

# CHILD'S PLAY

## HALIBURTON COUNTY CHILDREN'S RECREATION SURVEY

October 28, 2003 (modified November 18, 2003)

### HISTORY:

As part of a project funded by the Clarica Foundation, a survey was developed by Family Services staff for the purpose of developing base-line information about the recreational behaviour of children in Haliburton County. It was designed for the data to be comparable with data from the National Longitudinal Study of Children and Youth (NLYSC), available through the Institute for the Study of Children at Risk at MacMaster University. The survey also asked the children their preferences for participation in an ideal situation.

### METHODOLOGY:

The survey team consisted of four people: Fay Martin, Sue Ferren, Cindee St. Pierre, and Ann Maher. They together fine-tuned the survey and determined the presentation protocol. Other FSHC staff assisted on occasion, when we had many classrooms to service simultaneously.

A letter giving information was sent home with all students who were to be surveyed, requesting that parents who did not wish their children to complete the survey so inform the school. Very few children were disallowed to participate. In split classrooms, all students were given the survey, but data from the non-target grades was not included.

The survey was presented to all grades one, four, seven and nine students in the County, in their classrooms, in the first two weeks of May, 2003. The data was entered into SPSS software by Lynne Hoppenreys and Fay Martin in the summer and early fall, and analyzed by Fay Martin, with assistance from a number of sources.

### RESULTS:

#### 1. DEMOGRAPHY

A total of 546 surveys were completed, plus 19 from grade 2 and 30 from grade 3.

Gender was equally distributed, with 270 boys and 270 girls. (Totals don't equal 546 because of missing information.)

#### Frequency by grade:

Grade	# respondents	% of respondents
Grade 1	101	18.63%
Grade 4	115	21.22%
Grade 7	160	29.52%
Grade 9	166	30.63%
<b>Total</b>	<b>542</b>	<b>100%</b>

#### Frequency by the size of the settlement in which the child lived:

Settlement	# respondents	% of respondents
Haliburton Village	104	19.4%
Minden Village	96	17.9%
Other small villages	176	32.8%
Rural residences	160	29.9%
<b>Total</b>	<b>536</b>	<b>100 %</b>

We can also identify a village / rural split in Dysart et al and Minden Hills:

<b>Township</b>	<b>Village</b>	<b>Rural</b>
Dysart et al	# = 104; 53%	# = 94; 47%
Minden Hills	# = 96; 44%	# = 124; 57%

**Frequency by township:**

<b>Township</b>	<b># respondents</b>	<b>% of respondents</b>	<b>Total # kids 5 - 19</b>
Dysart et al	<b>198</b>	<b>36.7%</b>	<b>875</b>
Minden Hills	<b>219</b>	<b>40.6%</b>	<b>935</b>
Algonquin Highlands	<b>24</b>	<b>4.4%</b>	<b>260</b>
Highlands East	<b>99</b>	<b>18.3%</b>	<b>540</b>
Total	<b>540</b> <b>= 20.69% of total</b> <b>child population</b>	<b>100%</b>	<b>2610</b>

October 31, 2003

## WORK

The question asked was...

B6. "During the school year, did you have a job? A job is something for which you were specifically paid, not things you were expected to do as a member of the household or for your allowance. Use the same categories - never, less than once a week, 1 to 3 times a week, 4 or more times a week. "

" If you answered yes, write the kind of work you did in this job."

B16. Same as above, but in relation to last summer.

The responses were printed out, sorted by gender within grade. As one would expect, grade 1 students did not indicate they had paying jobs. The following categories were readily evident.

- babysitting includes anything called that; it may have been occasional (a 1 or 2 frequency response) or a regular occupation (a 3 or 4 frequency response), but was counted as babysitting in either case. It was not re-counted as a 'real' job, even though some comments from older students clearly indicated it was. E.g., '5 days/ wk, 3 kids!' , a nanny. Because babysitting is most often a job girls do, this way of recording misrepresents the gender comparison of 'real' jobs. Attention is drawn to this by inclusion of double asterisks in both categories affected.
- yard work included mowing lawns, shovelling snow, clearing leaves, garden work, working with wood.
- housework includes cleaning house or garage or yard, keeping house or particular rooms clean, washing dishes, cooking, clearing up after meals, etc.
- pet care included walking the dog, feeding animals. 'Horse training' was considered a 'real' job.
- 'real' jobs were jobs in regular business establishments, many of which were specifically named (e.g., stock shelves at Kawartha Dairy, dishwasher at Wigamog and Mill Pond). Some younger students said they worked in an establishment owned by a parent (e.g., 'clean boats at my dad's marina') or worked with a parent, sometimes specifying (e.g., 'plumbing with dad'), and these apprentice-type jobs are counted separately and indicated by an asterisk.
- more girls than boys have jobs in grade 9, especially during the summer; the reverse is true with respect to grade 7 students.

g e n	Gr	# sch	# sum	babysitting		yard work		housework		pet care		'real' jobs	
				sch	sum	sch	sum	sch	sum	sch	sum	sch	sum
b o y s	4	16	21	2	0	10	12	3	3	1	2	1*	1*
	7	50	51	6	4	25	31	5	2	0	0	13	10+4*
	9	36	46	0	1	5	5	0	0	0	0	29+1*	43
g i r l s	4	31	21	6	6	5	3	7	3	8	2	1+4*	2+2*
	7	40	48	31	28	2	4	9	2	0	0	1+4*	10+6*
	9	42	56	16**	30**	0	0	1	1	0	0	26**	26**

\* these were jobs working with parents or grandparents but apparently in 'real' businesses

\*\* babysitting was counted under babysitting, even though it may have been a 'real' job

October 28, 2003 (amended / augmented November 18, 2003)

## PREFERENCES

### Methodology:

Students were presented with a list of 48 activities, and asked to check 'yes' or 'no' whether they would like to pursue each activity, if it were no impediments to them participating, e.g., the activity was available, their parents were agreeable, they had transportation and could afford the cost, etc..

Secondly, students were invited to write in other activities that had not been included. As the surveying proceeded, we gave examples that had been frequently mentioned, e.g., horseback riding. These activities were coded with numbers if they were given as a favourite (see below).

Thirdly, students were asked to put a 1 beside their favourite activity, 2 beside their second choice, and 3 beside their third.

### Aggregated results:

#### a) Favourites

The six most frequently chosen activities for first, second and third favourites of the total 519 responses were combined and ranked.

survey #	description on survey	#1	#2	#3	total
38	snowmobiling, personal water craft (sea-do's), All Terrain Vehicles (4-wheelers)	33	27	35	95
41	swimming	30	34	31	95
37	Ski-ing, snow-boarding, water-skiing, wake-boarding, knee-boarding	32	31	23	86
36	Skateboarding		27	23	50
40	soccer		25	24	49
16	cycling, BMX, (self-powered)		30	18	48
28	ice hockey	45			45
48	moto-cross, dirt-biking	31			31
17	dance	27			27

This information tells us some interesting things about what children in the county prefer to do, but there are also some interesting sub-patterns that fine-tune our understanding of preferences. For example, that hockey, motor bikes and dance are chosen as a first favourite of not at all reflects the intensity which these activities command, or are seen to require. Further, there are definite gender and age differences, as one would expect, that are not evident in the data presented here.

#### b) General patterns of response:

To begin to tease out age and gender differences, I calculated the frequency with which each activity was chosen as something the respondent would want to do, not necessarily a favourite. In administering the surveys and coding the data, it appeared that the students had strong opinions - very few, for example, marked 'yes' for every option, although some were more broadly interested than others, and some were very picky indeed in their choices. These responses seemed not as subject to peer influences as the choice of favourites, which had a sense of 'right answer' about it

To explore the confluence of choices - the degree to which children of a given age and gender agreed on what activities would be enjoyable - I sorted the responses by by grade and gender, and looked at the frequency of the favourites, expressed as a percentage of the respondents (e.g., first line below, 26.5% of grade 1 boys responding to this portion of the survey shared the same favourite, and 19.6% of the girls shared the same favourite - although the activity chosen may have been different between the two genders). The following table gives the numbers:

<b>GRADE</b>	<b>BOYS</b>	<b>GIRLS</b>
<b>grade 1, first choice</b>	26.5	19.6
<b>grade 1, second choice</b>	16.3	11.8
<b>grade 1, third choice</b>	10.4	10
<b>grade 4, first choice</b>	26.5	11.9
<b>grade 4, second choice</b>	15.4	13.3
<b>grade 4, third choice</b>	7.7	15.3
<b>grade 7, first choice</b>	17.5	17.3
<b>grade 7, second choice</b>	13.8	10.7
<b>grade 7, third choice</b>	15	9.6
<b>grade 9, first choice</b>	12.5	11.4
<b>grade 9, second choice</b>	12.7	10.1
<b>grade 9, third choice</b>	12.7	11.4

With one exception (grade 4 boys), boys were in higher accord about their choices, and girls made broader choices. The degree of concordance generally was higher among first choices than subsequent choices, with the exception of grade 4 girls, who seemed to celebrate divergence. Grade 9 students of both genders tended to share their favourites more evenly, perhaps an indication of increased self-direction.

I considered the choice of favourites differentiated by gender and grade, to accommodate the spread of choices. These are expressed as numbers of children who selected a specific sport as either 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>d</sup> choice, and include the six most frequently selected activities.(which constituted from 39 to 61% of all choices within the age-gender category). These are shown in the 2-page table (which needs some work!!!), which stretches to include 40 of the possible 46 (plus add-ins) activities. (For example, 13 grade 1 boys named hockey as their first favourite, 5 chose ski-do/sea-do, 4 skiing, etc. Girls did not choose hockey as a favourite, except for 3 grade 1 girls, who gave it as their third choice. A total of 53 children gave hockey as a favourite.) Not surprisingly, the data show very interesting differences:

- boys across all grades preferred hockey, noisy machines, skateboards and skiing; grade 9 girls shared some enthusiasm for skiing and (less) noisy machines
- only grade 1 boys gave wrestling as a preference, but it was a first choice for all who chose it.
- hockey, similarly, was given as a first preference if at all.
- girls of all ages, overwhelmingly, preferred swimming as compared with boys; it was a preferred choice in every grade, and the combined 'vote' for swimming as a preferred activity, from girls, was 73. This compares with 5 from boys, all a second choice from

- grade 1 boys. The grade split for girls (combined 1/2/3 preferences) was 15 (gr 1) - 14 (gr 4) - 19 (gr 7) - 25 (gr 9)
- boys and not girls preferred motor biking, archery, bowling, football, electronics, fencing, computing, hunting, camping, golf, paintballing, baseball, fishing and hackey-sac (a few girls chose camping and baseball as third preferences)
  - girls and not boys preferred skating, martial arts (grade 1 only), baking / cooking.
  - other preferences showed no readily evident pattern.

An 'other' activity was given a number when it was given as a preference. This added the following activities to the list (and a few not included because they were given by only 1 or 2 people):

- horseback riding
- sky diving, bungee jumping, parasailing, etc.,
- track and field
- skipping, hopscotch, swinging
- lacrosse
- playing with friends, playing with barbies, playing with toys; parties
- frisbee, ultimate frisbee
- finding snakes, catching tadpoles, climbing trees, making forts, recess
- trampoline
- scuba diving
- story writing, poetry
- video games
- paintballing
- rugby
- sleeping

These options were sometimes mentioned as surveys were being administered, but not all of them and not reliably, so they cannot be aggregated as the standing list can. The power of suggestion is also evident where several students in the same class cited the same activities, but they were absent in other classes of the same grade. This doesn't negate the choices, however, as we know that children choose activities based in part on who else is participating. Some of the most popular add-on activities were

- horseback riding, which 18 boys and 85 girls (all grades) selected
- skipping, hopscotch, etc., which 12 boys and 38 girls, all younger grades, selected
- lacrosse was selected by 27 boys and 14 girls, especially popular among grade 7 boys
- paintballing was selected by 14 boys as compared to 5 girls
- rugby was equally popular with boys (15) and girls (12)

Cross-tabulations of the yes/no responses for each activity, by place of residence, gender and grade, are available.

November 10, 2003

**SPORTS, ARTS AND CLUBS; INSTRUCTED AND UNINSTRUCTED;  
SCHOOL YEAR AND SUMMER**

The students were asked: " Here are some questions about what activities you do during this school year. Make an X in the appropriate box." The choices were 'never', 'less than once a week', '1 to 3 times a week', and ' 4 or more times a week'. Ten questions followed, the first 5 of which were

- Outside of school hours, I take part in sports with a coach or instructor
- Outside of school hours, I play sports or do physical activities without a coach or instructor
- Outside of school hours, I take lessons or attend groups in art, dance or music
- Outside of school hours, I take part in art, dance or music activities without adult supervision
- I take part in clubs or groups such as Pathfinders, Scouts, or Cadets (the specifics were changed according to age).

These same questions were then asked with respect to activities last summer. The same choices were given.

The choice categories were conflated to 'passive' (never and less than once a week) and 'active' (1-3 times a week and 4 or more times a week). In the table below, 'active' responses are presented as a percentage of the population answering the question. An asterisk following a number indicates that the difference in that category is statistically significant at .05 or better.

Activity	Age and Gender									Townships				S	
	grade 1		grade 4		grade 7		grade 9		Σ	Alg	Dys	Hig	Min	Hal	M
	boy	girl	boy	girl	boy	girl	boy	girl							
<b>instructed sport: school</b>	47	24	53	47	42	31	63	46	51/ 38	50	51	32	44	56	4
	35		50		37		54		0						
<b>instructed sport:summer</b>	48		54		47		32		44	67	49	39	40	52	3
<b>uninstructed sport: school</b>	88	74	87	80	77	83	81	84	82/ 81	88	81	76	85	81	8
<b>uninstructed sport:summer</b>	89		81		93		75		84	92	82	80	87	86	8
<b>instructed art: school</b>	8	33	18	37	5	32	16	39	11/ 36	17	29	21	21	36	1
<b>instructed art: summer</b>	22		21		20		15		19	13	28	13	14	29	1
<b>uninstructed art: school</b>	51		44		41		25		39	50	35	35	43	34	4
<b>uninstructed art: summer</b>	40		40		36		27		35	33	31	34	38	28	3
<b>clubs; school</b>	32		28		9		10		16	21	16	24	13	19	1

November 12, 2003

## USE OF COMPUTERS AND INTERNET

The students were asked "Outside of school, I play computer or video games". In addition, students older than grade 1 were asked " Outside of school hours, I go on line to do research or socialize (e.g., e-mail, MSN, chat rooms, surfing the net). They were given four choices - never, less than once a week, 1-3 times a week, and 4 or more times a week. They were asked this question twice, once in relation to 'this school year' and again in relation to 'last summer'.

The responses were conflated into two categories, passive (never, less than once a week) and active (1-3 times a week, more than 4 times a week) and compared in several ways. The table below gives the percentage of students who were in the active category.

	overall	boy	girl	grade 1		grade 4		grade 7		grade 9	
				boy	girl	boy	girl	boy	girl	boy	girl
<b>Computer use - school year</b>	77	86	68	82	84	91	52	89	79	82	60
<b>Computer use – summer</b>	64	76	52	81	66	83	49	75	52	71	46
<b>On line - school year</b>	64	58	69	-	-	37	39	61	77	70	84
<b>On line – summer</b>	52	53	51	-	-	33	23	54	52	65	69

Overall, computers play an important place in the recreational life of children in the County: 77% use computers during the school year, and 64% use the internet. If we agree that it is unlikely that a student would use the internet more than once a week outside school hours if s/he had to access it from outside the home, we could conclude that at least 2/3 of County children have access to computers in their home, and that most computers have internet access. 28% of all students, 124 individuals, indicated they used internet more than 4 times a week; we can be fairly certain that this indicates they have access to the internet at home.

The differences were significant at greater than .05 probability with respect to gender in both computer and on-line use. Other than grade 1 students, where both boys and girls tend to play computer or video games a lot, the pattern seems to be that boys prefer computer / video games and girls use the internet. Both activities reduce during the summer (except for grade 1 boys and computer use), and the gender difference for internet use changes.

Place of residence is not a differentiating factor in computer / on-line use, as the following table indicates. The numbers are percentage of students who actively participate in computer and on-line use (more than once a week).

	Haliburton village	Minden village	Other villages	Rural
<b>computer – school</b>	80	74	77	75
<b>computer – summer</b>	64	57	66	66
<b>on-line – school</b>	70	61	61	64
<b>on-line – summer</b>	52	53	52	53



November 4, 2003

## READING HABITS

### Methodology:

The children were asked "How often do you read for fun (not just for school)?" Reading includes reading yourself and being read to. They had a choice of 5 boxes: every day, a few times a week, once a week, a few times a month, almost never. They were asked to answer the question twice, once with respect to 'this school year', and again with respect to 'last summer'.

These categories were conflated for comparative purposes to 1, high (combining first two categories), moderately (middle 2 categories), and low: (the 'almost never' category -- and an additional category which some grade 9 students added, 'never').

The data, presented by gender and grade, suggests that children in the County lose interest in reading as they get older, and, not surprisingly, that the trend is much more dramatic with boys than girls. The emphatic attitude offered by the few students (boys) who added the 'never!' category suggests there may be an attitude factor influencing responses, that reading is not 'cool', and therefore is under-reported.

### Percentage by grade:

(in this I considered response 1 as high, combined responses 2 and 3 as moderate, and 4 and 5 as low)

gr	high -school	high-summer	mod-school	mod-summer	low-school	low-summer
1	68%	46%	19%	18%	12%	37%
4	68%	54%	15%	17%	19%	30%
7	51%	49%	28%	23%	21%	28%
9	42%	29%	20%	26%	39%	45%

### Percentage by grade and gender; school year

grade	Gender	high (1+2)	moderate (3+4)	low ('almost never')
1	Boys	57%	27%	16%
	Girls	80%	12%	8%
	Combined	69%	19%	12%
4	Boys	62%	17%	30%
	Girls	78%	14%	8%
	Combined	66%	15%	19%
7	Boys	42%	32%	26%
	Girls	61%	23%	16%
	Combined	51%	28%	21%
9	Boys	30%	20%	50%
	Girls	55%	19%	26%
	Combined	42%	20%	38%

November 14, 2003 (revision, expansion)

## TV WATCHING HABITS

### Methodology:

After completing some demographic information, students were presented with a table of activities and asked to choose between four descriptions of how often they participated in the activity: never, less than once a week, 1 to 3 times a week, 4 or more times a week. After questions about instructed and uninstructed sports, instructed and uninstructed arts, clubs, jobs, computer games and internet activity, the activity was 'I watch TV.' They were asked this series of questions in relation to 'this school year' and then in relation to 'last summer.'

In the next section, students were asked to be more precise about two activities, tv watching and reading. The question was "On average, about how many yours a day do you watch TV?" and 5 check boxes were offered: less than one hour a day, 1-2 hours a day, 3-4 hours a day, 5-6 hours a day, and 7 or more hours a day. The responses were coded from 1(low) to 5 (high).

The tv-watching categories were presented to grade 1 students slightly differently. They were asked if they watched : less than one program a day, from 2 to 4 programs a day, from 5 to 7 programs a day, and more. The assumption was that grade 1 children would count by programs and that a program was generally 1/2 hour. Their responses were coded 1, 2, 3, and 5 so as to be comparable to the older students.

There is some question as to how accurate the responses to this question are, as the task is quite complex, given that one would expect variations in watching patterns during the school week and on the weekend, and from day to day, depending on how decisions to watch TV were made (e.g., a favourite program, nothing else to do, etc.) Nevertheless, we felt there was value in asking the questions because they are parallel to those asked in the National Longitudinal Study on Children and Youth. In that study, however, the 'most knowledgeable person' (usually the mother) answered the question on behalf of children less than 12 years of age, i.e., our grades 1 and 4 respondents.

### Findings:

The vast majority of children in Haliburton County watch TV more than four times a week. During the school year, 70% watch this frequently, and this reduces somewhat during the summer (58%). Girls watching less than boys: 76% boys vs 70% girls watch 4+ times a week during the school year, 60% boys and 52% girls during the summer.

At the other extreme, 3% of children never watch TV during the school year, and 6% never watch during the summer. The proportion of girls is less during the school year (2% vs 5% boys) but greater during the summer (7% vs 5% boys).

The breakdown by grade shows a dip in watching at the grade 4 level. Watching declines more steeply in the older grades in the summer. The percentages in the extreme categories is presented below:

grade	school year		summer	
	never watch	watch 4+/wk	never watch	watch 4+/wk
grade 1	6%	78%	5%	67%
grade 4	4%	63%	7%	53%
grade 7	1%	75%	7%	56%
grade 9	4%	75%	5%	58%

Where one lives does have a significant impact on TV watching, even though the mechanism is somewhat difficult to understand - kids in Haliburton village and other small villages watch less than those who live in Minden village and rurally.

	school year		summer	
settlement	never watch	watch 4+/wk	never watch	watch 4+/wk
Haliburton village	5%	65%	7%	47%
Minden village	-	78%	2%	62%
Other villages	5%	69%	6%	60%
Rural	3%	79%	6%	60%

In response to the more complex question about TV watching, the responses were fairly even across the categories, so I haven't combined them because the rationale for doing so isn't yet evident to me.

TV watching by grade, comparing time periods:

grade	time period	1 = <1hr	2= 1-2 hrs	3= 3-4 hrs	4=5-6 hrs	5=7+ hrs
<b>1</b>	this school year	12%	43%	25%		21%
	last summer	20%	32%	25%		23%
<b>4</b>	this school year	21%	39%	20%	8%	12%
	last summer	21%	36%	19%	8%	16%
<b>7</b>	this school year	11%	25%	43%	16%	4%
	last summer	20%	24%	24%	20%	12%
<b>9</b>	this school year	17%	36%	33%	9%	5%
	last summer	20%	27%	30%	13%	10%
<b>overall</b>	school year	15%	36%	30%	11%	11%
	last summer	20%	30%	25%	14%	15%

What might we conclude?

- young children spend the most time in front of the TV; the proportion of kids watching a great deal of TV reduces with age, possibly because there are more alternatives.
- there isn't a great deal of difference in viewing patterns between the school year and vacation, except perhaps with grade 7 students, who watch more at the extremes in the summer
- a slight trend, perhaps, to extreme watching in grade 9 during the summer?
- during the summer, 20% of kids of any age group watch very little TV

TV watching by grade and gender: school year

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grade	gender	1 = <1hr	2 = 1-2 hrs	3 = 3-4 hrs	4 = 5-6 hrs	5 = 7+ hrs
1	boys	8%	35%	29%		29%
	girls	16%	51%	20%		14%
	combined	12%	43%	25%		21%
4	boys	22%	31%	19%	9%	19%
	girls	20%	46%	22%	7%	5%
	combined	21%	39%	20%	8%	12%
7	boys	12%	22%	45%	17%	5%
	girls	11%	28%	42%	15%	4%
	combined	11%	25%	53%	16%	4%
9	boys	12%	33%	35%	12%	8%
	girls	22%	39%	33%	6%	1%
	combined	17%	36%	33%	9%	5%
<b>overall</b>		15%	36%	33%	11%	11%

What can we conclude?

- boys compared to girls tend to be extreme watchers (7+ hours) except at the grade 7 level
- extreme watching is the most variable category, ranging from 1 to 29%
- extreme watching reduces significantly with age
- girls compared to boys watch very little TV in grade 1, and more at grade 9, but in between the difference is small

Where a child lives makes a significant difference in TV watching as measured by response to this question, as well, with respect to the school year, less so during the summer. The overall pattern is for the responses to skew toward moderate watching -- 50% of respondents watch less than 2 hours a day of TV during the school year and 49% make the same claim during the summer. But in the extreme categories, 19% watch 5 or more hours a day during the school year (last two categories), and this goes up to 26% during the summer (12% in category 4 and 14% in category 5). There are 72 children in this county who say they watch more than 7 hours a day of TV in the summer, 135 who watch more than 5 hours a day during the summer. Even if the precise hours are not entirely accurate, we must hear very loudly that a lot of children are claiming to be couch potatoes.

November 18, 2003

## SCHOOL COMPARISONS

Comparisons between schools are a bit complex because they represent different ages, and are significantly different in size. However, for what it's worth...

### **1) Participation in sports, art, clubs**

Below are the percentages of students who indicated that during the school year, they actively participated in sports, the arts, or clubs:

SCHOOL	Sports-instructed	Sports - uninstructed	Arts - instructed	Arts - uninstructed	Clubs
Hal High	54	71	28	25	10
JDHodgeson	40	85	23	39	15
Archie Stouffer	43	91	18	50	15
Wilberforce	37	89	37	47	28
Cardiff	20	75	25	30	65
Stuart Baker	43	86	22	51	26

The results are not generally surprising given the variances by age and location discussed earlier. Wilberforce has a surprisingly high proportion of students taking art instruction. Cardiff may compensate for limited instructed activities with a heavy reliance on clubs - they seem especially disinterested in uninstructed arts

### **2) Participation in computer / video games, the internet, listening to music:**

Below are percentages of students who indicate that during the school year, they were actively involved with computer / video games, the internet, and listening to music

SCHOOL	computer use	on-line	music
Hal High	70	77	95
JDHodgeson	80	58	87
Archie Stouffer	80	57	89
Wilberforce	80	46	63
Cardiff	75	31	85
Stuart Baker	82	-	63

What conclusions? Cardiff is the least 'hooked up' school population, with Wilberforce following. Wilberforce students are less into listening to music, among the older students.

### 3) Reading and TV watching:

Looking next at reading and tv use, both during the school year and during the summer. This is the data in response to the more complex questions about reading for other than school purposes, and five categories of TV watching. The two extremes categories are reported.

SCHOOL	TV - school year		TV- summer		reading - school year		reading - summer	
	< 1 hr	7+ hrs	< 1 hr	7+ hrs	every day	almost never	every day	almost never
<b>Hal High</b>	17	5	20	10	17	38	12	45
<b>JDHodgeson</b>	18	7	18	14	36	15	25	30
<b>Archie Stouffer</b>	12	12	21	15	35	23	26	31
<b>Wilberforce</b>	16	16	16	21	16	26	16	42
<b>Cardiff</b>	0	20	25	20	60	10	35	20
<b>Stuart Baker</b>	18	14	26	22	41	14	27	35

What surprised me here is that Cardiff is a reading school, both during the school year and the summer. It is also an extreme TV-watching school, with Wilberforce close behind during the school year, leading in the summer. (I am disregarding Stuart Baker to some extent, because we already know that little kids watch more TV than older kids.)

November 8, 2003

## CAMP ATTENDANCE

In spite of the fact that going to camp in Haliburton is a summer reality for ???120,000 kids each summer, not many Haliburton County kids go to camp. 12% go to overnight camp and 13% to day camp.

Gender is not a differentiating factor: 11% of boys and 13% of girls go to overnight camp, and 12% of boys and 13% of girls to day camp.

Age, as one would expect, is a factor: overnight camp attendance peaks at grade 7, and day camp attendance at grade 4.

<b>grade</b>	<b>overnight camp</b>	<b>day camp</b>
<b>1</b>	7%	13%
<b>4</b>	12%	26%
<b>7</b>	15%	14%
<b>9</b>	12%	2%
<b>overall</b>	12%	13%

Location does make a difference: children who live in Minden Hills are significantly less likely to go to camp than other children in the County.

<b>Township</b>	<b>overnight camp</b>	<b>day camp</b>
<b>Dysart et al</b>	17%	14%
<b>Minden Hills</b>	7%	8%
<b>Highland East</b>	13%	23%
<b>Algonquin Highlands</b>	8%	13%

The pattern remains the same if we look at settlement size:

<b>Settlement</b>	<b>overnight camp</b>	<b>day camp</b>
<b>Haliburton village</b>	18%	17%
<b>Minden village</b>	5%	7%
<b>other villages</b>	14%	17%
<b>rural residents</b>	8%	10%