Scottish Home Play Survey

Full Report –June 2016

progressive

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Background and Objectives

Play Scotland wanted to discover more about play in and around the home, particularly looking at attitudes, behaviours and concerns of parents and the play behaviours of their children, 8-12 year old.

The scope of this research covers:

Play behaviour

- Amount of time spent playing
- Variety and duration of play activities
- Barriers to play

Interaction through play

- Identification of child's play partners
- Activities played together between parent and child
- Time available to play together with child
- Satisfaction with time available to play together with child
- Usual behaviour for initiating play together and choosing play activity
- Sourcing new ideas for playing together
- Barriers to playing together

Attitudes and concerns

- Parental attitudes towards play and its value
- Parental concerns about outside and online play

Mobile apps

- Use of mobile apps
- Commonly used apps
- Source of permission to download mobile apps
- Interest in Play Scotland's app

Awareness of Play Scotland

- Awareness of Play Scotland

Subgroup analysis

- Identify differences between key sample subgroups
- Highlight potential evidence of inequalities
- In spring 2017, the survey will be run again to measure the impact of the app amongst those who had trialled it.

Executive Summary

Play Behaviour

- Active play (84%), interactive digital play such as playing on computer games or surfing the web (81%) and passive digital play such as watching films or TV online (77%) were the most common types of children's play cited by parents as having been done by their child in the past week.
- On average, parents mentioned just under seven (6.9) types of play that their child had done in the last week.
- The majority of children spent 1 to 3 hours playing on a weekday (60%) and over 3 hours playing on a weekend day (70%). Just over a third (34%) believed their child played for over 5 hours on a weekend day, compared to just 6% of parents that believed that their child played for this long on a weekday.
- Eighty-six percent of parents surveyed said that their child used YouTube each week. Just over a third (34%) believed that their child used it for between 1 and 3 hours each week, more than for any other time band.

Interaction Through Play

- Whilst 72% of parents felt that their child had a parent as a play partner, only 8% felt that a parent was their child's main play partner.
- Friends (88%) and siblings (74%) were the most commonly cited play partners, and also the most often mentioned main play partner (sibling 45%, friend 39%).
- Active Play (56%) was the most frequent play activity the parents did with their child. Other common types of play parents undertook together with their children were: reading (51%), making things (50%), passive digital play (45%) and hanging out (45%).
- Sixty-three percent of parents surveyed felt happy with the time they had available to play together with their child, with one in five (20%) feeling 'very happy'. Thirty-seven percent of parents surveyed were unhappy with the time they had available to play together with their child, with 6% 'very unhappy'. The time parents had available to play together with their child varied from week to week, with 28% stating that they had ten or more hours on a good week compared to only 4% on a bad week.
- Initiation of play time together was usually equal between parent and child (61%), although it was more likely that a child would more often choose the activity (52%) than the parent (6%).
- In order to find new ideas for how to play together with their child, 28% of the parents surveyed said they would conduct a general search online. A quarter (26%) did not know where to look and just under a third (30%) felt that they would not look for new ideas in the first place.

Barriers to Play

- Bad weather (50%) was the most commonly cited barrier to children playing. Just under one quarter (22%) of parents surveyed felt there were no barriers to their child playing.
- Work commitments (60%) was the most commonly cited barrier to a parent playing together with their child. Housework was also mentioned by just under a third (31%) as a barrier to play together. Only 7% stated no barriers to play together.

Attitudes and concerns

- The parents we sampled were very positive about the benefits of play for their child, with 83% agreeing 'very strongly' that play makes their child physically healthier. The sample was similarly positive about play being: good for a child's sense of well-being (83%), helping their child be more active (82%) and helping them become more confident (79%). Improving sociability (77%) and being educational (75%) were also commonly agreed with 'strongly'.

- Whilst the benefits of online play were also widely recognised, there was less strength of feeling towards this. Thirty-one percent agreed 'strongly' that online play helped their child become more confident with technology, with a further 51% agreeing 'slightly'. Eighteen percent agreed 'strongly' that online websites and games have an educational benefit, with a further 60% agreeing 'slightly'. Twenty-three percent agreed 'strongly' that their child develops new skills through online play, a further 47% agreed 'slightly' with this remark.
- Only 6% of parents surveyed agreed 'strongly' that they get stuck for new things to do when playing together with their child, 27% agreed slightly.
- Stranger danger (23% 'extremely' concerned, 29% 'quite' concerned) and a child getting bullied outside the home (23% 'extremely' concerned, 22% 'quite' concerned) were the main concerns regarding outside play.
- Level of concern were higher for online play than outside play. Access to inappropriate material (48% 'extremely' concerned, 27% 'quite' concerned), strangers talking to a child (47% 'extremely' concerned, 23% 'quite' concerned), strangers seeing a child's online profile (41% 'extremely' concerned, 25% 'quite' concerned) and cyber-bullying (41% 'extremely' concerned, 22% 'quite' concerned) were the most strongly felt concerns.

Use of Mobile Apps

- Almost nine in ten (89%) parents surveyed said that their child plays on mobile apps.
- Fifty-four percent of those surveyed stated that they or another adult are always the one who downloads apps for their child to play with; a further 16% said that it was normally them or another adult who downloaded their child's apps. Nineteen percent of parents stated that their child normally downloads their own apps and only 2% said that it was always the case that the child downloads their own apps.
- Whilst almost three quarters (73%) of parents said that they did pay together with their child through mobile apps, 65% did this only occasionally.
- Interest in the Play Scotland app was very high, with 41% rating their interest as 10 on a scale from 0 (not at all interested) to 10 (extremely interested). For respondents outside of Play Scotland's wider network this figure was notably lower (28%); however, this figure still reflects a high level of enthusiasm.

Awareness of Play Scotland

- As Play Scotland's direct membership formed two thirds of the overall sample, awareness of Play Scotland was fairly high (34% 'definitely' aware, 17% 'yes, I think so'). These figures were much lower amongst respondents outside of Play Scotland's wider network (9% 'definitely' aware, 5% 'yes, I think so').

Inequalities

- Inequalities across household socio-economic groups were visible within the data. Children from higher (ABC1) socio-economic backgrounds were more likely to play for longer on a weekend, take part in a greater variety of play activities, play together with a parent and to have 'positive' barriers to play such as extra-curricular activities and homework. Children from lower (C2DE socio-economic backgrounds are more likely to experience 'negative' barriers to play such as a lack of safe local spaces.
- Parents from ABC1 households were more likely to strongly acknowledge the benefits of play.
- Parents from C2DE households showed higher levels of concern about the dangers of online and outside play.

1. Method and Sample

1.1 Research method

The research was conducted via an online survey of parents in Scotland. A copy of the questionnaire is provided in Appendix 1. Fieldwork took place between 18th March and 9th May 2016.

1.2 Sampling

The sample was collected across two subsamples. The first a 'main' sample consisted of Play Scotland members, members of play organisations closely associated with Play Scotland and consumers of Play Scotland's social media output. This audience was invited to participate through direct email contact by the play organisation of which they are a member and through Play Scotland's social media platform.

As the main sample inherited a natural bias towards respondents from a higher (ABC1) socio-economic background, an additional sample was collected that focussed on respondents from C2DE socio-economic households. This sample was collected in two ways, 1) through an email invitation sent to a purchased list of suspected C2DE consumers in Scotland and 2) through invitation via Research Now's online panel.

Both audiences completed the same online survey.

In order to qualify for participation in the survey, respondents needed to reside in Scotland and be the parent or main carer of a child aged 8-12. Where respondents were the parent or other main carer of more than one child within the 8-12 age bracket, they were asked to answer the questions in regard to the youngest of their children of qualifying age.

A total sample of 618 responses was collected across both the main and C2DE boost samples. This breaks down as follows:

	Responses
Main Sample	539
Play Scotland Membership	*413*
Play Scotland Social Media	*84*
Associated Play Organisations (Parenting across Scotland, Young Scot, Early Years Scotland, SOSCN, Fathers Network Scotland)	*42*
Top Up Sample	79
Total Sample	**618**

Margins of error for the results shown are ± 0.78% to ± 3.94%

Data weighting

In order that the sample represented the Scottish population the final dataset was weighted according to socio-economic group: 50% ABC1, 50% C2DE.

1.3 Analysis and reporting

Cross-tabulations have been provided separately, along with a full list of responses to open-ended survey questions.

Reporting conventions and notes for interpretation

Where differences between subgroups have been highlighted, they have been tested to ensure that those differences are statistically significant.

Significance testing, is a statistical tool used for reducing the chance that random natural fluctuations in the data are reported as true findings. According to market research industry standard, a difference is deemed statistically significant if there is less than a 5% chance that it could be a false positive.

The following subgroups were included within the analysis:

- Gender of child
- Age of child
- Whether a child was a first or subsequent child
- Socio-economic group (derived from approximate job grade of main household wage earner) and working status of parent
- Gender of parent
- Age of parent

All questions were presented as pre-coded lists, unless otherwise stated.

The base sizes reported represent the weighted sample.

Limitations

As the majority of the responses gathered were from Play Scotland's own membership – and despite the fact that the data has been weighted to reflect broad socio-economic make-up of Scottish – the sample does not constitute a fully representative sample of parents in Scotland. Care should be taken to interpret the findings accordingly.

The data provided are self-reported interpretations of children's play behaviour rather than precise, observational measurements.

Explanation of terms used

In the questionnaire and the reporting of the survey results a distinction has been made between 'interactive' and 'passive' digital play. Interactive digital play was defined as "computer games, smartphone/tablet apps, social media (including posting pictures, comments, videos and blogs online)" whereas passive digital play was defined as "watching videos/film/TV online, watching videos/film/TV on a tablet, listening to music online".

Please note, that when referring to play in general, respondents were asked to discount the following:

- Play activities within school hours
- Play activities through organised and other adult run clubs
- Homework

For the sake of clarity and simplicity, where respondents were male they have been referred to as 'fathers' and where they were female they have been referred to as 'mothers'. It should, however, be noted that a very small minority (2%) of respondents had a relationship to the child they referred to in their answers other than a direct parent.

All work has been carried out in accordance with ISO 20252 guidelines, IQCS guidelines and the Market Research Society's Code of Conduct.

1.4 Sample profile

Table 1: Profile of parents' children

Age of child	Weighted %	Unweighted %	Gender of child	Weighted %	Unweighted %
8	33%	34%	Boy	52%	52%
9	30%	29%	Girl	48%	48%
10	17%	16%	**First or subsequent child**		
11	12%	12%	First	50%	50%
12	8%	9%	Subsequent	50%	50%

Table 2: Profile of parents

Age of Parent	Weighted %	Unweighted %	Socio-economic group	Weighted %	Unweighted %
18-20	-	-	ABC1	50%	62%
21-24	1%	0%	C2DE	50%	38%
25-34	20%	17%	**Working status**		
35-44	54%	56%	In work	75%	77%
45-54	23%	24%	Looking after family	16%	15%
55-64	2%	2%	Education/ retired/ unemployed	9%	7%
65+	0%	0%	Prefer not to say	0%	1%
Gender of parent			**Relationship to child**		
Male	9%	9%	Parent	98%	98%
Female	91%	91%	Other	2%	2%
Disability			**Primary or secondary carer**		
Yes	12%	11%	Primary	98%	98%
No	86%	86%	Secondary	2%	2%
Prefer not to say	2%	3%			

2. Research Findings

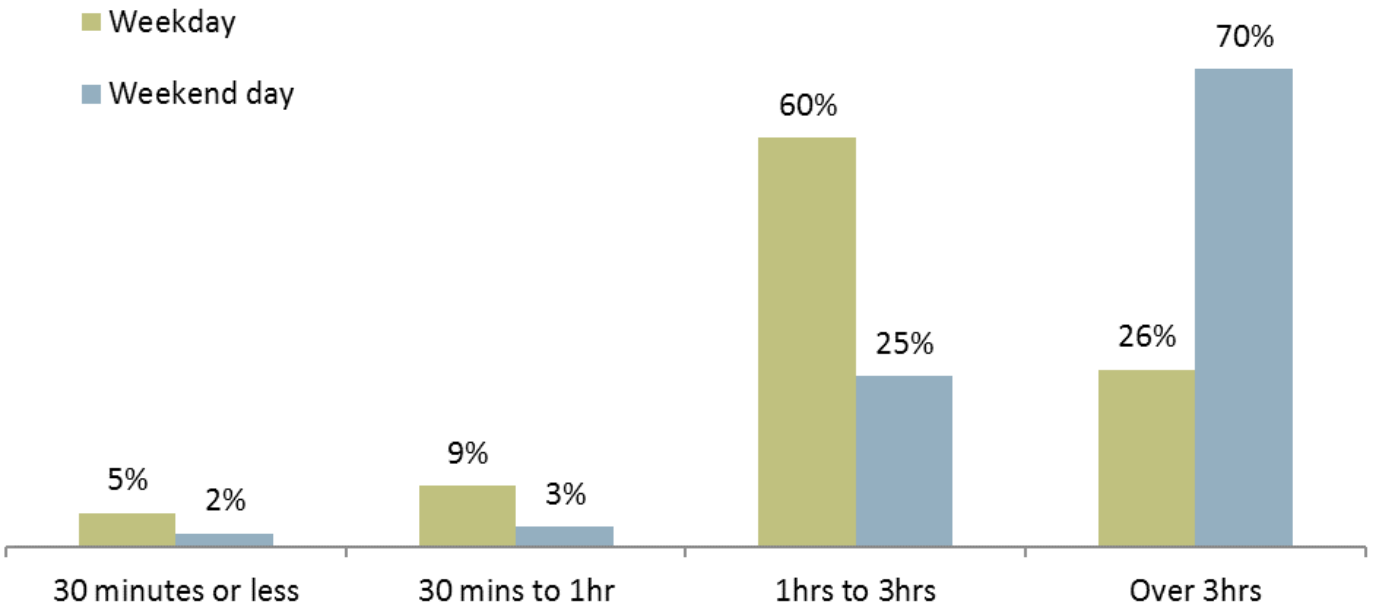
2.1 Play Behaviour

Time spent playing

On a normal weekday, the majority of respondents' children (60%) spent between one and three hours playing. This increased at the weekend, with 7 in 10 (70%) spending over 3 hours playing per day. A third (34%) said that their child played for over five hours on a weekend day, compared to only 6% on a weekday.

Using the responses given at Q8 and Q9, the average time children spent play was estimated. In order to do this a midpoint was taken from each code and a mean score calculated[1]. On average, parents reported that their child spent 2 hours 30 minutes playing on a weekday, which increased to 4 hours 24 minutes on a weekend.

Figure 1: Time spent playing on a normal day



Q8/9. On a normal weekday/weekend day, how long does your child spend playing (outwith school hours, organised clubs and other adult run activities)?
Base (all): 618

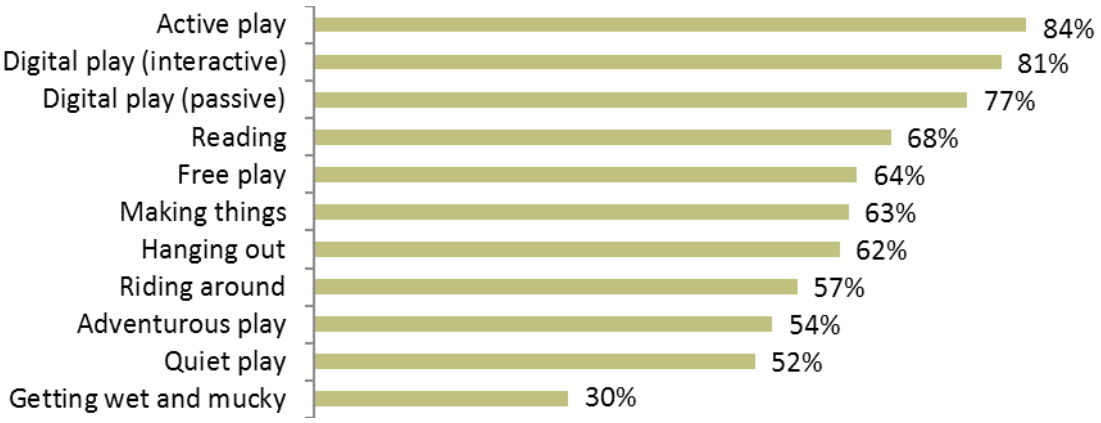
Types of play

Active play (84%) and digital play (both interactive, 81%, and passive, 77%) were the most common types of play chosen. Parents reported a good spread of play types, with all bar one – getting mucky or wet (30%) – selected by over half of them

On average, parents reported that their children took part in 6.9 different types of play activity.

[1] The midpoints for each code were as follows: 'Under 15 minutes' = 0.25 hours, '15-30 minutes' = 0.5 hours, '30 minutes to an hour' = 0.75 hours, '1-2 hours' = 1.5 hours, '2-3 hours' = 2.5 hours, '3-4 hours' = 3.5 hours, '4-5 hours' = 4.5, '5+ hours' = 7 hours

Figure 2: Types of play



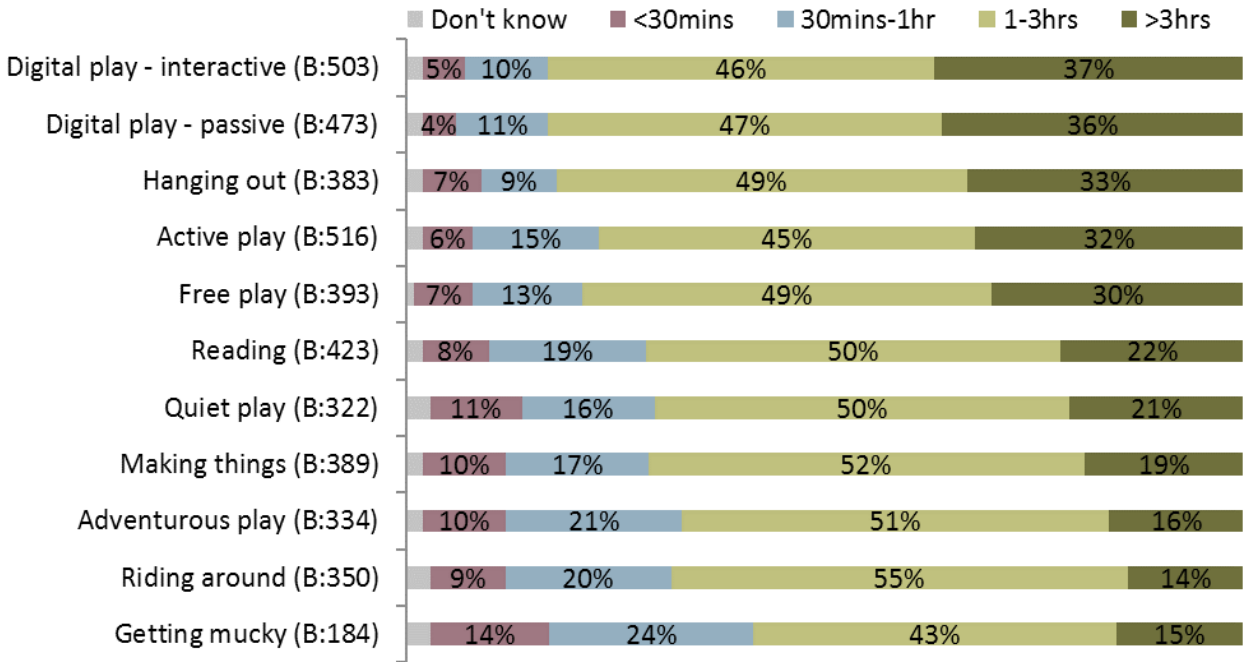
Q10. In the last week, which of the following types of playing has child done (outwith organised clubs and other adult run activities)?
Base (all): 618

Time spent on types of play each week

Digital play, hanging out, active play and free play were the most time consuming play activities of those listed, with roughly one third of respondents saying their child spent at least three hours on them each week.

Using the responses given at Q12, the average time children spent in front of a computer screen each week was estimated. In order to do this a midpoint was taken from each code and a mean score calculated[2]. Of those who took part in interactive digital play, the average time spent was 4 hours and 36 minutes per week. A further 4 hours 18 minutes was estimated for those taking part in passive digital play.

Figure 3: Time spent on types of play each week



Q12. In the last week, how long in total has your child spent playing in the following way (outwith organised clubs and other adult run activities)?
Base (all who did each activity in last week): Stated on chart

[2] The midpoints for each code were as follows: 'Under 15 minutes' = 0.25 hours, '15-30 minutes' = 0.5 hours, '30 minutes to an hour' = 0.75 hours, '1-2 hours' = 1.5 hours, '2-3 hours' = 2.5 hours, '4-9 hours' = 6.5 hours, '10+ hours' = 15 hours

Types of play: subgroup analysis

Gender of child

- Boys were more likely than girls to spend over three hours playing on a weekday (Boys 33%, Girls 19%) and over five hours playing on a weekend day (Boys 39%, Girls 29%)
- Boys were also more likely than girls to get wet or mucky (Boys 34%, Girls 25%) and to play interactively with a digital device (Boys 85%, Girls 77%)
- Girls were more likely than boys to spend their play time making things (Boys 51%, Girls 76%), reading (Boys 64%, Girls 73%) and playing quietly (Boys 47%, Girls 57%)

Age of child

- Eight year olds were more likely than older children to play through: adventurous play (8 68% vs 9 53%, 10 53%, 11 37%, 12 32%), riding around (8 70% vs 9 55%, 10 53%, 11 51%, 12 27%), reading (8 74% vs 12 57%) and getting mucky (8 42% vs 9 26%, 10 30%, 11 16%, 12 14%)
- Eight and 9 year olds were more likely than those older than them to play through: active play (8 88%, 9 90% vs 10 80%, 11 74%, 12 64%) and making things (8 70%, 9 68% vs 10 55%, 11 53%, 12 47%)
- Twelve year olds were more likely than those younger than them to play for under 30 minutes on a weekday (8 3%, 9 2%, 10 6%, 11 4% vs 12 17%) and weekend day (8 2%, 9 1%, 10 2%, 11 2% vs 12 11%)
- The variety of play types decreased every year between 8 and 12 years old (8 7.4, 9 7.0, 10 6.8, 11 6.2, 12 6.0)

First/subsequent child

- Parents' first children were more likely than subsequent children to read (First 73%, Subsequent 64%) and play interactively on a computer or other device (First 85%, Subsequent 78%)
- Subsequent children were more likely to play freely, away from adults (First 60%, Subsequent 68%)

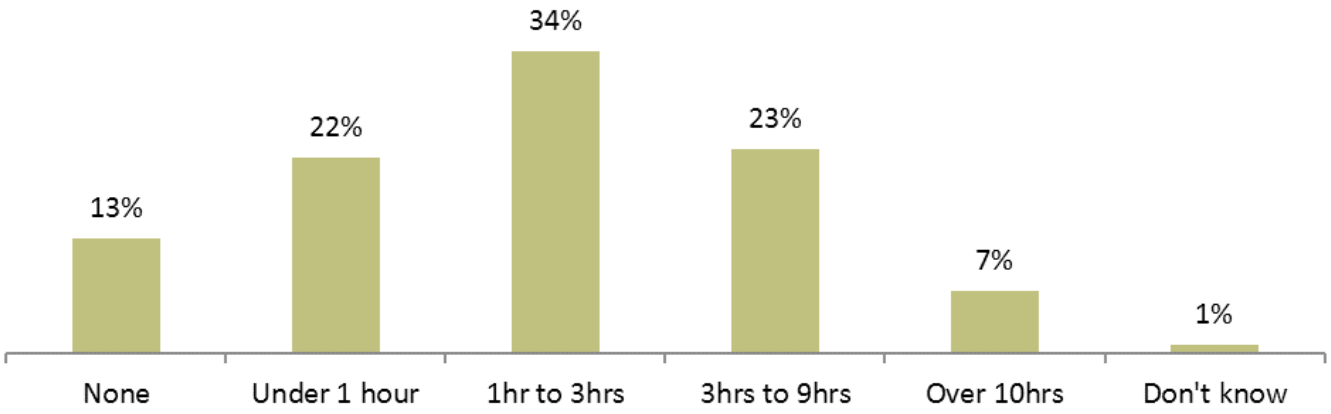
Socio-economic group and working status

- ABC1 SEG children were more likely than C2DE to play for over 3hrs on a weekend (ABC1 76%, C2DE 63%)
- Children from ABC1 households were more likely than those from a C2DE background to read (ABC1 76%, C2DE 61%) and to play with a digital device, both passively (ABC1 81%, C2DE 72%) and interactively (ABC1 85%, C2DE 78%)
- Children in ABC1 households were more likely than their C2DE counterparts to spend over three hours a week engaged in active play (ABC1 37%, C2DE 27%) and reading (ABC1 26%, C2DE 17%) when they did these activities
- Children from ABC1 households took part in a greater range of play activities than those from C2DE households (ABC1 7.1, C2DE 6.7)

Time spent using YouTube each week

Use of the YouTube website and/or app was very high, with 86% of parents saying their child used it to some extent each week.

Figure 4: Time spent using YouTube each week



Q15. Approximately, how much time each week, if any, does your child spend using the Youtube website or app to watch videos online?
Base (all): 618

Time spent using YouTube each week: subgroup analysis

Age of child

- Children of 10 or younger were more likely than 11 and 12 year olds to not use YouTube at all (8 17%, 9 16%, 10 13% vs 11 2%, 12 7%)

Socio-economic group and working status

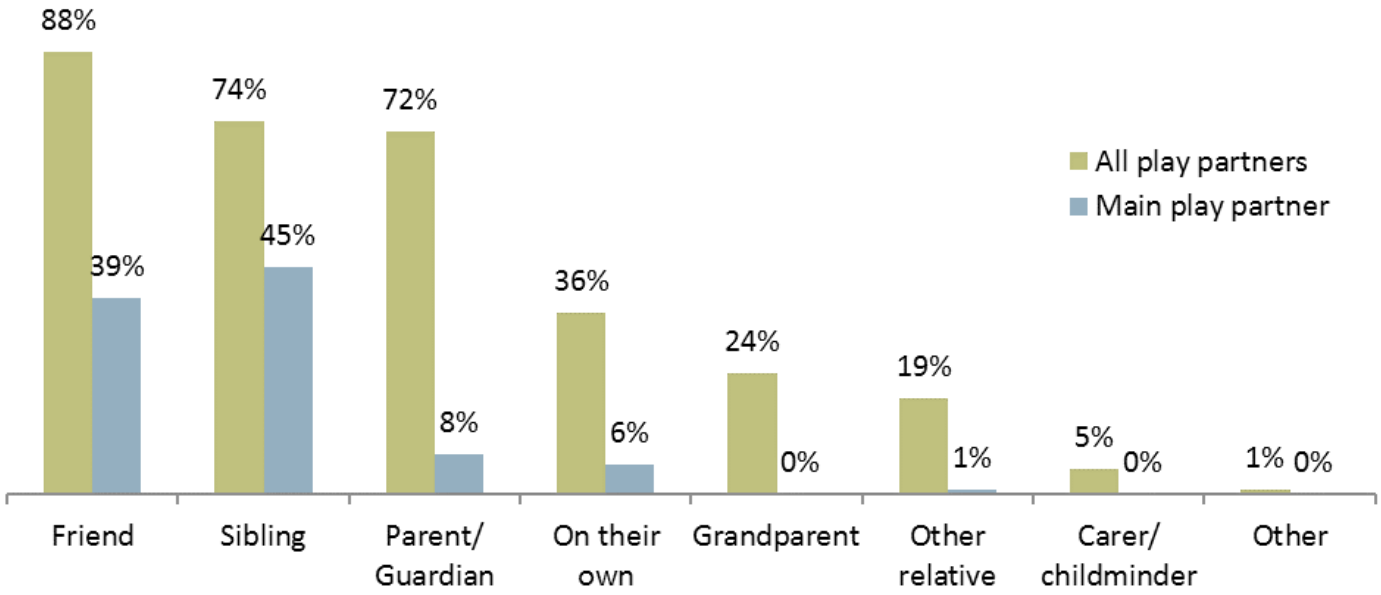
- Exposure to YouTube was less for children from ABC1 backgrounds, who were more likely than those from C2DE households to use YouTube for under an hour a week (ABC1 26%, C2DE 18%) and less likely to use it for over three hours (ABC1 25%, C2DE 35%)

2.2 Interaction through play

Child's play partners

- Almost nine in ten (88%) respondents stated that their child played with friends and three quarters (74%) stated that their child played with a sibling.
- While parents were also a common play partner (72%), only 8% stated that their child played most often with a parent. A child's most frequent play partner was more likely to be someone closer to their own age such as a friend (39%) or a sibling (45%).
- Just over a third of respondents (36%) stated that their child spent time playing on their own, although very few (6%) felt that their child mainly played on their own.

Figure 5: Child's play partners



Q17. With whom does your child play (outwith organised clubs and other adult run activities)? / Q18. And with whom does your child play most often (outwith organised clubs and other adult run activities)?
Base (all): 618

Child's play partners: subgroup analysis

Age of child

- With whom children played with changed notably after the age of 10:
  - Children 10 and under were more likely than older children to play with close family members – parents (8 74%, 9 78%, 10 76% vs 11 61%, 12 51%), siblings (8 77%, 9 77%, 10 76% vs 11 63%, 12 61%) or grandparents (8 24%, 9 27%, 10 24%, 11 24% vs 12 9%) – and also more likely to play on their own (8 37%, 9 37%, 10 40% vs 12 21%)
  - They were also more likely than 11 and 12 year olds to have a sibling as their main play partner (8 56%, 9 47%, 10 44% vs 11 26%, 12 26%)
  - At the age of 10 onwards, it became much more likely that a friend would be a child's main play partner (8 31%, 9 35% vs 10 47%, 11 49%, 12 57%)

First/subsequent child

- A parent's first child was more likely than a subsequent child to play together with a parent (First 76%, Subsequent 68%) or grandparent (First 31%, Subsequent 16%). They were also a little more likely to have a parent as their main play partner (First 10%, Subsequent 6%)
- Subsequent children were more likely than those who were a first child to have friends as main playmates (First 35%, Subsequent 44%)

Socio-economic group and working status

- Children from ABC1 households were more likely to play together with a parent (ABC1 77%, C2DE 67%) and also to play on their own (ABC1 40%, C2DE 32%) than those in C2DE households
- Children whose parent stayed home to look after the family (84%) were more likely to play together with their brother or sister than those whose parent was in work (72%). Children of stay at home

parents (56%) were also more likely than those of parents who work (44%) to have a sibling as a main playmate.

- Children of parents in work (42%) were more likely than those whose parents stay at home (26%) to have a friend as a main play partner

Age of parent

- The children of older parents (35+) were more likely than those of younger parents (under 35) to play on their own (<35 28%, 35+ 38%)
- The children of parents under 35 were more likely than those with parents 35 and over to play with another relative (<35 26%, 35+ 17%), other than a parent, sibling or grandparent, suggesting a wider family support network. This group was also more likely to have a friend as a main playmate (<35 48%, 35+ 37%)

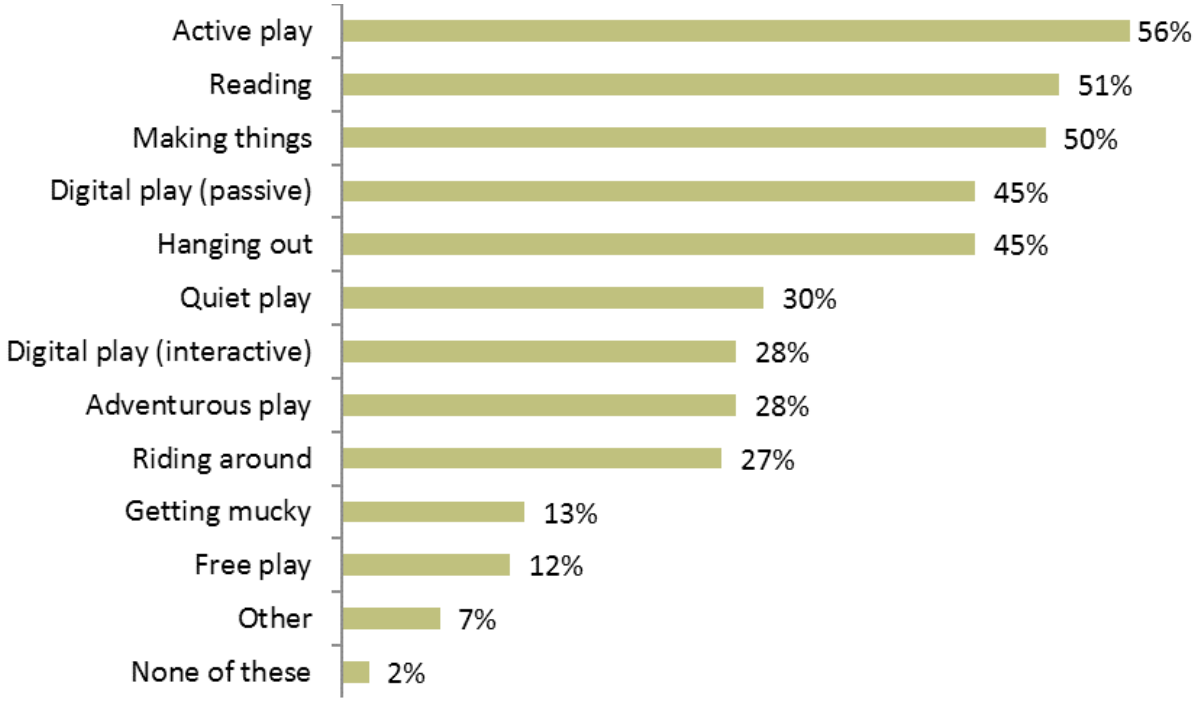
Types of play together with child

Over half of parents had played active games (56%) or had read (51%) with their child in the past week. Playing creatively through making things together (50%), hanging out (45%) and watching or listening to media online (45%) together were also common activities.

Just over one quarter (28%) of parents recalled playing together with their child through interactive digital play.

Seven percent of respondents played in ways not included on the list, including: playing board games, cooking and playing with pets.

Figure 6: Types of play together with child



Q23. In the last week, which of the following types of playing have you done along with your child?
Base (all): 618

Types of play together with child: subgroup analysis

Gender of child

- Parents were more likely to make things (e.g. drawing, painting and building) with a daughter (58%) than a son (43%)

Age of child

- Older children were generally less likely to interact with their parent through play:
  - 8 year olds were more likely than all older children to go riding with their parent (8 42% vs 9 23%, 10 21%, 11 14%, 12 11%)
  - Under 10s were more likely than 11 and 12 year olds to play with their parent through active play (8 61%, 9 61% vs 11 41%, 12 40%) and adventurous play (8 36%, 9 29%, 10 29% vs 11 17%, 12 9%)
  - 12 year olds were much less likely than younger children to read with their parent (8 63%, 9 55%, 10 50%, 11 36% vs 12 17%)

First/subsequent child

- Parents were more likely to hang out with their first child than with subsequent children (First 51%, Subsequent 40%)

Socio-economic group and working status

- Parents from ABC1 households were more likely to join their children hanging out (ABC1 50%, C2DE 40%), riding (ABC1 32%, C2DE 22%) and reading (ABC1 56%, C2DE 47%) than parents from C2DE households.
- However, parents from C2DE backgrounds were more likely than ABC1 parents to have joined in quiet play with their child (ABC1 26%, C2DE 34%) and played a computer game or other interactive digital play (ABC1 24%, C2DE 32%)

Gender of parent

- Mothers were more likely than fathers to have played together with their child by reading (Fathers 35%, Mothers 53%), making things (Fathers 31%, Mothers 52%) and hanging out (Fathers 25%, Mothers 47%)
- Fathers were more likely than mothers to have joined their child in playing a computer game or other interactive digital play (Fathers 42%, Mothers 26%)
- Fathers were also more likely than mothers to have gone riding on a bike or scooter with their child (Fathers 40%, Mothers 26%)

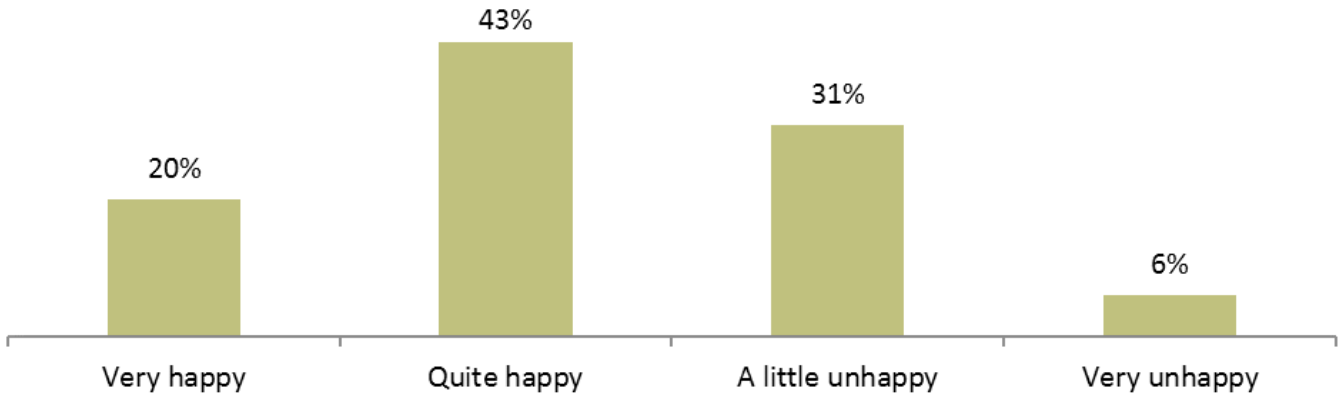
Age of parent

- Parents under 35 (40%) were more likely than those 35 and over (25%) to have played a computer games, or some other interactive digital play, with their child

Satisfaction with playing time with child

Sixty three percent of parents felt at least quite happy with the amount of time they had to play together with their child. However, a significant minority (37%) did not.

Figure 6: Satisfaction with playing time with child



Q19. Which of the following best describes your feelings towards the amount of time you have available to play with your child?
Base (all): 618

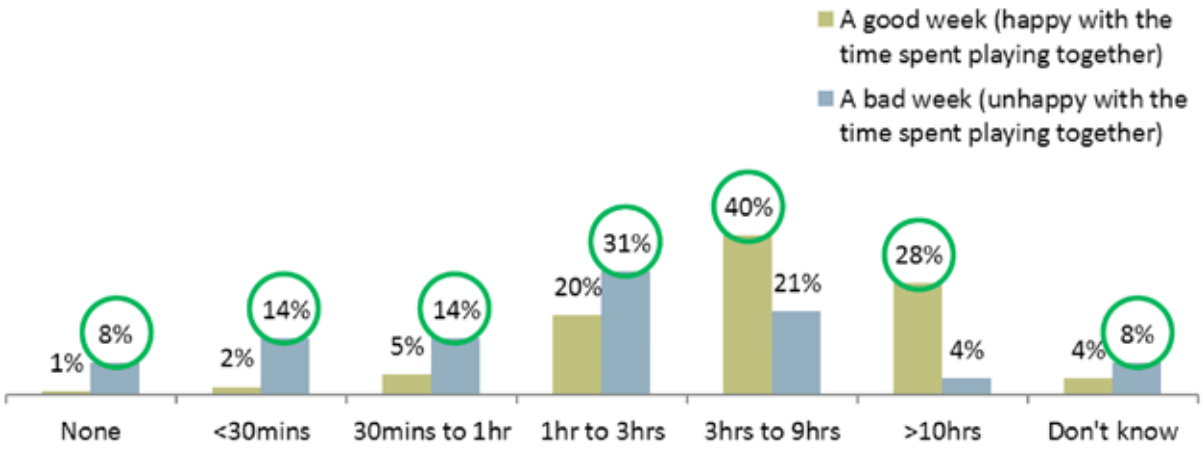
Time spent playing together on a good or bad week

On a good week, just over one quarter (28%) of parents felt that they had 10 or more hours to play with their child. Thirty-six percent of parents felt that they spent under one hour playing with their child on a bad week.

In figure 7, the green circles highlight statistically significant differences between a good week and bad week. On a bad week parents were more likely to spend under three hours playing with their child than on a good week. The reverse is true for over three hours.

Using the responses given at Q21 and Q22, the average time spent each week playing together with the child was estimated. In order to do this a midpoint was taken from each code and a mean score calculated[3]. On a good week, respondents averaged 7 hours 42 minutes play time with their child, which reduced to 2 hours 36 minutes on a bad week.

Figure 7: Time spent playing together on a good or bad week



Q21/22. In a week in which you're happy/unhappy with the time you've had to play with your child, over the span of the whole week how much time do you have to interact with your child through play?
Base (all): 618

[3] The midpoints for each code were as follows: 'No time at all' = 0, 'Under 15 minutes' = 0.25 hours, '15-30 minutes' = 0.5 hours, '30 minutes to an hour' = 0.75 hours, '1-2 hours' = 1.5 hours, '2-3 hours' = 2.5 hours, '3-4 hours' = 3.5 hours, '4-9 hours' = 6.5 hours, '10-20 hours' = 15 hours, '21+ hours' = 25 hours

Time playing together with child: subgroup analysis

Age of child

- The likelihood that a parent would spend under half an hour playing together with their child on a bad week increased notably with the age of the child (8 18%, 9 17%, 10 23% vs 11 32%, 12 38%)

First/subsequent child

- Parents were more likely to be 'very' happy with the time they had to play with their subsequent children than their first child (First 16%, Subsequent 24%)

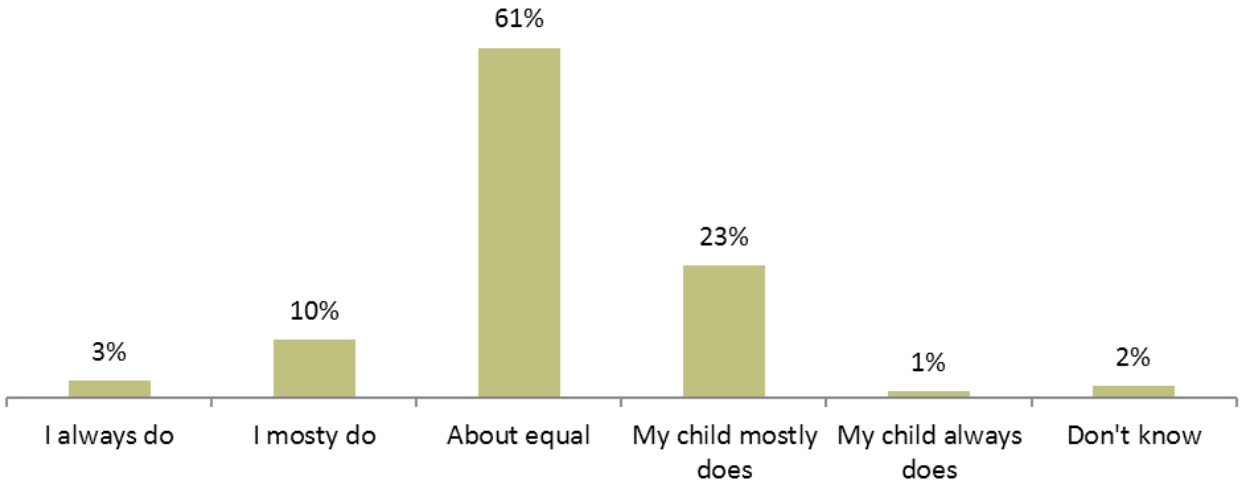
Socio-economic group and working status

- Parents from C2DE households (25%) were more likely than ABC1 parents (15%) to feel 'very' happy with the time they had playing with their child
- Unsurprisingly, those who stay at home to look after their family (77%) were more likely to be happy with the time they have to play together with their child than those in full time work (61%)
- Age of parent
- Younger parents (under 35) were more likely than all older parents to be happy with the amount of time they have to play with their child (<35 75%, 35+ 60%). They also displayed higher strength of satisfaction, being more likely than older parents to feel 'very' happy with the time they have to play together (<35 30%, 35+ 18%)

Initiating playtime together with child

The majority (61%) of parents felt that both they and their child initiate playtime together in roughly equal amounts. One quarter (24%) of parents felt that their child was more likely to initiate play together, with only 13% feeling that they were more likely to suggest playing together themselves.

Figure 8: Initiating playtime together with child

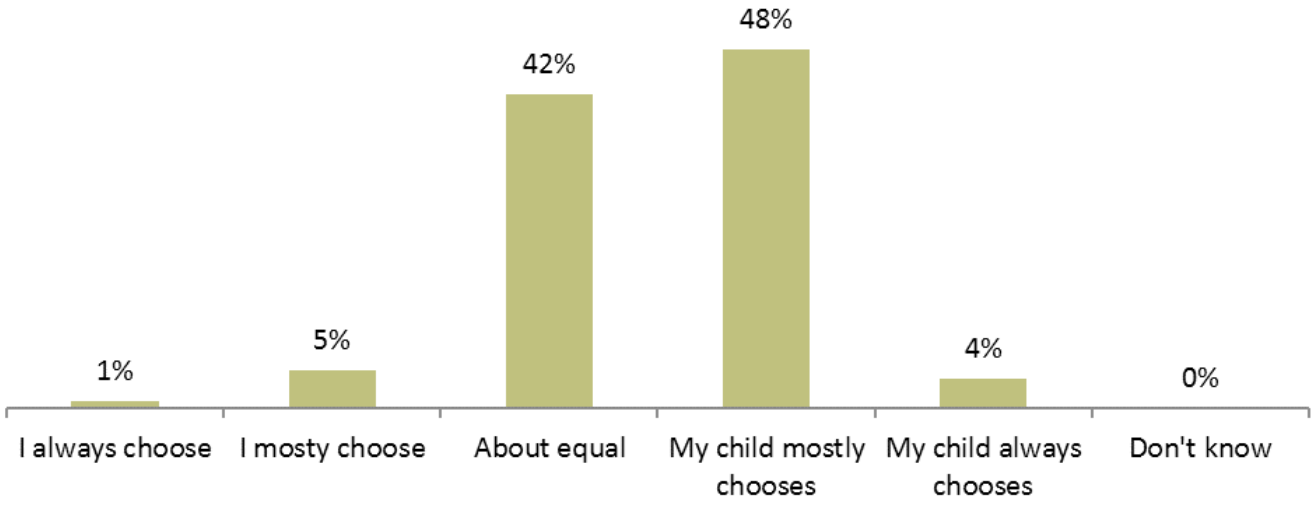


Q24. Who initiates your play time with your child?
Base (all): 618

Choosing play activity

Just over half of respondents (52%) felt that their child mostly or always chooses the activity when they play together. Only 6% felt that they were more likely to choose.

Figure 9: Choosing play activity



Q25. When you do have time to play together with your child, who chooses the activity that you do?
Base (all): 618

Initiating play together and choosing activity: subgroup analysis

Gender of child

- Parents were more likely to initiate interaction through play with a son than a daughter (Boys 17%, Girls 9%)
- Conversely, parents viewed daughters as more likely than sons to initiate interaction (Boys 19%, Girls 29%)
- However, for both boys and girls most parents felt that initiating play together was equal between them and their child (Boys 62%, Girls 60%)

Age of child

- Older children (11-12) were more likely than those under 10 to have a parent initiate play together (8 10%, 9 14%, 10 8% vs 11 23%, 12 24%)
- Children 10 and under were more likely than 11 and 12 year olds to initiate play with a parent themselves (8 27%, 9 24%, 10 29% vs 11 16%, 12 9%)
- Again, for all ages it was more likely for this decision to be equal between the child and parent (8 61%, 9 60%, 10 62%, 11 57%, 12 67%)

First/subsequent child

- Parents were more likely to be the ones to initiate playtime together with their first child than their subsequent children (First 16%, Subsequent 10%)

Socio-economic group and working status

- Parents in C2DE households (19%) were more likely than those in ABC1 households (8%) to be the ones to initiate play together with their child

Age of parent

- Parents under 35 were a little more likely than older parents to initiate play together (<35 20%, 35+ 12%) and also to choose the activity that was played together (<35 12%, 35+ 5%)

Finding new ideas for playing together with child

For finding new play ideas the internet was the resource most often quoted, either through a general search (28%) or specific websites (10%). A quarter (26%) of parents didn't know where to find ideas for playing with their child.

Figure 10: Finding new ideas for playing together with child (free text question)

	#	%
Online search	176	28%
Specific websites (Facebook, blogs, Mumsnet, etc)	62	10%
Friends	61	10%
Own initiative	27	4%
Don't know	163	26%
Nowhere – I wouldn't do this	184	30%

Q26. Where, if anywhere, would you go to find new ideas for how to play with your child?
Base (all): 618

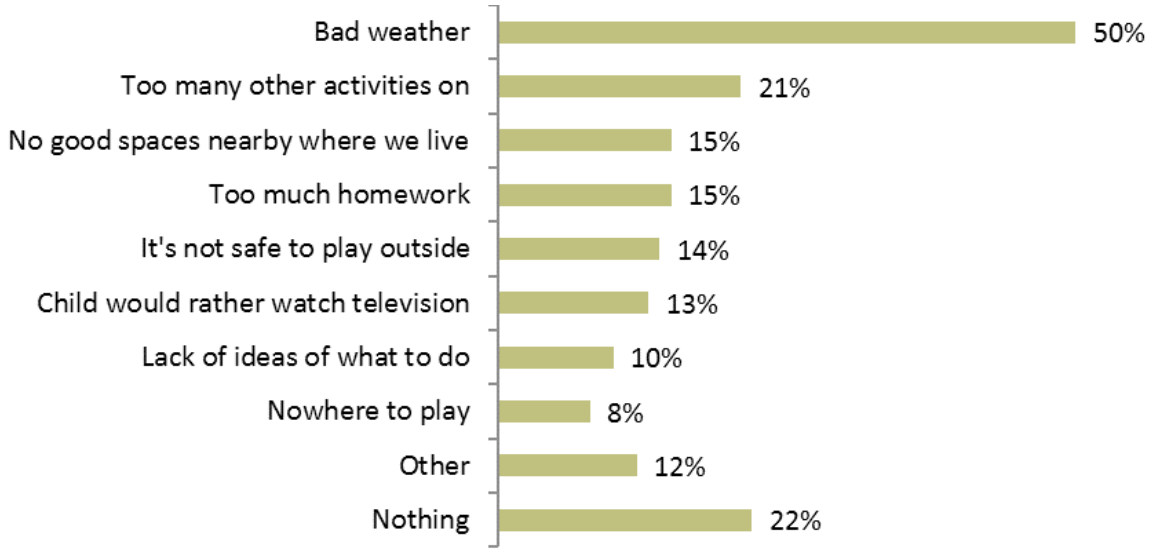
2.3 Barriers to play

Child's barriers to play

Respondents were asked to cite the barriers to play on the basis of a list of pre-coded responses. Bad weather (50%) was the most commonly cited impediment to children's play. Just over a fifth of the sample (22%) felt that their child faced no barriers to play.

Parents were encouraged to provide details of other barriers if they were not present on the list. Twelve percent of respondents gave an alternative answer here, with common suggestions including distance from friends and a child's difficulty socialising.

Figure 11: Child's barriers to play



Q16. What are the main things that prevent your child from playing (outwith organised clubs and other adult run activities)?
Base (all): 618

Child's barriers to play: subgroup analysis

Gender of child

- Parents were more likely to see having too many extra-curricular activities such as dancing and football as a barrier to play for girls than boys (Boys 16%, Girls 26%)

Age of child

- Time spent watching TV or streaming TV and films was more likely to be a barrier to play for 12 year olds than for the youngest children (8 9%, 12 25%)

First/subsequent child

- Parents were more likely to feel that there being no good places to play locally (First 18%, Subsequent 11%), it not being safe to play outside (First 19%, Subsequent 8%) and bad weather (First 55%, Subsequent 45%) are barriers to play a first child than for a subsequent child

Socio-economic group and working status

- Parents in ABC1 households were more likely than those in C2DE households to feel having that too much homework (ABC1 20%, C2DE 11%) and extra-curricular activities such as dancing or football (ABC1 30%, C2DE 12%) prevented their child from playing
- In contrast, C2DE parents were more likely than those from an ABC1 background to perceive there either being nowhere at all (ABC1 4%, C2DE 13%) or no good places locally (ABC1 11%, C2DE 19%) for their child to play as barriers to play

Age of parent

- Parents under 35 (27%) were more likely than older parents (12%) to feel that there were no good places for their child to play in the local area

Barriers to playing together with child

Respondents were provided with a free text box in which they were asked to name the barriers they faced in playing together with their child. Work (60%) and housework (31%) were the most commonly mentioned impediments.

Only 7% reported no barriers at all.

Figure 12: Barriers to playing together with child (free text question)

	#	%
Work	368	60%
Housework	192	31%
Taking care of other family members (e.g. children, older relatives, pets)	106	17%
Kids have other fun things to do	84	14%
Just too busy or tired	74	12%
Kids have extra-curricular activities to do (i.e. after school clubs)	58	9%
Child's homework	57	9%
Parent has a college course/education	39	6%
Other	53	9%

Nothing	41	7%

Q20. What are the main things that prevent you from having time to play with your child?
Base (all): 618

2.4 Attitudes and Concerns

Attitudes towards play

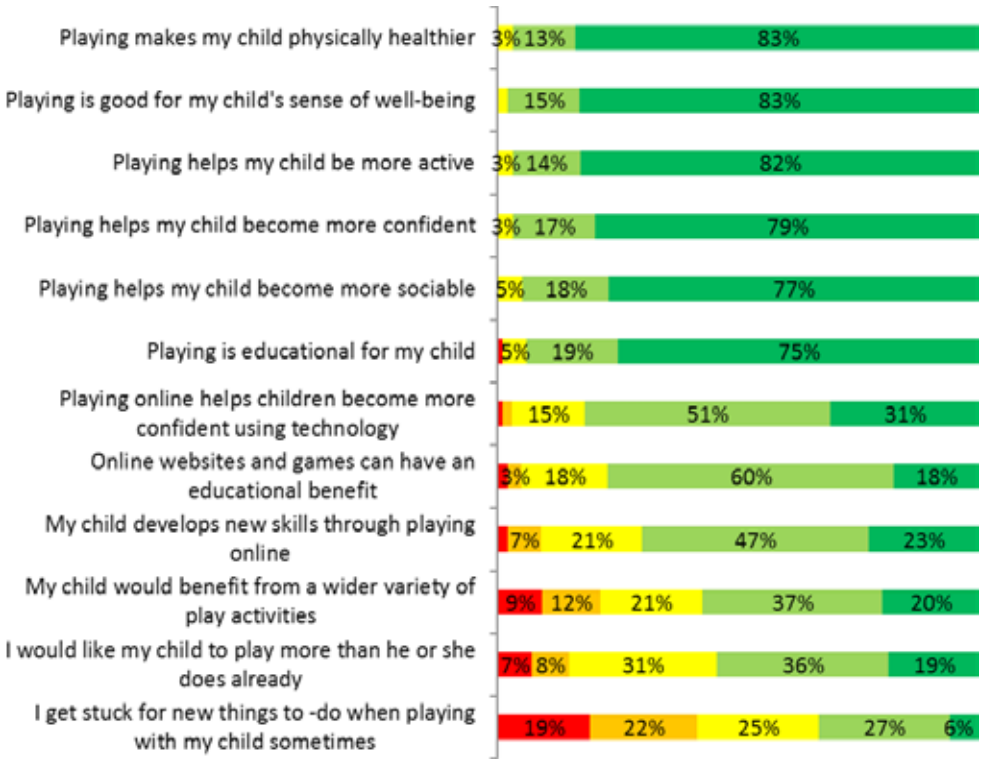
Respondents were overwhelmingly positive about the benefits of play to their child with a very high level of agreement towards play improving well-being (98% total agreement), physical health (96%), activity levels (96%), confidence (96%) and sociability (94%). Ninety-four percent of respondents agreed that play was educational for their child.

The vast majority of respondents also agreed that online play benefitted their child, although agreement was notably lower than for play in general. In total, 82% of respondents agreed that online play increased their child's confidence with technology, 78% agreed that that online websites and games were of educational benefit to their child and 69% agreed that their child developed new skills through online play. The strength of feeling towards the benefits of online play was also substantially weaker than for play in general; the proportion of respondents 'strongly' agreeing with the benefits of online play ranged from 18% to 31% compared to 75% to 83% for play in general.

Over half of respondents (57%) agreed that their child would benefit from a greater range of play activities, with one in five (20%) agreeing 'strongly' with this sentiment. A similar number of respondents (55%) agreed that they would like their child to play more than they do at the moment, again with one in five (19%) 'strongly' agreeing.

A significant minority of parents (33%) agreed that they were sometimes stuck for new ideas for playing together with their child. However, only 6% agreed 'strongly' with this sentiment and a larger proportion (41%) disagreed with it.

Figure 13: Attitudes towards play



Q29. To what extent do you agree or disagree with the following statements about your child's play?
Base (all): 618

Attitudes to play: subgroup analysis

Age of child

- Parents of 8 year olds were more likely than those of 12 year old children to agree 'very' strongly that play helped their child become more confident (8 83% vs 12 68%)

First/subsequent child

- Parents were more likely to feel stuck for things to do with their first child than with subsequent children (First 38%, Subsequent 29%)

Socio-economic group and working status

- Parents from ABC1 households were more likely than their C2DE counterparts to 'strongly' agree that play was beneficial for their child in the following ways:
  - Educational (ABC1 81%, C2DE 69%)
  - Helping sociability (ABC1 82%, C2DE 72%)
  - Improving confidence (ABC1 83%, C2DE 75%)
  - Becoming more active (ABC1 87%, C2DE 77%) and helping physical health (ABC1 88%, C2DE 78%)
  - Increasing well-being (ABC1 90%, C2DE 75%)
- However, whilst ABC1 responses showed higher strength of agreement with these statements, overall agreement was very high, regardless of SEG
- ABC1 Parents (48%) were also more likely than C2DE parents (35%) to disagree that they get stuck for new things to do when playing with their child
- Parents from a C2DE background (62%) were more likely than ABC1 parents (53%) to agree overall that their child would benefit from a greater variety of play activities. This is consistent with the finding that, on average, children from C2DE backgrounds (6.7) took part in fewer types of play activity than those from ABC1 households (7.1)

Gender of parent

- Mothers were more likely than fathers to 'strongly' agree that play in general was beneficial for their child in the following ways:
  - Educational (Fathers 58%, Mothers 77%)
  - Helping sociability (Fathers 62%, Mothers 78%)
  - Improving confidence (Fathers 66%, Mothers 80%)
  - Becoming more active (Fathers 72%, Mothers 83%) and helping physical health (Fathers 69%, Mothers 84%)
  - Increasing well-being (Fathers 68%, Mothers 84%)
- Overall agreement with these statements was equal for women and men
- Fathers (53%) were more likely than mothers (29%) to 'strongly' agree that online play helped their child's confidence with technology. However, again there was no difference between men and women in regard to overall agreement

Age of parent

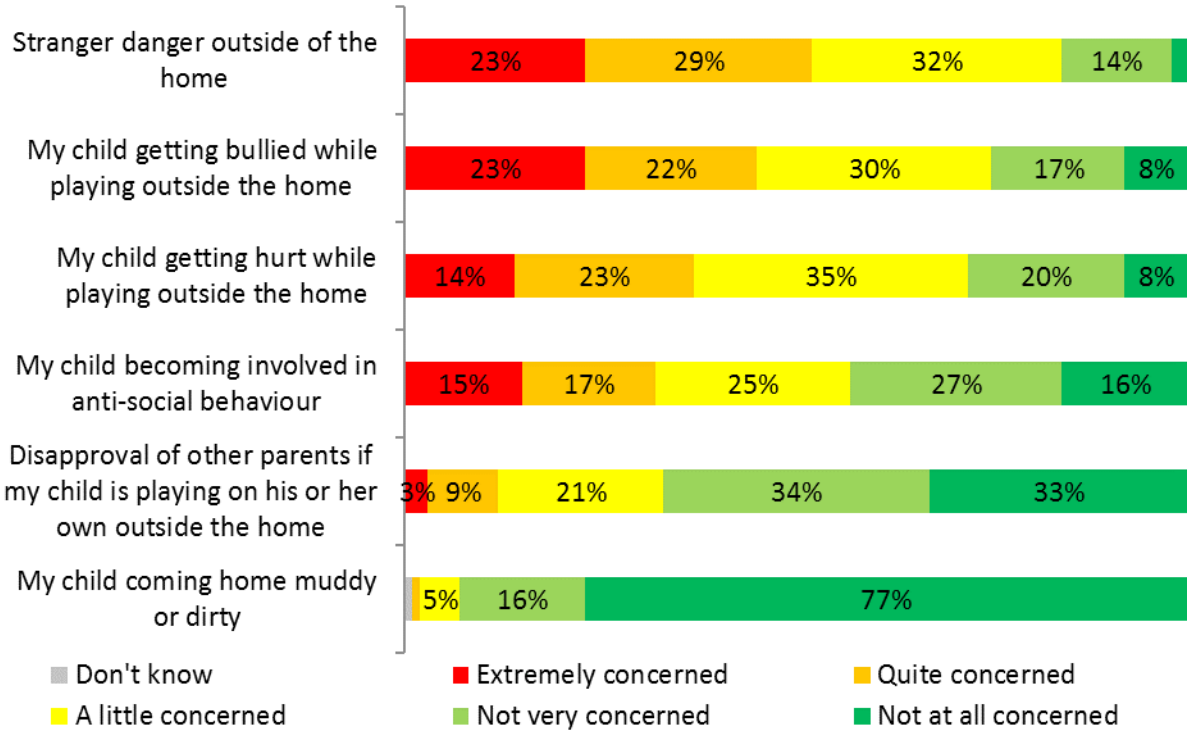
- Under 35s were more likely than older parents to agree that their child would benefit from a wider variety of play activities (<35 67%, 35+ 55%)
- Parents under 35 were also more likely than older parents to 'strongly' agree that their child develops new skills through online play (<35 34%, 35+ 20%)

Concerns about outside play

Stranger danger (52% 'quite' or 'extremely' concerned) and bullying outside the home (45%) were most concerning to our respondents, from the statements provided. Their child getting physically hurt (36%) or becoming involved in anti-social behaviour (32%) were a concern for around a third of respondents.

There was little concern (12% 'quite' or 'extremely' concerned) regarding the disapproval of other parents should they see a child playing on their own outside the house. Only 2% of respondents felt 'quite' or 'extremely' concerned about their child coming home wet or muddy as a result of playing.

Figure 14: Concerns about outside play



Q30. To what extent are you concerned or unconcerned by the following elements of your child's play?
Base (all): 618

Concerns about outside play: subgroup analysis

Gender of child

- Parents were more likely to be 'quite' or 'extremely' concerned about their son getting involved in anti-social behaviour than their daughter (Boys 36%, Girls 27%)
- They were also a little more worried about their son getting bullied when playing than their daughter (Boys 49%, Girls 40%)

First/subsequent child

- Parents were more likely to be 'quite' or 'extremely' concerned that a first child would get hurt when playing outside than a subsequent child (First 41%, Subsequent 32%)
- Parents are more likely to be unconcerned about getting involved in anti-social behaviour for their subsequent child than with a first child (First 38%, Subsequent 48%)

Socio-economic group and working status

- C2DE parents showed higher levels of concern ('quite' or 'extremely') than ABC1 parents across all statements except for their child coming home dirty in which levels of concern were very low regardless of SEG
  - Stranger danger (ABC1 45%, C2DE 59%)
  - Becoming involved in anti-social behaviour (ABC1 27%, C2DE 37%)
  - Disproval of other parents if their child is seen playing on his or her own outside the home (ABC1 8%, C2DE 16%)
  - Bullying outside the home (ABC1 34%, C2DE 55%)
  - Child getting hurt outside the home (ABC1 32%, C2DE 41%)

Age of parent

- Younger parents (under 35) were more likely than their older counterparts to be 'quite' or 'extremely' concerned about their child becoming involved in anti-social behaviour (<35 43%, 35+ 29%)
- Younger parents (under 35) were also more likely than those aged 35 to 54 to be 'quite' or 'extremely' concerned about the disapproval of other parents (<35 21%, 35+ 10%)

Concerns about online play

Respondents displayed higher levels of concern in relation to online play than outside play.

The potential for a child to access inappropriate material (75% 'quite' or 'extremely' concerned) was the most concerning aspect of online play, of those listed. Almost one half (48%) of respondents stated that they were 'extremely' concerned about their child being exposed to inappropriate online content.

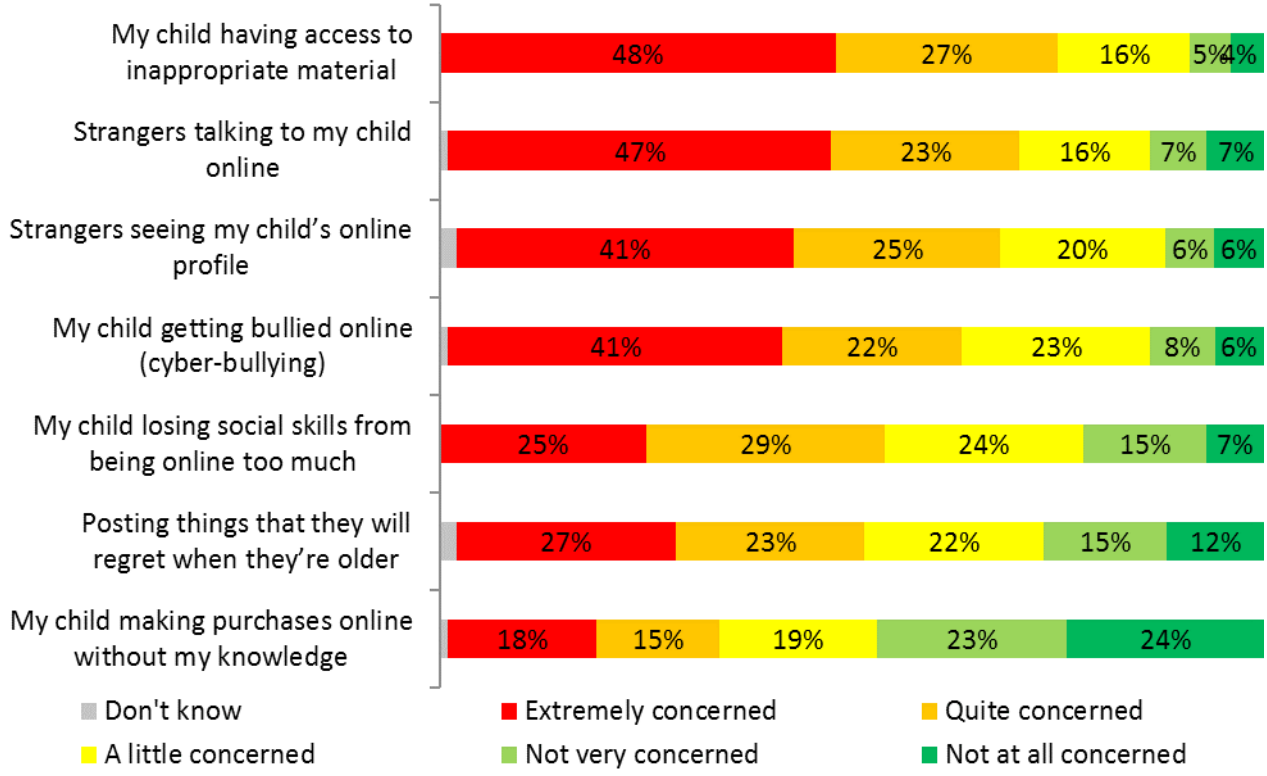
Similarly, just under one half of respondents (47%) said that they were 'extremely' concerned about strangers talking to their child online and 41% felt the same about strangers seeing their child's online profile; total 'quite' or 'extreme' concern for these aspects of online play was 69% and 66%, respectively. This compares to 52% of respondents who stated that they were either 'quite' or 'extremely' concerned about stranger danger outside of the home.

Sixty-three percent of respondents stated that they were either 'quite' or 'extremely' concerned about bullying online, compared to 45% in relation to bullying outside of the home.

Roughly half of respondents stated that they were either 'quite' or 'extremely' concerned about their child losing social skills through online play (53%) or posting things online that they would later regret (50%).

A sizable minority of respondents (33%) were either 'quite' or 'extremely' concerned about their child making unsanctioned payments online. However, just under one half (47%) said that they were 'not very' or 'not at all' concern about this.

Figure 15: Concerns about online play



Q31. To what extent are you concerned or unconcerned by the following elements of online play?
Base (all): 618

Concerns about online play: subgroup analysis

Socio-economic group

- Parents from a C2DE background were more likely to be 'quite' or 'extremely' concerned about strangers talking to their child online (ABC1 65%, C2DE 74%) and about cyber-bullying (ABC1 58%, C2DE 68%) than ABC1 parents
- Furthermore, ABC1 parents were more likely than C2DE parents to be unconcerned about their child making online purchases (ABC1 51%, C2DE 42%), strangers talking to their child (ABC1 17%, C2DE 11%) and their child posting online things that they will later regret (ABC1 31%, C2DE 23%)

Gender of parent

- Mothers (35%) were more likely than fathers (16%) to be 'quite' or 'extremely' concerned about their child making purchases online without their knowledge

Age of parent

- Parents under 35 were more likely than those aged 35-54 to feel 'quite' or 'extremely' concerned in regard to all of the statements except for their child posting things online that they will later regret
  - Strangers seeing child's online profile (<35 73%, 35+ 64%)
  - Getting bullied online (<35 74%, 35+ 60%)
  - Access to inappropriate material (<35 85%, 35+ 72%)
  - Losing social skills (<35 63%, 35+ 51%)

- Child making unsanctioned online purchases (<35 42%, 35+ 31%)
- Strangers tal4king to the child online (<35 80%, 35+ 66%)

Concerns about play

Those who showed the highest levels of concern for outside and online play were identified and grouped as concerned. Those in the 'concerned' cohort averaged a score from 'quite' to 'very' concerned across key statements.

Outside Play

Parents most likely to show consistently high levels of concern about outside play were:

- Younger parents (under 35)
- Parents from C2DE households

The children of parents with highest levels of concern about outside play were:

- Less likely to spend over 3hrs playing on a weekend day
- Less likely to play in the following ways: active play, adventurous play, making things and reading
- More likely to spend more than 3hrs a week online
- More likely to incur the following barriers to play: nowhere to play/no good spaces, not safe outside. They were also more likely to have barriers to play at all
- More likely to have a parent as their main playmate
- More likely to have their parent initiate playtime together and for their parent to choose the activity they played together
- More likely to play along with their parents when they play with apps
- Have parents who are more positive about the benefits of online play
- Have parents who are much more likely to rate their interest in the Play Scotland app as 10/10

Online Play

Parents most likely to show consistently high levels of concern about **online** play were:

- Younger parents (under 35)
- Parents from C2DE households
- Parents of younger children (8 years old)
- Mothers

The children of parents with highest levels of concern about online play were:

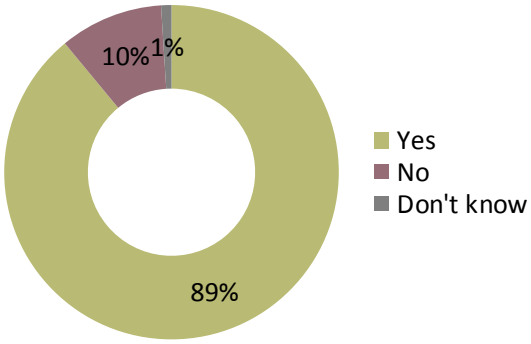
- Less likely to play with digital devices (passively or interactively)
- More likely to have a parent who is 'very' happy with the amount of time they spend playing together
- More likely to have their parent 'always' download apps for them
- Have parents who are much more likely to rate their interest in the Play Scotland app as 10/10

2.5 Mobile apps

Use of mobile apps

Almost nine in ten parents said that their child played on mobile apps.

Figure 16: Use of mobile apps



Q13. Does your child ever play on apps on a mobile phone or tablet?
Base (all): 618

Mobile apps used

Respondents were asked to give examples of mobile apps that their child commonly used. A great many apps were mentioned at this point. Figure 17 provides examples of those that were commonly referenced.

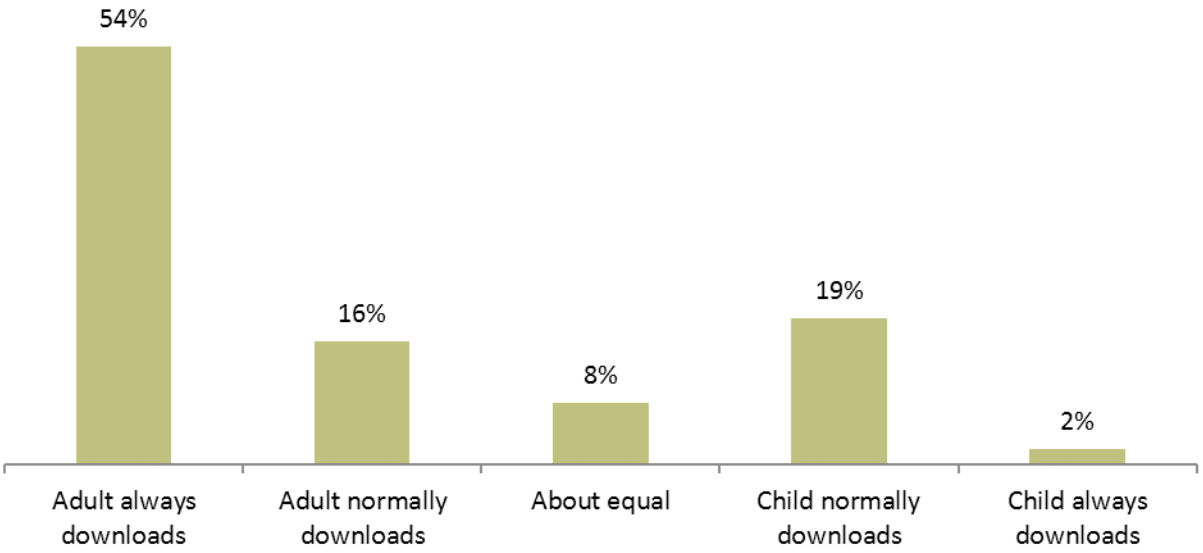
Figure 17: Use of mobile apps (free text question)

What apps does your child most often play with on a phone or tablet?
Base (all): 618

Permission to download apps

The power to download apps is very much in the hands of the parents and/or other adults, with over half (54%) stating that they always download them.

Figure 18: Permission to download apps

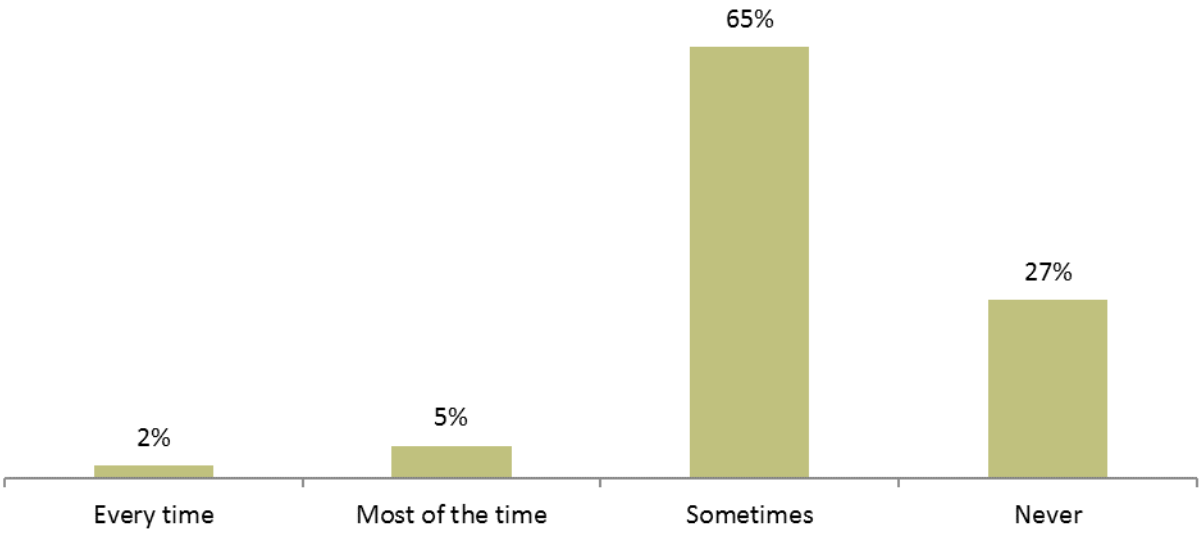


Q28. For the apps that your child plays with, who is responsible for downloading them?
Base (all whose child uses mobile apps): 551

Playing mobile apps together with child

While the majority of parents whose child played on mobile apps (73%) played them together with their child, this was most often on an occasional rather than regular basis.

Figure 19: Playing mobile apps together with child

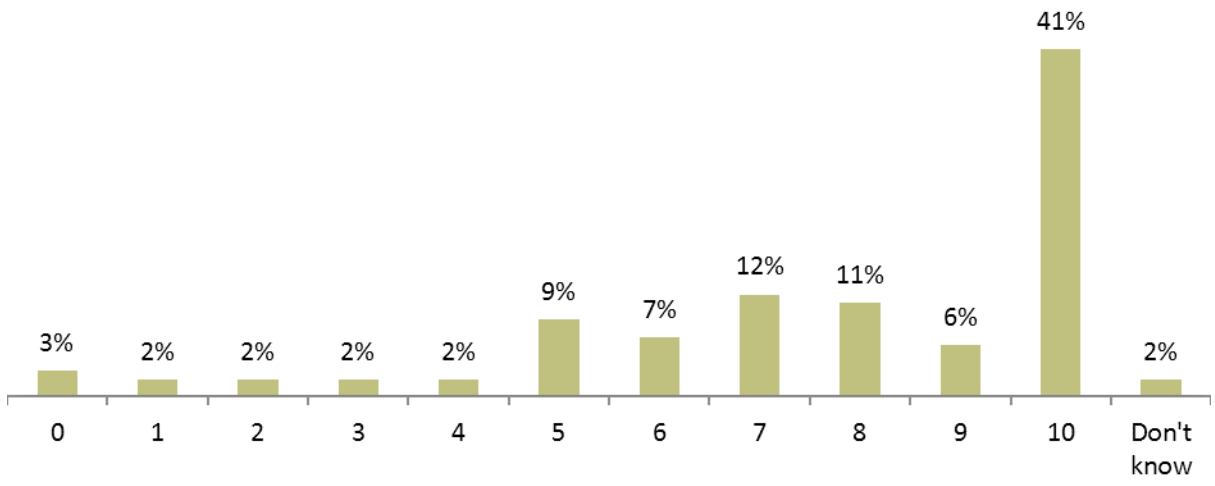


Q27. You mentioned that your child plays on apps on a mobile phone or tablet. How often do you play along with your child when he or she is using this app?
Base (all whose child uses mobile apps): 551

Interest in Play Scotland app

Within the overall sample, there was a great deal of positivity towards Play Scotland's app. Four in ten (41%) parents rated their interest as the maximum ten out of ten with only 11% giving a score below the midpoint of five.

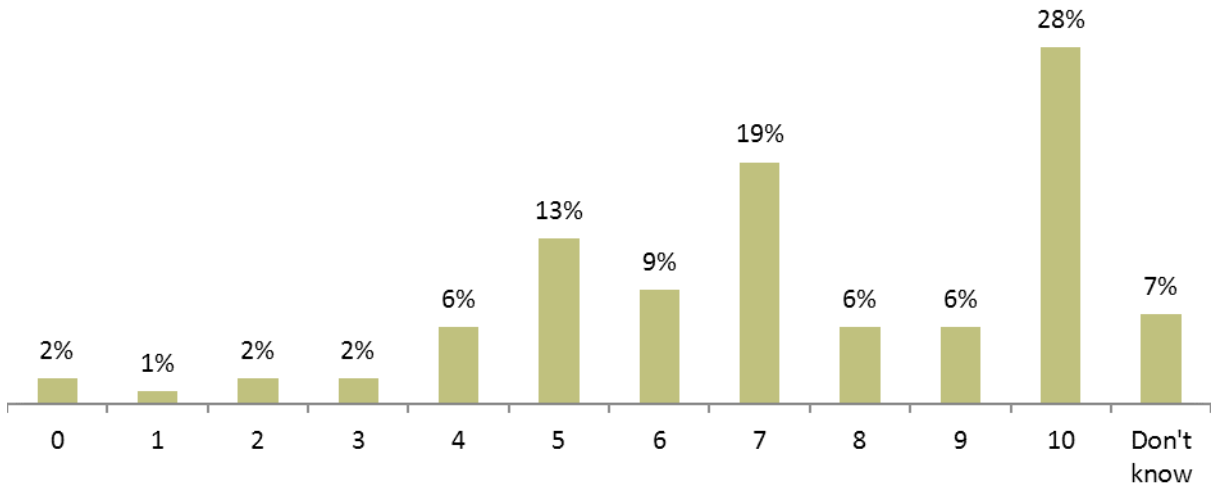
Figure 20: Interest in Play Scotland app



Q33. If the Scottish Government and Play Scotland made a free app available that was designed to give ideas of more ways to play, to what extent, if at all, would you be interested or uninterested in downloading it?
Base (all): 618

Those respondents outwith Play Scotland's network (Figure 21) were a little less enthusiastic towards the idea of the Play Scotland app. However, a maximum 10 out of 10 answer was still provided by almost one third (28%) of these respondents.

Figure 21: Interest in Play Scotland app (outside Play Scotland wider network)



Q34. If the Scottish Government and Play Scotland made a free app available that was designed to give ideas of more ways to play, to what extent, if at all, would you be interested or uninterested in downloading t?
Base (all respondents outside of Play Scotland's network): 94

Mobile apps: subgroup analysis

Age of child

- Parents of children aged 12 were much more likely than parents of younger children to never play along with their child when playing on apps (8 25%, 9 26%, 10 29%, 11 23%, 12 42%)
- Parents of 8 year olds were more likely than parents of older children to always be the one who downloads the app (8 68% vs 9 55%, 10 52%, 11 40%, 12 20%)
- Parents of 12 year olds were more likely than those of younger children say that their child normally downloads apps themselves (8 11%, 9 17%, 10 22%, 11 24% vs 12 44%)

First/subsequent child

- Parents were more likely to always be the one who downloads apps for their first child than for subsequent children (First 60%, Subsequent 48%)
- Children who are not the first child were more likely than a first child at least normally to be the one to download apps themselves (First 17%, Subsequent 26%)

Socio-economic group and working status

- Children of parents in work (91%) were more likely than those with parents who stayed home (83%) to play on mobile apps
- Parents in work (42%) were also more likely than those who stay home (30%) to be 'extremely' (10 out of 10) interested in the Play Scotland app

Gender of parent

- Mothers (56%) were more likely than fathers (37%) to feel that it was always an adult who downloaded apps for their child. Men (22%) were more likely than women (7%) to feel that it was about equal

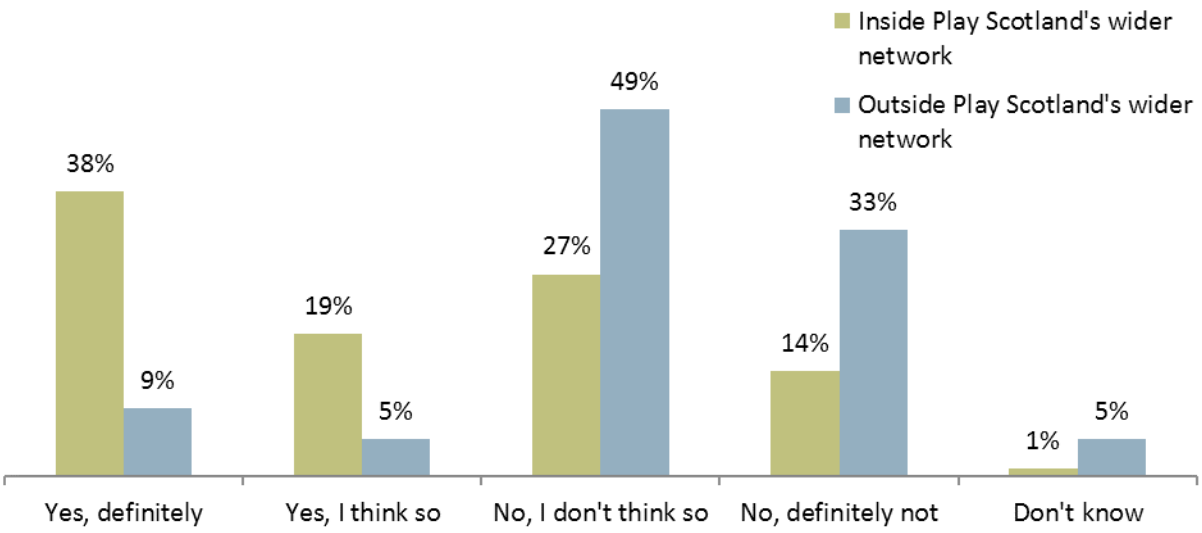
Age of parent

- Younger parents (under 35) were more likely than older parents to play along with a child most or every time they played an app (<35 16%, 35+ 5%)
- Younger parents were also more likely to be 'extremely' (10 out of 10) interested in downloading the Play Scotland app (<35 50%, 35+ 38%)

2.6 Awareness of Play Scotland

Over half (58%) of parents invited through Play Scotland's wider network were aware of Play Scotland. Fourteen percent of those respondents who were not invited through Play Scotland's wider network were aware of the organisation, substantially less than for those engaged with Play Scotland or one of its partners.

Figure 22: Awareness of Play Scotland



Q32. Have you heard of the organisation Play Scotland?
Base (Series 1 – all respondents outside of Play Scotland's network): 526
Base (Series 2 – all respondents outside of Play Scotland's network): 94

3. Summary & Conclusions

The data provides a number of preliminary findings regarding play behaviour, parental interaction with children through play and parents' attitudes and concerns regarding outside and online play.

Inequalities

There are a number of subgroup differences and inequalities identified in the way that Scottish children play.

Socio-economic group

- Children from C2DE households took part in a lesser range of play activities than children from ABC1 households. Parents from C2DE households were also more likely to agree that they would like their child to have more variety in their play
- Parents in C2DE households also reported a lower likelihood to spend over three hours playing on a weekend than ABC1 parents
- Parents from ABC1 socio-economic households were more likely to feature in their child's play than those from C2DE households
- ABC1 respondents were more likely to state 'positive' barriers to play such as too much homework and time spent engaged in extra-curricular activities, whereas C2DE respondents were more likely to state 'negative' barriers such as lack of available space for their child to play
- Overall, parents from an ABC1 background were more likely to acknowledge the benefits of play than those from a C2DE background
- Parents from a C2DE background displayed higher levels concern regarding the risks of outside and online play among than ABC1 parents

Age of child

- Parents of eight year old children reported a comparatively high variety play types, which steadily decreased each year. The data suggest that active play types, such as adventure, riding and general active play, suffers more than sedentary play types through this decrease in variety
- Around the age of 10, it became much less likely that a child would play with parents, grandparents, siblings and, also, on their own. Furthermore, from the age of 10 and up it became much more likely that a main play partner would be a friend rather than family member. This change may come as a result of a chid moving from primary to secondary stage school. It is likely that this older audience may prove a little harder to engage through an app that focusses on home and family based play activities
- The data shows that children are key to initiating play and, therefore, the app has to appeal first and foremost to the child

The list provided above gives Play Scotland the opportunity to focus its efforts in determining which, if any, of the specific inequalities it would like to address and measure its success by.

Appendix I: Survey Questionnaire

Thank you for your interest in the **Scottish Home Play Survey (Spring 2016)**. We're looking to understand how you and your child spend time playing.

The survey should only take 10 minutes to complete and there is a chance to win £100 in Amazon vouchers for participating.

If you have already completed this survey once, you do not need to complete it again.

Screening

Q1. **Where do you live?**

SINGLE CODE	CODE	ROUTE
UK – England	1	CLOSE
UK – Northern Ireland	2	CLOSE
UK – Scotland	3	SQ2
UK – Wales	4	CLOSE
Outside of the UK	5	CLOSE

Q2. **Are you the parent or main carer of one or more children currently living in your household?**

	Code	**Route**
Yes	1	Q2
No	2	CLOSE

Q3. **Which of the following describes your relationship with the child/ren?**

SINGLE CODE	CODE
Parent	1
Grandparent	2
Other relative	3
Foster carer	4
Other carer	5

Q4. **What age(s) are the children living in your household?**

If you have more than one child living with you, please choose as many as apply

	Number of children this age	Code	
1 year old		1	
2 years old		2	
3 years old		3	
4 years old		4	
5 years old		5	
6 years old		6	
7 years old		7	
8 years old		8	**Close unless 8-12 is selected**
9 years old		9	
10 years old		10	
11 years old		11	
12 years old		12	
13 years old		13	
14 years old		14	
15 years old		15	
16 years old		16	
17 years old		17	
18 years old		18	

Introduction Text:

Thank you.

We now want to ask you a few questions about playing inside and in the local area (roughly 500m) outside the house.

The questions focus on the play behaviour of one child in your household. Therefore, please consider only your [select youngest in 8-12 range from Q4] year old child when thinking about your answers, even if you have more than one child in your household.

If you have two children of that age, please answer for just one.

Q5. **Is your [select youngest in 8-12 range from Q4] year old child a boy or girl?**

	Code
Boy	1
Girl	2

Q6. **Is your [select youngest in 8-12 range from Q4] year old child your first child or a subsequent child?**

	Code
First child	1
Subsequent child	2

Q7. **Would you consider yourself to be the primary or secondary carer of your [select youngest in 8-12 range from Q4] year old child?**

Primary carer: the child lives with you at least half of the time

Secondary carer: the child lives with you less than half of the time

	Code
Primary	1
Secondary	2

Current playing behaviour

Q8. **On a normal weekday, how long does your [select youngest in 8-12 range from Q4] year old child spend playing (outwith school hours, organised clubs and other adult run activities)?**

Please include any type of playing (e.g, playing with toys, being in the garden, drawing, going to the park, chatting to friends, playing online, social media).

Please do not include watching TV or just listening to music (including Netflix, Spotify). Please do not include school homework.

	Code
Under 15 minutes	1
15-30 minutes	2
30 minutes to an hour	3
Between one and two hours	4
Between two and three hours	5
Between three and four hours	6
Between four and five hours	7
Over five hours	8
Don't know	9

Q9. **On a normal weekend day, how long does your [select youngest in 8-12 range from Q4] year old child spend playing (outwith organised clubs and other adult run activities)?**

Please include any type of playing (e.g, playing with toys, being in the garden, drawing, going to the park, chatting to friends, playing online, social media).

Please do not include watching TV or just listening to music (including Netflix, Spotify). Please do not include school homework.

	Code
Under 15 minutes	1
15-30 minutes	2
30 minutes to an hour	3
Between one and two hours	4
Between two and three hours	5
Between three and four hours	6
Between four and five hours	7
Over five hours	8
Don't know	9

Q10. **In the last week, which of the following types of playing has your [select youngest in 8-12 range from Q4] year old child done (outwith organised clubs and other adult run activities)?**

Please select as many as apply

	Code	
Active play: informal sports and games, running, jumping, chasing, skipping	1	
Adventurous play: climbing, hanging upside down, walking on logs, walking along high places	2	
Hanging out: meeting friends, chatting	3	
Making things: drawing, painting, building things, making models, making dens outside	4	
Riding around: cycling, skateboarding, skating, using a scooter	5	
Quiet play: day dreaming, imagining, inventing, hiding, chilling	6	
Reading: reading books or magazines (not online)	7	
Getting wet or mucky: playing in mud or rain, digging, water fights	8	
Free play: being outside of the house, away from adults, free to choose	9	
Interactive digital playing: computer games, smartphone/tablet apps, social media (including posting pictures, comments, videos and blogs online)	10	Q11
Passive digital playing: watching videos/film/TV online, watching videos/film/TV on a tablet, listening to music online	11	Q11
Other (please specify)	12	
None of the above	13	

Ask Q11, if coded 10 or 11 (digital play) at Q10.

Q11. **You said that in the last week your [select youngest in 8-12 range from Q4] year old child played digitally.**

What websites, online games, social media and other online content does your [select youngest in 8-12 range from Q4] year old child frequently use?

Please list as many as you can think of.

Websites: _____

Online games: _____

Social media: _____

Music/video/music streaming: _____

Other: _____

- ⊘ Don't know

[Limit to 100 characters]

Q12. **In the last week, how long in total has your [select youngest in 8-12 range from Q4] year old child spent playing in the following way (outwith organised clubs and other adult run activities)?**

DISPLAY ONLY THOSE SELECTED AT Q9	Under 15 minutes	15-30 minutes	30min to an hour	1-2 hours	2-3 hours	4-9 hours	10+ hours	Don't know
Active play: informal sports and games, running, jumping, chasing, skipping	1	2	3	4	5	6	7	8
Adventurous play: climbing, hanging upside down, walking on logs, walking along high places	1	2	3	4	5	6	7	8
Hanging out: meeting friends, chatting	1	2	3	4	5	6	7	8
Making things: drawing, painting, building things, making models, making dens outside	1	2	3	4	5	6	7	8
Riding around: cycling, skateboarding, skating, using a scooter	1	2	3	4	5	6	7	8
Quiet play: day dreaming, imagining, inventing, hiding, chilling	1	2	3	4	5	6	7	8
Reading: reading books or magazines (not online)	1	2	3	4	5	6	7	8
Getting wet or mucky: playing in mud or rain, digging, water fights	1	2	3	4	5	6	7	8
Free play: being outside of the house, away from adults, free to choose	1	2	3	4	5	6	7	8
Interactive digital playing: computer games, smartphone/ tablet apps, social media (including posting pictures, comments, videos and blogs online)	1	2	3	4	5	6	7	8
Passive digital play: watching videos/film/ TV online, watching videos/film/TV on a tablet, listening to music online	1	2	3	4	5	6	7	8

Q13. **Does your [select youngest in 8-12 range from Q4] year old child ever play on apps on a mobile phone or tablet?**

	Code	Route
Yes	1	Q14
No	2	Q15
Don't know	3	Q15

Ask Q14, if coded 1 (Yes) at Q13.

Q14. **What apps does your [select youngest in 8-12 range from Q4] year old child most often play with on a phone or tablet?**

Please list as many as you can think of.

Social media: _____

Game apps: _____

TV or streaming: _____

Other: _____

- Don't know

[Limit to 100 characters]

Q15. **Approximately, how much time each <u>week</u>, if any, does your [select youngest in 8-12 range from Q4] year old child spend using the Youtube website or app to watch videos online?**

	Code
Under 15 minutes	1
15-30 minutes	2
30 minutes to 1 hour	3
1-2 hours	4
2-3 hours	5
3-4 hours	6
4-9 hours	7
10+ hours	8
My child doesn't watch videos online through the Youtube website or app	9
Don't know	10

Barriers to play

Q16. **What are the main things that prevent your child from playing (outwith organised clubs and other adult run activities)?**

	Code
He or she has too much homework so there is no time to play	1
I don't think playing is that important	2
There's nowhere to play	3

There are no good spaces and places to play nearby where we live	4
It's not safe to play outside	5
He or she has too many activities to get to (dancing, football) to have time to play	6
Time spent watching television/Netflix/ streaming movies	7
Lack of ideas of what to do	8
Bad weather	9
Other (please specify)	10
Nothing	11

Playing with family

Q17. **With whom does your [select youngest in 8-12 range from Q4] year old child play (outwith organised clubs and other adult run activities)?**

Select all that apply

	Code
Parent/guardian	1
Friends	2
Brother/sister	3
Grandparent	4
Other relative	5
Carer/childminder	6
Other (please specify)	7
On their own	8

Q18. **And with whom does your [select youngest in 8-12 range from Q4] year old child play most often (outwith organised clubs and other adult run activities)?**

Select one option only

	Code
Parent/guardian	1
Friends	2
Brother/sister	3
Grandparent	4
Other relative	5
Carer/childminder	6
Other (please specify)	7
On their own	8

Q19. **Which of the following best describes your feelings towards the amount of time you have available to play with your [select youngest in 8-12 range from Q4] year old child?**

	Code
I am very happy with the amount of time I have to play with my child	1

I am quite happy with the amount of time I have to play with my child	2
I'm a little unhappy with the amount of time I have to play with my child	3
I'm very unhappy with the amount of time I have to play with my child	4

Q20. **What are the main things that prevent you from having time to play with your [select youngest in 8-12 range from Q4] year old child?**

_____

Q21. **In a week in which you're happy with the time you've had to play with your [select youngest in 8-12 range from Q4] year old child, over the span of the whole week how much time do you have to interact with your child through play?**

	Code
No time at all	1
Under 15 minutes	2
15-30 minutes	3
30 minutes to 1 hour	4
1-2 hours	5
2-3 hours	6
3-4 hours	7
4-9 hours	8
10-20 hours	9
21+ hours	10
Don't know	11

Q22. **In a week in which you're unhappy with the amount of time you've had to play with your [select youngest in 8-12 range from Q4] year old child, over the span of the whole week how much time do you have to interact with your child through play?**

	Code
No time at all	1
Under 15 minutes	2
15-30 minutes	3
30 minutes to 1 hour	4
1-2 hours	5
2-3 hours	6
3-4 hours	7
4-9 hours	8
10-20 hours	9
21+	10
Don't know	11

Q23. **In the last week, which of the following types of playing have you done along with your [select youngest in 8-12 range from Q4] year old child?**

Please select as many as apply

	Code
Active play: informal sports and games, running, jumping, chasing, skipping	1
Adventurous play: climbing, hanging upside down, walking on logs, walking along high places	2
Hanging out: meeting friends, chatting	3
Making things: drawing, painting, building things, making models, making dens outside	4
Riding around: cycling, skateboarding, skating, using a scooter	5
Quiet play: day dreaming, imagining, inventing, hiding, chilling	6
Reading: reading books or magazines (not online)	7
Getting wet or mucky: playing in mud or rain, digging, water fights	8
Free play: being outside of the house, away from adults, free to choose	9
Interactive digital playing: computer games, smartphone/tablet apps, social media (including posting pictures, comments, videos and blogs online)	10
Passive digital play: watching videos/film/TV online, watching videos/film/TV on a tablet, listening to music online	11
Other (please specify)	12
None of the above	13

Q24. **Who initiates your play time with your [select youngest in 8-12 range from Q4] year old child?**

	Code
I always do	1
I mostly do	2
It's about equal	3
My child mostly does	4
My child always does	5
Don't know	6

Q25. **When you do have time to play together with your [select youngest in 8-12 range from Q4] year old child, who chooses the activity that you do?**

	Code
I always choose	1
I mostly choose	2
It's about equal	3
My child mostly chooses	4
My child always chooses	5
Don't know	6

Q26. **Where, if anywhere, would you go to find new ideas for how to play with your child?**

_____

- **Nowhere – I wouldn't do this**
- **Don't know**

Ask Q27, if coded 1 (Yes) at Q13. (Child plays apps)

Q27. **You mentioned that your [select youngest in 8-12 range from Q4] year old child, plays on apps on a mobile phone or tablet. How often do you play along with your child when he or she is using this app?**

	Code
Every time	1
Most of the time	2
Sometimes	4
Never	5
Don't know	6

Ask Q28, if coded 1 (Yes) at Q13. (Child plays apps)

Q28. **For the apps that your [select youngest in 8-12 range from Q4] year old child plays with, who is responsible for downloading them?**

	Code
It's always me or another adult who downloads them	1
It's normally me or another adult who downloads them	2
It's about equal	3
It's normally my child who downloads them	4
It's always my child who downloads them	5
Don't know	6

Attitudes

Q29. **To what extent do you agree or disagree with the following statements about your [select youngest in 8-12 range from Q4] year old child's play?**

	Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	Don't know
I would like my child to play more than he or she does already	1	2	3	4	5	6
My child would benefit from a wider variety of play activities than he or she currently has	1	2	3	4	5	6
I get stuck for new things to do when playing with my child sometimes	1	2	3	4	5	6
Playing is educational for my child	1	2	3	4	5	6
Playing helps my child become more sociable	1	2	3	4	5	6
Playing helps my child become more confident	1	2	3	4	5	6
Playing helps my child be more active	1	2	3	4	5	6
Playing is good for my child's sense of well-being	1	2	3	4	5	6
Playing makes my child physically healthier	1	2	3	4	5	6
My child develops new skills through playing online	1	2	3	4	5	6
Online websites and games can have an educational benefit for my child	1	2	3	4	5	6
Playing online helps children become confident using technology	1	2	3	4	5	6

Q30. **To what extent are you concerned or unconcerned by the following elements of your child's play?**

Please do not consider online play when answering this question

	Extremely concerned	Quite concerned	A little concerned	Not very concerned	Not at all concerned	Don't know
Stranger danger outside of the home	1	2	3	4	5	6
My child becoming involved in anti-social behaviour	1	2	3	4	5	6
Disapproval of other parents if my child is playing on his or her own outside the home	1	2	3	4	5	6
My child coming home muddy or dirty	1	2	3	4	5	6
My child getting bullied while playing outside the home	1	2	3	4	5	6
My child getting hurt while playing outside the home	1	2	3	4	5	6

Q31. **To what extent are you concerned or unconcerned by the following elements of online play?**

	Extremely concerned	Quite concerned	A little concerned	Not very concerned	Not at all concerned	Don't know
Strangers seeing my child's online profile	1	2	3	4	5	6
My child getting bullied online (cyber-bullying)	1	2	3	4	5	6
My child having access to inappropriate material	1	2	3	4	5	6
My child losing social skills from being online too much	1	2	3	4	5	6

My child making purchases online without my knowledge (e.g in app purchases, online shopping)	1	2	3	4	5	6
Strangers talking to my child online	1	2	3	4	5	6
Posting things that they will regret when they're older	1	2	3	4	5	6

Awareness of Play Scotland

Q32. **Have you heard of the organisation Play Scotland?**

	Code
Yes, definitely	1
Yes, I think so	2
No, I don't think so	4
No, definitely not	5
Don't know	6

Q33. **If the Scottish Government and Play Scotland made a free app available that was designed to give ideas of more ways to play, to what extent, if at all, would you be interested or uninterested in downloading it?**

Please answer on a scale from 0 to 10, where 0 is not at all interested and 10 is extremely interested.

	Code
0 – Not at all interested	1
1	2
2	3
3	4
4	5
5	6
6	7
7	8
8	9
9	10
10 – Extremely interested	11
Don't know	12

Classification

The final few questions are for classification purposes.

Q34. **What is your gender?**

	Code
Male	1
Female	2

Q35. **What is your age?**

	Code
18-20	1
21-24	2
25-34	3
35-44	4
45-54	5
55-64	6
65+	7
Prefer not to say	8

Q36. **Please indicate to which occupational group the Chief Income Earner in your household belongs, or which group fits best.**

This could be you: the Chief Income Earner is the person in your household with the largest income.

If the Chief Income Earner is retired and has an occupational pension please answer for their most recent occupation.

If the Chief Income Earner is not in paid employment but has been out of work for less than 6 months, please answer for their most recent occupation.

SINGLE CODE	CODE	SEG
Semi or unskilled manual work (e.g. Manual workers, all apprentices to be skilled trades, Caretaker, Park keeper, non-HGV driver, shop assistant)	1	D
Skilled manual worker (e.g. Skilled Bricklayer, Carpenter, Plumber, Painter, Bus/ Ambulance Driver, HGV driver, AA patrolman, pub/bar worker, etc)	2	C2
Supervisory or clerical/ junior managerial/ professional/ administrative (e.g. Office worker, Student Doctor, Foreman with 25+ employees, salesperson, etc)	3	C1
Intermediate managerial/ professional/ administrative (e.g. Newly qualified (under 3 years) doctor, Solicitor, Board director small organisation, middle manager in large organisation, principal officer in civil service/local government)	4	B

Higher managerial/ professional/ administrative (e.g. Established doctor, Solicitor, Board Director in a large organisation (200+ employees, top level civil servant/public service employee))	5	A
Full time student	6	C1
Casual worker – not in permanent employment	7	E
Housewife/ Homemaker	8	E
Retired and living on state pension	9	E
Unemployed or not working due to long-term sickness	10	E
Full-time carer of other household member	11	E
Other (please specify)	12	
Prefer not to say	13	

Q37. **What is your working status**

	Code
Full-time paid work (including self-employed)	1
Part-time paid work (including self-employed)	2
Government or other training scheme	3
Unemployed	4
Retired	5
Temporary sick	6
Long-term sick/disabled without a job	7
Looking after the home/family	8
Full-time education	9
Other, specify _____	10
Prefer not to say	11

Q38. **Do you have a long-standing illness, disability or infirmity? Longstanding means anything that has troubled you or is likely to affect you over a period of time.**

	Code
Yes	1
No	2
Prefer not to say	3

Q39. **In which local authority area do you live?**

SINGLE CODE	**CODE**
Aberdeen City	1
Aberdeenshire	2
Angus	3
Argyll & Bute	4

Comhairle nan Eilean Siar (Western Isles)	5
Clackmannanshire	6
Dumfries and Galloway	7
Dundee	8
East Ayrshire	9
East Dunbartonshire	10
Edinburgh	11
East Lothian	12
East Renfrewshire	13
Falkirk	14
Fife	15
Glasgow	16
Highland	17
Inverclyde	18
Midlothian	19
Moray	20
North Ayrshire	21
North Lanarkshire	22
Orkney	23
Perth & Kinross	24
Renfrewshire	25
Scottish Borders	26
Shetland Islands	27
South Ayrshire	28
South Lanarkshire	29
Stirling	30
West Dunbartonshire	31
West Lothian	32
Outside Scotland (specify)	33
Prefer not to say	34

Q40. **Which of the following types of mobile devices (mobile phone/tablet) do you have in your household?**

Multicode

	Code
iPhone/iPad/iPod (Apple)	1
Android phone or tablet	2
Windows phone or tablet	3
Other (please specify)	4
None of the above	5
Don't know	6

Q41. **Play Scotland is offering parents an opportunity to test a new phone/tablet app and provide a small amount of feedback.**

Play Scotland and Scottish Government have developed a mobile phone app to support children to play in new and different ways. It is part of a wider initiative to promote and encourage more play, every day.

It will be available to download on the Apple app and Google Play stores free of charge. The app will enable children to share their inspirational, creative and spontaneous play ideas with other children, via video, helping bored kids try new ways to play.

Children will create a short 30 second video on their device, save and upload it (with parental permission) to the Play Scotland YouTube channel. Uploading is optional and will be conducted through a safe and strictly moderated process. Videos can also be shared privately via email to friends directly.

If you would like to be involved in the trail of this app, please provide your name, telephone number and email address below. Your personal data will be kept by Play Scotland for only the purpose of contacting you with details of the trial. Your details will never be passed on to a third party.

By providing your details you are under no obligation to take part in the trial.

Name: _____

Telephone number:_____

Email address: _____

- ⌀ **No thank you – I don't want to be involved with the trial**

Q42. **Play Scotland is offering participants in this survey the chance to win £100 of Amazon vouchers through a prize draw.**

If you would like to be included in the prize draw, please provide your name, telephone number and email address below. Your personal data will be used only for the purpose of contacting you should you win the prize. Your details will never be passed on to a third party.

Name: _____

Telephone number:_____

Email address: _____

- ⌀ **No thank you – I don't want to be entered into the prize draw**

Appendix 2: Technical Appendix

Method:

- The data was collected by online survey.
- The target group for this research study was parents of children aged 8-12 in Scotland.
- The sampling frame used for this study was Play Scotland's wider membership network and a randomised sample of C2DE parents.
- The target sample size was 300-400, and the final achieved sample size was 618. The reason for the difference between these two samples was higher than expected response rate.
- Fieldwork was undertaken between 18th March – 9th May 2016.
- Respondents were selected using:
  - probability random sampling, whereby every person on the sampling frame is invited to participate.
- All persons on the sampling frame were invited to participate in the study. Respondents to paper and internet self-completion studies are self-selecting and complete the survey without the assistance of a trained interviewer. This means that sampling cannot be strictly controlled and, in some cases, this can lead to the findings being skewed towards the views of those motivated to respond to the survey.
- For those invited through Play Scotland's network, an incentive of £100 Amazon voucher prize draw was used to encourage a positive response to the survey. Those invited through Research Now were paid approximately £1-2 for their responses.
- *Self completion validation* – Data gathered using self-completion methodologies are validated using the following techniques:
  - Where a self-completion survey is returned anonymously there is not any opportunity for validation. However, all questionnaires returned undergo rigorous editing and quality checks and any thought to be invalid are removed from further processing.
- Sampling of additional C2DE respondents for this project was sub-contracted to Research Now.
- All research projects undertaken by Progressive comply fully with the requirements of ISO 20252

Data Processing and Analysis:

- The final data set was weighted to reflect the Scottish population in regard to SEG (ABC1 v C2DE). The sample base remained the same.
- Random Sample - The overall sample size of 618 provides a dataset with a margin of error of between ±0.78% and ±3.94%, calculated at the 95% confidence level (market research industry standard).
- Our data processing department undertakes a number of quality checks on the data to ensure its validity and integrity. For **CAWI Questionnaires** these checks include:
  - Responses are checked for duplicates, where unidentified responses have been permitted.
  - All responses are checked for completeness and sense.
  - Depending on the requirements of the survey, and using our analysis package, SNAP, data is either imported from email responses received in a dedicated email inbox or stored directly on our dedicated server
- A computer edit of the data is carried out prior to analysis, involving both range and inter-field checks. Any further inconsistencies identified at this stage are investigated by reference back to the raw data on the questionnaire.

- Where ”other” type questions are used, the responses to these are checked against the parent question for possible up-coding.
- Responses to open-ended questions will normally be spell and sense checked. Where required these responses may be grouped using a code-frame which can be used in analysis.
- Our analysis package is used and a programme set up with the aim of providing the client with useable and comprehensive data. Cross breaks to be imposed on the data are discussed with the client in order to ensure that all information needs are being met.