

Arts, Culture and Recreation Participation Across Childhood

Bespoke Short Report for
Manatū Taonga Ministry for Culture and Heritage

2025



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Executive Summary

In an earlier report, entitled *Arts, Culture and Recreation Participation in the Growing Up in New Zealand Cohort at 12-Years*, Evans, Redman and colleagues (2) found that 97% of 12-year-olds in New Zealand regularly participate in various free-time and extracurricular activities. In a second report, *Arts, Culture and Recreation Participation and Wellbeing Amongst 12-Year-Olds*, Tait and colleagues (1) found that frequent engagement in these activities was beneficial to many aspects of a young person's wellbeing.

This report again uses data from the *Growing Up in New Zealand (GUiNZ)* study – New Zealand's largest contemporary longitudinal birth cohort study with a diverse cohort of over 6,500 children – and explores how participation changes across their early lifespan, taking a snapshot of their involvement in extracurricular activities (community-based activities, sports and creative arts) and home-based or free-time activities (physical activities and creative arts-based activities) at 4.5 years, 8 years and 12 years of age.

Key Findings

Participation in extracurricular activities (Ages 8 and 12):

- Regular participation increased from Age 8 to Age 12 across the activities studied. Most notable were the participation increases in Community-based activities (from 52.8% to 60.8%) and Creative Arts (50.4% to 79.9%).
- Regular participation in Sporting extracurricular activities was overall very high at both time points, increasing from 79.6% to 87.8%. However, 5.3% of participants did not engage at either time point.
- Approximately 1 in 5 participants did not engage in Community-based extracurricular activities at Age 8 or 12. Approximately 1 in 8 participants did not engage in Creative Arts extracurricular activities at either time point.

Participation in free-time activities (Ages 4.5, 8 and 12):

- Overall, regular participation in free-time activities decreased from Age 4.5 to Age 8 but rose again at Age 12.
- The majority of participants (>96%) consistently engaged in Creative Arts free-time activities at all three time points.
- Regular participation in Physical free-time activities again was very high across time points, but decreased slightly from 4.5 years (99.9%) to Age 8 years (92.2%). Overall participation remained consistently high from Age 8 to at Age 12 (92.2%).

Further research is needed to understand reasons for low participation in some areas and decreasing participation across time points, to support and enable all young people to participate in a variety of both free-time and extracurricular activities.

1. Introduction

Many children and young people growing up in Aotearoa New Zealand, have ready access to an abundance of ngā mahi a te rēhia (arts, culture and recreation activities) (2,3). Indeed, Evans, Redman and colleagues (2) found that 97% of 12-year-olds in New Zealand regularly participate in these activities, both during their free-time activities at home and as part of their extracurricular activities. Additionally, a recent report has found that frequent engagement in these activities is beneficial to many aspects of a young person's wellbeing (1), and served to recognise and cherish the importance of diversity in arts, cultural and recreational experiences in contributing to a young person's holistic wellbeing in Aotearoa. In particular, positive associations were found between engagement in both organised, extracurricular activities (ECAs) and home-based or free-time activities (FTAs) with higher school engagement, stronger parent and peer relationships, and better health-related quality of life (1).

Whilst prior literature has documented the benefits of arts, culture and recreation involvement for specific age groups (4–8), there is a gap in the literature of longitudinal analyses showing how participation changes across the lifespan, especially within the New Zealand context.

Furthermore, longitudinal snapshots of participation are needed to map children's participation as they navigate developmental and educational transitions. These can provide a better understanding of the needs and experiences of children and young people and predict where additional support can be provided to maintain healthy engagement with arts and cultural activities across the lifespan.

The Growing Up in New Zealand (GUiNZ) longitudinal cohort study provides a dataset through which such studies are possible. GUiNZ has measured arts, culture and recreation participation as the cohort children have grown up by asking children and their parents or primary caregivers about their extracurricular and free-time participation in various activities, from birth through to Age 12, at the time of publication.

This report seeks to answer the following research questions:

How are children and young people participating actively in ngā mahi a te rēhia (arts, culture and recreation activities) as they grow up, at Ages 4.5, 8 and 12-years?

Are there any longitudinal patterns or trends in participation?

2. Methodology

The Growing Up in New Zealand Study

This research uses data from participants of the Growing Up in New Zealand (GUiNZ) study, who self-reported that they lived in New Zealand at the time of the 12-year data collection wave. GUiNZ is New Zealand's largest contemporary longitudinal birth cohort study with over 6,500 children, providing a diverse sample of individuals in terms of their experiences of gender, ethnicity, disability and other sociodemographic characteristics. The GUiNZ study is designed to follow children from before birth until they are young adults to understand 'what works' for children and families, and to consider longitudinal pathways of development with multiple domains of influence. For further information on its study design and the cohort profile, see Morton et al., 2013(9).

Arts, culture and recreation participation measures

At the 4.5-year and 8-year data collection waves, GUiNZ captured children's arts, culture and recreation (ACR) participation as reported by the mother or primary caregiver. Then at the 12-year data collection wave, GUiNZ measured young people's participation in ACR activities by asking young people in the cohort to self-report their own participation. We acknowledge this difference in reporting as a potential limitation in our measures. Extracurricular activities include participation in organised community groups, sporting groups and music groups; free-time activities include reading books, playing outdoors and listening to music.

Analysis

For this snapshot we derived variables from the GUiNZ dataset to consider 'regular' participation in extracurricular activities, including community-based activities, sports and creative arts, and regular participation in free-time activities, including physical activities and creative arts-based activities, from Age 4.5 years to Age 12. Only participants with complete data (n= 3,733) were included in this analysis, allowing an exploration of changes to participation over time. The variables were derived to provide a consistent indication of participation. At each data collection wave, participants were asked about their involvement in a variety of activities. Whilst the questions were asked in different ways, through coding these responses, we identified participants who had engaged in each type of activity regularly - those who participated 'at least once a week' or more frequently. In areas with multiple related activities and questions, participants were considered regular if they engaged in any one of these activities at least once a week. See Appendix A for details of the variables used.

For the analysis, Sankey plots were used to visually represent the flow and transitions of participants' involvement in various activities over time. These plots effectively show the percentage of participants moving between two distinct states of activity participation—'Yes' for regular engagement and 'No' for non-regular engagement. This approach provides a clear visualization of how participation varies for each activity type and how participation changes at different age stages, providing a dynamic overview of engagement trends within the cohort.

3. Results

Results below describe longitudinal participation in the following:

1. Community Group Extracurricular Activities (ECAs)
2. Sporting Extracurricular Activities (ECAs)
3. Creative Arts Extracurricular Activities (ECAs)
4. Physical Free-time Activities (FTAs)
5. Creative Free-time Activities (FTAs)

For each section, Sankey plots visualise children and young people's participation across different time points, as represented by different bars. Each Sankey Plot depicts participation at each time point connected by coloured flows (alluvia) that show the children's participation status changes (or no change) over time based on the two participation states ("Yes" or "No").

- The results for extracurricular activities (ECA) are presented as Sankey Plots which visualise children's participation at Age 8 and Age 12 using two strata (bars) representing the two time points (Age 8 and Age 12).
- For free-time activities, Sankey plots were also used to visualise participation but at three time points: at Ages 4.5 years, 8 years, and 12 years. These plots use three strata (bars) representing the three time points.

Note around definition of participation:

- 'Yes' represents regular engagement – once a week or more.
- 'No' represents irregular or lower engagement – less than once per week.

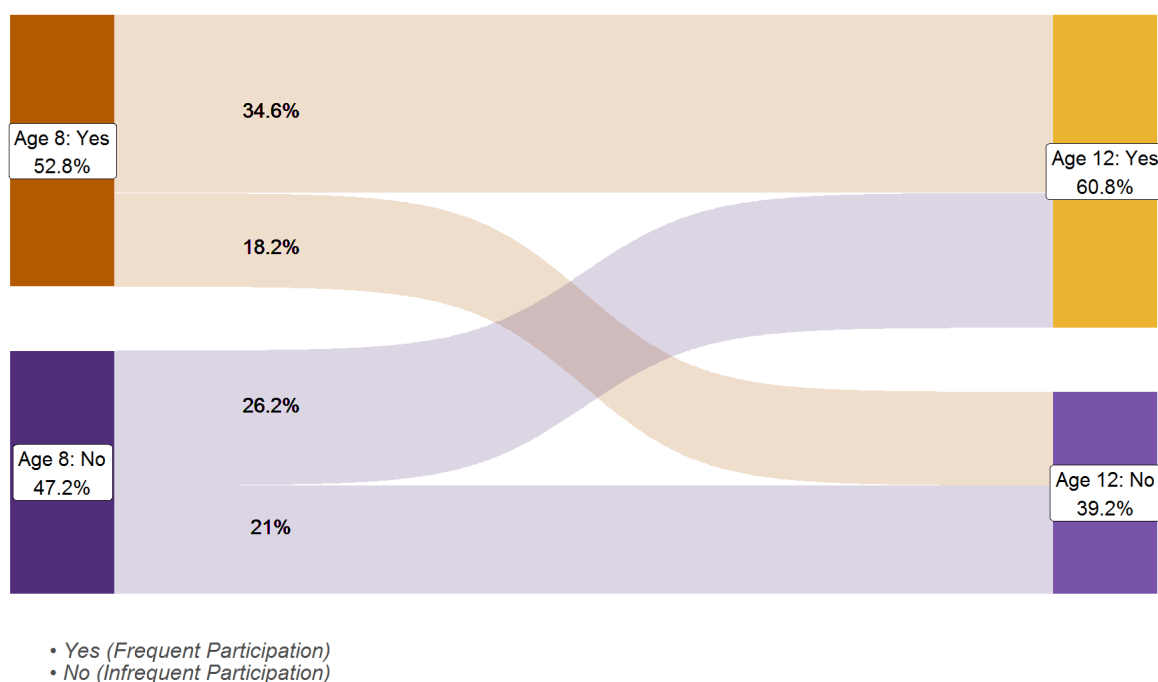
3.1 Community Group Extracurricular Activities

Overall, the proportion of children regularly participating in Community ECAs increased from 52.8% at Age 8 to 60.8% at Age 12. Conversely the proportion of children not participating decreased from 47.2% to 39.2% over the same period.

A substantial proportion of children (47.2%) did not regularly participate in Community ECAs at Age 8 and 21% of the total sample continued to not participate regularly at Age 12, as seen by the light purple flow “No” to “No”. However, a notable proportion of children (26.2% of the total sample) started participating regularly by Age 12, illustrated by the – light purple flow “No” to “Yes”.

Of those who regularly participated in Community ECAs at Age 8, approximately two-thirds (65.6%, or 34.6% of the total sample) continued their participation at Age 12, as shown by the light orange flow from “Yes” to “Yes”. Meanwhile 18.2% of children reduced their participation by Age 12, transitioning from “Yes” to “No”.

Figure 1: Sankey plot visualising the participation in Community group extracurricular activities (ECA) amongst children at Age 8 and Age 12.

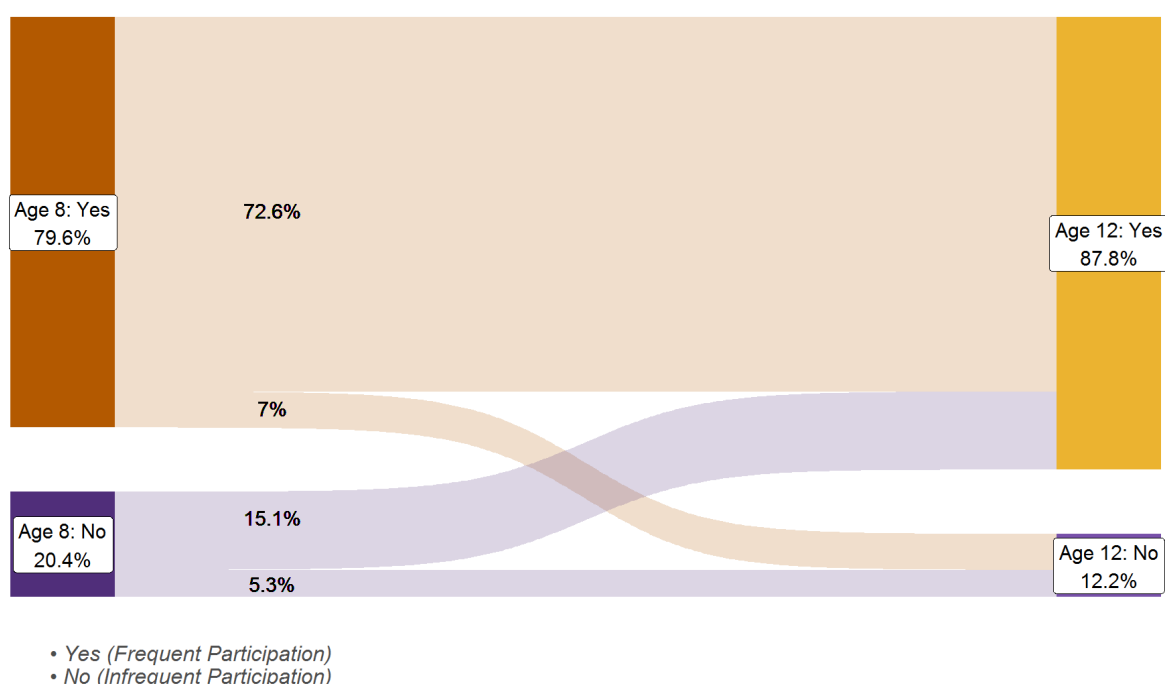


3.2 Sports Extracurricular Activities

Overall, the proportion of children regularly participating in sports ECA increased from 79.6% at Age 8 to 87.8% at Age 12. Conversely, the proportion of children not regularly participating in sports ECA declined from 20.4% to 12.2% over the same period.

Four-fifths (79.6%) of children were regularly participating in sporting ECAs at Age 8. Most participants (72.6% of the total sample) were also participating at Age 12. However, some of those participating at Age 8 (approximately 7% of the total sample) stopped participating regularly by Age 12. Most (74.1%) of those who did not participate at Age 8 started or increased participation at Age 12. Most (74.1%) of those who did not participate at Age 8 started or increased participation at Age 12, representing 15.1% of the total sample having increased participation.

Figure 2: Sankey plot visualising the participation in Sports extracurricular activities among children at Age 8 and Age 12.



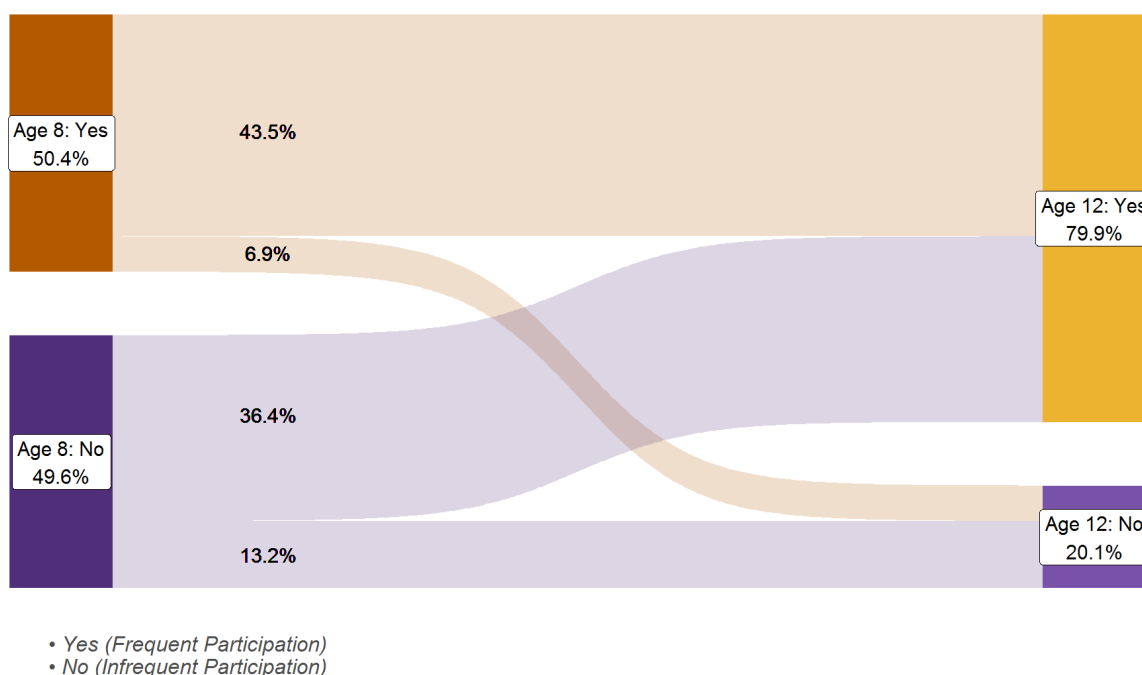
3.3 Creative Arts Extracurricular Activities

Overall, the results indicate a notable increase in regular participation in Creative Arts ECA from Age 8 (50.4%) to Age 12 (79.9%).

At Age 8, the regular participation in Creative Arts ECAs was almost evenly split, with 50.4% of children participating and 49.6% not participating. By Age 12, the proportion of participants engaging in Creative Arts ECAs notably increased, with 79.9% of children participating and only 20.1% not regularly participating.

Most of those who participated at Age 8 (43.5% of the total sample) continued their participation at Age 12. Additionally, many children who did not participate regularly at Age 8 started participating by Age 12 (36.4% of the total sample, 73.4% of those who weren't participating at Age 8). Conversely, a small proportion of those who participated at Age 8 stopped participating regularly by Age 12 (6.9% of the total sample).

Figure 3: Sankey plot visualising the participation in Creative Arts extracurricular activities (ECA) among children at Age 8 and Age 12.

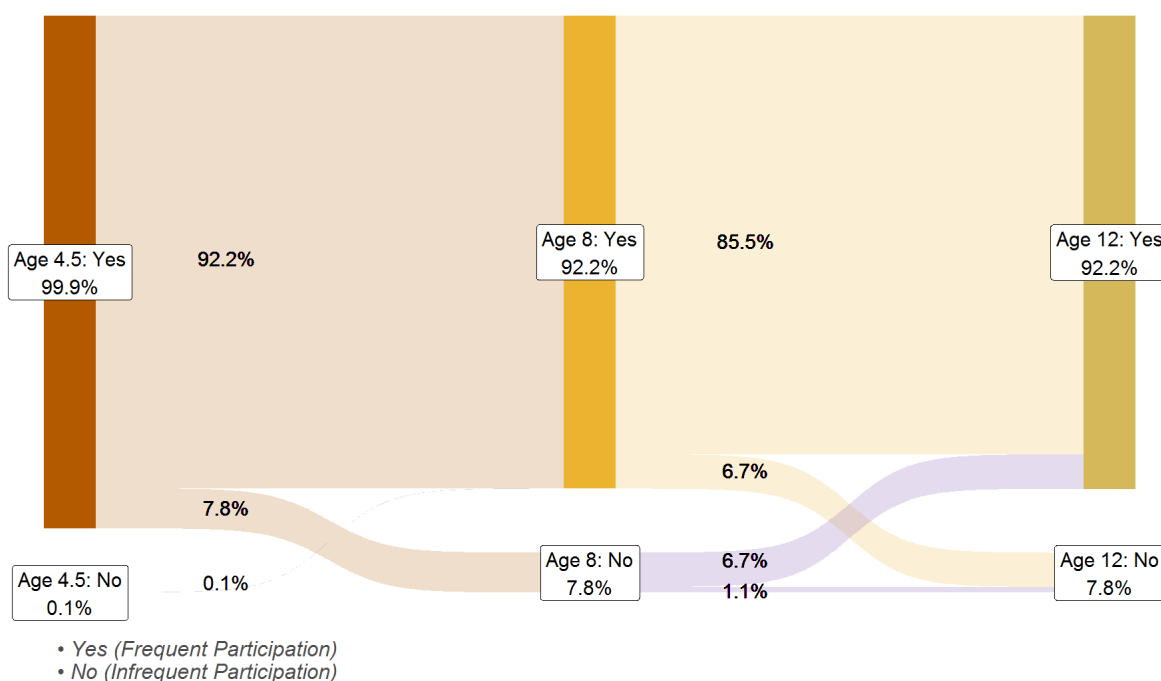


3.4 Physical Free-time Activities

A large majority of children (99.9%) participated in regular physical free-time activities (FTAs) at the Age of 4.5 years, with most children (92.2% of the total sample) having continued participation at Age 8. This means that 7.8% of children were not regularly involved at Age 8. From Age 8 to Age 12, the proportion of children not engaged in physical FTAs remained unchanged (at 7.8% of the total sample) however 6.7% dropped out of participation and 6.7% started participation showing there is movement between the two groups. We found that 85.5% of the total sample had consistent participation; whereas a small percentage (1.1%) of children remained non-regular participants from Age 8 to Age 12.

Overall, there was a slight decline in participation over time, with rates dropping from 99.9% at 4.5 years, to 92.2% at Age 12, while non-regular participation increased from 0.1% to 7.8%. Despite this decrease, overall participation in physical FTAs was high.

Figure 4: Sankey plot visualising participation in Physical free-time activities amongst children at Age 4.5 years, 8 years and Age 12 years.

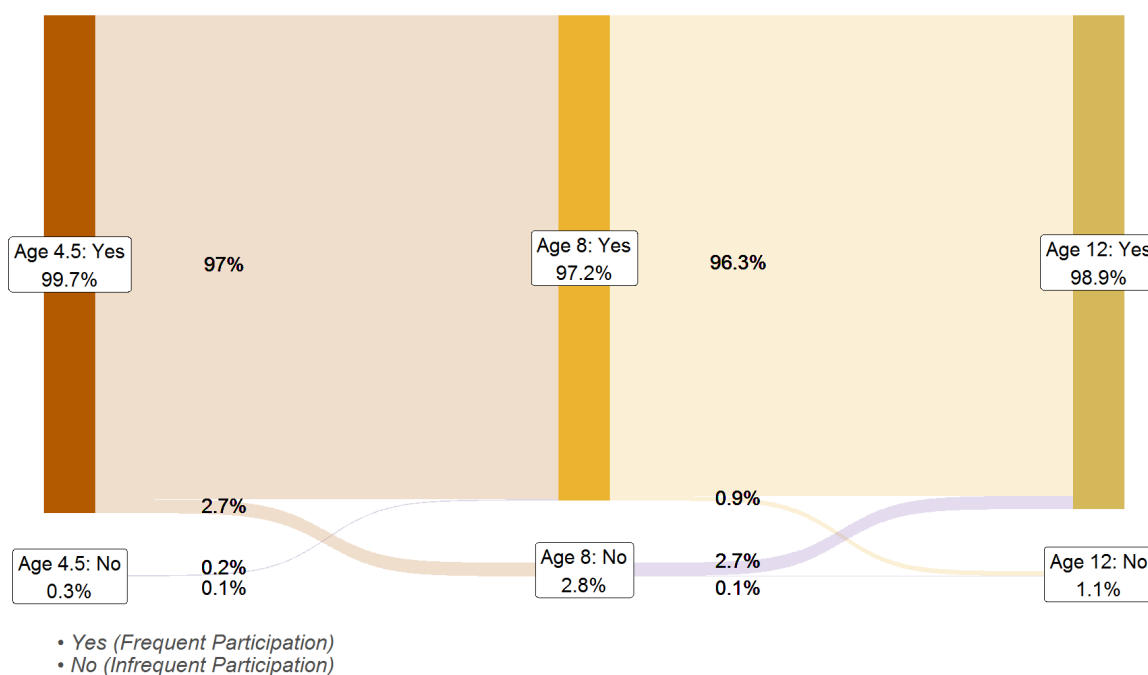


3.5 Creative Arts Free-time Activities

The majority of children (99.7%) participated in regular Creative Arts (FTAs) at Age 4.5 years, and most of them (97.2%) continued their participation at Age 8. However, a small minority (2.7% of the total sample) decreased their participation by Age 8. Most of the 8-year-olds (96.3% of the total sample) continued their participation at Age 12. Among those who did not participate at Age 8 (2.8%), a small minority (0.1% of total sample) continued to not participate at Age 12, while a small proportion (2.7%) had started or increased participation by Age 12. Few participants (1.1% of the sample) were not participating at Age 12.

Overall, the proportion of children participating in regular Creative Arts FTAs remained high throughout the period, decreasing slightly from 99.7% at Age 4.5 years to 98.9% at Age 12. Conversely, non-regular participation remained very low, increasing marginally from 0.3% to 1.1% over the same period.

Figure 5: Sankey plot visualising participation in Creative Arts free-time activities amongst children at Age 4.5 years, 8 years and 12 years.



4. Discussion

Overall engagement with ngā mahi a te rēhia – arts, cultural and recreation activities – for both free-time and extracurricular activities was considered to be high.

However, fluctuations were present across the early lifespan – the first time this has been documented in a largely representative sample of youth in Aotearoa. Generally, participation in Community-based, Sporting and Creative Arts ECAs increased from Age 8 to Age 12. Regular participation in physical activity and Creative Arts FTAs dropped from Age 4.5 to 12, but remained very high overall (above 92%). Fluctuations may represent developmental changes, school attendance, different opportunities for engagement in the intermediate schooling environment, or other reasons. Further research that considers these additional factors where possible could help to clarify reasons for these fluctuations.

Importantly in these analyses, participants who were categorised as having ‘no’ (non-regular) participation were either not participating, or participating only once per month or less (the threshold we used to define regular participation was weekly or more). Overall, this research highlights how children and young people are changing their levels of engagement across time, either purposefully to suit their developmental needs or changing interests, or because of environmental factors out of a young person's immediate control.

Celebrating continued and increasing youth participation.

This report highlights that there are significant proportions of young people for whom participation is consistent or who had increasing involvement by Age 12, with the majority of young people engaging in each type of activity at this age. Engagement in ngā mahi a te rēhia – arts, cultural and recreation activities - has been associated with higher wellbeing (1), highlighting that these high levels of engagement longitudinally are important for the overall wellbeing of young people in Aotearoa New Zealand. Further research is needed to explore what factors enable young people to have consistent and/or increasing participation across their childhood.

Exploring those who consistently ‘miss out’ and those who discontinue or ‘drop-out’ of participation.

Some children persistently report not engaging regularly in some types of activities. As mental, physical, spiritual and relational wellbeing has been associated with participation in extracurricular and free-time activities(1), these participants who were not engaging require further exploration. Consistent disengagement was seen across ages 8 and 12 with approximately one fifth (21%) of participants not engaged in Community ECAs, one in twenty (5.3%) not engaged in Sport ECAs, and one in ten (13.2%) were not participating in Creative Arts ECAs. Importantly, we do not know if there were participants who did not regularly participate in all of these, as being disengaged in one area (e.g. Sport) does not preclude engagement in another area (e.g. Community ECAs). However, past research has found that disparities in access to and engagement in ECAs was prevalent at Age 12(2). Young people with self-perceived disabilities and those from minority groups (transgender/nonbinary young people, rangatahi Māori and Pacific youth) were less likely to report participation in ECAs. Furthermore, these young people also had higher reports of

symptoms of depression and anxiety(10) and lower school engagement(11). Tait and colleagues (1) concluded that those with higher participation, also reported better wellbeing outcomes. Further research is needed to investigate whether participation in ECAs is a protective factor for young people at risk of mental health concerns, and why young people may not be engaging in ECAs.

There were also a large proportion of young people with decreasing participation. Eighteen percent of young people stopped participating in community ECAs from Age 8 to Age 12, 7.0% reduced their participation in sports, and 6.9% reduced their participation in the Creative Arts ECAs. Whilst overall participation increased, those participants with reduced participation from Age 8 to Age 12 warrant further investigation. Whilst this highlights that those participants had had opportunities to participate at Age 8, their decreased engagement may be a reflection of positive or negative experiences. For example, this decreased involvement may reflect a focus on preferred areas of interest, rebalancing of demands, or barriers in engagement due to experiences of exclusion or bullying. Without further investigation, these reasons remain supposition.



5. Future Research Opportunities

This research provides a springboard for future research projects. For example, research could consider the different sociodemographic characteristics of each of the four categories highlighted here – ‘consistent engagement’, ‘consistent disengagement’, ‘increasing engagement’, and ‘decreasing engagement’ – to identify areas where actions are needed to counteract disparities in access and engagement. Another research opportunity would be to consider the number of hours or quantity of participation for each of the activities studied, as well as considering the mix of activities that young people are engaged in.

Another important consideration for future research is whether ACRs act as a protective mechanism for young people at risk of mental health concerns or who experience adverse childhood experiences. It could be argued that ECAs, in particular, may widen the social network and support mechanisms for young people who have experienced difficulties, and in turn this would increase the resources young people can draw on in times of need. Exploring the benefits of longitudinal ACR participation through research could provide much needed evidence to support ongoing funding for engagement.

An intersectional lens is important for understanding these trends. There is significant opportunity for the GUiNZ dataset to be used to investigate research questions that explore the dynamics of participation within and between ethnic groups, and those that explore intersections with other demographic factors such as socioeconomic position, disability and health status, and questions that are driven by the communities represented.

These data also afford opportunities to explore different types of engagement. Past research has considered adult participation in ACRs and found that there is continued engagement in sport whereas there is a greater drop out from creative arts activities. Therefore, exploring these activities in greater details would help us understand the nuances of transitions for different types of activities.

In addition to these questions, further research could explore whether longitudinal trends in active arts, cultural and recreation participation are associated with other constructs that are available in the GUiNZ data sets (Appendix C). Researchers are also encouraged to consult the Data Factsheet Series 2023 (www.growingup.co.nz/data-fact-sheets).

6. Conclusions

This is the first time a research study has considered the longitudinal participation of young people in nga mahi a te rēhia (arts, cultural and recreation activities) in Aotearoa New Zealand. This important mahi provides evidence of the high levels of engagement as well as emphasising the variety of engagement that is so important for young people across Aotearoa New Zealand.

The findings of this report highlight that participation in extracurricular and free-time activities fluctuates across childhood, notably for ECAs. It highlights the need for further investigation into the reasons for changes in participation, and affords opportunities to investigate the relationship between longitudinal participation with wellbeing outcomes. For example, investigating how the relationship between participation in ACRs and wellbeing changes over time, and whether engaging in ACRs is a protective factor to wellbeing outcomes, are key considerations that need to be addressed.

The overarching objective of this study is to support and encourage active participation in a range of activities. It is essential that all young people across New Zealand be given opportunities to participate in arts, cultural and recreation activities that they enjoy and that provide positive experiences, as this benefits wellbeing for all people across the whenua (land). It is important to promote opportunities for all young people and actively take steps to increase engagement for young people with barriers to engagement (such as those with disabilities, from different ethnic backgrounds, or gender identities).

7. Acknowledgements

Firstly, we thank the young people and whānau of the Growing Up in New Zealand study, without whom we would have no stories to share. We thank the study team including the field operations team, and research teams who have collected, cleaned and turned these stories into rich datasets for us to analyse. We also thank Manatū Taonga Ministry for Culture and Heritage – for believing in the power of research and the value of Arts, Culture and Recreation participation; and for their funding to make this report possible.

8. References

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Appendix A

Table 1: Measures of arts, culture and recreation participation at the 4.5-year, 8-year and 12-year data collection waves.

Category	4.5 years DCW Variable Code (child proxy report)	8-year DCW Variable Code (child proxy report)	12-year DCW Variable Code (child self-report)
Extra-curricular activities*	None available	Over the past 12 months, thinking about a normal week, how often has {NAME} participated in the following extracurricular activities?	Thinking about the past year, which of the following activities do you do or have you done regularly (about once a week)?
Community group ECAs	N/A	<ul style="list-style-type: none"> Community group or club (e.g. Cubs, Brownies or cultural group) Academic Lessons Religious services or classes 	<ul style="list-style-type: none"> Community group or club (activities listed)
Sports ECAs	N/A	<ul style="list-style-type: none"> Organised team sport Organised individual sport 	<ul style="list-style-type: none"> Sport (activities listed)
Creative ECAs	N/A	<ul style="list-style-type: none"> Art, music, dance lessons, practice and performances <p>Response options: 1–More than once per week 2 once per week 3–Once per month 4–Once every 6 months 5–Once a year 6–Never</p> <p>Coded : ‘Yes’ if 1-2 ‘No’ if 3-6</p>	<ul style="list-style-type: none"> Dance and Drama (activities listed) Arts, crafts and technology (activities listed) Music (activities listed) <p>Coded: If yes to any, then coded as ‘yes’. Else, ‘No’.</p>

Category	4.5 years DCW Variable Code (child proxy report)	8-year DCW Variable Code (child proxy report)	12-year DCW Variable Code (child self-report)
Free-time Activities			
Physical FTAs	<p>Can you tell me how often {NAME} does each of the following?</p> <ul style="list-style-type: none"> • Climbs on trees, climbing frame, wall bars etc. • Plays with a ball • Plays chasing or running games • Rides a bike, tricycle, skateboard or scooter • Dances around the house • Takes part in physical exercise or activities that you all do together as a family <p>Response options: 0–Never 1–Less than once per week 2–1-2 times per week 3–3-6 times per week 4–Every day 95–N/A 99–Don't know 98–Refused</p> <p>Coded : Yes if 2-4 No if 0-1 If else - Removed from dataset</p>	<p>Over the past 12 months, thinking about a normal week, how often has {NAME} participated in the following extracurricular activities?</p> <ul style="list-style-type: none"> • Active play (e.g. running around, playing informal games, bike riding) <p>Response options: 1–More than once per week 2–Once per week 3–Once per month 4–Once every 6 months 5–Once a year 6–Never</p> <p>Coded : Yes if 1-2 No if 3-6</p>	<p>Overall, how often do you do these things?</p> <ul style="list-style-type: none"> • Active play (e.g. running around, playing games, bike riding) <p>Response options : 0–Never/almost never 1–Once a week 2–Several times a week 3–Once a day 4–Several times a day</p> <p>Coded: Yes if 1-4 No if 0</p>

Category	4.5 years DCW Variable Code (child proxy report)	8-year DCW Variable Code (child proxy report)	12-year DCW Variable Code (child self-report)
Creative FTAs	<ul style="list-style-type: none"> How often do you tell stories to {NAME}? Do not include reading books. How often do you sing songs or play music with {NAME} ? How often do you read books with {NAME} ? <p>Response options: 1–Seldom or never 2–Once a week 3–Several times a week 4–Once a day 5–Several times a day 99–Don’t know 98–Refused</p> <p>Coded: ‘Yes’ if 2-5 ‘No’ if 1 98/99 removed from dataset</p>	<p>Over the past 12 months, thinking about a normal week, how often has {NAME} participated in the following extracurricular activities?</p> <ul style="list-style-type: none"> Quiet/inactive play (e.g. Lego, board game, drawing) Reading for pleasure <p>Response options: 1–More than once per week 2–Once per week 3–Once per month 4–Once every 6 months 5–Once a year 6–Never</p> <p>Coded: Yes if 1-2 No if 3-6</p>	<p>Overall, how often do you do these things ?</p> <ul style="list-style-type: none"> Do some art/craft or quiet activity (e.g. Lego, board games, drawing) Listen to music Sing or play an instrument Read books <p>Response options: 0–Never/almost never 1–Once a week 2–Several times a week 3–Once a day 4–Several times a day</p> <p>Coded: Yes if 1-4 No if 0</p>

*Additional variables asked whether these activities were engaged in as part of a group or individual activity.

Note: Additional questions ask about engagement in outings and events at 2-years, 72-months and 8-years, however these vary for each data collection wave as they are each developmentally appropriate.

Appendix B – Detailed results

Community Group Extracurricular Activities

Table 2: Table showing the Participation in Community group extracurricular activities at Ages 8 years and 12 years (N = 3,733)

Community Group ECA	8 years, n(%)	12 years, n(%)
No	1762 (47.2)	1463 (39.2)
Yes	1971 (52.8)	2270 (60.8)

Sports Extracurricular Activities

Table 3: Table showing the Participation in Sports extracurricular activities at Ages 8 years and 12 years (N = 3,733)

Sports ECA	8 years, n(%)	12 years, n(%)
No	762 (20.4)	457 (12.2)
Yes	2971 (79.6)	3276 (87.8)

Creative Arts Extracurricular Activities

Table 4: Table showing the Participation in Creative Arts extracurricular activities at Ages 8 years and 12 years (N = 3,733)

Creative ECA	8 years, n(%)	12 years, n(%)
No	1852 (49.6)	751 (20.1)
Yes	1881 (50.4)	2982 (79.9)

Physical Free-time Activities

Table 5: Table showing the Participation in Physical free-time activities at Ages 4.5, 8 years and 12 years (N = 3,733)

Physical FTAs	4.5 years, n(%)	8 years, n(%)	12 years, n(%)
No	<10 (<1)	291 (7.8)	290 (7.8)
Yes	3731 (99.9)	3442 (92.2)	3443 (92.2)

Creative Arts Free-time Activities

Table 6: Table showing the Participation in Creative Arts free-time activities at Ages 4.5 years, 8 years and 12 years (N = 3,733)

Creative FTAs	4.5 years, n(%)	8 years, n(%)	12 years, n(%)
No	10 (<1)	104 (2.8)	40 (1.1)
Yes	3723 (99.7)	3629 (97.2)	3693 (98.9)

Appendix C

Table 7: Research constructs potentially associated with arts, culture and recreation participation (non-exhaustive).

Domain	Constructs in relation to young people's ACR participation
Culture and identity	Culture, attitudes, ethnic identity
Education	School outcomes (engagement, delinquency, bullying)
Family and whānau	Family cohesion, parent-child relationships, peer relationships, special adult relationships, parental employment, household income, material wellbeing
Health and wellbeing	Physical activity, self-rated health, disability
Psychological and cognitive development	Depression and anxiety symptoms, stress
Societal context	Material wellbeing/deprivation, neighbourhood deprivation/area-level, rurality, region