# Supplemental Material

# Method

## Materials

The leisure questionnaire included questions on sports and physical activity, socialising, and relaxing. Activities included: creative hobbies, such as art, drawing and painting, photography and film-making, social activities such as hanging out with friends, visiting family, or going to the cinema or theatre; and relaxing activities, such as listening to music, playing computer games, or reading. For the sports and physical activity question, participants wrote in their activities, as the range of possible activities was very broad. Total engagement scores were calculated in the same way as for the creative hobbies question, based on the number of activities ticked by the participants, and how often they engaged in those activities (less than once a week = 0.5, 1-2 days a week = 1.5, 3-4 days a week = 3.5, 5-6 days a week = 5.5 and every day = 7). Engagement in sports and physical activity was included as a potential predictor of creativity but excluded from further analysis. The scores for engagement in socialising and relaxing were not included in this analysis. Activity counts, and variables relating to participation in structured and unstructured activities were also derived but were not included in this analysis.

## Procedure

Materials were piloted with young people in the target age groups to check their comprehension of the materials. At this stage, the Creative Personality Scale (Gough, 1979) was excluded from the study as the respondents were unclear on the meaning of a number of the adjectives. The data collection process was piloted with a group of postgraduate students to test the clarity of the instructions and the timing and management of the tasks and measures. Data on predicted (for the 14-15 age group) and achieved grades (for the 16-17 and 18-20 age groups) in the national General Certificate of Secondary Education exams was collected but not used in this analysis. From the digit span task, total digit span forwards, digit span backwards, and digit span sequence scores were calculated, but were not used in this analysis.

## Results

Descriptive statistics for the sociodemographic information are shown in Table S1. A chi-square test found a significant difference in gender splits between the cohorts, χ2 (4, *N* = 409) = 12.81, *p* = .012, with cohort 3 having a much smaller proportion of male participants, 6%, compared to 22% and 23% in cohorts 1 and 2 respectively. There were also differences in the ethnic mixes of the cohorts, ꭓ2 (30, *N* = 407) = 61.86, *p* = .001. Cohort 3 had a larger proportion of English/Welsh/Scottish/Northern Irish/British participants, and a smaller proportion of Pakistani participants, than both cohorts 1 and 2. Cohort 3 had a higher proportion of participants from an Irish background than cohort 2, and cohort 2 had a higher proportion of participants from any other white background than cohort 1.

Descriptive statistics and the UK norms for the longest digit span tasks are shown in Tables S2, S3 and S4.

Results of the multiple regression analysis by cohort are presented in Tables S4, S5 and S6.

# Supplemental Results

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| Table S1*Descriptive statistics for sociodemographic information of the sample*  |
| Variable | Cohort 1 (n= 134) |  | Cohort 2(n=204) |  | Cohort 3(n=71) |  | All(n=409) |
| Age |  |  |  |  |  |  |  |
| Mean | 14.91 |  | 16.91 |  | 19.00 |  | 16.62 |
| SD | 0.32 |  | 0.41 |  | 0.59 |  | 1.47 |
| Gender |  |  |  |  |  |  |  |
| Male | 29 |  | 47 |  | 4 |  | 80 |
| Female | 104 |  | 157 |  | 67 |  | 328 |
| Non-binary | 1 |  | 0 |  | 0 |  | 1 |
| Ethnicity |  |  |  |  |  |  |  |
| English/Welsh/Scottish/Northern Irish/British | 74 |  | 130 |  | 57 |  | 261 |
| Irish | 0 |  | 0 |  | 2 |  | 2 |
| Any other white background | 1 |  | 15 |  | 2 |  | 18 |
| White and Black Caribbean | 0 |  | 3 |  | 0 |  | 3 |
| White and Black African | 1 |  | 0 |  | 0 |  | 1 |
| White and Asian | 3 |  | 3 |  | 2 |  | 8 |
| Any Other Mixed / Multiple Ethnic Background | 4 |  | 1 |  | 0 |  | 5 |
| Indian | 5 |  | 10 |  | 4 |  | 19 |
| Pakistani | 28 |  | 25 |  | 1 |  | 54 |
| Bangladeshi | 8 |  | 4 |  | 0 |  | 12 |
| Chinese | 2 |  | 1 |  | 0 |  | 3 |
| Any Other Asian Background | 4 |  | 3 |  | 2 |  | 9 |
| Caribbean | 0 |  | 1 |  | 0 |  | 1 |
| African | 1 |  | 6 |  | 1 |  | 8 |
| Any Other Black / African / Caribbean background | 1 |  | 1 |  | 0 |  | 2 |
| Any Other | 0 |  | 1 |  | 0 |  | 1 |
| Missing | 2 |  | 0 |  | 0 |  | 2 |

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| Table S2Descriptives and norms for LDSF: cumulative percentages of normative sample obtaining various raw scores for LDSF |
|  | Cohorts | Norms by age group |
| Longest digit span or sequence | C1Aged 14-15 | C2Aged 16-17 | C3Aged 18-20 | 16-17 | 18-19 | 20-24 |
| 9 | 21.5 | 11.7 | 20.3 | 5.5 | 9 | 11 |
| 8 | 38.0 | 27.0 | 36.2 | 19.0 | 26.5 | 33.5 |
| 7 | 62.0 | 59.2 | 60.9 | 50.5 | 64.5 | 63.5 |
| 6 | 84.8 | 83.7 | 81.2 | 77.0 | 84.5 | 82.0 |
| 5 | 96.2 | 97.4 | 100.0 | 97.5 | 98.0 | 97.5 |
| 4 | 100.0 | 100.0 |  | 99.5 | 99.0 | 98.5 |
| 3 |  |  |  | 100 | 100 | 100 |
| 2 |  |  |  | 100 | 100 | 100 |
| 0 |  |  |  | 100 | 100 | 100 |
| Mean | 7 | 6.8 | 7 | 6.5 | 6.8 | 6.9 |
| SD | 1.4 | 1.3 | 1.4 | 1.2 | 1.2 | 1.3 |
| Median | 7 | 7 | 7 | 7 | 7 | 7 |
| *Note:* The shaded columns contain the UK norms for the ages groups closest to the ages of the three cohorts in this study, from the WAIS-IV administration and scoring manual (UK edition) (Wechsler, 2010). |

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| Table S3Descriptives and norms for LDSB: cumulative percentages of normative sample obtaining various raw scores for LDSB |
|  | Cohorts | Norms by age group |
| Longest digit span or sequence | C1Aged 14-15 | C2Aged 16-17 | C3Aged 18-20 | 16-17 | 18-19 | 20-24 |
| 8 | 2.9 | 26.3 | 22.7 | 3.5 | 3.5 | 3.5 |
| 7 | 38.2 | 42.5 | 50.0 | 9.0 | 15.5 | 15.0 |
| 6 | 61.8 | 61.7 | 69.7 | 22.5 | 34.5 | 32.0 |
| 5 | 76.5 | 81.4 | 87.9 | 53.0 | 57.5 | 64.5 |
| 4 | 97.1 | 96.4 | 100.0 | 89.0 | 90.5 | 92.0 |
| 3 | 100.0 | 100.0 |  | 99.0 | 97.5 | 99.0 |
| 2 |  |  |  | 99.5 | 100 | 100.0 |
| 0 |  |  |  | 100 |  |  |
| Mean | 6.8 | 6.1 | 6.3 | 4.8 | 5 | 5.1 |
| SD | 1.3 | 1.5 | 1.3 | 1.2 | 1.4 | 1.3 |
| Median | 7 | 6 | 6.5 | 5 | 5 | 5 |
| *Note:* The shaded columns contain the UK norms for the ages groups closest to the ages of the three cohorts in this study, from the WAIS-IV administration and scoring manual (UK edition) (Wechsler, 2010). |

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| Table S4Descriptives and norms for LDSS: cumulative percentages of normative sample obtaining various raw scores for LDSS |
|  | Cohorts | Norms by age group |
| Longest digit span or sequence | C1Aged 14-15 | C2Aged 16-17 | C3Aged 18-20 | 16-17 | 18-19 | 20-24 |
| 9 | - | - | 5.9 | 1.5 | 5 | 7 |
| 8 | - | - | 11.8 | 10.0 | 13.0 | 12.0 |
| 7 | - | - | 33.8 | 26.5 | 28.5 | 27.5 |
| 6 | - | - | 82.4 | 71.5 | 73.0 | 74.0 |
| 5 | - | - | 95.6 | 85.5 | 88.5 | 87.5 |
| 4 | - | - | 97.1 | 98.5 | 97.5 | 97.0 |
| 3 | - | - | 100.0 | 99.5 | 99 | 98.5 |
| 2 | - | - |  | 99.5 | 100 | 99.5 |
| 0 | - | - |  | 100 |  | 100 |
| Mean | - | - | 6.2 | 5.9 | 6 | 6 |
| SD | - | - | 1.3 | 1.3 | 1.3 | 1.4 |
| Median | - | - | 6 | 6 | 6 | 6 |
| *Note:* The shaded columns contain the UK norms for the ages groups closest to the ages of the three cohorts in this study, from the WAIS-IV administration and scoring manual (UK edition) (Wechsler, 2010). |

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| Table S5Significant predictors of creativity variables, p values |
|  | Fluency |  | Originality |  | Peak Originality |  | OKC |
| Variable | All | C1 | C2 | C3 |  | All | C1 | C2 | C3 |  | All | C1 | C2 | C3 |  | All | C1 | C2 | C3 |
| Openness | .000a | .000 a | .000 a | .000 a |  | .001 a | .015 | .282 | .005 a |  | .000 a | .000 a | .000 a | .000 a |  | .004 a | .055 | .057 | .244 |
| IQ | .165 | .009 | .759 | .319 |  | .393 | .553 | .861 | .458 |  | .012 | .031 | .593 | .072 |  | .766 | .220 | .422 | .753 |
| LDSF | .918 | .857 | .964 | .300 |  | .655 | .832 | .357 | .766 |  | .550 | .866 | .237 | .454 |  | .440 | .513 | .162 | .277 |
| LDSB | .149 | .774 | .101 | .339 |  | .936 | .942 | .795 | .380 |  | .684 | .823 | .451 | .167 |  | .629 | .218 | .227 | .757 |
| LDSS |  |  |  | .671 |  |  |  |  | .824 |  |  |  |  | .684 |  |  |  |  | .286 |
| Creative hobbies | .002a | .039 | .008 | .114 |  | .190 | .196 | .711 | .070 |  | .000 a | .016 | .008 | .099 |  | .287 | .556 | .167 | .479 |
| Sports | .107 | .702 | .025 | .156 |  | .637 | .457 | .887 | .454 |  | .225 | .692 | .081 | .109 |  | .653 | .198 | .995 | .676 |
| *Note*: *p* values are uncorrected. a indicates *p* values that remain significant following correction for multiple tests. |

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| Table S6Summary of the Frequentist Multiple Regressions Predicting Creativity From Openness, IQ, LDSS and Engagement in Creative Hobbies |
|  |  | Cohort 1 (n = 56) |  | Cohort 2 (n = 144) |  | Cohort 3 (n = 68) |
| Outcome variable | Predictor | B | 95% CI |  | B | 95% CI |  | B | 95% CI |
| Fluency | Openness | 0.25† | [0.00, 0.51] |  | 0.15\* | [0.01, 0.28] |  | 0.32\*\* | [0.13, 0.50] |
|  | IQ | 0.01 | [-0.05, 0.07] |  | 0.00 | [-0.04, 0.03] |  | 0.01 | [-0.03, 0.05] |
|  | LDSS |  |  |  |  |  |  | -0.09 | [-0.34, 0.16] |
|  | Creative hobbies | 0.04 | [-0.02, 0.10] |  | 0.04 | [-0.01, 0.09] |  | -0.01 | [-0.09, 0.07] |
|  | R2 | .14 |  |  | .08 |  |  | .20 |  |
|  | F | 2.78 |  |  | 4.30 |  |  | 3.96 |  |
|  | *p* | .050 |  |  | .006 |  |  | .006 |  |
|  |  |  |  |  |  |  |  |  |  |
| Overall Originality | Openness | 0.40\* | [0.00, 0.80] |  | 0.04 | [-0.11, 0.19] |  | 0.25† | [-0.03, 0.53] |
| IQ | 0.03 | [-0.06, 0.11] |  | 0.01 | [-0.03, 0.06] |  | 0.01 | [-0.05, 0.07] |
| LDSS |  |  |  |  |  |  | -0.08 | [-0.46, 0.30] |
| Creative hobbies | 0.04 | [-0.05, 0.13] |  | -0.02 | [-0.07, 0.04] |  | 0.07 | [-0.05, 0.18] |
| R2 | .13 |  |  | .01 |  |  | .13 |  |
| F | 2.62 |  |  | 0.32 |  |  | 2.27 |  |
| *p* | .060 |  |  | .812 |  |  | .071 |  |
|  |  |  |  |  |  |  |  |  |  |
| Peak Originality | Openness | 0.54† | [-0.04, 1.11] |  | 0.25† | [-0.03, 0.54] |  | 0.68\*\* | [0.20, 1.16] |
| IQ | 0.06 | [-0.07, 0.18] |  | 0.03 | [-0.04, 0.11] |  | 0.08 | [-0.03, 0.18] |
| LDSS |  |  |  |  |  |  | -0.31 | [-0.96, 0.34] |
| Creative hobbies | 0.11 | [-0.02, 0.25] |  | 0.09† | [-0.01, 0.19] |  | 0.03 | [-0.17, 0.24] |
| R2 | .17 |  |  | .08 |  |  | .20 |  |
| F | 3.66 |  |  | 4.05 |  |  | 4.04 |  |
| *p* | .018 |  |  | .008 |  |  | .006 |  |
|  |  |  |  |  |  |  |  |  |  |
| OKC | Openness | 1. 19 | [0.87, 1.62] |  | 1.11 | [0.94, 1.31] |  | 1.21 | [0.86, 1.69] |
| IQ | 0.96 | [0.90, 1.03] |  | 1.00 | [0.96, 1.05] |  | 0.97 | [0.90, 1.04] |
| LDSS |  |  |  |  |  |  | 1.31 | [0.82, 2.08] |
| Creative hobbies | 0.96 | [0.89, 1.04] |  | 1.02 | [0.97, 1.09] |  | 1.00 | [0.88, 1.14] |
| R2 | .06 |  |  | .03 |  |  | .07 |  |
| χ2 | 2.56 |  |  | 3.44 |  |  | 3.24 |  |
| *p* | .465 |  |  | .329 |  |  | .519 |  |
| *Note:* The sample sizes do not add up to the total for all cohorts because the inclusion of the additional predictor, LDSS, reduces the sample for cohort 3 by 3. LDSS was only obtained for cohort 3.†*p* < .10. *\*p* < .05. \*\**p* < .01. \*\*\**p* < .001.  |

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| Table S7Summary of the Bayesian Multiple Regressions Predicting Creative Potential From Openness, IQ, LDSS and Engagement in Creative Hobbies |
|  | Fluency |  | Overall Originality |  | Peak Originality |
|  | Model predictors | BF10 | R2 |  | Model predictors | BF10 | R2 |  | Model predictors | BF10 | R2 |
| Cohort 1 | Null model | 1.00 | .00 |  | Null model | 1.00 | .00 |  | Null model | 1.00 | .00 |
|  | Openness | 4.16 | .11 |  | Openness | 4.04 | .11  |  | Openness + Creative hobbies | 4.91  | .16  |
|  | Openness + Creative hobbies | 2.50 | .14 |  | Openness + Creative hobbies | 1.85  | .12  |  | Openness  | 4.76  | .12  |
|  | Openness + IQ | 1.45 | .11 |  | Openness + IQ | 1.59 | .12  |  | Creative hobbies | 3.03  | .10  |
|  | Creative hobbies | 1.35  | .07  |  | Creative hobbies | 0.87  | .05  |  | Openness + IQ + Creative hobbies | 2.53  | .17  |
|  | Openness + IQ + Creative hobbies | 1.02  | .14  |  | Openness + IQ + Creative hobbies | 0.86  | .13  |  | Openness + IQ  | 2.20  | .13  |
|  | IQ + Creative hobbies | 0.54  | .07  |  | IQ + Creative hobbies | 0.42  | .06  |  | IQ + Creative hobbies | 1.63  | .12  |
|  | IQ  | 0.33  | .01  |  | IQ  | 0.39  | .02  |  | IQ  | 0.49  | .03  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Cohort 2 | Null model | 1.00 | .00 |  | Null model | 1.00 | .00 |  | Null model | 1.00 | .00 |
|  | Openness | 14.32 | .06 |  | IQ  | .23  | .00  |  | Openness + Creative hobbies | 6.94  | .08  |
|  | Openness + Creative hobbies | 13.14 | .08 |  | Creative hobbies | .20  | .00  |  | Openness  | 6.50  | .05  |
|  | Creative hobbies | 6.58 | .05 |  | Openness  | .19  | .00  |  | Creative hobbies | 6.05  | .05  |
|  | Openness + IQ + Creative hobbies | 3.65 | .08  |  | IQ + Creative hobbies | .07  | .01  |  | Openness + IQ + Creative hobbies | 2.69 | .08  |
|  | Openness + IQ  | 3.36 | .07  |  | Openness + IQ  | .06  | .00  |  | IQ + Creative hobbies | 2.30  | .06  |
|  | IQ + Creative hobbies | 1.56  | .05  |  | Openness + Creative hobbies | .06  | .00  |  | Openness + IQ  | 2.06  | .06  |
|  | IQ  | 0.18 | .00  |  | Openness + IQ + Creative hobbies | .02  | .01  |  | IQ  | 0.30  | .01  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Cohort 3 | Null model | 1.00 | .00 |  | Null model | 1.00 | .00 |  | Null model | 1.00 | .00 |
|  | Openness  | 128.87 | .19 |  | Openness  | 6.30  | .11  |  | Openness  | 66.62  | .17  |
|  | Openness + LDSS  | 39.63 | .20 |  | Openness + Creative hobbies | 3.25  | .12  |  | Openness + IQ | 32.45  | .19  |
|  | Openness + IQ  | 34.46 | .19 |  | Creative hobbies | 2.20  | .07  |  | Openness + LDSS | 20.74 | .18  |
|  | Openness + Creative hobbies | 34.41  | .19  |  | Openness + LDSS  | 1.99  | .11  |  | Openness + Creative hobbies  | 18.10  | .18  |
|  | Openness + IQ + LDSS  | 13.99  | .20  |  | Openness + IQ  | 1.90  | .11  |  | Openness + IQ + LDSS | 15.39  | .20  |
|  | Openness + Creative hobbies + LDSS  | 13.12  | .20  |  | Openness + LDSS + Creative hobbies | 1.23  | .13  |  | Openness + IQ + Creative hobbies | 10.90  | .19  |
|  | Openness + IQ + Creative hobbies | 11.42  | .19  |  | Openness + IQ + Creative hobbies | 1.19  | .12  |  | Openness + LDSS + Creative hobbies | 6.97  | .18  |
|  | Openness + IQ + Creative hobbies + LDSS  | 5.29  | .20  |  | IQ + Creative hobbies | 0.81  | .08  |  | Openness + IQ + LDSS + Creative hobbies | 5.90  | .20  |
|  | Creative hobbies | 0.63  | .03  |  | Openness + IQ + LDSS  | 0.75  | .11  |  | IQ + Creative hobbies  | 1.20 | .09  |
|  | IQ  | 0.38  | .01  |  | LDSS + Creative hobbies | 0.72  | .07  |  | Creative hobbies | 1.06  | .05  |
|  | IQ + Creative hobbies | 0.31  | .05  |  | Openness + IQ + LDSS + Creative hobbies | 0.53  | .13  |  | IQ | 0.92  | .05  |
|  | LDSS  | 0.27  | .00  |  | IQ + LDSS + Creative hobbies | 0.34  | .08  |  | IQ + LDSS + Creative hobbies | 0.66  | .10  |
|  | Creative hobbies + LDSS  | 0.24  | .04  |  | IQ  | 0.30  | .01  |  | IQ + LDSS | 0.44  | .06  |
|  | IQ + LDSS  | 0.16  | .02  |  | LDSS  | 0.25  | .00  |  | LDSS + Creative hobbies | 0.38  | .05  |
|  | IQ + Creative hobbies + LDSS  | 0.16  | .05  |  | IQ + LDSS  | 0.12  | .01  |  | LDSS  | 0.27  | .00  |
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| Table S8*Correlations between creativity and predictor variables for the whole dataset* |
|  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Fluency | *p* value | - | **.475** | < .001 | **.874** | < .001 | .029 | .565 | **.299** | < .001 | .071 | .165 | .006 | .918 | .089 | .149 | **.185** | .002 |
| BF10 |  | > 100 | > 100 | 0.08 | > 100 | 0.17 | 0.07 | 0.22 | 8.89 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | Overall originality | *p* value | *N* = 407 | - |  | **.654** | < .001 | -.099 | .051 | **.161** | .001 | .079 | .393 | -.024 | .655 | .005 | .936 | .079 | .190 |
| BF10 |  |  | > 100 | 0.42 | 12.76 | 0.09 | 0.08 | 0.08 | 0.18 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Peak originality | *p* value | *N* = 407 | *N* = 407 | - |  | -.026 | .604 | **.310** | < .001 | .129 | .012 | -.032 | .550 | .065 | .292 | **.215** | < .001 |
| BF10 |  |  | 0.07 | > 100 | 1.47 | 0.08 | 0.13 | 48.99 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | OKC raw score | *p* value | *N* = 388 | *N* = 388 | *N* = 388 | - |  | .134 | .008 | .082 | .872 | .038 | .488 | .035 | .574 | .082 | .180 |
| BF10 |  |  | 2.08 | 0.07 | 0.09 | 0.09 | 0.19 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Openness | *p* value | *N* = 407 | *N* = 407 | *N* = 407 | *N* = 390 | - |  | .124 | .016 | .074 | .172 | .053 | .392 | **.394** | < .001 |
| BF10 |  |  | 1.18 | 0.17 | 0.11 | > 100 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | IQ | *p* value | *N* = 379 | *N* = 379 | *N* = 379 | *N* = 363 | *N* = 381 | - |  | .058 | .296 | **.220** | < .001 | .008 | .902 |
| BF10 |  |  | 0.12 | 46.39 | 0.08 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | LDSF | *p* value | *N* = 342 | *N* = 342 | *N* = 342 | *N* = 327 | *N* = 344 |  | - |  | **.373** | < .001 | .052 | .400 |
| BF10 |  |  | > 100 | 0.11 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | LDSB | *p* value | *N* = 267 | *N* = 267 | *N* = 267 | *N* = 254 | *N* = 267 | *N* = 267 | *N* = 267 | - |  | .056 | .404 |
| BF10 |  |  | 0.12 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | Creative hobbies | *p* value | *N* = 279 | *N* = 79 | *N* = 279 | *N* = 270 | *N* = 281 | *N* = 273 | *N* = 265 | *N* = 221 | - |  |
| BF10 |  |  |
|  | *Note:* Correlation r values are shown above the diagonal, with the *p* values from the frequentist correlations, and the Bayes Factors from the Bayesian correlations. Correlations that have a *p* value < .05, and a BF10 > 3 are indicated in bold. N is shown below the diagonal. |  |

Leisure Questionnaire

We'd like you to tell us what you do when you're not at school, or doing school work. The questions will cover 5 areas:

 Hobbies and interests Sports and physical activity Socialising Relaxing Work

Q1. Hobbies and interests. What hobbies or interests do you have?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Thinking back over the last month, please tell us which ones you do and how often by ticking in the blue squares. |  |  | For the activities that you do, please tick in the green squares to tell us who you do them with. Please tick all the boxes that apply. |
|  | Never | Less than once a week | 1-2 days a week | 3-4 days a week | 5-6 days a week | Every day |  |  | With a club, tutor or coach | With my friends or family | On my own |
| Playing a musical instrument | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Art, drawing, painting | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Drama | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Singing | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Crafts, making things | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Photography or film-making | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Writing music | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Writing stories or poetry | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Using a computer to create artworks or animation | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Computer coding, or developing computer games | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Making videos for YouTube channels | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Other (please write in here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Other (please write in here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
| Other (please write in here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |

Q2. Sports and physical activity.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Please write in the sports and physical activities that you do | Thinking back over the last month, please tell us which ones you do and how often by ticking in the blue squares. |  |  | For the activities that you do, please tick in the green squares to tell us who you do them with. Please tick all the boxes that apply. |
| Never | Less than once a week | 1-2 days a week | 3-4 days a week | 5-6 days a week | Every day |  |  | With a club, tutor or coach | With my friends or family | On my own |
|  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
|  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
|  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
|  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
|  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
|  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
|  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |
|  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  |  | 🞏 | 🞏 | 🞏 |

Q3. Socialising. Thinking back over the last month, please tell us what you do when you're spending time with your friends or family, and tell us how often you do it, by ticking the squares in the blue box.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | Never | Less than once a week | 1-2 days a week | 3-4 days a week | 5-6 days a week | Every day |
| Hanging out with your friends at your/their homes  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Shopping | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Going out for drinks or food | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Going out to listen to music or see a band | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Going to sports events | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Going to the cinema or the theatre | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Visiting places with your family | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Visiting family or friends | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Attending church, mosque, temple or synagogue | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Other (please write in here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Other (please write in here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Other (please write in here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

Q4. Relaxing. Thinking back over the last month, please tell what you like to do when you're relaxing at home, and tell us how often you do it, by ticking the squares in the blue box.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Never | Less than once a week | 1-2 days a week | 3-4 days a week | 5-6 days a week | Every day |
| Listening to music | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Watching programmes on TV, Netflix, YouTube etc. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Playing computer games | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Playing board games | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Reading | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| On my smartphone/the internet | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Other (please write in here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| Other (please write in here \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

|  |
| --- |
| Q5. Do you have a job?  |
| Please tell us what you do:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Please tell us how many hours a week you work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_If you have more than one job, you can add them in below: |

Please tell us what you do: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please tell us how many hours a week you work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please tell us what you do: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please tell us how many hours a week you work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Q6. Is there anything else that you like to do that you haven't had the opportunity to tell us about? If so, please tell us what it is, & how often you do it. |