



The Scottish  
Government

# Children's Participation in Culture and Sport

Arts and Culture



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# **CHILDREN'S PARTICIPATION IN CULTURE AND SPORT**

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Scottish Government Social Research  
2008

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## **ACKNOWLEDGEMENTS**

It is clear that schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in research studies. Consequently, we wish to record our gratitude to the 50 schools and 2,221 pupils who took part in the survey. Ipsos MORI Scotland would also like to thank in particular Janet Ruiz at the Scottish Government for her help and advice in developing this project.

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## **EXECUTIVE SUMMARY**

### **Background**

1. This report presents the findings of a survey of secondary school children in Scotland, carried out for the Europe, External Affairs and Culture Directorate of the Scottish Government. The computer tabulations can be found in a separate volume.
2. The survey was conducted using Ipsos MORI Scotland's Schools Omnibus, an annual survey of secondary school pupils. The overall aim of this study was to provide a picture of children's participation in culture and sport, to complement the forthcoming findings of the Scottish Household Survey (SHS), which will provide data on adult participation.
3. Topic areas covered in this report include:
  - Frequency of participation in culture and the arts outside of school, including library usage and visits to historical sites, museums and galleries;
  - Participation in culture and the arts in school time;
  - Attendance at cultural and sports events outside of school time and as part of school trips;
  - Participation in sports and physical activity outside of school time, including club membership;
  - Involvement in physical recreation both in PE classes and other types of physical activity organised through school;
  - Young people's involvement in volunteering.

### **Methodology**

4. The sampling universe comprised 369 secondary state schools throughout Scotland with and without special education units in all but one educational authority, and excluded special schools. This sampling frame was stratified by education authority and within each stratum, schools were selected proportional to the size of the school register, thus producing a nationally representative sample of secondary schools.
5. Fieldwork was carried out between 14 February and 1 April 2008. Of the 213 schools approached, fifty agreed to participate in the survey, giving a response rate of 23%. Fully completed questionnaires were obtained from 2,221 pupils, with an average of 23 pupils per class. The age groups included in the survey were 11-18 year olds in curriculum years S1 to S6 and each school was randomly allocated two of these curriculum years. The survey was intended to complement the Scottish Household

Survey (SHS) of adults aged 16+ and it was therefore decided to analyse the findings based on 11-15 year olds to guarantee no overlap with the SHS. The survey was administered using self-completion questionnaires in a mixed ability class such as Personal Social Education or Religious Education during one classroom period.

## **Main findings**

### ***Participation in cultural activities inside and outside of school***

6. Outside of school, 96% of young people say they have participated in at least one cultural activity in the last 12 months, while 89% say they have attended at least one cultural event.
7. Young people have a wide range of constructive cultural activities open to them, though lack of interest and wanting to do other things in their spare time is a primary factor for non-participation in cultural activities, irrespective of the type of activity or service.
8. Around half of young people have visited a library at least once in the last 12 months, with most doing so to borrow or return books or use computers or the internet. Among non-users, more than half say they have no need to use the facility and two in five prefer to do other things in their spare time or say they have no interest in libraries.
9. More than half of young people say they have been to a historical or archaeological site in the last 12 months, with most going as part of a trip with their family or friends. Slightly fewer have been to a museum or gallery in the last year, though again, visiting with family and friends is the most common reason why they have done so. As with using libraries, young people say they haven't been to a historical site or museum because of a lack of interest and having other things to do, though concerns are also raised about perceived cost and feeling out of place in such an environment.
10. Young people take part in a broad range of activities outside of school, with more than half stating that they have done four or more of the activities listed in the survey in the last 12 months. There are a number of differences between boys and girls, with girls significantly more likely to have read for pleasure, taken dance lessons and rehearsed for a performance in the last month than boys. Boys, however, are significantly more likely to have used a computer to create original artworks and to have done crafts such as textile, wood or pottery.
11. More than half of young people say they have done four or more of the activities listed in the survey whilst at school, with girls more likely to have participated in a greater range and number of activities than boys and differing levels of participation most evident in relation to involvement in dance lessons and rehearsing/practicing for a performance. There are a couple of exceptions to this, however, with boys more liable to have used computers to create artworks of animation and to have done crafts such as textile, wood or pottery. There are also significant differences relating to the type of area where young people live. Those living in the *least* deprived areas of the



country are more likely to have participated in a range of activities than their peers living in the *most* deprived areas, including dance lessons; playing an instrument or writing music; painting, drawing or sculpture; and reading for pleasure. Overall, those living in the *least* deprived areas are 1.5 times more likely to have done four or more of the activities listed in the survey whilst at school than those living in the *most* deprived areas of Scotland.

### ***Attendance at cultural and sports events inside and outside of school***

12. Young people are most likely to have been to see films and live sports events *outside* of school on a regular basis in the last year, with girls likely to have gone to a greater number of events than boys.
13. During school time, around three quarters of young people have been to at least one of the events listed in the survey, with watching a film the most widespread activity. Girls are more likely than boys to have been to events as part of a school trip, particularly exhibitions and collections relating to the arts; performance street arts; theatrical performances; and dance events.

### ***Participation in sports and physical activity inside and outside of school***

14. Outside of school, around one in seven young people are doing four or more activities at least once a week, with boys and 12 and 13 year olds most likely to be doing so. Boys and girls aged 15 are most likely to participate in only one sporting activity at least once a week outside of school. Overall, 96% of young people participate in one type of sporting activity outside of school PE lessons and not organised by school.
15. Football is the most popular activity for boys to participate in outside of school, with nearly half playing at least once a week. Girls are most likely to do some form of dancing at least once a week.
16. Just over a quarter of young people are a member of a club through which they participate in sports outside of school, with boys most likely to be a member of a club through which they play football and girls more likely to belong to a club or organisation relating to dance.
17. Boys tend to spend significantly more time taking part in physical activity outside of school than girls (around seven hours v. four and a half hours in a typical week), though for both boys *and* girls, there is a steady decline in the amount of time spent doing physical recreation outside of school as they get older.
18. Young people are most likely to say they have not done any sport or recreational activity outside of PE lessons because they prefer to do other things in their spare time. This is the most common explanation given by boys, but for girls, the main reason they give for their lack of participation is that they don't have anyone to do it with.

19. During school time, young people tend to spend an average of 2.5 hours in PE classes every week, with boys doing around 20 minutes more than girls. S3 and S4 pupils are also more likely to do 20-30 minutes more in PE classes than their peers in S1 and S2.
20. Young people spend an average of 1 hour 17 minutes doing some form of sport or physical recreation organised through their school but outside of PE classes every week, with boys spending significantly more time doing activities outside of classes than girls. However, more than a third of young people do not do any physical activity organised through school, with 14 and 15 year olds least likely to do so. Moreover, whereas time spent in PE lessons tends to increase with age, there is a steady fall in the amount of time young people spend doing physical activity *outside* of PE as they get older.

### ***Volunteering***

21. Around a third of young people have given up their time to volunteer in the last 12 months, with 12 year old and 14 year old girls most likely to have done so. Among those who have volunteered, young people are most likely to have helped with sports activities such as raising money, organising events, coaching and score keeping.

## **CHAPTER 1: INTRODUCTION**

1.1 This report presents the findings of a survey of secondary school children in Scotland, carried out for the Europe, External Affairs and Culture Directorate of the Scottish Government. The computer tabulations can be found in a separate volume.

### **Objectives**

1.2 The survey was conducted using Ipsos MORI Scotland's Schools Omnibus, an annual survey of secondary school pupils. The overall aim of this study was to provide a picture of children's participation in culture and sport, to complement the forthcoming findings of the Scottish Household Survey (SHS), which will provide data on adult participation.

1.3 Topic areas covered in this report include:

- Frequency of participation in culture and the arts outside of school, including library usage and visits to historical sites, museums and galleries;
- Participation in culture and the arts in school time;
- Attendance at cultural and sports events outside of school time and as part of school trips;
- Participation in sports and physical activity outside of school time, including club membership;
- Involvement in physical recreation both in PE classes and other types of physical activity organised through school;
- Young people's involvement in volunteering.

### **Sampling and Fieldwork**

1.4 The sampling universe comprised 369 secondary state schools throughout Scotland with and without special education units in all but one educational authority, and excluded special schools. This sampling frame was stratified by education authority and within each stratum, schools were selected proportional to the size of the school register, thus producing a nationally representative sample of secondary schools.

1.5 Fieldwork was carried out between 14 February and 1 April 2008. Of the 213 schools approached, fifty agreed to participate in the survey, giving a response rate of 23%. Fully completed questionnaires were obtained from 2,221 pupils, with an average of 23 pupils per class.

1.6 The age groups included in the survey were 11-18 year olds in curriculum years S1 to S6 and each school was randomly allocated two of these curriculum years. The survey was administered using self-completion questionnaires in a mixed ability class such as Personal

Social Education or Religious Education during one classroom period. An Ipsos MORI interviewer was present to explain the survey to pupils; to reassure them about the confidentiality of the survey; to assist them in completing the questionnaire; and to collect completed questionnaires. In classes where four or more children were absent during the self-completion session, questionnaires were left with the teacher to administer upon the pupil's return to class. Instructions on how the questionnaire should be completed were left with the teacher, together with a reply paid envelope to return the questionnaires to Ipsos MORI upon completion.

## **Analysis**

1.7 This survey of young people aged 11-18 was intended to complement the Scottish Household Survey (SHS) of adults (defined as aged 16+) and it was decided that analysis in this report should be based only on 11-15 year olds (n=1,762), to guarantee no overlap with the SHS. It should also be noted, however, that the sample includes only three 11 year old pupils, making up 0.2% of the sample (one effect of fieldwork taking place during February and March is that the majority of secondary school pupils are aged 12 and over).

1.8 Where a 'not stated' category is included in the data tables, this indicates the proportion of respondents that have not given any response to the question referred to.

1.9 When coding urban/rural indicators it is not always possible to provide data for every case. This can be due to a variety of reasons such as respondent errors due to incomplete and incorrect postcodes given and partly because information does not exist for all postcodes. In this study successful matches are provided for 87% of respondents.

1.10 For the purposes of analysis, the (then) Scottish Executive's Urban Rural Classification definitions have been used to attach an urban, small town or rural classification to each respondent's data where postcode information exists. An explanation of how the classifications have been used can be found in the appendices.

1.11 The Scottish Index of Multiple Deprivation (SIMD), constructed by the Scottish Executive, was used in analysis and the appendices provide a full explanation of how the SIMD was used.

## **Presentation and interpretation of the data**

1.12 Throughout this report we have used the term 'young people' when referring to 11-15 year olds.

1.13 Unless otherwise stated, all differences commented on in the research findings are statistically significant.

1.14 When interpreting the findings it is important to remember that the results are only based on a sample of the Scottish secondary school population, and not on the entire school population. Consequently, results are subject to sampling tolerances, and not all differences between subgroups are therefore significant. A more detailed discussion on sampling tolerances can be found in the appendices.

1.15 Where percentages do not sum up to 100%, this may be due to computer rounding, the exclusion of don't know/not stated categories or multiple answers. Throughout the report, an asterisk (\*) denotes any value less than one half of a percent.

1.16 Data are weighted by gender, ethnicity and year group to Scottish Government annual pupil census data (2007) and by 2007 ONS output area classifications. The effect of weighting is shown in the sample profile in the appendices and in the computer tables.

1.17 It should be noted that the findings of this report are based on the self-reporting of young people, and is their perception of what, how and for how long they participate in cultural and sport activities. For example, the results showing the time spent participating in PE at school is reported by the young people themselves, and is not taken from each school's curriculum. However, as the findings are from a random sample of schools in Scotland, it is interesting that the average time reported by young people as being spent in PE classes every week is more than the '2 hours of good quality PE for each pupil every week', as recommended by the Physical Education Review Group (2004).

## **CHAPTER 2: PARTICIPATION IN CULTURAL ACTIVITIES**

### **OUTSIDE SCHOOL**

#### **Participation in and attendance at cultural activities outside school**

2.1 The Scottish Government's Manifesto committed to widening access to culture, because of the benefits that participation in culture can bring to the individual. Previous research<sup>1</sup> has shown that participation in cultural activities can increase confidence, improve self-esteem, lead to new skills and improve attendance and educational outcomes at school.

2.2 Overall, this survey shows that outside of school, 96% of young people say they have participated in at least one cultural activity in the last 12 months, while 89% say they have attended at least one cultural event.

#### **Library usage**

2.3 Half of young people surveyed (51%) have visited a library at least once in the last 12 months, with girls more likely than boys to have done so (55% vs. 47%). While some have been infrequent visitors, two in five have not visited a library at all in the last 12 months (41%), which includes nearly half of 14 year olds and boys (see Table 2.1 below).

2.4 Twelve year olds are most likely to be frequent visitors, with one in ten (10%) making a trip to the library once a week or more often. This is most likely to be 12 year old girls (13%) rather than 12 year old boys (8%). As well as age and gender differences, young people with no working parents in the household are more likely to use the library at least once a week (9%, compared with 4% of those with two working parents) as are those living in a rural area (9%, vs. 5% of urban residents).

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<sup>1</sup> A Literature Review of the Evidence Base for Culture, the Arts and Sport Policy, Scottish Executive, 2004

**Table 2.1: Frequency of library usage**

*Q – In the last 12 months, how often have you been to a library (excluding school trips)?*

*Base: 1,762 11-15 year olds*

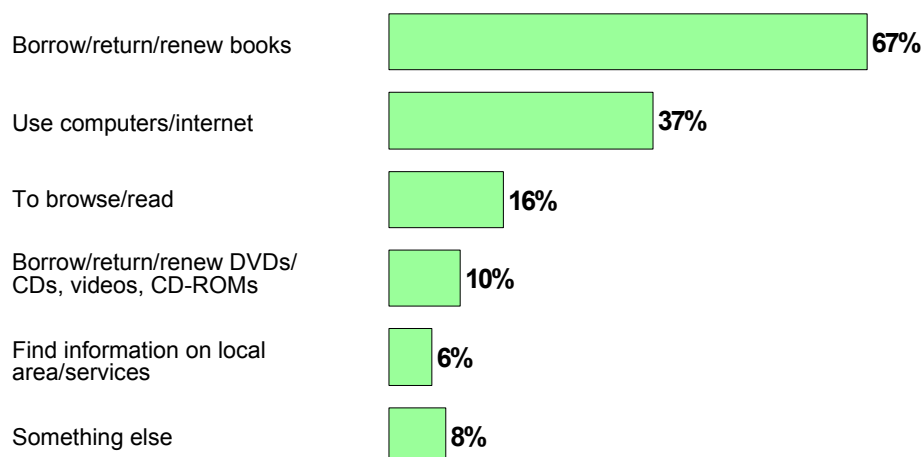
	%						
	All	Gender		Age			
		M	F	11-12	13	14	15
Not visited library in last 12 months	41	46	37	33	39	49	44
Once or twice in last 12 months	22	20	23	16	22	20	27
Three or four times in last 12 months	9	10	9	12	10	8	7
Once every couple of months	6	5	7	8	5	6	6
Once or twice a month	8	7	9	13	7	6	8
Once a week or more often	6	5	7	10	6	5	2
Don't know	7	8	7	7	10	6	6
Not stated	1	1	*	1	1	*	1

**Source: Ipsos MORI**

### Reasons for library usage

2.5 Young people who have visited a library at least once in the last 12 months are most likely to have done so to borrow or return books (67%) or use the computers or internet (37% - see Figure 2.1 below). There are few significant differences between sub-groups, but girls are more likely than boys to have borrowed books (71% vs. 61%) as are those who live in the least deprived areas in Scotland (77% vs. 49% of those living in the most deprived areas). Those who live in the most deprived areas and use the library are more likely to have done so to use computers and the internet (48% compared with 14% of those living in the least deprived areas).

**Figure 2.1: Reasons for library usage**



Base: All who have visited a library at least once in the last 12 months (884)

Source: Ipsos MORI

### Reasons for non-usage

2.6 For the 41% of young people who said they had not visited a library in the last twelve months, the top three reasons are concerned with young people not having a particular interest or reason to use the facility:

- 55% say they don't have any need to go to the library;
- 42% prefer to do other things in their spare time;
- 38% are not really interested in libraries generally.

2.7 One might imagine that this lack of concern with what libraries have to offer may in part be due to low levels of awareness of what functions they have besides lending books. However, since just 1% of respondents said they did not have enough information about what there is to do at the library, this may not be the case.

2.8 Thirteen year olds are most likely to express having no interest in libraries (45%, compared with 38% overall) and also preferring to do other things in their spare time (52% vs. 42% overall). Fifteen year olds are most likely to feel that they have no need to go to the library (63%, vs. 55% overall) and as might be expected, young people living in a rural area are more liable to attribute their lack of use of the library to poor transport and not being able to get there easily (9%, compared with just 1% of those living in an urban area).

### Visits to historical and archaeological sites

2.9 Slightly more than half of young people surveyed (54%) have been to a historical or archaeological site, other than as a part of a school trip in the last 12 months. Of those who have made such a visit, most have done so just once or twice in the last year (32%), though one in eight (12%) say they have made three or four visits (see Table 2.2 below).



2.10 Sub-group differences are most notable when looking at the proportion of young people who have *not* visited any historical or archaeological site in the last 12 months. Overall, nearly two in five (38%) have *not* made any visits and this increases to 45% of 14 year old girls and boys (though there is no clear pattern of falling numbers of visits with rising age). Lower household income appears to be closely linked with lack of visits to sites, with young people who live in the most deprived areas of the country and in households where no parents work, significantly more likely to have made no visits (51% and 46% respectively).

**Table 2.2: Frequency of visits to historical and archaeological sites**

*Q – In the last 12 months, how often have you been to a historical or archaeological site (e.g. castle or historical monument), excluding school trips?*  
*Base: 1,762 11-15 year olds*

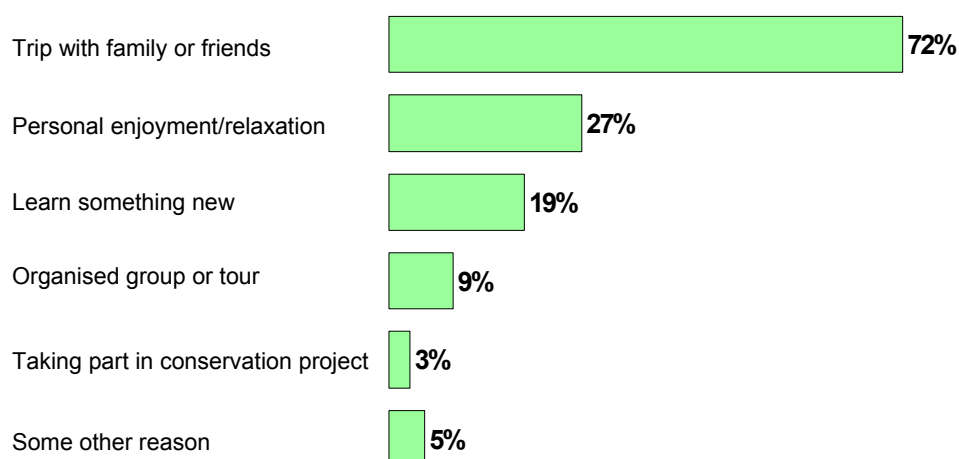
	%						
	All	Gender		Age			
		M	F	11-12	13	14	15
Not visited any site in last 12 months	38	38	37	35	31	45	39
Once or twice in last 12 months	32	31	33	30	36	27	35
Three or four times in last 12 months	12	11	14	12	14	12	12
Once every couple of months	6	7	5	8	7	5	5
Once or twice a month	3	4	3	4	3	4	2
Once a week or more often	1	1	1	2	*	1	1
Don't know	7	8	7	9	8	6	6
Not stated	1	1	*	1	*	1	*

**Source: Ipsos MORI**

### Reasons for visits

2.11 Among those who have visited a historical or archaeological site in the last 12 months, most have done so as part of a trip with family and friends (72% - see Figure 2.2) and this is particularly true of girls (76%) and those living in households where both parents work (75%). Boys are significantly more likely than their female peers to say they have visited a site to learn something new (23% vs. 16%), with 12 year old and 15 year old boys particularly likely to have done so (26% and 25% respectively).

**Figure 2.2: Reasons for visit to historical or archaeological site**



Base: All who have visited a historical or archaeological site (excluding school trips) in the last 12 months (932)

Source: Ipsos MORI

### Reasons for not visiting sites

2.12 As with libraries, young people's reasons for not visiting historical or archaeological sites are primarily concerned with not being interested and having other things to do in their spare time (both 46%). Girls are particularly liable to mention a lack of interest (52%, compared with 41% of boys).

2.13 Lack of transport is cited by one in ten (11%) of the young people surveyed as an explanation for not visiting sites, while for seven per cent, perceived cost, lack of information, and not having anyone to go with are concerns.

### Visits to museums and galleries

2.14 Slightly fewer than half of young people (45%) have been to a museum or gallery, other than as part of a school trip in the last 12 months and among those who have, most have done so only once or twice (32% - see Table 2.3 below).

2.15 A greater proportion, 48%, have not visited a museum or gallery at all in the last year, and there are a couple of notable differences by sub group.

- 14 year olds (55%) and 15 year olds (50%) are more likely than their younger peers to not visit museums or galleries;
- Young people living in a household where no parents work are significantly more likely to not visit museums or galleries (56%), than those with both parents working (43%).

**Table 2.3: Frequency of visits to museums and galleries**

*Q – In the last 12 months, how often have you been to a museum or gallery (excluding school trips)?*

*Base: 1,762 11-15 year olds*

	%						
	All	Gender		Age			
		M	F	11-12	13	14	15
Not visited any museum or gallery in last 12 months	48	48	48	41	45	55	50
Once or twice in last 12 months	32	32	33	34	33	29	33
Three or four times in last 12 months	8	8	9	8	9	6	10
Once every couple of months	4	4	3	5	3	4	3
Once or twice a month	1	1	1	2	1	*	*
Once a week or more often	*	*	*	1	*	*	0
Don't know	6	6	6	8	7	6	4
Not stated	1	1	1	1	1	1	0

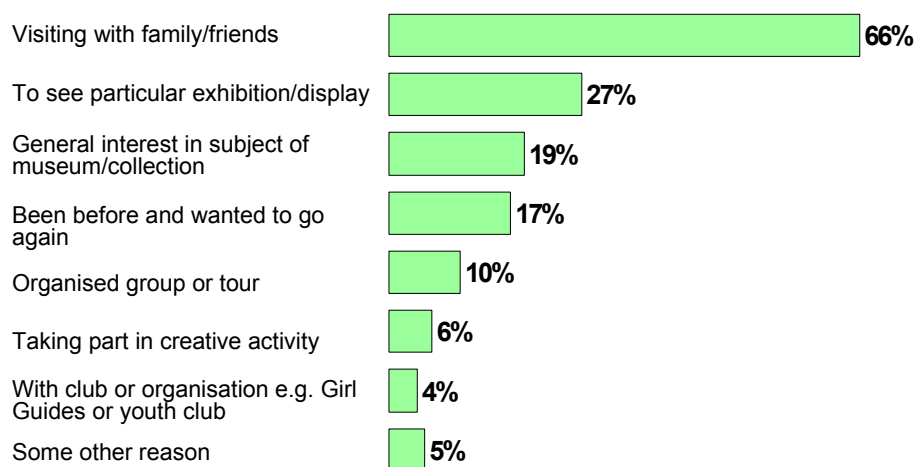
**Source: Ipsos MORI**

### Reasons for visits

2.16 As with trips to archaeological and historical sites, the primary reason young people visit museums and galleries is as part of a visit with family or friends (66% - see Figure 2.3). Those living in the least deprived areas of the country (72%) and in rural areas (74%), are most likely to cite this as one of the reasons for their visit.

2.17 Just over a quarter (27%) attribute their visit to wanting to visit a specific exhibit or display, with girls most likely to have done so (30%). Girls are also more likely to have visited with a club or organisation (6% vs. 2% of boys) and to take part in a creative activity (8% compared with 3% of boys).

**Figure 2.3: Reasons for visit to museum or gallery**



Base: All who have visited a museum or gallery (excluding school trips) in the last 12 months (789)

Source: Ipsos MORI

### Reasons for not visiting museums and galleries

2.18 As with their main reasons for not visiting historical and archaeological sites, many young people are just not especially interested in visiting museums and galleries and have other things they would prefer to do in their spare time (both cited by 47%). Girls are particularly likely to say that they have other things they would prefer to do (52%), but a smaller proportion also appear to have concerns about visiting these types of attraction, with 4% saying they might feel out of place or uncomfortable.

2.19 For 6%, concern about the cost of visiting has seemingly deterred them from making a visit, and this rises to one in ten (11%) young people whose parents are both out of work.

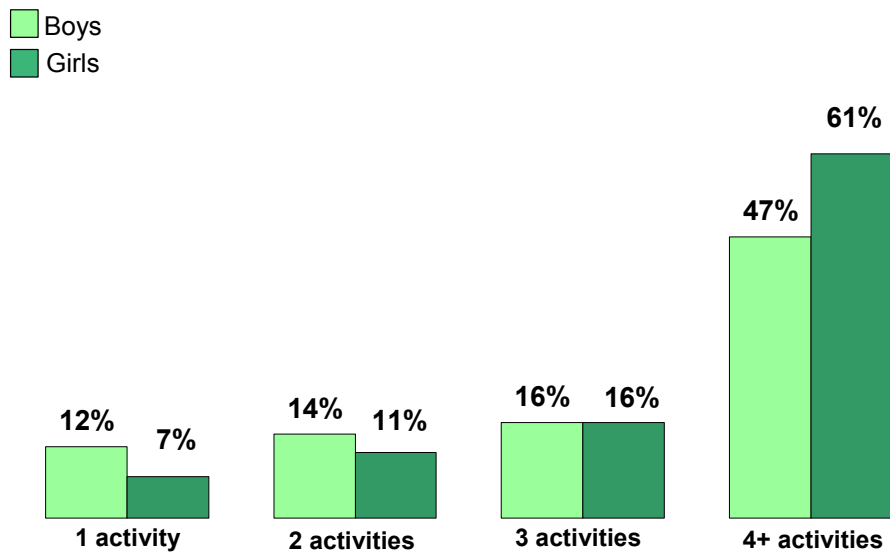
### Frequency of participation in artistic and cultural activities

2.20 Young people take part in a broad range of activities outside of school, with more than half (54%) stating that they have done four or more of the activities listed in the survey in the last 12 months. Nevertheless, as with participation in activities while in school, there are a number of differences in young people's involvement in pursuits outside of school time.

### Differences by gender

2.21 The most noticeable differences between boys and girls are in the proportions that have read for pleasure, taken dance lessons and rehearsed for a performance, with girls significantly more likely to have done such activities at least once in the last month. On the whole, girls take part in a greater range and number of activities than boys, as Figure and Table 2.4 below highlight. However, boys are more likely than girls to have used a computer to create original artworks and to have done crafts such as textile, wood or pottery.

**Figure 2.4: Number of activities undertaken outside of school in the last year**



Base: All respondents aged 12-15 (1,759)

Source: Ipsos MORI

**Table 2.4: Participation in activities outside of school**

*Q – In the last 12 months, how often have you done each of these activities outside of school?*

*Base: 1,762 11-15 year olds*

Activities done at least once a month	All	Gender		%			
		M	F	11-12	13	14	15
Read for pleasure (not newspapers, magazines or comics)	37	32	43	41	41	29	37
Played a musical instrument or written or recorded music	35	34	35	40	41	30	28
Painting, drawing, printmaking or sculpture	33	28	38	37	37	27	31
Used a computer to create original artworks, animation or music	27	31	23	31	28	21	27
Crafts such as textile, wood, pottery, jewellery, knitting and sewing etc	19	21	19	25	23	14	16
Written any stories, books, plays or poetry	18	14	21	19	16	16	19
Had dance lessons	17	2	32	22	15	17	15
Rehearsed or practiced for a performance an/or performed or sang in front of an audience, e.g. play or choir (not karaoke)	15	10	20	15	13	15	15
Photography as an artistic activity (not family or holiday ‘snaps’)	6	5	8	4	8	5	6
Made films or videos as an artistic activity (not family or holidays)	5	5	3	7	5	4	4
DJ-ing	3	5	1	3	3	2	5

**Source: Ipsos MORI**

### Differences by age

2.22 It is clear that young people’s involvement in artistic activities outside of school varies by age, with regular involvement<sup>2</sup> in certain pastimes far less common among 14 and 15 year olds than 12 and 13 year olds. Indeed, there are no instances where 14 and 15 year

<sup>2</sup> ‘Regular involvement’ here is defined as doing the activity at least once a month

olds are significantly more likely than 12 and 13 year olds to be doing any of the hobbies listed on a regular basis. For instance, 12 and 13 year olds are far more likely to have done crafts such as textile, wood, knitting or sewing at least once a month than 14 and 15 year olds. Twelve and 13 year olds are also much more likely to have played a musical instrument or written or recorded music and done painting, drawing or printmaking on a regular basis than their older peers.

2.23 There are, however, some activities for which age does not appear to be an influencing factor in involvement. There is little difference in the proportions who say they have rehearsed or practiced for a performance; DJ'd; written stories or books; or done photography.

### **Differences by area**

2.24 There are no clear associations between frequency of participation in activities outside of school and the type of area the young person lives in, but there are some findings worth highlighting nonetheless:

- Young people living in an urban area are more likely to attend dance lessons on a weekly basis than those living in a rural area (18% vs. 12%);
- Those living in the least deprived areas of Scotland are significantly more likely to have played a musical instrument or written or recorded music on a weekly basis than their peers living in the most deprived areas (47% vs. 17%);
- Two in five young people (40%) living in the least deprived areas have read for pleasure at least once a week, compared with just 16% of those living in the most deprived areas.

## **INSIDE SCHOOL**

### **Artistic activities**

2.25 Young people carry out a diverse range of activities while at school, with more than half (52%) asserting that they have done four or more of the activities listed in the survey. Analysis shows that there are some significant differences between sub groups, including gender, age and the type of area where young people live.

2.26 Table 2.5 below illustrates differences in participation between genders for different activities. On balance, girls appear to have participated in a greater range and number of activities at school than their male peers, with differing levels of participation most prominent in relation to involvement in dance lessons and rehearsing/practicing for a performance.

2.27 Similar to their involvement in activities outside of school, however, boys are more liable to have used computers to create artworks or animation and to have done crafts such as textile, wood or pottery.



**Table 2.5: Participation in activities at school**

*Q – Which of the following activities have you done at school in the last 12 months?*  
*Base: 1,762 11-15 year olds*

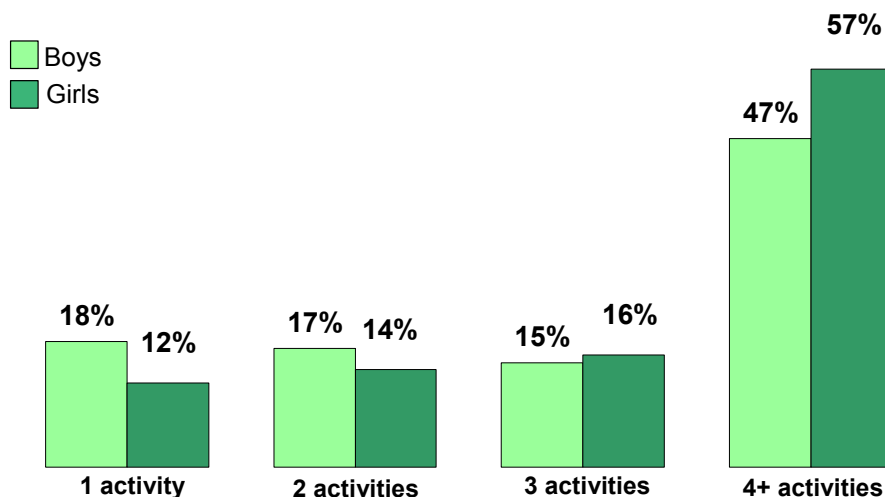
	All	Gender		%			
		M	F	S1	S2	S3	S4
Written any stories, books, plays or poetry	57	53	62	53	53	56	68
Painting, drawing, printmaking or sculpture	57	53	60	63	73	43	48
Played a musical instrument or written or recorded music	50	50	49	66	66	33	33
Crafts such as textile, wood, pottery, jewellery, knitting and sewing etc	45	48	41	53	59	36	30
Used a computer to create original artworks, animation or music	44	48	40	49	45	39	43
Read for pleasure (not newspapers, magazines or comics)	43	37	48	43	47	35	46
Had dance lessons	33	15	50	41	30	32	29
Rehearsed or practiced for a performance	26	17	34	32	20	23	27
Made films or videos as an artistic activity (not family or holidays)	10	10	10	12	12	11	5
Photography as an artistic activity (not family or holiday ‘snaps’)	7	6	8	7	6	7	8
DJ-ing	4	6	2	6	1	3	6
<b>Done 1 activity</b>	15	18	12	15	12	21	13
<b>Done 2 activities</b>	15	17	14	9	10	20	21
<b>Done 3 activities</b>	15	15	16	12	13	18	18
<b>Done 4+ activities</b>	52	47	57	61	63	38	46
<b>Not stated</b>	2	3	1	2	1	3	2

**Source: Ipsos MORI**

2.28 Girls are also more likely to have done a greater number of activities than boys, as illustrated in Figure 2.5 below. Nearly three in five girls (57%) claim that they have participated in four or more activities at school in the last 12 months, compared with just under half of boys doing the same number (47%).

**Figure 2.5: Number of activities done whilst in school**

Q Which of the following activities have you done at school in the last 12 months?



Base: All respondents aged 11-15 (1,762)

Source: Ipsos MORI

### Age and gender differences

2.29 Analysis by age within gender also highlights where there are similarities between genders at certain ages, as well some notable differences (see Table 2.6 below). At different ages, similar proportions of boys and girls have played an instrument or written or recorded music; made films or videos as an artistic activity; and done photography as an artistic activity.

2.30 There is also some similarity in the incidence with which activities are undertaken by both sexes. For instance, the proportions of girls and boys playing an instrument or writing and recording music is significantly lower among 14 and 15 year olds, compared with 12 and 13 year olds. In other activities, where boys and girls have similar involvement in activities when they are 12 or 13, participation is much lower among older boys. In particular, painting, drawing, printmaking and sculpture; and the proportion doing crafts such as textile, wood or pottery is far lower among 14 and 15 year old boys.

**Table 2.6: Participation in activities at school: age within gender**

	<i>Q – Which of the following activities have you done at school in the last 12 months?</i>									
	<i>Base: 1,762 11-15 year olds</i>									
	%									
	Age within gender									
	All boys	All girls	Boy 12	Girl 12	Boy 13	Girl 13	Boy 14	Girl 14	Boy 15	Girl 15
Written any stories, books, plays or poetry	53	62	47	56	51	59	49	64	62	67
Painting, drawing, printmaking or sculpture	53	60	64	62	71	73	41	51	35	59
Played a musical instrument or written or recorded music	50	49	67	66	64	70	36	36	33	30
Used a computer to create original artworks, animation or music	48	40	51	45	52	38	44	39	46	38
Read for pleasure (not newspapers, magazines or comics)	37	48	38	50	42	50	31	40	38	52
Crafts such as textile, wood, pottery, jewellery, knitting and sewing etc	48	41	52	55	60	55	40	36	39	24
Had dance lessons	15	50	25	58	14	47	9	54	15	43
Rehearsed or practiced for a performance	17	34	20	45	12	30	14	31	23	30
Made films or videos as an artistic activity (not family or holidays)	10	10	10	12	12	15	12	11	7	3
Photography as an artistic activity (not family or holiday ‘snaps’)	6	8	6	7	6	9	5	7	6	10
DJ-ing	6	2	6	4	3	1	4	1	10	2

<b>Done 1 activity</b>	<b>18</b>	<b>12</b>	18	13	14	9	24	17	17	10
<b>Done 2 activities</b>	<b>17</b>	<b>14</b>	11	8	10	10	23	15	25	19
<b>Done 3 activities</b>	<b>15</b>	<b>16</b>	12	11	14	13	17	19	16	20
<b>Done 4+ activities</b>	<b>47</b>	<b>57</b>	56	66	59	68	32	48	38	50

**Source: Ipsos MORI**

### **Differences according to area**

2.31 There are some stark differences worth mentioning relating to the type of area where young people live. For instance, those living in the least deprived areas of the country are more likely to have participated in a range of activities than their peers living in the *most* deprived areas, including dance lessons (41% vs. 26%); playing an instrument or writing music (63% vs. 32%); painting, drawing or sculpture (60% vs. 44%) and reading for pleasure (60% vs. 30%). Overall, those living in the least deprived areas are 1.5 times more likely to have done 4 or more of the activities listed in school time than those living in the most deprived areas of Scotland (61% vs. 40%). Conversely, those living in the most deprived areas are more than twice as likely to have done only one activity as those living in the least deprived areas (18% vs. 8%).

## CHAPTER 3: ATTENDANCE AT CULTURAL AND SPORTS EVENTS

### OUTSIDE SCHOOL

#### Events attended out of school time

3.1 Young people are most likely to have been to see films and live sporting events on a regular basis<sup>3</sup> in the last 12 months. Far fewer have gone regularly, if at all, to any of the other events listed in the survey (see Table 3.1 below).

3.2 While film and sporting events are the most popular activities among both boys and girls and for all age groups, there are some variations to highlight:

- Girls are more likely than boys to have been to see films regularly, with 12 year old (44%) and 15 year old girls (47%) most likely to have done so;
- Boys are much more likely to have gone to sporting events or matches on a regular basis, with very little variation between different aged boys;
- Young people who live in households where both parents work are significantly more likely to have been to the cinema on a regular basis (40%) than those with no parents working (30%);
- As might be expected because of the lack of facilities close by, young people living in rural areas are much less likely to have seen a film on a regular basis than their peers living in urban areas (25% vs. 42%)

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<sup>3</sup> Defined here as being at least once a month

**Table 3.1: Events been to outside of school time**

*Q – In the last 12 months, how often have you been to each of these events (excluding school trips)?*

*Base: 1,762 11-15 year olds*

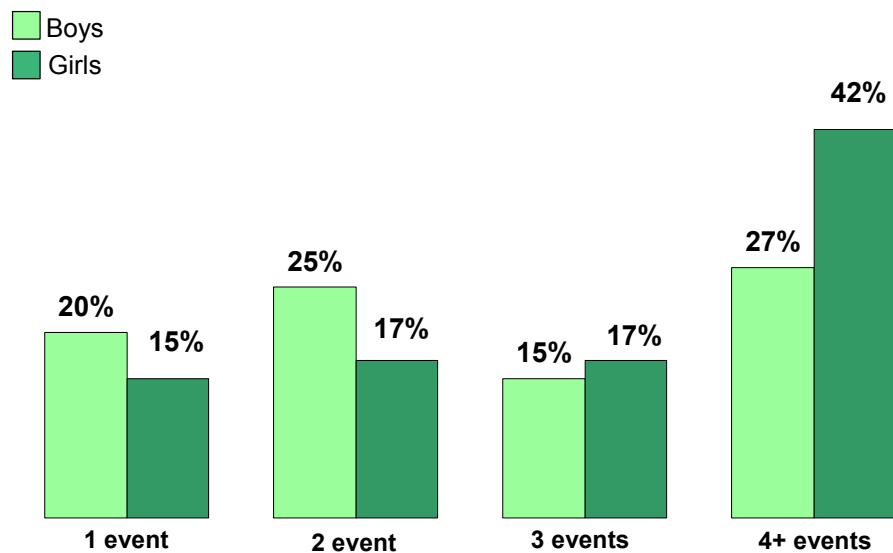
Events attended at least once a month	%						
	All	Gender		Age			
		M	F	11-12	13	14	15
Film at cinema or other venue	37	31	43	38	34	38	40
Live sporting event or match	20	29	10	20	20	19	20
Performance street arts (such as theatre, music, dance and circus in everyday surroundings like parks, streets or shopping centre)	7	4	10	9	7	5	8
Play, drama and other theatrical performances (such as musicals or pantomime)	4	2	8	7	3	4	4
Other live music event e.g. live band	4	4	5	2	4	4	7
Ballet/contemporary dance/other live dance event	3	*	5	3	4	3	1
Exhibition or collection of art, photography, sculpture or crafts	2	2	2	1	3	2	2
Event connected with books or writing	2	2	3	3	2	3	1
Opera/classical music performance	2	1	2	1	2	2	1

**Source: Ipsos MORI**

## Differences by gender

3.3 Girls tend to go to a greater number of events than boys, with more than two in five girls (42%) having been to 4+ events, compared with just over a quarter of boys (27% - see Figure 3.1 below).

**Figure 3.1: Number of events been to in the last 12 months (excluding school trips)**



Base: All respondents aged 12-15 (1,759)

Source: Ipsos MORI

## **INSIDE SCHOOL**

### **Events attended as part of school trip**

3.4 Three-quarters of young people (74%) have been to at least one of the events listed in the survey, with watching a film the most widespread activity (49%), particularly among S1 pupils (60%).

3.5 On the whole, girls are more likely to have been to events as part of a school trip (see Table 3.2 below). They are significantly more likely than boys to have been to an exhibition or collection relating to the arts; seen performance street arts; been to see a theatrical performance; and been to a dance event. Boys, however, are much more likely to have been to see a film or a live sporting event.

3.6 As with activities participated in whilst at school, girls are more likely to have been to a greater number of events as part of a school trip than boys: nearly one in five (18%) have been to four or more events, compared with just 13% of boys. S1 pupils are most likely to have been to four or more events (20%).

### **Differences by socio-economic status and area**

3.7 There are some differences worth noting relating to the socio-economic status of the young person's household and the type of area where they live. For example, those living in a household where at least one parent works are significantly more likely to have been to four or more events than those with no parent working (17% vs. 11%).

3.8 Those living in an urban area are more likely to have been to see a theatrical performance (27%, compared with 23% of rural dwellers). Those living in a rural area, however, are significantly more likely to have been to a live sporting event or match in the last 12 months (36%, compared with 28% of urban residents).



**Table 3.2: Attending events as part of school trip**

*Q – In the last 12 months, have you been to any of these events as part of a school trip?  
Base: 1,762 11-15 year olds*

	All	Gender		%			
		M	F	S1	S2	S3	S4
Film at cinema or other venue	49	53	46	60	52	50	35
Live sporting event or match	29	37	21	38	30	23	24
Play, drama and other theatrical performances (such as musicals or pantomime)	24	17	30	29	16	22	28
Performance street arts (such as theatre, music, dance and circus in everyday surroundings like parks, streets or shopping centre)	20	16	24	21	19	20	21
Other live music event e.g. live band	19	17	21	25	17	19	16
Exhibition or collection of art, photography, sculpture or crafts	18	13	23	19	17	15	21
Event connected with books or writing	11	10	13	12	15	13	5
Opera/classical music performance	5	4	5	6	2	4	7
Ballet/contemporary dance/other live dance event	5	1	9	7	4	6	3
<b>Done 1 activity</b>	28	27	28	27	29	27	28
<b>Done 2 activities</b>	19	21	17	23	19	18	17
<b>Done 3 activities</b>	12	11	13	15	11	9	14
<b>Done 4+ activities</b>	15	13	18	20	14	17	12
<b>Not stated</b>	26	27	24	16	27	30	30

**Source: Ipsos MORI**

## **CHAPTER 4: PARTICIPATION IN SPORTS AND PHYSICAL ACTIVITY**

### **OUTSIDE SCHOOL**

#### **Participation in sport and physical recreation outside of school**

4.1 In its strategy for developing physical activity<sup>4</sup>, the Scottish Executive stated that young people should be doing at least one hour of moderate activity on most days of the week. While we do not know in detail for how long and on how many days a week young people are exercising from this survey, we can look at how many activities they are doing every week and through this attempt to build up a picture of the proportion doing 'regular' exercise.

4.2 Overall, this survey shows that 96% of young people participate in at least one sporting activity outside of school PE lessons and not organised by school.

#### **Number of activities participated in**

4.3 Around one in seven young people (15%) are doing 4+ activities at least once a week, with boys, 12 year olds and 13 year olds most likely to be doing so (see Table 4.1 below). Those living in rural areas are also considerably more likely to be doing 4+ activities than their peers living in urban areas (19%, compared with 13%).

4.4 The same proportion of young people (15%) also claim to be doing three activities at least once a week, while more are doing only two activities (20%) or one activity (28%). Boys and girls aged 15 are most likely to be participating in only one sporting activity outside of school at least once a week.

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<sup>4</sup> 'Let's make Scotland more active: a strategy for health living', Scottish Executive, 2003

**Table 4.1: Proportion of young people participating in sport outside of school, at least once a week**

*Q – How often do you do each of the following sports or physical recreation, on your own or with others outside of school PE lessons and not organised by school*  
*Base: 1,762 11-15 year olds*

Doing activity at least once a week	%						
	All	Gender		Age			
		M	F	11-12	13	14	15
Football (organised match or kick-about with friends in the park)	29	48	10	31	33	28	24
Walking 2+ miles (for recreation or exercise)	28	27	28	23	26	30	30
Running/jogging	26	31	20	29	30	25	21
Dance	17	1	33	21	15	18	13
Cycling (for sport, recreation or exercise)	16	22	9	18	19	17	10
Swimming	15	13	17	23	19	13	5
Basketball	11	14	7	14	12	8	8
Badminton	10	12	9	9	13	10	10
Golf	5	8	1	5	5	4	5
Tennis	4	6	3	5	7	2	3
Other sport or physical recreation	25	24	26	26	31	22	22
<b>Doing 1 activity</b>	28	28	29	21	28	28	35
<b>Doing 2 activities</b>	20	19	20	25	21	17	16
<b>Doing 3 activities</b>	15	16	13	15	16	16	12
<b>Doing 4+ activities</b>	15	19	12	17	19	15	10

**Source: Ipsos MORI**

### Types of activities participated in

4.5 Football is most popular among boys, with nearly half (48%) playing at least once a week. Girls, on the other hand, are most likely to do some type of dancing at least once a week (33%). Both boys and girls are equally likely to walk two miles or more for recreation or exercise every week (27% and 28% respectively) and a quarter do some other type of sport or physical recreation not specified here.

4.6 Cycling is also a popular activity for young people, with around one in six (16%) doing so at least once a week, rising to one in five (19%) of those living in rural areas. Girls

are slightly more likely than boys to swim every week (17% vs. 13%), with 12 year old girls (26%) and those living in the most deprived areas (23%) most likely to do so.

4.7 The only other sport for which there appears to be a link between frequency of activity and level of deprivation is badminton, with young people living in the least deprived areas of the country nearly three times as likely to have participated in the sport on a weekly basis than those living in the most deprived areas (14%, compared with 5%).

### Membership of clubs

4.8 Just over a quarter of young people (27%) are a member of a club through which they participate in sports outside of school, with a further 13% the member of two or more clubs (see Table 4.2 below).

**Table 4.2: Number of club memberships**

*Q – Are you a member of a club through which you participate in any of these sports or physical recreation, outside of school?*

*Base: 1,762 11-15 year olds*

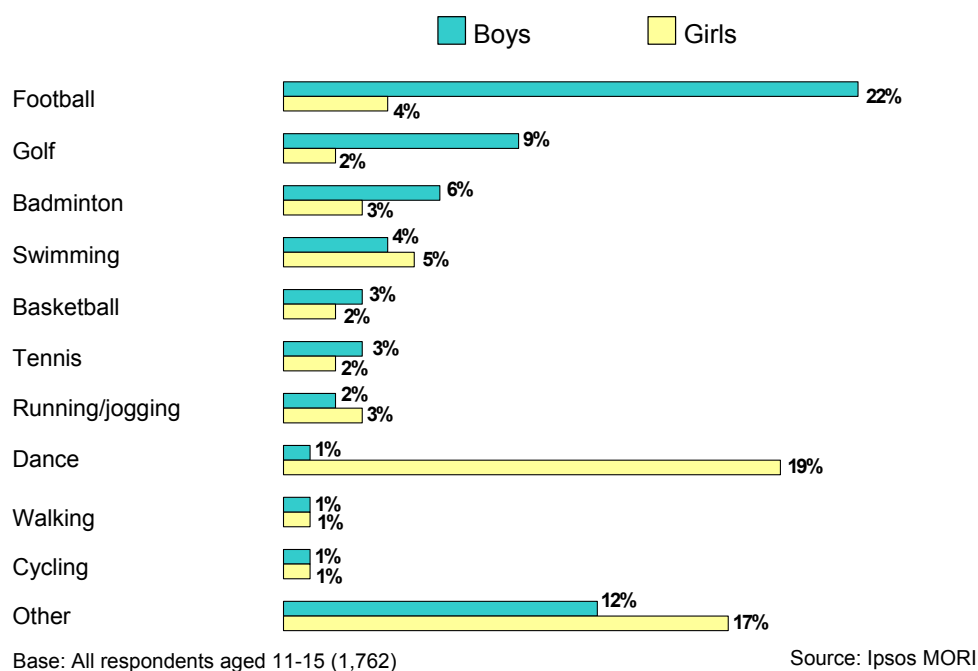
	All	Gender		%			
		M	F	Age			
				11-12	13	14	15
Member of 1 club	27	26	29	23	29	29	28
Member of 2 clubs	9	9	9	9	11	7	7
Member of 3 clubs	2	3	2	4	2	2	2
Member of 4+ clubs	2	2	2	2	3	2	1

**Source: Ipsos MORI**

4.9 Figure 4.1 below highlights some clear gender differences in club membership: boys are most likely to be a member of a club through which they play football (22%), with membership tending to peak at age 13 (25%). Girls, on the other hand, are much more likely to belong to a club or organisation relating to dance (19%), with 14 year olds most likely to go to some form of dance club (23%).

4.10 Membership of clubs pertaining to other sports is lower, though one in ten boys (9%) is a member of a golf club and one in twenty girls (5%) belong to a swimming club.

**Figure 4.1: Membership of clubs by gender**



4.11 There does not appear to be a consistent association between membership of clubs and deprivation or the urbanity or rurality of the area where young people live. There are, nonetheless, some significant distinctions worth highlighting:

- Young people living in the least deprived areas of the country are nearly four times as likely to be a member of a football or dance club than those living in the most deprived areas (both 15% vs. 4%);
- Those living in a small town are much more likely to be a member of a golf club (10% compared with 5% of those living in rural or urban areas); and
- Young people living in a rural area are significantly more likely to be a member of a badminton club than their peers living in urban areas (8% vs. 3%).

### **Amount of time spent doing physical activity**

4.12 Boys tend to use up significantly more time taking part in physical recreation outside of PE than girls (around seven hours vs. four and a half hours in a typical week – see Table 4.3 below). However, whereas time spent in PE classes tends to increase with age (see Table 4.5 later in this chapter), here there is a steady fall in the amount of time spent by young people doing physical activity outside of school as they get older.

**Table 4.3: Amount of time spent doing physical activity outside of school**

*Q – In a typical week, how much time in total do you spend taking part in sport or physical recreation outside of school PE lessons?*

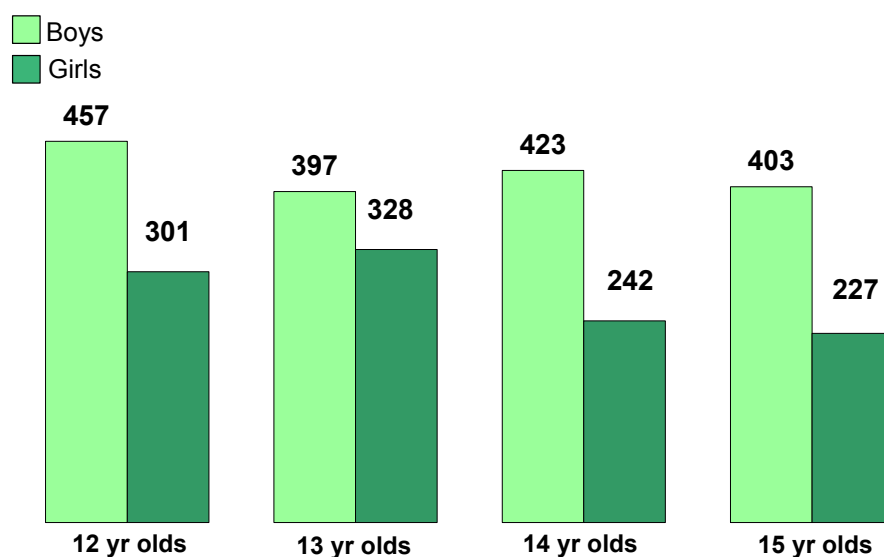
*Base: 1,762 11-15 year olds*

	All	Gender		% Year group			
		M	F	11-12	13	14	15
None	6	5	8	5	5	8	6
Up to 59 minutes	2	2	2	3	2	3	1
1 hour – 1 hour 59 minutes	10	7	13	12	7	9	11
2 hours – 2 hours 59 minutes	15	12	17	14	15	14	15
3 hours – 3 hours 59 minutes	12	10	13	11	13	8	14
4 hours – 4 hours 59 minutes	10	10	10	8	9	10	11
5 hours – 5 hours 59 minutes	8	9	6	9	7	7	8
6 hours or more	31	40	22	30	35	32	27
<b>Mean (minutes)</b>	<b>345</b>	<b>418</b>	<b>271</b>	<b>379</b>	<b>366</b>	<b>327</b>	<b>315</b>

**Source: Ipsos MORI**

4.13 Figure 4.2 below illustrates how the amount of time girls spend doing sport outside of school time peaks when they are 13 years old, whereas boys tend to be most active when they are aged 12 and the drop-off tends to be less marked as they become older.

**Figure 4.2: Mean number of minutes spent taking part in sport or physical recreation outside of PE lessons in a typical week**



Base: All respondents aged 12-15 (1,759)

Source: Ipsos MORI

4.14 Fourteen year olds girls (9%) are most likely to say they have done no physical recreation outside of PE lessons, as are those living in a household where no parent works (10%, compared with 5% of those with both parents working).

### Reasons for not participating in physical activity

4.15 The primary reason young people give for *not* having done any sport or recreational activity outside of PE lessons in the last 12 months (6% of total) is that they prefer to do other things in their spare time (38%). This is the most common explanation given by boys (43%), but for girls, the main rationale they give for their lack of participation is that they don't have anyone to do it with (25%). A quarter of both boys (25%) and girls (23%) say they just don't want to do any type of sport or physical recreation.

4.16 There are no significant differences between boys and girls as to why they haven't taken part in recreational activity, though boys are slightly more likely to be put off by the standard of changing facilities and the cost involved.

**Table 4.4: Reasons for not participating in physical activity**

*Q – If you haven’t done any sport or recreational activity in the last 12 months, outside of school PE lessons, what are the reasons why you have not done so?*

*Base: All excluding ‘don’t know’ and ‘not stated’ responses (388)*

	All	Gender		%			
		M	F	Age			
				11-12	13	14	15
I prefer to do other things in my spare time	38	43	33	30	40	44	37
I don’t want to do more sport or physical recreation	24	25	23	29	20	27	18
Don’t have anyone to do it with	22	18	25	24	24	19	22
Not interested in any sports	20	19	22	11	14	26	26
I might feel uncomfortable or out of place	14	14	13	8	16	14	15
Lack of transport/can’t easily get there	14	12	15	13	17	9	19
Don’t have enough information about what there is to do	13	12	14	15	12	14	11
Changing facilities are not good enough	9	12	6	11	7	4	13
Scared of getting injured	9	11	8	13	17	2	7
It costs too much	7	9	5	6	4	3	13
My health isn’t good enough	6	7	6	3	6	6	10
Other reason	14	14	14	9	16	10	20

**Source: Ipsos MORI**

4.17 Although not statistically significant because of the small base sizes involved, it is worth mentioning some other differences to emerge from analysis of how opinions vary across different factors:

- 14 and 15 year olds are particularly likely to say they are not interested in any sports (both 26%);
- 12 and 13 year olds are most concerned about getting injured (13% and 17% respectively);



- Young people living in a rural area are most likely to cite poor transport links as a factor in their lack of participation in physical recreation outside of school PE classes (26% vs. 13% of those living in an urban area).

## **INSIDE SCHOOL**

### **Exercise in school – PE classes**

4.18 Scotland has been dubbed the ‘sick man of Europe’ and the amount of physical exercise undertaken by young people has received increasing interest in recent years, as concerns over obesity among young people and the general population have grown<sup>5</sup>. The Physical Education Review Group published a report in June 2004<sup>6</sup> which looked at how Scottish schools could be supported to improve the PE curriculum. It looked at enhancing and increasing participation in PE and also young people’s performance in PE, encouraging children to reach their full potential and maintain an interest in physical exercise beyond school.

4.19 In response to the report the then Scottish Executive gave a number of commitments on PE aimed at increasing the amount of time allocated to PE in the school curriculum and improving the range of activities on offer in schools, as well as providing extra PE teachers. One of the Review Group’s recommendations was that schools should work towards providing 2 hours of good quality PE for each pupil every week.

4.20 It would appear to be a positive finding, therefore, that young people tend to spend an average of 2.5 hours in PE classes every week. As Table 4.5 below illustrates, boys reportedly spend around 20 minutes more in PE classes than girls (162 minutes vs. 139 minutes), whilst S3 pupils and S4 pupils tend to do 20-30 minutes more than their peers in S1 and S2.

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<sup>5</sup> For example the journal *Future of Children* gave over an entire edition to the issue of childhood obesity (*Future of Children*, Vol 16 No 1 Spring 2006, pp1-224)

<sup>6</sup> Report into physical education in the curriculum, Scottish Executive, June 2004

**Table 4.5: Amount of time spent in PE classes in school**

*Q – In a typical school week, how much time in total do you spend taking part in PE classes in school?*

*Base: 1,762 11-15 year olds*

	All	Gender		%			
		M	F	S1	S2	S3	S4
None	1	2	1	0	1	3	1
Up to 59 minutes	6	6	6	5	2	7	11
1 hour – 1 hour 59 minutes	45	41	48	59	57	33	30
2 hours – 2 hours 59 minutes	28	26	31	30	32	25	27
3 hours – 3 hours 59 minutes	5	7	4	3	3	6	10
4 hours – 4 hours 59 minutes	6	8	4	*	1	14	9
5 hours – 5 hours 59 minutes	4	6	3	0	1	7	9
6 hours or more	3	4	2	3	2	5	2
Not stated	1	1	1	*	0	1	2
<b>Mean (minutes)</b>	151	162	139	136	139	166	164

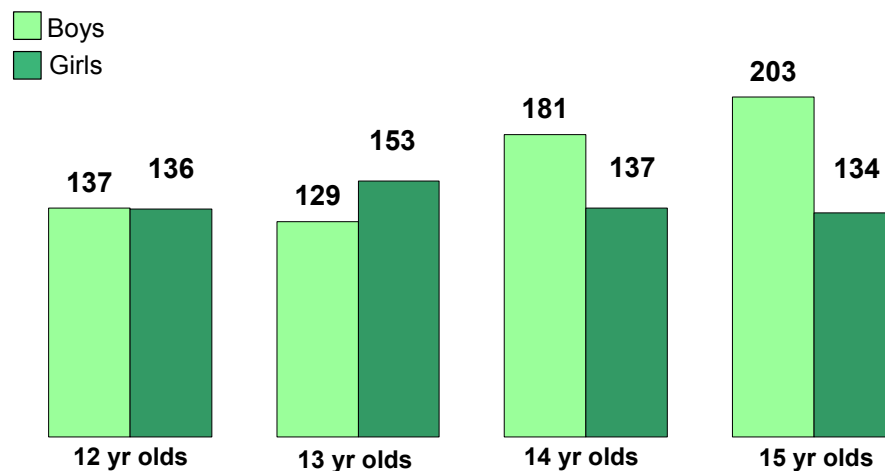
**Source: Ipsos MORI**

4.21 Despite the many benefits of regular physical activity, girls are much more likely than boys to opt out of participating in both PE and extra-curricular physical activity opportunities at school<sup>7</sup>. Indeed research shows that this gender imbalance begins early (Scottish Health Survey, 2003)<sup>8</sup> with overall levels of activity declining with age among girls after the age of 8-10. Here, analysis by age within gender also presents some interesting findings. Whilst there is no difference in the amount of time 12 year old boys and girls spend in PE classes, Figure 4.3 below illustrates significant differences for both 14 and 15 year olds, with boys spending far more time in PE than girls at this age.

<sup>7</sup> Physical activity within the health promoting school: a partnership approach, NHS Scotland, Scottish Health Promoting Schools Unit, 2005

<sup>8</sup> Scottish Health Survey, 2003 results, Scottish Government

**Figure 4.3: Mean number of minutes spent taking part in PE classes in school in a typical week**



Base: All respondents aged 12-15 (1,759)

Source: Ipsos MORI

### **Exercise in school (but outside of PE classes)**

4.22 Young people reportedly spend an average of 1 hour 17 minutes doing some form of sport or physical recreation organised through their school, but outside of PE classes, every week. This would include activities done as part of a school team or club or in a competition.

4.23 Significantly, more than a third of young people (35%) do not do any physical activity organised through the school, with 14 year olds (38%) and 15 year olds (39%) least likely to do so.

4.24 As with the amount of time young people spend in PE classes, boys tend to spend significantly more time doing activities outside of classes than girls (158 minutes vs. 115 minutes in a typical week). However, whereas time spent in PE classes tends to increase with age, here there is a steady decline in the amount of time young people spend doing physical activity outside of PE as they get older (see Table 4.6 below).

**Table 4.6: Amount of time spent doing physical activity organised through school, but outside of PE class time**

*Q – In a typical week, how much time in total do you spend taking part in any sport or physical recreation organised through your school, though not in PE classes?*

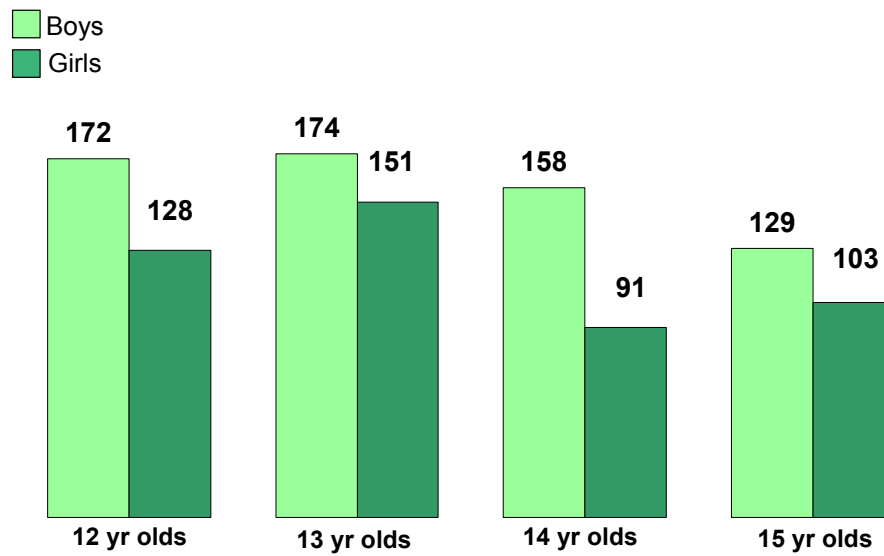
*Base: 1,762 11-15 year olds*

	%						
	All	Gender		Year group			
		M	F	S1	S2	S3	S4
None	35	33	37	28	36	37	39
Up to 59 minutes	4	3	4	4	4	3	2
1 hour – 1 hour 59 minutes	14	14	15	20	10	15	13
2 hours – 2 hours 59 minutes	11	11	11	12	10	11	11
3 hours – 3 hours 59 minutes	6	6	6	4	6	4	8
4 hours – 4 hours 59 minutes	5	7	3	5	6	5	3
5 hours – 5 hours 59 minutes	3	5	1	3	3	3	2
6 hours or more	8	10	6	9	7	10	6
Not stated	14	12	17	15	17	11	14
<b>Mean (minutes)</b>	137	158	115	152	149	128	118

**Source: Ipsos MORI**

4.25 As with the amount of time spent in PE classes, there are some significant differences between genders and age groups. What is clear is that at each age, boys tend to spend far more time than girls doing activities outside of PE classes, a trend which is particularly evident among 12 year olds and 14 year olds.

**Figure 4.4: Mean number of minutes spent taking part in physical activity organised through school but outside of PE classes in a typical week**



Base: All respondents aged 12-15 (1,759)

Source: Ipsos MORI

## CHAPTER 5: VOLUNTEERING

5.1 The Scottish Executive placed young people at the heart of its 2004 Volunteering Strategy,<sup>9</sup> through the development of a unique new national programme entitled Project Scotland. This was to be underpinned by a renewed emphasis on dismantling the barriers to volunteering; to securing the long-term supply of volunteers; and to improving their everyday volunteering experience.

5.2 As the strategy asserts, the problems of encouraging volunteering by young people are often analogous to those faced by other excluded groups. For example, feelings of not being welcome and lack of confidence on the part of the young people, and perceiving young people as a problem or lacking in skills on the part of some volunteer involvers. Indeed, research carried out by NFO System 3<sup>10</sup> in 2004 on behalf of Volunteer Development Scotland, found that there were a number of barriers to volunteering, including perceived lack of time; negative peer pressure; lack of confidence; cost and lack of readily available information. According to the NFO research, young people, along with people from lower socio-economic groups, were most likely to believe that volunteering would leave them out of pocket.

5.3 That said, high numbers expressed an interest, with 72% of 11-15 year olds wanting to volunteer, motivated by the opportunity to see the positive impact of their actions; to work with others; and to gain respect and satisfaction through their achievements. Importantly, the NFO research indicated that people who volunteer when they are young also tend to volunteer when they are older – hence the importance of encouraging and enabling school age children to volunteer. However, the research also found significant differences among socio-economic groups: by the time they begin working, over 40% of the higher socio-economic groups (groups A and B) have volunteered, but only 10% of those in socio-economic groups (groups D and E) have done so.

5.4 Our survey found that around a third of young people (32%) have given up their time for volunteering in the last 12 months, with 12 year old (40%) and 14 year old girls (38%) most likely to have done so, along with those living in a rural area (42%, compared with 28% of urban dwellers). Fifteen year old boys and girls (59% and 60% respectively) are least likely to have volunteered in the last year.

5.5 In line with the types of volunteering found to be most common by the NFO research, among those who have done voluntary work in the last 12 months, young people are most likely to have helped with sports activities, such as raising money, organising events, coaching and score keeping (39% - see Table 5.1. below). This is a form of volunteering particularly popular with boys, with around half of male volunteers having helped in this way (49%). One in five (20%) has helped with an art, music, singing or a drama group, with girls most likely to have volunteered in this way (26%).

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<sup>9</sup> Scottish Executive Volunteering Strategy 2004-2009, published May 2004

<sup>10</sup> NFO System 3 Scottish Opinion Polls: 2003 and 2004, Volunteer Development Scotland

**Table 5.1: Types of volunteering activity undertaken**

*Q – If you have done volunteering during the last 12 months, was this connected to any of the following areas?*

*Base: 1,762 11-15 year olds*

	Gender			%			
	All	M	F	Age			
				12	13	14	15
Helping at sports (e.g. raising money, organising events, coaching, refereeing, score keeping etc)	39	49	32	43	50	31	35
Helping with art, music, signing or a drama group (e.g. painting scenery, teaching singing etc)	20	13	26	22	14	21	23
Helping at a library	4	4	4	9	6	2	*
Helping at museums/galleries	1	2	*	1	0	1	2
None of these	40	37	43	37	34	46	41

**Source: Ipsos MORI**

5.6 Among those who have done voluntary work in the last 12 months, just fewer than half (46%) have done one of the activities listed in the survey, while one in ten (8%) have done two of the types of activities asked about. Two in five young people (40%) answering this question who have volunteered in the last 12 months have helped in some other way not probed on.



## CHAPTER 6: CONCLUSIONS

### Overall

6.1 The research carried out by Ipsos MORI shows that young people participate in a wide range of activities both inside and outside of school and highlights important differences in terms of levels of interest, participation in activities and attendance at events between the sexes, different age groups and areas lived in.

### Improving participation in cultural activities

6.2 Tackling the barriers which prevent young people from taking part in cultural activities and events will be key to encouraging usage of services and increasing participation.

6.3 Among those not taking part in cultural/artistic activities outside of school, a general lack of interest and preferring to do other things in their spare time are primary factors in non-participation. Whilst it can be accepted that not all young people will be interested in using services and taking part in activities in their own time, increasing their awareness of the opportunities available to them and addressing some of the perceived barriers to participation, such as cost, lack of information and concerns about feeling out of place, may go some way to improving activity levels.

6.4 Girls tend to participate in a greater range and number of artistic activities during school time than boys and are also more likely to have been to events as part of a school trip. While many of the motivations young people have for participating in such activities will be personal and emotional, and will vary according to age, analysis also shows that the area where the young person lives and the socio-economic status of their household may have some bearing. Those living in the *least* deprived areas of the country are 1.5 times more likely to have done a number of the activities listed in the survey during school time than those living in the *most* deprived areas. And young people living in a household where at least one parent works are significantly more likely to have been to a number of events than those with no parent working. It will, therefore, be essential to ensure that young people from more deprived backgrounds do not miss out on the opportunities available to them and that efforts are made to encourage these youngsters to participate wherever possible.

### Improving participation in sports activities

6.5 One of the positive findings from this survey is that older children appear to spend just as much time, if not more, in PE classes as their younger peers, and it will be important to continue to encourage the participation of all young people in PE classes for their duration at school. Our research did, however, find a drop off in participation as young people progress through their teenage years, for both extra curricular, school based activities and physical recreation outside of school time.

6.6 While it may be argued that older children are less likely to want to engage with physical activity outside of school time, there are a number of perceived barriers to participation which could be addressed. For instance, increasing the amount of information available to young people about community-based physical activity would go some way

towards tackling concerns about perceived cost, standard of changing facilities and not having anyone to participate with.

6.7 In line with other research, we found significant differences between the participation of girls and boys, both during PE class time and in optional school-based activities. There are a number of initiatives related to increasing the opportunities for girls to engage in schools-based sports (for example, the Scottish Government's 'Fit for Girls' scheme which is to be rolled out across all of Scotland's secondary schools). It will be important to retain a focus on encouraging girls to participate in sporting activities at school, particularly among those aged 14+, perhaps by investing in opportunities such as dance which, as this research has illustrated, is attractive to girls.

## APPENDIX A: GUIDE TO STATISTICAL RELIABILITY

The young people who took part in the survey are only a sample of the total secondary school population in Scotland, and as such, we cannot be certain that the figures obtained are exactly those we would have if everybody had been interviewed (the 'true' values). For a random probability survey we can, however, predict the variation between the sample results and the 'true' values from a knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the "true" value will fall within a specified range. **The survey reported on here was not a random probability survey, being limited to a sample of school pupils across the country. However, for information only, the table below illustrates the predicted ranges for different sample sizes and percentage results at the 95% confidence interval:**

Approximate sampling tolerances applicable to percentages at or near to these levels	Actual Sample Size	10% or 90% ±	30% or 70% ±	50% ±
<b>Overall</b>	1,762	1.4	2.1	<b>2.3*</b>

\*For example, if 50% of all young people were to give a particular answer, the chances are 19 in 20 that the 'true' value will fall within the range of  $\pm 2.3$  percentage points from the sample results.

### Comparing percentages between sub-groups and overall total

When results are compared between separate groups within a sample, different results may be obtained. The difference may be 'real', or it may occur by chance (because not everyone completed a questionnaire). To test if the difference is a real one – i.e. if it is statistically significant – we again have to know the size of the samples, the percentages giving a certain answer and the degree of confidence chosen. If we assume 95% confidence interval, the difference between two sample results must be greater than the values given in the table below:

	Actual Sample Size	10% or 90% ±	30% or 70% ±	50% ±
<b>Overall (1,762) vs:</b>				
Sub-groups of:	200	4.4	6.7	7.3
	500	3.0	4.6	5.0
	1000	2.3	3.6	3.9
	1500	2.1	3.2	3.4

\*For example, if 50% of the total sample (1,762) gives a particular answer, and 53% of young people in a sub-group of 500 give the same answer, there is **not** a statistically significant difference between the responses of the two groups.

Looking at the fifth column of the above table shows that there needs to be a difference of  $\pm 5$  percentage points between the two results in order for the difference to be statistically significant. Therefore, if 56% of the latter group give the same answer, then this **is** a statistically significant difference (since there is a 6 point difference between the two).

### Comparing percentages between sub-groups

The following table indicates differences required for significant comparisons between sub-groups.

<b>Approximate sampling tolerances applicable to percentages at or near to these levels</b>	<b>10% or 90%</b> $\pm$	<b>30% or 70%</b> $\pm$	<b>50%</b> $\pm$
<b>Size of samples compared:</b>			
100 and 100	8.4	12.8	13.9
100 and 250	7.0	10.7	11.6
250 and 250	5.3	8.0	8.8
500 and 250	4.6	7.0	7.6
500 and 500	3.7	5.7	6.2
1,000 and 500	3.2	4.9	5.4

## APPENDIX B: SAMPLE PROFILE

	Number	Unweighted %	Weighted %
<b>Total</b>	1,762	100	100
<b>Gender</b>			
Male	885	50	49
Female	872	49	50
<b>Age</b>			
11	3	*	*
12	559	32	23
13	342	19	25
14	553	31	26
15	305	17	26
<b>Year group</b>			
S1	613	35	25
S2	325	18	25
S3	569	32	25
S4	248	14	24
S5	4	*	*
<b>Ethnic origin</b>			
White	1,668	95	96
Non-white	88	5	3
<b>Health</b>			
Good	1,513	86	86
Not good	17	1	*
<b>Household composition</b>			
Two parents in household	1273	72	73
Single parent in household	328	19	19
Sibling in household	1314	75	76
<b>Home ownership</b>			
Owned outright or mortgaged	1201	68	70
Rent from Council/Housing Association	321	18	18
Rent other	87	5	4
<b>Work status of household</b>			
Two parents work	849	48	50
One parent works	463	26	26
No parent works	311	18	16
<b>Area</b>			
Urban	793	45	50
Small town	263	17	17
Rural	449	25	19
<b>Area classification</b>			
Terraced blue collar	206	12	18
Younger blue collar	39	2	2
Older blue collar	92	5	5
Transient communities	22	1	2
Settled in the city	11	1	1
Village life	134	8	3
Agricultural	228	13	7

## **APPENDIX C: SCOTTISH INDEX OF MULTIPLE DEPRIVATION (SIMD)**

The Scottish Index of Multiple Deprivation (SIMD), constructed by the Scottish Executive is a ward-level Index based on 31 indicators in six separate ‘domains’ of deprivation:

- Income
- Employment
- Health Deprivation and Disability
- Education, Skills and Training
- Housing
- Geographical Access to Services.

In order to link individual’s responses to datazone level of indices of deprivation, postcode information was collected from respondents. This information provided a match for 99% of those who took part in the study.

The following steps were then taken:

- 1 Identify the deprivation score given to the datazone and its rank in comparison to the rest of the country
- 2 Identify which respondents fall into the top 10% of the most deprived areas of the country and the top 10% of the least deprived areas of the country

For the Schools Omnibus out of a sample of 1,762 pupils, 139 young people were judged to live in the top 10% most deprived areas in Scotland and 104 in the top 10% of the least deprived areas.

The SIMD results are shown in the computer tabulations, provided under separate cover and referred to in the main body of this report.

## APPENDIX D: AREA CLASSIFICATIONS

The urban, small town and rural classifications used in this report are based on those produced by the Scottish Executive (2005-2006). Two main criteria are used to derive the classifications: **settlement size** as defined by the General Register Office for Scotland (GROS) and **accessibility based on drive time** analysis to differentiate between accessible and remote areas in Scotland. The settlements and accessibility data are then combined to create a Scotland wide classification.

<b>Scottish Executive Urban Rural Classification</b>	
1 Large Urban Areas	Settlements of over 125,000 people.
2 Other Urban Areas	Settlements of 10,000 to 125,000 people.
3 Accessible Small Towns	Settlements of between 3,000 and 10,000 people and within 30 minutes drive of a settlement of 10,000 or more.
4 Remote Small Towns	Settlements of between 3,000 and 10,000 people and with a drive time of over 30 minutes to a settlement of 10,000 or more.
5 Accessible Rural	Settlements of less than 3,000 people and within 30 minutes drive of a settlement of 10,000 or more.
6 Remote Rural	Settlements of less than 3,000 people and with a drive time of over 30 minutes to a settlement of 10,000 or more.

For the purposes of analysis in this report, urban areas have been defined as those in categories 1 and 2; small town areas are defined as those in categories 3 and 4; and rural areas are defined as those in categories 5 and 6.

ISSN 0950 2254  
ISBN 978 0 7559 7172 5  
(Web only publication)

[www.scotland.gov.uk/socialresearch](http://www.scotland.gov.uk/socialresearch)

RR Donnelley B57080 07-08

