



Time to Play

A Study on Children's Free Time:
How It Is Spent, Prioritized and Valued



GALLUP®

Copyright Standards

This document contains proprietary research, copyrighted materials and literary property of Gallup, Inc. It is for the guidance of your organization only and is not to be copied, quoted, published or divulged to others outside your organization. All of Gallup, Inc.'s content is protected by copyright. Neither the client nor the participants shall copy, modify, resell, reuse or distribute the program materials beyond the scope of what is agreed upon in writing by Gallup, Inc. Any violation of this agreement shall be considered a breach of contract and misuse of Gallup, Inc.'s intellectual property.

This document is of great value to Gallup, Inc. Accordingly, international and domestic laws and penalties guaranteeing patent, copyright, trademark and trade secret protection safeguard the ideas, concepts and recommendations related within this document.

No changes may be made to this document without the express written permission of Gallup, Inc.

Gallup® is a trademark of Gallup, Inc. All rights reserved. All other trademarks and copyrights are property of their respective owners.

Table of Contents

Introduction.....	1
Executive Summary.....	3
Key Concepts.....	5
Insight 1.....	6
Insight 2.....	8
Insight 3.....	11
Insight 4.....	13
Insight 5.....	17
Insight 6.....	19
Implications.....	21
Methodology.....	22
About Gallup.....	23
About Melissa & Doug.....	23

Introduction

Raising children requires making sure they have the experiences they need to develop and thrive physically, emotionally, socially and intellectually. Some of these experiences can be deliberate and structured, but not everything can be choreographed. The most powerful learning experiences often happen when children are simply given the space to work things out on their own – to come up with their unique way to occupy a rainy day, to finish a difficult puzzle, to fill a blank page with their ideas or to resolve a dispute over who goes first in a board game.

Researchers and experts recognize the benefits of child-led play, maintaining that unstructured play is a vital catalyst in children's development of problem-solving skills, cooperation and other qualities that lay the foundation for academic success,¹ resilience and creativity.²



But are children engaging in child-led, unstructured play? And do parents recognize how child-led play benefits their child's development?

These questions about child-led play take on added significance against the backdrop of another pressing issue: the large role that digital activities are playing in children's lives. A growing body of medical and social research links the time children spend engaged in screen time to damaging outcomes, including delayed language development in infants,³ a decreased ability to read human emotions,⁴ childhood weight problems⁵ and increased sleep disturbances.⁶ Many childhood experts are also concerned that trading free play for screen time could hamper children's creativity.

The American Academy of Pediatrics (AAP) has developed specific recommendations to guide parents on their children's screen time, such as avoiding digital media use (except video chatting) for children younger than age 2, limiting screen time for older children to high-quality programming and setting aside specific screen-free times.⁷

- 1 Elkind, D. (2007). *The power of play: How spontaneous, imaginative activities lead to happier, healthier children*. Cambridge, MA: Da Capo Press.
- 2 Ginsburg, K. R., & Jablow, M. M. (2005). *Building resilience in children and teens*. American Academy of Pediatrics.
- 3 Ma, J., van den Heuvel, M., Maguire, J., Parkin, P., & Birken, C. (2017). Is handheld screen time use associated with language delay in infants? [Presentation]. Paper presented at the Pediatric Academic Societies Meeting, San Francisco, CA.
- 4 Uhls, Y. T., Michikyan, M., Morris, J., Garcia, D., Small, G. W., Zgourou, E., & Greenfield, P. M. (2014). Five days at outdoor education camp without screens improves preteen skills with nonverbal emotion cues. *Computers in Human Behavior*, 39, 387-392.
- 5 Wijga, A. H., Scholtens, S., Bemelmans, W. J., et al. (2010). Diet, screen time, physical activity, and childhood overweight in the general population and in high risk subgroups: prospective analyses in the PIAMA birth cohort. *Journal of Obesity*, 2010.
- 6 Barlett, N.D., Gentile, D.A., Barlett, C.P., Eisenmann, J.C., et al. (2012). Sleep as a mediator of screen time effects on children's health outcomes. *Journal of Children and Media*, 6(1), 37-50.
- 7 Hill, D., Ameenuddin, N., Chassiakos, Y. L. R., Cross, C., Hutchinson, J., Levine, A., & Swanson, W. S. (2016). Media and young minds. *Pediatrics*, 138(5), e20162591.

In 2017, global toy company Melissa & Doug partnered with Gallup to conduct a nationwide study of parents of children between the ages of birth to 10 to explore parents' perceptions of the role of play in their children's lives. After extensive focus groups and cognitive interviews with caregivers, Gallup prepared and sent a mail survey to randomly selected households across the U.S. The survey instructed households to have the parent or caregiver who is 18 years of age or older and most familiar with their children's activities to complete the survey. More than 1,200 respondents returned the survey, and their responses form the basis for the data described in this report.

As demonstrated in the Melissa & Doug/Gallup Time to Play study, parents with young children seem aware that screen time needs to be limited, and they place a premium on outside play. However, the study also affirms that technology is a major part of many children's lives and that screen time is crowding out indoor child-led play. While parents say their child should spend less time using devices and media and spend more time participating in child-led play, they don't fully recognize the wide range of benefits that child-led play offers or the value of letting a child be bored now and then so they can learn to fill their own time. Therefore, many children may not be cultivating the skills crucial to development and ultimately fulfillment and success.



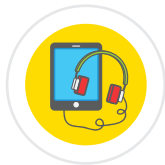
Executive Summary

This study reveals that, according to their parents, children between the ages of 2 and 10 spend their free time engaging in diverse activities. However, among the various types of activities they can choose, neither parents nor children (according to their parents) prioritize child-led, unstructured indoor play. Despite the abundance of research regarding the benefits of child-led indoor play, parents actually rank it near the bottom of preferred activities.

Although parents say that child-led indoor play fosters creativity and problem-solving, parents do not consider those qualities to be as crucial to children's development as qualities they believe are obtained through structured activities and organized sports. Parents overlook that child-led play can help children develop self-confidence, social skills and resilience.

Outside play is the most preferred activity, and many parents want even more outside play for their child. However, they identify barriers to getting it. The most common barriers include weather, concerns about safety, lack of viable outside opportunities and children's preference for screen-based play.

Overall, parents say their children are spending more time playing indoors than outdoors, and when they are playing indoors, they say their child is spending more time on screen-based activities than in child-led, unstructured play. Children's most preferred activities involve screen-based play (watching media and playing on electronic devices), although screen-based activities are parents' least preferred choices.



More than six in 10 parents say they would like their child to spend less time watching media (70%) and using electronic devices (62%).

And yet they report screen time use at a level well above the AAP standards. Children's preferences for screen-based play are winning out over parents' preferences.

Further, parents may feel compelled to structure and fill their children's time. One in five (21%) strongly agree that it's good for kids to be bored now and then. When parents were asked about their strategy when their children are bored, one-third of parents (33%) say their first approach is to let the child figure things out for themselves.

The study also offers evidence that their children's amount of free time troubles parents. Parents with children who spend higher numbers of hours participating in screen-based play are more likely than those whose children spend fewer hours in the same activity to express concerns about their child's development in several important areas.

Some key findings from this report include:

1

Parents do not prioritize child-led, unstructured indoor play.

- Child-led, independent indoor play ranks near the bottom of the priority list for both children and parents. Additionally, according to their parents, child-led indoor play with others ranks fairly low among children's preferences.

2

Parents downplay the benefits of unstructured, child-led play.

- Parents say that child-led play fosters creativity and problem-solving. However, these are not the qualities parents consider most important for young children to develop.
- Notably, four in 10 parents associate screen-free play with self-confidence (41%), and fewer still associate it with resilience (33%) or discipline (22%).

3

Many parents want even more outside play for their child but see barriers to getting it.

- More than half of parents want their child to spend more time playing outdoors.
- No single reason dominates parents' answers to why their child does not go outside more. The responses are split among weather, concerns about safety, lack of viable outside opportunities and children's preference for screen-based play.

4

When children are indoors, screen-based play crowds out child-led play.

- Parents estimate that their children spend an average of 19 hours per week watching media or playing on electronic devices versus the 15 hours they spend engaging in child-led play indoors.
- According to their parents, children's second-most preferred activities involve screen-based play: watching media and playing on electronic devices, both of which are parents' two *least-preferred* choices for their children.
- Older children (aged 9 to 10) spend almost twice as much time engaging in indoor screen-based play than in indoor screen-free play.
- When engaged in screen-based play, children aged 6 to 10 spend at least five times as many hours watching media or playing on their devices than they do participating in screen-based educational activities.

5

Parents feel compelled to fill their children's free time.

- One in five parents (21%) strongly agree that it's good for children to be bored now and then.
- One in three parents (33%) say their first strategy for dealing with a child's boredom is to let the child figure things out for themselves.

6

Children are exhibiting signs and behaviors that could stem from a lack of child-led play.

- Parents whose children spend more time in screen-based play are worried about their child's stress levels, academic performance and ability to get along with others.
- The same group of parents are less satisfied with their child's teamwork, discipline and social skills.

Key Concepts

Screen-Based Play

Activities involving media or electronic devices, including:

- watching media: watching shows, videos, movies or other programming on TV, DVD or computer (streaming or online, including YouTube and YouTube Kids)
- playing on electronic devices: computers, tablets, smartphones, video game consoles and handheld gaming devices
- doing educational games or activities on electronic devices

Screen-Free Play

Activities NOT involving media or electronic devices, including:

- outdoor play, not including organized sports or structured activities
- child-led indoor play/activities on their own or with siblings/other children

Structured Time

Activities typically led by an adult (not including organized sports), including:

- classes in art, dance, theater, music; scouting; academic enrichment programs; clubs; religious groups; sports lessons (swimming, tennis)



INSIGHT 1

Parents do not prioritize child-led, unstructured indoor play.

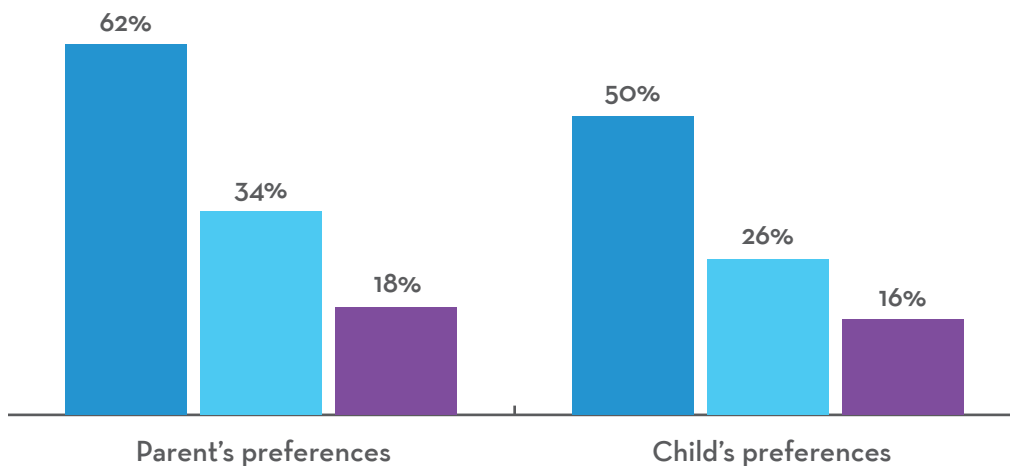
The study asked parents to identify the top three ways they would ideally like their child to spend their free time, and separately to say which three ways their child would most likely choose to spend their time. Slightly more than one in three parents choose indoor screen-free play with other children as one of the top three activities they would choose for their child. Even fewer, 18%, pick indoor screen-free play that a child does on their own.

The pattern is similar when it comes to parents' perceptions of what their child would do if given the choice. Twenty-six percent of parents think their child would choose indoor screen-free play with other children as their preferred activity, and 16% think their child would choose indoor screen-free play alone.

PREFERENCES FOR CHILD-LED PLAY

Among parents of children aged 2-10

- % Who prefer outside play not including organized sports or structured activities
- % Who prefer indoor play/activities with siblings or other children (screen-free)
- % Who prefer indoor play/activities on their own (screen-free)

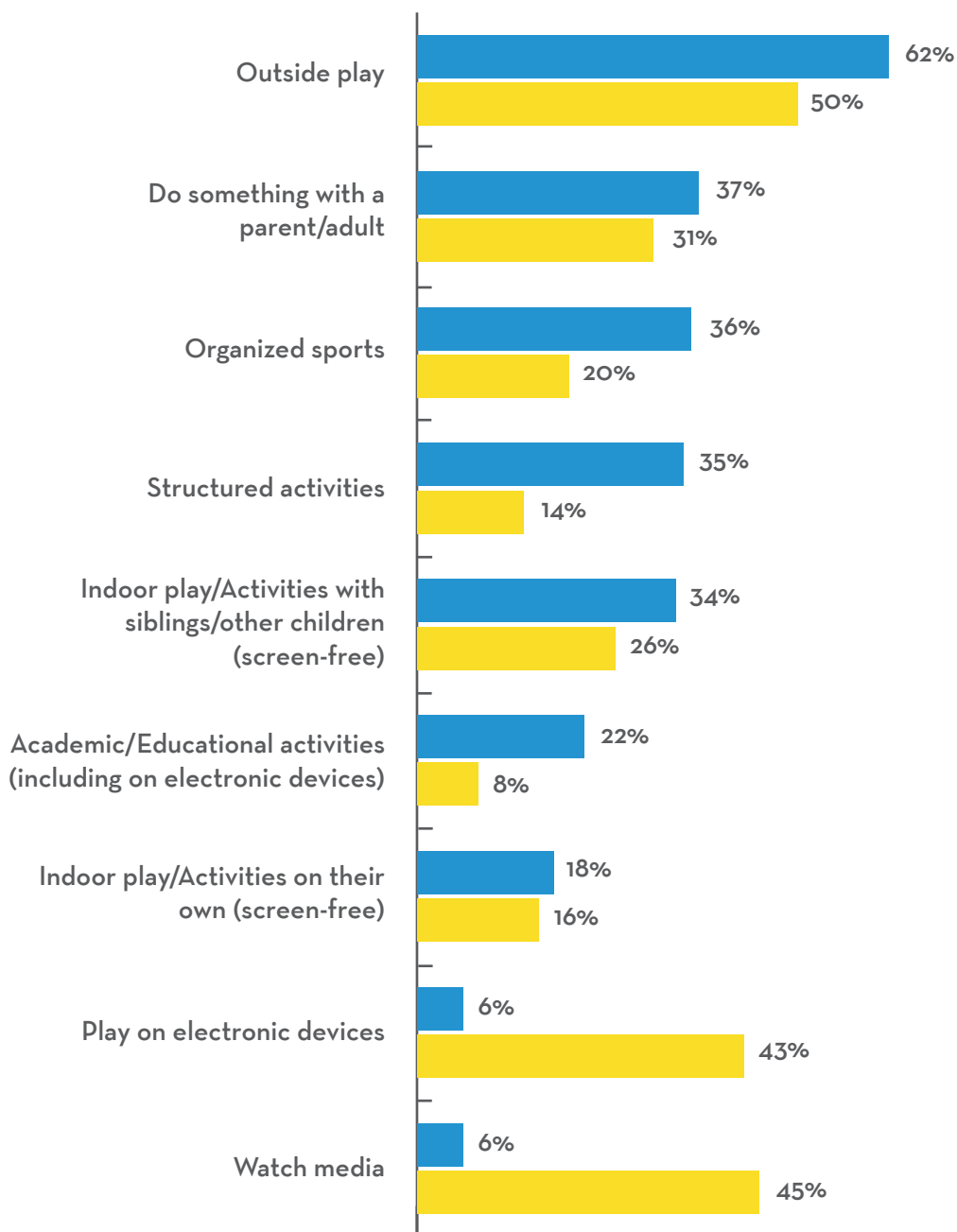


Parents are about as likely to say they want their child to engage in indoor play with others as to participate in organized sports and structured activities. However, indoor screen-free play by themselves ranks near the bottom of parents' preferences for their child, ahead of watching media and playing on electronic devices.

PARENTS' AND CHILDREN'S PRIORITIES FOR HOW CHILDREN SPEND FREE TIME

Among parents of children aged 2-10

- Parent's preferences
- Child's preferences (according to parent)



INSIGHT 2

Parents downplay the benefits of unstructured, child-led play.

Creativity and problem-solving – the benefits parents most associate with child-led play – are not the skills parents consider the most important for their children to develop.

When asked to identify three benefits or skills – from a list of 12 – that they believe children obtain by engaging in screen-free play, 80% of parents select “creativity,” and 59% select “problem-solving.” These are the only traits that majorities of parents associate with screen-free play.



Despite research associating child-led play with self-confidence, social skills and resilience, relatively few parents make this association.

Notably, four in 10 parents associate screen-free play with self-confidence (41%), and fewer still associate it with resilience (33%) or discipline (22%). Yet each of these traits related to personal achievement, happiness and “grit”⁸ can develop when children learn to persevere and independently resolve problems that arise during creative or social play.

% PARENTS WHO SAY CHILDREN OBTAIN EACH SKILL FROM UNSTRUCTURED, CHILD-LED PLAY

Among parents of children aged 2-10

Skills	Total Mentions
Creativity	80%
Problem-solving	59%
Social skills	49%
Motor skills	46%
Self-confidence	41%
Other skills (art, music, athletic, etc.)	40%
Resilience	33%
Leadership	32%
Academic skills	29%
Teamwork	27%
Discipline	22%
Computer skills	9%

⁸ According to Angela Duckworth, psychologist and author of *Grit: The Power of Passion and Perseverance*, grit is “the tendency to sustain interest in and effort toward very long-term goals.”
 Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101. Retrieved from <https://angela duckworth.com/research/>

Furthermore, creativity and problem-solving are not highly valued by parents for children to develop before the age of 10, although many experts see these skills as crucial to development.⁹

Parents of children of all ages from birth to 10 were asked to say which of 12 qualities are most important for children to develop by age 10. Here, parents focus most on self-confidence (chosen by 60%) and social skills (53%), followed by academic skills (43%) and discipline (41%). Problem-solving (mentioned by 31%) and creativity (22%) rank lower on the list.

% PARENTS WHO SAY THAT EACH SKILL IS ONE OF THE TOP THREE MOST IMPORTANT QUALITIES FOR CHILDREN TO DEVELOP BY AGE 10

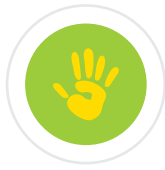
Among all parents with children from birth to age 10

Skills	Total Mentions
Self-confidence	60%
Social skills	53%
Academic skills	43%
Discipline	41%
Problem-solving	31%
Creativity	22%
Motor skills	17%
Teamwork	14%
Resilience	14%
Leadership	9%
Computer skills	8%
Other skills (art, music, athletic, etc.)	8%

⁹ Keen, R. (2011). The development of problem solving in young children: A critical cognitive skill. *Annual Review of Psychology*, 62, 1-21; Simonton, D. K. (2000). Creativity: Cognitive, personal, developmental, and social aspects. *American Psychologist*, 55(1), 151.



By contrast, parents associate the highest-ranking skills with structured activities and organized sports. In fact:



Parents believe that structured activities help children obtain the five skills that parents rate as most critical for children to develop: self-confidence, social skills, academic skills, discipline and problem-solving.

Similarly, a majority of parents believe that organized sports help children develop three of the top four qualities that parents rate as the most important: self-confidence, social skills and discipline.

SKILLS PARENTS ASSOCIATE WITH ACTIVITY TYPES AND PARENTS' RANKING OF IMPORTANCE OF THAT SKILL TO CHILD DEVELOPMENT

Screen-free play	Structured activities	Organized sports
Problem-solving (#5)	Self-confidence (#1)	Self-confidence (#1)
Creativity (#6)	Social skills (#2)	Social skills (#2)
	Academic skills (#3)	Discipline (#4)
	Discipline (#4)	Motor skills (#7)
	Problem-solving (#5)	Teamwork (#8)
	Other skills (#12)	Leadership (#10)

INSIGHT 3

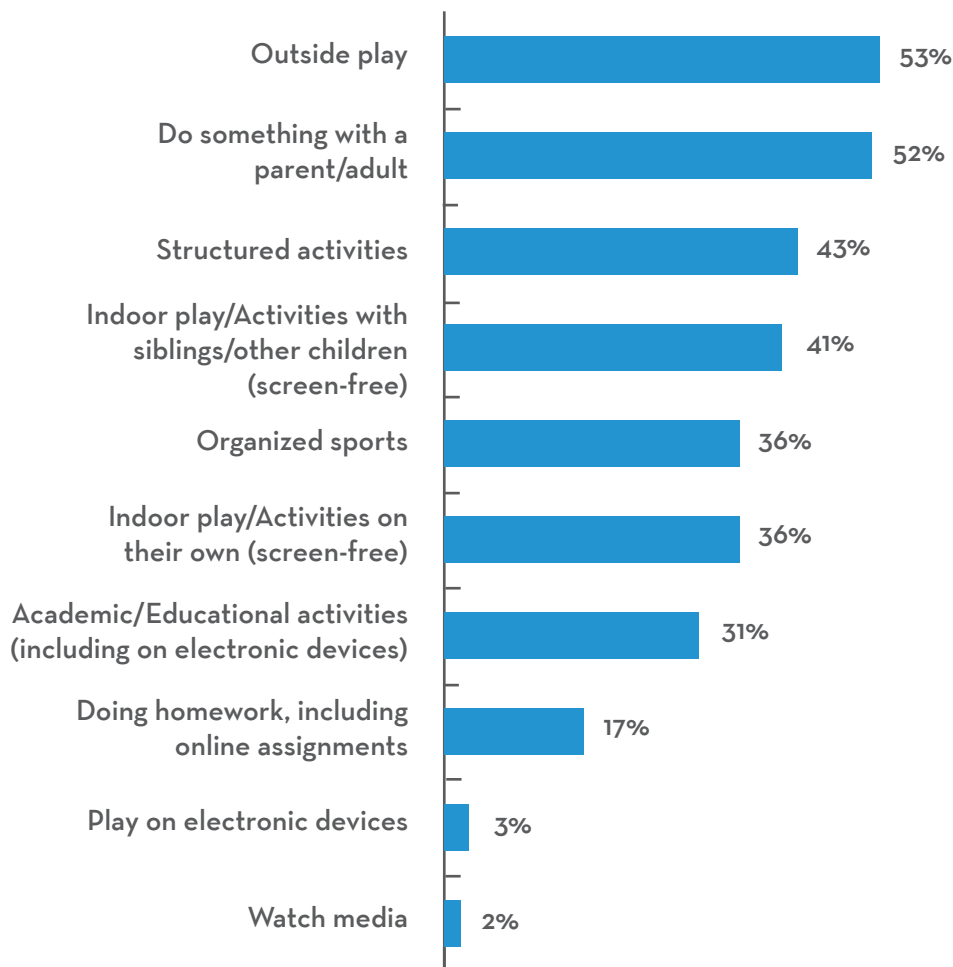
Many parents want even more outdoor play for their child but see barriers to getting it.

Among nine different activities that children can fill their free time with, playing outside is the consensus favorite of parents. It is also the activity that parents report their children enjoy most. More than half of parents (53%) wish their child would spend more time playing outside. But parents identify a number of barriers that prevent even more of their child's free time from being spent outside playing.

PARENTS' PREFERENCES FOR TIME THEIR CHILD SPENDS ON ACTIVITIES

Among parents of children aged 2-10

■ % Parents who want child to spend more time on that activity

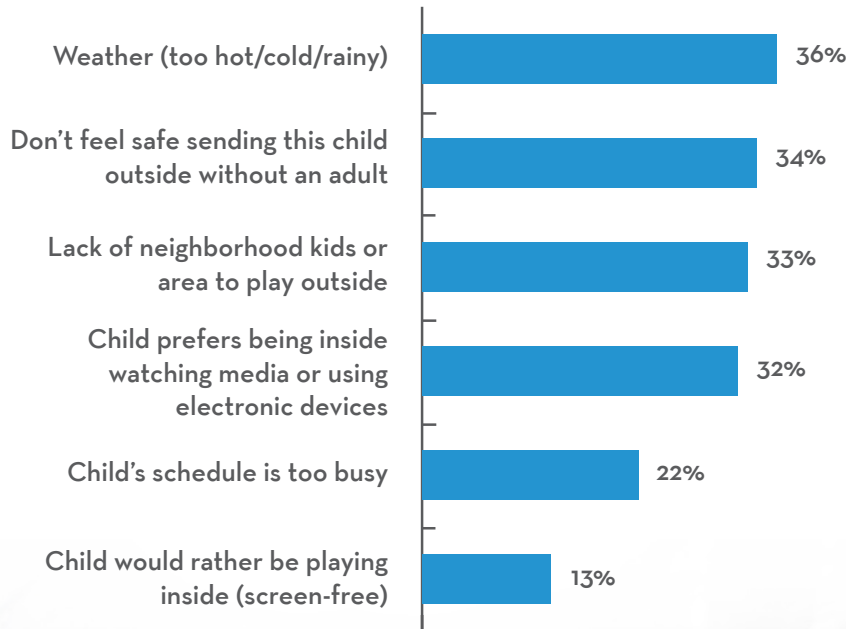


Among parents who wish their child would spend more time on outdoor active play, the most common barriers include weather, concerns about safety, lack of viable outside opportunities and children's preference for screen-based play. About a third of parents who wish their child had more outdoor play time cite each of these reasons as one of the main barriers.

BARRIERS TO MORE OUTSIDE ACTIVE PLAY

Among parents who wish their child would spend more time on outdoor play

■ % Parents who say each is a main reason child does not spend more time playing outside



INSIGHT 4

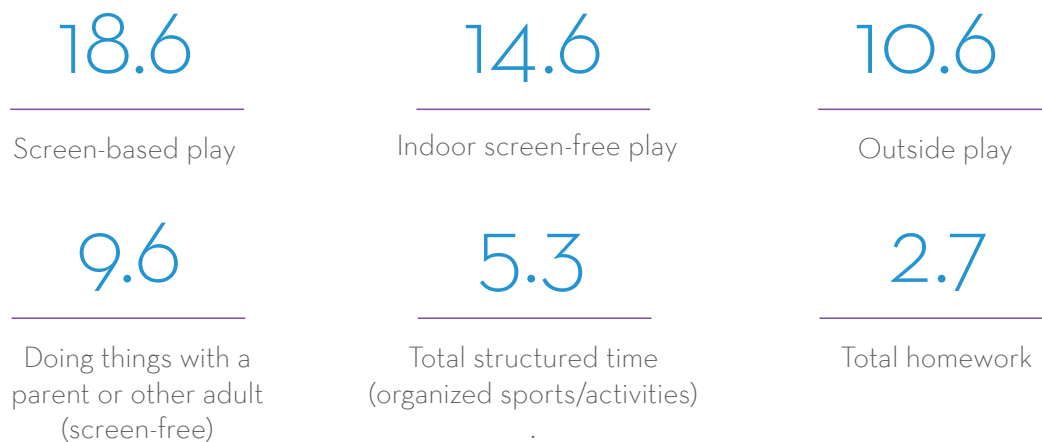
When children are indoors, screen-based play crowds out child-led play.

Overall, children are spending more time indoors than outdoors. When indoors, children are drawn to screen time; watching media and using electronic devices are two of the top three activities that parents say their children prefer. This is in sharp contrast to parents identifying these as the last things they want their child to do. Yet, children's preferences seem to be prevailing.

Parents report that their child has more screen time than child-led, unstructured indoor play in their lives. According to parents' estimates of the amount of time their child spends in a typical seven-day week on various activities, children between the ages of 2 and 10 spend an average of 19 hours watching media and using electronic devices. That exceeds the 15 hours that parents report their child spends involved in indoor screen-free play by themselves or with others. According to parents, children do spend an additional 11 hours per week playing outside, but when indoors, screen time outpaces screen-free play.

CHILDREN'S AVERAGE FREE-TIME HOURS PER WEEK, BY ACTIVITY TYPE

Among parents of children aged 2-10



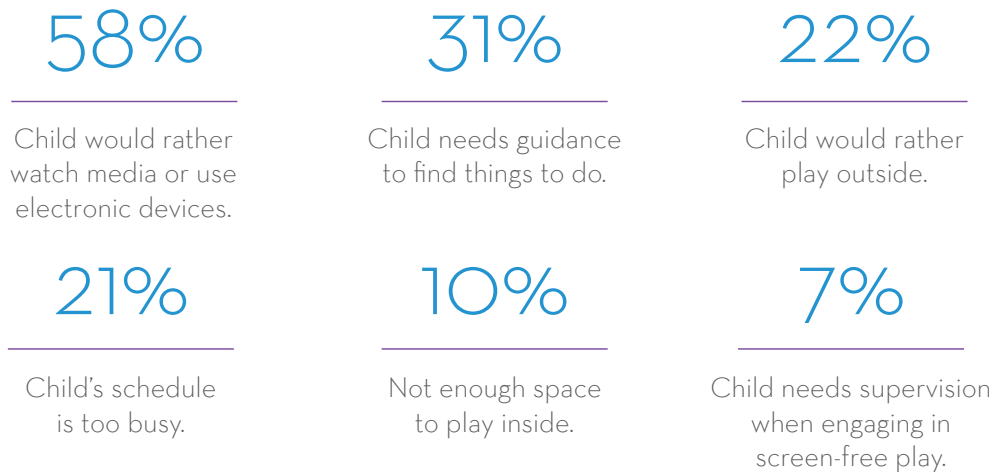
Overall, more than six in 10 parents say they would like their child to spend less time watching media (70%) and using electronic devices (62%). However, parents are not as unified in wanting their child to spend more time engaging in indoor screen-free play. Forty-one percent want their child to spend more time engaging in indoor play with others, and 36% want them engaging more in indoor play on their own.

Of those who want their child involved in more indoor screen-free play, parents say the top barrier to more indoor screen-free play is their child's preference for watching media and using electronic devices, mentioned by 58%.

BARRIERS TO INDOOR SCREEN-FREE PLAY

Among parents who want their child to have more indoor time

% Parents who say each is a main reason child does not spend more time engaging in screen-free play/activities inside



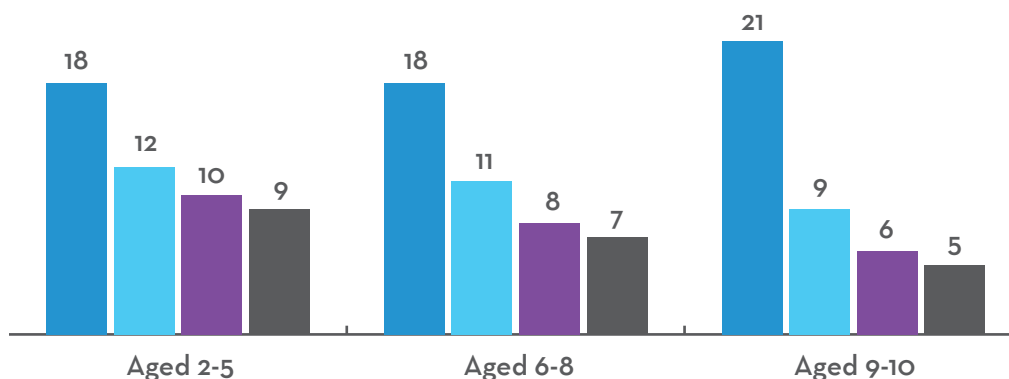
When indoors, children aged 6 to 10 spend more time playing on screens than engaged in screen-free play.

Hours spent on indoor screen-free play decline with age. Older children (aged 9 to 10) spend almost twice as much time engaging in screen-based play than on screen-free play.

According to parents' estimates of their children's activities, younger children (aged 2 to 8) spend 18 hours a week on screen-based play.

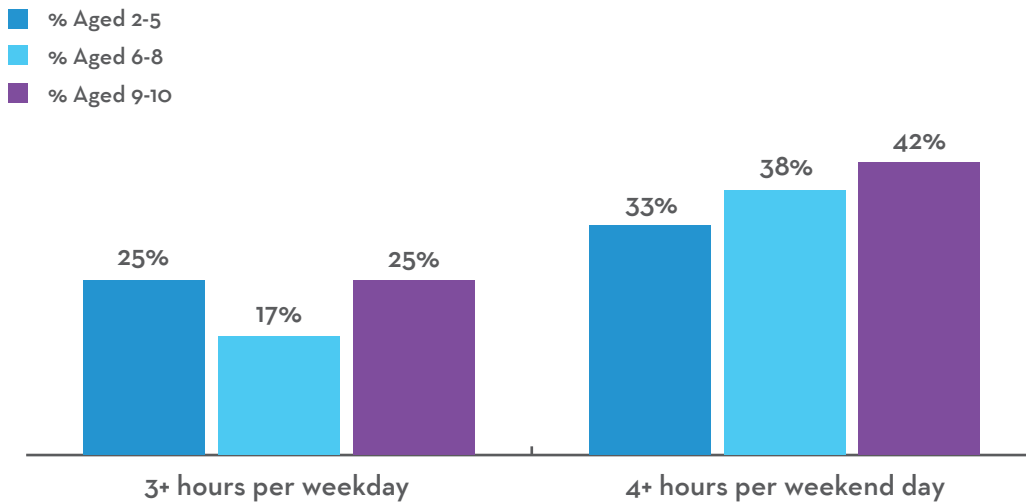
HOURS SPENT ON ACTIVITIES, BY AGE OF CHILD

- Total screen time (media/devices/educational activities online)
- Outdoor screen-free play
- Indoor screen-free play, alone
- Indoor screen-free play, with others



The American Academy of Pediatrics recommends that children aged 2 to 5 spend no more than one hour per day on “high-quality” media.¹⁰ Yet, according to parents’ reports of their children’s time, 68% of 2- to 5-year-olds average more than an hour of screen-based play on weekdays, and 93% average more than an hour on Saturdays and Sundays.

EXTREME HOURS SPENT ON SCREEN-BASED PLAY, BY AGE OF CHILD



A significant number of children engage in higher amounts of screen-based play, especially on weekends.

A quarter of children aged 2 to 5 and 9 to 10 spend three hours or more per weekday on screen-based play. On weekends, a third of children aged 2 to 5 and 42% of children aged 9 to 10 spend four or more hours engaged in screen-based play.



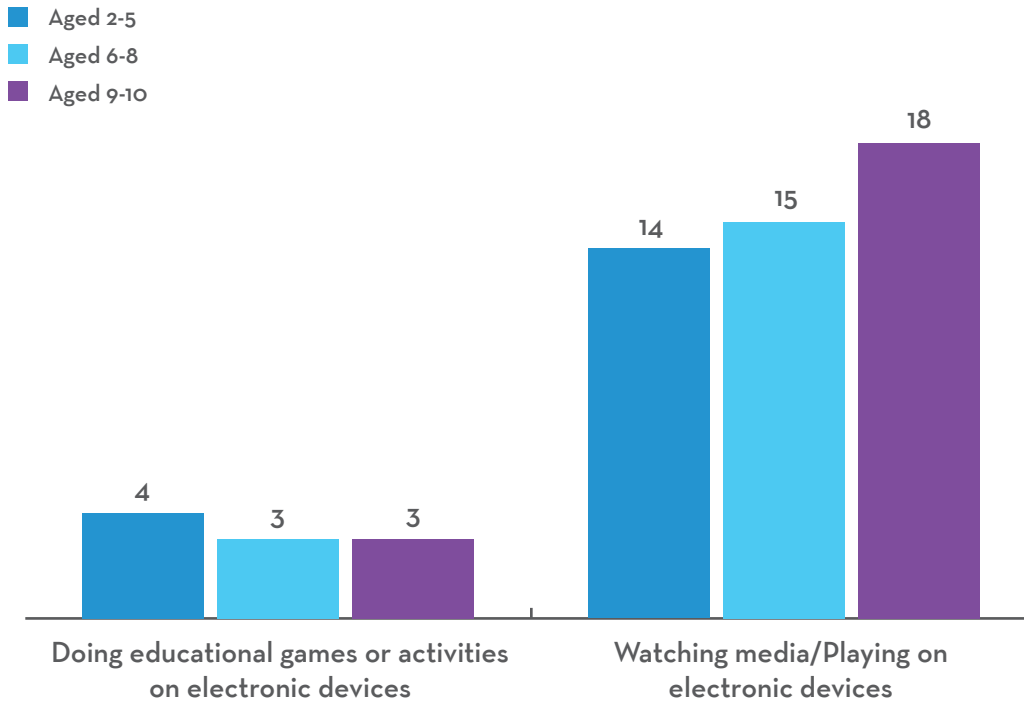
Though some research suggests that screen-based play can help children’s educational development,¹¹ relatively little of children’s screen-based play is focused on educational activities.

While parents of children aged 2 to 10 say their children spend three to four hours a week engaged in screen-based educational activities, they spend considerably more time watching media and playing on electronic devices over the course of a week.

¹⁰ In their recommendations, the AAP lists Common Sense Media, PBS Kids and Sesame Workshop as examples of “high-quality” media.
Hill, D., Ameenuddin, N., Chassiakos, Y. L. R., Cross, C., Hutchinson, J., Levine, A., & Swanson, W. S. (2016). Media and young minds. *Pediatrics*, 138(5), e20162591.

¹¹ Daugherty, L. (2015). Step aside, “Screen Time.” *U.S. News & World Report*. Retrieved from <https://www.usnews.com/opinion/knowledge-bank/2015/11/17/quality-screen-time-serves-educational-purposes-for-young-kids?int=opinion-rec>

TOTAL HOURS PER WEEK SPENT ON SCREEN-BASED PLAY, BY AGE OF CHILD



In fact, children aged 2 to 5 spend more than three times as many hours watching media and playing on electronic devices as they do on screen-based educational activities. The discrepancy is even wider for older children, with those aged 6 to 8 and 9 to 10 spending five and six times as many hours, respectively, watching media and playing on electronic devices as they do on screen-based educational activities.



INSIGHT 5

Parents may feel compelled to fill their children's free time.

One in five parents (21%) strongly agree that it's good for children to be bored now and then. When asked about their strategy when their child is bored, a third of parents (33%) say their approach is to let the child figure things out for themselves. More than one in four say they first talk through options with the child, while 11% stop what they are doing to play with them.

PARENTS' RESPONSES WHEN CHILD IS BORED

% Parents who say reason is first response

33%

Let them try to figure it out on their own.

27%

Talk to them about different activities they might want to do.

11%

Stop what you are doing and interact with them.

4%

Allow them to watch media or use an electronic device.

4%

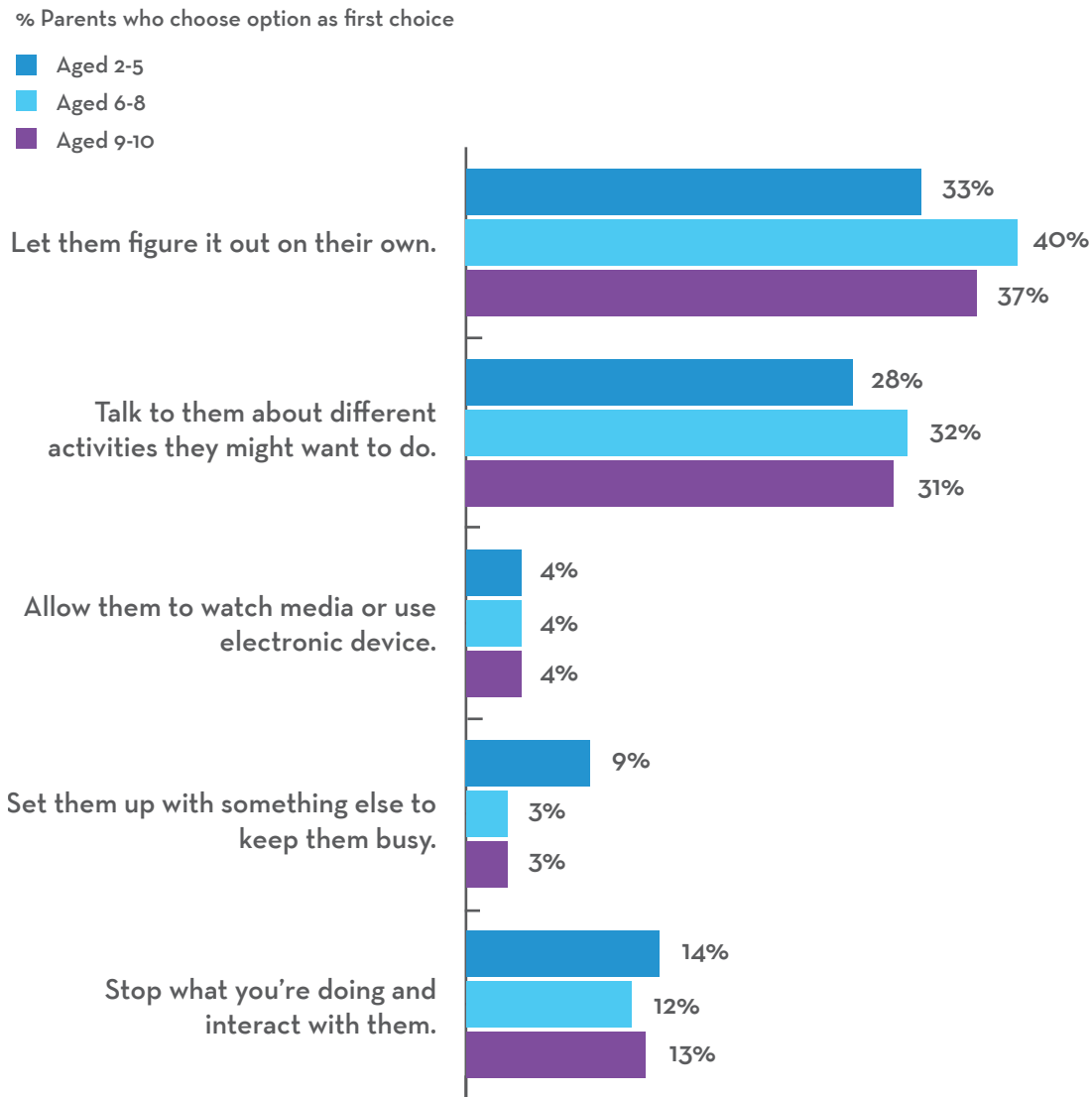
Set them up with something else to keep them busy (toy, game or activity).



Parents' penchant for intervention is particularly true for parents of younger children.

A third of parents whose child is between the ages of 2 and 5 allow their child to figure out what to do on their own when they're bored. This rises to 40% among parents whose child is between the ages of 6 and 8. Parents of children between the ages of 2 and 5 are much more likely than parents of older children to set their child up with something to keep them busy when the child is bored.

MOST LIKELY RESPONSES FROM PARENTS WHEN CHILD IS BORED, BY AGE OF CHILD



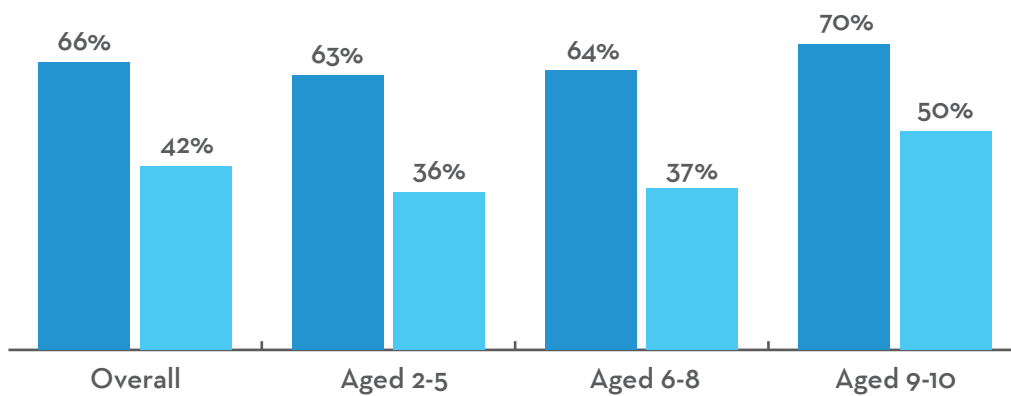
INSIGHT 6

Children are exhibiting signs and behaviors that could stem from a lack of child-led play.

Parents associate the prevalence of screen-based play in children's lives with concerns about their child's development and behavior. Two-thirds of parents worry – either a little or a lot – that their child spends too much time on electronic devices. Additionally, more than two-fifths of parents (42%) are worried their child has trouble keeping themselves entertained without electronic devices.

PARENTS' WORRY ABOUT ELECTRONIC DEVICE USE, BY AGE OF CHILD

- % Parents who say child spends too much time on electronic devices
- % Parents who say child has trouble keeping themselves entertained without electronic devices



Both of these concerns are higher among parents with older children. Seven in 10 parents of children aged 9 to 10 worry that their child spends too much time on electronic devices, and half of these parents are concerned that their children have trouble keeping themselves entertained without electronic devices.

Parents' concerns about the detrimental effect of screen time on children are also related to evaluations of their children's behavior and development.

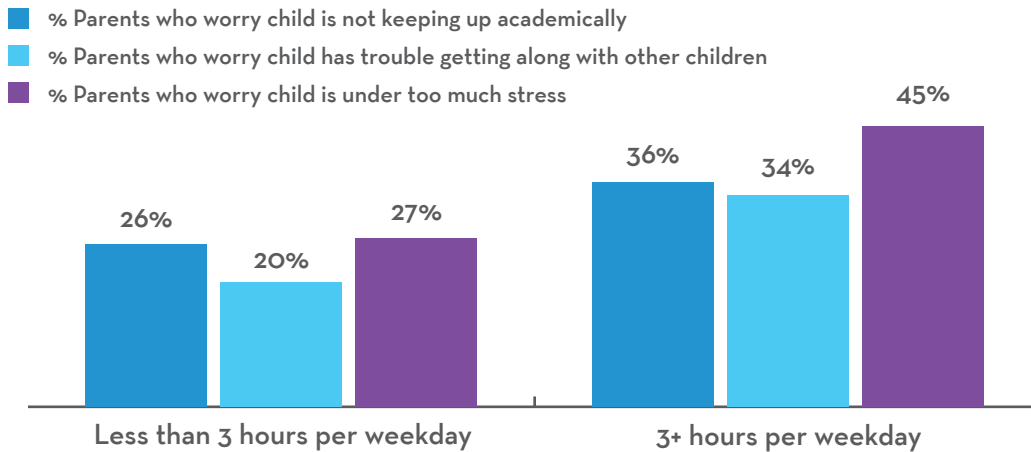


In short, parents whose child spends more time on screen-based play are also more worried about their child's stress level, academic performance and social skills.

According to parents' reports, about one in five children (22%) average three or more hours per weekday on screen-based play. More than a third of parents whose children engage in this high amount of screen time worry that their child is not keeping up academically and has trouble getting along with other children, compared with 26% and 20%, respectively, of parents whose children have less screen time.

Likewise, while 45% of parents whose child engages in high levels of screen time worry that their child is under too much stress, 27% of parents whose child engages in less screen-based play say the same.

PARENTS' WORRY ABOUT CHILD DEVELOPMENT, BY SCREEN TIME



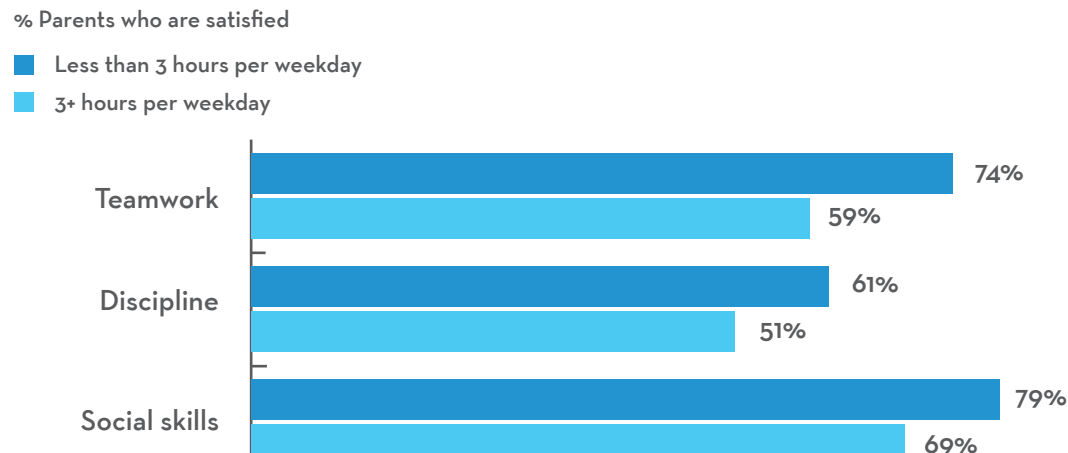
This does not necessarily mean that screen time induces childhood stress; it's possible that children under significant amounts of stress are more likely to turn to media and electronic devices in their free time. It is also possible that the absence of free play, not screen-time itself, is what contributes to childhood stress. However, given the serious effects that stress can have on children, both in their youth and as they grow, the association between screen time and stress warrants close attention.

When parents are asked about their satisfaction with their child's development across a number of key areas, those whose children engage in a greater amount of screen-based play are less satisfied with their child's development.



Specifically, parents whose child spends three or more hours on screen-based play per weekday are less satisfied with their child's development in teamwork, discipline and social skills.

SATISFACTION WITH CHILD'S DEVELOPMENT, BY SCREEN TIME



Implications

This report poses two key questions: *Are children engaging in child-led, unstructured play? And do parents recognize how child-led play benefits their child's development?*

According to parents' reports, not only do children spend more time engaged in screen-based play than unstructured, child-led play when indoors, but the oldest children engage in substantially less unstructured, child-led indoor play than the youngest children. Instead, screen time – most of which is not spent on educational activities – crowds out child-led unstructured play among the oldest children.

Additionally, neither parents nor children (according to their parents) gravitate toward child-led, unstructured indoor play. Instead, parents prefer structured activities and organized sports for their children, while parents are most likely to say their children prefer screen time. And, parents ascribe fewer positive qualities to unstructured play than they do to organized sports and structured activities.

Many parents may not recognize the positive role that unstructured, child-led play can have on their children's development, despite the scientific research linking this type of play to the development of problem-solving skills, social cooperation, resiliency and creativity.

How might these perceptions about children's play fit into a broader discussion about raising children in the 21st century? Tony Wagner, researcher and author of *Creating Innovators: The Making of Young People Who Will Change the World*, notes, "It is [the] combination of play, passion and purpose that best develops the discipline and perseverance required to be a successful innovator."¹² Taken with the findings in this current study, this raises another key question: If creativity promotes innovation – a crucial skill for the information economy of the 21st century – how do parents, schools and society cultivate creativity in children?

¹² Wagner, T. (2012). Graduating all students innovation ready. *Tony Wagner: Transforming Education*. Retrieved from <http://www.tonywagner.com/1140>



Methodology

Results for this study are based on mail surveys conducted April 27-May 19, 2017, with a random sample of 1,271 parents and caregivers of children from birth to age 10 living in all 50 states and the District of Columbia. Gallup selected parents to participate in the study using an address-based sampling (ABS) frame.

Surveys were conducted in English and Spanish. Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of age, race, Hispanic ethnicity, education and region. Demographic weighting targets are based on the most recent Current Population Survey figures for the aged 18 and older U.S. population.

All reported margins of sampling error include the computed design effects for weighting.

For results based on all parents of children from birth to age 10, the margin of sampling error is ± 4.1 percentage points at the 95% confidence level.

For results based on parents of children aged 2 to 5, the margin of sampling error is ± 7.3 percentage points at the 95% confidence level.

For results based on parents of children aged 6 to 8, the margin of sampling error is ± 6.6 percentage points at the 95% confidence level.

For results based on parents of children aged 9 to 10, the margin of sampling error is ± 6.5 percentage points at the 95% confidence level.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

About Gallup

Gallup delivers analytics and advice to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in the world.

For more information, visit www.gallup.com or education.gallup.com.

About Melissa & Doug

From classic wooden toys to crafts, pretend play, and games, Melissa & Doug products provide a launch pad to ignite imagination and a sense of wonder in all children so they can discover themselves, their passions, and their purpose. Since the company's founding in 1988, Melissa & Doug has consistently delivered innovative products that inspire open-ended thinking, encourage kids to see new possibilities, and offer Countless Ways to Play. It's part of a bigger vision to Take Back Childhood. Because by giving children a true childhood with the space and freedom to explore their world, we give them a path to realizing their full potential!

For more information, visit MelissaAndDoug.com.

GALLUP®

World Headquarters

The Gallup Building
901 F Street, NW
Washington, D.C. 20004

t +1.877.242.5587

f +1.202.715.3045

www.gallup.com