

Oregon's Statewide Comprehensive Outdoor Recreation Plan (SCORP)

Encouraging Youth Outdoor Recreation Participation in Oregon

Full Report

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TABLE OF CONTENTS

1. Background.....	2
2. Data Presentation And Statistical Significance	3
3. Survey Methodology	3
4. Maximizing Data Accuracy.....	5
5. Outdoor Recreation Participation.....	7
6. Outdoor Skills.....	25
7. Programs	32
8. Safety And Accessibility.....	37
9. Demographics.....	40
10. Youth Survey	41
11. Summary.....	50
Appendix A: Survey Instruments.....	53

1. BACKGROUND

In preparation for the 2008-2012 Oregon Statewide Comprehensive Outdoor Recreation Plan (SCORP), the Oregon Parks and Recreation Department (OPRD) contracted Oregon State University (OSU) to conduct a survey of Oregon youth and their parents. This research was motivated by a concern that youth involvement in outdoor recreation has been decreasing, which may reduce the physical and mental health benefits of recreation, as well as future support for outdoor recreation and the natural areas where it occurs.¹

Analysis of previous SCORP results indicates that participation in traditional outdoor recreation activities is decreasing, and this may be due to decreasing youth participation. Though comprehensive data on this topic is lacking, anecdotal information and available literature suggest that youth participation in outdoor activities is decreasing because of several factors, including:

- Increased urbanization and development of open space, which increases distance from natural areas.
- Busy and structured lives that reduce free time.
- Greater youth focus on electronic activities (TV, video games, and the internet).
- Safety concerns associated with allowing children to be unsupervised away from home.

Louv² notes that the amount of time children spent in organized sports increased 27% between 1981 and 1997, but that this has come at the cost of “unstructured outdoor play.” He notes that reduced outdoor activity is due in part to safety concerns, particularly on behalf of parents. For example, a study of three generations of 9-year olds found that, by 1990, the radius around the home where children were allowed to roam had shrunk to a ninth of what it was in 1970. Similarly, 41% of children aged 8 to 11 worry about being safe in their neighborhoods. A recent California study³ found that access to a safe park increased the percent of adolescents engaging in physical activity from 67% to 72%. The effect was greater amongst youth in urban areas. The Afterschool Alliance found that only 10% of Oregon’s K-12 youth participate in afterschool programs, but 23% of children not in such programs indicated they would be likely to participate if such a program were available in their community.⁴

The goal of this survey project was to better understand current youth outdoor recreation patterns in Oregon, the extent to which recreation participation and development of outdoor skills has changed in the past generation, and current and potential participation in outdoor programs. The evaluation included assessment of constraints and parental priorities for such programs, as well as parental perceptions of safety and access to natural areas. The project involved surveys of both parents and youth.

This document is the full report. A summary report is also available on the OPRD website at <http://egov.oregon.gov/OPRD/PLANS/SCORP.shtml>.

¹ On the link between recreation participation and support for natural area conservation, see Place, G. 2004. Youth recreation leads to adult conservation. *Parks and Recreation*, February, pp. 29-38.

² Louv, R. 2005. *Last child in the woods: Saving our children from nature-deficit disorder*. Algonquin Books: Chapel Hill, NC.

³ Babey, S.H., E.R. Brown and T.A. Hastert. 2005. Access to Safe Parks Helps Increase Physical Activity Among Teenagers. Report of project funded by Robert Wood Johnson Foundation.

⁴ http://www.afterschoolalliance.org/states_docs/pdfs/OR.pdf

2. DATA PRESENTATION AND STATISTICAL SIGNIFICANCE

For ease of reading, numbers are rounded in this report. In most cases, whole numbers are used, but in some cases one decimal place is used to provide greater precision. Rounding may lead to some percentages not totalling 100.

All averages in this report are means rather than medians. For many variables there is a small number of “missing values.” For example, some people did not answer the income question. Percentages shown in this report are “valid percentages” unless otherwise noted. Valid percentages adjust for missing values and total 100. Where space allows, numbers in bar graphs show specific percentages across categories.

The following variables are used to analyze bivariate relationships: child age, child gender, household location (urban, suburban, or rural), household income, and respondent education. For example, Figure 2 shows how days spent in outdoor activities varies by the age of the child. An asterisk next to a series name indicates significance. Statistical significance reflects the likelihood that a relationship found in this sample (e.g., days engaged in outdoor activities differs across age groups) reflects a relationship in the Oregon population as a whole. Significance indicates there is a difference somewhere in the relationship, but not necessarily across all categories. For example, in Figure 2, the difference in Days between the age categories of 3-5 and 6-11 is not significant. Nor is the difference between 6-11 and 12-14. However, the difference between 12-14 and 15-17 is significant. A cut-off of $\alpha=0.05$ is used for significance tests.⁵ The tests vary depending on the types of variables, but they are primarily chi-square and ANOVA tests (details are available from the author).

It is important to remember that such analyses are susceptible to confounding factors. For example, respondents with lower education levels are more likely than others to be found in households with lower income. The same is true for respondents living in rural areas. Multivariate statistical techniques, such as regression, can be used to isolate the effect of individual explanatory variables. However, use of such techniques is limited by correlation between the explanatory variables (e.g., education and income are correlated with each other, so the individual effect of each is difficult to isolate).

3. SURVEY METHODOLOGY

In order to obtain a “family-intense” sample, lists of names and addresses were purchased from commercial providers. The initial sample came from Affordable Samples, Inc. and a second wave sample came from Survey Sampling, Inc. The sample was geographically stratified to ensure statewide coverage; weighting was used to adjust for this stratification.

For each name in the sample, the recipient was asked to complete the parent survey. That survey included questions about the parent, but most of the questions related to the child (aged 3 through 17) in the household with the most recent birthday. If the recipient did not have a child in this age range, s/he was instructed to skip the child-focused questions. If the parent had children between the ages of 12 and 17, those children were asked to complete the brief youth

⁵ Several tests generated p values between 0.05 and 0.10, so several additional differences would be statistically significant if a more “relaxed” cutoff were used.

survey (up to two per household). The youth survey also was available via the Survey Monkey web site.

This methodology provides data on parental outdoor recreation behavior, parental perception of their child’s behavior, and youth self-reporting of preferences and behavior. “Child” is used as an adjective when referring to parental reports of their child (in the parent survey) and “youth” is used when referring to youth self-reports (in the youth survey). Thus, “child age” is the age of the child for whom parents report behavior and “youth age” is the age of the youth reporting his/her own behavior.

Each recipient was sent the following correspondence:

- A “pre-letter” from OPRD explaining the reason for the survey and encouraging participation.
- The surveys (parent and two youth surveys), with cover letter and postage paid reply envelope, from OSU.
- A reminder letter from OSU, sent to recipients who had not returned their survey within one week.
- A reminder and replacement surveys, with cover letter and postage paid reply envelope, from OSU, sent to recipients who had not returned their survey within three weeks.

To maximize response rates, all respondents (persons completing and returning the survey) were entered into a drawing to receive one of several Oregon State Park day-use passes.

The above mailing process was first conducted on a pre-test sample of 200 recipients. The survey was modified based on responses, and the full survey administration involved a sample of 2,507 recipients. The modification was sufficiently limited that pre-test results could be combined with full sample results for this analysis. The response rate was not as high as expected, so a second wave administration was conducted with a sample of 1,005 recipients.

Response rates are shown in Table 1. Some surveys were undeliverable (and some names in the list were duplicates). Of those delivered, 18% of the parent surveys were completed and returned. In some cases, a second survey was received from the same recipient, presumably one completed by a spouse; those surveys were not included in the data. An additional 43 youth surveys were received without a corresponding parent survey; these are not included in the response rate calculation. A total of 354 youth surveys were completed and returned, with 10 of these being completed via the web. Of the 637 parent surveys, 365 included data on child recreation behavior; the remaining respondents are assumed not to have children in the target age range.

	Number	% of mailed	% of delivered
Mailed	3,712		
Delivered	3,517	95	
Returned	637	17	18

Three parent surveys involved child ages outside the target range of 3 through 17. For these surveys, responses regarding parent behavior were retained, but child responses were deleted. Likewise, five responses by youth older than 17 were deleted.

Two qualifications on the youth data are important to consider. First, the intended age range for the youth surveys was 12 to 17, but several of the completed surveys involved youth under 12. Because these represented almost a third of all completed youth surveys, they are retained in the analysis. These responses may be unrepresentative of all youth insofar as those that followed the 12 to 17 guideline may differ from those that did not. In addition, this included youth as young as three years old, so some youth responses presumably reflect parental reporting rather than youth reporting.

Second, 33 of the youth surveys had the same identification number. Because responses varied across these 33 surveys, as did reported gender and age, it is assumed that the youth recipient made copies of the survey for his/her friends (rather than one person attempting to bias results with multiple entries of the same response pattern). These responses were all in the 12 to 17 target range and were included in the data. Parental information, including income, was only available for the recipient in this multiple-survey case, so those youth surveys were weighted based on the characteristics of the recipient's parent.

Lastly, the survey was conducted during the fall 2006/winter 2007 period. As a result, responses may be more focused on winter recreation activities than would be the case if the survey were conducted during the summer.

4. MAXIMIZING DATA ACCURACY

The goal of surveys such as this one is to use a sample (limited number of respondents) to obtain information on the population (everyone of interest, in this case all Oregon households with children aged 3 through 17). Because only a portion of the population is sent a survey, and not all recipients complete the survey, this type of data collection is susceptible to various sources of error.⁶ Survey administrators often focus on sampling error, increase sample size to reduce it, and report its magnitude. However, sampling error varies across analyses, based on sample size and the variability of responses for each question. Moreover, sampling error is only one potential source of error. Non-response error may be more important, especially as survey response rates decrease over time. The survey administration reported here addressed the four main sources of error.

- **Coverage error** was addressed through the use of the commercial sampling frames drawn specifically to include “child intense” households.
- **Sampling error** was addressed through a sample size large enough to minimize sampling error.
- **Measurement error** was addressed through an extensive survey development, review, and pre-test process.
- **Non-response error** was addressed by 1) maximizing response rates via multiple mailings and provision of an incentive and 2) identifying and correcting for potential non-response error.

⁶ For a good introduction to survey errors, see Chapter 2 in Salant, P. & Dillman, D. A. (1994). *How to conduct your own survey*. NY: John Wiley & Sons, Inc..

Non-response error arises when those who complete the survey (respondents) differ from those who do not (non-respondents) on a variable of interest. For example, recipients in households with children that actively engage in outdoor recreation may be more likely than others to complete the survey. This potential error jeopardizes conclusions about the population based on responses in the sample. It is not possible to fully detect and correct for potential non-response error, but it is assessed by 1) comparing respondents with demographic characteristics derived from US Census data and 2) comparing respondents and non-respondents on selected variables. It is corrected using non-response weighting.

Responses were first weighted by county and then by income and gender. Data for Oregon households with children, broken down by income, gender, and county were not available. Therefore, US Census PUMS data for Oregon were used to estimate household income distribution for Oregon households with children. In the absence of more refined data, it was assumed that income was gender neutral – that males and females were equally likely to live in households with a given level of income. The result is a data set that is balanced for income and gender. Youth responses were given the same weights as the associated parent.

A random selection of non-respondents (recipients who did not complete and return the survey) was called to assess the potential for non-response bias. The number of contacted non-respondents is too small to make definitive conclusions, but their responses provide guidance on the existence of systematic bias, including avidity bias. Avidity bias would result if parents with children active in outdoor recreation were more likely to complete the survey than were parents with inactive children. The 49 completed responses compare to the overall sample of respondents as follows.⁷ With respect to presence of a child in the target age range, 57% of respondents and 69% of non-respondents had a child in the range.

Table 2 shows the age distribution in the sample of respondents, non-respondents, and population (U.S. Census 2006 estimates for Oregon). Relative to the census data, and non-respondents, respondents tend to be over-represented in terms of children in the 6-11 age group and under-represented in the youngest and oldest age groups. Children 6-11 are the largest group within both the sample and the population, so this report includes results by age group to ensure presentation of the characteristics of all age groups.

Age (years)	Sample (respondents)	Non-respondents	Population (census)
3-5	16	18	19
6-11	46	29	39
12-14	21	29	20
15-17	17	24	21

Table 3 shows gender distribution for the sample, which approximates the balance in the population. Non-respondents were somewhat more likely to have girls (53% versus 49% in the sample).

⁷ Because the key issue is whether the weighted respondent sample is biased, non-respondent results are compared with the weighted sample rather than with the unweighted sample.

	Percent
Girl	49
Boy	51

Relative to children in the respondent sample, those in the non-respondent group on average spent approximately twice as many days engaged in general play at neighborhood parks/playgrounds. This large difference may be due to chance, but it suggests that respondent children are not unusually active in outdoor recreation. Likewise, relative to children in the respondent sample, children in the non-respondent group are more likely to spend more time engaged in outdoor play not at school, relative to their parents. With respect to ability to pitch a tent, relative to parental ability as child, children in the non-respondent sample also score higher than children in the respondent sample. Given the small non-respondent group, one would expect differences that are consistent with the chance inherent in sampling. Most importantly, the data do not indicate the presence of avidity bias—if anything, they indicate that children of non-respondents are more active.

In summary, significant attention has been given in this survey administration and analysis to the minimization of error and correction of factors that may lead to bias. The result is a dataset that provides a more accurate picture of the statewide population than is typical of such surveys.

Surveys of this type always involve reported behavior, attitudes, and preferences. In the case of parental reporting on children, the following results also involve parental assessments and evaluations of their children, rather than simply of themselves. There is very limited data on this topic, so the following results provide important insight on youth recreation despite these caveats.

Results are presented by topic and generally follow their order of presentation in the survey. Some survey question wording is retained and shown in italics. The full surveys (parent and youth) are reproduced in Appendix A.

Short open-ended responses were classified into categories by project staff. Some categories may be similar to each other, and not all responses fit “cleanly” into one category. Nonetheless, this classification allows a quantitative overview of responses.

5. OUTDOOR RECREATION PARTICIPATION

Parents reported on their own outdoor recreation participation and that of a randomly selected child in their household between the ages of 3 and 17. Participation was reported as number of days the parent and the child engaged in each of 28 activities in Oregon in the past year (full wording for each activity is presented in the survey in Appendix A). **Participation intensity** is the average number of days people engage in the activity; persons who do not engage in the activity are given a value of 0 days. Each respondent was then classified as either participating (1 or more days) or not participating in each activity (0 days). **Participation rate** is the percentage of respondents that engage in the activity.

Table 4 shows intensity and rate by activity. One outlier was excluded from these calculations – this was an observation involving a child with a reported 2,630 days of participation, an average

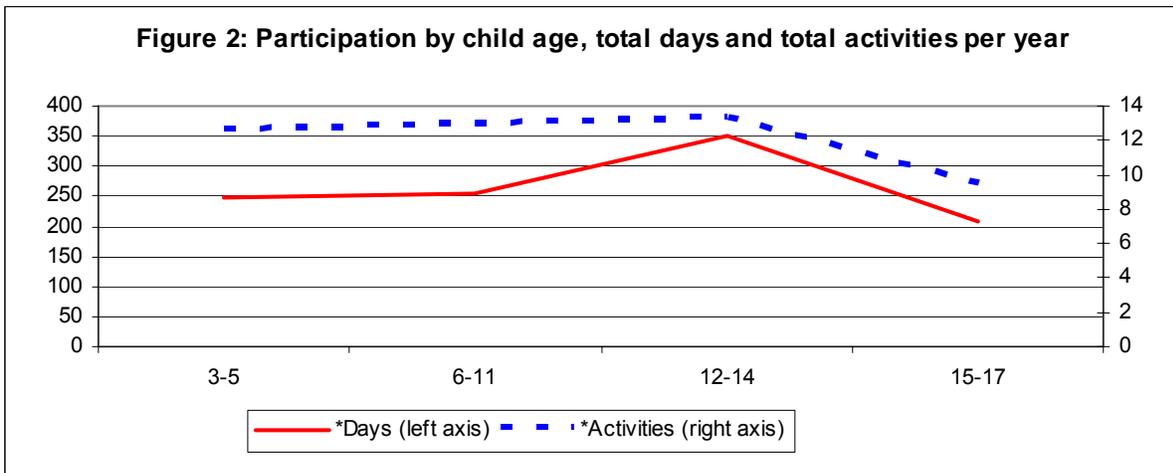
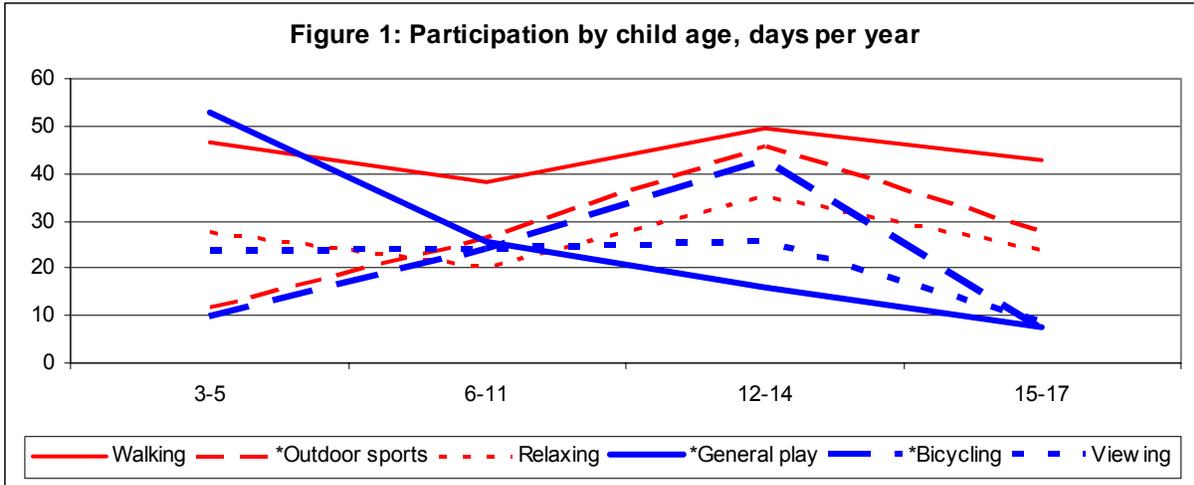
of engaging in more than seven of these activities each day across the year. Due to the overall sample size and the small weight on the outlier observation, its removal had only modest effect on the results shown below.

For parents, the highest intensity activities are walking, viewing natural features, and relaxing/hanging out. For children, walking is the highest intensity activity, followed by outdoor sports/games, relaxing/hanging out, and general play at neighborhood parks/playgrounds. Though not displayed in Table 4, the correlation between parental participation and child participation was positive and statistically significant for each activity except skateboarding. In other words, high levels of participation in a given activity by children are associated with high levels by their parents.

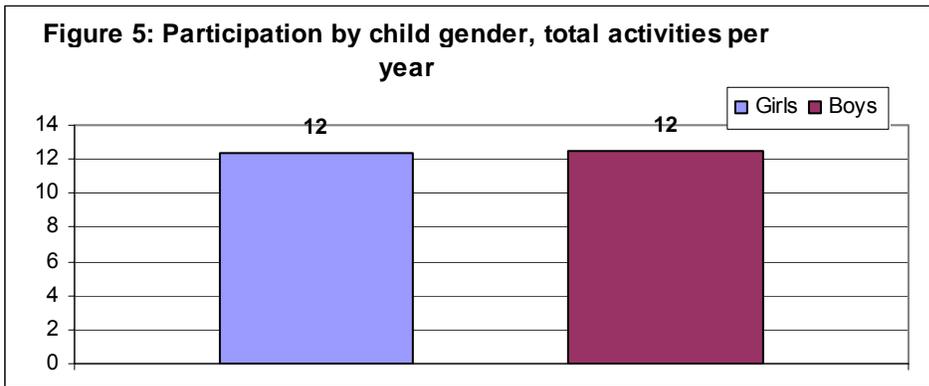
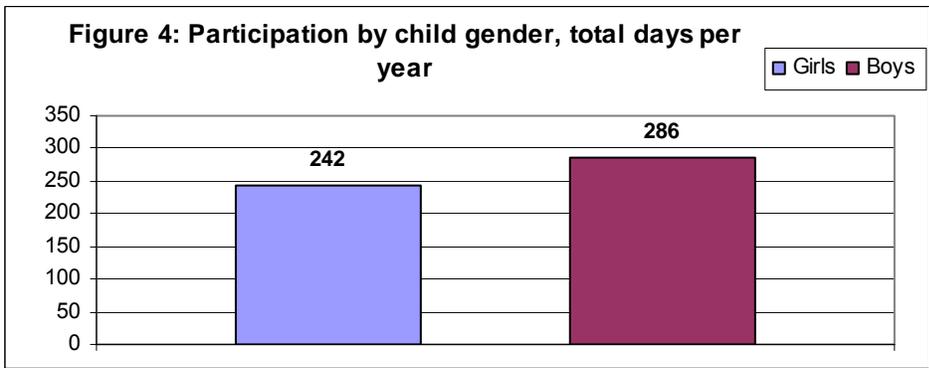
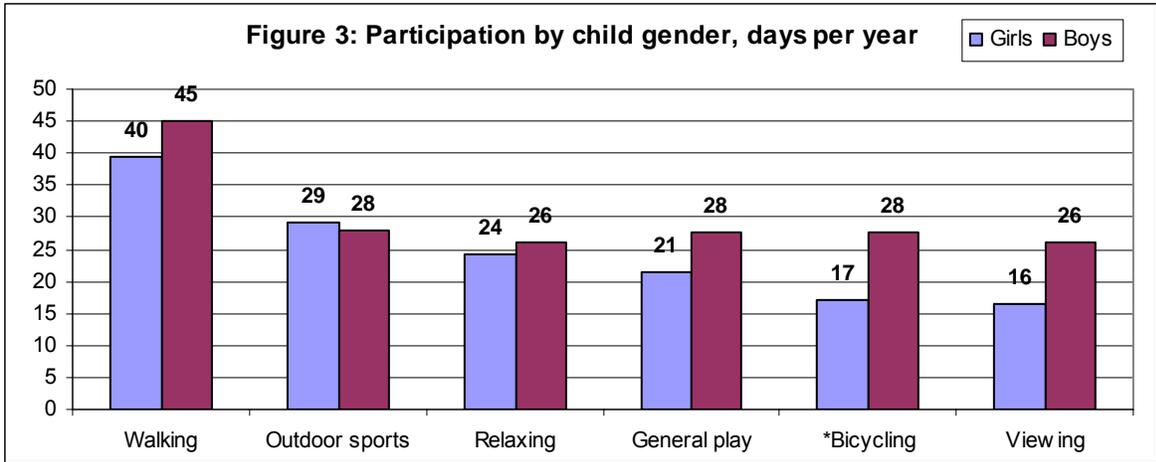
Activity	Parent		Child	
	Rate (percent participat.)	Intensity (mean days)	Rate (percent participat.)	Intensity (mean days)
Walking (on streets, sidewalks, etc.)	74	63	80	43
Jogging or running for exercise	24	15	27	12
Day hiking on trails	57	9	65	7
Picnicking and family gatherings	69	8	77	8
Relaxing, hanging out, etc.	56	25	64	25
General play at neighborhood park / playground	52	13	80	25
Bicycling on paved roads / paths	43	12	65	23
Mountain biking (single track / dirt road)	13	2	15	5
Skateboarding	2	1	17	6
Horseback riding	12	2	19	3
Off-highway vehicle travel	22	4	22	3
Camping (tents, cabins, or RVs)	57	6	62	6
Hunting	18	4	11	1
Fishing	41	6	45	3
Motorized boating	27	3	30	2
Floating / paddling	29	2	30	2
Rock climbing / bouldering / mountaineering	5	0	9	1
Ocean or freshwater beach activities	67	7	73	6
Winter skiing / sledding / snowshoeing	29	1	46	3
Viewing natural features (scenery, wildlife, etc.)	60	26	58	22
Visiting a nature center or nature trail	53	3	57	3
Visiting historic sites	53	3	57	2
Outdoor photography, painting, drawing	23	6	15	4
Nature study	12	3	16	1
Gathering mushrooms or other natural products	36	4	37	4
Driving for pleasure on roads	52	16	42	6
Outdoor sports and games	40	12	69	28
Swimming in an outdoor pool	37	7	65	14

The following bivariate analyses present results for the Top 6 highest intensity child activities (all activities with at least 20 days of participation per year on average), as well as overall days and overall number of activities participated in. Overall days is the sum of days across all activities for each child. Overall number is the count of all activities that each child participated in for at

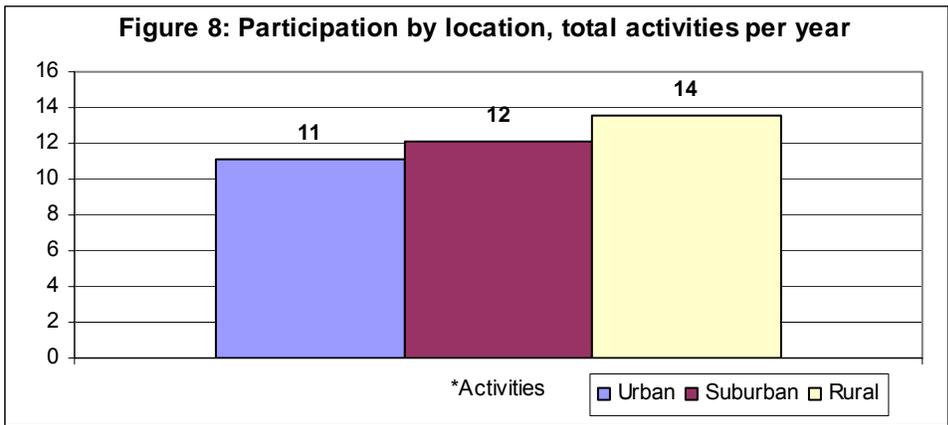
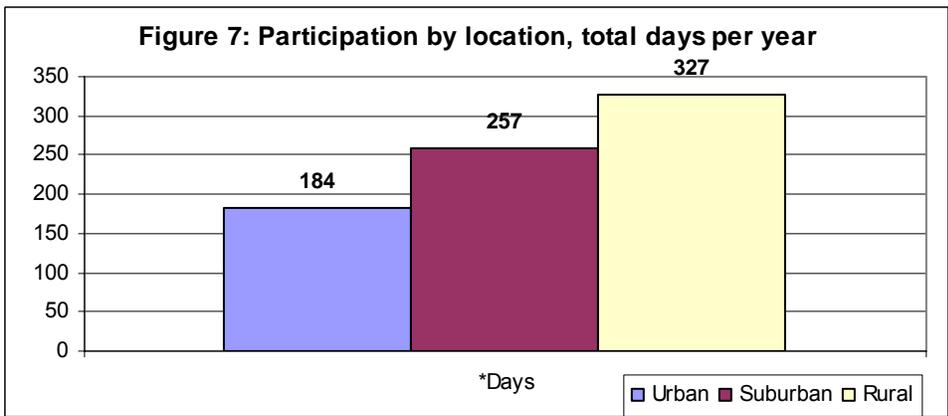
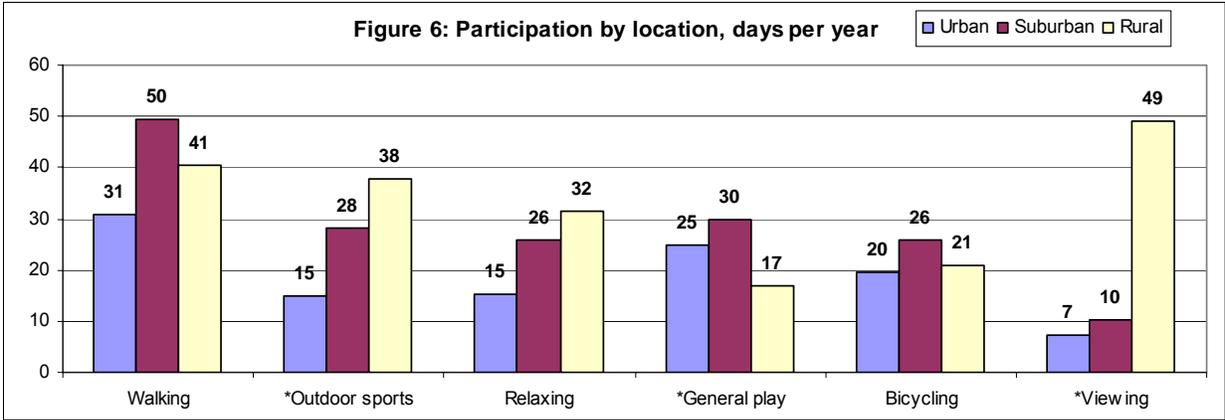
least one day during the past year. Figure 1 and Figure 2 show participation across age groups. Figure 2 shows that participation increases, with respect to both total number of days and total number of activities participated in, up to the 12-14 year old category; it then falls for children in the 15-17 category. With respect to individual activities, general play consistently decreases with age, whereas other activities tend to peak with children 12-14 years old. Differences that are statistically significant across age groups are shown with an asterisk. For example, the differences in walking are not statistically significant, but the differences in outdoor sports are.



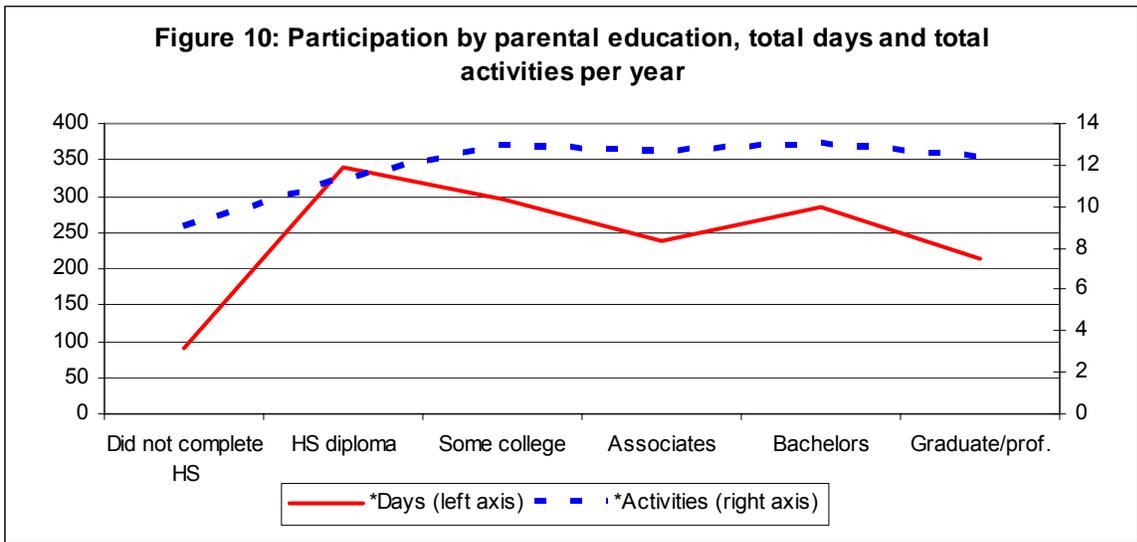
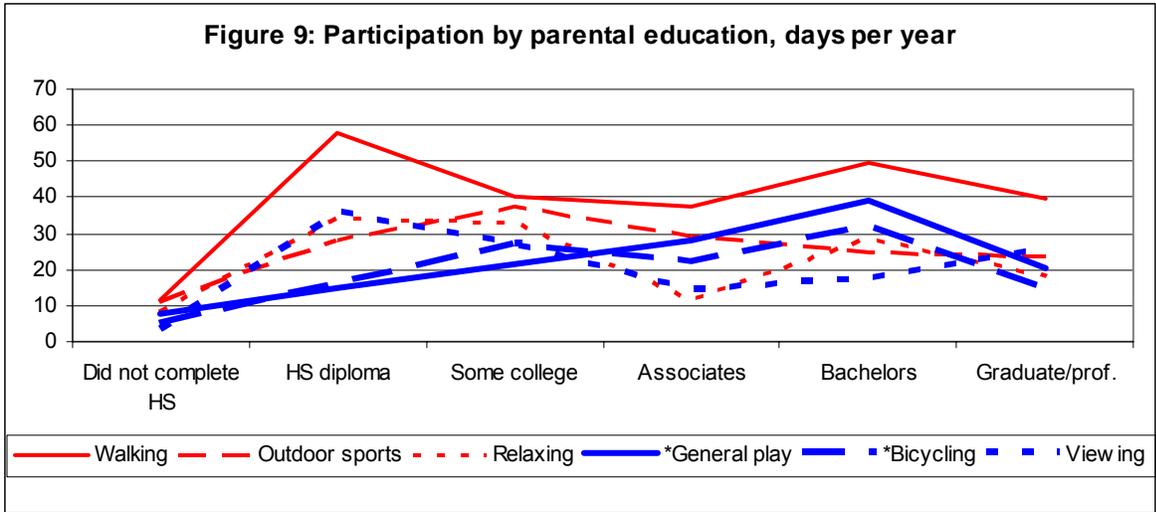
Figures 3 through 5 show children's participation by gender. The only difference that is statistically significant is bicycling.



Figures 6 through 8 show children’s participation by location. The most noticeable difference is in viewing natural features, though there are also differences in outdoor sports and general play. However, note that the general play refers specifically to neighborhood parks and playgrounds. It is possible that children in rural areas engage in outdoor play more often, but in yards or general open space rather than in designated parks and playgrounds. Overall, those in rural areas engage in more activities and for more days than those in urban and suburban areas.



With respect to parental education (Figures 9 and 10), participation is lowest for children with parents not completing high school. It also dips for children whose parents completed a graduate or professional degree.



Figures 11 and 12 show differences across household income levels, with walking and general play showing declines amongst children in households with the highest income. Total days varies across income, but differences in total activities are not significant.

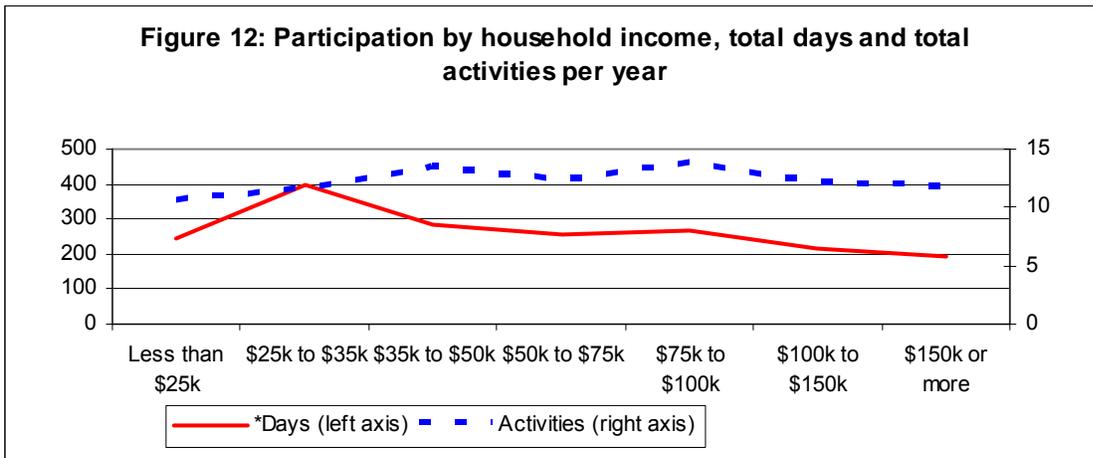
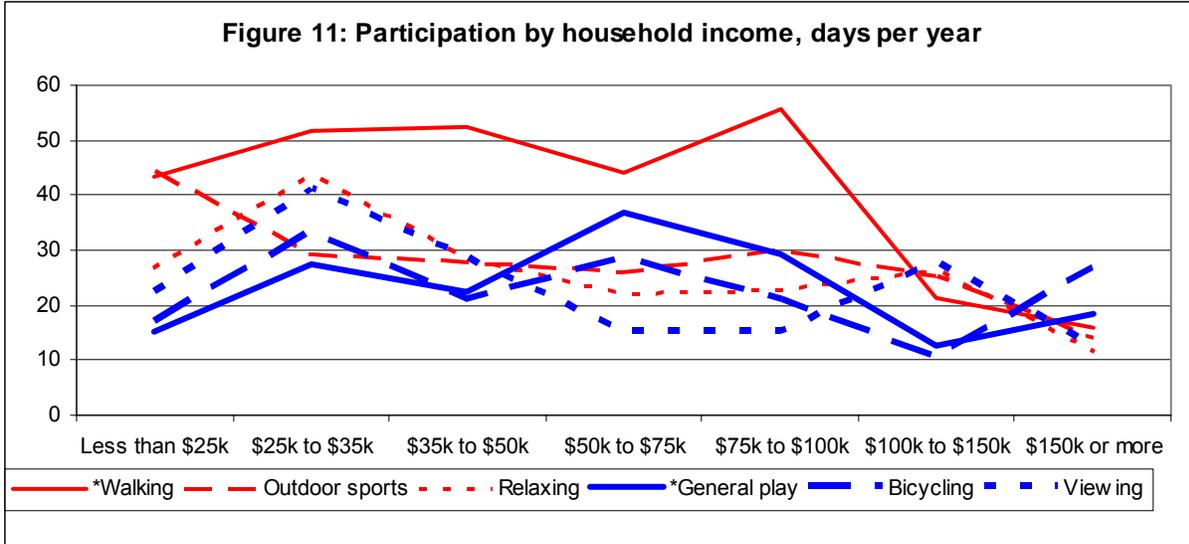


Table 5 shows whether parents first participated in each activity as a child or as an adult. Respondents first participated in most activities as a child. Indeed, the only activities for which more than 50% first engaged as an adult were mountain biking (a relatively new sport), OHV travel, rock climbing, outdoor photography, and driving for pleasure. Note that participation in motor vehicle activities does not necessarily mean that respondents were driving.

Table 5: Parents first participated in activity as..., percent		
	Child	Adult
Walking (on streets, sidewalks, etc.)	61	39
Jogging or running for exercise	57	43
Day hiking on trails	71	29
Picnicking and family gatherings	81	19
Relaxing, hanging out, etc.	82	18
General play at neighborhood park / playground	86	14
Bicycling on paved roads / paths	80	20
Mountain biking (single track / dirt road)	41	59
Skateboarding	81	19
Horseback riding	79	21
Off-highway vehicle travel	32	68
Camping (tents, cabins, or RVs)	68	32
Hunting	67	33
Fishing	79	21
Motorized boating	55	45
Floating / paddling	59	41
Rock climbing / bouldering / mountaineering	40	60
Ocean or freshwater beach activities	71	29
Winter skiing / sledding / snowshoeing	70	30
Viewing natural features (scenery, wildlife, etc.)	70	30
Visiting a nature center or nature trail	61	39
Visiting historic sites	63	37
Outdoor photography, painting, drawing	39	61
Nature study	59	41
Gathering mushrooms or other natural products	65	35
Driving for pleasure on roads	45	55
Outdoor sports and games	83	17
Swimming in an outdoor pool	90	10

Table 6 shows parental reporting of who introduced their child to each activity. The Other family category includes non-parents and unspecified family members. The Other category includes scouts, coaches, etc. One or both parents clearly play the major role in almost all activities, though schools play roles in running, climbing, and nature study. Friends play the main role in introducing children to skateboarding.

	Father	Mother	Parents	Other family	School	Friends	Other
Walking (on streets, sidewalks, etc.)	12	44	37	5	0	0	1
Jogging or running for exercise	18	30	18	10	17	1	7
Day hiking on trails	30	29	33	4	1	1	2
Picnicking and family gatherings	7	40	45	7	0	0	1
Relaxing, hanging out, etc.	16	39	36	4	0	2	2
General play at neighborhood park	6	43	41	5	0	3	1
Bicycling on paved roads / paths	26	25	39	5	0	3	1
Mountain biking	56	13	23	2	0	3	3
Skateboarding	12	27	8	9	0	40	4
Horseback riding	13	43	15	20	0	5	5
Off-highway vehicle travel	42	11	27	7	0	10	4
Camping (tents, cabins, or RVs)	28	22	41	7	0	1	1
Hunting	60	4	17	17	0		2
Fishing	58	7	14	15	0	4	2
Motorized boating	44	8	26	12	0	5	5
Floating / paddling	31	25	30	3	2	6	3
Rock climbing / bouldering / mountaineering	33	2	23	0	14	4	24
Ocean / freshwater beach activities	10	33	50	6	0	0	0
Winter skiing / sledding / snowshoeing	20	23	43	7	2	1	3
Viewing natural features	15	37	36	5	3	0	3
Visiting a nature center, etc.	14	34	38	5	4	0	5
Visiting historic sites	9	39	40	7	4	0	1
Outdoor photography, painting, etc.	15	51	16	6	9	2	1
Nature study	6	32	21	9	26	0	6
Gathering mushrooms / other	20	30	39	10	0	1	1
Driving for pleasure on roads	24	40	31	4	0	1	0
Outdoor sports and games	28	16	28	4	4	6	15
Swimming in an outdoor pool	7	47	35	6	1	2	2

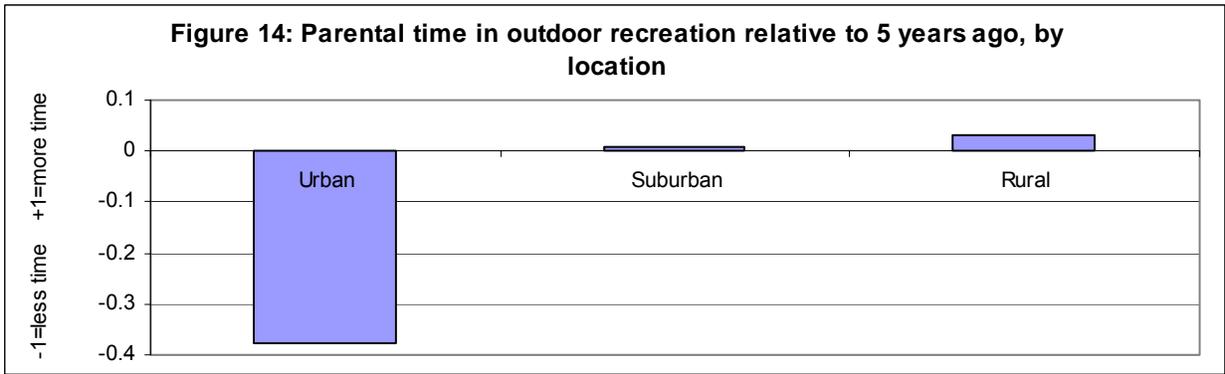
When asked whether they spend more time, about the same amount of time, or less time in outdoor recreation now relative to five years ago, parents were roughly evenly split, but more spend less time (40%) than spend more time (28%). For those that spend less time, by far the most common reason was work commitments (32% of those respondents). Family commitments and personal health were the next most common reasons (each representing 13% of respondents). For those spending more time, the most common reason was children getting older (28%), followed by having more time available (14%).

Figure 13 shows differences across child age, with “more time” set equal to +1, about the same equal to 0, and less time equal to -1.⁸ There is variation across child age, but it is not consistent nor statistically significant.

⁸ Results for 3-point variables such as this one (-1, 0, +1) are graphed as if they are interval/continuous, but chi-square tests are used to test statistical significance because the level of measurement is ordinal.



Figure 14 illustrates the differences across location, with urban residents clearly being the ones to have reduced their time in outdoor recreation during the past five years (note that location was only asked of respondents reporting a child, so Figure 14 excludes the “no child” responses). Differences across location are statistically significant.



Parents then reported how much time their child spends in each of various activities after school and weekends (see survey in Appendix A for full wording, Question 3). Table 7 provides the percent of each response.

	Never	Less than half time	Half the time	More than half time	Most of the time
Organized indoor sports	22	47	18	5	7
Organized outdoor sports	31	39	15	10	5
Other outdoor activities	8	50	30	9	4
Outdoor chores or work	31	53	8	5	3
Outdoor play at school	14	39	22	8	18
Outdoor play not at school	4	45	24	14	13

The chi-square test is based on the full pattern of the data, which may be hidden in the simplified presentation of averages.

Figure 15 shows average response, by age, with 1=Never through 5=Most of the time. All differences are statistically significant, and responses indicate a convergence of time spent across types of activities as children age. Play not at school has the highest time allocation for children 3-5 years old, but the dominance of that and Play at school disappears as children age.

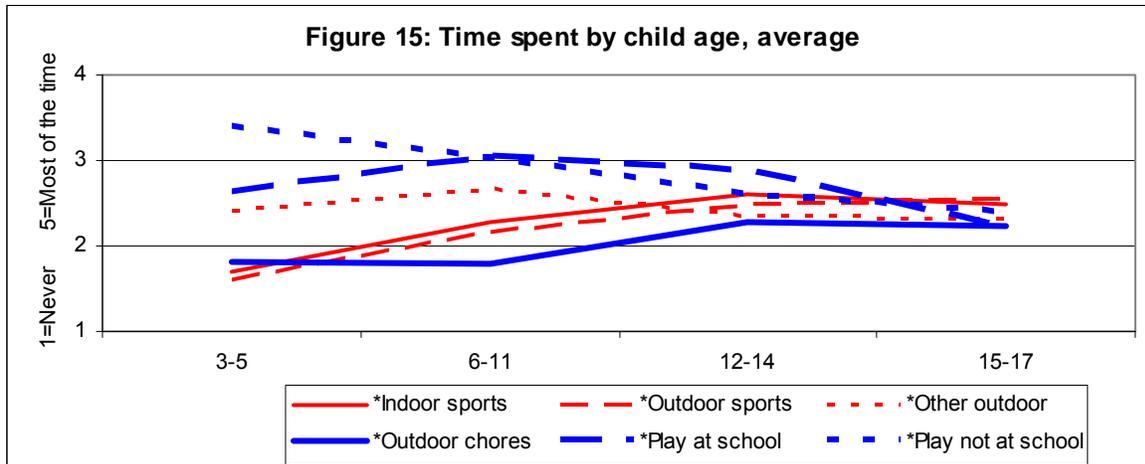


Figure 16 shows time differences across gender, with the only statistically significant difference being Play not at school – in which boys are reported to spend more time.

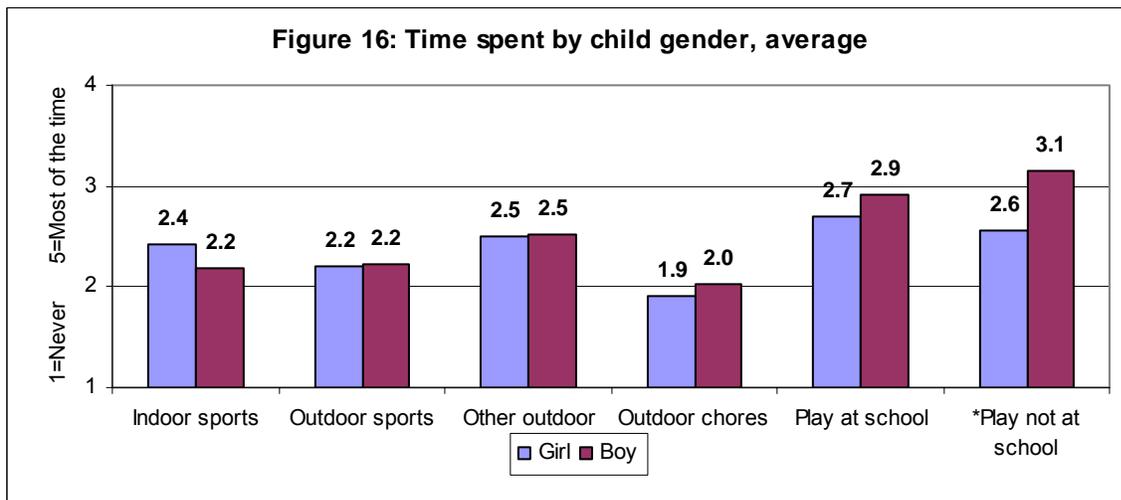


Figure 17 shows variation across location, with all differences significant. Suburban children are reported to spend less time in these activities than do urban or, especially, rural children. The greatest difference is for Play not at school, in which rural children spend noticeably more time than either urban or suburban children.

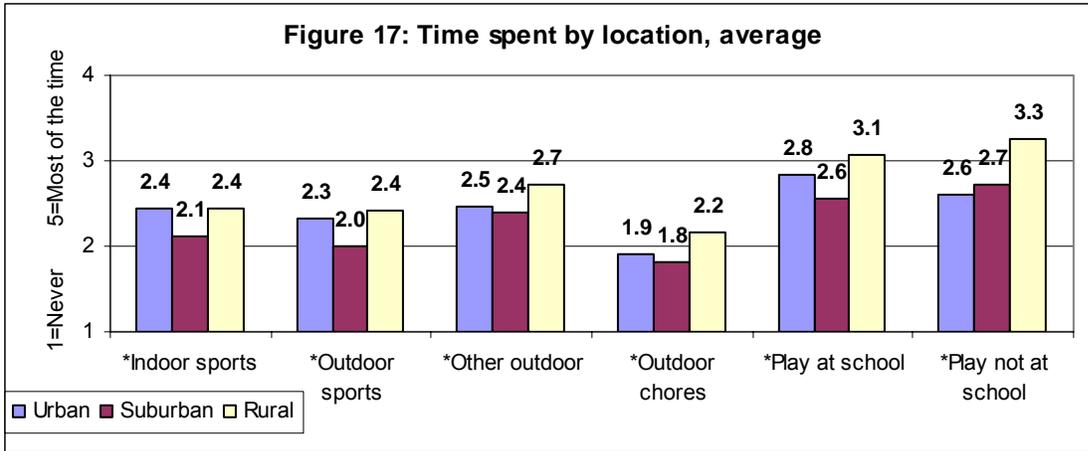
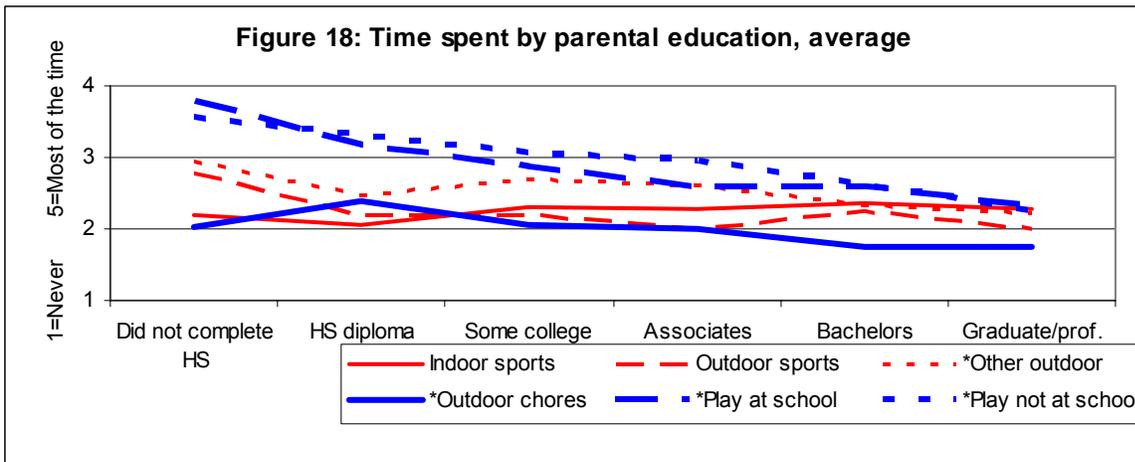
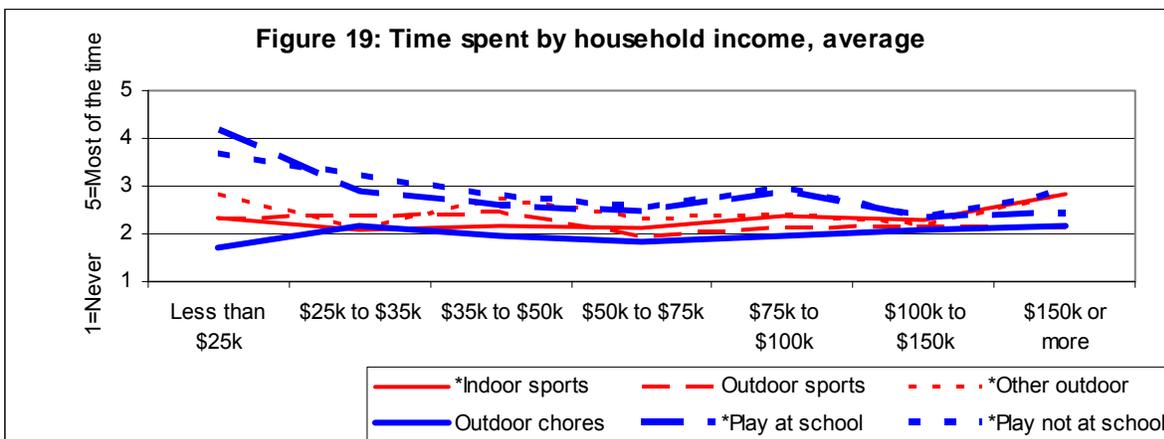


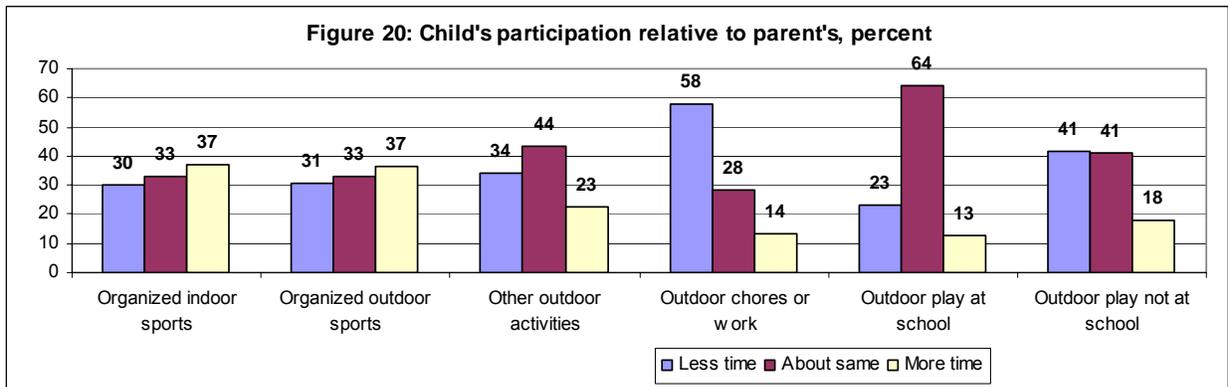
Figure 18 shows differences across parental education. Differences are not significant for sports, but otherwise there is a decreasing trend with higher levels of parental education.



With respect to income, there is greater diversity in time allocation in lower income households, with Play at school and Play not at school decreasing in time allocation in higher income households. Differences in most activities are significant.



Parents indicated how much time their child spends relative to their own experience as a child (second part of Question 3). As shown in Figure 15, they report that children spend more time, overall, than they did in organized sports, but less time on other outdoor activities. The differences are especially great for outdoor chores and outdoor play not at school.



Comparing across child age groups (Figure 21), older children are more likely to spend less time in activities relative to their parents. Reporting of relative time was on a 3-point scale, with 1=Less time, 2=About the same time, and 3=More time. Thus, average ratings below 2 indicate that, overall, children spend less time than their parents on the activity. Across age groups, differences are only significant for Indoor sports and Play at school.

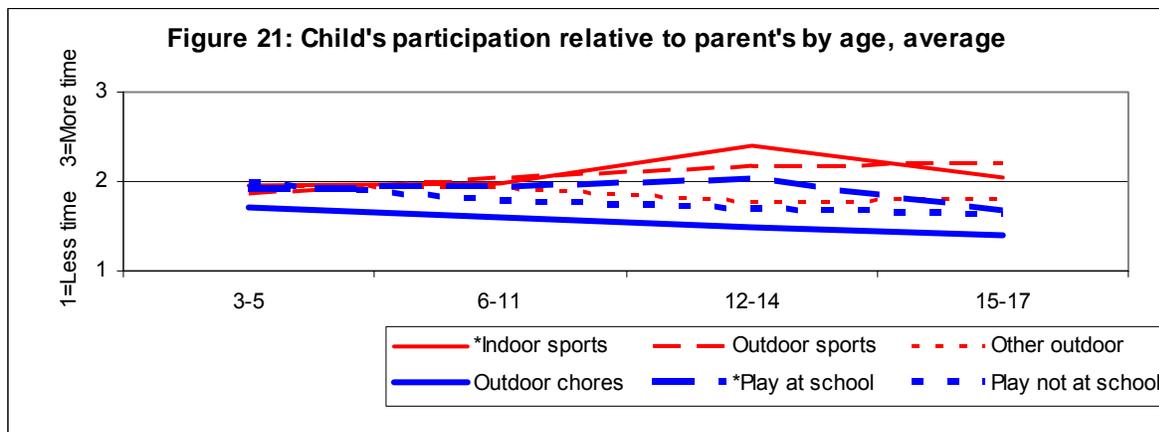
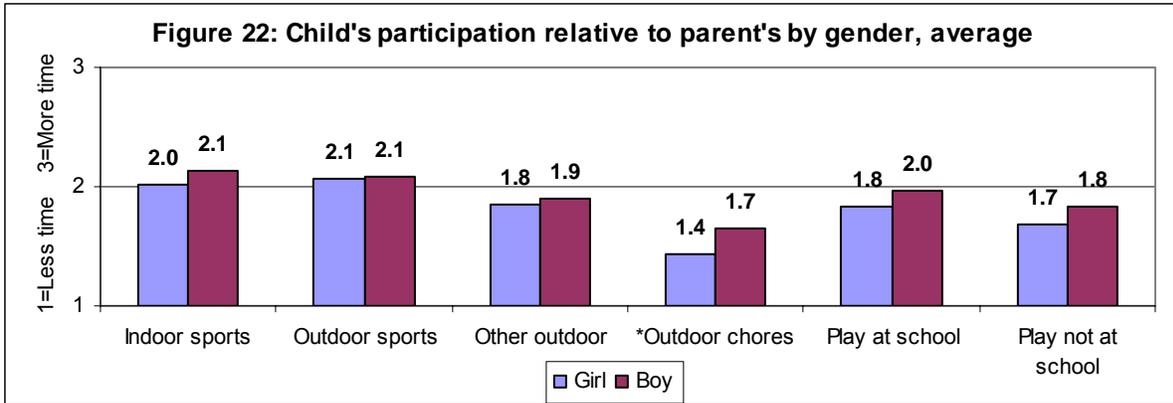
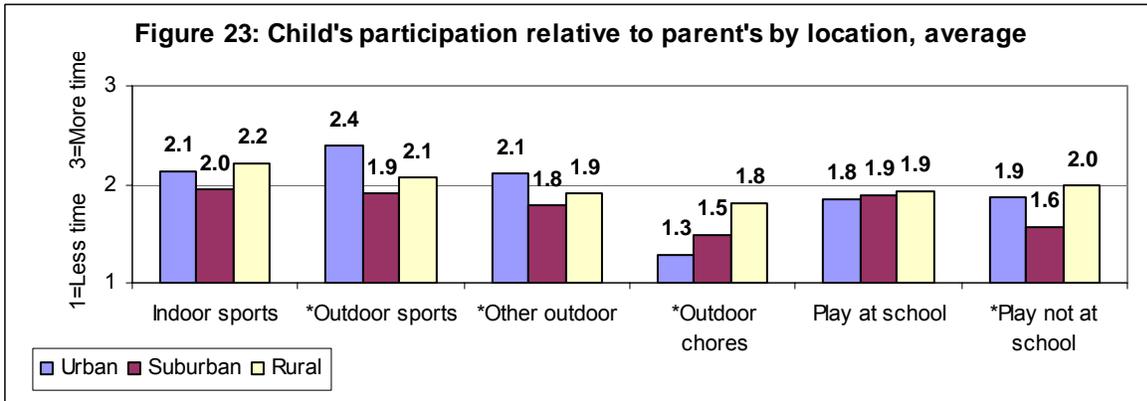


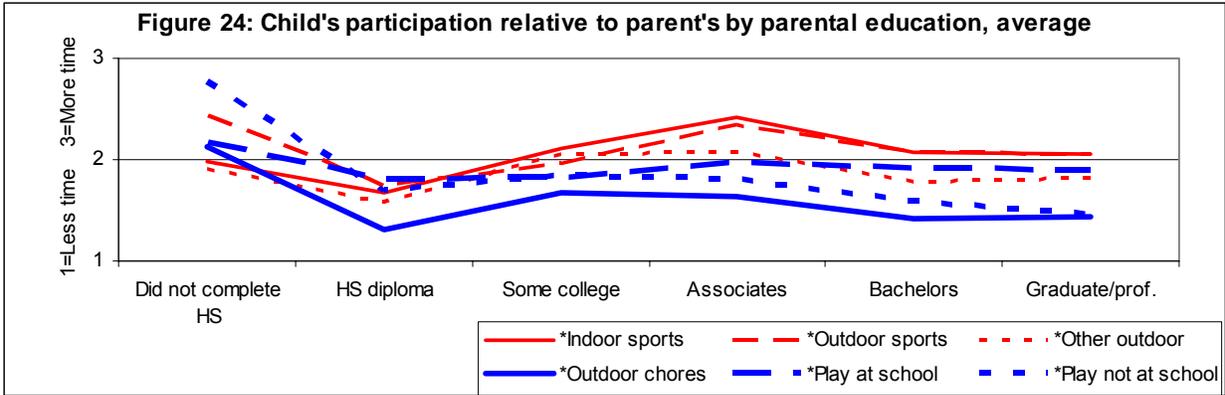
Figure 22 shows differences across gender, but only the difference for Outdoor chores is statistically significant. On average, both boys and girls spend less time than their parents (averages are less than 2), but that is especially true for girls.



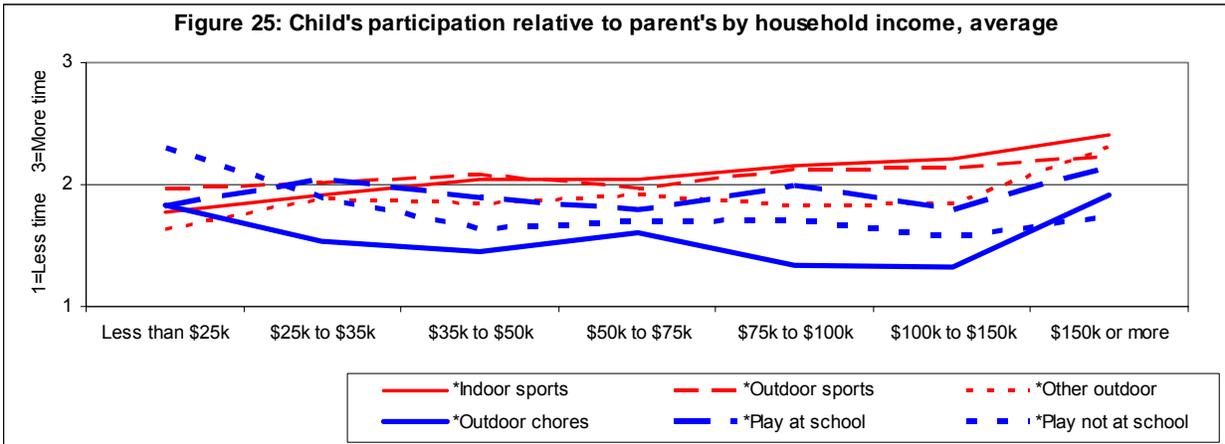
With respect to location (Figure 23), there are significant differences for most activities. The most dramatic difference is for outdoor chores, where all children spend less time than their parents did, but the parent-child difference is noticeably greater for urban, and then suburban, youth.



With respect to parental education (Figure 24), differences are significant for all activities. The most noticeable differences are high levels for parents that did not complete high school (their children spend more time than they did), followed by decreases for parents that have a high school diploma, and then increases and a leveling off. In other words, children with parents having a high school diploma were most likely to spend less time engaged in these activities than their parents did as children.



Turning to household income (Figure 25), differences are statistically significant but not dramatic. As income increases, children generally are more likely to spend more time than their parents, though averages are above 2 for only four of the activities.



Child's relative participation was then evaluated with respect to the following variables:

- Youth reports that they are too busy with homework. Analysis only involved observations that included both 1) parental responses to these items (Question 3) and 2) completed youth surveys. If two youth surveys were completed for a given parent, only the response in the first survey was included (i.e., each parent is included only once). Homework as a constraint was classified as "yes" only if youth reported they spend too little time in outdoor activities (Youth Question 4) and the reason, or one of the reasons, was being too busy with homework (first response option in Youth Question 5). Otherwise, the constraint was classified as "no" for all youth completing the survey.
- Parental importance of academic enrichment for youth programs (Question 16, first item).
- Parental importance of child spending more time in outdoor activities (Question 20).

Figure 26 shows the relationship between relative participation and whether youth report homework as a constraint (yes or no). For each activity, children who report homework as a cause of spending too little time outdoors (yes responses) are associated with parents who are

more likely to report that their children spend less time outdoors than the parents did as children (the difference for outdoor chores is not significant). All youth included in the “yes response” category reported that they spend too little time outdoors, so one would expect lower relative participation ratings. However, the effect was less dramatic for youth who reported spending too little time outdoors but gave a non-homework reason. This analysis does not diminish the importance of homework, but it highlights the tradeoffs associated with limited time.

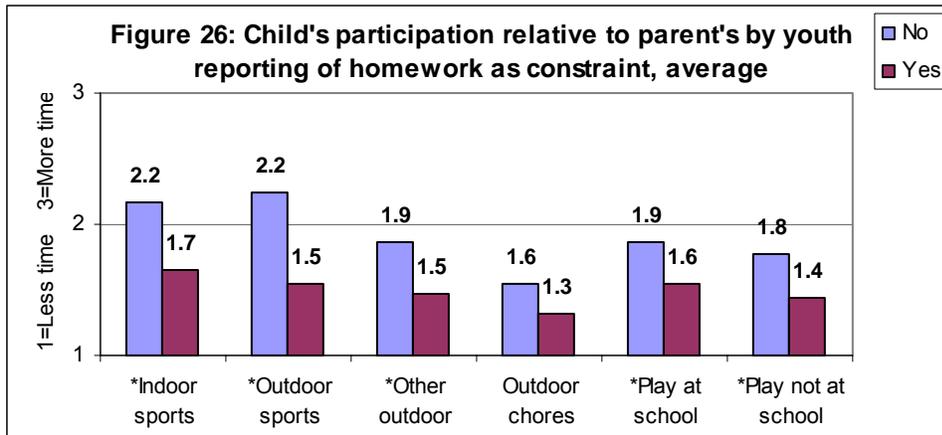
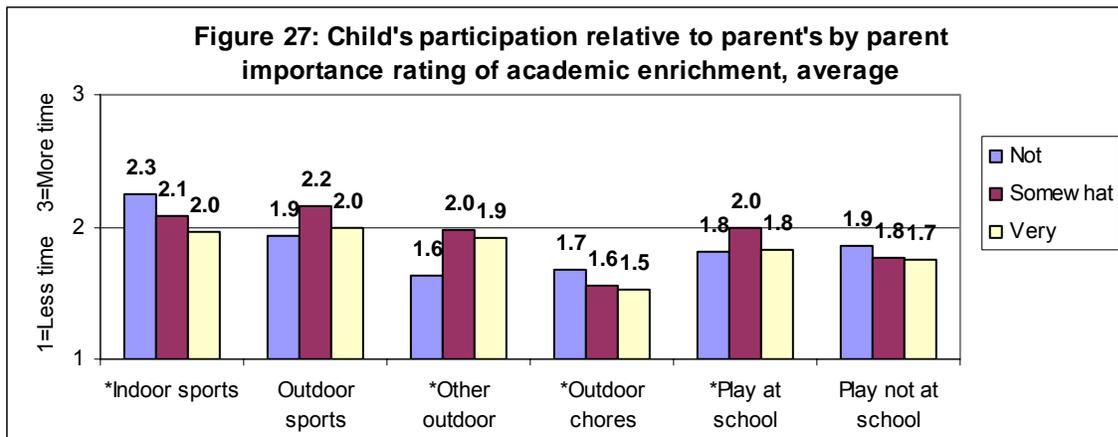
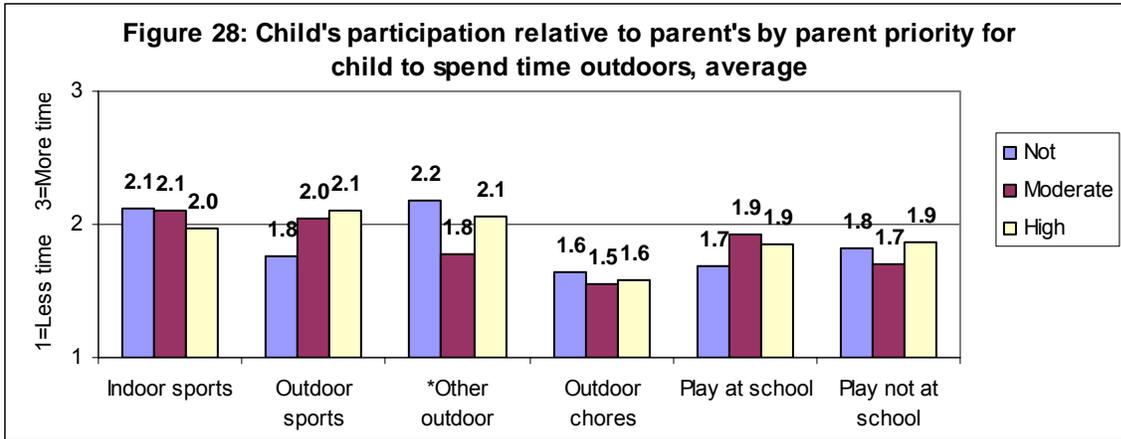


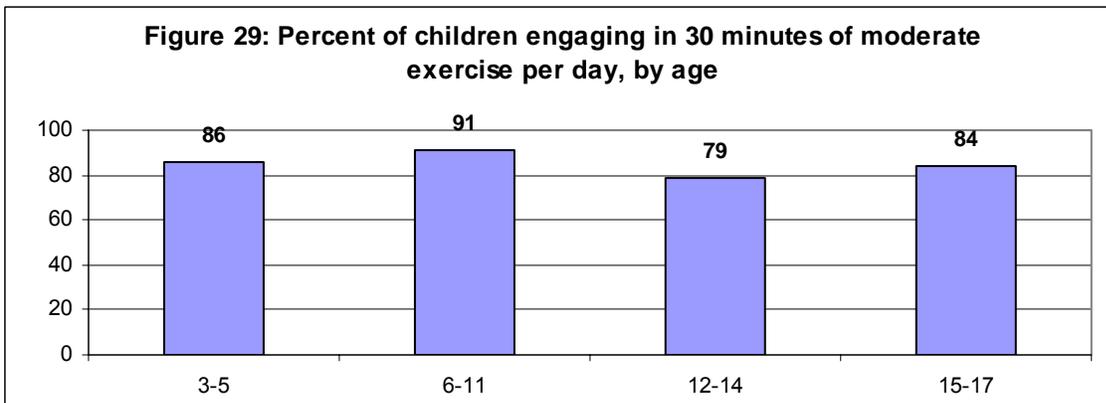
Figure 27 shows how relative participation varies by how important parents feel academic enrichment is when considering out-of-school programs (not important, somewhat important, or very important). There are significant differences in four of the six participation categories, but the relationship is consistent only for indoor sports and outdoor chores. In both cases, parents who place higher priority on academic enrichment also report lower relative participation for their child.



The relationship between relative participation and the priority parents place on their child spending more time outdoors (not a priority, moderate priority, high priority) is shown in Figure 28. Only one of the relationships is significant, and that relationship is not consistent – parents who report both “high priority” and “not a priority” are similar in their assessment of child participation relative to parent participation as child.



The clear majority (86%) of parents report that their children engage in 30 minutes of moderate exercise on average per day.⁹ This exercise is most likely to occur outdoors, with 74% of parents reporting that it occurs outdoors, 22% indoors, and 4% both (“both” was not a response option, but some respondents ticked both the outdoors and indoors boxes). Figure 29 shows results by age group, but differences are not statistically significant.



As shown in Figure 30, boys are more likely to engage in exercise relative to girls, with the difference being statistically significant.

⁹ Note that other research has generated different results (<http://www.oregon.gov/DHS/ph/npa/docs/obesity.pdf>, slide 34). Discrepancies may be due to differences in how physical activity is defined, differing perceptions between parents and children, and other factors.

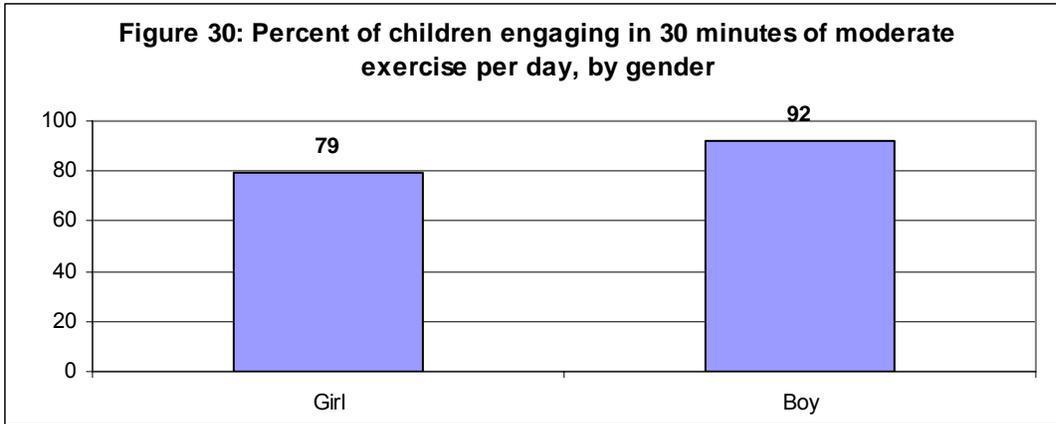
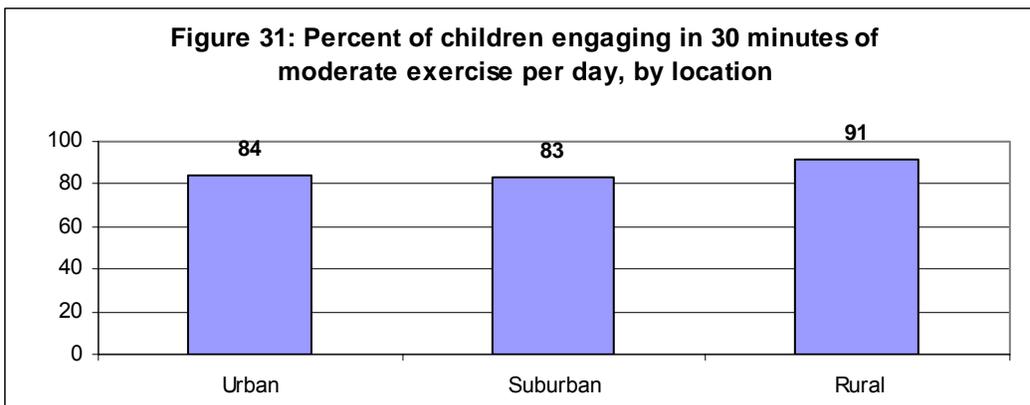
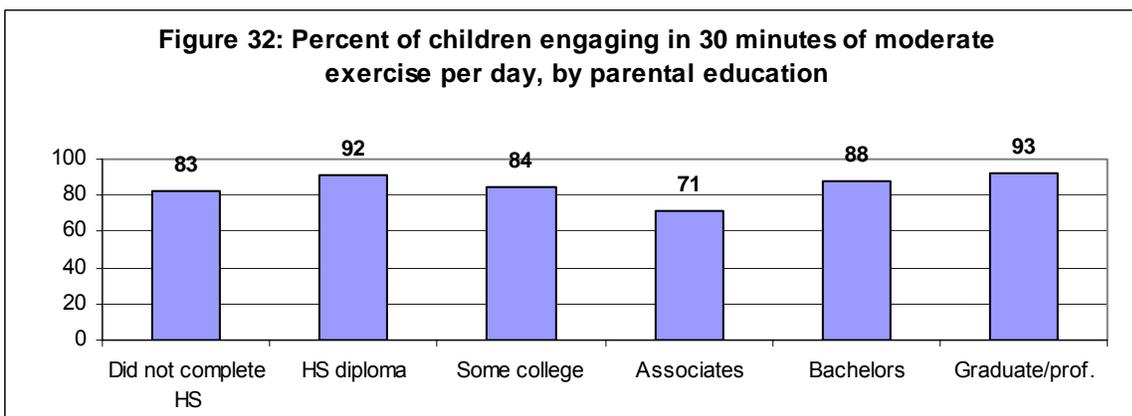


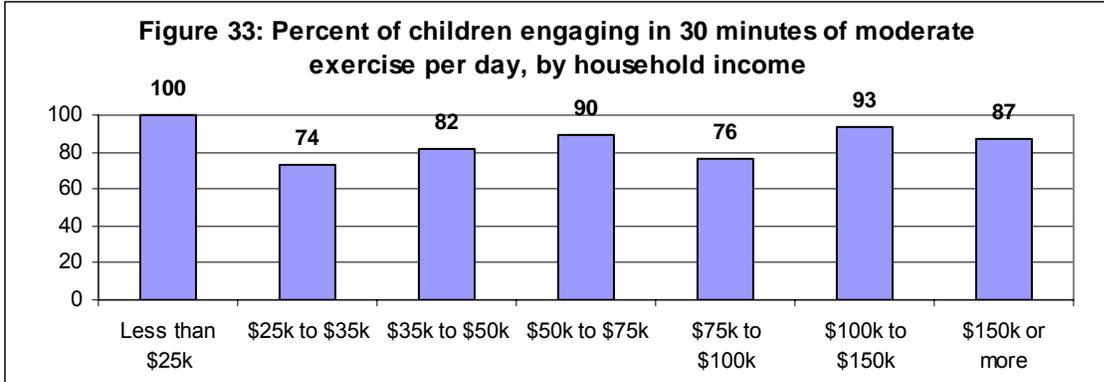
Figure 31 shows that rural children are more likely to engage in 30 minutes of moderate exercise per day, but the difference is not statistically significant.



There are some differences across parental education (Figure 32), and they are statistically significant.



Differences across household income (Figure 33) also are significant, though there is no consistent pattern.



6. OUTDOOR SKILLS

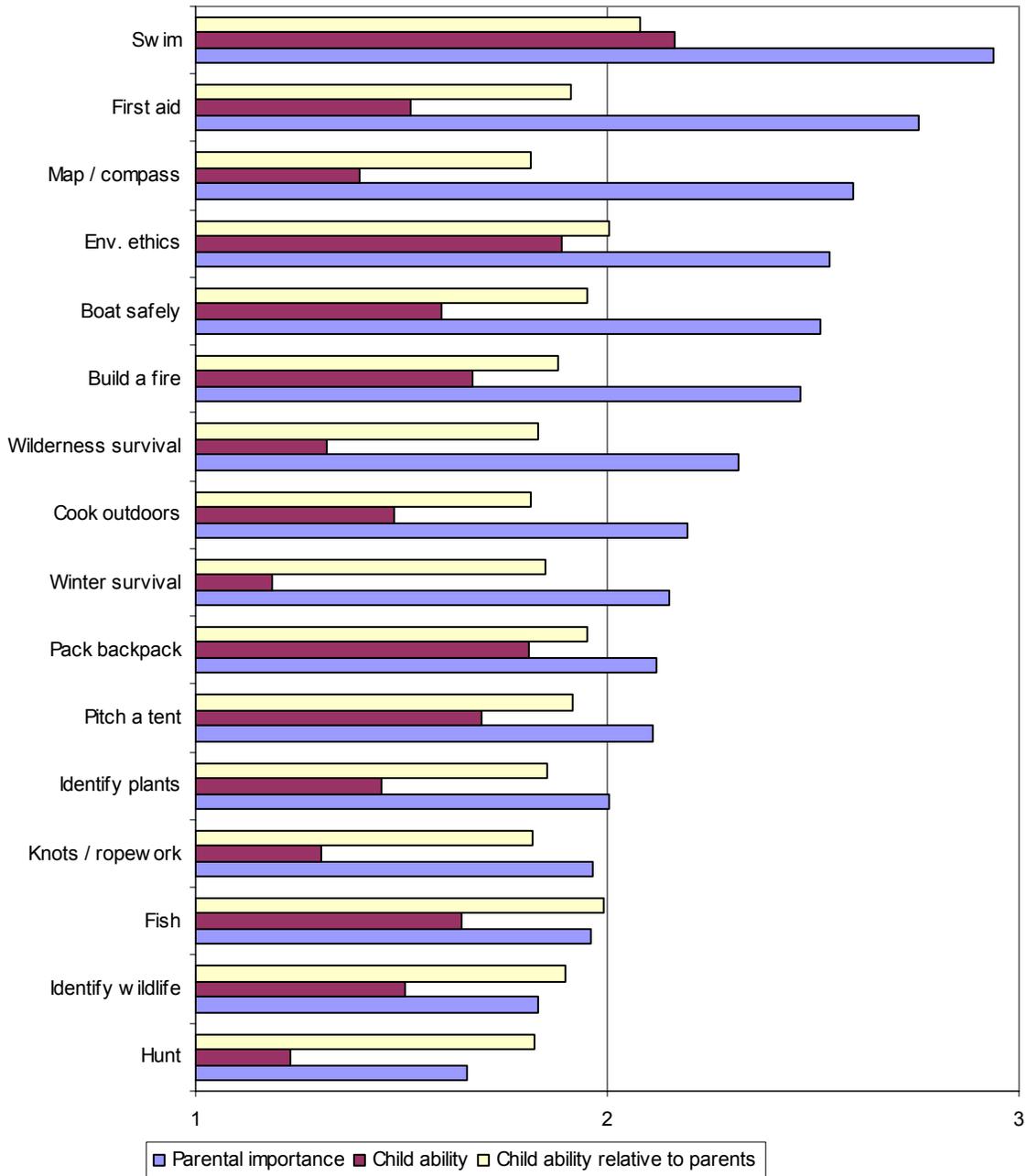
Parents were asked several questions relating to outdoor skills (questions 7 through 10). For each of 16 skills, parents rated:

- The importance of the skill, with 1=Not at all important, 2=Somewhat important, and 3=Very important.
- The child's ability in the skill, with 1=Low or no ability, 2=Moderate ability, 3=High ability.
- The child's ability relative to the parent's ability as a child, with 1=Lower (than my ability as a child), 2=About the same, and 3=Higher.

Figure 34 shows average ratings for each, by item, sorted in decreasing order of importance. Swimming was rated as the most important. It is also the skill in which children's ability is rated highest, as well as only one of two skills in which, on average, children have a higher ability than did their parents as children.

Map / compass, cooking outdoors, and knots / ropework skills were the skills in which children's abilities are lowest relative to the previous generation's ability. Of these, map / compass skills were rated the most important. Children received the lowest ability ratings for winter survival and hunting skills, with winter survival skills being rated of moderate importance.

Figure 34: Importance and abilities, average ratings, by skill



Each of these aspects is broken down by covariates, with importance by location shown in Table 8. Overall, respondents living in different locations did not differ in their importance ratings, with urban residents giving an average rating of 2.2, suburban 2.2, and rural 2.3. However, there were differences across location for most individual skills. For example, rural residents rated the importance of pitching a tent more highly than did urban and suburban residents.

	Urban	Suburban	Rural
Average across all items	2.2	2.2	2.3
*Pitch a tent	1.9	2.1	2.3
*Pack a backpack	2.1	2.0	2.3
*Hunt (including gun or bow safety)	1.5	1.6	1.9
*Fish	1.9	1.8	2.2
Winter survival skills (including avalanche safety)	2.1	2.2	2.2
*Identify birds / wildlife	1.9	1.7	1.9
*Identify plants	1.9	2.0	2.0
*Basic emergency first aid	2.8	2.8	2.7
Wilderness survival	2.1	2.3	2.4
Swim (for example, swim to shore if canoe capsizes)	3.0	3.0	2.9
*Boat safely	2.3	2.6	2.6
*Build a fire	2.3	2.4	2.6
*Cook outdoors	2.2	2.1	2.3
Tie knots, ropework	1.9	1.9	2.1
*Use a map and compass	2.5	2.6	2.7
*Follow environmental ethics, such as Leave No Trace (LNT) principles	2.3	2.6	2.6

In terms of income, there are greater differences across categories, but differences are not always consistent. For some activities, such as cooking outdoors and using a map / compass, importance ratings are highest for the lowest income category and lowest for the highest income category, but largely stable across other categories.

	Less than \$25k	\$25k to \$35k	\$35k to \$50k	\$50k to \$75k	\$75k to \$100k	\$100k to \$150k	\$150k or more
Average across all items	2.2	2.5	2.1	2.3	2.3	2.4	2.1
*Pitch a tent	1.9	2.4	2.1	2.2	2.1	2.2	1.9
*Pack a backpack	2.3	2.3	1.8	2.2	2.2	2.2	1.8
*Hunt (including gun or bow safety)	1.7	2.4	1.4	1.8	1.5	1.4	1.5
*Fish	2.4	2.3	1.7	2.1	1.8	1.9	1.7
*Winter survival skills	2.0	2.5	1.9	2.2	2.2	2.4	2.0
*Identify birds / wildlife	1.6	1.9	1.7	1.8	1.9	2.2	2.0
*Identify plants	1.9	2.1	1.9	2.0	2.0	2.2	2.1
*Basic emergency first aid	2.7	2.8	2.8	2.8	2.7	2.9	2.5
*Wilderness survival	2.1	2.7	2.2	2.5	2.3	2.3	1.9
*Swim	3.0	2.9	2.8	3.0	3.0	2.9	3.0
*Boat safely	2.2	2.6	2.5	2.5	2.7	2.7	2.4
*Build a fire	2.3	2.8	2.2	2.6	2.6	2.6	2.1
*Cook outdoors	2.7	2.3	2.0	2.2	2.1	2.3	1.8
*Tie knots, ropework	2.0	2.0	2.0	2.0	1.9	2.1	1.8
*Use a map and compass	3.0	2.7	2.5	2.5	2.7	2.6	2.3
*Follow environmental ethics	2.2	2.7	2.4	2.6	2.8	2.6	2.5

With respect to ability ratings, abilities generally increase with age, as one would expect (Table 10). For some skills, there appear to be “break points” of progression consistent with the timing

of lessons or other factors. For example, there is a large increase in swimming ability from the 3-5 age group to the 6-11 age group.

	3-5	6-11	12-14	15-17
Average across all items	1.2	1.5	1.7	1.8
*Pitch a tent	1.3	1.5	2.0	2.1
*Pack a backpack	1.4	1.8	1.9	2.2
*Hunt (including gun or bow safety)	1.0	1.2	1.4	1.5
Fish	1.4	1.7	1.7	1.8
*Winter survival skills	1.0	1.1	1.3	1.4
*Identify birds / wildlife	1.4	1.5	1.6	1.3
*Identify plants	1.3	1.4	1.7	1.4
*Basic emergency first aid	1.0	1.4	1.7	1.9
*Wilderness survival	1.0	1.2	1.6	1.6
*Swim	1.3	2.2	2.4	2.5
*Boat safely	1.2	1.6	1.6	2.1
*Build a fire	1.2	1.6	2.0	2.0
*Cook outdoors	1.1	1.4	1.7	1.8
*Tie knots, ropework	1.1	1.2	1.5	1.5
*Use a map and compass	1.1	1.3	1.5	1.8
*Follow environmental ethics	1.4	1.9	2.1	2.1

Differences across gender are less pronounced (Table 11). In some skills, such as pitching a tent, reported abilities for boys are greater. For others, such as identifying wildlife, reported abilities for girls are greater.

	Girl	Boy
Average across all items	1.5	1.6
*Pitch a tent	1.6	1.8
Pack a backpack	1.8	1.8
*Hunt (including gun or bow safety)	1.1	1.3
Fish	1.6	1.7
Winter survival skills	1.1	1.2
*Identify birds / wildlife	1.6	1.4
*Identify plants	1.5	1.4
Basic emergency first aid	1.5	1.5
Wilderness survival	1.3	1.3
Swim	2.2	2.2
*Boat safely	1.5	1.7
*Build a fire	1.6	1.7
Cook outdoors	1.5	1.4
Tie knots, ropework	1.3	1.4
Use a map and compass	1.4	1.4
Follow environmental ethics	1.9	1.9

There were differences across location for six of the 16 items (Table 12). For example, rural parents rated their child's ability to pack a backpack higher than did urban or suburban parents.

	Urban	Suburban	Rural
Average across all items	1.5	1.5	1.6
Pitch a tent	1.6	1.6	1.8
*Pack a backpack	1.8	1.7	2.0
Hunt (including gun or bow safety)	1.2	1.2	1.3
*Fish	1.7	1.5	1.8
Winter survival skills (including avalanche safety)	1.1	1.2	1.2
Identify birds / wildlife	1.5	1.5	1.5
Identify plants	1.4	1.5	1.5
*Basic emergency first aid	1.4	1.5	1.7
Wilderness survival	1.2	1.3	1.4
*Swim (for example, swim to shore if canoe capsizes)	2.3	2.0	2.3
*Boat safely	1.5	1.5	1.8
Build a fire	1.7	1.6	1.7
Cook outdoors	1.6	1.4	1.5
Tie knots, ropework	1.2	1.3	1.3
Use a map and compass	1.4	1.4	1.4
Follow environmental ethics, such as Leave No Trace (LNT) principles	1.9	1.9	1.8

In terms of income, differences are significant for most skills, though there are few consistent patterns (Table 13). For example, parental ratings of child hunting skills are highest for respondents in the \$25,000 to \$35,000 income range, but lower for those in households with less than \$25,000 or more than \$35,000.

	Less than \$25k	\$25k to \$35k	\$35k to \$50k	\$50k to \$75k	\$75k to \$100k	\$100k to \$150k	\$150k or more
Average across all items	1.5	1.6	1.5	1.6	1.6	1.7	1.5
*Pitch a tent	1.5	1.9	1.6	1.6	1.7	2.1	1.7
*Pack a backpack	1.9	1.9	1.7	1.8	1.7	2.1	1.6
*Hunt (including gun or bow safety)	1.1	1.5	1.3	1.2	1.2	1.1	1.1
*Fish	2.1	1.7	1.5	1.7	1.4	1.6	1.5
*Winter survival skills	1.2	1.3	1.1	1.1	1.2	1.2	1.3
*Identify birds / wildlife	1.2	1.4	1.4	1.6	1.6	1.7	1.7
*Identify plants	1.4	1.4	1.4	1.3	1.5	1.5	1.7
Basic emergency first aid	1.7	1.5	1.5	1.6	1.4	1.7	1.3
*Wilderness survival	1.5	1.4	1.3	1.3	1.4	1.3	1.1
*Swim	1.9	2.0	2.0	2.1	2.3	2.6	2.3
Boat safely	1.5	1.5	1.6	1.6	1.6	1.6	1.8
*Build a fire	1.6	1.7	1.5	1.8	1.6	2.0	1.5
*Cook outdoors	1.8	1.6	1.3	1.5	1.4	1.7	1.3
Tie knots, ropework	1.4	1.4	1.2	1.3	1.4	1.5	1.3
*Use a map and compass	1.2	1.4	1.5	1.4	1.4	1.7	1.3
*Follow environmental ethics	1.5	1.7	1.9	2.0	1.9	2.2	1.8

Turning to assessment of children's ability relative to the parent's as a child, differences across locations for many items are significant, though generally not large (Table 14). In the case of wilderness survival, for example, abilities have decreased more, on average, amongst urban

households than among rural households (ratings under 2 indicate that abilities have decreased overall from one generation to the next).

Table 14: Average rating of ability relative to parental ability as child, by location			
	Urban	Suburban	Rural
Average across all items	1.9	1.9	2.0
*Pitch a tent	1.7	1.9	2.0
*Pack a backpack	2.2	1.9	1.9
*Hunt (including gun or bow safety)	1.9	1.8	1.8
*Fish	2.1	1.8	2.2
Winter survival skills (including avalanche safety)	1.8	1.9	1.9
*Identify birds / wildlife	2.1	1.9	1.9
*Identify plants	1.9	1.9	1.8
*Basic emergency first aid	1.7	1.9	2.1
*Wilderness survival	1.7	1.8	1.9
*Swim (for example, swim to shore if canoe capsizes)	2.2	1.9	2.2
*Boat safely	2.0	1.8	2.1
*Build a fire	1.8	1.8	2.0
*Cook outdoors	1.8	1.8	1.9
Tie knots, ropework	1.8	1.8	1.8
Use a map and compass	1.6	1.8	1.9
Follow environmental ethics, such as Leave No Trace (LNT) principles	2.0	2.0	2.0

With respect to income, households at the low and high end of the income spectrum have children with abilities, on average, at the same level as their parents when children (Table 15). The largest decrease in ability (average rating of 1.7) was in households earning \$35,000 to \$50,000.

	Less than \$25k	\$25k to \$35k	\$35k to \$50k	\$50k to \$75k	\$75k to \$100k	\$100k to \$150k	\$150k or more
Average across all items	2.0	1.8	1.7	1.9	1.9	2.0	2.0
*Pitch a tent	1.8	2.0	1.8	2.0	1.9	2.0	2.0
*Pack a backpack	1.9	1.8	1.7	1.9	2.1	2.2	2.1
*Hunt (including gun or bow safety)	1.6	2.1	1.9	1.9	1.7	1.8	1.9
*Fish	2.4	2.1	2.0	1.9	1.7	2.1	1.9
*Winter survival skills	1.7	1.7	1.7	1.8	2.1	2.0	2.1
*Identify birds / wildlife	1.6	1.7	1.7	2.1	2.0	2.0	1.9
*Identify plants	1.8	1.7	1.6	1.9	2.0	1.9	2.0
*Basic emergency first aid	2.2	1.7	1.7	1.9	2.0	2.1	2.0
*Wilderness survival	2.0	1.8	1.7	1.9	1.7	1.9	1.9
*Swim	2.3	1.8	2.0	2.0	2.0	2.4	2.2
*Boat safely	2.2	1.7	1.8	1.9	1.8	2.1	2.1
*Build a fire	2.3	1.7	1.6	1.9	1.8	1.8	2.1
*Cook outdoors	1.8	1.7	1.5	1.9	1.8	2.1	2.1
Tie knots, ropework	1.9	1.7	1.7	1.9	1.8	1.9	1.9
*Use a map and compass	1.9	1.7	1.6	1.8	1.9	1.9	2.0
*Follow environmental ethics	1.9	1.7	1.8	2.1	2.2	2.2	2.1

Parents were asked how they learned outdoor skills as a youth. Table 16 indicates that most respondents learned skills from parents or guardians (the Other category included a variety of sources, including friends, coaches, and church). A comparison of Table 16 with Table 6 suggests that parents remain the primary source, but that other sources of skill development may be decreasing in importance. However, note that multiple responses were allowed for Table 16, whereas only one source was reported in Table 6 (and Table 6 focuses on activities, rather than skills). Non-parent sources may play important secondary roles that are not reflected in the data in Table 6. Indeed, only 20% of respondents reported learning skills from a single source; others learned from multiple sources.

Parents / guardians	85
Schools	50
Other family	37
Boy or Girl Scouts	37
Other	18
Community Parks + Rec	16
4-H	14
YMCA / YWCA	4
Boys and Girls Clubs	1

The vast majority (89%) of respondents indicate that they have taught their child the types of skills listed above. Of the small number that indicate they have not taught their child these skills, and do not plan to, lack of time was the most common reason.

7. PROGRAMS

Respondents were asked several questions about programs designed to help children engage in outdoor recreation outside of school class time (see survey in Appendix A for full wording of items). As shown in Table 17, two-thirds (67%) of respondents report that their child has participated in outdoor sports programs, with more than half also participating in day camps.

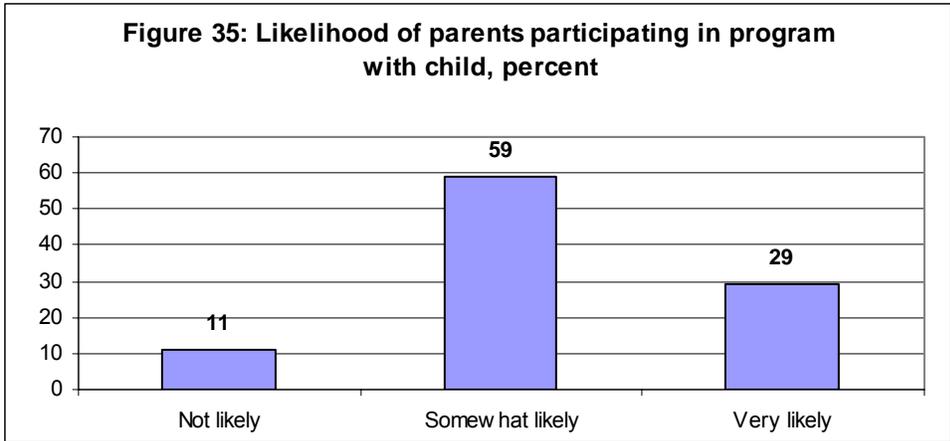
Turning to likelihood of participating in the future, outdoor sports programs was again the most popular. Between 40% and 50% of respondents indicated Very likely for outdoor adventure trips, day camps, and multi-day camps.

Type of program	Has participated, percent	Likely to participate in future? Percent		
		Not likely	Some-what likely	Very likely
Outdoor sports programs	67	12	26	62
Outdoor adventure trips	37	12	43	45
Outdoor activity skills courses / clinics / workshops	33	24	45	30
Natural history or environmental education programs	36	23	54	23
Day camps, including multi-day camps but not overnight	56	19	36	45
Multi-day camps involving overnight away from home	40	24	28	49
One-on-one mentoring programs	13	62	30	8
Programs to help youth use their free time productively	18	61	28	11
Programs to combat youth obesity through outdoor recreation	8	82	13	4
Programs designed help youth cope with everyday life through outdoor recreation	11	73	19	9

As shown in Table 18, weekends and summer weekdays are the most common “good times” for children to participate in such programs (multiple responses allowed). School holidays and weekdays after school are the least common good times.

Weekdays, after school	36
Weekends	71
Summer, weekdays	75
Summer, weekends	50
Summer, full week or longer	49
School holidays (weekdays off during school year)	30

For multi-day programs, 66% of parents indicated they would prefer their child stay overnight at home, while 34% preferred their child stay overnight at the program location. When asked how likely they would be to participate in such programs with their child, most parents reported they would be somewhat likely to do so (Figure 35).



Respondents were then asked about constraints to participating in such programs. Ratings of the importance of each potential constraint are shown in Table 19. The primary reported constraints are lack of information and cost.

Table 19: Importance of constraints to program participation, percent

Reason / constraint	Not important	Somewhat important	Very important
We cannot afford the cost of the program and associated equipment	23	45	32
Transportation is a problem – my child can not get to where the programs are offered	57	33	10
We haven't heard about these types of programs or don't have enough information about them	17	49	34
My child isn't interested in these types of programs	38	45	17
My child's friends aren't interested in these types of programs	48	47	5
We don't have enough time for these programs	29	50	21
We have safety concerns about these programs	45	32	23
These programs aren't suited for my child's age group	32	41	28
We prefer girls-only or boys-only programs, but they are not available	74	17	9

Table 20 shows how the importance of each constraint varies across age groups, with 1=Not important and 3=Very important. There are differences across age for some constraints, including program suitability to the child's age group. This is a noticeably greater constraint for young children than for older children.

	3-5	6-11	12-14	15-17
Cost	2.0	2.1	2.1	2.0
*Transportation	1.6	1.5	1.8	1.4
*Information	2.4	2.1	2.1	2.1
Child interest	1.7	1.8	1.8	1.8
*Friend interest	1.4	1.6	1.7	1.7
Time	1.8	1.9	1.9	2.0
Safety	1.9	1.8	1.7	1.6
*Suited to age	2.3	2.0	1.7	1.8
*Gender-specific	1.4	1.3	1.3	1.3

Table 21 shows difference by gender. Several differences are significant, with gender-specific programs being more important for girls than for boys.

	Girl	Boy
Cost	2.1	2.1
*Transportation	1.5	1.5
*Information	2.0	2.3
Child interest	1.8	1.8
*Friend interest	1.6	1.5
*Time	1.9	1.9
Safety	1.7	1.8
*Suited to age	1.8	2.1
*Gender-specific	1.5	1.2

With respect to location (Table 22), there are no differences for transportation, which is surprising, but there are differences in some other constraints. Information is noted as a problem in urban and rural areas, and the lack of friend interest is more important in urban areas.

	Urban	Suburban	Rural
Cost	2.1	2.1	2.1
Transportation	1.5	1.6	1.4
*Information	2.3	2.0	2.3
*Child interest	1.7	1.9	1.6
*Friend interest	1.7	1.6	1.4
*Time	2.0	1.9	1.9
Safety	1.7	1.8	1.9
Suited to age	1.9	2.0	1.9
Gender-specific	1.2	1.4	1.4

Income differences are more dramatic (Table 23). As expected, cost is much more important to households with lower income than to those with higher income. Transportation is less of a

constraint for high income households. Interestingly, time is also a stronger constraint for lower income than higher income households, perhaps through its connection to income (parental free time may be less available in lower income households because of work demands).

Table 23: Importance of constraints by household income, average on 3-point scale

	Less than \$25k	\$25k to \$35k	\$35k to \$50k	\$50k to \$75k	\$75k to \$100k	\$100k to \$150k	\$150k or more
*Cost	2.7	2.3	2.3	2.2	2.0	1.6	1.1
*Transportation	1.6	1.8	1.6	1.5	1.7	1.6	1.1
*Information	2.4	2.3	2.2	2.1	2.1	2.0	2.2
Child interest	1.6	1.8	1.8	1.9	1.7	1.8	1.8
*Friend interest	1.8	1.5	1.5	1.4	1.6	1.9	1.7
*Time	2.1	2.0	2.1	1.9	1.8	1.8	1.7
*Safety	1.9	1.6	2.1	1.9	1.8	1.5	1.1
*Suited to age	2.0	1.8	2.1	2.1	1.9	1.8	1.7
*Gender-specific	1.4	1.3	1.6	1.4	1.3	1.2	1.0

Figure 36 shows priorities for parents in considering programs for their children to participate in. Having fun is clearly the highest priority, with staying safe and physical activity also being very important.

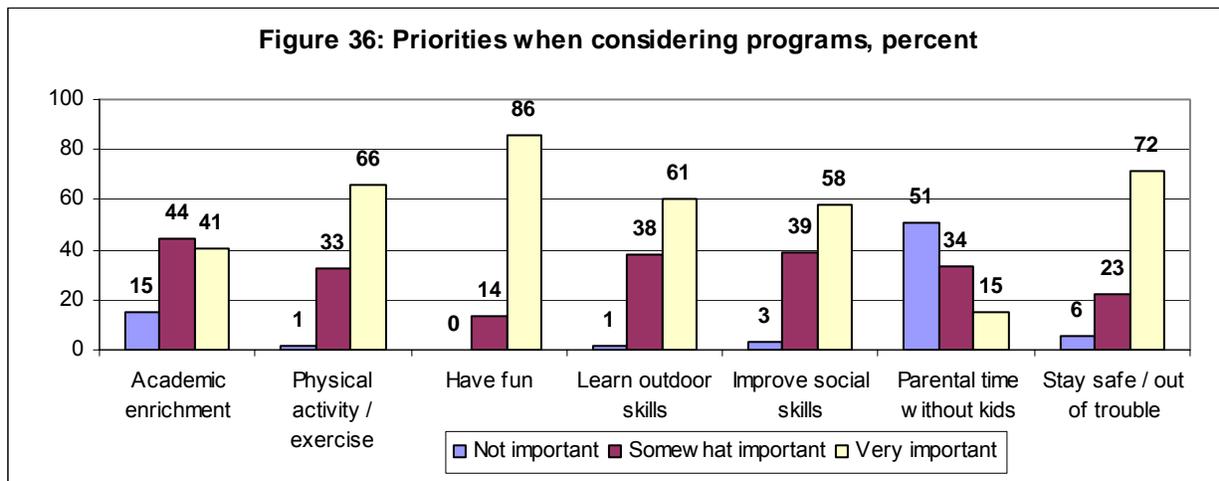


Table 24 shows differences in priorities across age, on a 3-point scale of 1=Not important to 3=Somewhat important. Three priorities being statistically different and most important for 3-5 year olds.

	3-5	6-11	12-14	15-17
Academic enrichment / supplement class	2.4	2.2	2.3	2.4
*Engage in physical activity / exercise	2.9	2.7	2.5	2.6
Have fun	2.9	2.9	2.8	2.9
Learn outdoor skills	2.6	2.6	2.6	2.6
Improve social skills	2.7	2.6	2.4	2.5
*Provide parents time without their kids	2.0	1.6	1.6	1.4
*Stay safe and out of trouble	2.9	2.6	2.6	2.7

Gender differences were significant for three priorities, with the most noticeable difference being the higher priority placed on academic enrichment for girls (Table 25).

	Girl	Boy
*Academic enrichment / supplement class	2.5	2.1
Engage in physical activity / exercise	2.7	2.6
*Have fun	2.9	2.8
Learn outdoor skills	2.6	2.6
Improve social skills	2.6	2.5
Provide parents time without their kids	1.6	1.7
*Stay safe and out of trouble	2.7	2.6

For location (Table 26), the only significant difference was for providing parents time without kids.

	Urban	Suburban	Rural
Academic enrichment / supplement class	2.1	2.3	2.2
Engage in physical activity / exercise	2.6	2.7	2.6
Have fun	2.9	2.9	2.8
Learn outdoor skills	2.7	2.5	2.6
Improve social skills	2.6	2.6	2.4
*Provide parents time without their kids	1.8	1.6	1.7
Stay safe and out of trouble	2.8	2.6	2.7

Table 27 shows how priorities vary by education, with all differences being statistically significant. Respondents with a high school diploma or some college place the highest importance on academic enrichment.

	HS not completed	HS diploma	Some college	Associates	Bachelors	Graduate
*Academic enrichment	2.0	2.5	2.4	2.3	2.1	2.2
*Physical activity	2.4	2.7	2.7	2.6	2.6	2.7
*Have fun	2.6	2.9	3.0	2.8	2.8	2.9
*Learn outdoor skills	2.6	2.8	2.6	2.5	2.5	2.7
*Improve social skills	2.4	2.8	2.6	2.6	2.5	2.4
*Parental time without kids	1.8	2.0	1.6	1.6	1.8	1.2
*Stay safe / out of trouble	2.3	2.9	2.8	2.7	2.6	2.5

With respect to income, differences are significant for most of the priorities (Table 28). The most consistent relationship is that the importance of parental time without kids decreases with higher levels of household income.

	Less than \$25k	\$25k to \$35k	\$35k to \$50k	\$50k to \$75k	\$75k to \$100k	\$100k to \$150k	\$150k or more
*Academic enrichment	2.2	2.3	2.4	2.2	2.2	2.0	2.5
*Physical activity	2.6	2.6	2.7	2.6	2.8	2.5	2.9
*Have fun	2.6	2.8	2.9	2.9	2.9	2.8	2.9
Learn outdoor skills	2.6	2.5	2.6	2.6	2.8	2.6	2.6
*Improve social skills	2.5	2.5	2.6	2.5	2.7	2.6	2.3
*Parental time without kids	2.0	1.7	1.6	1.6	1.5	1.6	1.4
*Stay safe / out of trouble	2.7	2.8	2.5	2.7	2.8	2.7	2.4

8. SAFETY AND ACCESSIBILITY

Because safety concerns have been noted as a cause of decreased time spent by youth outdoors, respondents were asked their level of agreement with several statements (Table 29). Categories with at least 20% of the responses are bolded and shown in red. Safety does appear to be a concern, but in general it appears that respondents feel there are safe opportunities for their children to engage in outdoor activities. It also appears that parents do not strongly oppose outdoor activities from an injury or learning perspective.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. You can count on adults in my neighborhood to watch out that children are safe and don't get into trouble	6	15	27	35	17
2. Children around here have no place to play but the street	23	39	16	19	4
3. Traffic in this area is a hazard for children who play outside	9	35	22	25	8
4. The park or playground that is closest to where I live is clean and well-maintained	1	7	19	45	29
5. The park or playground closest to where I live is safe during the day	0	5	16	51	27
6. The park or playground closest to where I live is safe at night	12	20	46	14	8
7. I feel comfortable with the other people who use the park or playground closest to where I live	1	6	31	47	15
8. I avoid the park or playground closest to where I live because of gangs or other trouble-makers	40	39	15	4	2
9. Because of safety concerns, I do not allow my child to play outside without adult supervision	12	31	17	19	22
10. Because of safety concerns, I'm careful about where I allow my child to play	3	4	9	41	43
11. There is not enough time in the day for my child to spend as much time outdoors as he/she would like	10	23	20	36	11
12. There are plenty of places nearby where my child can play outdoors	1	21	28	36	14
13. Children can hurt themselves more easily when they play outdoors than when they play indoors	23	37	23	16	2
14. Children learn more in indoor activities than in outdoor activities	27	42	26	3	1

Perceptions of safety may vary by location, child age, and other characteristics. To assess such differences, factor analysis was used to identify a set of statements that best characterized underlying safety concerns.¹⁰ This set included statements 4 through 8; statement 4 represents maintenance more than safety, but it correlated well with the other statements. Figure 37 shows how perceptions of safety vary by location, with suburban respondents having more positive perceptions of safety (differences were statistically significant). Figures 37 and 38 show factor scores, which have a mean of zero and show relative evaluations (e.g., suburban respondents have more positive perceptions than do urban respondents, but the difference between 0.15 and -0.10 is not directly interpretable).

¹⁰ The analysis utilized maximum likelihood with varimax rotation and pairwise deletion. The included statements/items loaded strongly on the first factor, which represented 25% of variance. Factor scores, rather than summations of item responses, were used in the bivariate analyses (factor scores generated via regression method).

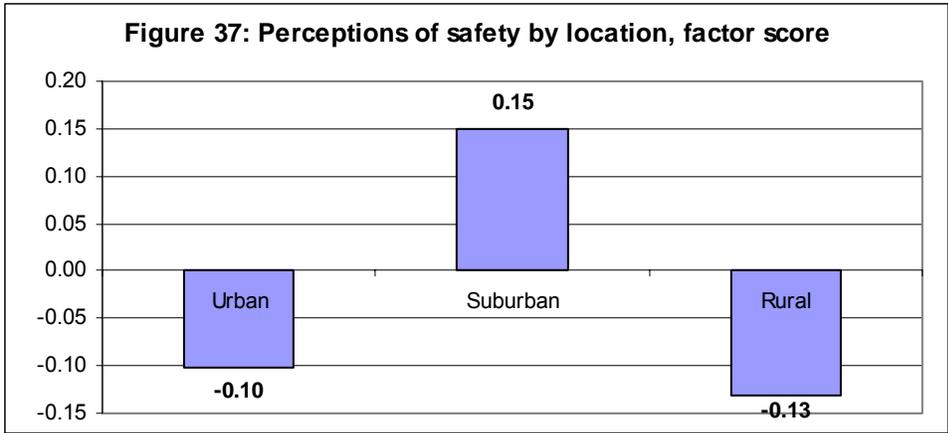
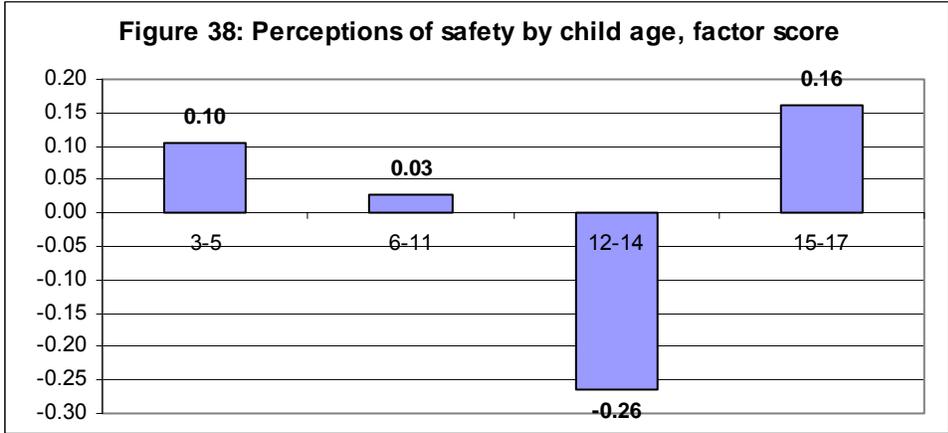
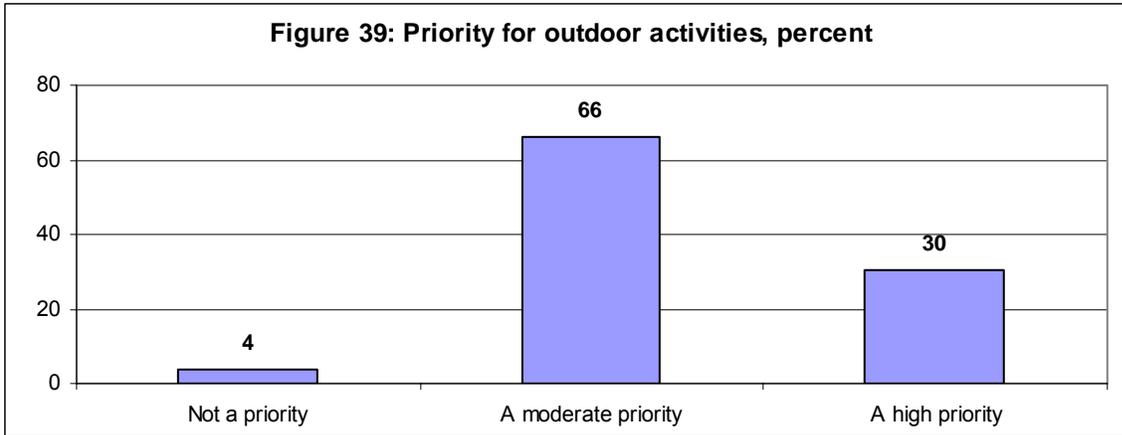


Figure 38 shows perceptions by child age, with parents of children aged 12 to 14 being much more concerned about safety than are parents of children in other age groups. Parents of children 15 to 17 were the least concerned (differences are statistically significant).



The clear majority (80%) of respondents reported that there is a park or playground near their home. On average, respondents or their children use these parks 4.6 times per month, with the majority of respondents using the parks between one and three times per month (the median is two times).

Lastly, parents were asked whether it was one of their priorities for their child to spend more time in outdoor activities considering other activities such as homework, video games, indoor sports, etc. As shown in Figure 39, almost all respondents felt it was at least a moderate priority.



9. DEMOGRAPHICS

This last section presents respondent demographic characteristics for the parent sample. The survey questions are reproduced in italics, with results shown in percents. Note that these results, like others in this report, are weighted by county, gender, and income to approximate the characteristics of the statewide population. Gender was specifically weighted to be 50% male and 50% female (statewide, males represent 49.6% of the population and females 50.4%).

Note that all respondents were asked to complete the demographic questions except for location (Question 19), which was only asked of parents with children. Some respondents included in these demographic results did not have a child in the target age range.

Q19. Would you describe the area where you live as urban, suburban, or rural?

20	Urban
48	Suburban
32	Rural

Q21. How old are you?

Responses were grouped into categories as follows:

6	20s (20-29)
23	30s (30-39)
27	40s (40-49)
23	50s (50-59)
14	60s (60-69)
7	70 or older

Q22. What is your gender?

50	Male
50	Female

Q23. Are you a single parent?

18	Yes
82	No

Q24. What is the highest educational degree you have completed?

7	Did not complete high school
17	High school diploma (or equivalency)
32	Some college, but no degree
8	Associate degree
21	Bachelor degree
15	Graduate or professional degree

Q25. Are you of Spanish / Hispanic / Latino descent?

4	Yes
96	No

Q26. Please select one or more of the following categories that best describes your race.

0	Black / African American
4	American Indian or Alaska Native
2	Asian
1	Native Hawaiian or other Pacific Islander
91	White / European American
6	Other

Q27. What is your household's total annual income before taxes? Include income for all persons that regularly live in your household and all sources of income – salary, pensions, interest or dividends, and all other sources.

2	Less than \$10,000
4	\$10,000 to \$14,999
18	\$15,000 to \$24,999
10	\$25,000 to \$34,999
16	\$35,000 to \$49,999
21	\$50,000 to \$74,999
12	\$75,000 to \$99,999
7	\$100,000 to \$149,999
9	\$150,000 or more

10. YOUTH SURVEY

The results in this section are from the youth survey and thus reflect the perspective of youth themselves, rather than of parents reporting on the behavior of their children.¹¹ To begin, youth

¹¹ Keep in mind that this includes responses for youth as young as 3 years old, so some of these results presumably also reflect reporting by parents.

were asked what their favorite and second favorite outdoor activities were in an open-ended format. Responses were categorized into 60 potential activity categories. In the results presented below:

- Biking includes mountain biking, biking on roads / paths, and unspecified biking.
- Camping includes tent camping and unspecified camping, but not RV or yurt camping (if “RV” or “yurt” or “cabin” was specified in a camping response, it was grouped into the relevant sub-category of camping).
- Fishing includes fly fishing, other fishing, and unspecified fishing.

Results in Figure 40 are sorted by Favorite percents. Outdoor field games are clearly the most popular, followed by biking and outdoor court games.

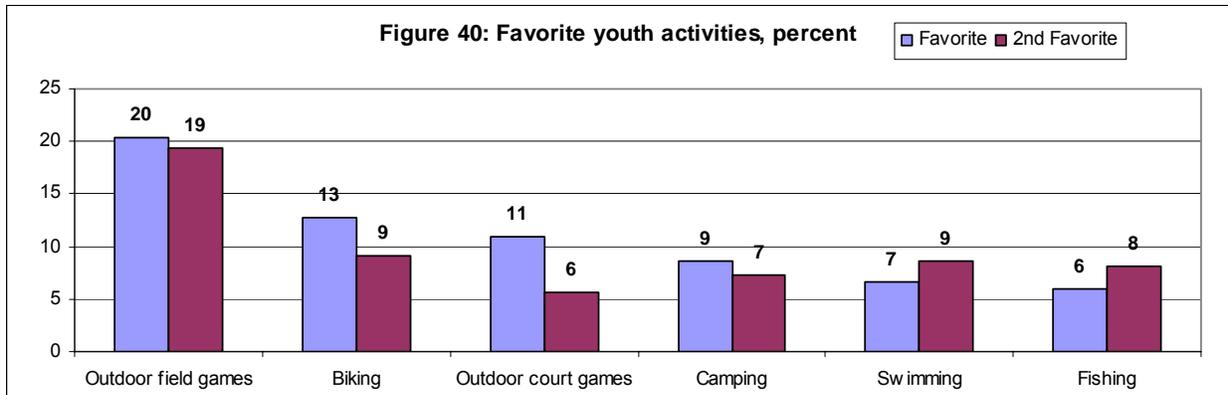


Table 30 shows how favorite activities evolve over childhood, with going to parks / playgrounds being the favorite activity for 3-5 year olds, but declining in importance as youth age. Conversely, outdoor field games, biking, and camping become more important as youth age. Youth interests also diversify with age, as indicated by lower percentages for individual “favorite” activities amongst older youth.

Age	Activity	Favorite	Second
3-5	Parks/playgrounds	42	20
	Outdoor field games	17	13
	Fishing	17	13
	Play w/ friends	17	13
6-11	Biking	30	16
	Outdoor field games	22	28
	Parks/playgrounds	11	4
12-14	Outdoor field games	28	14
	Outdoor court games	23	13
	Camping	9	11
15-17	Outdoor field games	14	20
	Camping	10	5
	Biking	9	2
	Swimming	9	5

With respect to gender (Table 31), outdoor field games is the most commonly reported favorite activity for both males and females. Biking and camping are the second most commonly reported for males and females, respectively.

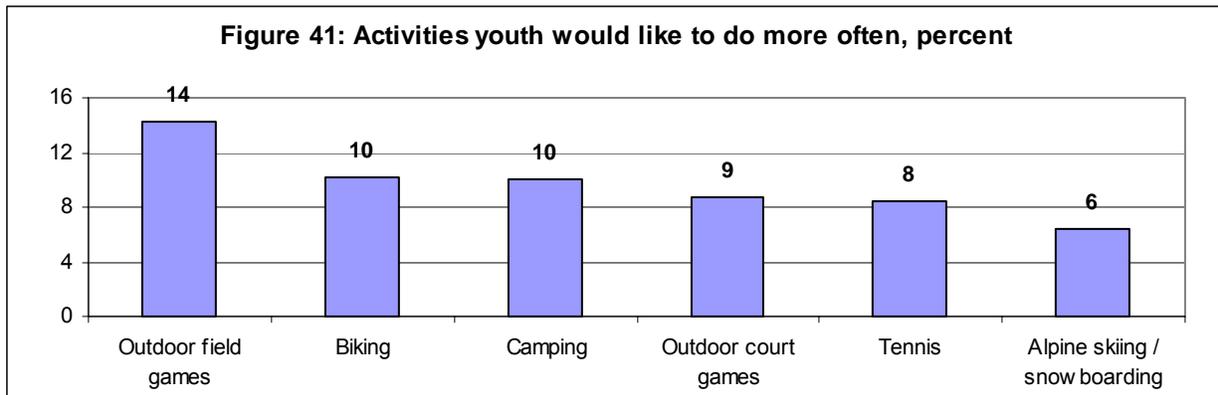
Gender	Activity	Favorite	Second
Male	Outdoor field games	21	26
	Biking	16	0
	Outdoor court games	12	4
Female	Outdoor field games	19	10
	Camping	13	0
	Outdoor court games	9	8

Youth were then asked with whom they do their favorite and second favorite activity. As shown in Table 32, Friends and Other family (includes siblings and cousins) are the two most popular categories. Thus, parents play important roles in introducing children to activities, but youth are unlikely to report parents as favorite activity partners.

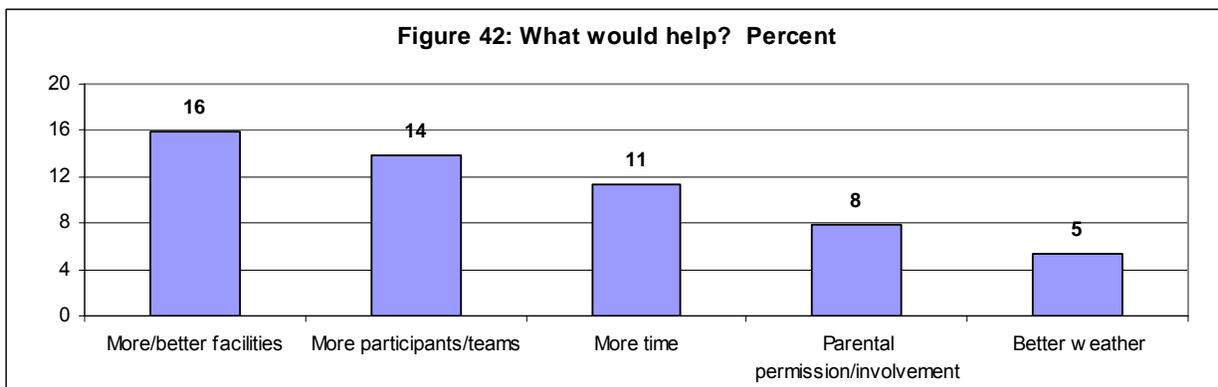
Table 32: Youth do their most/second most favorite activities with..., percent

	Favorite	Second	Average
Father	9	7	8
Mother	3	1	2
Parents	5	5	5
Other family	24	30	27
School	0	1	1
Friends	40	42	41
Friends and family	3	4	4
Other (Scouts, team, etc.)	15	10	13

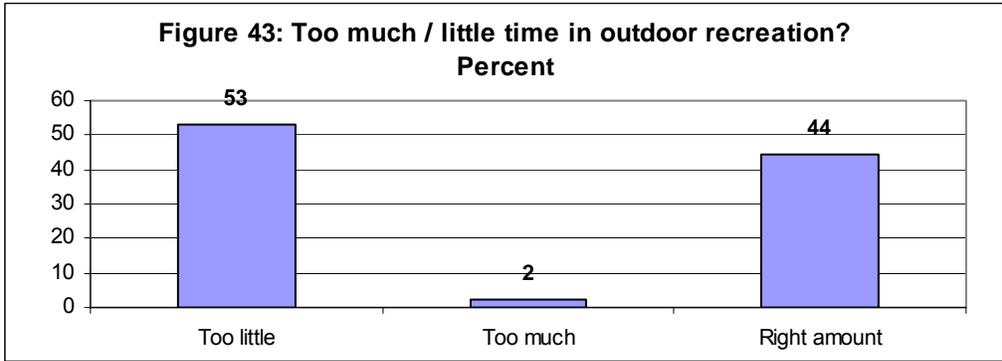
Next, youth indicated the activities they would like to do more often (Figure 41). Consistent with their favorite activities, youth would like to spend more time engaged in outdoor field games, biking, and camping. Note that Alpine skiing and snowboarding were grouped together, but most responses related to snowboarding.



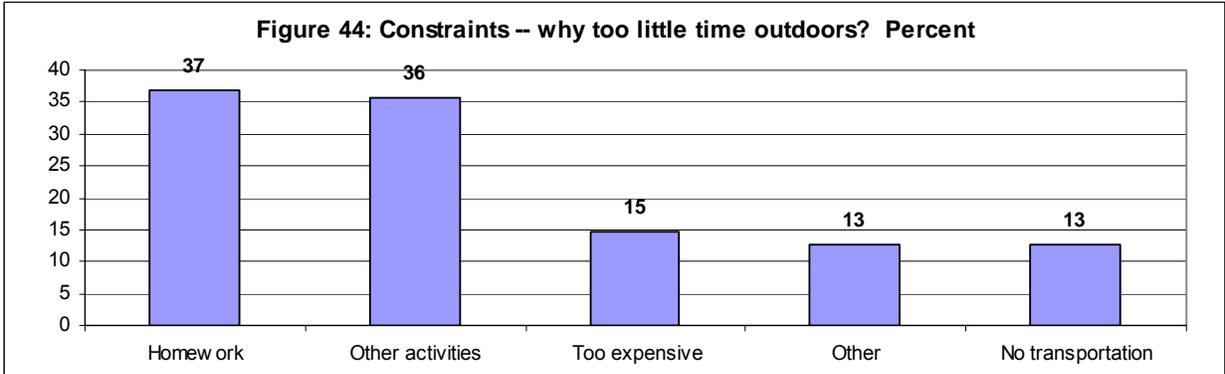
Facilities are seen as the primary constraint to doing outdoor activities more often (Figure 42). Additional teams and more free time also would help youth engage in activities more often.



When asked whether they spend too little, too much, or about the right amount of time in outdoor activities, the majority reported spending too little time, with most of the rest spending the right amount of time (Figure 43).



Youth that reported spending too little time in outdoor activities were asked what keeps them from spending more time. The instruction was for only one of several potential responses (the most important reason) to be ticked, but several respondents ticked multiple boxes. Therefore, the following percents total more than 100. Figure 44 illustrates that youth report being too busy with homework and other activities, with cost and transportation being secondary constraints. The Other category includes open-ended responses, with the most common being weather constraints.



Youth were then asked what activities they would include in an ideal outdoor activity program. This would occur after school, on weekends, or during the summer, and ideal activities were not limited to those that the youth already engage in (they could include new activities learned in the program). Youth could choose as many activities as they liked from a list of 31. They could then add any activities not on the list of 31. Figure 45 shows the Top 6 selected activities, with camping being the most popular, followed by sledding/tubing and swimming/diving. The popularity of sledding/tubing may partly reflect the fall/winter survey administration period.

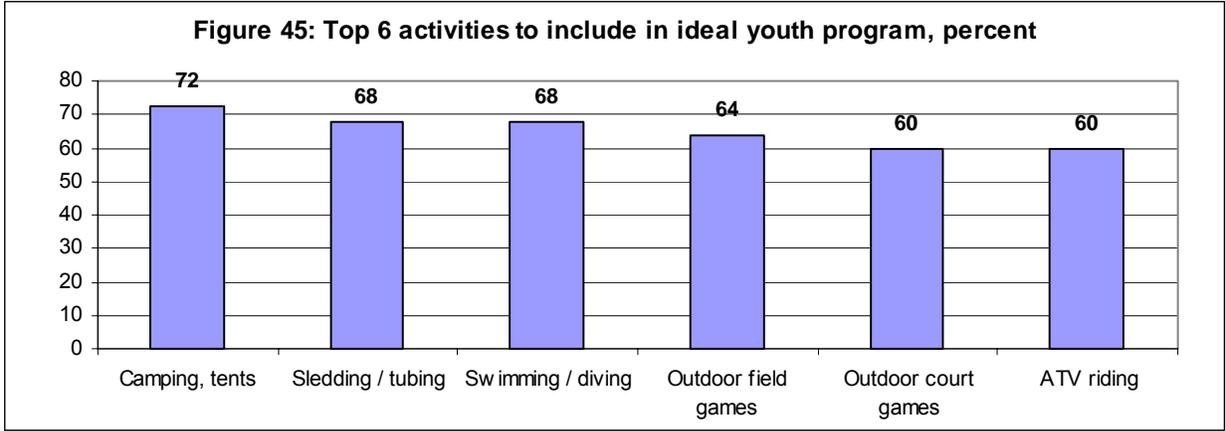


Table 33 shows the breakdown by age groups. There are differences across age groups for many activities. For example, both mountain and road biking are most popular amongst 6 to 11 year olds. Interest in paintball and snowboarding increases with age, while interest in Nordic skiing generally decreases with age.

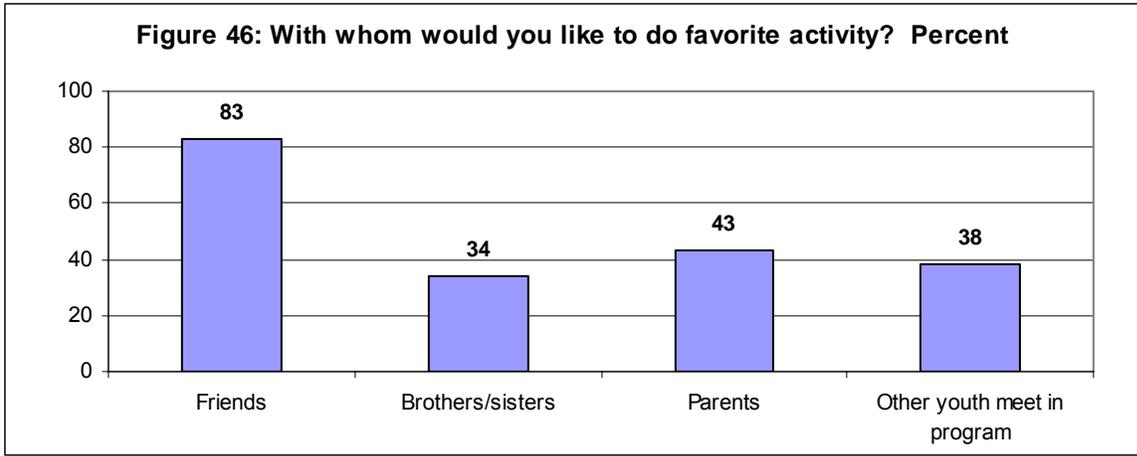
Table 33: Activities preferred for ideal program, by youth age, percent				
	3-5	6-11	12-14	15-17
Skateboarding	24	26	36	21
*Mtn biking / cyclo-cross	11	47	22	38
*Road biking	23	56	35	34
*Rock climbing / bouldering	17	40	40	54
*White-water canoe, kayak, or raft	38	35	46	63
Flat-water canoe, kayak, row	29	33	25	30
*Jogging or running	38	54	30	35
*Hiking / backpacking	58	47	27	44
*Horseback riding	36	54	34	55
*ATV riding	10	56	61	69
Off-road motorcycling	22	19	34	33
Snowmobiling	26	42	42	39
*Snowboarding	17	42	57	57
Downhill / Alpine skiing	12	37	25	23
*Cross-country / Nordic skiing	17	21	9	5
Sledding / tubing	71	73	65	68
*Snowshoeing	39	26	13	7
*Paintball	7	46	64	65
Outdoor court games	36	65	60	60
*Outdoor field games	68	79	60	57
Outdoor photography, painting, drawing	24	49	22	34
Camping in tents	71	79	67	74
Camping in cabins	53	61	65	51
Fly fishing	36	24	17	26
*Other fishing	45	65	38	45
Hunting	19	24	33	38
*Windsurf, surf, or kiteboard	21	16	25	51
Sailing	21	22	20	31
Power boat (cruise / water ski) or Jet ski	52	38	50	52
*SCUBA diving or snorkeling	13	30	46	47
Swimming / diving	57	81	65	64

Table 34 shows breakdown by gender, with many differences reflecting traditional gender participation patterns. For example, females are more likely than males to include horseback riding, while males are more likely than females to include various types of motorized recreation. Note that females are equally enthusiastic about tent and cabin camping, whereas males are more enthusiastic about tent camping.

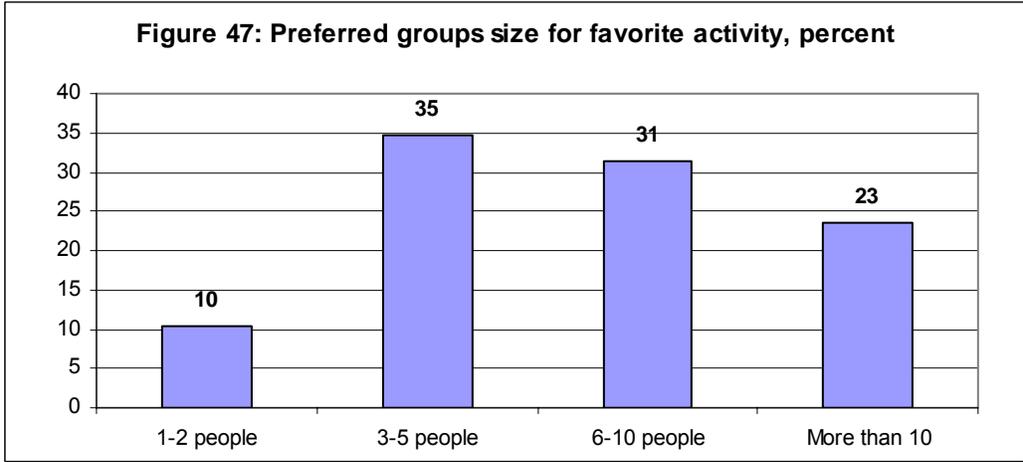
	Male	Female
*Skateboarding	33	21
*Mountain biking / cyclo-cross	41	23
Road biking	39	39
Rock climbing / bouldering	43	44
White-water canoeing, kayaking, or rafting	51	47
Flat-water canoeing, kayaking, rowing	28	30
Jogging or running	35	41
Hiking / backpacking	38	42
*Horseback riding	29	69
*All-terrain vehicle riding (3 & 4 wheel ATVs)	73	43
*Off-road motorcycling	34	23
*Snowmobiling	45	33
*Snowboarding	61	38
Downhill / Alpine skiing	25	29
Cross-country / Nordic skiing	11	11
Sledding / tubing	69	67
Snowshoeing	15	16
*Paintball	71	38
Outdoor court games (basketball, volleyball, etc.)	64	55
*Outdoor field games (soccer, baseball, softball, etc.)	71	55
*Outdoor photography, painting, drawing	17	53
*Camping in tents	77	66
*Camping in cabins	51	67
*Fly fishing	29	14
*Other fishing	54	39
*Hunting	46	14
Windsurfing, surfing, or kiteboarding	32	31
Sailing	23	26
Power boating (cruising or water skiing) or Jet skiing	49	46
SCUBA diving or snorkeling	38	45
Swimming / diving	69	67

When asked if there are any other activities they would like to include in their ideal program, 93 youth listed activities. The only activity suggested at least ten times was tennis, noted 18 times. The remaining suggestions varied widely, from airsoft to archery to dancing. The activities noted as favorites by at least 25 youth (8% of total “favorite responses” in this section) were outdoor field games, Alpine skiing/snowboarding, and outdoor court games. This suggests some variation between “favorite” activities and activities most commonly included in ideal programs.

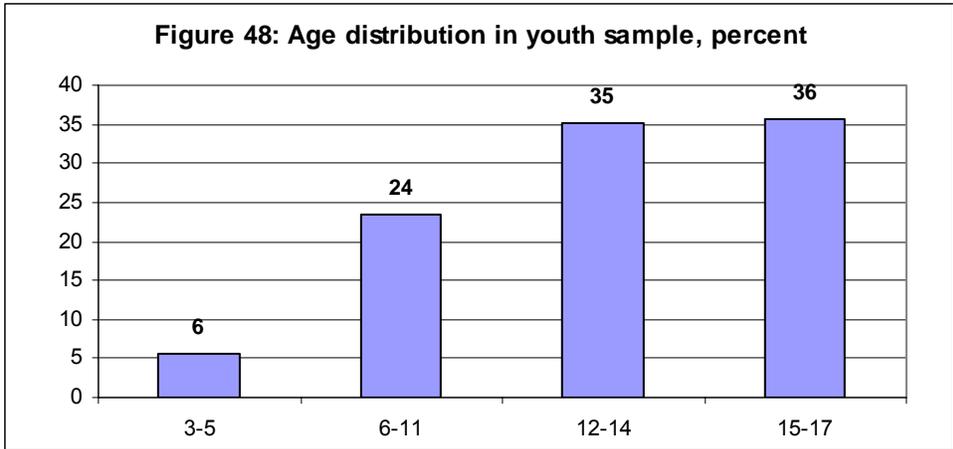
Figure 46 illustrates that youth clearly would prefer to do their favorite program activity with friends, though many would also like to involve family members and other youth that would be met during the program (multiple responses were allowed, so percents total more than 100).



Most youth prefer to do their favorite program activity in medium-sized groups, either 3-5 people or 6-10 people (Figure 47).



The demographic characteristics of the parent sample are reported in the Demographics section. For the youth sample, Figure 48 indicates that most youth in the sample were in the 12-14 or 15-17 age ranges (in other words, most were in the target range for the youth survey). These percentages, as well as others in this youth results section, reflect weighting based on parent characteristics (location, gender, and income).



Lastly, with respect to gender, males represented 56% of the weighted youth sample and females 44%.

11. SUMMARY

Detailed data on the outdoor recreation behavior of youth is rare, and this report provides a foundation for policy and planning in Oregon. Starting with the parent survey, the most popular (highest average days in past year) outdoor activities for parents is walking, viewing natural features, and relaxing/hanging out. For children, the most popular is walking, followed by outdoor sports/games, relaxing/hanging out, and general play at neighborhood parks/playgrounds. There are significant and generally strong correlations between parental participation and child participation – the more a parent engages in an activity, the more a child does.

Participation varies across child age, with both the number of activities and the number of activity days peaking amongst 12-14 year olds and decreasing for 15-17 year olds. Boys tend to have higher participation rates overall and amongst the most popular activities, but most differences generally are not statistically significant. Differences across location generally are significant, with rural children spending more days, on average, in outdoor activities relative to urban and suburban children. With respect to parental education and household income, participation generally increases from the lowest level to the “middle levels” and then decreases again at higher levels. For example, number of activity days is highest for children of parents with a high school diploma and in households with annual income of \$25,000 to \$35,000.

For most activities, parents first engaged in the activity as a child, rather than as an adult. This is consistent with research indicating the importance of early life participation setting a pattern for later life participation. When asked who introduced their child to each activity, parents individually or collectively was by far the most common response. There were also patterns across activities, with fathers being more common than mothers as “introducers” of hunting, for example, and mothers being more common than fathers for horseback riding.

Relative to five years ago, parents were somewhat more likely to currently spend less time than more time in outdoor recreation. Work commitments was the main reason for those spending less time, while children getting older was the main reason for those spending more time.

Parents in suburban and rural households were largely unchanged, on average, in the time spent in outdoor recreation, whereas urban parents spent less time than five years ago.

Parents reported how much time, in broad categories, their children spend in each of several activities. Time spent varied across age. Relative to older children, younger children tended to spend more time in Play at school and Play not at school. Allocation of time across activities became more homogenous with age, as older children spent less time in the above activities and more time in indoor sports, outdoor sports, and outdoor chores. Differences across gender and location were greatest for Play not at school – boys and rural children spend more time than girls and urban/suburban children in this activity. With respect to parental education and household income, time spent in most activities decreased as levels increased. For example, time engaged in Play at school decreased as parental education level increased.

An important issue is how much time the current generation of children spends engaged in outdoor activities relative to the time their parents spent as children. Based on parental reports, children spend more time, on average, than parents did in organized sports, both indoor and outdoor. However, there have been decreases in other activities, with the greatest decreases occurring in Outdoor chores and Outdoor play not at school. This is consistent with other literature indicating an increase in structured/organized activities and a decrease in unstructured activities. These decreases have been greater for girls than boys (though the difference is significant only for Outdoor chores). The effect by location has been mixed, though the greatest decrease has been in Outdoor chores amongst children in urban and suburban areas. Results suggest that a tradeoff exists between homework and time spent in outdoor activities.

Most parents report that their children engage in 30 minutes of moderate exercise on average per day, and this exercise is most likely to occur outdoors. Boys are more likely than girls to engage in this level of exercise. There are also differences across parental education and household income, though not in a consistent pattern.

With respect to 16 outdoor skills, parents rated the importance of each skill, their child's ability, and their child's ability relative to their own ability as a child. With the exception of swimming and applying environmental ethics, children were rated, on average, as having a lower ability than their parents when they were children. Safety-oriented skills were rated as most important, with swimming receiving the highest importance rating, followed by first aid skills and map/compass skills. Though average importance rating across all skills varied only modestly across locations (rural, suburban, urban), there were differences for individual skills. For example, building a fire was rated as more important by rural parents than by urban or suburban parents.

Child ability levels varied by age, as one would expect, with older children having higher skill levels. Change across age levels was dramatic for skills such as swimming, with children 6 and older having much higher ability levels than children 3 to 5 years old. The change in skill levels across the generations (child's ability relative to parent's ability as child) varied across location for some skills. For example, the greatest decrease in tent pitching skills was for urban children. The change also varied across income levels, with parents in households with \$35,000 to \$50,000 income reporting the greatest average decrease in skill levels across the generations.

Turning to programs designed to help children engage in outdoor recreation, outdoor sports programs was the most popular type of program with respect to both past and likely future participation. The preferred participation time for such programs was weekends and summer weekdays, and most parents indicated a willingness to participate in such programs with their

child. When considering the constraints that limit participation, parents report that lack of information and cost are the two most important constraints. As expected, cost was noticeably more important for low income households than for high income households. Though less dramatic, the importance of constraints also varied by child age, child gender, and location.

Having fun was easily the most important priority for parents in selecting programs, though staying safe and physical activity were also important (note that “staying safe” may have been interpreted in various ways, from the program being safe to the program helping children avoid trouble associated with alternate activities). There were some differences in priorities across child age groups, with Provide parents time without their kids being most important for parent of young children and for parents in low income households. Academic enrichment was most important for parents of girls and for parents with middle levels of education (especially those with a high school diploma or some college).

Safety has been noted as a concern for parents, but responses to a set of safety and accessibility statements did not indicate a major safety concern for respondents overall. Most felt there are safe opportunities for their children to engage in outdoor activities. Perceptions of safety were most positive amongst suburban respondents and less positive amongst urban and rural respondents.

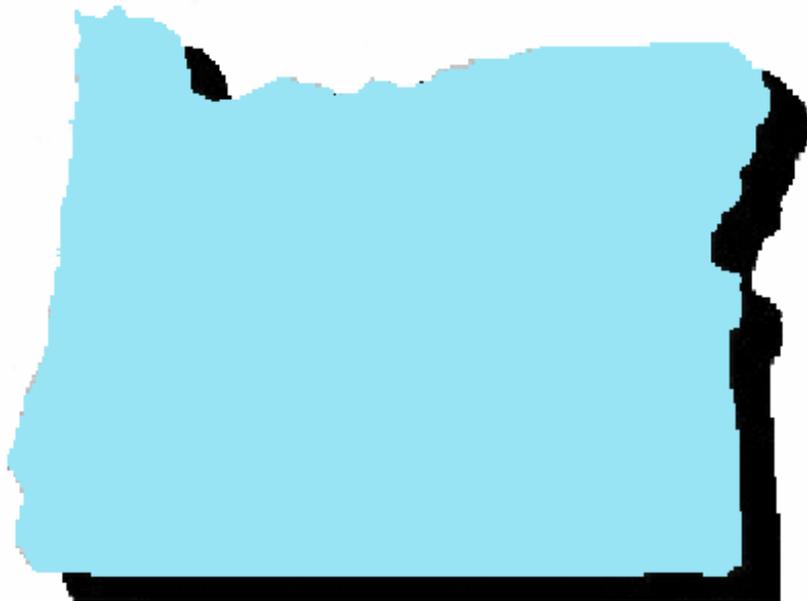
Turning to the youth survey, outdoor field games was clearly the favorite activity for youth. As expected, this varied by age, with going to parks / playgrounds being the favorite for young children and outdoor field games being the favorite for older children. The diversity of favorite activities generally increased with age. Though parents play critical roles in introducing youth to activities, friends and other family (e.g., siblings) are more popular recreation partners for youth. When asked what they would like to do more often, youth most commonly noted outdoor field games, followed by biking and camping. More or better facilities and more participants or teams would help youth engage more often. Homework and other (e.g., indoor) activities were noted as the most common constraint to youth spending more time outdoors.

Youth were asked to create an ideal activity program, selecting one or more from a list of 31 potential activities. Tent camping was the most popular activity to include in such a program, followed by sledding / tubing, swimming / diving, and outdoor field games. Activity preferences varied across age. For example, mountain biking was most popular for 6-11 year olds while ATV riding was most popular for 15-17 year olds. Preferences across gender often followed traditional gender participation patterns, but there was often shared enthusiasm. For example, both males and females included camping as a popular activity, though females were equally enthusiastic about cabin and tent camping while males preferred tent camping. Youth preferred to do their favorite program activity with friends and in groups of 3-5 or 6-10 people.

Appendix A: Survey Instruments

The parent survey and youth survey are reproduced below. The parent survey was printed as a booklet with a color cover.

Oregon Outdoor Recreation Adult Survey



Kreg Lindberg
Oregon State University – Cascades Campus
2600 NW College Way
Bend, OR 97701

Thank you for participating in our survey of outdoor recreation in Oregon. Please read all directions and answer the questions as accurately as possible.

Q1. Please tell us about the outdoor recreation activities you and one of your children engaged in here in Oregon during the past year. If you do not have any children between the ages of 3 and 17, please complete only columns A and B for each activity. If you have one or more children in this age range, please write the age and circle the gender of the child with the most recent birthday:

_____ years old girl / boy (circle one)

Please answer the remaining survey questions with this child in mind.

Activity	Column A Number of days <u>you</u> participated in this activity in Oregon over past year	Column B Did <u>you</u> first participate in this activity as a child (circle 1) or adult (circle 2)	Column C Number of days <u>your child</u> participated in this activity in Oregon over past year	Column D Who introduced <u>your child</u> to this activity? (Mom, Dad, Girl Scouts, etc.)
Walking for pleasure (on streets, sidewalks, paths or trails in your community)		1 2		
Jogging or running for exercise		1 2		
Day hiking on trails		1 2		
Picnicking and family gatherings		1 2		
Relaxing, hanging out, escaping heat, noise, etc.		1 2		
General play at a neighborhood park / playground		1 2		
Bicycling on paved roads / paths		1 2		
Mountain biking (single track / dirt road)		1 2		
Skateboarding		1 2		
Horseback riding		1 2		
Off-highway vehicle travel (4-wheelers, dirt bikes, quads)		1 2		
Camping (tents, cabins, or RVs)		1 2		
Hunting		1 2		
Fishing		1 2		
Motorized boating		1 2		
Floating / paddling (sailboarding, kayaking, rafting, canoeing, etc.)		1 2		
Rock climbing / bouldering / mountaineering		1 2		
Ocean or freshwater beach activities		1 2		
Winter skiing / sledding / snowshoeing		1 2		
Viewing natural features such as scenery, wildlife, birds, flowers, fish, etc.		1 2		
Visiting a nature center, nature trail, or nature-themed visitor center		1 2		
Visiting historic sites (museums, outdoor displays, history-themed visitor centers)		1 2		
Outdoor photography, painting, drawing		1 2		
Nature study		1 2		
Gathering mushrooms, berries, firewood, or other natural products		1 2		
Driving for pleasure on roads		1 2		
Outdoor sports and games (baseball, softball, soccer, basketball, football, golf, tennis, etc.)		1 2		
Swimming in an outdoor pool		1 2		

Q2. Do you currently spend more time, about the same amount of time, or less time in outdoor recreation activities than you did 5 years ago? (Please check one box.)

- More time → please write why you spend more time _____
- About the same
- Less time → please write why you spend less time _____

If you do not have a child between the ages of 3 and 17, please skip to Question 21. Otherwise, please continue with Question 3.

Q3. Please tell us how much time your child spends in each of the following types of activities – after school and weekends combined. Then indicate whether, on average, your child spends more or less time engaged in this type of activity than you did as a child. (Please circle appropriate number in each column.)

Type of Activity	Time your child spends in activity	Relative to my childhood, my child spends
	1. Never 2. Less than half the time 3. Half the time 4. More than half the time 5. Most of the time	1. Less time 2. About the same time 3. More time
Organized indoor sports (basketball, swimming, etc.)	1 2 3 4 5	1 2 3
Organized outdoor sports (soccer, football, baseball, etc.)	1 2 3 4 5	1 2 3
Other outdoor activities listed in Question 1 above	1 2 3 4 5	1 2 3
Outdoor chores or work (mowing lawn, etc.)	1 2 3 4 5	1 2 3
Outdoor play at school (recess, before/after school)	1 2 3 4 5	1 2 3
Outdoor play not at school (in yards, parks, playgrounds, woods, on farms, etc.)	1 2 3 4 5	1 2 3

Q4. Does your child engage in 30 minutes of moderate exercise on average per day? By moderate exercise, we mean physical activity that does not make one sweat and breathe hard (e.g., fast walking, slow bicycling, skating, or pushing a lawn mower).

- Yes → please continue with Question 5.
- No → please skip to Question 6.

Q5. Does this exercise occur mostly outdoors or indoors?

- Outdoors
- Indoors

Q6. How important do you feel it is for your child to get more exercise?

- Not at all important
- Somewhat important
- Very important

Q7. Please tell us about your child's skills related to outdoor activities, and how his or her ability compares to your ability when you were a child. (Please circle appropriate number in each column.)

Skill	How important is each skill?	My child has the following level of ability in this skill	Relative to my ability as a child, my child's ability is
	1. Not at all important 2. Somewhat important 3. Very important	1. Low or no ability 2. Moderate ability 3. High ability	1. Lower 2. About the same 3. Higher
Pitch a tent	1 2 3	1 2 3	1 2 3
Pack a backpack	1 2 3	1 2 3	1 2 3
Hunt (including gun or bow safety)	1 2 3	1 2 3	1 2 3
Fish	1 2 3	1 2 3	1 2 3
Winter survival skills (including avalanche safety)	1 2 3	1 2 3	1 2 3
Identify birds / wildlife	1 2 3	1 2 3	1 2 3
Identify plants	1 2 3	1 2 3	1 2 3
Basic emergency first aid	1 2 3	1 2 3	1 2 3
Wilderness survival	1 2 3	1 2 3	1 2 3
Swim (for example, swim to shore if canoe capsizes)	1 2 3	1 2 3	1 2 3
Boat safely	1 2 3	1 2 3	1 2 3
Build a fire	1 2 3	1 2 3	1 2 3
Cook outdoors	1 2 3	1 2 3	1 2 3
Tie knots, ropework	1 2 3	1 2 3	1 2 3
Use a map and compass	1 2 3	1 2 3	1 2 3
Follow environmental ethics, such as Leave No Trace (LNT) principles	1 2 3	1 2 3	1 2 3

Q8. For those outdoor skills that you learned as a youth, how did you learn those skills? (Check one or more boxes that reflect the primary people or organizations that taught you the skills.)

- | | |
|---|--|
| <input type="checkbox"/> Parents / guardians | <input type="checkbox"/> 4-H |
| <input type="checkbox"/> Other family members | <input type="checkbox"/> Community parks and recreation department |
| <input type="checkbox"/> Boy or Girl Scouts | <input type="checkbox"/> Schools |
| <input type="checkbox"/> YMCA / YWCA | <input type="checkbox"/> Other – please describe _____ |
| <input type="checkbox"/> Boys and Girls Clubs | |

Q9. Have you taught your child these types of skills (or do you expect to teach them as your child gets older)?

- Yes → please skip to Question 11
- No → please continue with Question 10

Q10. Is there a reason you have not taught or do not expect to teach your child these skills? (Please check the box that best reflects your situation.)

- I don't have enough time
- I don't have enough money
- My children aren't interested in learning these skills
- I'm not interested in teaching these skills
- I don't believe these skills are important for children
- Some other reason → please describe: _____

Q11. Many programs in Oregon are designed to help our children engage in outdoor recreation outside of school class time. Please tell us if your child has participated and how likely he/she is to participate in the future. (Please circle appropriate number in each column.)

Type of program	Has child participated?		Likely to participate in the future?		
	1. Yes	2. No	1. Not likely	2. Somewhat likely	3. Very likely
Outdoor sports programs (baseball, football, soccer, etc.)	1	2	1	2	3
Outdoor adventure trips (rafting, rock climbing, etc.)	1	2	1	2	3
Outdoor activity skills courses / clinics / workshops	1	2	1	2	3
Natural history or environmental education programs (ecology, geology, etc.)	1	2	1	2	3
Day camps, including multi-day camps but not overnight	1	2	1	2	3
Multi-day camps involving overnight away from home	1	2	1	2	3
One-on-one mentoring programs	1	2	1	2	3
Programs to help youth use their free time productively	1	2	1	2	3
Programs to combat youth obesity through outdoor recreation	1	2	1	2	3
Programs designed help youth cope with, and adjust to, the challenges of everyday life through outdoor recreation	1	2	1	2	3

Q12. What are good times for your child to participate in such programs? (Please check the box for each time period in which your child would be likely to participate.)

- Weekdays, after school
- Weekends
- Summer, weekdays
- Summer, weekends
- Summer, full week or longer
- School holidays (weekdays off during school year)

Q13. For multi-day programs, do you prefer that your child stays overnight at home or at the program location?

- Prefer child stay overnight at home
- Prefer child stay overnight at program location (e.g., at a camp away from home)

Q14. The nature of these programs varies, but some could involve parents or guardians. How likely are you to participate in such programs with your child?

- Not likely
- Somewhat likely
- Very likely

Q15. There are a number of reasons why your child may or may not participate in such programs. Please indicate how important each of the following is as a reason not to participate.

Reason	Not important	Somewhat important	Very important
We cannot afford the cost of the program and associated equipment	1	2	3
Transportation is a problem – my child can not get to where the programs are offered	1	2	3
We haven't heard about these types of programs or don't have enough information about them	1	2	3
My child isn't interested in these types of programs	1	2	3
My child's friends aren't interested in these types of programs	1	2	3
We don't have enough time for these programs	1	2	3
We have safety concerns about these programs	1	2	3
These programs aren't suited for my child's age group	1	2	3
We prefer girls-only or boys-only programs, but they are not available	1	2	3

Q16. Please indicate how important each of the following priorities is when you consider programs for your child to participate in outside of school class time.

Priority	Not important	Somewhat important	Very important
Academic enrichment / supplement class material	1	2	3
Engage in physical activity / exercise	1	2	3
Have fun	1	2	3
Learn outdoor skills	1	2	3
Improve social skills	1	2	3
Provide parents time without their kids	1	2	3
Stay safe and out of trouble	1	2	3

Q17. Please circle the number reflecting your level of agreement with each of the following statements.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
You can count on adults in my neighborhood to watch out that children are safe and don't get into trouble	1	2	3	4	5
Children around here have no place to play but the street	1	2	3	4	5
Traffic in this area is a hazard for children who play outside	1	2	3	4	5
The park or playground that is closest to where I live is clean and well-maintained	1	2	3	4	5
The park or playground closest to where I live is safe during the day	1	2	3	4	5
The park or playground closest to where I live is safe at night	1	2	3	4	5
I feel comfortable with the other people who use the park or playground closest to where I live	1	2	3	4	5
I avoid the park or playground closest to where I live because of gangs or other trouble-makers	1	2	3	4	5
Because of safety concerns, I do not allow my child to play outside without adult supervision	1	2	3	4	5
Because of safety concerns, I'm careful about where I allow my child to play	1	2	3	4	5
There is not enough time in the day for my child to spend as much time outdoors as he/she would like	1	2	3	4	5
There are plenty of places nearby where my child can play outdoors	1	2	3	4	5
Children can hurt themselves more easily when they play outdoors than when they play indoors	1	2	3	4	5
Children learn more in indoor activities than in outdoor activities	1	2	3	4	5

Q18. Is there a park or playground near your home?

- Yes → about how many times per month do you or your child use it? _____ times per month
- No

Q19. Would you describe the area where you live as urban, suburban, or rural?

- Urban
- Suburban
- Rural

Q20. Relative to other activities your child could be doing (homework, video games, indoor sports, etc.), would you say it is one of your priorities to have your child spend more time in outdoor activities?

- Not a priority
- A moderate priority
- A high priority

In this last section, please tell us more about yourself. All responses to these questions, and others in the survey, are confidential and only averages will be reported.

Q21. How old are you? _____ years old

Q22. What is your gender?

- Male
- Female

Q23. Are you a single parent?

- Yes
- No

Q24. What is the highest educational degree you have completed? (Please check one box.)

- Did not complete high school
- High school diploma (or equivalency)
- Some college, but no degree
- Associate degree
- Bachelor degree
- Graduate or professional degree

Q25. Are you of Spanish / Hispanic / Latino descent?

- Yes
- No

Q26. Please select one or more of the following categories that best describes your race.

- Black / African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or other Pacific Islander
- White / European American
- Other

Q27. What is your household's total annual income before taxes? Include income for all persons that regularly live in your household and all sources of income – salary, pensions, interest or dividends, and all other sources.

- Less than \$10,000
- \$10,000 to \$14,999
- \$15,000 to \$24,999
- \$25,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 or more

Thank you for completing this survey. Please write any other comments you have about outdoor recreation in Oregon below or on the next page.

Oregon Outdoor Recreation – Youth Survey

Thank you for participating in our survey of outdoor recreation in Oregon. By outdoor recreation, we mean all the activities that you do outside – things like soccer and other outdoor sports, skateboarding, snowboarding, mountain biking, rock climbing, fishing, or just playing in a friend’s yard or at the playground.

The survey is voluntary – you do not need to do it. However, by carefully and accurately completing this survey you will help others provide the recreation opportunities you enjoy. If you prefer, you can complete this survey via the web rather than completing this form. Go to <http://www.surveymonkey.com/s.asp?u=544262365957> and enter the following survey code: [Youth ID].

Question 1. Please write your two favorite outdoor activities.

My most favorite activity is _____

My second most favorite activity is _____

Question 2. Now please think about who you do these activities with. For example, do you mountain bike with friends or go camping with the Boy Scouts? Please write here who you most often do the activity with (if you most often do it by yourself, write “myself”).

I do my most favorite activity with _____

I do my second most favorite activity with _____

Question 3. Are there any outdoor activities you would like to do more often? If so, please write here what activity you’d like to do more often and what would make that possible. For example, let’s say you would like to play soccer more often, but none of your friends is interested in soccer. If this was the case, you would write “soccer” and “more people who want to play.”

I would like to do this activity more often _____

And this would help make that possible _____

Question 4. Thinking about how much time you spend in outdoor activities, do you feel this is too little time, too much time, or about the right amount of time? (Please check one box.)

- I spend too little time in outdoor activities
- I spend too much time in outdoor activities
- I spend the right amount of time in outdoor activities

Question 5. If you spend too little time in outdoor activities, what keeps you from spending more time? (Please check one box to show the most important reason for spending too little time in outdoor activities.)

- I’m too busy with homework
- I’m too busy with other activities (other than homework)
- Lack of transportation – I can’t get to the activities
- I don’t have the right equipment for the activities I want to do
- The activities I want to do are too expensive
- There are not enough organized trips
- My parents / guardians limit my outdoor time or the activities I do
- The outdoor places I like to go to are not safe
- I don’t have anyone to do these activities with
- A different reason → please write that reason _____

Please turn this survey over and complete the questions on the back...

Question 6. If you had a chance to create a program of outdoor activities to do with your friends and other youth your age, what activities would you choose for the program? This program could be something you do in the afternoons after school, on weekends, or during the summer.

Check the boxes for any of the following activities that you'd like to do. Don't worry if you've never done the activity before – the program could include instruction for you to learn new activities.

- | | |
|--|---|
| <input type="checkbox"/> Skateboarding | <input type="checkbox"/> Snowshoeing |
| <input type="checkbox"/> Mountain biking / cyclo-cross | <input type="checkbox"/> Paintball |
| <input type="checkbox"/> Road biking | <input type="checkbox"/> Outdoor court games (basketball, volleyball, etc.) |
| <input type="checkbox"/> Rock climbing / bouldering | <input type="checkbox"/> Outdoor field games (soccer, baseball, softball, etc.) |
| <input type="checkbox"/> White-water canoeing, kayaking, or rafting | <input type="checkbox"/> Outdoor photography, painting, drawing |
| <input type="checkbox"/> Flat-water canoeing, kayaking, rowing | <input type="checkbox"/> Camping in tents |
| <input type="checkbox"/> Jogging or running | <input type="checkbox"/> Camping in cabins |
| <input type="checkbox"/> Hiking / backpacking | <input type="checkbox"/> Fly fishing |
| <input type="checkbox"/> Horseback riding | <input type="checkbox"/> Other fishing |
| <input type="checkbox"/> All-terrain vehicle riding (3 & 4 wheel ATVs) | <input type="checkbox"/> Hunting |
| <input type="checkbox"/> Off-road motorcycling | <input type="checkbox"/> Windsurfing, surfing, or kiteboarding |
| <input type="checkbox"/> Snowmobiling | <input type="checkbox"/> Sailing |
| <input type="checkbox"/> Snowboarding | <input type="checkbox"/> Power boating (cruising or water skiing) or Jet skiing |
| <input type="checkbox"/> Downhill / Alpine skiing | <input type="checkbox"/> SCUBA diving or snorkeling |
| <input type="checkbox"/> Cross-country / Nordic skiing | <input type="checkbox"/> Swimming / diving |
| <input type="checkbox"/> Sledding / tubing | |

Question 7. Are there any other activities you'd like to include in this program? If so, please write them here:

Question 8. Of the activities you listed in Question 6 and 7, which is your favorite? Please write it here:

Question 9. For your favorite activity, who would you like to do the activity with? (Please check the box for any of the following.)

- Friends
- Brothers or sisters
- Parents
- Other youth my age that I'll meet during the program

Question 10. For your favorite activity, how big a group would you like to do this activity with? (Please check one box.)

- 1-2 people
- 3-5 people
- 6-10 people
- More than 10 people

Question 11. How old are you? _____ years old

Question 12. What is your gender?

- Male
- Female

Thank you for completing this survey. Please give this back to your parents / guardians when you have finished it.