A preview of 'Young People in 1986'

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The Unit's most recent publication, 'Young People in 1986', is an extensive summary of health-related behaviours recorded by 18,002 pupils between the ages of 11 and 16. This article reproduces a selection from almost 200 tables contained in this report, which is, we believe, the most up-to-date and comprehensive of its kind ever published.

The HEA Schools Health Education Unit exists to support and promote effective health education in primary and secondary schools. This is being achieved through several projects, including the development of resource packages for classroom use, but the principal work undertaken by the Unit has concerned the use of questionnaire enquiry methods.

To date, about 500 upper middle and secondary schools in the UK have used the Health Related Behaviour Questionnaire as a part of their own curriculum development work, and data from almost 100,000 pupils between the ages of 11 and 16+ is stored in our data banks at Exeter University.

During 1986, about 20,000 pupils completed Version 10 of the Questionnaire, and we are now publishing an analysis of the results in a book entitled *Young People in 1986*, containing almost 200 pages of tables showing how boys and girls in the five different secondary-school age groups responses to every question in the document. This article selects two questions from each of the eight topic areas into which the tables are divided, as follows:

Group 1: Diet
Group 2: Doctor & dentist
Group 3: Health & safety
Group 4: Home
Group 5: Legal drugs
Group 6: Money
Group 7: Road use & sport
Group 8: Social & personal

It is important to recognise that the Health Related Behaviour Questionnaire service does not constitute an organised *survey*. We are not selecting a balanced sample of schools and communities, but are responding to requests coming from schools wishing to promote health education and seeing the need to have a 'profile' of their pupils' health-related behaviour. Naturally there will be clustering of sites, especially if a local initiative supports the use of the Questionnaire by a number of schools simultaneously. However, as the use of the Questionnaire becomes more widespread, the clusters themselves become more numerous and embrace a larger sample of the population, with the result that the 'accidental' sample becomes closer and closer to a 'random' one.

Table 1. The 1986 sample: sex and year group.

Age (years)	Boys	Girls	Total
1st year (11-12)	1106	1067	2173
2nd year (12-13)	1585	1614	3199
3rd year (13-14)	2159	2098	4257
4th year (14-15)	2119	1907	4026
5th year (15-16)	2113	2234	4347
ALL YEARS	9082	8920	18002

Tables 1-3 present some information about the 1986 sample, and Tables 4-20 document the selected behaviours, with comments.

Table 4: *What sort of breakfast did you have this morning?*

'Diet' is a very important component of any health-education programme. It is also one where a school may feel confident of being able to take some positive action. The sale of food items in the tuck-shop (see *Education and Health*, May 1987, 62-66), as well as school meal provision, is partly or wholly within their control.

Breakfast is perhaps the most controversial meal of the day. Some people insist on the importance of eating heartily at this time; others find it impossible.

The table shows that cereal or toast, with a drink, is by far the most popular category, and the figures for boys and

Table 2. The 1986 sample: day of the week when the Questionnaire was answered (percentage of pupils.)

Day of week	%
Tuesday	29
Wednesday	25
Thursday	25
Friday	20

Table 3. The 1986 sample: type of school (percentage of pupils.)

Type of school	%
Middle	4
Comprehensive	79
Grammar	2
Other	14

Table 4. What sort of breakfast did you have this morning? (Answers in %: 9028 boys, 9016 girls.)

Age (years)	Nil	A drink	Cereal or toast	Cereal and toast	An egg and drink	Two-course cooked	Three-course cooked
BOYS: 11-12	12.5	7.5	55.0	15.7	3.1	3.1	3.1
12-13	12.5	7.3	54.7	15.6	3.2	4.5	2.2
13-14	9.4	9.0	49.6	19.3	4.0	5.0	3.7
14-15	11.7	10.4	50.0	17.1	2.5	4.4	3.8
15-16	14.4	9.6	48.1	18.0	1.7	5.6	2.6
GIRLS: 11-12	12.8	11.8	55.2	12.7	3.4	2.8	1.4
12-13	14.6	13.2	55.6	10.5	2.9	2.6	0.6
13-14	16.9	15.9	50.7	10.8	2.6	2.3	0.8
14-15	20.0	15.8	49.2	9.0	2.7	2.4	0.9
15-16	18.5	16.2	48.7	9.6	3.3	2.9	0.9

girls are almost identical. The number eating a substantial cooked breakfast is always less than 10%, whereas the number having nothing, or just a drink, varies from 20% for the younger age groups to more than a quarter of the older girls.

This percentage of girls coming to school having eaten no solid food at all could give cause for concern if it is believed that school work (or any demanding mental or physical work) is enhanced by having some food in the system.

Table 5: *What sort of lunch did you have yesterday?*

With increasing freedom to opt out of the school lunch service, it is interesting to discover the sources of lunch used by pupils. Table 5 demonstrates that the proportion of boys using the school meal service tends to be higher than that of girls, and also that this percentage falls with increasing age, dropping by about 50% from the 1st to the 5th year. At the top end of the secondary school, on average, only about one-fifth of the pupils are taking a school lunch.

The trend for both boys and girls taking a packed lunch to eat in school shows a rise in the 2nd year, followed by a steady fall. More girls than boys take a packed lunch. Conversely, the figures for those going home for lunch show a dip in the 2nd year, followed by a steady increase – in fact, in the 5th year over a third of both sexes go home for lunch, a fact which may come as a surprise.

In the other categories, it is found that more boys than girls use takeaways at lunchtime, that a small percentage of both sexes eat their own packed lunch outside school, and that an increasing percentage (reaching 7% for boys and 11% for girls in the 5th year) do not have any lunch at all.

It is possible to take the 'lunch' data a stage further to discover to what extent the type of lunch is linked to the overall daily diet. Surprisingly, it was found that those pupils taking a packed lunch to school tended to score better in the nutrient analysis than those eating a school lunch or buying a lunch outside school. The list indicates the percentage of pupils in each 'lunch' category whose total diet analysis for the day indicated a satisfactory presence of all principal nutrients:

All nutrients present	*Boys*	*Girls*
Packed lunch eaten in school	77%	79%
Packed lunch eaten outside school	75%	72%
Went home for lunch	73%	67%
School lunch	69%	67%
Takeaway meal	66%	65%
No lunch	55%	53%

Table 5. What sort of lunch did you have yesterday? (Answers in %: 9057 boys, 9063 girls.)

Age (years)		School lunch	Packed lunch	Take-away	Own meal out	Own meal at home	No lunch
BOYS:	11-12	41.2	23.1	7.7	5.0	21.4	1.6
	12-13	39.2	30.0	5.1	3.7	19.0	3.0
	13-14	31.9	22.6	14.0	5.6	22.0	4.1
	14-15	30.0	18.5	12.6	5.8	27.3	5.8
	15-16	22.6	16.1	13.3	6.6	34.3	7.1
GIRLS:	11-12	35.2	28.0	3.5	7.0	24.7	1.5
	12-13	34.9	37.8	4.5	5.1	15.0	2.7
	13-14	32.7	29.7	7.1	6.5	19.4	4.6
	14-15	24.7	22.7	9.7	7.2	25.9	9.7
	15-16	18.7	20.9	7.1	7.6	34.7	11.0

Table 6 When did you last visit your doctor? (Answers in %: 9135 boys, 9078 girls.)

Age (years)		1+ years ago	7-12 months	4-6 months	1-3 months	Less than 1 month	Less than 1 week
BOYS	11-12	13.1	16.0	16.5	26.0	21.4	7.0
	12-13	13.2	16.0	19.7	26.8	17.6	6.6
	13-14	15.7	14.6	19.4	25.7	17.8	6.8
	14-15	16.5	15.2	20.8	26.6	14.3	6.6
	15-16	20.0	17.9	19.7	24.2	12.9	5.3
GIRLS	11-12	12.2	18.2	17.3	24.0	21.0	7.3
	12-13	13.4	16.2	19.5	24.4	20.4	6.0
	13-14	14.4	15.0	18.6	23.4	20.9	7.7
	14-15	14.7	14.3	18.1	23.3	20.4	9.2
	15-16	17.3	13.8	17.3	24.9	18.3	8.4

This does not, however, necessarily mean that 'packed lunches are better than school lunches' – it simply shows that the overall dietary balance in those homes giving the children a packed lunch tends to be better, and the quality of the lunch itself may not, necessarily, be significant.

Table 6: *When did you last visit your doctor?*

This table shows that approximately half the sample had visited their doctor within the last three months, the frequency falling slightly with increasing age (from 54.4% of 1st-year boys down to 42.4% for the 5th year; from 52.3% of 1st-year girls to 51.6% for the 5th year). Therefore the older girls are visiting the doctor slightly more frequently. In *Education and Health,* March 1987, 39-40, there was a discussion of young people's visits to the doctor, including information gained from other questions in the Questionnaire relating to the sex of the GP and the 'degree of ease' felt during the consultation. More frequent visits to the doctor seem to increase the feeling of ease, as shown here:

Felt 'at ease'	*Boys*	*Girls*
Last visit 1+ year ago	53%	42%
Last visit <1 week ago	71%	62%

It is interesting to compare these figures with similar data from the question on the previous visit to a dentist. These show that the frequency of visiting a dentist is very similar, the figures for the previous three months being 53.8% of 1st-year boys (46.0% in the 5th year) and 49.2% of 1st-year girls (51.5% in the 5th year).

The fact that at least half the pupils in a class are likely to visit their doctor at least once during the term does show the importance of paying attention to the skills needed when talking with health-care and other professional people.

Table 7: *What is your main reason for looking after your teeth?*

'Looking after your teeth' has come to mean much more than toothbrushing, but the emphasis in this question, as can be seen from the headings to some of the columns, is on the use of the toothbrush (see *Education and Health,* January 1987, 9-13). Preventive dentistry seeks to promote both reduction of sugar intake (to inhibit caries) and effective toothbrushing (to remove plaque): this table suggests, however, that perceived priorities for toothbrushing are equally divided between the clinical and the cosmetic. For 1st-year boys, avoiding having to wear artificial teeth is the main category, while for 1st-year girls it is avoidance of toothache; in the 5th-year, the priority for both boys and girls is that their mouth should feel clean.

It is interesting that the 'Keep own teeth' category should diminish with increasing age: does this reflect a revision of priorities promoted in the primary

Table 7. What is your main reason for looking after your teeth? (Answers in %: 8888 boys, 8950 girls.)

Age (years)	Good looks	Keep own teeth	Breath doesn't smell	Avoid toothache	Mouth feels clean
BOYS: 11-12	22.7	27.9	5.7	22.5	21.3
12-13	20.8	25.2	7.4	23.5	23.1
13-14	20.3	19.1	8.5	28.4	23.7
14-15	18.7	15.4	8.7	28.0	29.2
15-16	21.9	13.3	8.9	25.6	30.3
GIRLS: 11-12	18.0	23.3	3.7	28.7	26.4
12-13	15.6	16.8	6.0	28.1	33.5
13-14	16.9	13.3	5.7	28.0	36.1
14-15	16.4	8.3	6.1	24.6	44.5
15-16	15.2	8.5	5.3	27.3	43.6

school? Another feature to note is the low response to 'Clean breath'. Clean breath and a clean-feeling mouth used to be a feature of toothpaste advertising, which in recent years has become more 'clinical'. The last column in this table suggests that advertisers may need to revise their emphases again.

Elsewhere in the 1986 report it is shown that approximately 50% of the boys and 60% of the girls brushed their teeth twice on the previous weekday.

Table 8: *How many times in the last 7 days have you washed your hair with soap, shampoo, or shower gel?*

This table demonstrates the tendency for the older pupils to wash their hair more frequently, and for the girls to wash it more frequently than the boys. In the 1st year, the majority of boys washed their hair only once or twice, but this had risen to between two and three times in the 5th year.

The following table shows how the frequency of weekly hair-washing increased with the age of the pupils:

Age	*Boys*	*Girls*
11-12	2.4	2.6
12-13	2.6	3.0
13-14	3.0	3.4
14-15	3.3	3.7
15-16	3.6	3.8

Table 8. How many times in the last 7 days have you washed your hair with soap, shampoo, or shower gel? (Answers in %: 9094 boys, 9059 girls.)

Age (years)	None		2	3	4	5	6	7	8+
BOYS: 11-12	1.9	26.7	34.8	20.6	7.6	3.9	1.7	2.3	0.6
12-13	1.8	20.5	37.4	20.9	9.5	4.3	1.5	3.3	0.9
13-14	0.6	11.3	34.7	27.0	12.5	5.9	2.3	5.2	0.7
14-15	0.8	8.4	30.0	26.5	15.2	7.0	3.3	7.7	1.1
15-16	0.6	5.4	24.6	27.4	17.9	7.0	4.2	11.0	1.9
GIRLS: 11-12	0.1	15.7	40.4	26.5	10.9	3.3	1.0	1.9	0.3
12-13	0.3	8.9	33.8	29.5	14.8	5.4	1.9	4.7	0.7
13-14	0.3	5.0	24.4	31.9	19.1	8.3	2.5	7.7	0.7
14-15	0.4	3.2	20.1	31.1	20.5	8.8	3.6	10.6	1.7
15-16	0.1	2.5	19.7	29.5	20.9	9.4	4.4	11.5	1.9

Table 9. During the last 7 days, have you taken any non-prescribed aspirin or other pain-killer? (Answers in %: 9167 boys, 9101 girls.)

Age (years)	None	1 day	2 days	3 days	4 days	5 days	6 days	7 days
BOYS: 11-12	69.6	19.9	6.9	1.8	0.6	0.4	0.3	0.5
12-13	73.1	17.4	6.0	2.3	0.3	0.4	0.0	0.5
13-14	69.8	20.4	6.7	1.6	0.6	0.5	0.1	0.3
14-15	72.8	17.9	6.4	1.9	0.4	0.2	0.2	0.3
15-16	74.5	17.2	5.2	1.8	0.6	0.3	0.1	0.4
GIRLS: 11-12	69.5	19.4	7.6	1.8	1.3	0.1	0.0	0.4
12-13	64.9	21.4	10.0	1.9	1.2	0.1	0.2	0.2
13-14	56.6	24.4	12.7	3.4	1.5	0.6	0.2	0.4
14-15	55.6	24.9	12.4	4.3	1.4	0.8	0.2	0.4
15-16	54.0	26.7	13.0	3.3	1.5	0.7	0.1	0.6

Table 9: *During the last 7 days, have you taken any non-prescribed aspirin or other pain-killer?*

There is little overall change in the use of pain-killers by boys across the age-range represented here. However, the use by girls increases most noticeably. By the time they had reached the 5th year, almost half the girls had taken non-prescribed aspirin on at least one day during the previous week.

Table 10: *For how long did you watch television programmes (live or home-recorded) after school yesterday?*

An overall summary of this table would be that boys are heavier television-watchers than girls, but that both sexes watch less as they grow older.

The 'cross-section' of viewing patterns shows a similar trend for both sexes, with a peak in the 1-3 hour range. Only a small minority watched no television at all. It should be remembered that the Questionnaire is never administered on a Monday, so that the responses refer to Monday-Thursday viewing only, and do not include breakfast television. It is, therefore, likely that the daily overall viewing time is longer, and that weekend as well as Friday evening viewing times are also more extended.

Table 10. For how long did you watch television programmes (live or home-recorded) after school yesterday? (Answers in %: 9170 boys, 9072 girls.)

Age (years)	Not at all	Up to 1 hour	1+ hour	2+ hours	3+ hours	4+ hours	5+ hours
BOYS: 11-12	4.3	13.1	21.5	18.4	14.6	9.5	18.5
12-13	4.9	13.1	18.0	18.4	17.2	11.8	16.5
13-14	4.8	12.8	17.7	18.9	18.6	11.3	15.9
14-15	4.7	15.5	19.4	20.8	16.0	11.7	11.9
15-16	6.9	16.5	19.2	22.0	16.2	8.9	10.3
GIRLS: 11-12	6.4	17.3	21.9	21.6	13.1	8.4	11.2
12-13	5.6	13.6	21.3	19.3	17.0	12.8	10.6
13-14	6.3	15.9	20.4	20.3	16.3	9.9	10.8
14-15	5.6	18.6	22.2	20.1	15.5	10.5	7.6
15-16	8.4	18.3	22.9	21.0	14.1	9.2	6.1

Some evenings may be more popular for viewing than others, and Table 2 shows that 29% of the responses refer to Monday evening, compared with only 20% for Thursday evening. It is possible that figures could differ from one school to another for this reason. The time of year may also influence the figures, and the results refer only to term-time viewing.

The Questionnaire does not attempt to analyse the kind of programmes being watched, and interview work has revealed differences between what qualifies as 'watching television'. Perhaps the very long viewing times refer to less intensive viewing than the shorter times? Was it the sole occupation of the 18% of 1st-year boys who watched it for five hours or more?

The average viewing times (in hours) for each group of pupils have been calculated as follows:

Age	*Boys*	*Girls*
11-12	2.66	2.41
12-13	2.84	2.62
13-14	2.84	2.50
14-15	2.63	2.34
15-16	2.45	2.20

Table 11: *What was the time when you went to bed last night?*

This table shows a predictable change of behaviour with increasing age. In general, it will be seen that the girls go to bed a little earlier than the boys. The following summary may make the trends clearer:

	Age	*By 10 p.m.*	*By 11 p.m.*	*By 12 p.m.*
Boys	11-12	71.0%	92.0%	97.8%
	12-13	57.4%	87.9%	96.5%
	13-14	38.6%	79.4%	94.4%
	14-15	27.2%	74.5%	93.4%
	15-16	17.2%	59.0%	86.9%
Girls	11-12	77.8%	95.6%	99.4%
	12-13	63.9%	92.3%	97.8%
	13-14	41.2%	83.9%	95.9%
	14-15	32.4%	78.2%	95.4%
	15-16	21.7%	67.2%	92.3%

It must be remembered that these times refer to a weekday evening with school the next day. The steady increase in the percentage of older pupils still up after midnight will be noted.

Table 12: *With respect to smoking, which of the following most nearly describes you?*

The responses can be grouped into two main categories: non-smokers (the first three columns) and smokers (the last two columns). It is, therefore, easy to arrive at total 'smoking' percentages for the 1986 sample by summing the last two columns, as follows:

Table 11. What was the time when you went to bed last night? (Answers in %: 8735 boys, 8833 girls.)

Age (years)	By 9.00 p.m.	By 9.30 p.m.	By 10.00 p.m.	By 10.30 p.m.	By 11.00 p.m.	By 11.30 p.m.	By 12.00 p.m.	By 1.00 a.m.	By 2.00 a.m.	After 2.00 a.m.
BOYS: 11-12	27.6	19.1	24.3	13.2	7.8	4.6	1.2	1.5	0.5	0.0
12-13	14.4	17.2	25.8	18.3	12.2	4.8	3.8	2.6	0.6	0.3
13-14	7.0	9.7	21.9	22.6	18.2	9.4	5.6	4.4	0.7	0.5
14-15	3.8	6.1	17.3	25.8	21.5	11.6	7.3	5.4	0.8	0.3
15-16	2.6	2.7	11.9	18.3	23.5	16.6	11.3	9.6	2.5	0.9
GIRLS: 11-12	30.9	24.4	22.5	13.4	4.4	3.3	0.5	0.5	0.1	0.0
12-13	17.2	20.6	26.1	17.5	10.9	4.4	1.1	1.6	0.3	0.2
13-14	5.4	13.8	22.0	26.5	16.2	8.6	3.4	3.3	0.6	0.3
14-15	4.1	8.5	19.8	26.2	19.6	11.7	5.5	3.7	0.9	0.1
15-16	2.7	5.3	13.7	21.4	24.1	16.7	8.4	6.0	1.3	0.5

Table 12. With respect to smoking, which of the following most nearly describes you? (Answers in %: 8887 boys, 8840 girls.)

Age (years)	Never started	Once or twice	Given up	Like to stop	Not want to stop
BOYS: 11-12	75.8	16.8	5.3	1.4	0.8
12-13	62.1	23.7	10.5	2.4	1.3
13-14	49.3	27.8	11.9	7.6	3.4
14-15	41.5	28.4	13.5	10.8	5.9
15-16	37.8	27.3	13.5	14.6	6.9
GIRLS: 11-12	80.1	13.9	4.9	0.9	0.2
12-13	59.8	23.6	11.4	3.9	1.2
13-14	44.1	26.0	16.1	11.0	2.9
14-15	32.4	25.4	18.8	16.8	6.6
15-16	33.5	24.2	18.6	16.8	6.9

Age	*Boys*	*Girls*
11-12	2.2%	1.1%
12-13	3.7%	5.1%
13-14	11.0%	13.9%
14-15	16.7%	23.4%
15-16	21.5%	23.7%

The large jump in smokers in the 3rd year for boys, and in the 3rd and 4th years for girls, is clear. It is also clear that a greater percentage of girls than boys are smokers. From the point of view of the teacher, the substantial percentages in the 'Would like to stop' category must surely form the focus of any intervention programme in the later years.

Table 13: *On how many days in the last week have you had an alcoholic drink?*

As with smoking, alcohol usage in general increases with age and is more common with boys than with girls. The table gives no information on the amounts drunk, but a study of this table with information from other data in the 1986 databank confirms what would be expected anyway, which is that increased drinking frequency is linked to total intake.

The figures indicate that about a third of all the groups consumed one or more alcoholic drinks on one day in the previous week, and this figure is remarkably

Table 13. On how many days in the last week have you had an alcoholic drink? (Answers in %: 8100 boys, 8340 girls.)

Age (years)	None	1 day	2 days	3 days	4 days	5 days	6 days	7 days
BOYS: 11-12	52.7	33.6	6.7	3.1	1.3	0.6	0.9	1.0
12-13	42.1	37.1	10.4	5.0	2.0	1.2	0.8	1.4
13-14	35.3	37.5	13.8	5.8	2.8	1.7	0.7	2.3
14-15	31.5	33.9	15.2	9.4	4.2	2.2	1.2	2.4
15-16	27.8	30.6	19.3	10.9	5.9	2.4	1.0	2.1
GIRLS: 11-12	65.9	27.5	2.9	2.1	1.0	0.2	0.2	0.2
12-13	55.5	32.7	7.0	2.1	1.3	0.7	0.3	0.4
13-14	45.1	35.8	11.2	4.1	1.6	1.1	0.4	0.8
14-15	38.3	34.0	15.1	7.0	2.7	0.9	0.9	1.2
15-16	35.0	33.0	17.1	7.1	4.5	1.5	0.9	0.9

Table 14. How many hours did you work for money last week? (Answers in %: 9149 boys, 9078 girls.)

Age (years)	None	1 hour	2 hours	3 hours	4 hours	5 hours	6-7 hours	8-10 hours	11-20 hours	21+ hours
BOYS: 11-12	79.3	4.9	5.1	2.8	2.6	1.1	1.8	1.2	1.0	0.2
12-13	56.2	4.7	5.4	3.4	3.0	1.8	4.4	18.2	2.5	0.5
13-14	57.6	3.8	6.4	5.8	4.9	4.1	7.5	6.6	2.9	0.5
14-15	45.1	3.6	5.7	5.3	5.3	3.9	8.3	16.2	5.7	1.0
15-16	54.1	1.8	3.2	4.1	4.0	4.0	6.7	12.5	7.8	1.9
GIRLS: 11-12	86.1	3.6	3.9	1.4	1.5	0.6	1.5	1.0	0.3	0.2
12-13	65.2	3.8	4.7	3.6	2.8	1.4	1.8	15.5	1.2	0.1
13-14	70.0	3.4	4.1	3.7	3.2	2.3	4.0	6.7	2.2	0.3
14-15	49.6	2.0	3.4	4.7	4.7	3.5	7.6	19.7	4.4	0.5
15-16	51.0	0.9	2.3	3.2	5.0	3.5	8.7	14.7	8.3	2.5

consistent from one year-group to the next. The values for the more frequent drinkers show a fairly steady increase, particularly in the 2-4 day range.

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The Questionnaire includes several questions on paid work and money. The first column of this table allows the percentage of boys and girls in each year who do some paid work during term time to be determined. For example, 79.3% of the 1st-year boys did no paid work during the previous week, which means that 20.7% of them did. This figure rises to 45.9% in the case of 'working' 5th-year boys. For the girls, the percentage of 'workers' earning money in the previous week rises from 13.9% in the 1st year to 49.0% in the 5th year.

The most common length of time spent working for money is from one to two hours for the youngest children, but this rises to between eight and ten hours in the top secondary year. The average number of hours spent working, ignoring those who did no paid work at all during the previous week, has been calculated as follows:

Age	*Boys*	*Girls*
11-12	3.9	3.9
12-13	6.8	6.5
13-14	6.0	6.3
14-15	7.2	7.4
15-16	8.6	8.9

In addition, by using information about money earned from paid work, it is possible to calculate the approximate hourly rate of pay for different years and sexes:

Age	*Boys*	*Girls*
11-12	£1.17	£0.95
12-13	£1.35	£1.29
13-14	£1.50	£1.37
14-15	£1.63	£1.37
15-16	£1.57	£1.51

Some of this work will have been done in mornings or evenings, and some at weekends. Study of further questions indicates that paper rounds are the most popular job for boys of all ages, as well as for the younger girls; by the time they reach the top of secondary schooling, however, over half the girls are working in shops or catering.

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Table 15: *How much pocket money or allowance (including money earned for working around your home) did you receive as pocket money last week?*

Pocket money, together with earned income, has a significant influence on lifestyle. This table reveals a very wide range of weekly pocket money, but it is possible to make some deductions. In the first place, the mean amount of pocket money for each group has been calculated as follows:

Age	*Boys*	*Girls*
11-12	£2.43	£2.15
12-13	£3.05	£2.87
13-14	£4.09	£3.78
14-15	£4.74	£4.85
15-16	£4.83	£4.31

The rate rises steadily until the 4th year, with little increase in amount occurring in the 5th year. The slight disparity between the boys' and girls' income at the lower end of the age range is reversed in the 4th year, but in the 5th year the boys' money shows only a slight increase, while the girls record a substantial fall. It is interesting to find, elsewhere in the report, that a greater percentage of 5th-year girls than boys are 'high' wage-earners from their paid work, and perhaps there is a link to be explored.

Some 10% of pupils in the 1st-4th years do not receive any pocket money at all. This figure increases to 20% in the 5th year, perhaps signalling the point at which parents expect them to be making their own contribution towards generating spending money.

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Slightly more boys than girls claim to have taken a cycling proficiency course, and they also tend to be more positive about taking a further test. The majority figures shown for the younger groups in

Table 15. How much pocket money or allowance (including money earned for working around your home) did you receive as pocket money last week? (Answers in %: 8588 boys, 8716 girls.)

Age (years)	1	Up to 50p	Up to £1	Up to £1.50	Up to £2		Up to £4			Over £10
BOYS: 11-12	11.3	3.5	25.5	15.1	12.4	13.6	4.4	5.5	5.9	2.8
12-13	10.6	3.4	17.1	14.0	12.9	15.0	6.7	6.6	9.5	4.2
13-14	10.4	1.6	10.4	10.0	14.4	14.7	8.3	10.2	13.7	6.3
14-15	13.0	0.9	8.5	6.5	13.7	12.7	6.9	13.1	15.7	9.1
15-16	20.1	0.4	4.9	4.5	11.7	13.7	6.2	13.5	16.0	8.9
GIRLS: 11-12	10.5	6.8	25.1	17.0	12.9	12.5	4.2	4.0	5.2	1.7
12-13	10.3	3.3	19.3	14.1	14.6	14.8	5.8	6.9	8.6	2.4
13-14	11.0	0.9	10.8	9.1	16.2	16.0	7.6	11.8	11.2	5.2
14-15	9.9	0.9	7.2	5.5	15.1	14.9	8.3	13.3	16.6	8.1
15-16	21.1	0.2	5.4	3.5	12.6	14.4	5.1	13.3	16.0	7.2

Table 14. How many hours did you work for money last week? (Answers in %: 9149 boys, 9078 girls.)

Age (years)	None	1 hour	2 hours	3 hours	4 hours	5 hours	6-7 hours	8-10 hours	11-20 hours	21+ hours
BOYS: 11-12	79.3	4.9	5.1	2.8	2.6	1.1	1.8	1.2	1.0	0.2
12-13	56.2	4.7	5.4	3.4	3.0	1.8	4.4	18.2	2.5	0.5
13-14	57.6	3.8	6.4	5.8	4.9	4.1	7.5	6.6	2.9	0.5
14-15	45.1	3.6	5.7	5.3	5.3	3.9	8.3	16.2	5.7	1.0
15-16	54.1	1.8	3.2	4.1	4.0	4.0	6.7	12.5	7.8	1.9
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13-14	70.0	3.4	4.1	3.7	3.2	2.3	4.0	6.7	2.2	0.3
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13-14	10.4	1.6	10.4	10.0	14.4	14.7	8.3	10.2	13.7	6.3
14-15	13.0	0.9	8.5	6.5	13.7	12.7	6.9	13.1	15.7	9.1
15-16	20.1	0.4	4.9	4.5	11.7	13.7	6.2	13.5	16.0	8.9
GIRLS: 11-12	10.5	6.8	25.1	17.0	12.9	12.5	4.2	4.0	5.2	1.7
12-13	10.3	3.3	19.3	14.1	14.6	14.8	5.8	6.9	8.6	2.4
13-14	11.0	0.9	10.8	9.1	16.2	16.0	7.6	11.8	11.2	5.2
14-15	9.9	0.9	7.2	5.5	15.1	14.9	8.3	13.3	16.6	8.1
15-16	21.1	0.2	5.4	3.5	12.6	14.4	6.1	13.3	16.0	7.2

Table 16. Have you ever been on a cycling proficiency course? (Answers in %: 9213 boys, 9107 girls.)

Age (years)	BOYS		GIRLS	
	No	Yes	No	Yes
11-12	48.9	51.1	53.1	46.9
12-13	48.0	52.0	55.1	44.9
13-14	45.8	54.2	56.6	43.4
14-15	45.8	54.2	54.9	45.1
15-16	46.5	53.5	48.4	51.6

Table 17. Would you go on an advanced cycling training course if you knew about one? (Answers in %: 9052 boys, 8950 girls.)

Age (years)	BOYS		GIRLS	
	No	Yes	No	Yes
11-12	38.6	61.4	43.6	56.4
12-13	43.5	56.5	46.7	53.3
13-14	51.3	48.7	59.3	40.7
14-15	61.5	38.5	68.9	31.1
15-16	67.9	32.1	72.2	27.8

Table 17 may give rise to pleasure, but also concern: if such large numbers wish to take a course, what should be the response from Road Safety organisations? Does this information come as a surprise to schools, or are they already aware of the demand and doing their best to accommodate it?

Table 18: *Index of participation in team sports in school and school clubs*

Within the Questionnaire enquiry into physical activity are questions relating to team and individual activities (both highly energetic and less energetic) inside and outside school. The degree of participation is divided into 'At least once a week' and 'At least once a month' categories, which permit an estimate of typical physical activity levels to be made. The respondents are given a comprehensive check-list of sports, and indicate their involvement in each one.

It is therefore possible to identify the particular sports followed, and by comparing participation inside and outside school the apparent degree of match or mismatch between sporting preferences can be studied. Further discussion of these results will be found in *Education and Health,* September 1986, pages 89-94.

To give some idea of what the index at the head of the columns means, a sport played at least once a week when in season is equivalent to 2 points; if played only once a month, it is worth 1 point. Therefore someone scoring 6 points may be playing three sports frequently, six sports infrequently, or a combination of the two.

The table shows that even within the school there is a noticeable difference between the extent to which boys and girls take part in organised sport. There is also – perhaps a more worrying feature – a steady decline in sporting involvement in the upper years, one-fifth of all 5th-year girls declaring no sporting activity at all.

Table 19: *With which adult do you get on best?*

The overall trends shown in this table are that for both sexes 'Mother' comes out as the most popular individual. 'Father' is the second most popular for the boys, but for the older girls 'Friends' become very important.

The interesting category 'Both parents' is the highest of all for all boys but those in the 5th year, and also for the younger girls. It would be interesting to ascertain the meaning of 'adult' for different age groups. In particular, how much older does a brother or sister have to be to come into this category? Perhaps an older sibling is regarded as 'adult' even if he or she does not fulfil an adult role in society.

Table 20: *When did you last go to a disco or dance in school or outside school?*

The table shows that a greater percentage of girls than boys attend discos or dances, but even among the younger boys almost a half had been to one during the previous month (11-12 years old, 46.2%; 15-16 years old, 53.6%). In the case of the girls, the equivalent percentage rises from 58.5% for 11-12 year olds to 67.1% for the 15-16 year olds. These increases may be considered fairly small, and it is tempting to suppose that the dance/disco habit is formed at an early age.

There is no information about the type of disco or dance attended. School-organised events will be included: the term is intended to cover a broad range of organised events offering dancing facilities and pop music.

Table 18. Index of participation in team sports in school and school clubs. (Answers in %: 9155 boys, 9073 girls.)

Age (years)		0	1-3	4-6	7-9	10-12	13-15	16-18
BOYS:	11-12	6.3	20.0	46.3	19.5	6.9	0.5	0.5
	12-13	4.4	15.3	37.1	25.5	15.0	2.4	0.4
	13-14	4.7	12.0	29.5	28.0	22.1	3.5	0.3
	14-15	8.9	18.0	32.1	18.9	17.5	3.8	0.8
	15-16	14.3	26.8	31.9	15.2	9.3	2.1	0.4
GIRLS:	11-12	5.6	24.2	57.7	9.6	2.5	0.4	0.0
	12-13	4.4	18.2	57.4	14.2	5.2	0.4	0.1
	13-14	4.1	15.5	50.5	19.9	9.4	0.6	0.0
	14-15	7.7	16.1	44.0	24.1	7.4	0.6	0.1
	15-16	20.0	24.9	33.1	15.6	5.9	0.4	0.1

Table 19. With which adult do you get on best? (Answers in %: 8923 boys, 8986 girls.)

Age (years)		Mother	Father	Both	Sibling	Relation	Teacher	Friend	Employer	No one
BOYS:	11-12	27.5	10.5	46.5	3.5	4.1	0.3	5.2	0.0	2.4
	12-13	26.4	13.2	40.8	5.4	4.6	0.5	6.9	0.1	2.0
	13-14	29.7	14.0	35.4	6.7	4.6	0.3	6.6	0.4	2.3
	14-15	28.4	14.0	32.5	7.8	5.3	0.4	8.6	0.7	2.3
	15-16	29.3	12.3	27.7	10.5	4.2	0.6	12.4	1.1	2.0
GIRLS:	11-12	28.2	8.3	46.0	4.5	5.0	0.4	5.7	0.0	2.0
	12-13	31.7	9.1	36.1	5.5	5.2	1.0	9.7	0.1	1.6
	13-14	35.9	9.1	26.9	8.8	5.4	0.7	11.2	0.1	1.8
	14-15	35.7	8.9	21.1	11.4	4.8	0.9	15.5	0.2	1.5
	15-16	37.7	7.5	24.1	8.8	4.4	0.8	15.1	0.5	1.1

Table 20. When did you last go to a disco or dance in school or outside school? (Answers in %: 8951 boys, 8964 girls.)

Age (years)	Never been	Not in 6 months	Within 6 months	Within 1 month	In last 2 weeks	In last week
BOYS: 11-12	11.0	18.4	24.4	20.9	9.4	15.9
12-13	9.1	17.8	26.8	20.5	10.8	14.9
13-14	8.0	22.1	25.8	19.1	10.4	14.6
14-15	7.7	22.4	22.8	20.5	11.5	15.1
15-16	6.9	18.4	21.1	18.1	14.7	20.8
GIRLS: 11-12	5.6	10.7	25.2	25.5	11.8	21.2
12-13	4.1	9.1	26.6	24.6	12.1	23.5
13-14	3.6	10.3	24.0	26.1	14.2	21.9
14-15	2.1	9.3	21.3	24.1	16.8	26.4
15-16	2.1	10.2	20.5	21.5	15.4	30.2

Summary

This article has examined less than a tenth of the tables published in *Young People in 1986,* perhaps the most extensive collection of up-to-the-minute behaviour data ever published. If you wish to purchase a copy, send £12.00 (to include £2 postage and packing) to the Publications Dept., HEA Schools Health Education Unit, School of Education, University of Exeter, Heavitree Road, Exeter, EX1 2LU.