Stadium, is the national stadium of Wales. Do you know the names of some other famous stadiums?

Look at these stadium names. Decide if they are factual (real) or fictional (made up).



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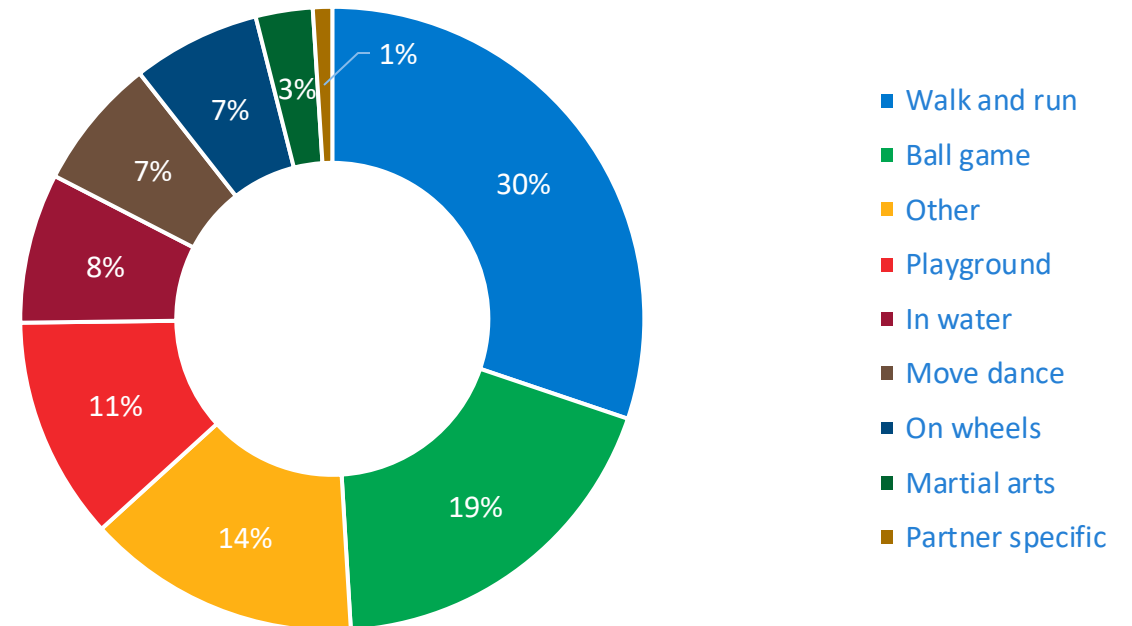


# Over 3.8 million minutes of activity were logged in Home Nations

That's equivalent to over **7-years'** worth of activity!

- **Walking/running was the most often logged activity (30% of logs).** This is an affordable and accessible activity that families could do together.
- **79% of activities logged involved 'vigorous' exercise** - made participants feel hot and sweaty or made them breathe faster.
- **83% of activities logged made participants feel 'good'** after taking part.

Activities logged



# In their own words

*“The kids really enjoyed it and they got so excited about it. They would come in in the mornings and been like, 'Can we add up what we did last night. I was swimming last night for 2 hours.’”* **Teacher, Scotland**

*“It motivated them to maintain their healthy lifestyle. They were motivated to actually do activities more so knowing that they could log it on this.”* **Teacher, Northern Ireland**

*“It's definitely helped me getting out on my bike a lot more. In the past, like, five months I've been getting out a lot because I just remembered the Path to Paris encouraging us to get out. And, so, I just started cycling, so I was cycling around town, doing jobs for my mum and cycling back”* **Pupil, Northern Ireland**



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# Pupils understood why physical activity is important to their health, mood, and wellbeing after taking part

- Young people could speak about the benefits of activity on their mood, saying that they felt happier and healthier after doing physical activity as part of Path to Paris.
- They spent more time outdoors doing their usual activities and sports, absorbing the benefits of being around nature or outside in fresh air.
- Teachers also saw increased mental wellbeing in pupils taking part in Path to Paris.

**83% of logged activity made participants feel 'good' after taking part.**

*"I think I feel calm after [doing physical activity] but I also feel, like, really happy. I think, straight after I've just done it, after like five minutes, I just want to go straight back out and do it again."* **Pupil, Scotland**

*"It helps me because then you just, kind of, forget about what you were worried about and you just have fun doing whatever you like to do."* **Pupil, Northern Ireland**

*"It makes you more healthy and it makes you feel good when you've done, like, a lot of exercise."* **Pupil, Wales**



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# In their own words

*"You feel, kind of, tired a bit but you also feel calm and relaxed that you've done something."*

**Pupil, Scotland**

*"It's good for your mental health and your physical health... It can keep you, like, healthy and strong, and it's good to do it."*

**Pupil, Scotland**

*"[I felt] Good. Well, on [Dad's] part he probably felt a bit exhausted, but I felt quite energised."*

**Pupil, Northern Ireland**

*"It helps me because then you just, kind of, forget about what you were worried about and you just have fun doing whatever you like to do."*

**Pupil, Northern Ireland**

*"I just felt very energised and just great."*

**Pupil, Northern Ireland**



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# Case study: Lasting impact of programmes in Scotland

At an all-through school in Scotland, the PE teacher must consider ways to teach and engage young people from age 4 until 16. The teacher had been a fan of programmes relating to the Olympic and Paralympic Games in the past, first taking part in Get Set for London 2012.

She has seen the impact of the programmes on young people and families in the school, and these last beyond the individual Games.

- Increased engagement with parents and their children exercising together
- Increased engagement between parents and the school
- Increasing the team ethos of the school as a whole: from primary up to secondary level

The school has a huge number of young people attending after-school sports clubs and a very tiny number who forget PE kits, which the teacher says points to long-lasting enjoyment of sport and physical activity for pupils. Path to Paris was an important part of continuing the Olympic and Paralympic legacy.

*“I've been working through in primary and secondary, these [Olympic and Paralympic] challenges, I just find them inspiring to work with”*

*“It's built on the team dynamics I would say [impact] across the school.”*



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# Paralympic Games inspired a change in attitudes towards disability through discussions about disability

Both disabled and non-disabled young people in the Home Nations have been able to try out para-sports such as:

- Para volleyball
- Boccia
- Guided running
- Blind archery



The sports and Paralympic content gave teachers the tools to **facilitate discussions around disability** and inclusivity, giving them real-life examples and up-to-date terminology.

Schools were better able to **deliver inclusive sports** for all pupils. One school was inspired to think about ways they could help a wheelchair user feel more included during sports day, something she had previously felt excluded from.

Hidden disability was often cited as a point of discussion, and Path to Paris increased **SEND pupils' understanding of their own capabilities**.



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# Case study: Active Schools Dundee

Active Schools Dundee ran a six-week Summer Programme. Through their programme they provided *Learn to Swim* opportunities, an ASN specific provision, enhanced their existing Active Schools local delivery, and supported individuals to attend community club camps.

By partnering with Path to Paris they were able to use the branding, resources, athletes, and links to the Paris Games to attract and engage underrepresented groups with sport and activity. An athlete visit to one of the schools they worked with provided a unique and truly inspirational moment for the students.

*“Derek [Rae] done a whole school assembly and the pupils won lots of merch that David had brought in a raffle. The pupils got to ask lots of interesting questions in the assembly and gym time. Derek got really involved with PE lessons and helped with mini athletics circuits with me and Ollie and even a whole school mini marathon where he ran with everyone around the school, he was fantastic!”* **Teacher**



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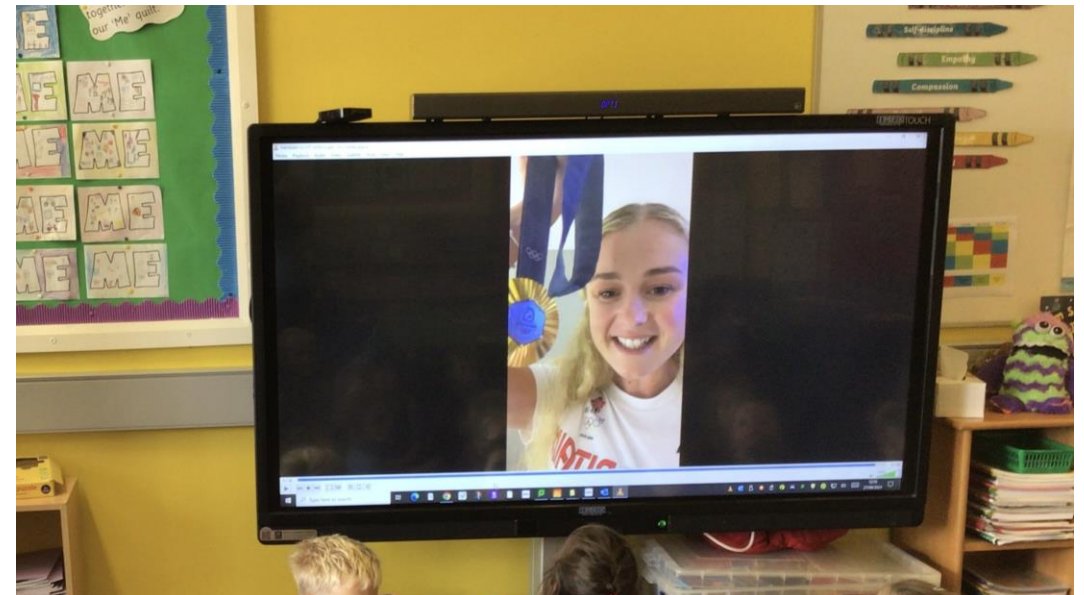


## In their own words

*“Then there are also the ones who, visually, you wouldn't see their difficulty, which is similar for these kids because it's autism. So, that was really special for them too, to see”***Teacher of specialist provision class, Northern Ireland**

*“In the class we watched some of [the Paralympic Games] live and it was quite cool to see what other disabilities that some people have, like, when the Ping Pong, there was some people that looked normal but then when they told you about it you were like, 'Oh, so it's not about what people look like'.”***Pupil, Scotland**

*“We have a little girl who's in a wheelchair in our school and a Downs Syndrome boy as well. So, it was things like [the resources which helped]. Particularly with the Paralympics then... heightened that coverage. You know. Which was really, really good”***Teacher, Wales**



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# Why this worked

- Utilised Paralympians to inspire young people, combat nervousness and allow children to 'see someone like them' in images, film, and during visits.
- Provided guidance on delivering inclusive and accessible PE, sport and physical activity through our SEND-specific resources available online.
- Showcased Paralympic sports including Boccia and Goalball through online resources and challenges.
- Modelled great inclusive practice through resources and events.
- Supported schools and local provisions to run inclusive, accessible activities for disabled and SEND young people.



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# Path to Paris encouraged girls to do more sports and have fun

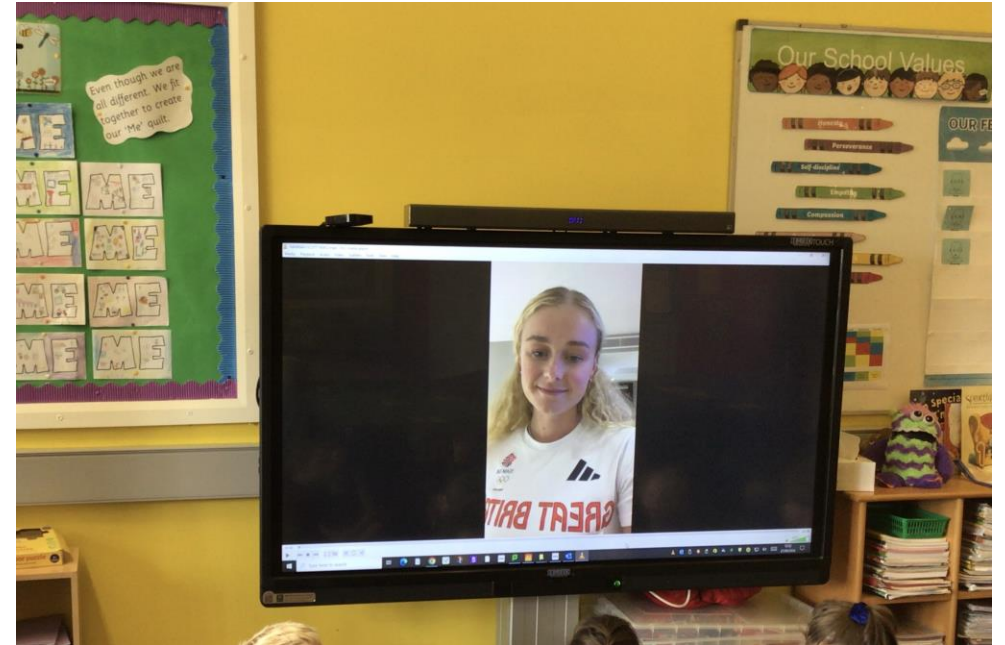
The representation and accessibility of Path to Paris supported girls' engagement.

Logging activities in school created an encouraging environment for girls to share and explore new sports, learning about things their friends and classmates had done.

Research interviews with girls and their teachers were completed in November 2024, some up to six months after taking part, indicating that the change in behaviour of girls went beyond initial impact and has generated something more long-lasting. Importantly, girls enjoyed getting active which has helped maintain their activity.



**172,000+** girls in Home Nations got active through Path to Paris\*



*"It encouraged girls more to do sports because we want to try and get more points"*  
**Pupil, Scotland**



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*\*Extrapolated based on team composition within activity log*

# Poppy's story

*"I've started doing rugby now... I saw a lot of people logging in rugby, so I thought I'd maybe try it."* **Poppy**

Poppy\*, aged 8 from central Scotland took part in Path to Paris with her school class. Pupils logged their activities daily at the front of the class, propelling the team's journey.

Poppy, who had been logging her family's usual activities, became curious after hearing her friends logging an evening rugby session. She attended a trial with a friend and has since been attending regularly on Monday evenings at a local sports centre.



*"I do it every Monday after school, I walk down with one of my friends to the sports centre."*

**Poppy**



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\*Names have been changed for anonymity



# Athlete activity is ‘inspirational’

Our athlete ambassadors have been an integral part of the success of the programme, getting involved in many ways:

- Contributing to Path to Paris resources through involvement in videos, images, or providing case study information
- Providing rewards for engaged schools and teams via school visits across the country.

These visits have strongly impacted young people in schools where the teams continued to log large levels of activity, excited by opportunities to meet athletes.

The representation from Olympic and Paralympic athletes inspired young people to overcome challenges and motivated them to get active.

*“We did luckily end up winning the sports day, and the athlete visit, which they just loved. So, it was really amazing for them... When we won the prize that, sort of, brought a whole new level to it, because they were so proud to have won this prize for our school, and it was a massive day for our school. We just loved it. They were the ones that had brought it to our school.”*

**Teacher, Northern Ireland**

*“Just to raise awareness of Paralympians and the challenges that disability presents. But, also how sport can overcome a lot of the challenges in life that these people have.”*

**Teacher, Scotland**

*“When we did Path to Paris we know that a lot more, like, athletes did it. So, then you know that you could do it as well.”*

**Pupil, Wales**



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# The global view provided by the Paris Games engaged schools and young people in activity

Teachers were keen to build a global view of sport and talk to pupils about different cultures and countries, using the Olympic and Paralympic Games as a tool to do so.

- Path to Paris gave teachers the tools build a world view and talk to pupils about different cultures and countries through the interactive map.
- Linked to geography, history and languages, and conversation points about cultures and identities.
- It got young people excited about different places and virtually visiting.

## You have reached Dakar!

The Youth Olympic Games will be held in Dakar in 2026.

Which country is Dakar in?

Which continent is it on?

Your Dakar challenge is...

### True traditions

#### Think it!

Dakar will be the first African city to host an Olympic or Paralympic event. As well as celebrating sport, the Games will celebrate Senegal's culture and traditions.

Which of these traditions are found in Senegal?  
Decide if the statements are true or false.

## You have reached the UK – first stop Belfast!

Medal-winning swimmer Bethany Firth visited Ireland in her first Games before going to compete for ParalympicsGB instead.

Which country is Belfast in?

Can you name another city in this country?

Your Belfast challenge is...

## You have reached the UK second stop Edinburgh!

Chris Hoy, who won six Olympic Gold medals in track cycling, was born in Edinburgh.

Which home country is Edinburgh in?

Can you name another city in this country?

Your Edinburgh challenge is...

### Explosive energy



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# In their own words

*“But it was nice to really show all the different destinations that were linked to the Olympics, like where they went to as well, and the kids enjoyed it and they got so excited about it.”*

**Teacher, Scotland**

*“I really enjoyed just learning about the different countries as well because I'd never really looked at different countries on the map. Like, I don't have a globe at home I don't think, but now I've got a globe and I look at it now [and] know a lot more about different countries now.*

**Pupil, Northern Ireland**

*“The sports, and activities they did that [athlete visit and sports day], and we got some local news coverage that day on it. The photographers came and took photos for our local newspaper. It's just been a real chance for them to shine. It was one of those little things, like, you sign up to and you think, 'Oh, that looks quite nice,' and we never dreamt that all of this would come from it.”*

**Teacher, Northern Ireland**

*“Because we wanted to, like, get around it and get to Paris from doing it, so you, kind of, were like, 'Oh, I want to do this and you were like, oh I could add that to Path to Paris, and it kind of got us doing more’.”*

**Pupil, Scotland**



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# Partnerships



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# Home Nations Partnerships

Additional funding for partnerships Scotland, Wales and Northern Ireland ('Home Nations') was received in Spring 2024, which gave them a condensed delivery period and reduced scope. Five partnerships were enabled and selected by addressing different deprivation factors.

## Scotland



**Active Schools Dundee** ran a six-week summer programme. They used funding to enhance their delivery and provide opportunities for ASN young people and community club camps.



**Scottish Archery** engaged young people with a visual impairment, offering sessions that taught blind archery.

## Wales



**Disability Sport Wales** activity launched in September and gave young people with a physical disability the chance to take part in adapted sports, using the Paralympic Games as inspiration for accessible sports and activities such as Boccia.

## Northern Ireland



**Damhead Primary School** provided their pupils with opportunities to take part in new activities and sports as well as creating school-wide celebrations of the Paris Games.



**Willowbridge School** provided their pupils with more opportunities to take part in new activities and sports, including travel to an accessible leisure centre to host a Path to Paris Sports Day.



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# Learnings and conclusion



TEAM GB



ParalympicsGB



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COMMUNITY  
FUND

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# Programme learnings

- While some small items were made available to participant schools (e.g. slap band) schools in the Home Nations would have liked more opportunities to win smaller prizes (such as keyrings, stickers and water bottles) to reward children for their work. Some were also expecting a bigger celebration on completion of their first digital journey to Paris.
- Scottish school holidays fall earlier than in other nations. Programme timings for this area should be planned accordingly, with flexibility in communication and rewards/recognition in place to ensure engagement.
- There's an opportunity to ensure Paralympic-specific content is pushed for returning schools at the end of summer to coincide with the Paralympic Games. Scotland could particularly benefit from this.
- Engaged schools felt the journey to Paris was quite short. The travel algorithm was adjusted during delivery to resolve this, but future programmes could consider 'difficulty' levels, so highly engaged schools can continue engagement for a full term.
- Where athlete visits take place, there is a greater reported impact on young people if the visiting athlete is from the local area. This should be continued going forwards.





# Conclusion

Path to Paris has gotten over 360,000 people active within Scotland, Wales and Northern Ireland.

The programme successfully used the magic and inspiration of the Olympic and Paralympic Games, Team GB and ParalympicsGB to:

- Increase the **physical activity levels** of some of the nation's most inactive children, helping them to overcome barriers and build long-term habits;
- Increase young people's **happiness** and **wellbeing** through sport and physical activity
- Create **once-in-a-lifetime occasions**, using the Paris Games and athletes. Facilitators, teachers, and young people learnt more about the Games and built a strong affinity with them;
- Increase feelings of **capability**, drive **motivation** and provide **opportunities** for young people to be active in schools, communities, and with their families. Demonstrating how to build activity into everyday lives, introducing new sports, and leaving a lasting legacy.



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# Appendix



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# About the data

**Qualitative** interviews and focus groups were conducted with participants and teachers in all Home Nations. Interviews and focus groups were conducted online.

## Activity log data

- Achieved sample: All participants who logged activity online (over 1,275 active teams).
- Reach figures: We have provided conservative figures, rounded down (this accounts for some limited double-counting of those engaged in multiple formats)
- Format: Online platform where registrants filled in some information about the people in their teams and logged their physical activity over time.



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# Resources

Path to Paris resources and films can be found through the Get Set website

<https://www.getset.co.uk/>

This includes:

- Paris Power Ups: short, 10-minute activities and games
- Build your Skills Activity Packs: adults can use to lead engaging games that build core skills
- Magic Moment Films: Team GB and ParalympicsGB athletes reflecting on their journey into sport
- Celebrate your Ability Activity Packs: For adults that work with young people with SEND
- Celebrate your Ability Films: Team GB and ParalympicsGB reflect on moments they have been told their potential was limited, but overcame barriers



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# Evaluation learnings

## Survey completion

- Gathering special category data was a core part of the survey, but this required parental consent. Parents' engagement with schools and facilitators at clubs and events was hit and miss. Monetary incentives did not add motivation.
- Partners struggled to get survey responses at the start of their delivery due to quick turnaround times from the later funding grant. By the nature of their offer, some had inconsistent attendance, and the size and capacity of the organisations left them struggling with the administrative burden.
- Surveys were designed for English settings but were later introduced for the Home Nations partner projects. They were not tested with young people in these areas, so there may be unique challenges or factors in the Home Nations that were not accounted for.

