

Playful by Design

Free Play in a Digital World

Survey report and findings

Prepared by Family Kids & Youth
November 2021



DIGITAL FUTURES COMMISSION

Innovating in the interests of children and young people



**5RIGHTS
FOUNDATION**

FKY
Family Kids & Youth

Contents:

Aims and objectives	3	Case study 3: Nintendo Wii	63
Qualities of free play: “I had a great time”	4	Case study 4: Roblox	65
Qualities of free play in “real life”	11	Case study 5: TikTok	68
Play in a digital world	19	Case study 6: WhatsApp	70
Qualities of free play in a digital world	24	Case study 7: YouTube	72
Digital features that shape qualities of free play	31	Case study 8: Zoom	75
Desired digital features	41	Types and frequency of play	78
Correlations	46	Wellbeing	85
Case study 1: Fortnite	57	Methodology	89
Case study 2: Minecraft	60	Sample profile	90

Aims and objectives

The overall objective of the survey research is to assess what apps and games children and young people are currently using, how these are used for play and what other activities including non-digital play they undertake, together with background information on their well-being.

The Digital Futures Commission, hosted by 5Rights Foundation, is a three-year project that includes the collaboration of organisations including policy makers, regulators, academics, civil society and innovators to unlock digital innovation in the interests of children and young people. The Commission is focusing on three areas: play in a digital world, beneficial uses of education data, and guidance for innovators.

Each work stream is intended to create real world change for children. The Commission has now carried out research with 6-17 year olds looking at play in a digital world, 'Playful by Design', as reported here.

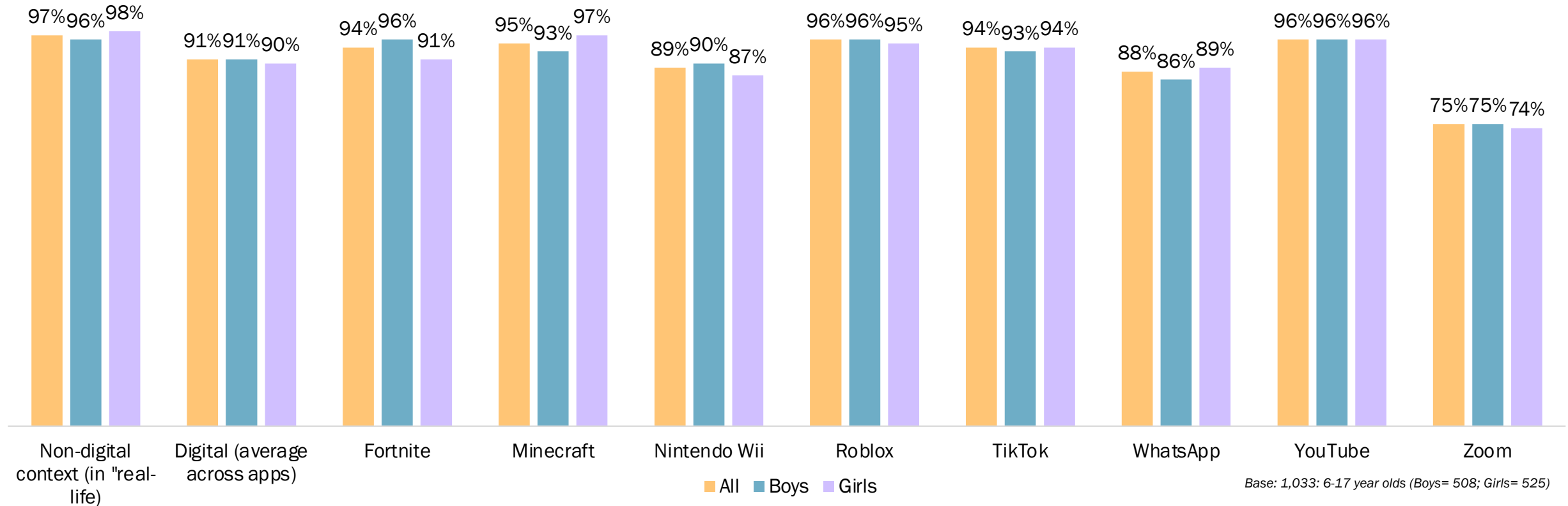
Family Kids & Youth (FK&Y), a leading global market and social research agency, specialising in the world of children, parents and carers, was commissioned by the DFC to conduct an online survey to investigate how children aged 6 - 17 play in both digital and non-digital environments.

Qualities of free play:

“I had a great time”

Thinking about the time you recently had a good time playing or being playful in “real life”, how much do you agree or disagree with the following?

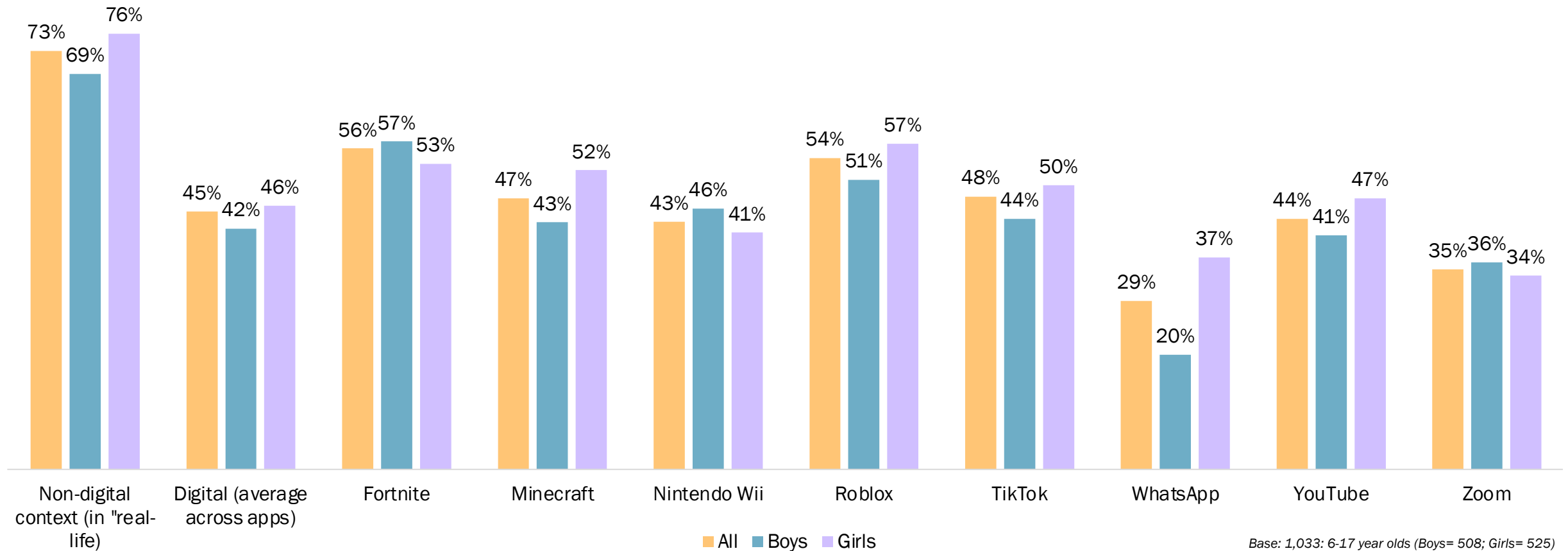
“I had a great time” - % NET Agree



- Children agree they “had a great time” playing in real life (97%) more than they do with digital products and services (on average 91%).
- The exception is playing with YouTube. As many children enjoy playing with YouTube (96%) as they do playing in real life (97%).

Thinking about the time you recently had a good time playing or being playful in “real life”, how much do you agree or disagree with the following?

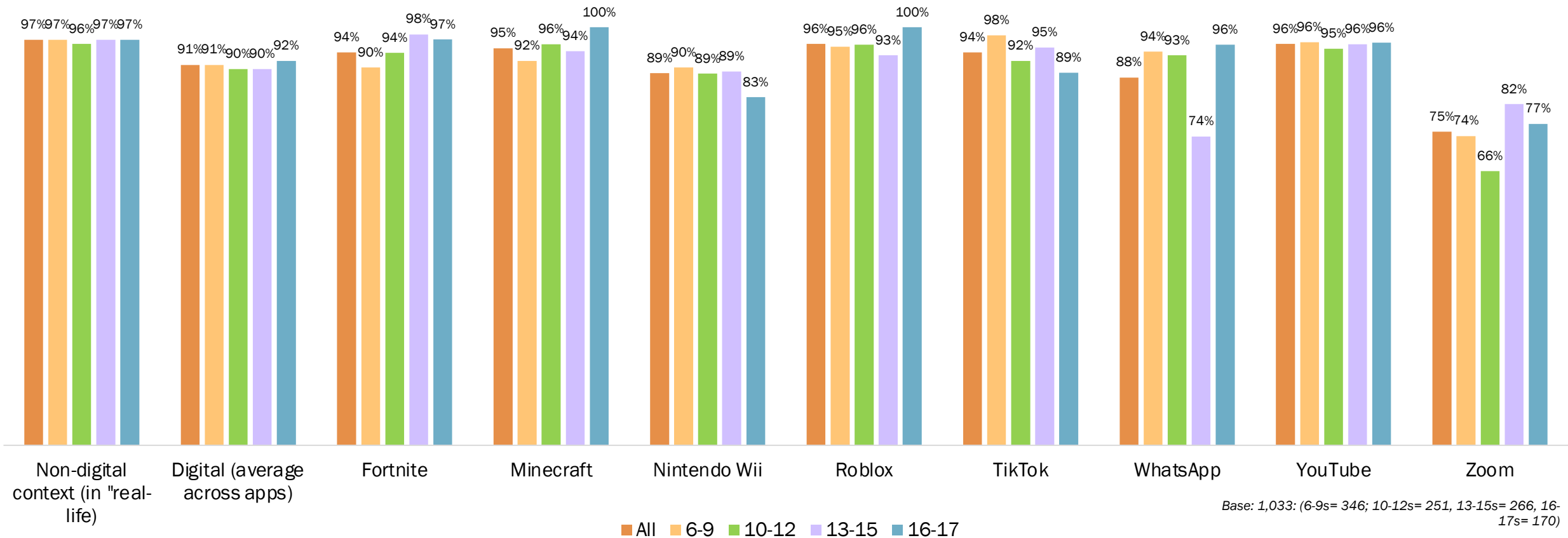
“I had a great time” - % Agree a lot



- More girls (76%) agree a lot that they “had a great time” playing in “real life” than boys (69%) do.
- More girls (37%) agree a lot that they “had a great time” playing on WhatsApp than boys (20%) do.

Thinking about the time you recently had a good time playing or being playful in “real life”, how much do you agree or disagree with the following?

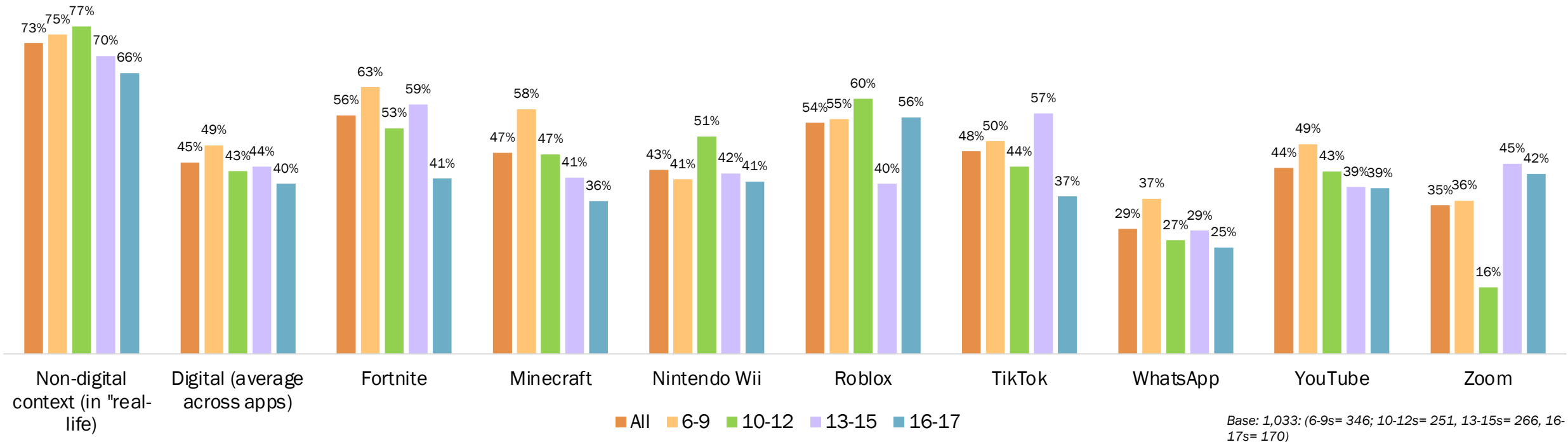
“I had a great time” - % Agree a lot



- 10 – 12 year olds (66%) enjoy playing on Zoom significantly less than children in other age groups do.
- 13 – 15 year olds (74%) enjoy playing on WhatsApp significantly less than children in other age groups do.

Thinking about the time you recently had a good time playing or being playful in “real life”, how much do you agree or disagree with the following?

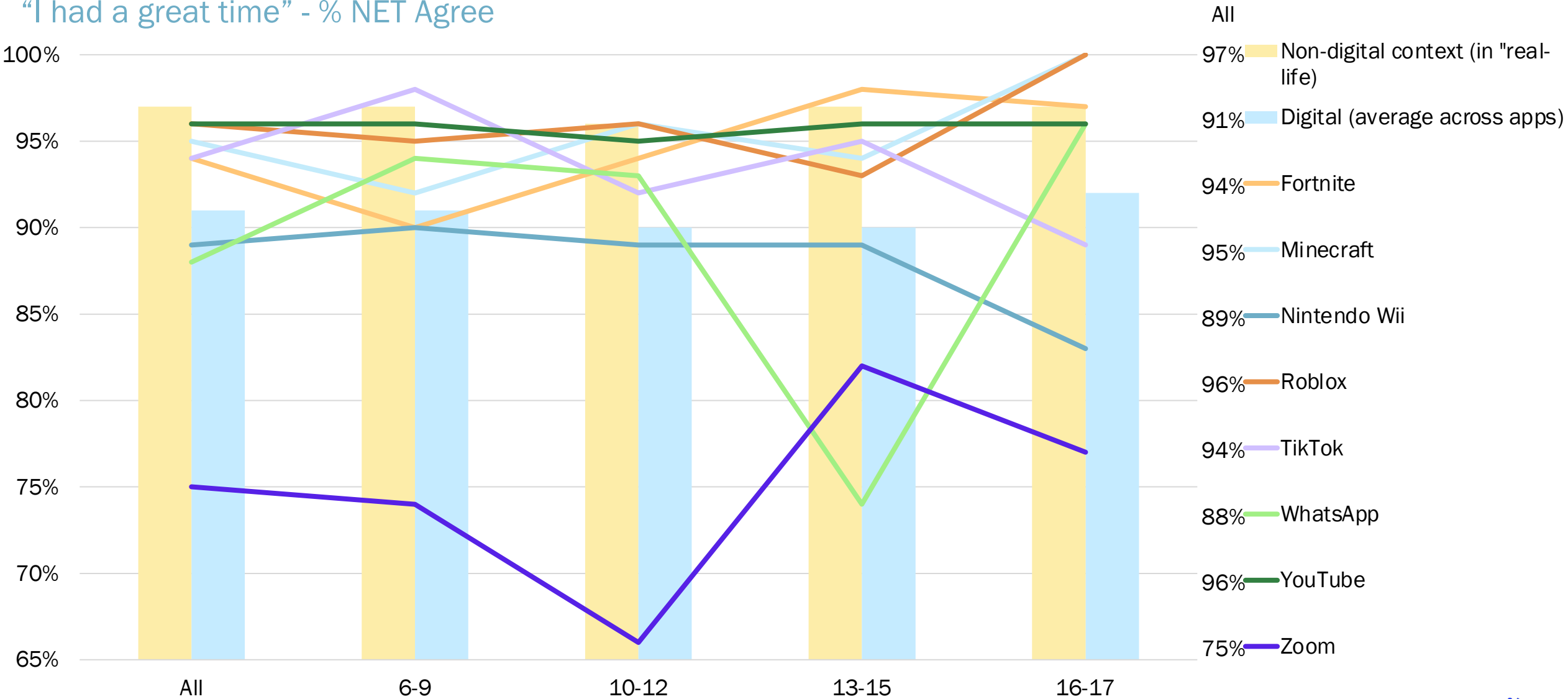
“I had a great time” - % Agree a lot



- Children enjoy different ways of playing with different games, apps and platforms depending on their age.
- Children’s enjoyment of play in a non-digital context increases gradually, peaking at 10 -12 years old and dropping thereafter.

Thinking about the time you recently had a good time playing or being playful in “real life”, how much do you agree or disagree with the following?

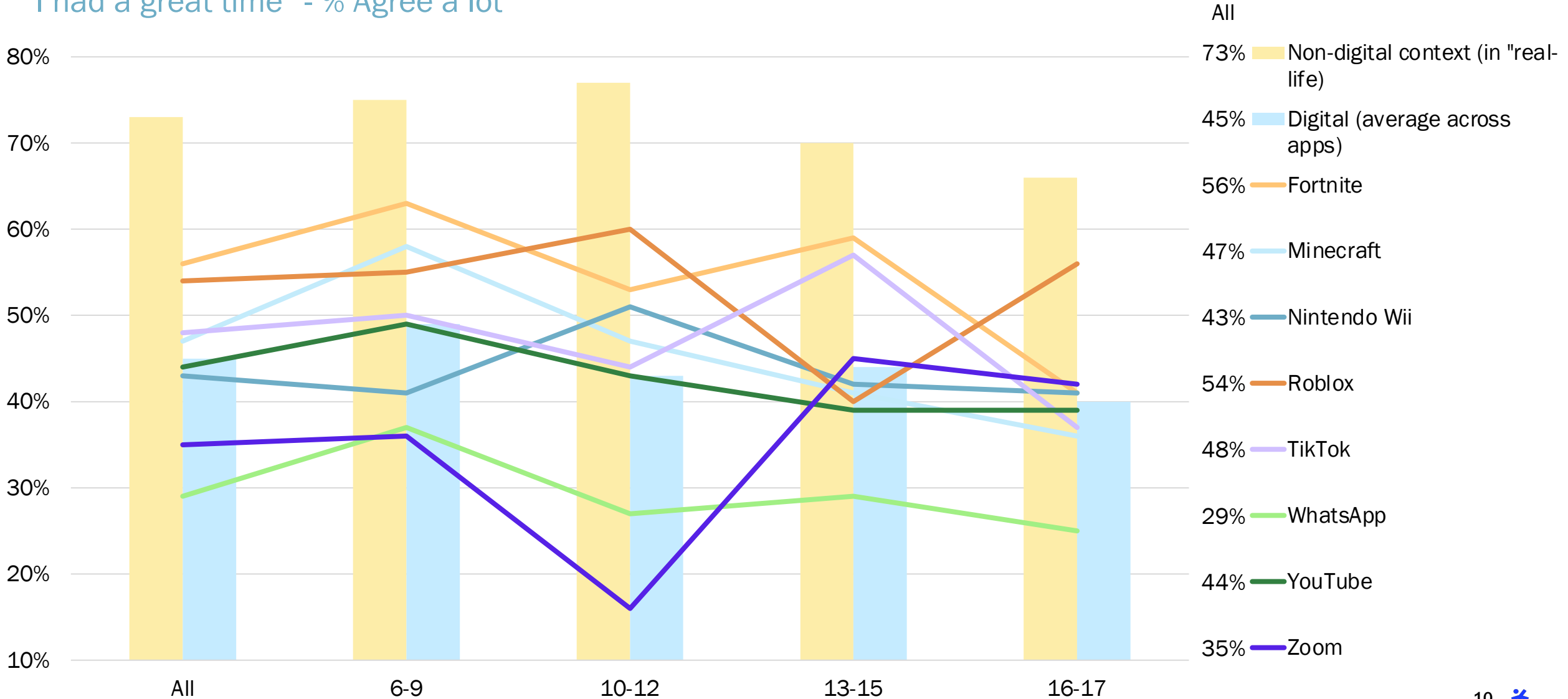
“I had a great time” - % NET Agree



Base: 1,033; (6-9s= 346; 10-12s= 251, 13-15s= 266, 16-17s= 170)

Thinking about the time you recently had a good time playing or being playful in “real life”, how much do you agree or disagree with the following?

“I had a great time” - % Agree a lot



Base: 1,033: (6-9s= 346; 10-12s= 251, 13-15s= 266, 16-17s= 170)

Qualities of free play: In “real life”

Qualities of free play in real life by gender

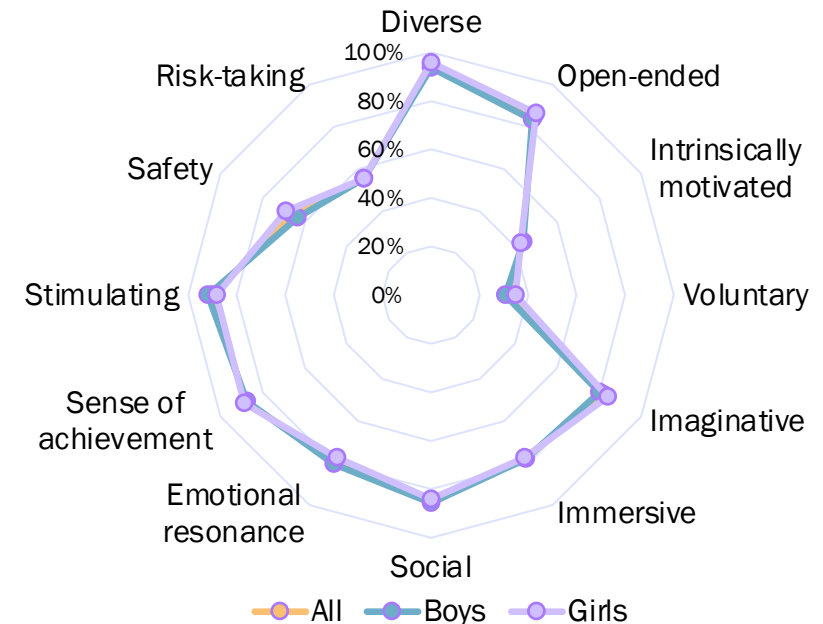
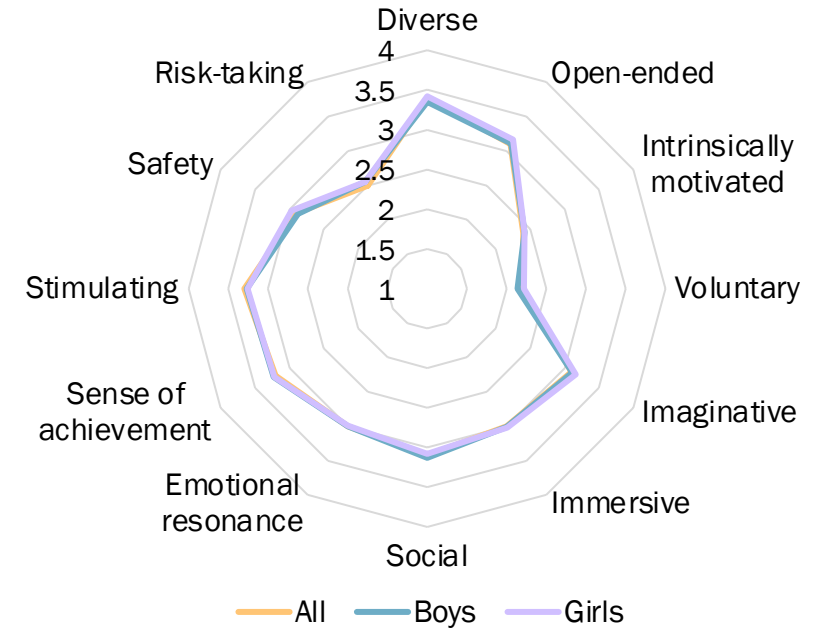
Children say their play in real life is diverse (95% agree), stimulating (90% agree) and provides a sense of achievement (88% agree).

However, for majority of children, play is less voluntary (33% agree*) or intrinsically motivated (43% agree*).

There are no significant differences between boys and girls and their views on their qualities of play in real life.

* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 1,033: (Boys= 508, Girls= 525)



Qualities of free play in real life by age

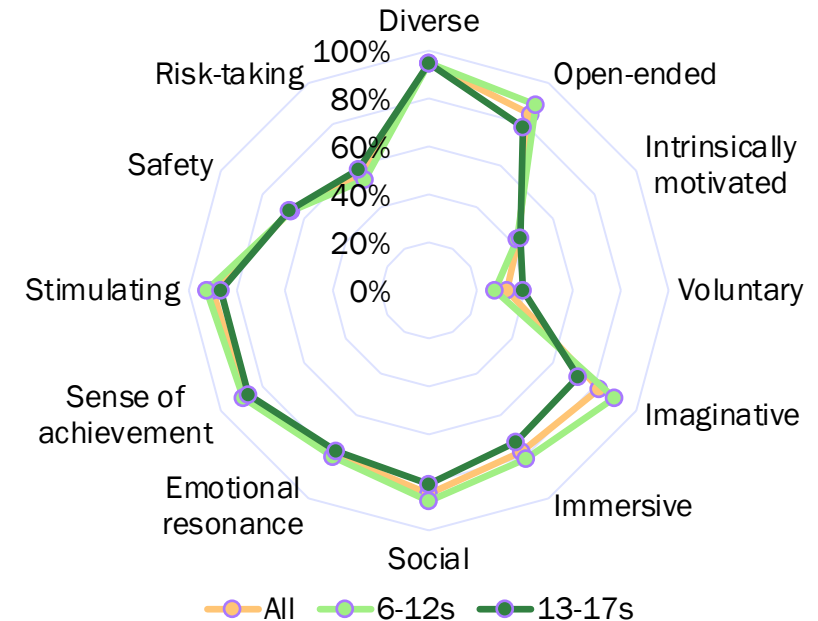
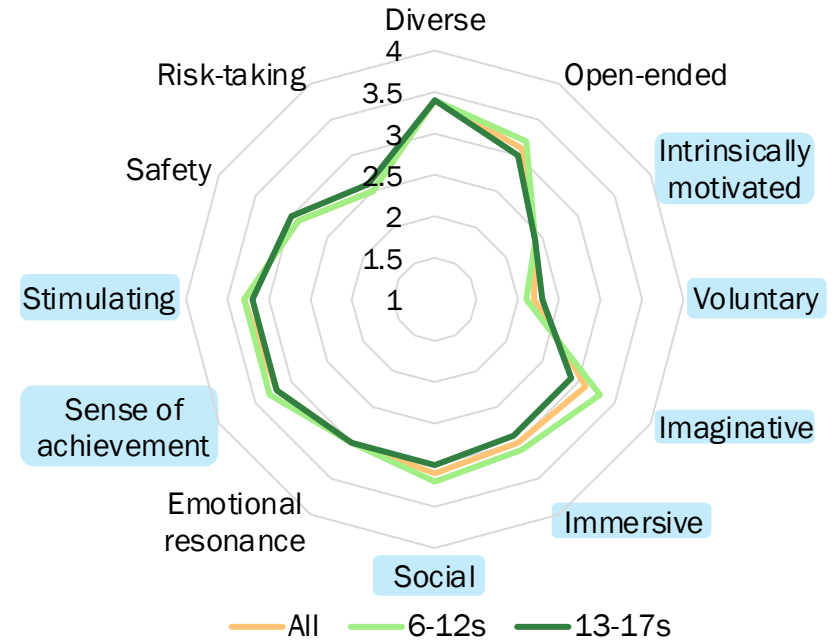
6-12 year olds perceive play in real life as significantly more open-ended (89% agree), stimulating (93% agree), imaginative (89% agree), immersive (81% agree), social (88% agree), with a sense of achievement (89% agree) than children in other age groups do.

13-17 year olds see play as significantly more voluntary (39% agreed, compared with 28% of 6-12 year olds*).

* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 1,033: (6-12s= 597; 13-17s= 436)

Statistically significant (among the mean scores) at the 99% confidence level.



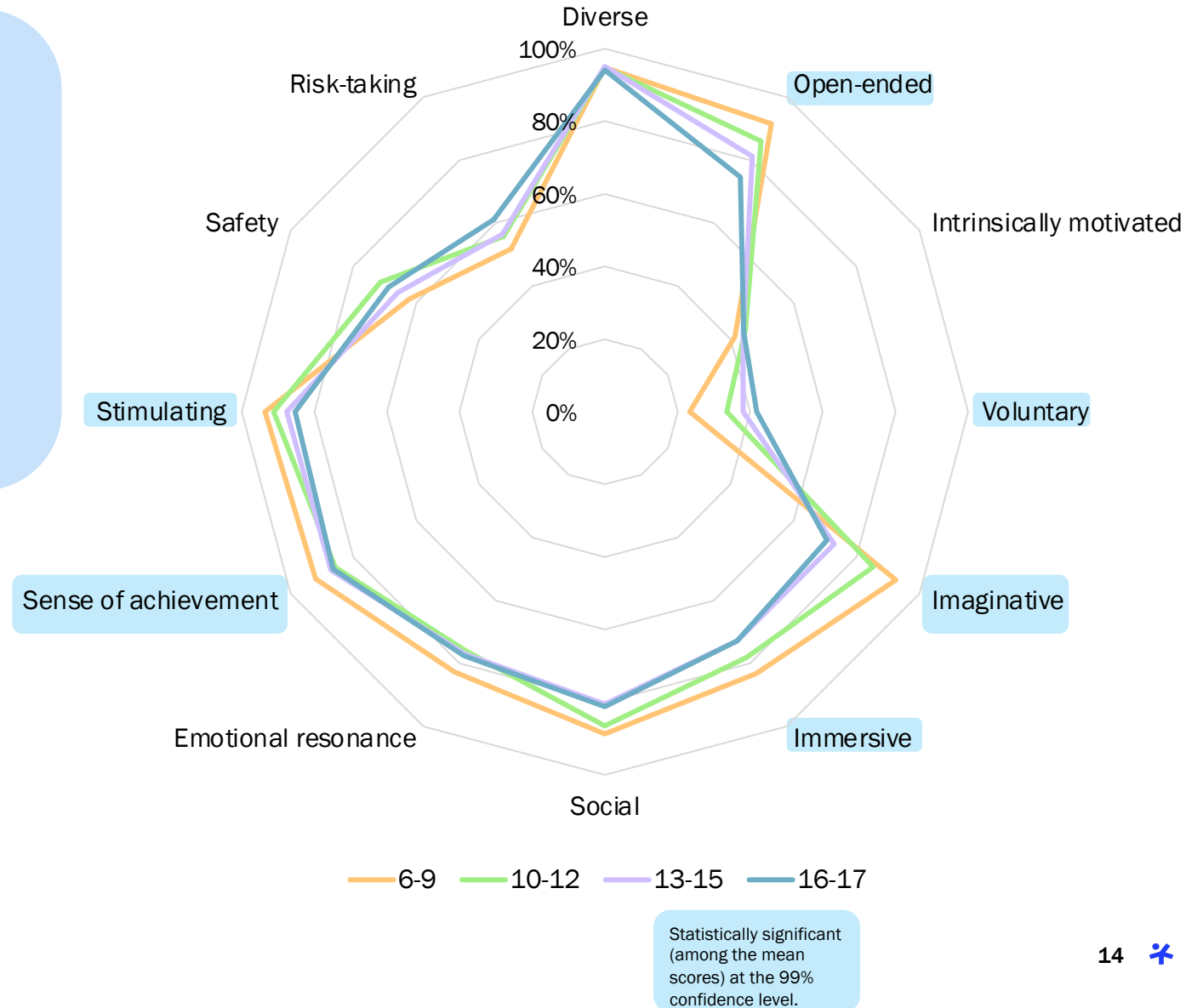
Qualities of free play in real life by age

Play for 6-9s is significantly more open-ended (92% agree), imaginative (93% agree), immersive (83% agree), with a sense of achievement (92% agree) than play for other age groups.

Play for 16-17s is significantly more voluntary (42% agree*, compared with 23% or above of other age groups), but less likely to be stimulating (14.7% agree, compared with 12% or under in other age groups) than play for other age groups.

* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 1,033: (6-9s= 346; 10-12s= 251, 13-15s= 266, 16-17s= 170)

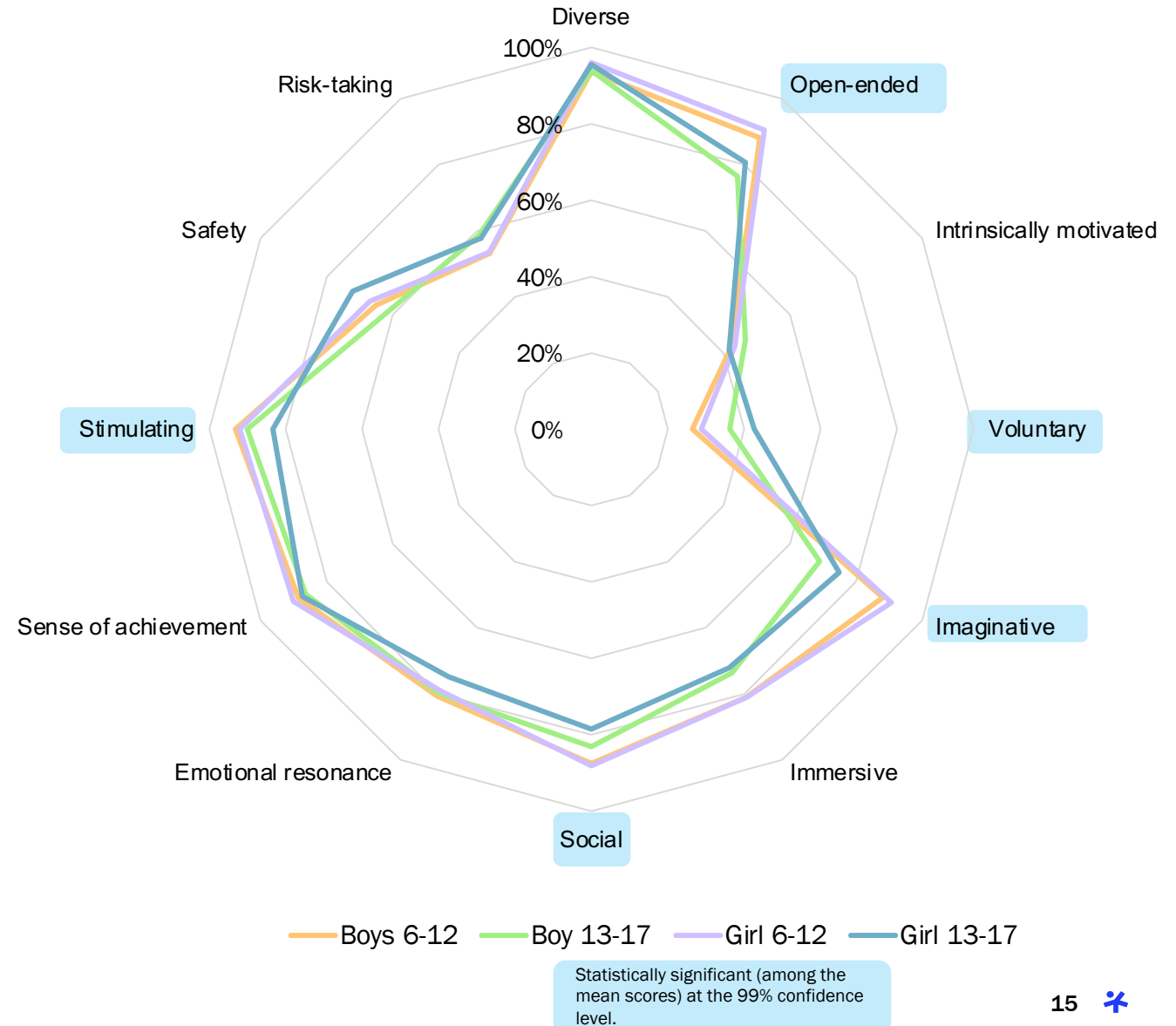


Qualities of free play in real life by age and gender

For boys aged 6-12, play in real life is significantly more likely to be imaginative (88% agree), but unlikely to be voluntary (26% agree*, compared with 36% of 13-17 boys.).

Boys 13-17 are significantly less likely to see real life play as open-ended (77% agree) or imaginative (69% agree). However, girls aged 6-12 are significantly more likely to see real life play as open-ended (90% agree) and imaginative (91% agree).

Girls aged 13-17 are significantly more likely to see play in real life as voluntary (43% agreed*, compared with 29% of 6-12 girls), but unlikely to see it as open-ended (81% agree), imaginative (75% agree), social (79% agree) or stimulating (83% agree).



* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Qualities of play in real life: Social play quotes

There was 7 of us and we played football in the school field near to where we live, in the evening. It was good as they are my friends, and we could meet and get out of the house for a bit. (Boy, 14)

I went to my friends for a sleepover. We ate pizza and talked about school, friends, clothes, any problems we had. We stayed up until quite late. The next day, we had breakfast and then went for a long walk along the beach. I had a great time, and it was lovely spending time with my best friends who I hadn't see for a long time because of the pandemic. (Girl, 14)

At my friend's house on a hot day playing in the garden played football and chased each other in the water. I was happy. (Boy 7)

Putting on pretend plays and acting out scenes with 2 of my friends... Made me feel happy and excited. (Girl 7)

Me and my sister were playing in the garden. Using our scooters, playing with a tennis set and hula hoops. Also helping our mum to plant flowers. (Girl, 9)

We slept in a tent, watched films outside, had lots of snacks, told ghost stories and talked about other things (Girl 14)

At my friends house we played games both inside and out plus we had tea. (Boy, 7)

Qualities of play in real life: Imaginative play quotes

We were in the living room and my daddy built a den and we played wolves. (Girl, 8)

I was served my teddies and mummy lots of food in my cafe and cooked things in my kitchen (Girl 6)

I was at my cousins house and we put on big sunglasses and played on his drum kit and keyboard and with his guitar and we pretended we were in a band. (Girl 10)

We went on a school trip to ArtAbyss and did different circus skills like juggling and clown skills. It was great fun being with my friends and pretending to be a clown. (Boy, 10)

I was in the garden playing making potions. I used mint because it smells nice and flower petals. I felt happy. (Boy, 7)

We were in the living room and my daddy built a den and we played wolves. (Girl, 8)

We played at home and in the garden. We played with dollies and pretended to be babies. It was fun. My friend didn't always do what I wanted. I like playing with my friend. (Girl, 6)

I was at home and i have a number of planes that i pretend are real. i land them and take off and also avoid mid air crashes. (Boy 11)

Qualities of play in real life: Diverse play quotes

We were down the beach ,we went paddling ,rock pooling and then got an ice-cream to walk home with. (Boy 11)

I love to trampoline in my garden with my mum and dad and I love playing with all my Playmobil animals and making the zoo and safari (Boy, 6)

We were outside at my cousins house and we jumped on the trampoline, played with nerf guns and the swings. It was really good to see my family and it made me feel happy .
(Girl, 12)

It was fun, I went on 3 rollercoaster rides and a water ride. I enjoy the rides. (Girl 11)

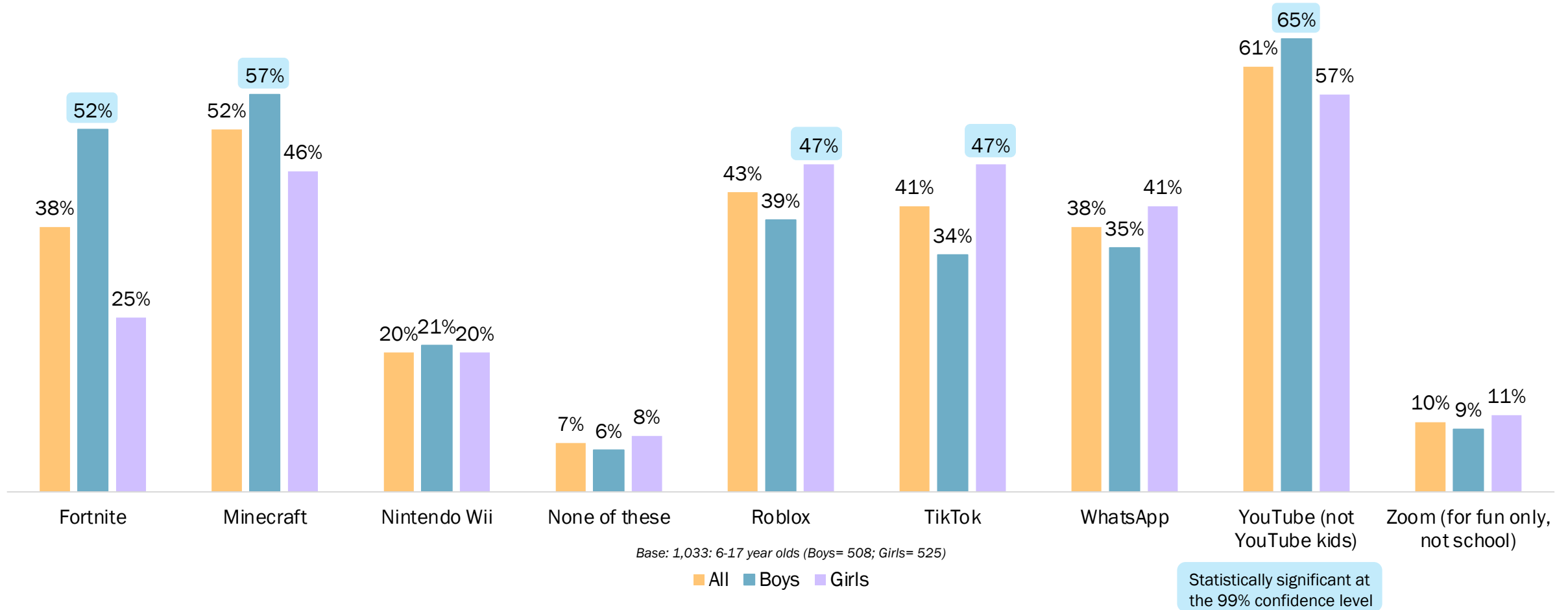
Doing archery on a school trip. We got to use real arrows. It was in the woods. After that we played lazer tag.
(Boy, 11)

Playing out with my friends in the fields by my house. we go on adventures in the woods and fields and get wet in the brook. There are cows to feed and an apple tree with a rope swing over the brook. lots of mud and a sandy bit to sit on...running in the grass, swinging on the swing, feeding cows grass, splashing in the brook. we go there a lot cos its not far from our estate. there is nothing on here to do. its fun in the fields. and no one owns it so we don't get in trouble. It's known as the no man's land. (Girl, 11)

Play in a digital world

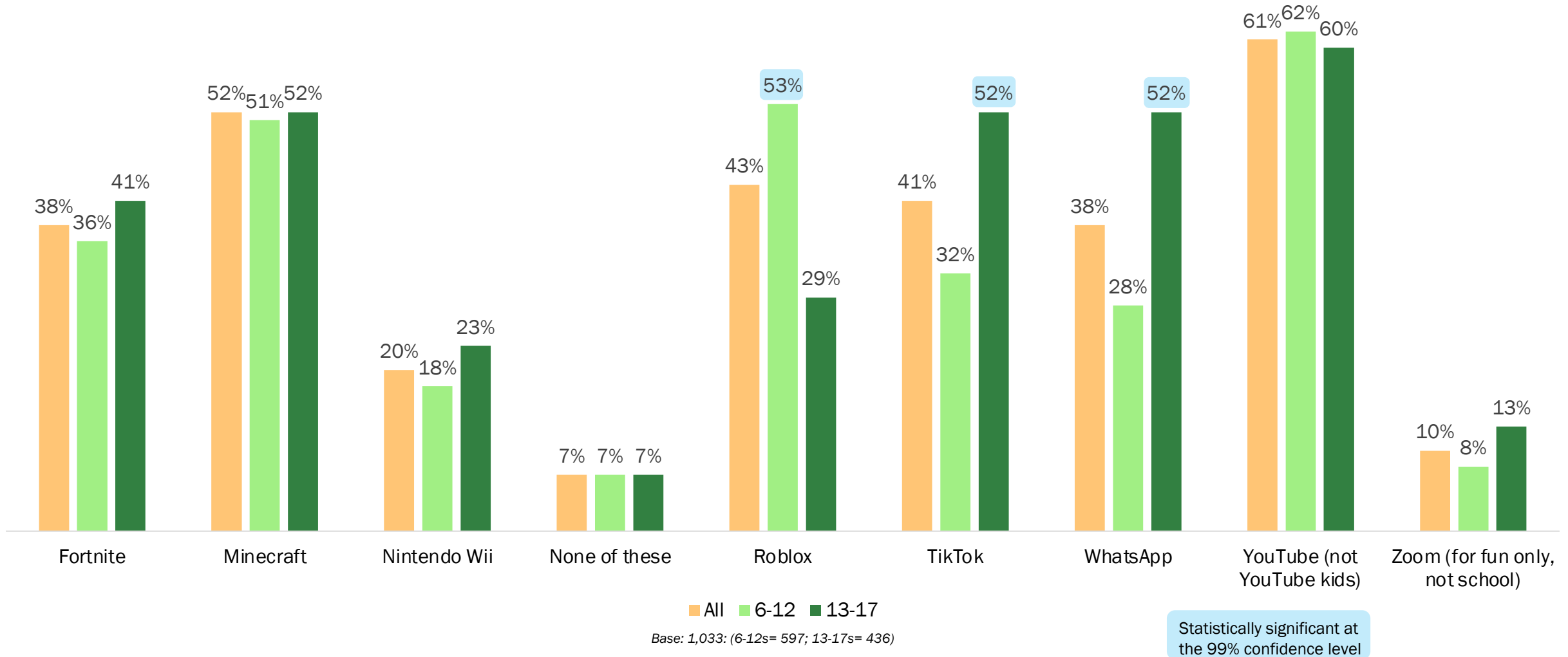
(with apps, games and platforms)

Have you played on any of these more than once in the last few weeks?



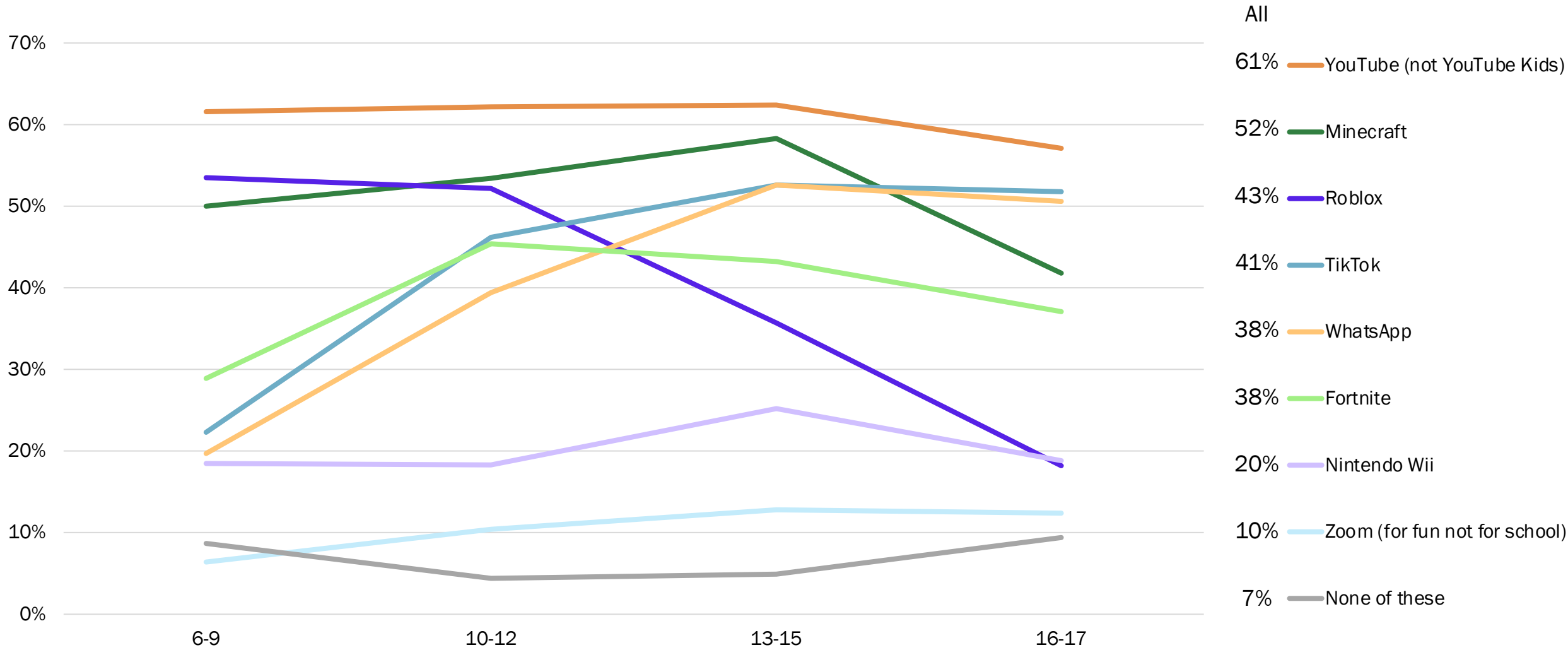
- YouTube is the most popular digital service, followed by Minecraft. Zoom and Nintendo Wii are the least popular.
- YouTube, Fortnite and Minecraft are more popular among boys. Roblox and TikTok are more popular among girls

Have you played on any of these more than once in the last few weeks?



- YouTube is the most popular digital service across all age groups. TikTok and WhatsApp usage is driven mainly by 13 – 17 year-olds. Roblox is significantly more popular among 6 – 12 year-olds.

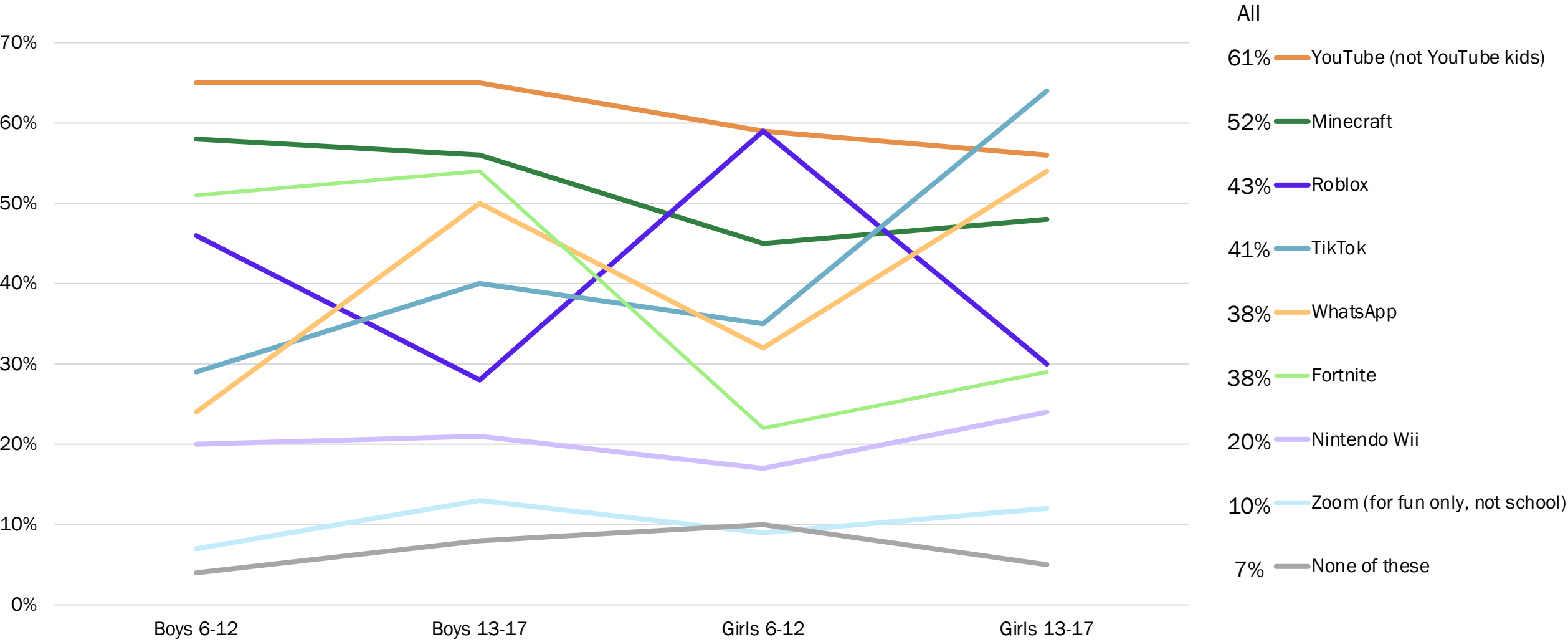
Have you played on any of these more than once in the last few weeks?



Base: 1,033: (6-9s= 346; 10-12s= 251, 13-15s= 266, 16-17s= 170)

- YouTube is the most popular digital service across all age groups. Roblox is most popular among children aged 6 – 12. WhatsApp and TikTok are most popular among children aged 13 – 17.

Have you played on any of these more than once in the last few weeks?



Base: 1,033: (Boys 6-12= 295; Boys 13-17= 213, Girls 6-12= 302, Girls 13-17= 223)

- Roblox is most popular among girls aged 6 – 12. TikTok is most popular among girls aged 13 – 17.

Qualities of free play in a digital world

(with apps, games and platforms)

Qualities of digital play – average across apps

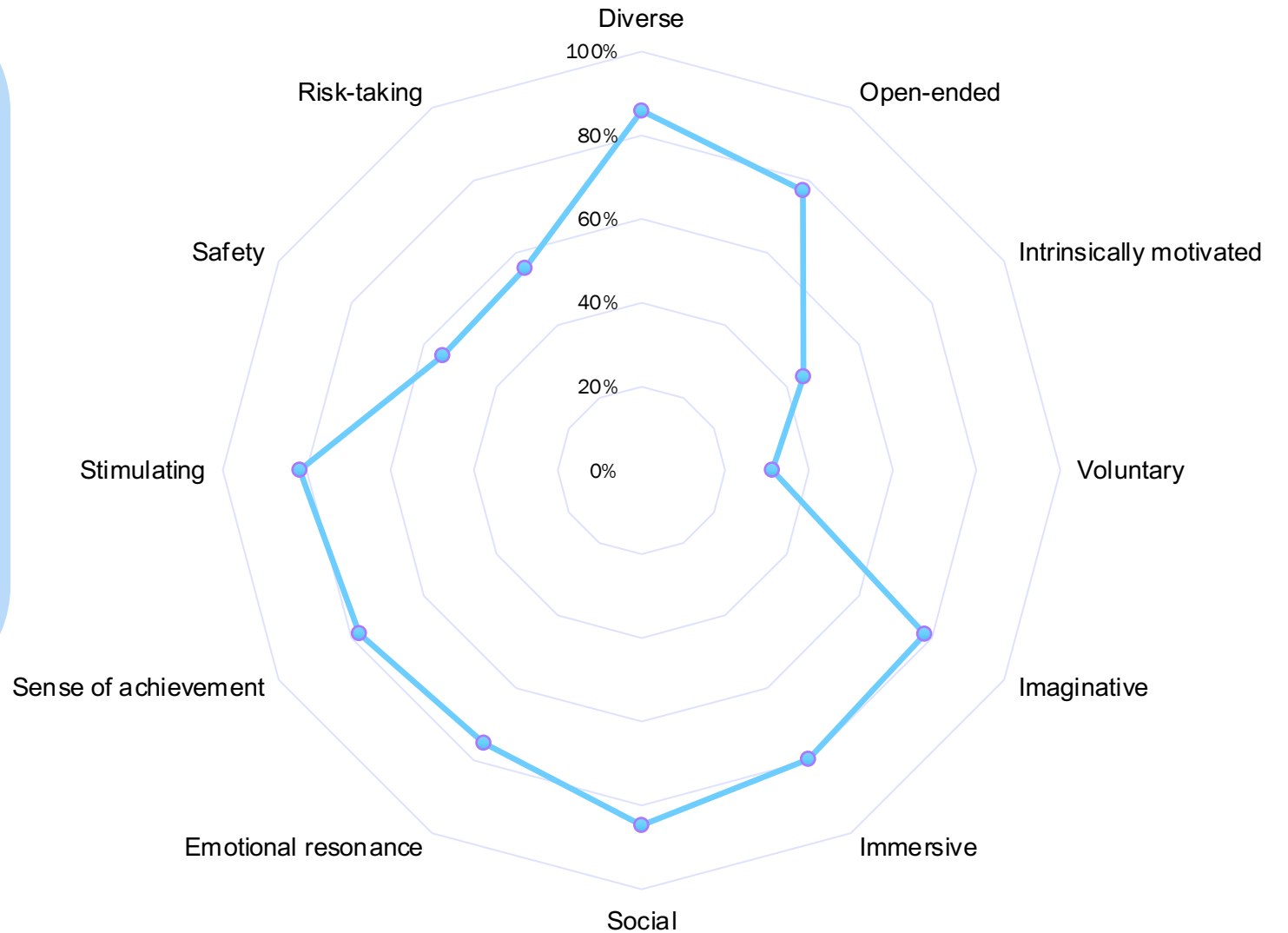
Children report their experience playing with digital products and services mainly as diverse (86% agree), social (85% agree) and stimulating (82% agree).

Play with digital products and services for children is least likely to involve risk-taking (56% agree) and be voluntary (31% agree*).

Play with digital products and services is similar across genders and age groups, with no significant differences.

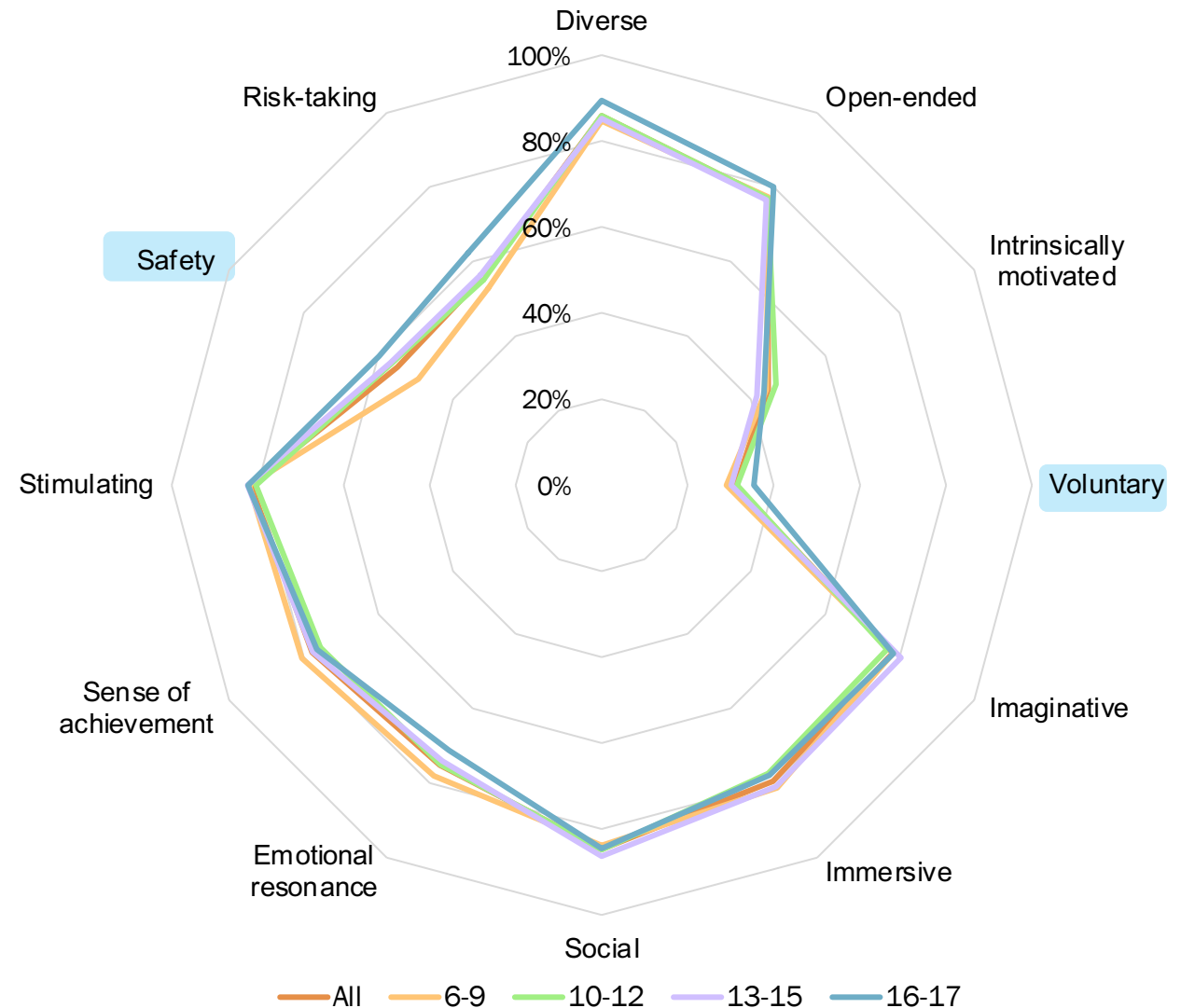
* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 1,033: (6-17 years old)



Qualities of digital play – average across apps by age

16 – 17 year-olds feel significantly safer (60% agree*) when playing with digital products and services and describe their play with digital products and services as significantly more voluntary (35% agree*) than other age groups do.



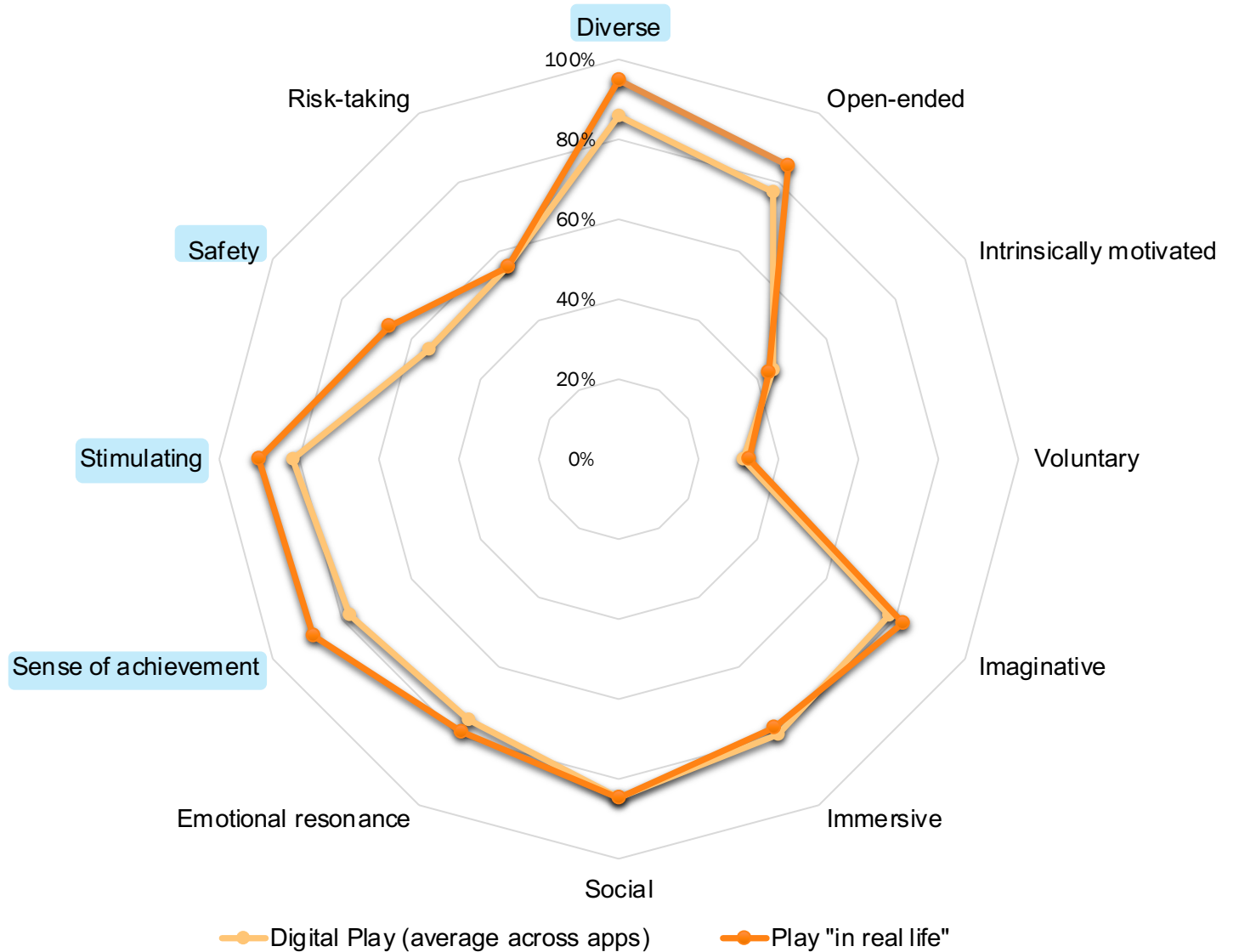
* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 1,033: (6-9s= 346; 10-12s= 251, 13-15s= 266, 16-17s= 170)

Statistically significant (among the mean scores) at the 99% confidence level

Qualities of digital play vs. play in “real life” – average across apps

Play in “real life”, without using digital products and services, is significantly more diverse (95% vs. 86%), safe (66% vs. 55%), stimulating (90% vs. 81%) and offer a sense of achievement (88% vs. 78%) than play with digital products and services.



Base: 1,033: (Boys= 508, Girls= 525)

Statistically significant (among the mean scores) at the 99% confidence level

Ratings for the qualities of play for 8 digital products and services

Qualities of play	Fortnite	Minecraft	Nintendo Wii	Roblox	TikTok	WhatsApp	YouTube	Zoom	Average across cases
Diverse	3.21	3.29	3.11	3.26	3.18	2.90	3.08	2.84	3.11
Open-ended	3.17	3.33	2.98	3.27	2.92	2.79	2.82	2.79	3.01
Intrinsically motivated	2.30	2.58	2.37	2.49	2.49	2.51	2.77	2.34	2.48
Voluntary	1.93	2.11	2.10	1.95	2.12	2.46	2.14	2.38	2.15
Imaginative	3.12	3.40	2.99	3.29	2.91	2.75	2.78	2.84	3.01
Immersive	3.21	3.33	3.12	3.31	2.96	2.73	3.01	2.75	3.05
Social	3.27	3.16	3.00	3.29	3.16	2.99	3.10	2.77	3.09
Emotional resonance	3.04	2.93	2.99	2.94	2.96	2.82	2.92	2.71	2.91
Sense of achievement	3.18	3.23	3.12	3.16	2.90	2.77	2.83	2.82	3.00
Stimulating	3.27	3.22	3.13	3.20	3.00	2.85	2.96	2.82	3.06
Safety	2.51	2.86	2.61	2.69	2.69	2.65	2.76	2.60	2.67
Risk-taking	2.74	2.46	2.69	2.53	2.71	2.50	2.35	2.52	2.56

Base: 1033, 6 – 17 years old

Mean scores, rated on a scale where 1 = disagree a lot, 2=disagree a bit, 3=agree a bit and 4=agree a lot

Qualities of in a digital environment: Social play quotes

You have your own island, and you have to catch fish and collect things to swap for items to build things on your island and you have friends living on the island. It's my favourite because I can pick it up whenever, there's no timers or competition, it's relaxing.

(Animal Crossing, Nintendo Switch, Girl 15)

There are lots of blocks. I like that I can play it on my own or with my friends. (Roblox, Girl 10)

It is a social media platform whereby you can engage with other people in a variety of ways. I like the fact I have followers on it and I can follow others.

(TikTok, Girl 16)

Can use my own skills and play with others. I play some football myself and support a team. (FIFA 2020, Girl 16)

I can play online with my friends. I can do silly dances and have to try and not get killed. (Fortnite, Boy 9)

I like winning Fortnite and getting a victory royale. I enjoy playing with my friends online. (Boy 7)

Qualities of in a digital environment: Creative play quotes

I love building and mining
(Minecraft, Boy 6)

It is a game where you build and break stuff and use it to make stuff to survive in the world which is in your game like make food and beds than build big things like towers. It is really fun as you never get bored and can build lots and lots of stuff (Minecraft, Boy 7)

I like to watch girls being creative and playing and singing to get ideas
(YouTube, Girl 7)

I like that it has animals and that you can choose what you want to do and build your own little island looking after trees and plants and making it all how you want it with whatever stuff you want and it can take a long time to add everything you wanted to it to make your island really special (Animal Crossing, Girl 12)

The marble run are colourful and fun and go through lots of obstacles and i like playing zoo tycoon and making enclosure for the animals but also letting them escape (Zoo Tycoon, Boy 6)

Because it's fun and you can choose your own things and design your house (Roblox, Girl 8)

Qualities of in a digital environment: Diverse play quotes

It's people online making home videos about interesting things like gaming and modern cultures (YouTube, Boy 15)

[likes] Fighting game and you can use lots of different items to fight with and so many characters. (Ultimate Smash, Girl 6)

It's a make-believe game where you play in different scenarios (Roblox, Girl 11)

There are lots of different games in Roblox but my favourite is brookhaven. There is always something different to do (Roblox, Boy 9)

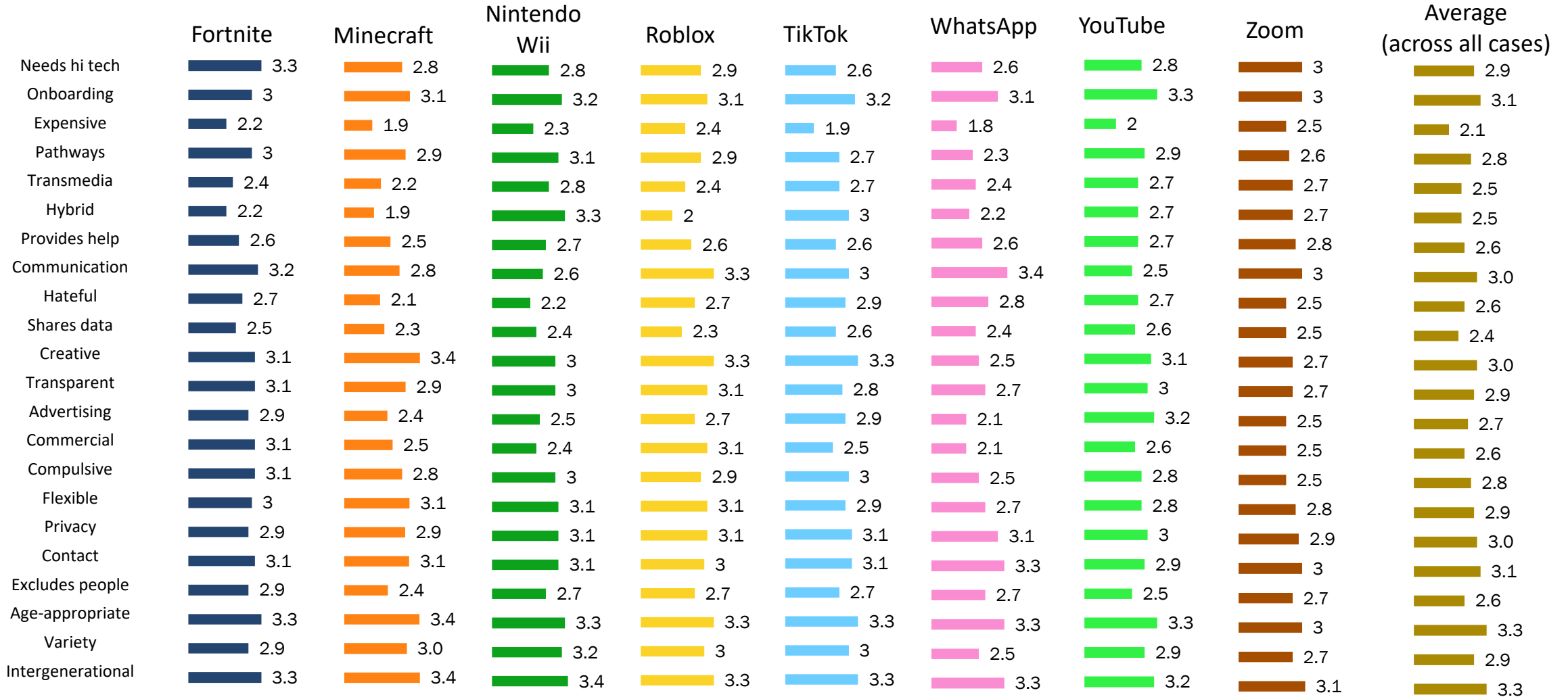
Can play lots of different games and search for things (Xbox, Boy 7)

I like watching it because there is such a big variety of things to watch (Netflix, Girl 17)

Digital features

that shape the qualities of free play

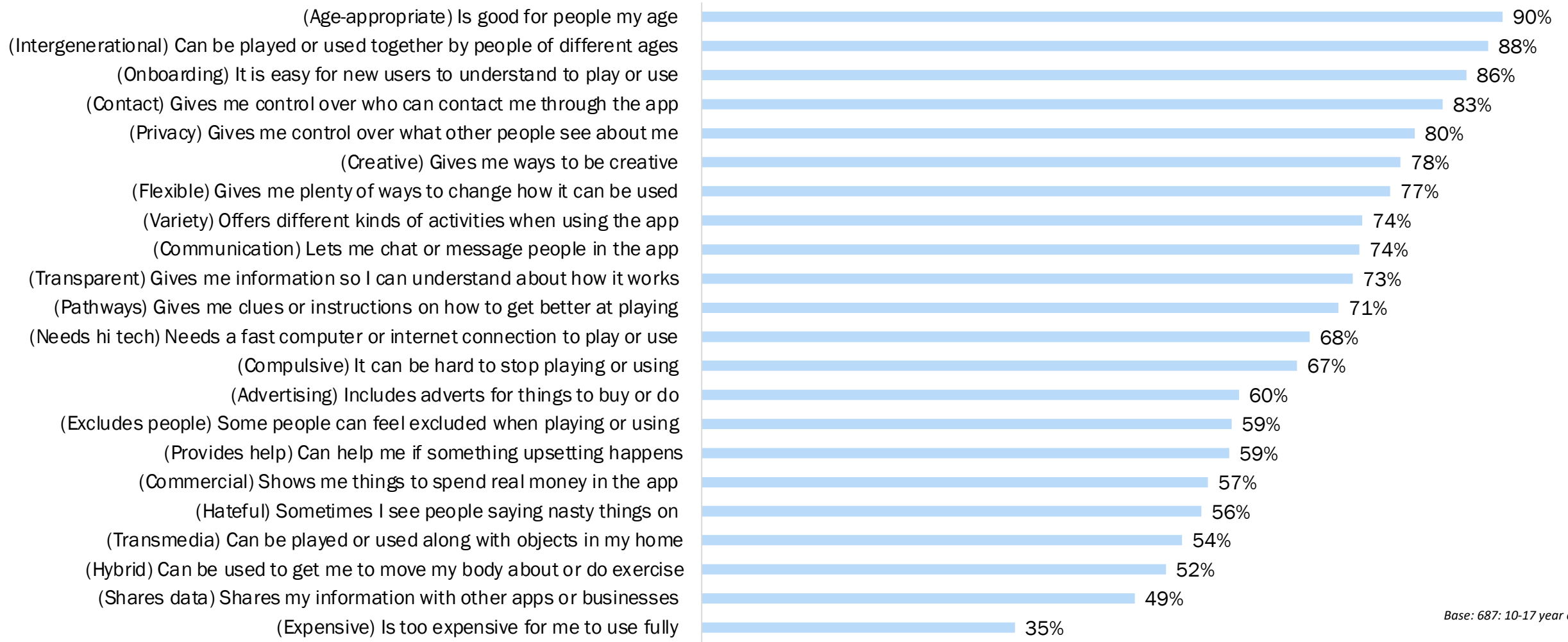
Features of digital play – average across cases



Base: 687: 10-17 year olds

- Children perceived the selected digital products and services as age-appropriate, intergenerational and good at onboarding new players. Nintendo Wii outshines other services in offering children hybrid opportunities. Fortnite and Roblox excel in facilitating communication, compared to other games.

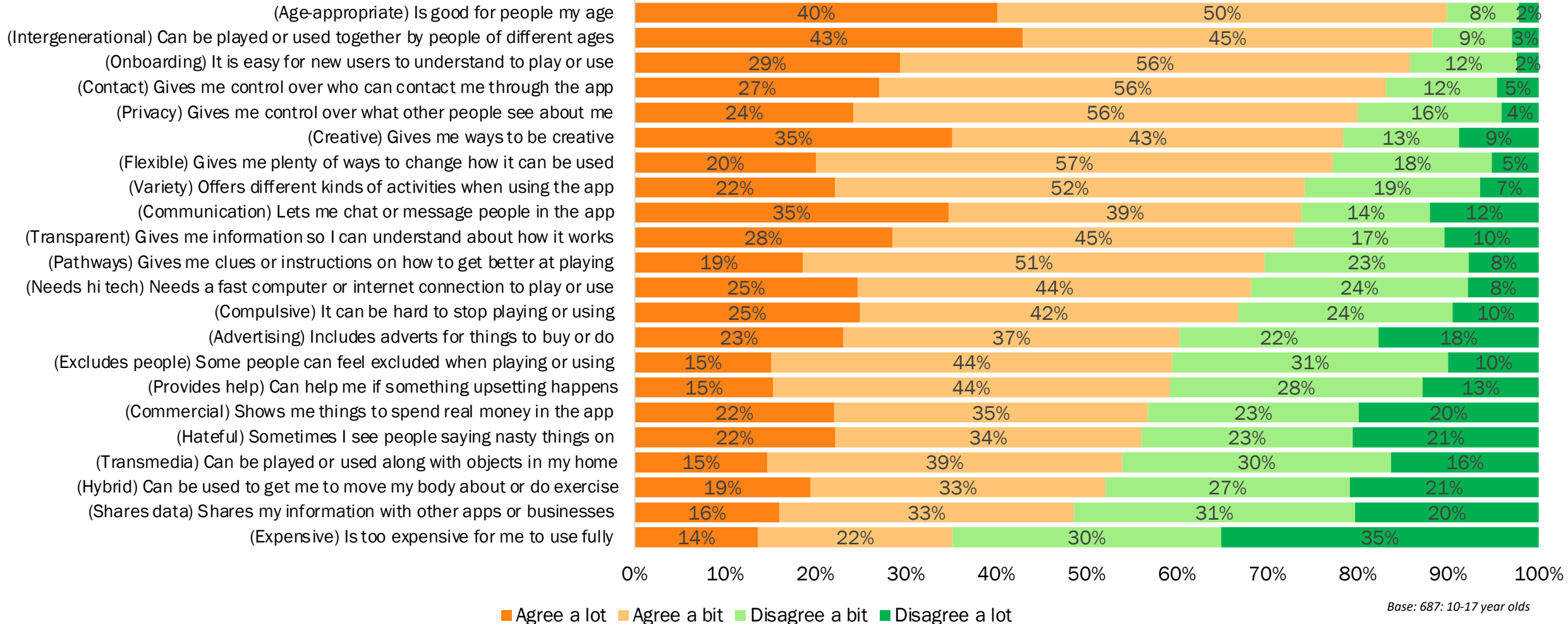
Thinking again about when you have fun or play using apps and devices, how much do you agree or disagree with the following?



Base: 687: 10-17 year olds

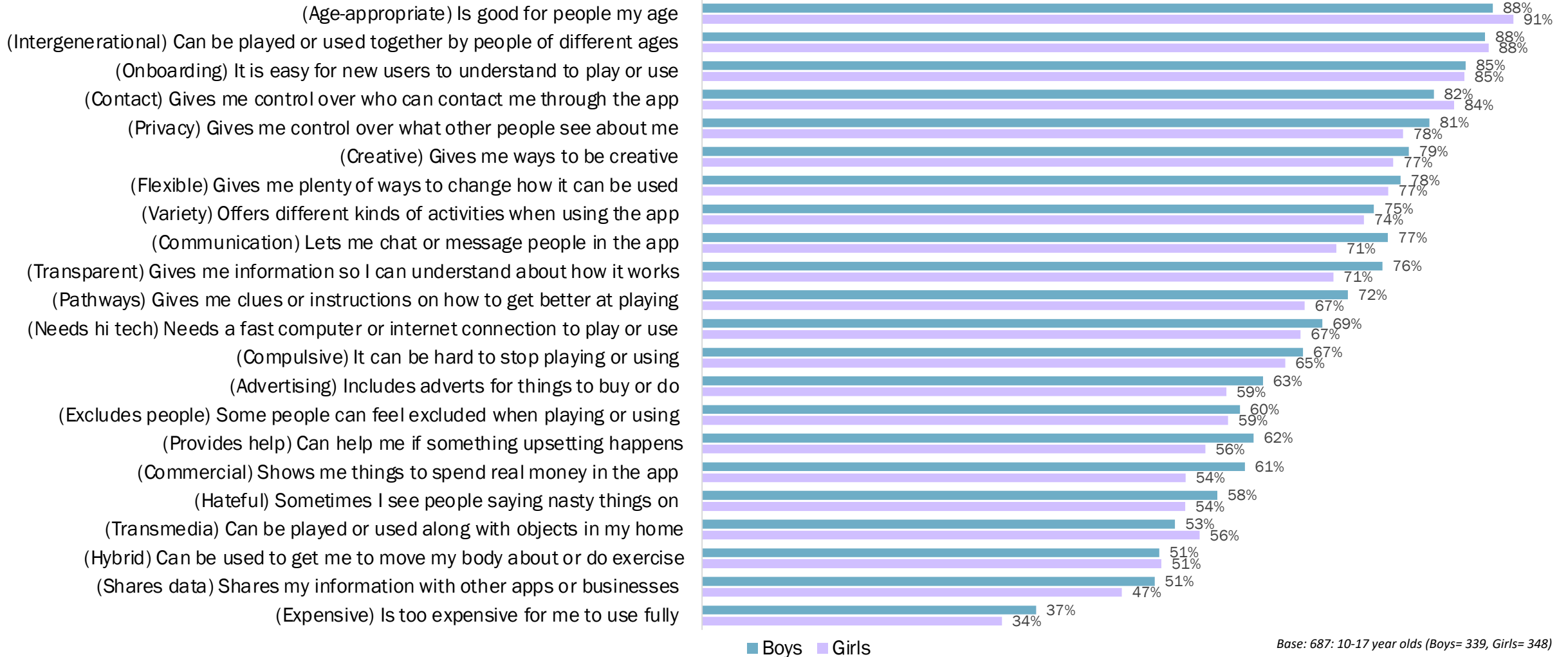
- Most children agree that the digital products and services they play with are age appropriate (90% agree), intergenerational (88%) and good with onboarding new players (86%).

Thinking again about when you have fun or play using apps and devices, how much do you agree or disagree with the following?



- Most children agree that the digital products and services they play with are age appropriate (90% agree), intergenerational (88%) and good with onboarding new players (86%).

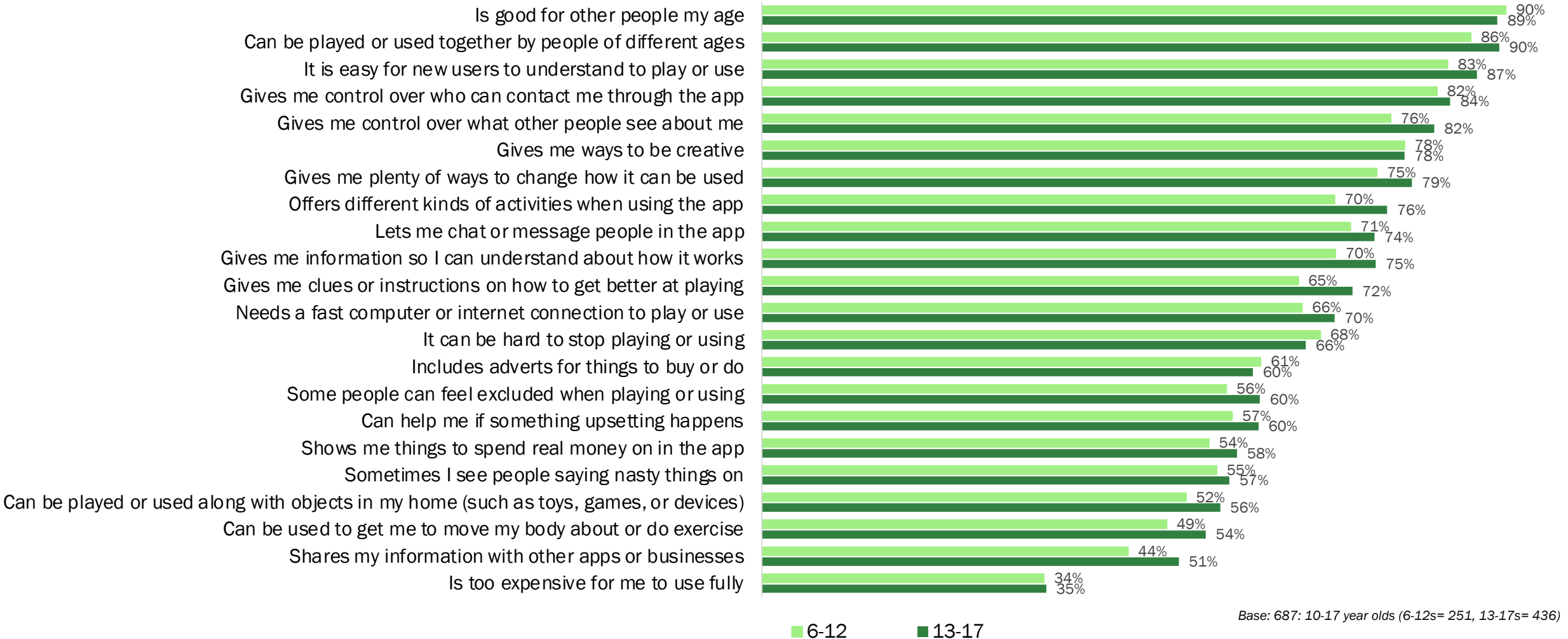
Thinking again about when you have fun or play using apps and devices, how much do you agree or disagree with the following?



Base: 687: 10-17 year olds (Boys= 339, Girls= 348)

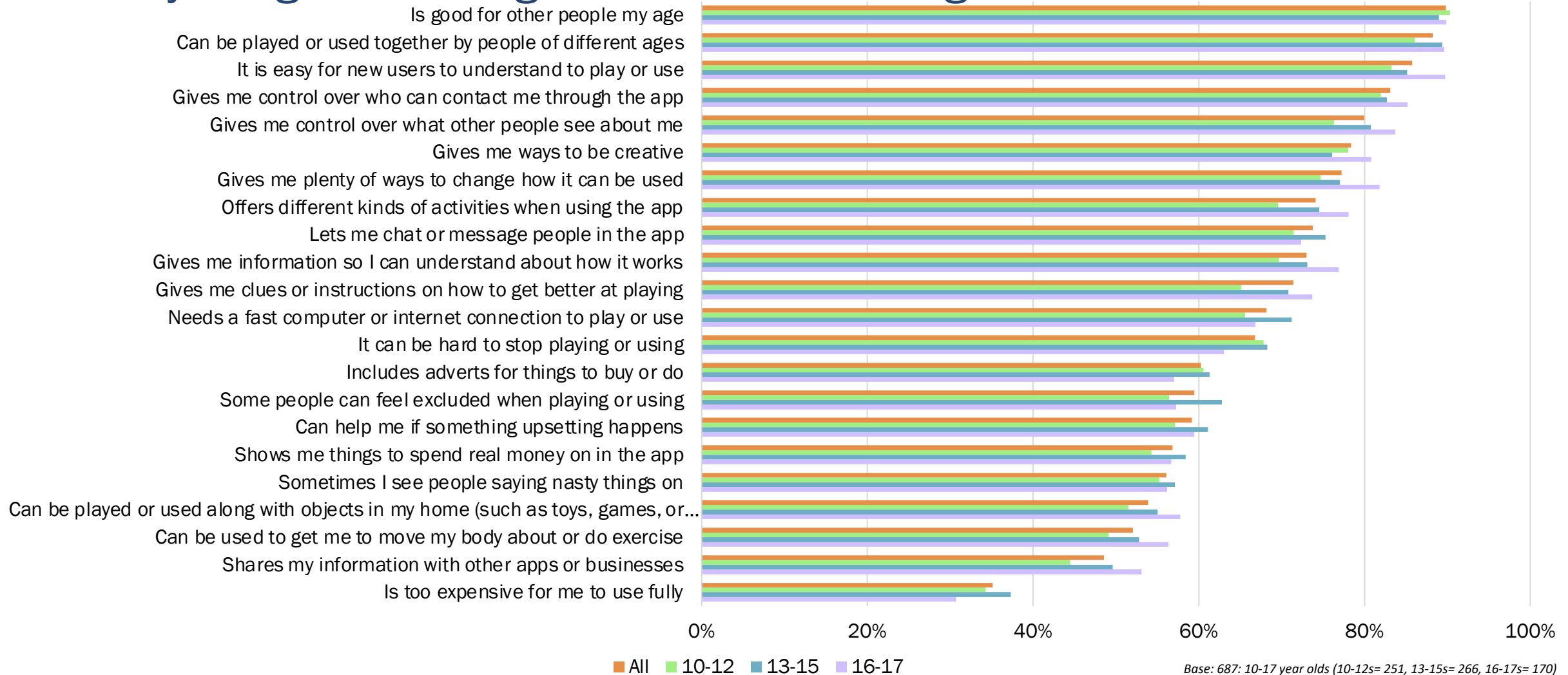
- Most children across genders agree that the digital products and services that they use are age appropriate and intergenerational and good at onboarding new players.

Thinking again about when you have fun or play using apps and devices, how much do you agree or disagree with the following?



- Most children across all age groups agree that the digital products and services that they use are age appropriate and intergenerational and good at onboarding new players.

Thinking again about when you have fun or play using apps and devices, how much do you agree or disagree with the following?



- Most children across all age groups agree that the digital products and services that they use are age appropriate and intergenerational. More of the 16- 17 year olds agree that digital products and services are good at onboarding new players.

Ratings for enabling design features for 8 digital products and services

Design features	Minecraft	Roblox	Nintendo Wii	Fortnite	WhatsApp	TikTok	Zoom	YouTube	Average across cases
Onboarding	3.07	3.13	3.23	3.04	3.08	3.15	3	3.33	3.13
Pathways	2.94	2.88	3.09	3.01	2.32	2.66	2.6	2.93	2.80
Age-appropriate	3.37	3.27	3.33	3.34	3.3	3.31	3.01	3.29	3.28
Transparent	2.93	3.09	2.96	3.06	2.7	2.77	2.74	3.04	2.91
Privacy	2.92	3.06	3.06	2.91	3.07	3.13	2.9	2.95	3.00
Contact	3.05	3.02	3.07	3.05	3.25	3.12	3	2.86	3.05
Creative	3.38	3.28	2.98	3.09	2.53	3.28	2.73	3.1	3.05
Flexible	3.06	3.05	3.1	2.99	2.67	2.92	2.77	2.79	2.92
Hybrid	1.94	2.04	3.27	2.22	2.16	2.98	2.7	2.73	2.51
Intergenerational	3.39	3.34	3.4	3.32	3.26	3.28	3.06	3.2	3.28
Transmedia	2.15	2.36	2.82	2.37	2.37	2.7	2.69	2.71	2.52
Communication	2.75	3.28	2.56	3.19	3.41	3.02	3.02	2.49	2.97
Provides help	2.46	2.6	2.65	2.58	2.56	2.57	2.79	2.72	2.62
Variety	2.97	3.02	3.2	2.92	2.48	3.01	2.67	2.9	2.90

Base: 687 10-17-year-olds

Mean scores, rated on a scale where 1=disagree a lot, 2=disagree a bit, 3=agree a bit and 4=agree a lot

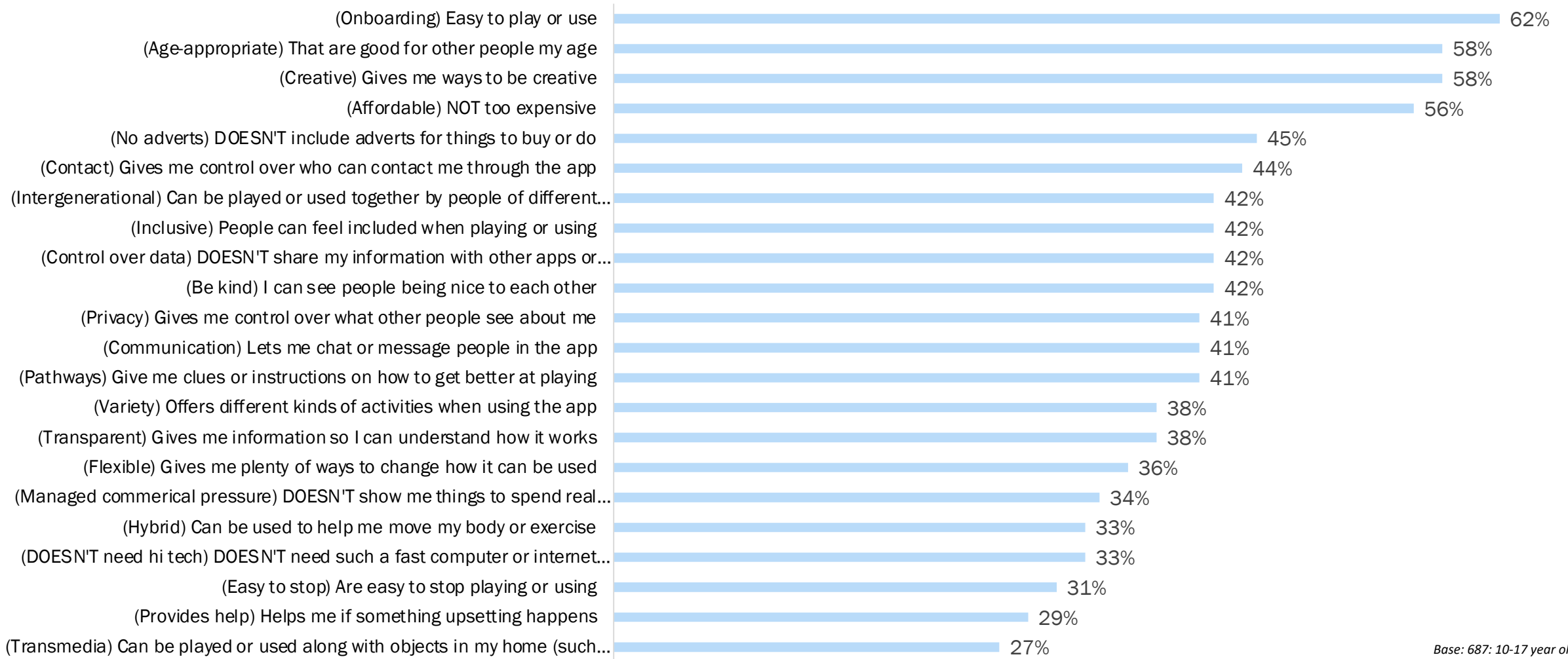
Ratings for inhibiting design features for 8 digital products and services

Design features	Minecraft	Roblox	Nintendo Wii	Fortnite	WhatsApp	TikTok	Zoom	YouTube	Average across cases
Expensive	1.88	2.42	2.33	2.24	1.81	1.91	2.52	1.98	2.14
Needs high tech	2.8	2.87	2.82	3.3	2.56	2.64	2.97	2.83	2.85
Excludes people	2.38	2.69	2.69	2.87	2.7	2.68	2.69	2.47	2.65
Shares data	2.26	2.28	2.4	2.49	2.44	2.56	2.47	2.63	2.44
Advertising	2.36	2.71	2.48	2.9	2.12	2.92	2.54	3.22	2.66
Commercial (pressure)	2.52	3.07	2.38	3.05	2.06	2.52	2.53	2.59	2.59
Compulsive	2.82	2.92	2.95	3.13	2.49	2.95	2.49	2.82	2.82
Hateful	2.13	2.73	2.16	2.74	2.75	2.89	2.53	2.68	2.58

Mean scores, rated on a scale where 1 = disagree a lot, 2=disagree a bit, 3=agree a bit and 4=agree a lot

Desired digital features

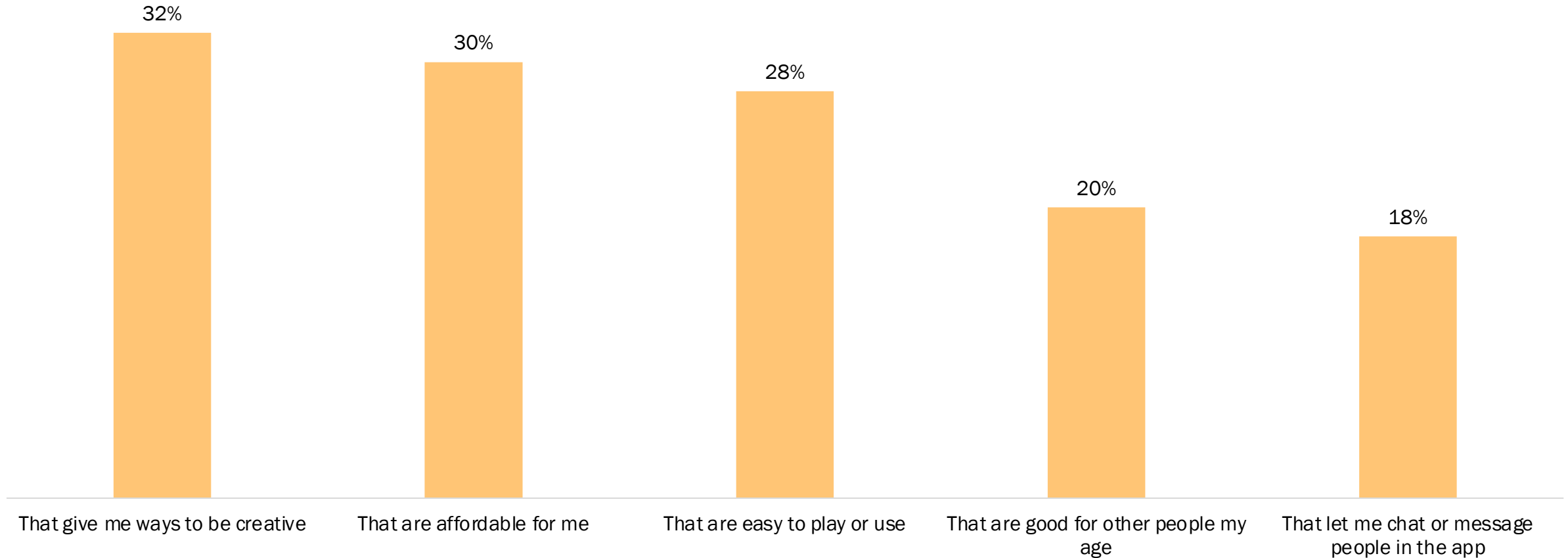
Thinking again about when you have fun or play using apps and devices, which of the following would you like more of?



Base: 687: 10-17 year olds

- Children want more apps that are easy to use (62% agree), provide creative opportunities (58%) and good for people their age (58%). There are no significant differences across age or gender in the digital features children want more of.

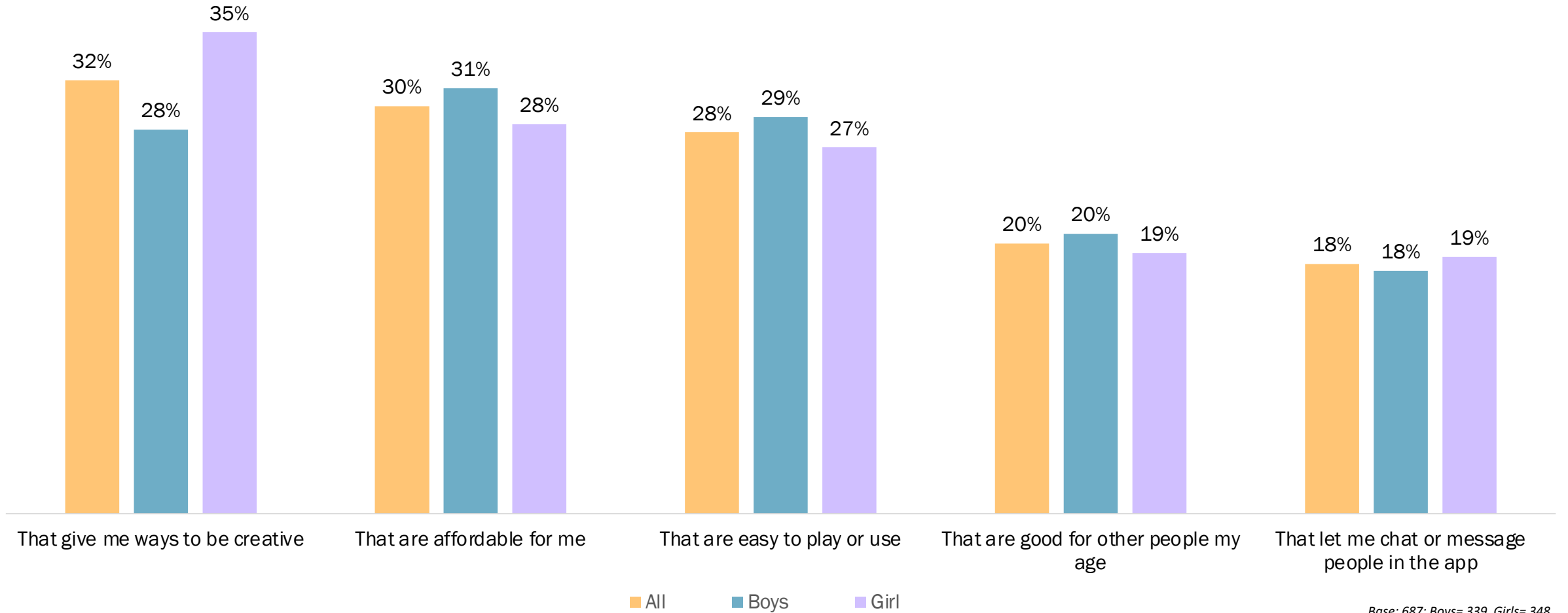
Please select the top 3 things you would like to see more of



Base: 687: 10-17 year olds

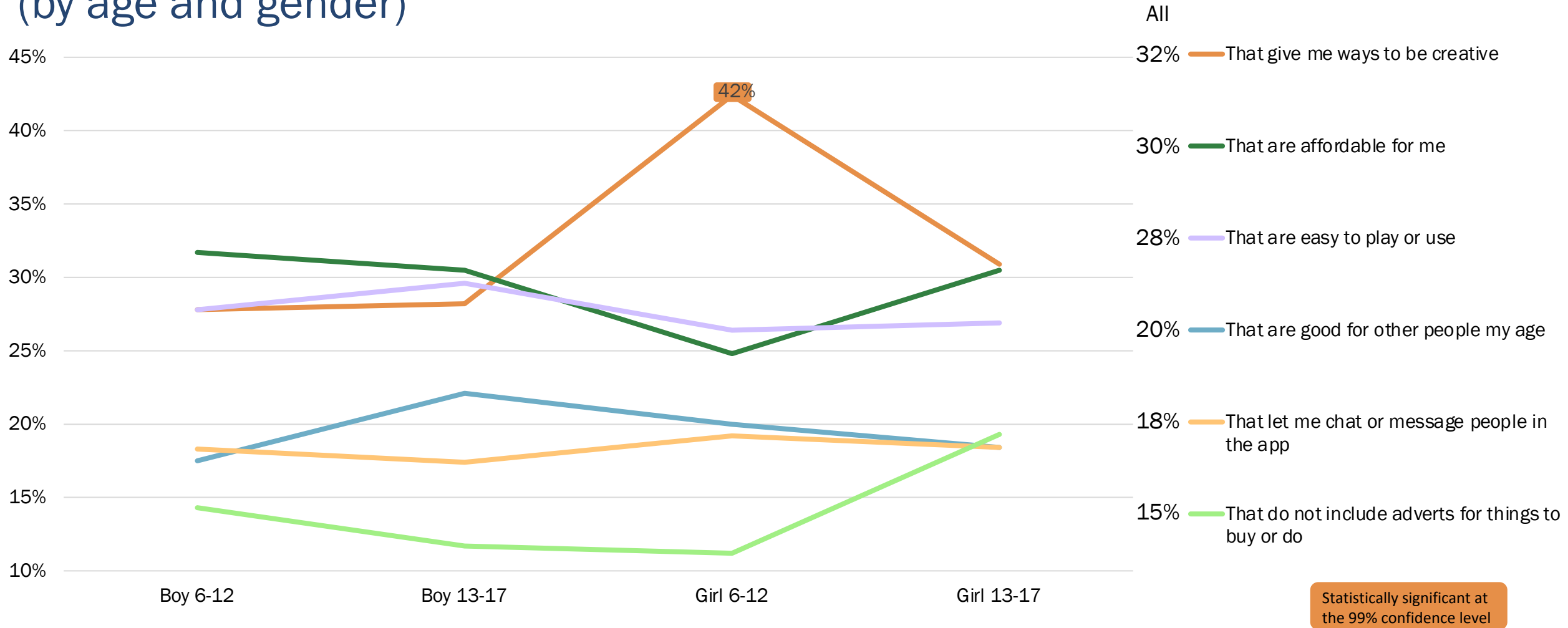
- Creative opportunities (32%), affordability (30%) and ease of use (28%) are the top three digital features that children want to see more of.

Please select the top 3 things you would like to see more of (by gender)



- Girls (35%) want to see more digital products and services that provide creative opportunities more significantly than boys (28%) do.

Please select the top 3 things you would like to see more of (by age and gender)



Base: 687: Boys 6-12= 126, Boys 13-17= 213, Girls 6-12= 125, Girls 13-17= 223

- Girls aged 6 – 12 (42%) want to see more digital products and services that provide creative opportunities more significantly than boys and girls in other age groups do.

Correlations

Minecraft – correlations between qualities and features of play

Highest positive correlation
Age-appropriate and Stimulating

Highest negative correlation
Compulsive and Voluntary
Hybrid and Safety

		Qualities								Relationship of highest correlation	
		Diverse	Open-ended	Voluntary	Imaginative	Immersive	Social	Sense of achievement	Stimulating		Safety
Features	Needs hi tech	0.15	0.14	-0.19	0.12	0.19	0.41	0.20	0.19	-0.18	High tech demands facilitate social play.
	Compulsive	0.10	0.14	-0.58	0.20	0.34	0.24	0.30	0.20	-0.18	Compulsive features undermine voluntary play.
	Flexible	0.42	0.40	-0.26	0.37	0.34	0.28	0.27	0.46	-0.02	Flexible features facilitate diverse, stimulating and open-ended play.
	Age-appropriate	0.28	0.37	-0.23	0.40	0.47	0.26	0.37	0.50	0.13	Age-appropriate features facilitates play that is imaginative, immersive and stimulating.
	Intergenerational	0.28	0.37	-0.09	0.35	0.44	0.22	0.41	0.40	0.20	Intergenerational features facilitate play that is immersive, stimulating and with a sense of achievement.
	Hybrid	-0.08	-0.20	-0.24	-0.23	-0.15	0.04	0.03	-0.13	-0.55	Hybrid features and those that exclude certain people undermine safety.
	Excludes people	0.11	-0.08	-0.21	-0.12	-0.05	0.04	-0.05	-0.06	-0.41	

Base: 158 10-17 year olds (Used Minecraft in the past few weeks and selected to answer question on features of digital play, Boys= 84, Girls= 74, 10-12s= 49, 13-15s= 70, 16-17s= 39)

Roblox– correlations between qualities and features of play

Highest positive correlation
Variety and Sense of achievement

Highest negative correlation
Compulsive and Voluntary
Hybrid and Intrinsically motivated

Features	Qualities					Relationship of highest correlation
	Intrinsically motivated	Voluntary	Immersive	Sense of achievement	Stimulating	
Hybrid	-0.38	0.09	-0.03	0.12	-0.13	Hybrid features constrain an intrinsically motivated style of play.
Compulsive	-0.16	-0.55	0.16	0.27	0.26	Compulsive features undermine voluntary play.
Age-appropriate	0.08	-0.23	0.39	0.26	0.32	Age-appropriate features facilitate to a more immersive play, but can interfere with voluntary play.
Variety	-0.11	-0.15	0.37	0.43	0.36	Variety of activities afford greater sense of achievement.
Intergenerational	0.02	-0.03	0.20	0.23	0.41	Intergenerational features can make play more stimulating.

Base: 158 10-17 year olds (Used Roblox in the past few weeks and selected to answer question on features of digital play, Boys= 65, Girls= 93, 10-12s= 95, 13-15s= 45, 16-17s= 18)

Nintendo Wii- correlations between qualities and features of play

Highest positive correlation
Stimulating and Age-appropriate

Highest negative correlation
Compulsive and Voluntary
Compulsive and Safety

Features	Qualities							Relationship of highest correlation
	Diverse	Intrinsically motivated	Voluntary	Imaginative	Emotional resonance	Stimulating	Safety	
Needs hi tech	0.23	-0.44	-0.35	0.27	0.29	0.18	-0.40	High tech demands constrain motivation and safety.
Onboarding	0.42	0.03	-0.22	0.33	0.16	0.46	-0.02	Onboarding features makes play more stimulating.
Pathways	0.56	-0.16	-0.44	0.42	0.34	0.38	-0.13	Pathways helps make play more diverse, but can constrain voluntary play.
Provides help	0.26	-0.39	-0.47	0.27	0.32	0.23	-0.43	Provision of help implies problems with voluntary and safety in play.
Compulsive	0.40	-0.44	-0.70	0.47	0.52	0.49	-0.50	Compulsive features facilitate imaginative, stimulating play with emotional resonance, but constrain voluntary, safety and intrinsic motivation in play.
Flexible	0.51	-0.27	-0.41	0.56	0.41	0.48	-0.22	Flexibility facilitates diverse, imaginative play that is stimulating, yet constrains voluntary play.
Age-appropriate	0.52	-0.06	-0.36	0.42	0.33	0.57	-0.20	Age appropriate features afford diverse and stimulating play.
Variety	0.49	-0.18	-0.37	0.45	0.37	0.43	-0.30	Variety in features support diverse and imaginative play.

Base: 153 10-17 year olds (Used Nintendo Wii in the past few weeks and selected to answer question on features of digital play, Boys= 61, Girls= 92, 10-12s= 45, 13-15s= 66, 16-17s= 42)

Fortnite – correlations between qualities and features of play

Highest positive correlation
Onboarding and Diversity

Highest negative correlation
Compulsive and Voluntary
Expensive and Safety

Features	Qualities						Relationship of highest correlation
	Diverse	Open-ended	Voluntary	Immersive	Social	Safety	
Onboarding	0.39	0.27	-0.12	0.22	0.15	-0.04	Good onboarding of new players affords diverse play.
Expensive	-0.31	-0.04	0.05	-0.12	-0.12	-0.43	Digital products and services that are expensive tend to have better built-in safety mechanisms but can be (financially) out of reach for some users.
Compulsive	0.20	0.36	-0.59	0.37	0.23	-0.18	Compulsive features undermine voluntary play but can afford play that is open-ended and immersive.
Age - appropriate	0.23	0.24	-0.30	0.30	0.37	0.08	Age-appropriate features facilitates social play.

Base: 158 10-17 year olds (Used Fortnite in the past few weeks and selected to answer question on features of digital play, Boys= 117, Girls= 41, 10-12s= 66, 13-15s= 58, 16-17s= 34)

WhatsApp – correlations between qualities and features of play

Highest positive correlation
Variety and Immersive

Highest negative correlation
Compulsive and Voluntary
Compulsive and Intrinsically motivated

Features	Intrinsically Motivated	Voluntary	Imaginative	Immersive	Sense of achievement	Stimulating	Safety	Risk -taking	Relationship of highest correlation
	Expensive	-0.36	-0.34	0.30	0.44	0.28	0.25	-0.42	0.38
Pathways	-0.31	-0.31	0.43	0.47	0.43	0.46	-0.38	0.43	Pathways makes play more immersive, imaginative and stimulating, with elements of risk-taking.
Hybrid	-0.27	-0.30	0.42	0.48	0.38	0.34	-0.43	0.44	Hybrid features facilitate risk-taking play that is immersive and imaginative yet can make players feel out of control and thus unsafe.
Compulsive	-0.49	-0.55	0.40	0.46	0.42	0.42	-0.45	0.44	Compulsive features facilitate immersive, risk-taking play, but undermine voluntary, intrinsically motivated and safe play.
Variety	-0.29	-0.37	0.53	0.54	0.53	0.49	-0.39	0.34	Variety of activities affords imaginative, immersive and stimulating play that also provides a sense of achievement.
Provides help	-0.32	-0.29	0.38	0.42	0.36	0.31	-0.41	0.20	Commercial pressure (e.g. loot box) and features that exclude people undermine safety in play while provision of help often indicates underlying safety issues.
Excludes people	-0.35	-0.29	0.18	0.23	0.12	0.20	-0.41	0.26	
Commercial (Pressure)	-0.23	-0.26	0.33	0.36	0.34	0.33	-0.40	0.31	

Base: 162 10-17 year olds (Used WhatsApp in the past few weeks and selected to answer question on features of digital play, Boys= 73 Girls= 89, 10-12s= 45, 13-15s= 69, 16-17s= 48)

TikTok – correlations between qualities and features of play

Highest positive correlation
Pathways and Immersive

Highest negative correlation
Compulsive and Voluntary
Compulsive and Safety

Features	Qualities								Relationship of highest correlation
	Open-ended	Voluntary	Immersive	Social	Emotional resonance	Sense of achievement	Stimulating	Safety	
Pathways	0.38	-0.33	0.51	0.35	0.47	0.45	0.49	-0.35	Pathways afford immersive and stimulating play that also offer a sense of achievement and emotional resonance.
Hybrid	0.41	-0.23	0.33	0.25	0.26	0.30	0.37	-0.12	Hybrid features facilitates open-ended play.
Provides Help	0.33	-0.32	0.48	0.26	0.32	0.43	0.37	-0.32	Digital products and services that provide help facilitate immersive play and offer a sense of achievement.
Compulsive	0.25	-0.59	0.25	0.33	0.21	0.09	0.18	-0.39	Compulsive features undermine voluntary and safe play.
Excludes people	0.23	-0.11	0.03	0.15	0.23	0.13	0.15	-0.41	Features that exclude people undermine safety in play.
Age - appropriate	0.18	-0.26	0.26	0.43	0.07	0.28	-0.35	0.02	Age-appropriate features supports social play.

Base: 158 10-17 year olds (Used TikTok in the past few weeks and selected to answer question on features of digital play, Boys= 53, Girls= 105, 10-12s= 50, 13-15s= 62, 16-17s= 42)

Zoom – correlations between qualities and features of play

Highest positive correlation
 Onboarding and Social/Sense of achievement,
 Compulsive and Immersive/Emotional Resonance

Highest negative correlation
 Compulsive and Voluntary
 Hybrid and Voluntary

Features	Qualities										Relationship of highest correlation
	Open-ended	Intrinsically motivated	Voluntary	Immersive	Social	Emotional resonance	Sense of achievement	Safety	Risk-taking		
Onboarding	0.46	-0.49	-0.45	0.53	0.69	0.54	0.69	-0.25	0.47	Onboarding features afford social interaction and a sense of achievement.	
Compulsive	0.65	-0.45	-0.68	0.69	0.59	0.69	0.59	-0.57	0.66	Compulsive features undermine voluntary and safety in play but facilitate open-ended and immersive play with emotional resonance and risk-taking opportunities.	
Flexible	0.46	-0.41	-0.46	0.63	0.63	0.58	0.57	-0.38	0.52	Flexible features facilitate immersive and social play.	
Age-appropriate	0.49	-0.40	-0.41	0.56	0.68	0.61	0.56	-0.30	0.44	Age-appropriate features afford social play with emotional resonance.	
Privacy	0.39	-0.39	-0.53	0.50	0.63	0.54	0.52	-0.35	0.44	Control over information visibility facilitate social play but can constrain voluntary to play.	
Hybrid	0.32	-0.36	-0.60	0.57	0.37	0.54	0.41	-0.43	0.56	Hybrid features can undermine voluntary play.	
Provides help	0.43	-0.57	-0.55	0.64	0.51	0.59	0.61	-0.49	0.56	Providing help can constrain voluntary and intrinsic motivation to play, but encourages immersion and a sense of achievement.	

Base: 96 10-17 year olds (Used Minecraft in the past few weeks and selected to answer question on features of digital play, Boys= 52, Girls= 44, 10-12s= 32, 13-15s= 38, 16-17s= 26)

YouTube – correlations between qualities and features of play

Highest positive correlation
Provides help and Emotional resonance

Highest negative correlation
Compulsive and Voluntary
Excludes people and Safety

		Qualities						Relationship of highest correlation	
		Diverse	Open-ended	Voluntary	Immersive	Emotional resonance	Stimulating		Safety
Features	Provides help	0.34	0.29	-0.24	0.36	0.43	0.41	-0.20	Apps that provide help afford greater emotional resonance and immersive, stimulating play.
	Compulsive	0.21	0.24	-0.52	0.30	0.29	0.26	-0.19	Compulsive features undermine voluntary play.
	Flexible	0.28	0.37	-0.18	0.25	0.26	0.37	-0.07	Flexible features allow for open-ended and stimulating play.
	Variety	0.33	0.38	-0.14	0.29	0.31	0.36	-0.03	Variety of activities afford open-ended play.
	Expensive	0.01	0.02	-0.1	0.04	0.07	0.02	-0.36	Expensive features and those that exclude people undermine safety in play.
	Excludes people	0.27	0.23	-0.18	0.19	0.22	0.20	-0.41	

Base: 249 10-17 year olds (Used Minecraft in the past few weeks and selected to answer question on features of digital play, Boys= 134, Girls= 115, 10-12s= 98, 13-15s= 97, 16-17s= 54)

Combined – correlations between qualities and features of play

Highest positive correlation
Flexible and Imaginative

Highest negative correlation
Compulsive and Voluntary
Excludes people and Safety

Features	Qualities							Relationship of highest correlation
	Open-ended	Voluntary	Imaginative	Immersive	Sense of achievement	Stimulating	Safety	
Pathways	0.30	-0.29	0.32	0.35	0.35	0.36	-0.20	Pathways afford immersive and stimulating play that provides a sense of achievement.
Compulsive	0.32	-0.60	0.29	0.39	0.33	0.35	-0.32	Compulsive features undermine voluntary play but support immersive and stimulating play.
Flexible	0.39	-0.27	0.41	0.36	0.38	0.37	-0.13	Flexibility allows for open-ended, imaginative, stimulating play with a sense of achievement.
Age-appropriate	0.26	-0.23	0.26	0.33	0.31	0.38	0.01	Age-appropriate features facilitate stimulating play.
Variety	0.33	-0.28	0.36	0.37	0.37	0.39	-0.16	Variety of activities enhance imaginative, immersive, stimulating play with a sense of achievement.
Expensive	0.09	-0.20	0.11	0.13	0.13	0.07	-0.38	Digital features that exclude people undermine safety while expensive digital products and services introduce cost barrier to safety in play.
Excludes people	0.15	-0.24	0.13	0.15	0.16	0.15	-0.40	

Base: 647 10-17 year olds (Used at least one of the 8 apps or devices in the past few weeks and selected to answer question on features of digital play, Boys= 320, Girls= 327, 10-12s= 240, 13-15s= 253, 16-17s= 154)

Playful by design in practice:

The eight case studies

FORTNITE

Fortnite – overall qualities of free play

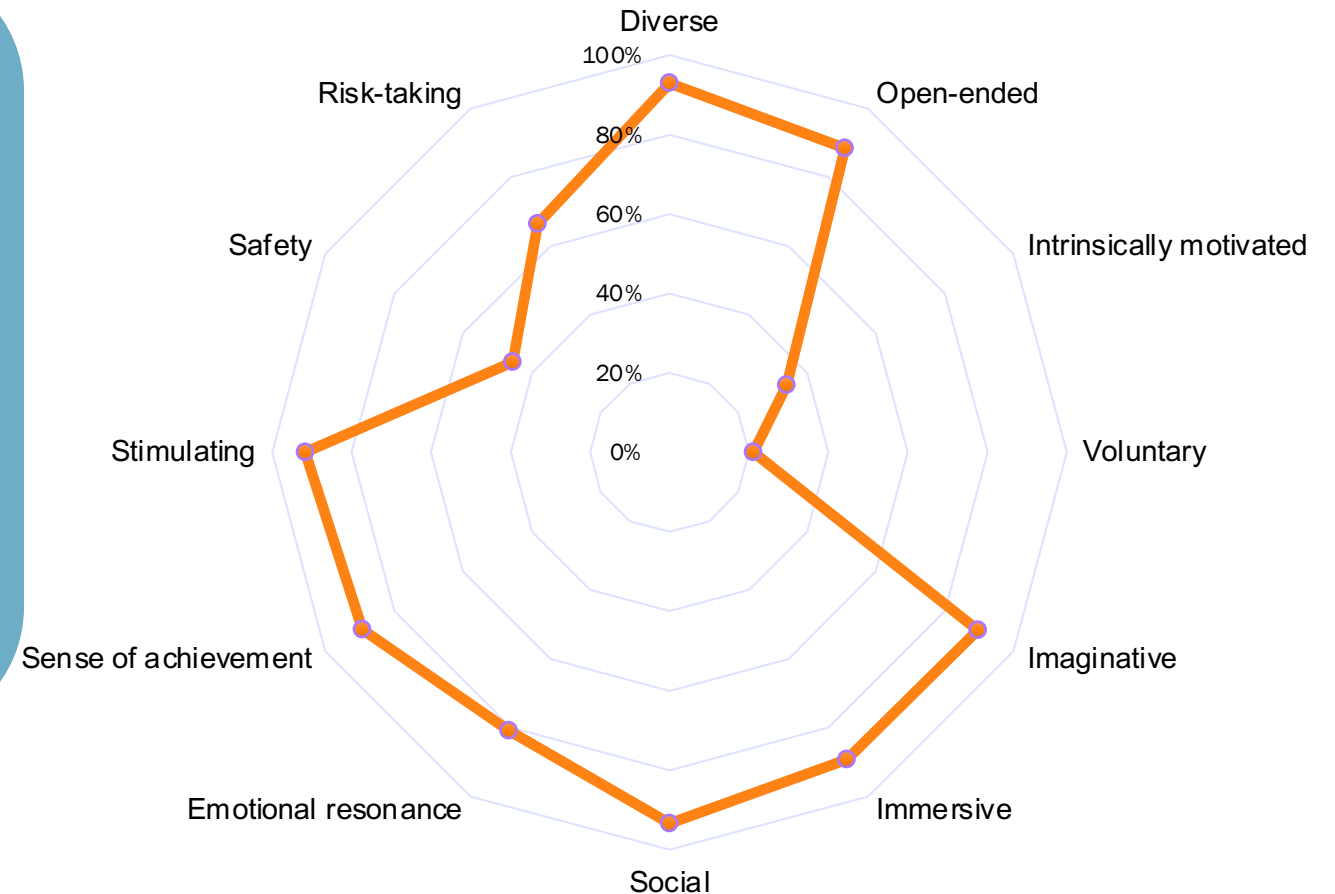


Children’s play on Fortnite is predominately social (93% agree) and stimulating (92% agree).

Children’s play on Fortnite is least likely to be voluntary (21% agree*).

Children found play with Fortnite least safe (46% agree*), compared to play with other sampled digital products and services (52% agree or over).

Play for boys and girls on Fortnite is a similar experience with no significant differences.



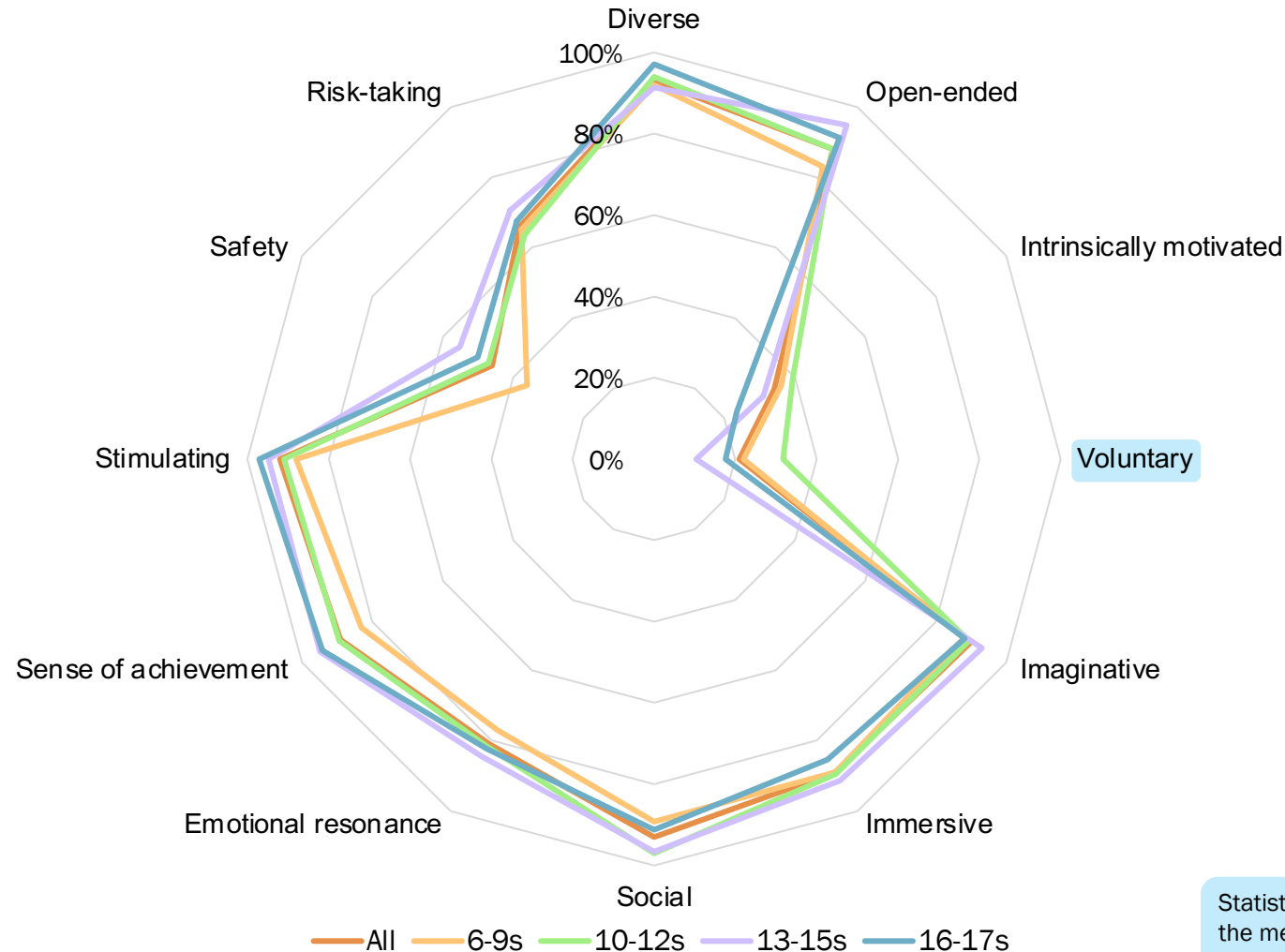
* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 241 (Used Fortnite in the past few weeks and selected to answer question on qualities of digital play, 6-17 years old)

Fortnite – qualities of free play by age



Children aged 10-12 experience voluntary play on Fortnite (32% agree*) significantly more than those in other age groups (22% agree or lower).



* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 241 (Used Fortnite in the past few weeks and selected to answer question on qualities of digital play – 6-9s= 83, 10-12s= 66, 13-15s= 58, 16-17s= 34)

Statistically significant (among the mean scores) at the 99% confidence level

MINECRAFT

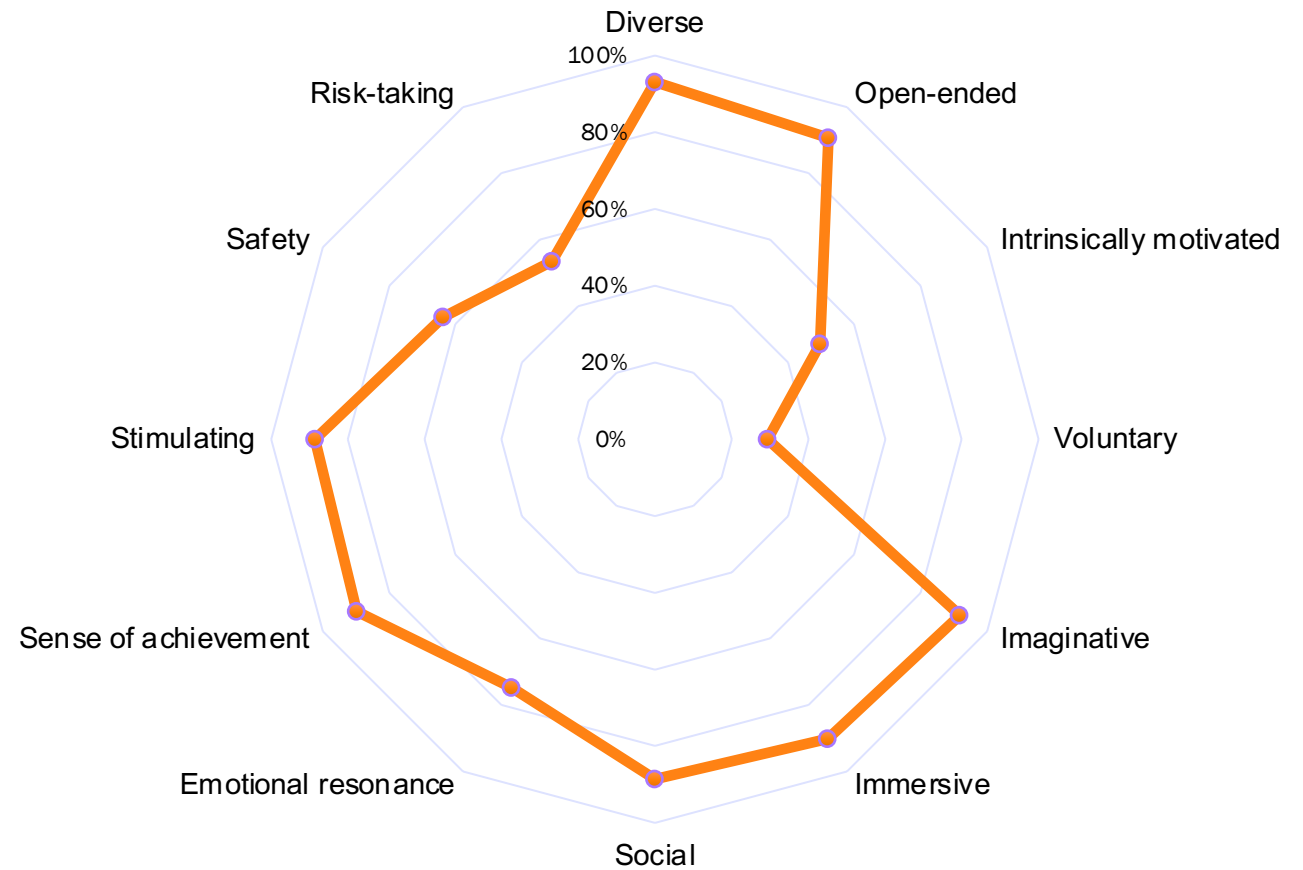
Minecraft– overall qualities of free play



Play on Minecraft is mainly imaginative (92% agree), diverse (93% agree), open-ended (91% agree), and immersive (90% agree).

Children that play Minecraft are least likely to say that their play is voluntary (29% agree*), involves risk-taking (54% agree), and is intrinsically motivated (50% agree*).

There are no significant differences in how children perceive play with Minecraft across genders.



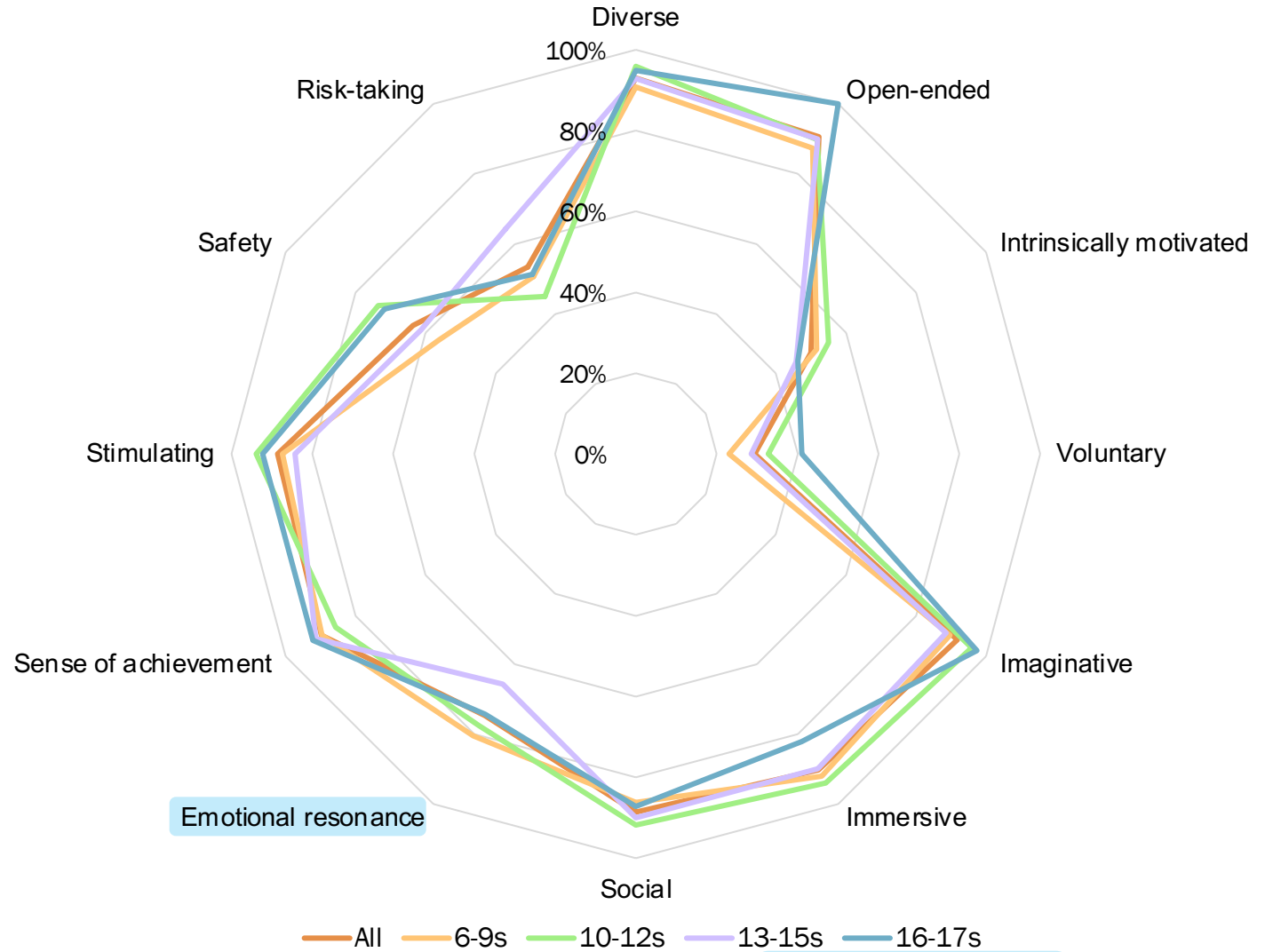
* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 245 (Used Minecraft in the past few weeks and selected to answer question on qualities of digital play, 6-17 years old)

Minecraft – qualities of free play by age



Children aged 6 – 9 (81% agree) found play on Minecraft significantly more emotionally resonant than children aged 13 – 15 (66% agree) do.



Base: 245 (Used Minecraft in the past few weeks and selected to answer question on qualities of digital play - 6-9s= 87, 10-12s= 49, 13-15s= 70, 16-17s= 39)

Statistically significant (among the mean scores) at the 99% confidence level

Nintendo Wii



Nintendo Wii – overall qualities of free play

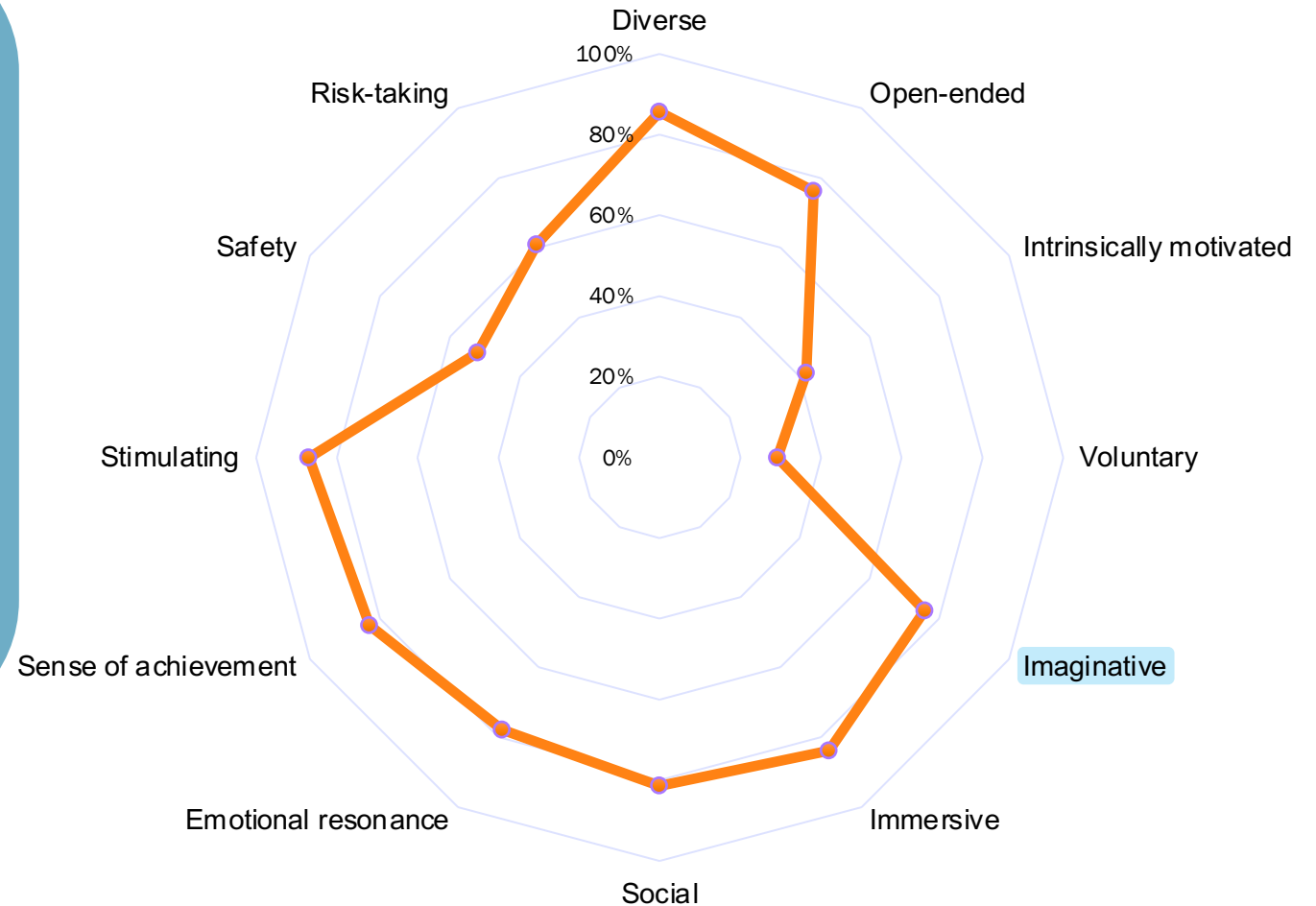


Children's play on the Wii is diverse (86% agree), immersive (84% agree), stimulating (87% agree) and provides a sense of achievement (83% agree).

Children's play on the Wii is least likely to be voluntary (29% agree*) and intrinsically motivated (42% agree*).

Boys are significantly more likely to find play on the Nintendo Wii imaginative (83% agree) than girls (70% agree).

There are no significant differences in how children across age groups and genders perceive the free play qualities in Wii.



* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 236 (Used Nintendo Wii in the past few weeks and selected to answer question on qualities of digital play, 6 - 17 years old)

Statistically significant (among the mean scores) at the 99% confidence level

Roblox



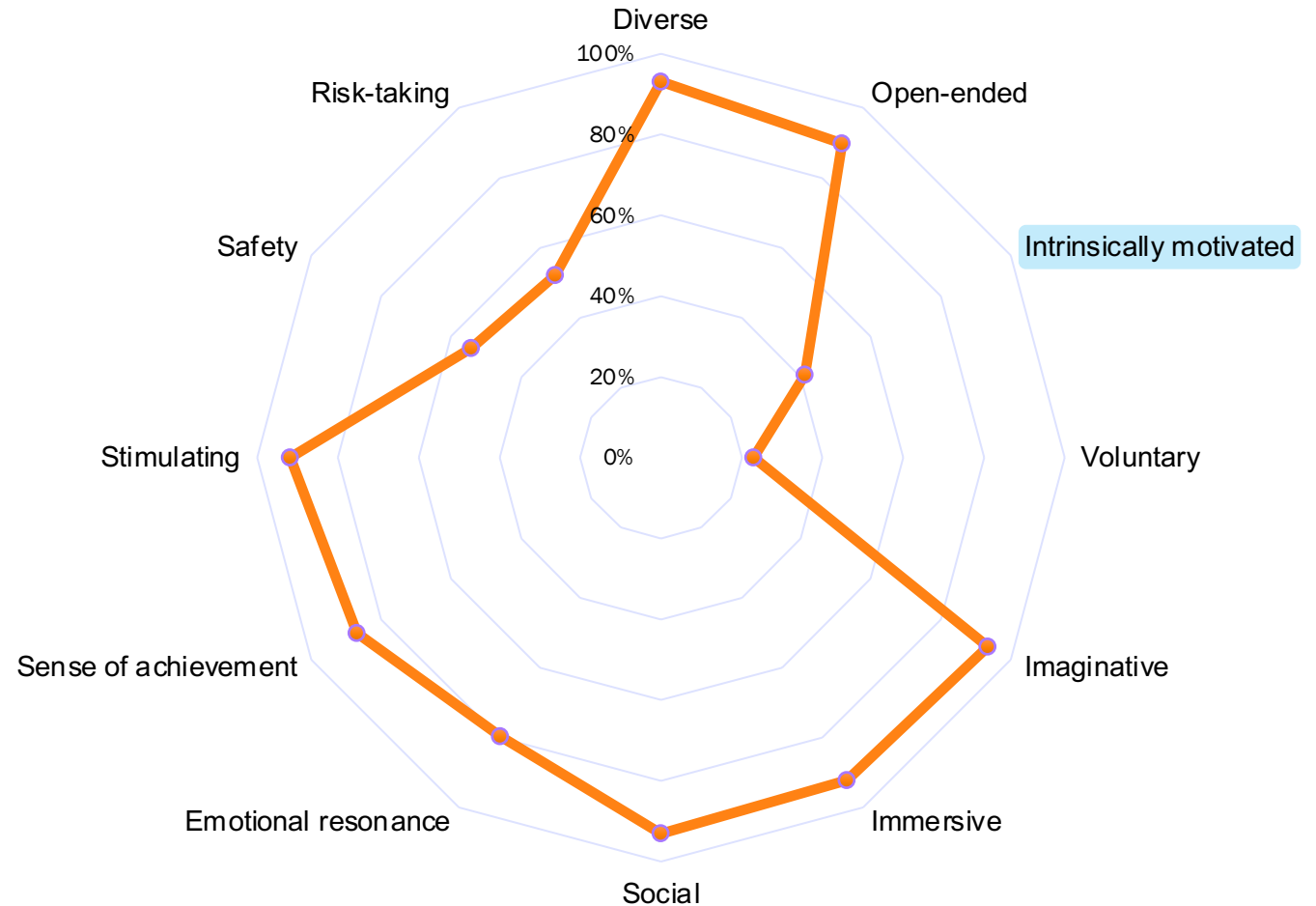
Roblox – overall qualities of free play



Children's play on Roblox is mainly diverse (93% agree), open-ended (90% agree), imaginative (94% agree), immersive (92% agree) and social (93% agree).

Children perceive their play on Roblox to be least voluntary (23% agree*), intrinsically motivated (41% agree*) or risk-taking (52% agree).

Boys' digital play on Roblox is significantly more likely to be intrinsically motivated than for girls.



* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 245 (Used Roblox in the past few weeks and selected to answer question on qualities of digital play, 6-17 years old)

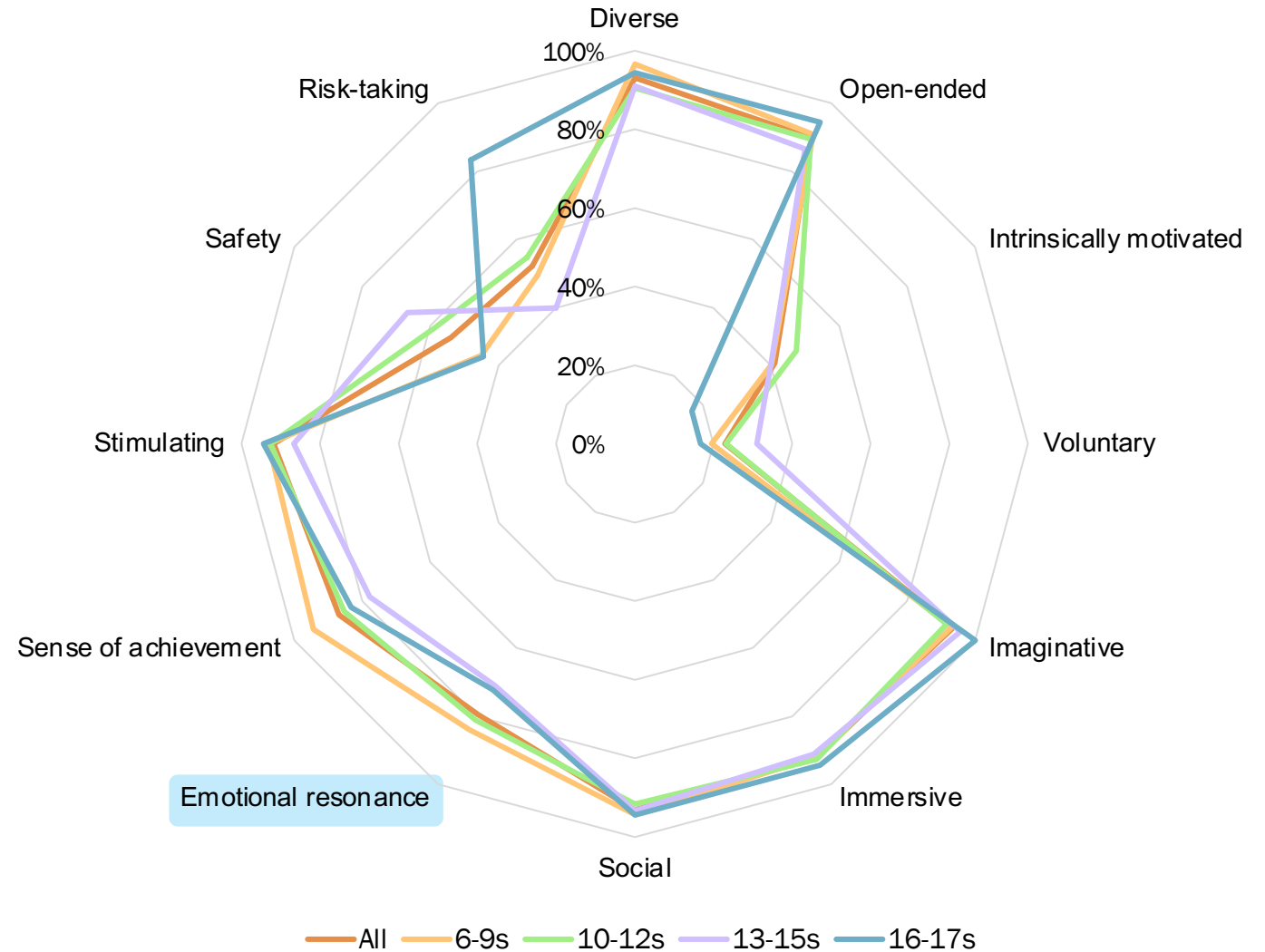
Statistically significant (among the mean scores) at the 99% confidence level

Roblox – qualities of free play by age



6 – 9 year-olds experience a sense of achievement (94%) when playing on Roblox significantly more than those in other age groups do (78% or over). Boys aged 13 – 17 found playing on Roblox significantly more voluntary (39% agree*) than boys and girls in other age groups do (27% or under), but the reported enjoying significantly less emotional resonance (65% agree) from playing with Roblox than boys and girls in other age groups do (76% or over).

Girls aged 6 – 12 enjoyed a sense of achievement (91% agree) when playing on Roblox significantly more than girls and boys in other age groups do (86% agree or under).



Base: 245 (Used Roblox in the past few weeks and selected to answer question on qualities of digital play - 6-9s= 87, 10-12s= 95, 13-15s= 45, 16-17s= 18)

Statistically significant (among the mean scores) at the 99% confidence level



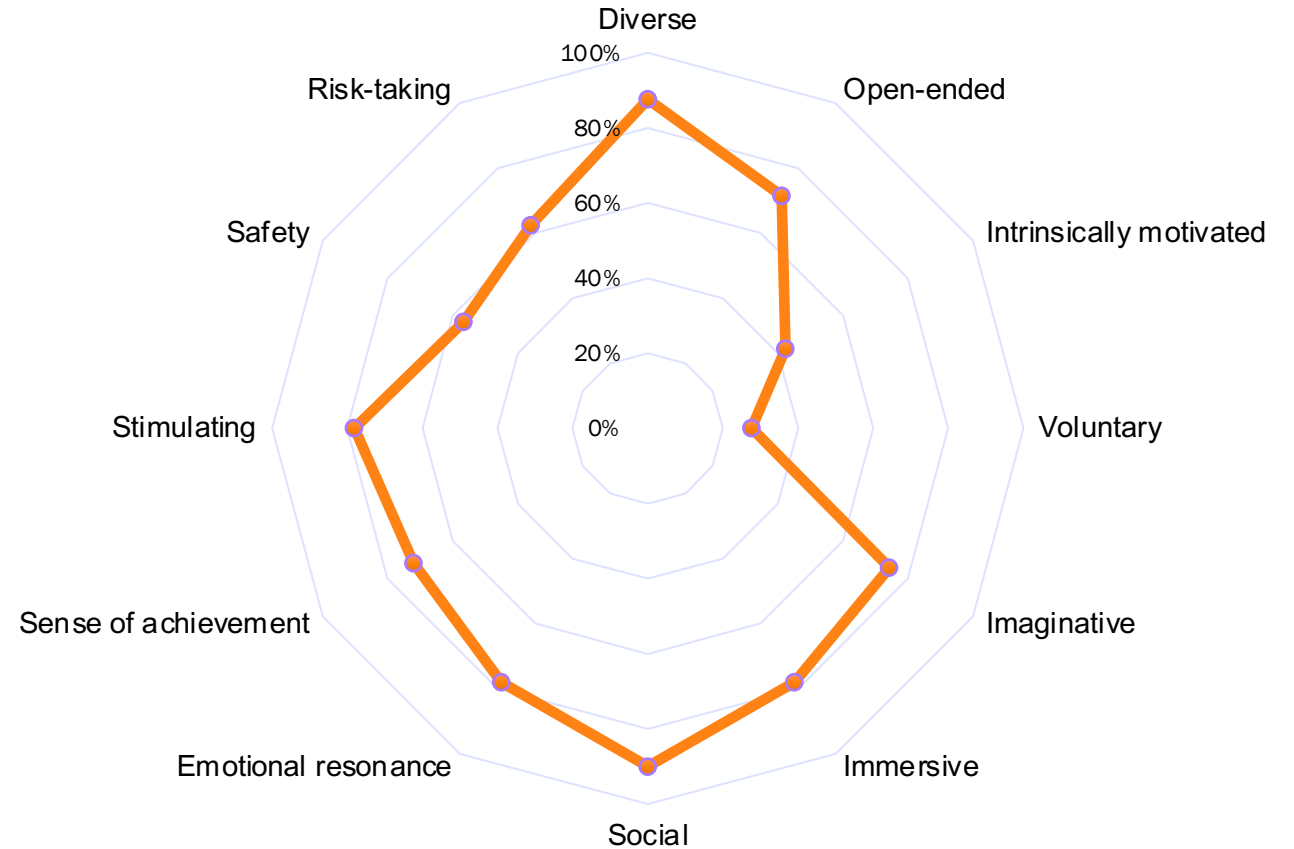
TikTok – overall qualities of free play



Play on TikTok is mainly diverse (88% agree) and social (90% agree), followed by it being stimulating (78% agree) and providing emotional resonance (78% agree). Children's play on TikTok is least likely to be voluntary (28% agree*) and intrinsically motivated (42% agree*).

16 -17 year olds find play on TikTok significantly more voluntary (44% agree*) than children in other age groups do.

There is no significant difference between how girls and boys perceive the free play qualities on TikTok.



* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 210 (Used TikTok in the past few weeks and selected to answer question on qualities of digital play, 6 – 17 years old)

WhatsApp

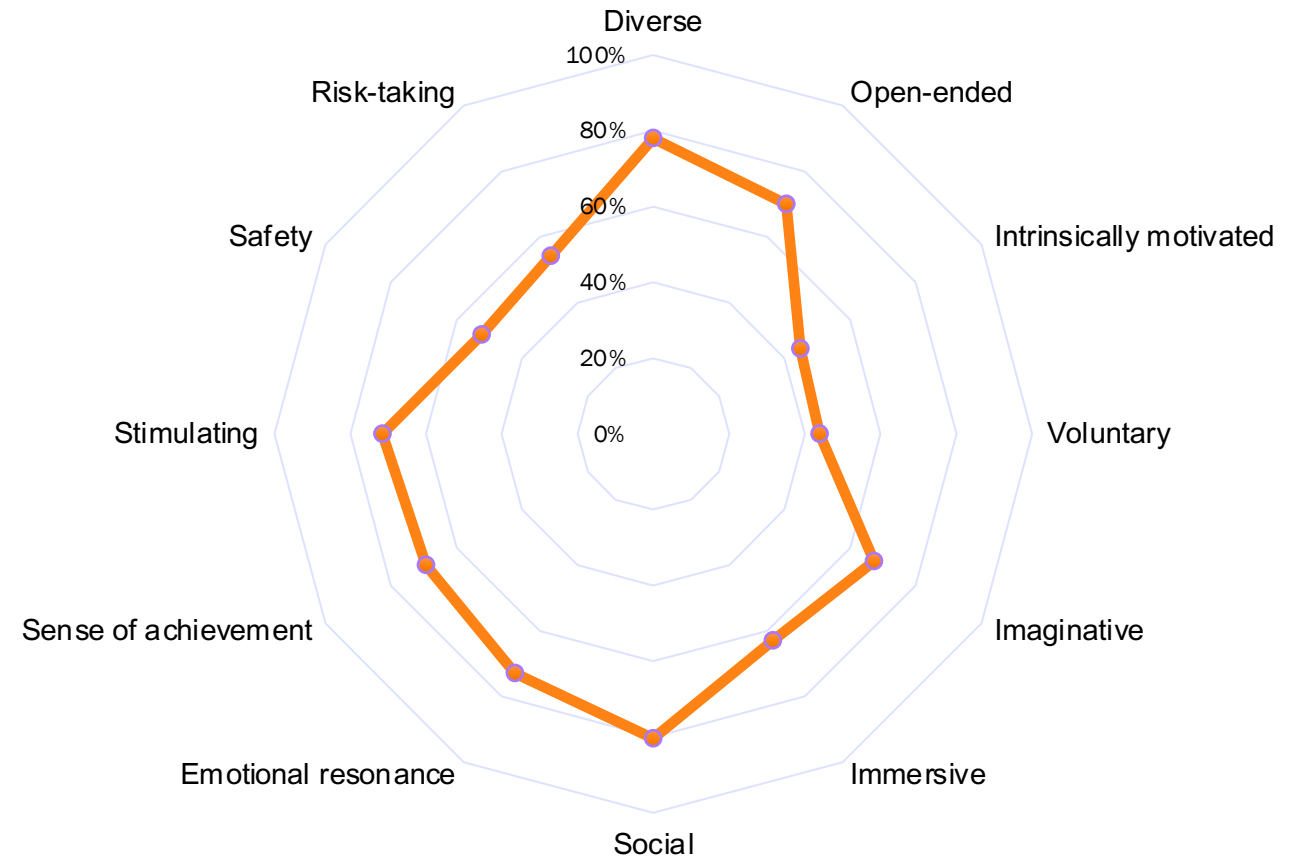




WhatsApp – overall qualities of free play

Children moderately enjoy social (80%), diverse (78%), open-ended (70%), emotionally resonant (73%), stimulating (72%) and imaginative (67%) play, plus a sense of achievement (69%) when they play on WhatsApp.

There is no significant difference in how children across age and gender perceive play on WhatsApp.



Base: 214 (Used WhatsApp in the past few weeks and selected to answer question on qualities of digital play, 6 - 17 years old)

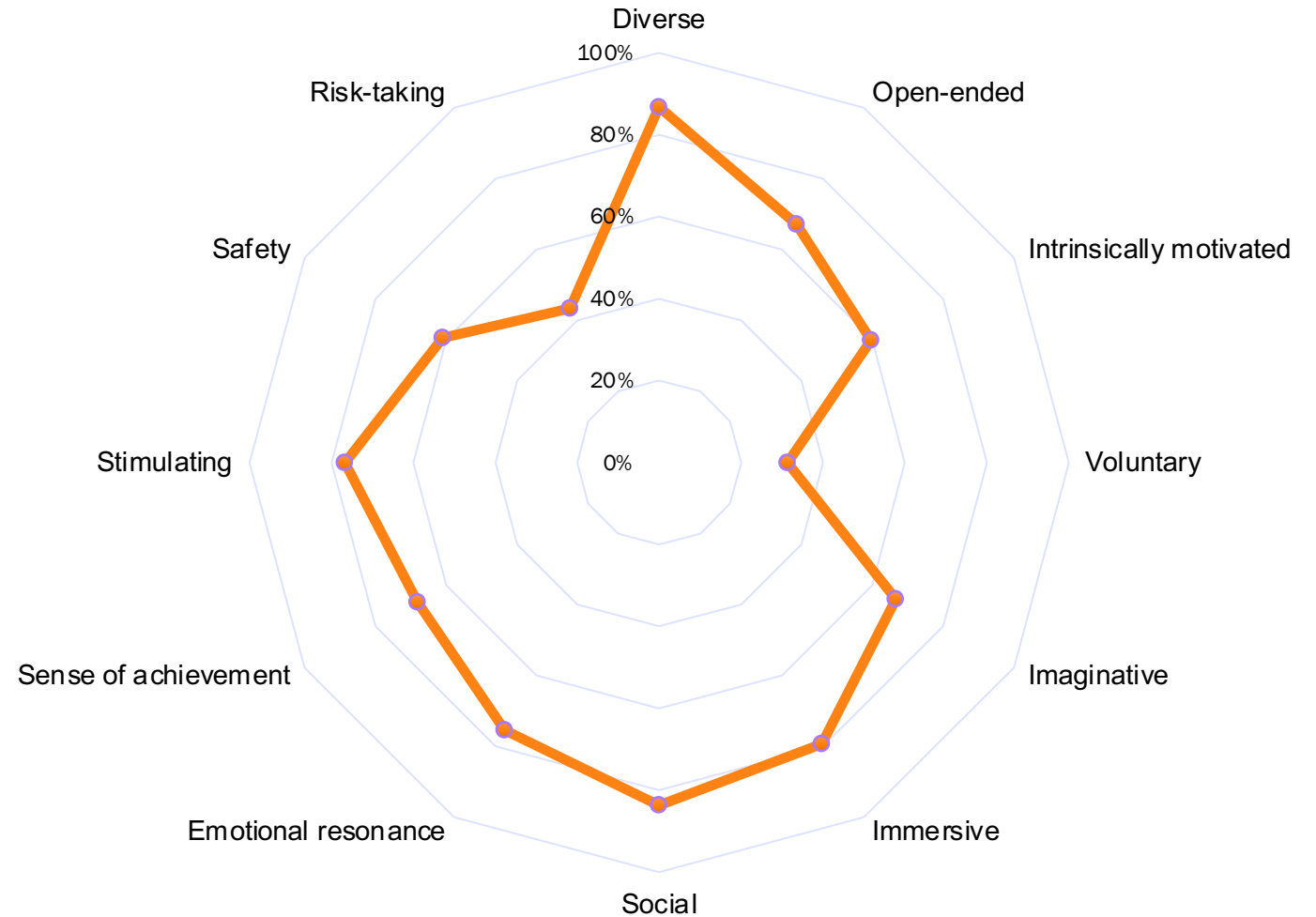


YouTube – overall qualities of free play



Play for children on YouTube is diverse (87% agree) and social (84% agree), followed by stimulating (77% agree) and immersive (79% agree).

Play on YouTube is least described as voluntary (31% agree*) or involve risk-taking (43% agree). There is no significant difference in how boys and girls experience play on YouTube.



* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 387 (Used YouTube in the past few weeks and selected to answer question on qualities of digital play, 6–17 years old)

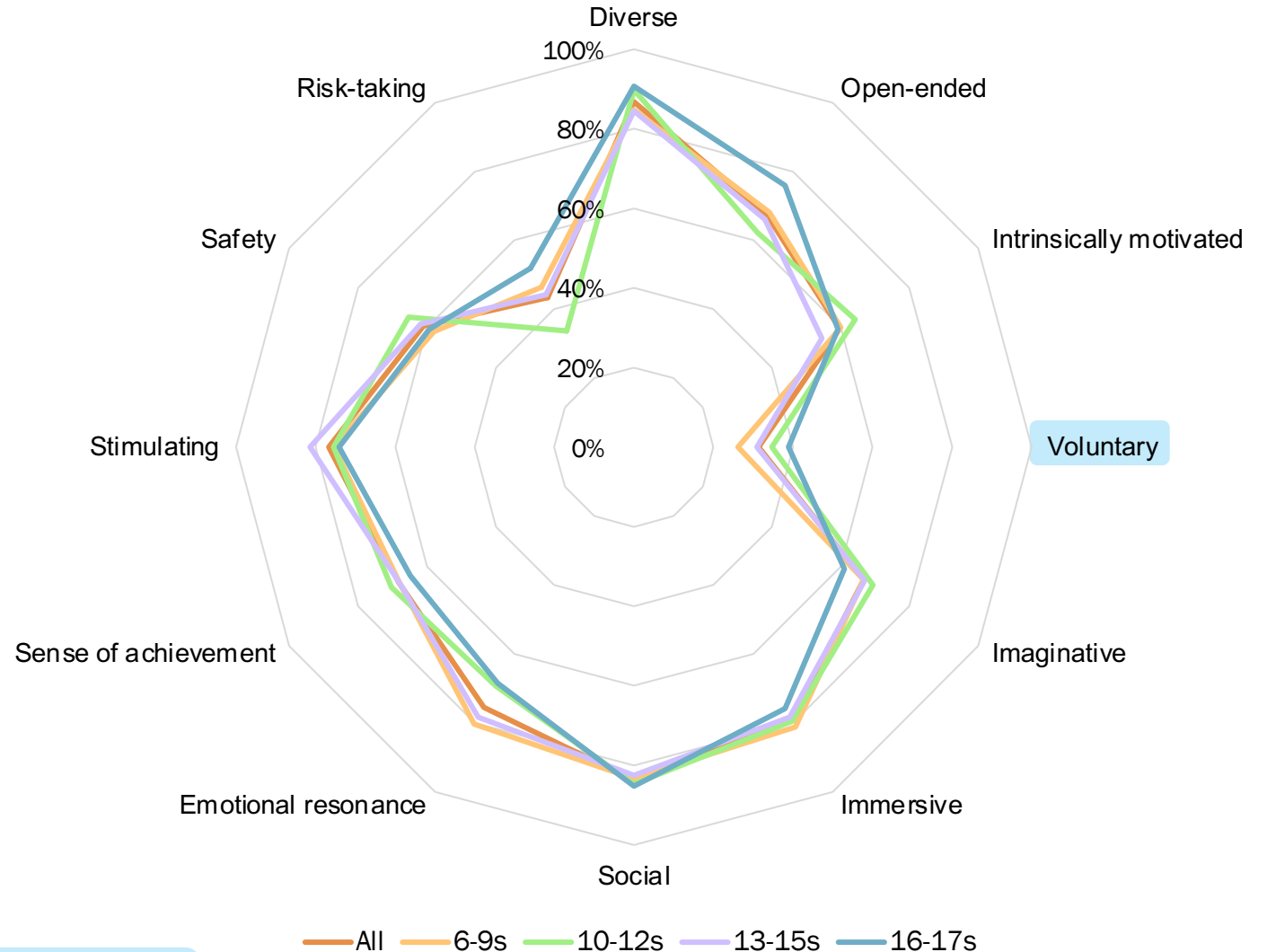
YouTube – qualities of free play by age



Children age 6-9 are significantly less likely to feel play on YouTube is voluntary (26% agree*) than their older counterparts (39% or under). Girls aged 13 – 17 find play on YouTube significantly more voluntary (46% agree*) than girls and boys in other age groups do (31% agree or under)

* Children answered the following statements about voluntary intrinsically motivated play and safety in play, asked in reverse, namely 'It's hard to stop playing like that even when I've had enough', 'I play like that because other people want me to' and 'Playing like that can sometimes bother or upset me'. While original agreement with these statements shows that children perceive their play as not voluntary, not intrinsically motivated and not safe, the findings reported here have been reversed to show percentage agreement that play is voluntary, intrinsically motivated and safe.

Base: 387 (Used YouTube in the past few weeks and selected to answer question on qualities of digital play – 6-9s= 138, 10-12s= 98, 13-15s= 97, 16-17s= 54)



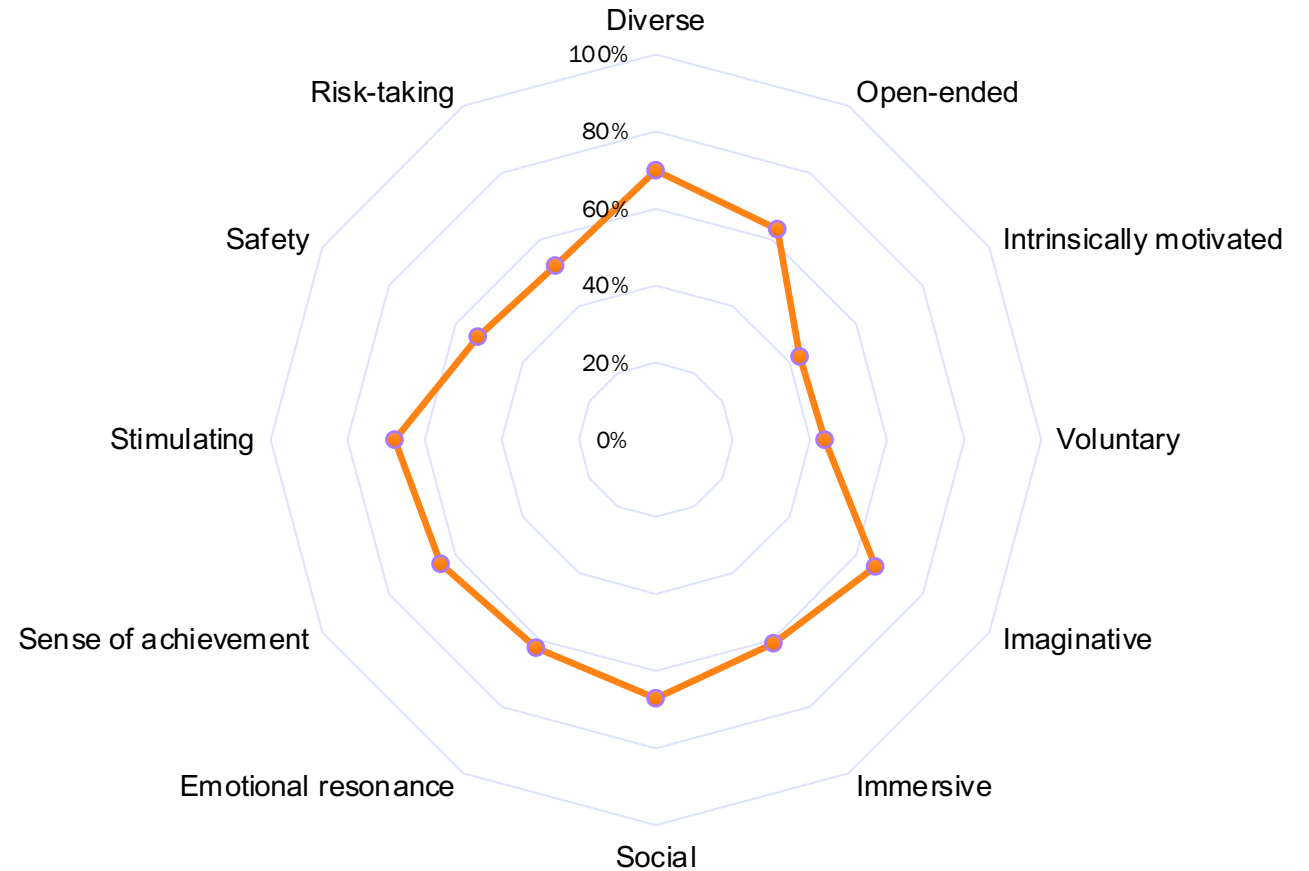
Statistically significant (among the mean scores) at the 99% confidence level



Zoom – overall qualities of free play



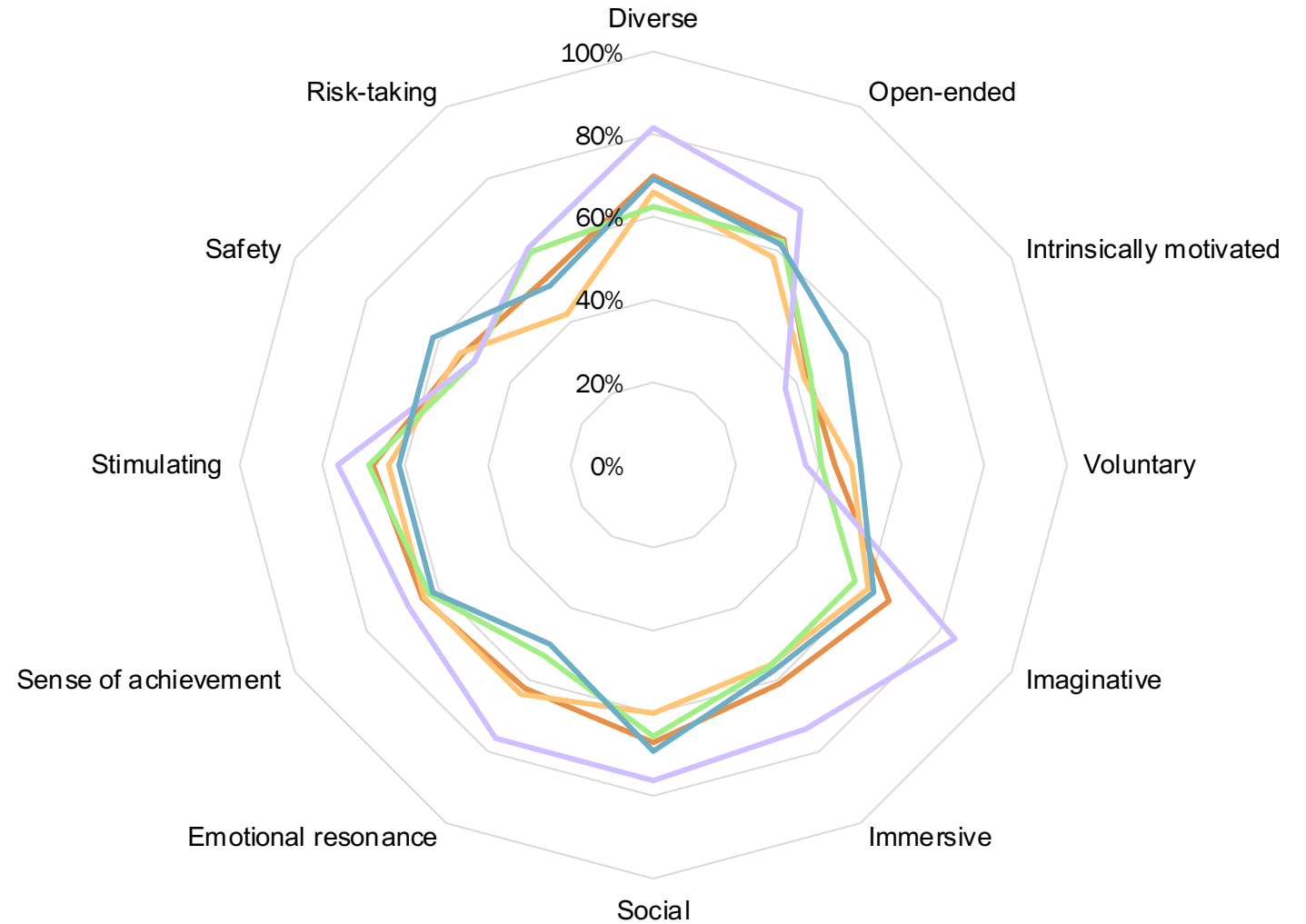
Children find play on Zoom moderately diverse (70% agree), stimulating (68%), social (67%), open-ended (63%), imaginative (66%) and offering a sense of achievement (64%) in nature.



Base: 146 (Used Zoom in the past few weeks and selected to answer question on qualities of digital play, 6 – 17 years old)

Zoom – qualities of free play by age

Play on Zoom is generally similar across all ages and genders, with no significant difference. The only exception is that 13 -17 years old boys find play on Zoom significantly more diverse (86% agree).



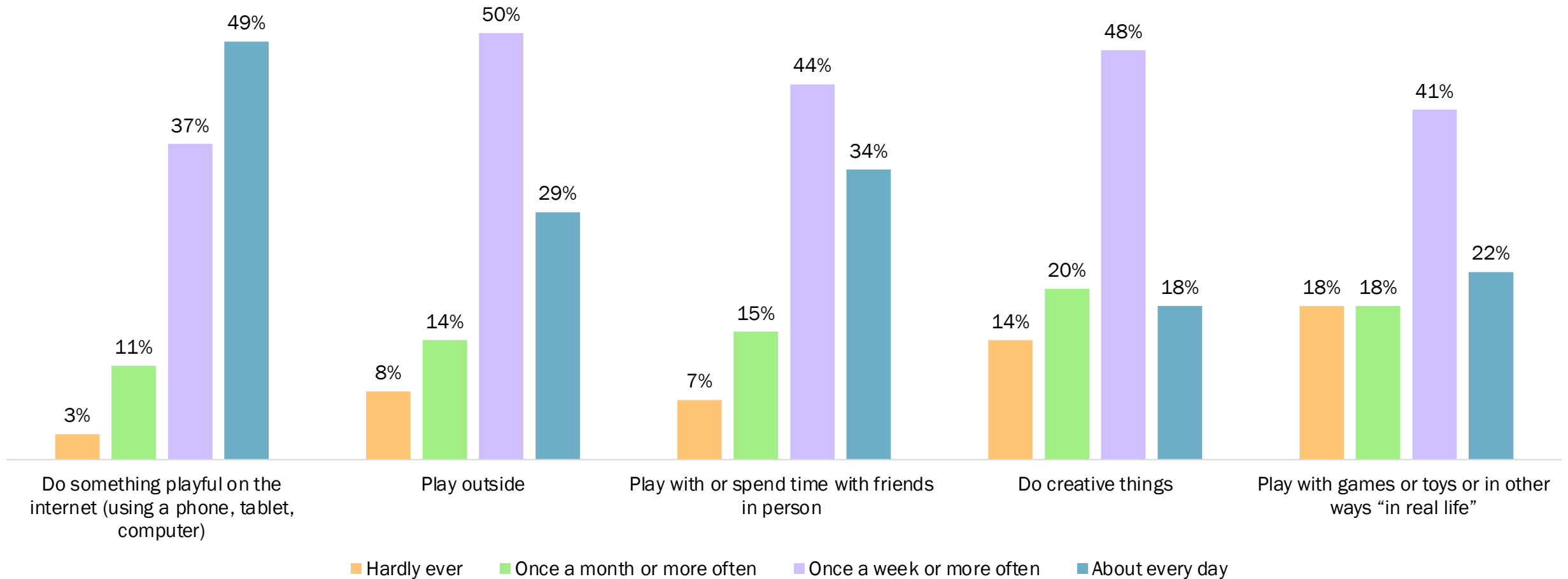
Statistically significant (among the mean scores) at the 99% confidence level

— All — 6-9s — 10-12s — 13-15s — 16-17s

Base: 146 (Used Zoom in the past few weeks and selected to answer question on qualities of digital play – 6-9s= 50, 10-12s= 32, 13-15s= 38, 16-17s= 26)

Types and frequency of play

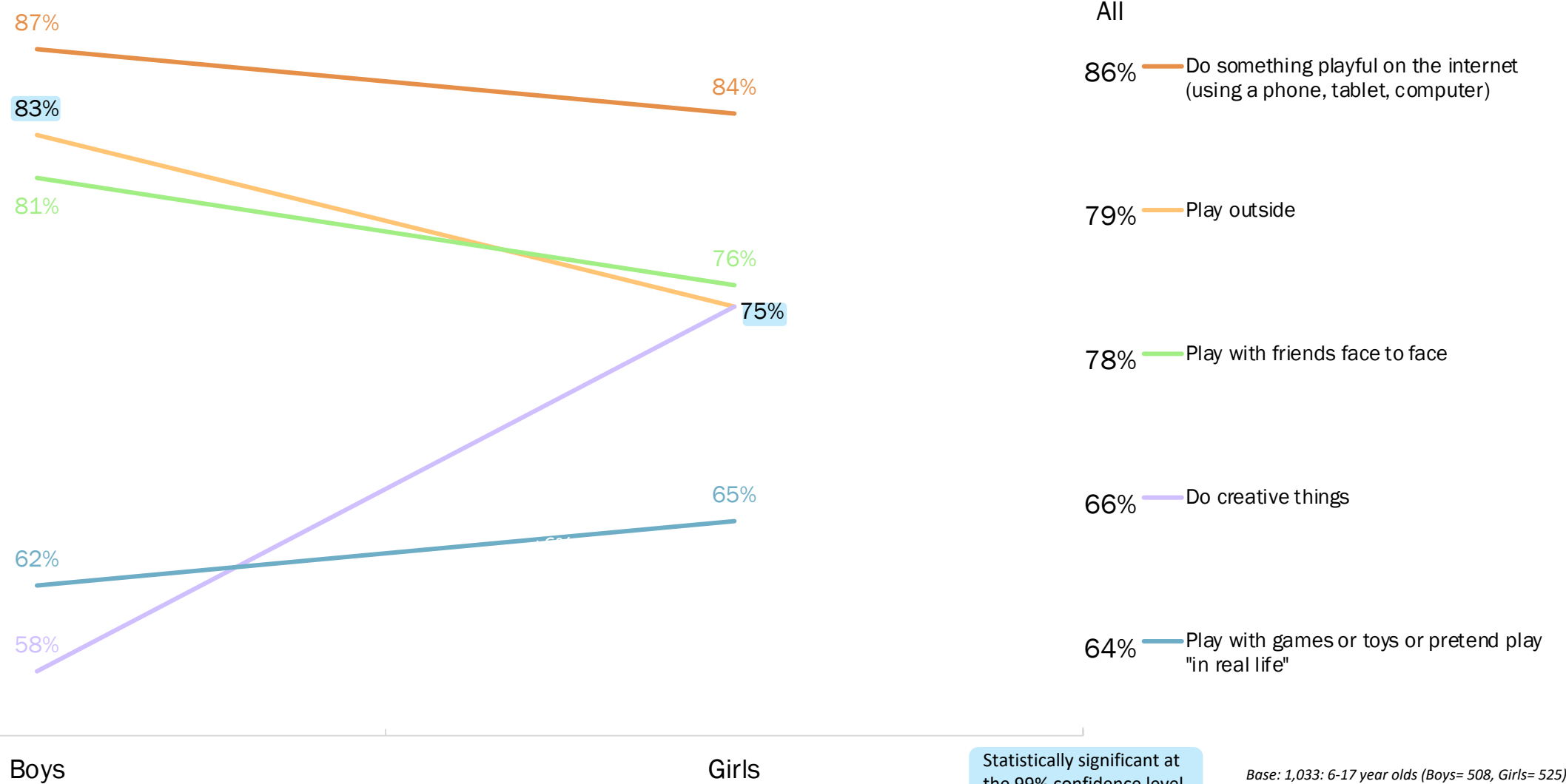
How often do you do these things?



Base: 1,033: 6-17 year olds

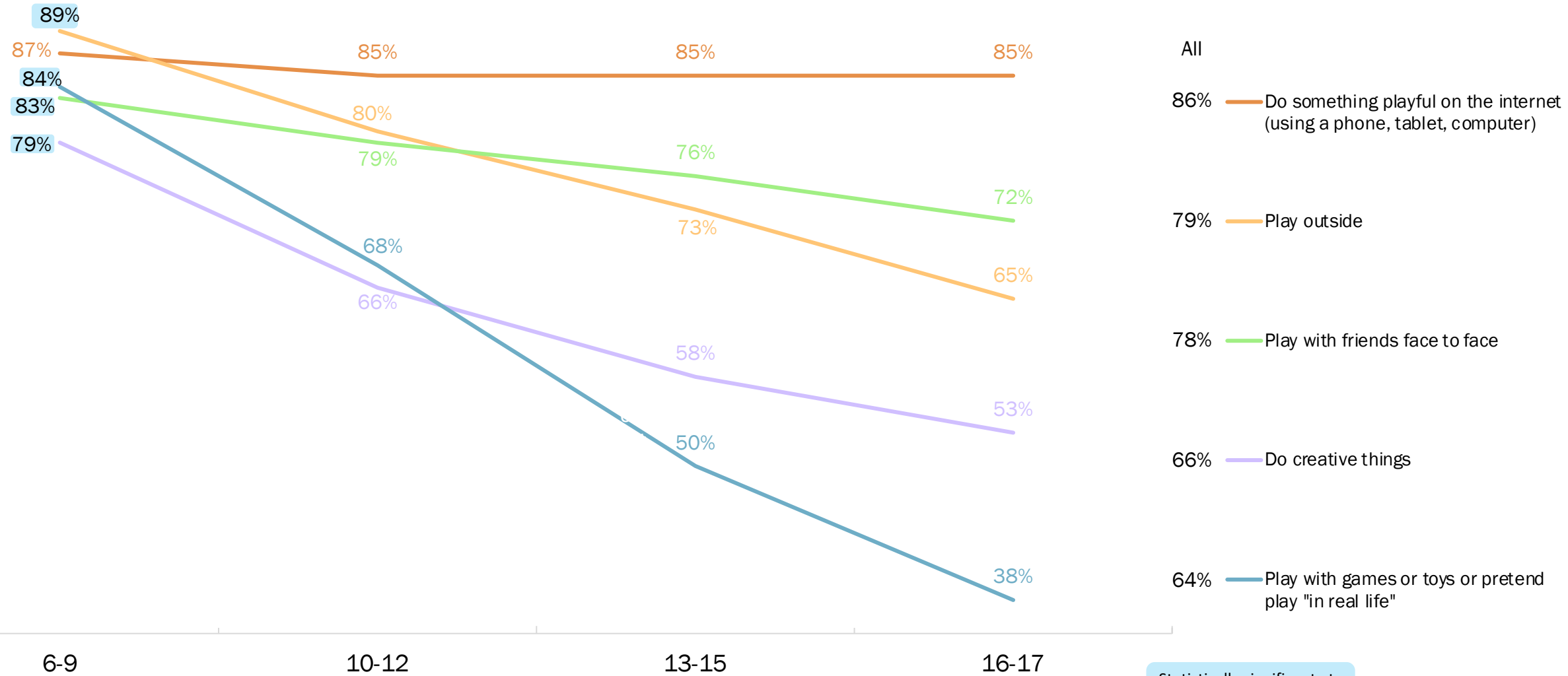
- Nearly half of children (49%) play, using the internet every day.

How often do you do these things? Once a week to about everyday



- Girls (75% agree) take part in creative activities significantly more than boys (58% agree) do.
- Boys (83% agree) play outside significantly more than girls (75% agree) do.

How often do you do these things? – Once a week to about everyday

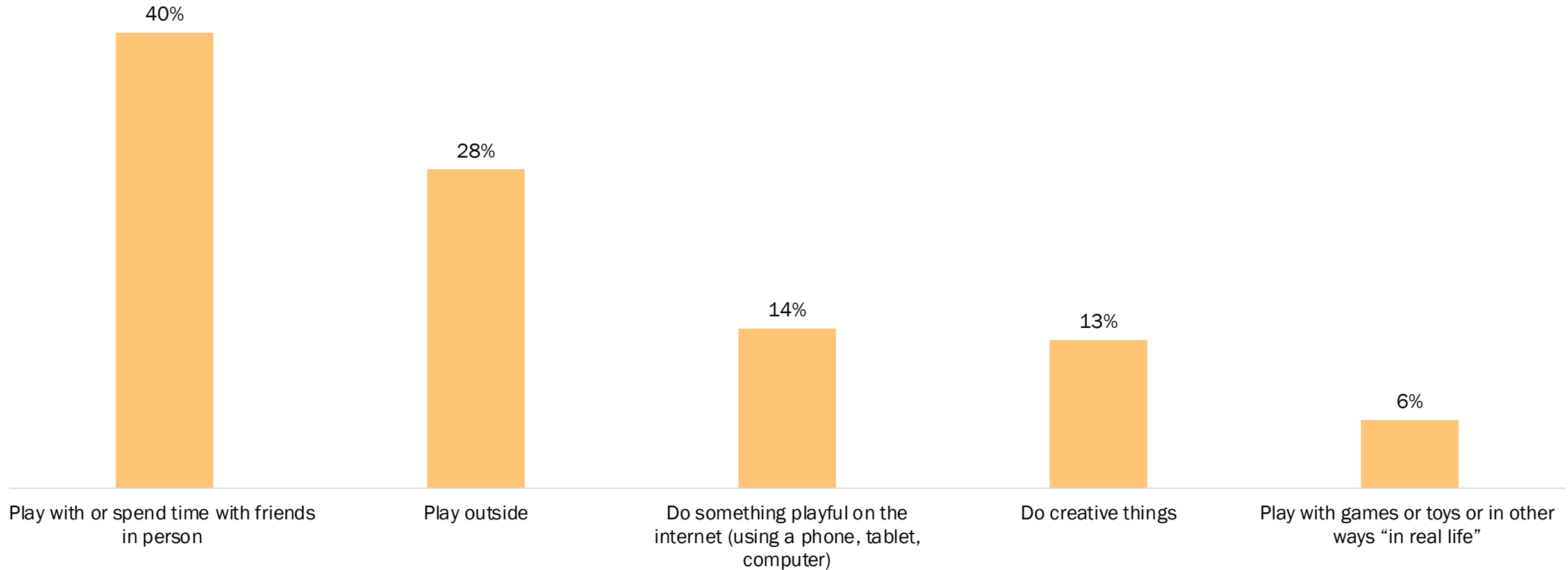


Statistically significant at the 99% confidence level

Base: 1,033: 6-17 year olds (6-9s= 346, 10-12s= 251, 13-15s= 266, 16-17s= 170)

- Doing something playful on the internet (using a phone, tablet, computer) remains popular across all age groups.
- 87% of 6 – 9 year olds play online while 85% of children in the older age groups do something playful on the internet.

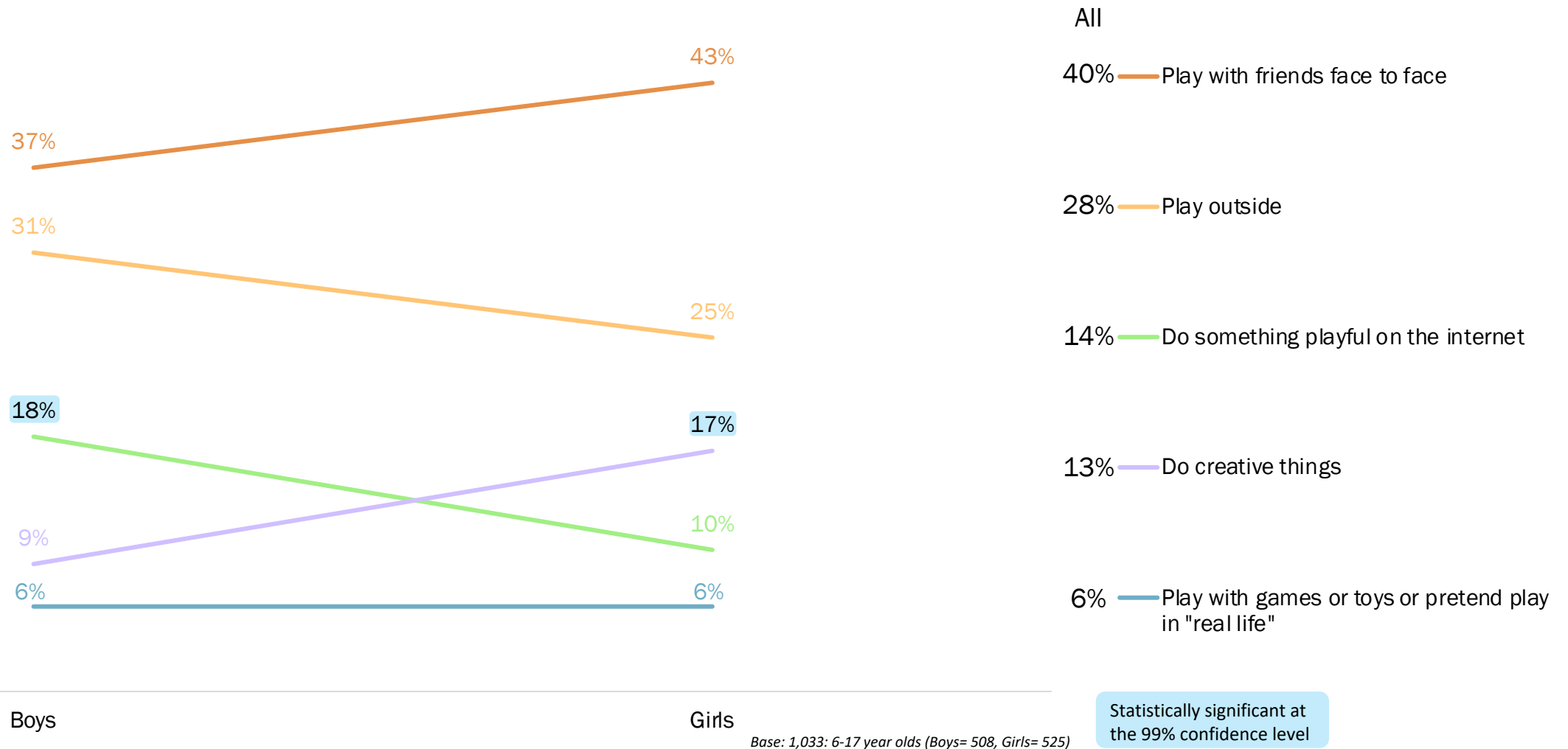
Which of these activities would you like to do more often?



Base: 1,033: 6-17 year olds

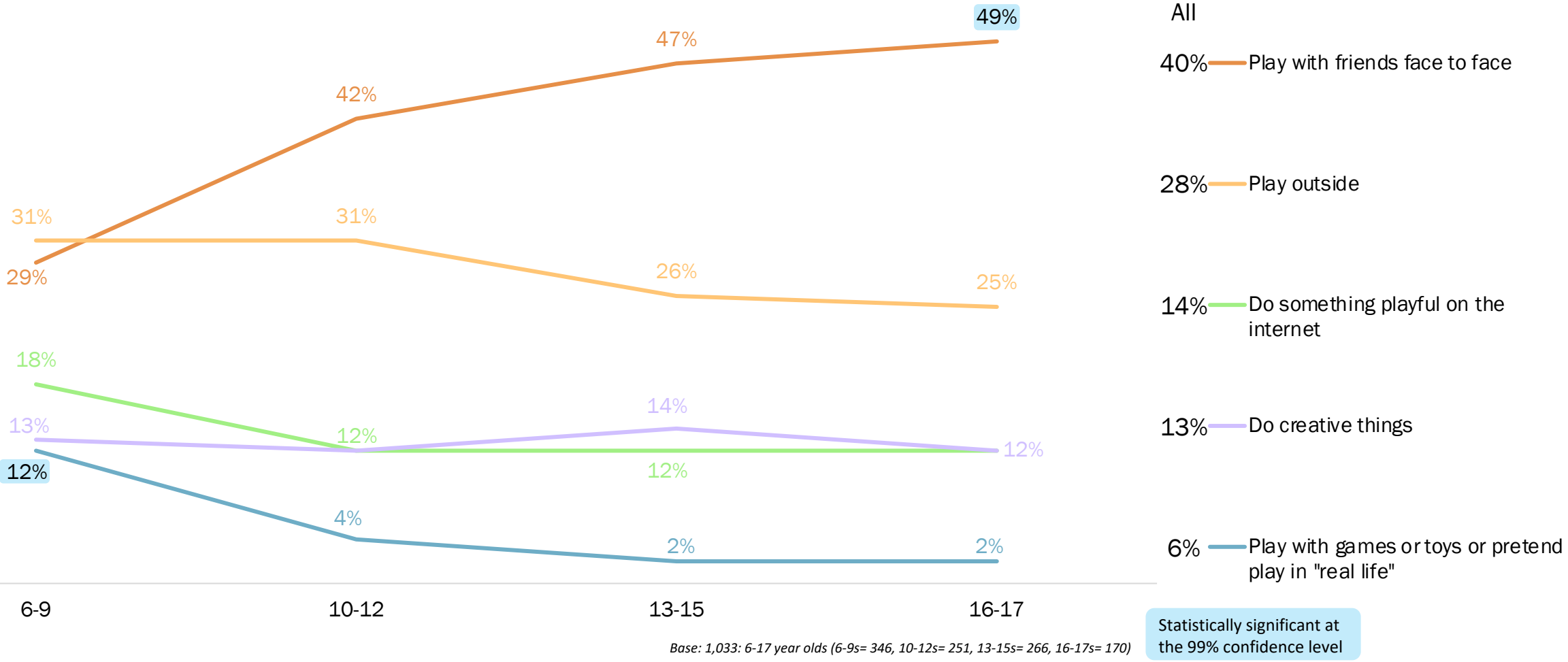
- 2 in 5 children would like to spend more time with their friends in person.

Which one of these activities would you like to do most often?



- Boys and girls would like to play with friends face to face most often though girls' appetite (43%) for playing with friends face to face is greater than that of boys (37%). Girls (17%) prefer to do creative things significantly more than boys (9%) do while boys (18%) prefer to do something playful on the internet significantly more than girls (10%) do.

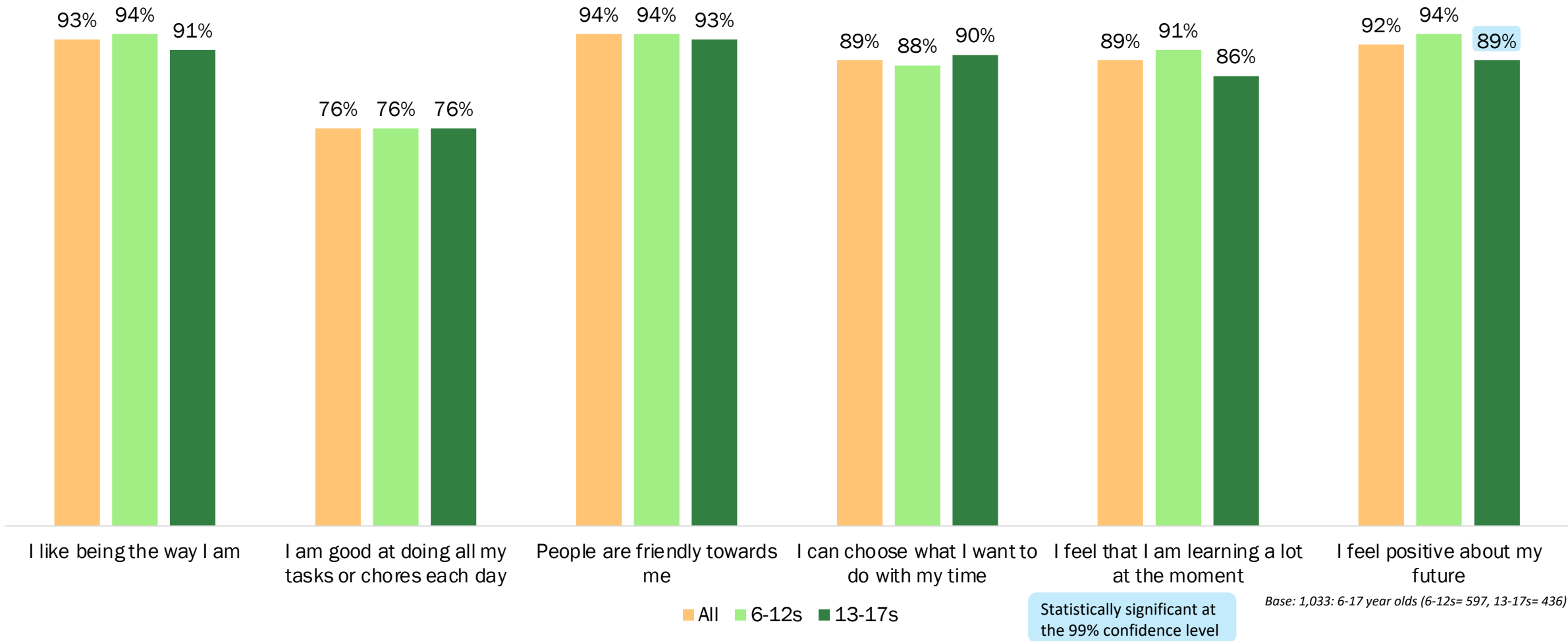
Which of these activities would you like to do most often?



- The older the children get, the more they want to play with friends face to face. 16 – 17 year olds (49%) would like to play with friends face to face most often, compared with 47% or under in other age groups. 6 – 9 year olds would like to play with games, toys and pretend play most often, compared to 4% or under in other age groups.

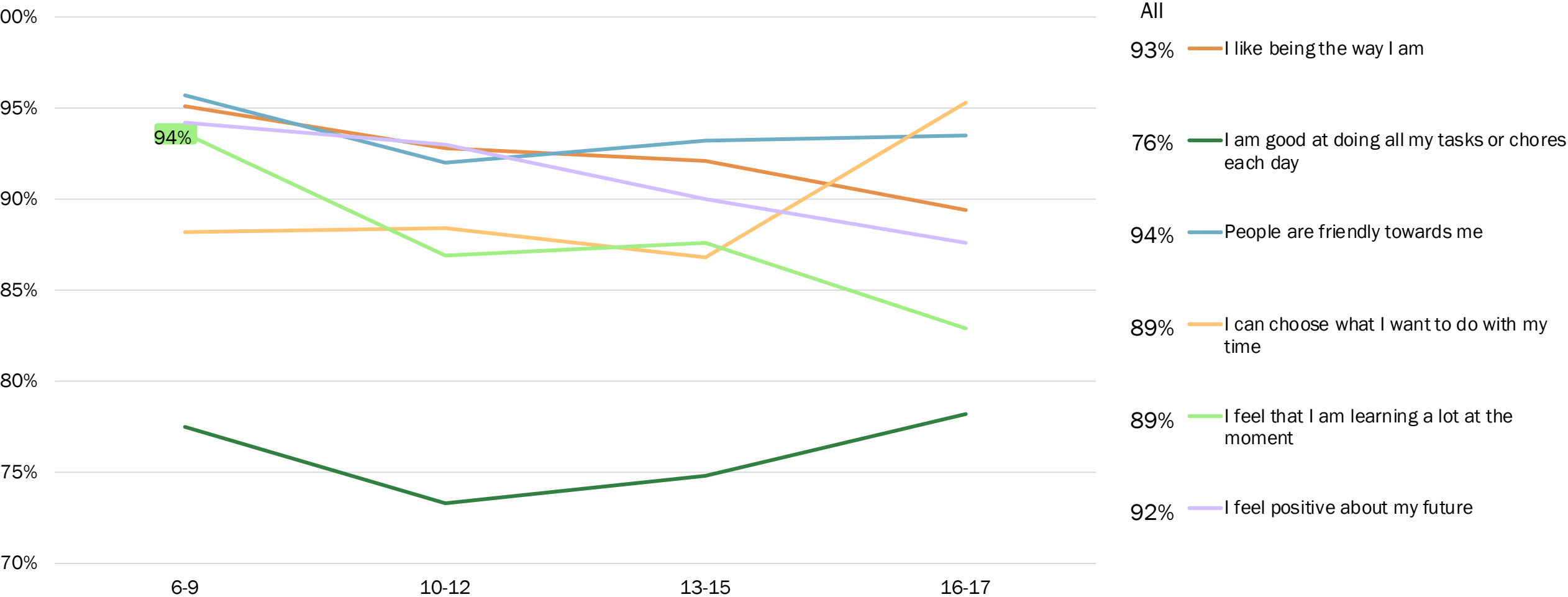
Wellbeing

How much do you agree with the following? - % NET Agree



- Most children (86% or over) irrespective of age agree that they like being they way they are, that people are friendly towards them, that they can choose what they want to do with their time, that they feel they are currently learning a lot and that they feel positive about their future. However, older children agree significantly less (89%) that they feel positive about their future, compared with 94% of 6 – 12 year olds. Fewer children (76%) agree that they are good at doing all their tasks or chores each day. There is no significant difference in how boys and girls describe their wellbeing.

How much do you agree with the following? - % NET Agree

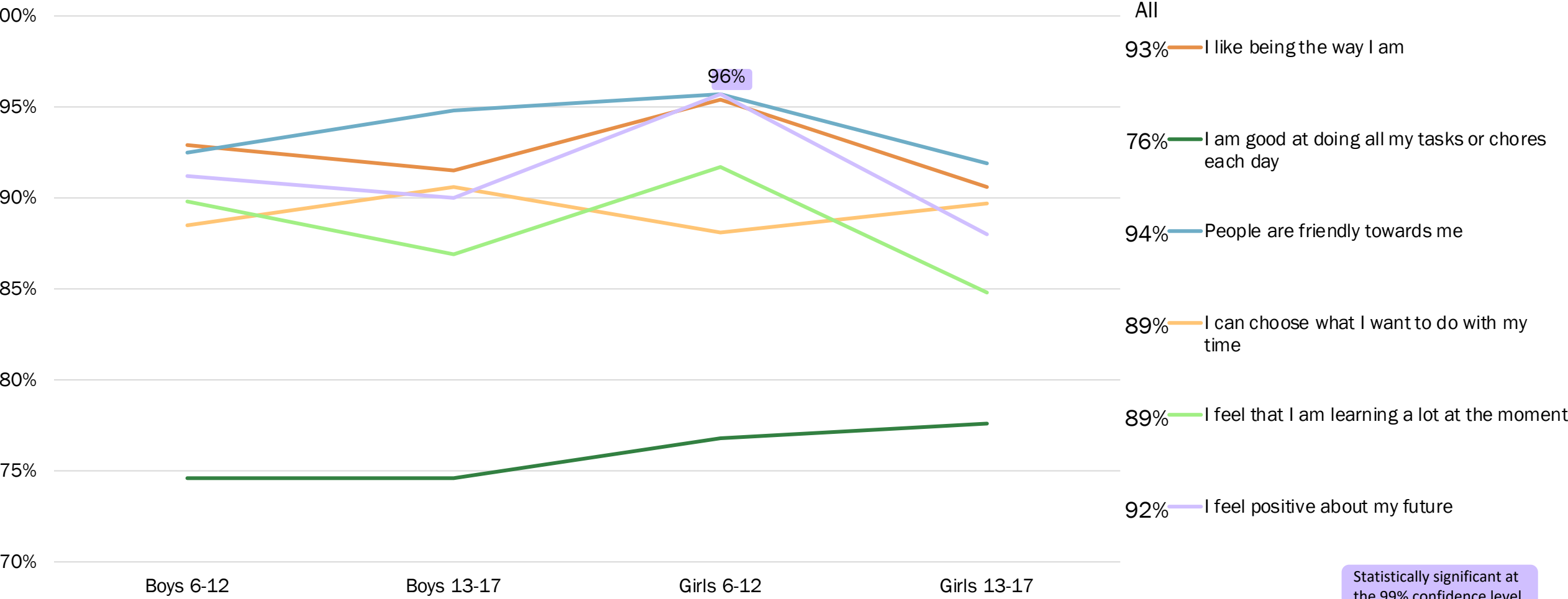


Base: 1,033: 6-17 year olds (6-9s= 346, 10-12s= 251, 13-15s= 266, 16-17= 170)

Statistically significant at the 99% confidence level

- 6 – 9 year olds (94%) agree more significantly that they are learning a lot, compared with 88% or under in other age groups. 16 – 17 year olds (95%) agree more significantly that they can choose what they want to do with their time, compared with 88% or under in other age groups.

How much do you agree with the following? - % NET Agree



Base: 1,033: 6-17 year olds (Boys 6-12= 295, Boys 13-17= 213, Girls 6-12= 302, Girls 13-17= 223)

Statistically significant at the 99% confidence level

- Girls aged 6 – 12 (96%) agree significantly more that they feel positive about their future than boys and girls in other age groups (91% or under agree).

Methodology

The survey was sent out using a panel provided by Panelbase. The panel consists of over 340,000 members spread across the United Kingdom. When recruiting people to be members of the panel, a variety of different affiliate programs and Google AdWords are used which helps to ensure that as large a spread of different people as possible is included. When running surveys, Panelbase puts quotas on the sample that complete the survey to ensure that the survey completes are nationally representative across a range of different demographic quotas.

When joining the panel, members provide a range of information which is used to target bespoke invites to Panelbase's members for surveys which they will qualify for. Upon completion of the survey, each respondent receives a small cash reward which is deposited into their Panelbase account which they can withdraw as either a BACS payment, vouchers or donate to charity.

In this research, the average completion time for the younger age group (6-9 year olds) was 10 minutes and the average completion time for the older age group (10-17 year olds) was 15 minutes.

The difference in completion times will be, in part, due to a reduced number of questions for respondents age 6-9. These respondents also received a survey with wording adjusted for their age group. Both of these decisions were made to ease comprehension for the younger children.

Overall, when completing the survey parents / guardians were present but generally did not provide children with any help. 6-9s were significantly more likely to report needing a lot or a little help. 13-15s were significantly more likely to report having a parent / guardian present but not needing help. 12-17s were significantly more likely to report having a parent/guardian present without help, or to complete the survey alone.

The research agency, Family Kids and Youth, carried out the detailed analysis of the survey results, and wrote the report.

Sample profile

The survey was started by 1,933 respondents. 250 (13%) were screened out because they did not qualify and 150 respondents (8%) abandoned the survey part way through; a further 397 respondents (21%) would have qualified but as age/gender quotas had already been met they were not asked to complete the survey. After data cleaning, the final sample included 1,033 children. For socio-economic group (SEG) and ethnicity the sample approximated the national population.

Region	Nos	%
South East	144	14%
London	138	13%
North West	116	11%
East of England	98	10%
West Midland	90	9%
South West	87	8%
Yorkshire	85	8%
East Midlands	79	8%
Scotland	76	8%
Wales	48	5%
North East	43	4%
Northern Ireland	29	3%
TOTAL	1033	-

SEG	Nos	%	Nat Pop %
AB	270	26%	27%
C1	213	21%	28%
C2	168	16%	20%
DE	152	15%	25%
No info recorded	230	22%	-
TOTAL	1033		

Ethnicity	Nos	%	Nat Pop %
White	862	83%	86%
BAME	171	17%	14%
TOTAL	1033	-	-

Gender	6-9 year olds		10-17 year olds	
	Nos	%	Nos	%
Girls	177	51%	348	51%
Boys	169	49%	339	49%
Total	346	-	687	-



DIGITAL FUTURES COMMISSION

Innovating in the interests of children and young people



**5RIGHTS
FOUNDATION**