SEEN AND HEARD: CHILDREN'S MEDIA USE, EXPOSURE, AND RESPONSE

I KITEA, I RANGONA: TE MĀTAKI A TE TAMARIKI I TE PĀPĀHO NGĀ KITENGA, ME NGĀ WHAKAUTU

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The findings of a survey of New Zealand children aged 6-13 years, and their primary caregivers, conducted by research agency Colmar Brunton.

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Broadcasting Standards Authority
Te Mana Whanonga Kaipāho

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FOREWORD AND ACKNOWLEDGEMENTS

Since its establishment in 1989, the Broadcasting Standards Authority (BSA) has funded high-quality, innovative research into the impact of media and public attitudes towards media. This programme of research has provided a valuable body of data on a wide variety of subjects. The BSA is charged with deciding the areas where, and the extent to which, we want to limit the rights of broadcast media to free expression. Some – in fact most – of the areas where we require restraint are prescribed by the Broadcasting Act 1989. Among other things, the Act specifies that we must take account of the interests of children. Internationally, there seems to be widespread acceptance that media-oversight organisations such as the BSA have a legitimate role to protect the vulnerable, including children, from harm. As such, we are concerned to understand the relationships children have with media, and the ways, if any, that we should be involved in those relationships. For the BSA, no research is more important than that which helps us to understand media issues in relation to children.

In 2007 the BSA commissioned independent research agency Colmar Brunton to conduct a representative survey of the media use, exposure, and response of children aged six to thirteen years. This report, *Seen and Heard: Children's Media Use, Exposure, and Response*, details their findings.

With this latest research we wished to continue the longitudinal study started in *The Younger Audience* (BSA, 2001) to enable us to see trends in attitudes and behaviour. Equally, we wanted to better understand the way that children felt about their broadcast media relationships, and how children actually behaved in certain situations involving media, and what concerned them as opposed to what concerned their caregivers.

How, then, might we use some of the results of this research when considering complaints? Complaints against broadcasters that allege that the interests of children have been breached fall into two groups. The first group alleges that something broadcast at a time when the audience would include children would harm them in some way (eg, by frightening them; exposing them to sexual behavior; or by glamorising violence or excessive alcohol consumption, etc). The second group alleges that a child has been exploited as the subject of a broadcast (eg, their privacy was invaded; they were unnecessarily humiliated, etc). This current study relates only to the first group of complaints, concerning the interests of children as audience members. The findings will enable us to get a clearer idea of how children engage with, and are affected by, media.

A great deal of material is provided in this report, and any selection of key points will necessarily be just that – a selection. However, we wish to highlight the following areas that will inform our decisions on complaints that particular broadcasts have not sufficiently considered children's interests.

1. The report shows that there are differences in access to media devices, and in children's exposure and responses to media content, between Pākehā and Asian households on the one hand, and Māori and Pacific Island households on the other.

2. While there has been a proliferation of media devices in households generally, television remains a significant medium in New Zealand households.

3. Children have clear ideas about what is inappropriate for them and what upsets them in both traditional and new media. Also, they are comfortable that they have the ability to self-select and control their media consumption. We see this as reinforcement for our view that children are not, as some complaints represent, naive and passive absorbers of what is broadcast to them.

4. There is a high awareness of TV classifications and warnings among children and their caregivers and classifications are actively used by caregivers to guide children's viewing.

5. Conversely, awareness of the '8.30pm watershed' – the time when adults-only programming begins on free-to-air television – is not high, and children are tending to go to bed later, particularly at weekends. We think these findings reinforce the BSA's view that classifications and warnings are important, and support our decision to promote the watershed advice that programmes after 8.30pm on TV are unlikely to be suitable for children.

Of course, the report ranges more broadly than this and we would urge interested people to use its findings for discussion. The data we have collected will be made available, on request, to academics and social researchers who wish to use it for educational or other research purposes. For our part, we are following up this large quantitative project with an in-depth qualitative study with a smaller sample, which we hope will provide further insights into this important area.

ACKNOWLEDGEMENTS

The BSA's research assists members in our deliberations on complaints. We hope that this public attitude research will also inform broadcasters, parents, educators, and policy makers about the media use and responses of New Zealand children.

Joanne Morris OBE
Chair, Broadcasting Standards Authority
May 2008

OUTLINE OF THE REPORT

This report begins with the findings of the major representative survey of 604 New Zealand children aged six to 13 years and their primary caregivers conducted by independent research agency Colmar Brunton.

The first section quantifies the types of media children use in the home. The second section examines the patterns of media use in the home; in particular, the mediums of television and radio, with secondary attention paid to children's use of computers/the internet and cellphones. Children's passive exposure to media content is explored, in particular exposure to content that might be challenging or inappropriate to see or hear. The final section examines the perceptions that children have of what they consider to be media content that is inappropriate for them, and what they do when they come across such content – how they react to it.

The findings conclude with a section on parental concerns about children's media use, and the rules and protections parents put in place.

Appendices to the report include an explanation of the Broadcasting Standards Authority's functions in relation to research, a brief review of recent literature, and a list of the BSA's research publications to date.

HE KUPU WHAKATAKI ME NGĀ MIHI

Mai i tōna whakatūranga i te tau 1989, he kaha tonu te mahi a te Mana Whanonga Kaipāho ki te tāpae pūtea mō ngā rangahau whai kounga, auaha hoki, i Aotearoa anō, mō te pānga o ngā mahi pāpāho, me ngā waiaro o te iwi nui tonu mō ngā whakahaere pāpāho. I hua ake ētahi raraunga whai take i ēnei hōtaka rangahau, mō te matahuhuatanga o ngā kaupapa. Ka riro mā Te Mana Whanonga Kaipāho (BSA) e whiriwhiri, e whakatau ngā wāhi, me te whānui hoki o tō tātou hiahia, ki te aukati i te tino wātea rawa o te hunga pāpāho ki te whakaputa kōrero ki te ao, ki te hanga kaupapa hoki i runga i te auahatanga o te wairua. Ko ētahi wāhanga, me kī ko te nuinga, o ngā wāhi e tika ana kia aukatitia te whakaputa noa i te kōrero, ka āta tākina i te Ture Whakapaoho 1989. Ko tētahi o ngā whakaritenga o taua Ture, me tiaki tonu mātou i ngā tika o te tamaiti. E whakaae ana ngā whenua o te ao, he mea tika tonu kia tukua tētahi mana ki ngā rōpū tohutohu pēnei i te Mana Whanonga Kaipāho, arā, ki ngā rōpū tohutohu i ngā kamupene pāpāho hei tiaki i te hunga, tae atu ki te tamariki, e noho wātea ana ki ngā mahi tūkino a ētahi. Nā reira kei te whai tonu mātou kia mārama ake ki te whanaungatanga o ngā tamariki ki ngā take pāpāho, me ngā huarahi e takawaenga ai mātou i taua whanaungatanga, mehemea e tika ana. Mō te Mana Whanonga Kaipāho, kāore he rangahau nui kē atu i ērā e anga ana ki te whanaungatanga o ngā tamariki ki ngā mahi pāpāho, me ngā huarahi e takawaenga ai mātou i taua whanaungatanga, mehemea e tika ana.

Nō te tau 2007, ka tukua e Te Mana he kaupapa rangahau ki a Colmar Brunton, tētahi whakahaere rangahau, kia āta tirohia e rātou te whakamahi a ngā momo pāpāho e ngā tamariki i waenga i te ono ki te tekau mā toru tau, me te pānga o aua pāpāho ki tēnei reanga. Kei tēnei pūrongo *Seen and Heard: Children's Media Use, Exposure, and Response*, ā rātou kitenga.

I roto i ēnei rangahau hou, ko tā mātou whai kia kawea tonutia te rangahau wā roa i tīmataria ai i roto i te kaupapa e kīia nei *The Younger Audience* (Mana Whanonga Kaipāho, 2001) kia taea ai te tirotiro i ngā waiaro me ngā whanonga wā roa. I tua atu i tērā ko tā mātou hiahia ia kia mārama tonu mātou ki ngā whakaaro o ngā tamariki mō ō rātou whanaungatanga ki ngā whakahaere pāpāho, he pēwhea rawa tā rātou whanonga ina kite, ina rongo i ngā mahi pāpāho maha, he aha hoki ngā āhuatanga whakararu i a rātou, hāunga ngā take whakararuraru ki te titiro a ō rātou kaitiaki, mātua rānei.

Me pēnei te pātai, me pēhea hoki e whakamahia ai e mātou ētahi o ngā kitenga o tēnei rangahau, ina noho mātou ki te whiriwhiri i ngā whakapae? Me kī, e rua ngā momo whakapae mō ngā kaipāho i kīia i raru i a rātou ngā motika o ngā tamariki. E mea ana te rōpūtanga tuatahi nā tētahi āhuatanga i pāhotia ai i tētahi hāora, he maha ngā tamariki e mātakitaki ana, rātou i tūkino (inā koa, nā te whakamataku; nā te whakakite i tētahi mahi hōkaka; nā te whakarangatira i te mahi taikaha, nā te inu whakaaro-kore i te waipiro, me ērā atu āhua). E mea ana te rōpūtanga tuarua kua tūkinotia tētahi tamaiti, i roto i tōna whakamahinga e te tangata i tētahi paohotanga (inā koa, i takahia tō ratou noho matatapu, i whakaitingia rānei, me ērā atu āhuatanga.) E pā ana tēnei rangahau i nāianei, ki te rōpūtanga tuatahi o ngā whakapae anake, e pā ana ki ngā tika o te tamariki hei wehenga mātakitaki. Mā ngā kitenga ka mārama kē atu tō tātou mōhio ki te whanaungatanga o te tamariki ki te ao pāpāho, me tōna pānga ki a rātou.

He nui tonu ngā kōrero kua hora i tēnei o ngā pūrongo, nā reira ki te tīpokatia he rārangi kōrero matua, tērā tonu e noho hei tīpokatanga anake. Ahakoa rā, ko tā mātou hiahia ia kia whakaatu nuitia ngā wāhanga e whai ake nei, inā hoki, ka whakamahia ēnei i ō mātou whakatau mō ngā whakapae mō ētahi pānui, e kīia ana kāore i aronui ki ngā tika o te tamariki.

1. E whakaatu mai ana te pūrongo he rerekē te wātea mai o ngā taputapu pāpāho, me te wātea o ngā tamariki ki aua tikanga pāho i ngā whare o te hunga Pākehā me ō te hunga nō Āhia, tēnā i ngā kāinga Māori me ngā kāinga o te hunga nō te Moana-nui-a-Kiwa.

2. Ahakoa kei te nui haere te maha o ngā taputapu pāpāho i ngā kāinga o te motu, kei te noho tonu te pouaka whakaata hei pāhotanga e mātakina nuitia ana ki ngā kāinga o Aotearoa.

3. He mārama tonu ngā whakaaro o te tamariki mō ngā mea kāore e tika ana kia mātakina e rātou, me ngā āhuatanga e whakararu nei i a rātou, ahakoa i ngā huarahi pāpāho o mua, me ō nāianei. Waihoki, ki a rātou, kei a rātou ngā pūmanawa kia riro mā rātou anō e whiriwhiri, e whakahaere tika i tā rātou e mātakitaki ai. Hei āhua tautoko tēnei i tā mātou kī, ehara te tamariki i te hunga noho noa iho, momi ngoikore i ngā kai ka horaina ki mua i a rātou.

4. Kei runga tonu te māramatanga ki ngā rārangi whakaritenga i ngā pouaka whakaata me ngā whakatūpato ki ngā tamariki, tae atu ki ngā kaitiaki, ā, kāore i ārikarika te whakamahi o ēnei e ngā kaitiaki hei arataki i ngā mahi mātaki a ā rātou tamariki.

5. Otiia, kāore i te tino mōhiotia ngā whakaritenga mō te hāora aukati e kīia ana te 'haora huringa tai i te 8.30pm' - arā, te hāora e tīmata ai ngā hōtaka mā ngā pakeke i ngā pouaka kore-utu, - me te mōhio anō kua āhua tōmuri kē atu te hokinga o ngā tamariki ki te moe i ēnei tau, ā, he tino pērā i ngā mutunga wiki. E mea ana mātou hei tautoko ēnei kitenga i tā mātou i kī ai, āe, he mea tino nui ngā mahi tautuhi hōtaka me ngā whakatūpato, hei tautoko hoki i te whakatau a te Mana Whanonga Kaipāho kia whakatairangatia te kī, ko ngā hōtaka i muri atu i te 8.30 pm kāore kē pea e pai mā te tamariki.

Heoi anō, he whānui kē atu te pūrongo i tēnei, ā, tēnei te tāpae i ōna āhuatanga ki mua i te hunga aro mai, kia whakamahia e rātou. Ka whakawāteatia ngā pārongo i kohia i konei i runga i ngā tono ki ngā kairangahau whare wānanga, ki ngā kairangahau mahi pāpori hoki ka hiahia ki te whakamahi i ēnei kōrero, mō ngā kaupapa mātauranga, rangahau anō hoki. Mō mātou anō, kei te hiahia kia huri mātou i muri i ēnei āhuatanga ki te kawe i tētahi rangahau mō te āhua o ēnei take, kia iti iho hoki te rāngai tāngata, i runga i te tūmanako ka hōhonu kē atu ngā mōhiotanga mō tēnei kaupapa whai tikanga.

HE KUPU WHAKAMIHI

Kei te hiahia au ki te whakaputa i ngā mihi a ngā mema o te Mana Whanonga Kaipāho i tēnei wā, arā a Tapu Misa, rātou ko Paul France, ko Diane Musgrave ki te hunga nāna te putanga o te pukapuka nei i āwhina.

I te tuatahi kei te hiahia mātou ki te mihi ki ngā pūkenga o Colmar Brunton. Nā rātou te rangahau whanui o te noho wātea, o te whakamahi, me te urupare a te tamariki o Aotearoa ki ngā mahi pāpāho ka whakatakotoria atu nei i konei, i kawe: Jocelyn Rout, rātou ko Andrew Robertson, ko Adele de Jager.

Tēnei te whakamoemiti ki te mano tamariki me ō rātou mātua, mō rātou i whakawātea i a rātou anō, ki te whakamōhio i a mātou mō ā rātou mahi, me ō rātou whakaaro mō te mahi pāpāho i ō rātou kāinga. Hei whakamanawa tonu tērā i a mātou, arā, te hiahia o te iwi ki te tuku mai i ō rātou whakaaro mō ngā take paerewa pāpāho.

E kore hoki e mutu ngā mihi ki te komiti tohutohu nāna i ārahi tēnei rangahau whai tikanga: ki a Bruce Wallace o te Kaunihera o Te Hunga Pāpāho Pouaka Whakaata o Aotearoa, kua ngaro atu nei a Bruce ki tua o te ārai, ki a David Innes o te Rōpū o Te Hunga Pāpāho Reo Irirangi, ki a George Bignell o Te Reo Irirangi o Aotearoa, ki a Tākuta Ruth Zanker o te Kura Pāpāho o Aotearoa, ki a Annie Murray (nō TVNZ i mua), ki a Manisha Bhikha rāua Karen Howarth (i mahi i Manaakitia ā Tātou Tamariki, arā, te Office of the Children's Commissioner, i mua), me Mary Phillips o Pickled Possum Productions. Kei te whakamoemiti mō ā rātou tohutohu i ngā mahi tuatahi o ēnei rangahau.

Kei te whakamoemiti hoki ki te rōpū arotake i ngā pukapuka, mai i ngā Whare Wānanga o Te Upoko o Te Ika a Māui (Wikitōria) me Te Kunenga ki Pūrehuroa (Massey) Dr Sue Jackson. I roto i ngā mahi i mahia e rātou i te putanga o *Children's Media Use and Responses: a review of the literature* (Te Mana Whanonga Kaipāho, 2007) i hua ake ētahi tino kōrero whai tikanga mō tēnei rangahau.

Me tino mihi nui ki ngā kaitohutohu i te taha ki te tika o te mātauranga: te kairangahau nō Ingarangi, te Kaihautū o te Centre for the Study of Children, Youth and Media, Professor David Buckingham, rāua ko Dr Andrew Balemi, tētahi kaitatau ngaio nō te Whare Wānanga o Tāmaki-makau-rau.

Ka nui rā hoki te whakamoemiti atu ki ngā pūmanawa matakite o ngā mema o mua o te Mana Whanonga Kaipāho, me āna kaimahi, i roto i tāna rangahau o te tau 2001, e kīia nei ko *The Younger Audience*, ko te tauira rangahau tēnei e whakahoutia nei i konei.

Hei kupu whakamutunga, me whakamoemiti hoki ki ā mātou kaimahi manawanui nei: ki a Kate Ward, te Kaitohutohu Rangahau, Whakawhitiwhiti Kōrero, i mahi i roto i tēnei kaupapa rangahau, ki te Kaiwhakahaere Matua ki a Dominic Sheehan, me te Kaiwhakahaere Matua o mua, a Jane Wrightson.

I roto i te rangahau o te Mana Whanonga Kaipāho ka āwhinatia ngā mema i roto i ā mātou whiringa whakapae. Ko te tūmanako o te ngākau ia, mā ēnei rangahau i ngā waiaro o te iwi whānui e āwhina ngā kaipāho, ngā kaiako, ngā kaiwhakatakoto kaupapa here mō te whakamahi me te urupare o ngā tamariki o Aotearoa ki ngā mahi pāpāho.

Joanne Morris OBE
Tiamana, Te Mana Whanonga Kaipāho
Mei 2008

TE TĀHUHU O TE PŪRONGO

Ka tīmata tēnei pūrongo ki ngā kitenga o te rangahau matua o ngā tamariki o Aotearoa 604, mai i te ono ki te tekau mā toru tau te pakeke, me ō rātou kaitiaki matua, i kawea ai e te kamupene rangahau motuhake o Colmar Brunton.

Kei te wāhanga tuatahi ngā momo pāpāhotanga ka whakamahia e te tamariki i te kāinga. Kei te wāhanga kōrero ētahi wetekanga mō te whakamahi i ngā mahi pāpāho i te kāinga; otirā, ka āta tirohia te pouaka whakaata me te reo irirangi, whai i muri ko ngā mahi whakamahi a te tamaiti i ngā rorohiko/i ngā mahi ipurangi me ngā waea pūkoro.

Ka āta tirohia te pānga ngoikore noa o te tamaiti i roto i ngā rerenga kōrero, whakaahua o ngā huarahi pāpāho, ā, ka āta tirohia te wātea o te tamaiti ki ngā hōtaka kāore kē nei e tika ana kia tirohia, kia rangona rānei e te tamaiti. Kei te wāhanga whakamutunga ka āta tirohia ngā whakaaro o ngā tamariki mō ngā āhuatanga pāpāho e kīia ana e rātou kāore i te tika mō rātou, he aha ā rātou mahi ina tūpono rātou ki aua momo kai – he pēhea te ohonga mai.

Ka mutu atu ngā kitenga ki tētahi wāhanga mō nga āwangawanga o ngā mātua mō te āhua whakamahi a ngā tamariki mō ngā tangohanga pāpāho, mō ngā ritenga me ngā mahi tiaki i te tamaiti ka whakamahia e ngā mātua.

Kei roto i ngā tāpiritanga tētahi whakamārama mō ngā tino mahi a Te Mana Whanonga Kaipāho e pā ana ki te rangahau, me tētahi tirohanga poto mō ngā pukapuka o nā tata ake nei, me tētahi rārangi o ngā pukapuka rangahau a Te Mana Whanonga Kaipāho tae noa mai ki tēnei wā.

INTRODUCTION

BACKGROUND

The Broadcasting Standards Authority (BSA) is an independent Crown entity that works to support fairness and freedom in broadcasting by providing an impartial complaints process, undertaking and publishing effective research, and issuing advice to stakeholders, including broadcasters and government.

In 2001 the BSA published *The Younger Audience*, which presented the results of a significant multi-phase study of children's television and radio consumption, and parental attitudes relating to media and the protection of children.

In the six years since *The Younger Audience*, New Zealand children's media environments have changed considerably. Internet penetration has increased from 37% of households as at the 2001 Census to 61% in 2006, and household cellphone access has increased from 59% of households in 2001[1] to 74% in 2006. DVD players have also been introduced and we have been quick to adopt this technology. Just over 10% of households had a DVD player in 2002, compared to 73% in 2006.[2] Additionally, the increasing popularity of small hand-held media devices, such as MP3 players and video-capable iPods, has resulted in greater access to a variety of media content.

With greater access to a variety of media devices and media content, there is a need for new research that *updates* the information collected during 1999/2000, and that *extends* our understanding of New Zealand children's media environments today.

This report presents the results of a quantitative study conducted among children aged 6 to 13 years, and their primary caregivers. The research has been conducted to describe New Zealand children's media environments, and to explore the issues and attitudes that surround their media use. The present study moves beyond issues surrounding television and radio consumption to incorporate use of the internet, cellphones, and other media devices.

RESEARCH OBJECTIVES

This study seeks to answer the question, *what do New Zealand children think and do with media?* The research objectives were formulated with reference to the findings of a literature review conducted in early 2007[3].

This research examines the following:

1. Family media environments – including access and demographic variations.

2. The social patterns of children's media access and use – including reasons for using media, the circumstances under which media are used, and the impact of various media.

3. Children's thoughts and feelings about media – including the influence of media on values and beliefs, and perceptions of the appropriateness of media.[4]

4. Rules and protections – including the constraints placed on children's access to and use of media at home, and knowledge/awareness of external constraints.

5. Parental perspectives – issues and concerns for parents.

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1   *Household economic survey: Year ended 30 June 2004* (Statistics New Zealand).
2   Nielson Media Research, Panorama: http://www.nielsenmedia.co.nz/MRI_pages.asp?MRIID=37
3   Sue Jackson et al. *Children's Media Use and Responses: a review of the literature.* New Zealand Broadcasting Standards Authority, July 2007. http://www.bsa.govt.nz/publications/Childrens_Media_Use_and_Responses_Literature_Review.pdf
4   Some of these objectives may be addressed in-depth in later qualitative research.

EXECUTIVE SUMMARY

The Broadcasting Standards Authority (BSA) has commissioned a comprehensive, large scale study of children's media use, exposure, and response in the New Zealand context. This report presents the findings of a nationwide quantitative survey conducted in 2007.

A face-to-face survey was conducted with 604 children aged six to 13 years and their primary caregivers throughout New Zealand. 'Booster' interviews were conducted with Pacific and Asian children and their caregivers to enable robust analysis by ethnicity. The response rates for this study were 77% for the main sample, and 76% and 68% for Pacific and Asian booster samples respectively. Fieldwork was conducted from August to November 2007.

One aspect of this study was to update key questions from *The Younger Audience* (BSA, 2001[5]). Comparisons with *The Younger Audience* are made where appropriate.

Key findings are highlighted below.

FAMILY MEDIA ENVIRONMENTS

- Virtually all New Zealand children's homes contain a television (99.5%), cellphone (96%), radio (95%) and DVD player (92%). Most homes have a computer (88%), video (79%), digital camera (75%), games console for TV (66%) and MP3 player (56%). Relatively fewer homes have a decoder (47%), a hand-held games console (35%) or a camcorder (34%).

- In contrast to the 2001 study, fewer households now have a recording device such as a video recorder, DVD recorder, or hard-drive recorder (75% of households have a recording device, compared to 89% of households in 2001).

- In line with the widespread availability of different media in their homes, children use a range of different media. Large majorities of children watch TV programmes (99%), watch video tapes or DVDs (93%), play computer or video games (84%), listen to the radio (76%), and use the internet (62%). Forty-two percent of children use a cellphone and 35% watch recorded TV programmes.

- There is evidence of inequalities among New Zealand children in media access especially with regard to new media technology. Pacific children, and to a lesser extent Māori children, have lower levels of access and usage. For example, only 32% of Pacific children, and 44% of Māori children, use the internet at home compared to 62% of all children.

- Children interact with a range of media equipment in their bedroom: they listen to the radio (34%), use a cellphone (29%), play computer or video games (29%), watch TV programmes (28%), watch video tapes or DVDs (19%), use the internet (6%), and watch recorded TV programmes (5%). However, only 1% of all children watch pay TV in their bedroom.

- 27% of children have a TV in their bedroom; this is an increase of nine percentage points since the 2001 study. Of the TVs located in children's bedrooms, 37% have a recording device attached.

- The large majority (90%) of children mainly watch TV in the living room.

- Children usually watch TV (including recorded TV programmes), video tapes and DVDs in the company of others (either an adult or peers). However, one in five children says they mostly watch TV alone (22% for TV programmes and 20% for recorded TV programmes). Watching video tapes and DVDs is less of a solitary activity (only 11% mostly watch these alone).

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5   The fieldwork for this research was conducted in 1999 and 2000.

TV WATCHING

- Children say that they primarily watch TV for entertainment reasons (73%) and for its educational value (51%). Compared to 2001, more children now say they watch TV for its educational value (51% compared to 29% in 2001) and fewer children say they watch TV to alleviate boredom or to have something to do (21% compared to 38% in 2001).

- Children frequently multi-task when they watch TV. This research reveals little evidence that children simultaneously watch TV and use other media. Rather, talking with others is the most common activity while watching TV (depending on the time period, between 55% and 68% of children talk with others while watching TV), and between 18% and 31% of children play with others while watching TV (except when they are watching TV while having dinner). One in five children (21%) who watch TV on a school day afternoon does their homework at the same time.

- Sizeable numbers of children are still watching TV at the 8.30pm watershed – 51% on a Friday night, 48% on a Saturday night, 47% on a school holiday night, 37% on a Sunday night, and 31% on a night from Monday to Thursday. Compared to 2001, more children are still watching TV on a Sunday night at 8.30pm (37% compared to 24% in 2001) and fewer children are still watching TV on a Saturday night at 8.30pm (48% compared to 62% in 2001). These changes since the 2001 study are statistically significant at the 90% confidence level.

- One in seven children (14%) watches TV after their bedtime.

- Children's most popular TV programmes are *The Simpsons* (34% of children list *The Simpsons* in their top three favourite programmes), *Spongebob Squarepants* (22%), *Shortland Street* (16%) and *Home and Away* (13%). Weekday afternoons are the most popular times for TV viewing.

RADIO LISTENING

- Children most commonly listen to the radio in the car (39%), the living room (36%) or their own bedroom (33%).

- Children's most popular radio stations are The Edge (19%), Mai FM (8%), and More FM (8%).

- Children's radio listening tends to be a communal activity (72% mostly listen with a grown-up and 31% listen with other children, whereas only 20% mostly listen to the radio alone). A stereo (including the car stereo) is the most common type of radio listened to.

- Mornings (except for Saturday morning) are the most popular times for radio listening (29% of children listen to the radio on weekday mornings).

- One-third (32%) of children who listen to the radio are still listening after their bedtime.

- Pacific children are more likely to listen to the radio (86% compared to 76% of all children). And, Pacific children who listen to the radio are more likely to listen using a small radio receiver, such as an iPod, cellphone or pocket radio (42% compared to 20% of all children who listen to the radio).

INTERNET AND COMPUTER/VIDEO GAME USE

- Around three-quarters (72%) of children use a computer at home that can connect to the internet. On any given afternoon during the school term, between 17% and 19% of children access the internet at home. Afternoons after school and Saturdays are the most popular times for playing computer or video games.

- 53% of children who use the internet say that they 'mostly use the internet alone'. Playing computer and video games is a more social activity – 51% mostly play with other children and 21% with an adult.

- Nine percent of 6-13 year-old New Zealand children are still using the internet after 7pm at night. Almost all children who use the internet at night (98%) stop using the internet at or before their bedtime.

- Asian and Pākehā children are more likely than Māori and Pacific children to use a computer at home with access to the internet (89% of Asian children and 77% of Pākehā children compared to 53% of Māori children and 38% of Pacific children).

CELLPHONE USE

- Cellphone ownership among children rises steeply with age (5% of 6-8 year-olds, 25% of 9-11 year-olds and 62% of 12-13 year-olds). Younger children who use a cellphone tend to use a parent's phone (18% of 6-8 year-olds).

- Using a cellphone is largely a solitary activity (71% of children who use a cellphone use it alone).

- Cellphones serve a range of purposes, but are most commonly used to play games (82%), send or receive text messages (81%), make phone calls (47%) and take pictures (43%). Notable proportions of older children (12-13 year-olds) also use their cellphones to send and receive picture messages (34%), browse the internet (23%), and listen to MP3s (21%).

- Overall, cellphone use is most common on a Saturday morning (19%). One in five (22%) children uses their phone after they go to bed.

MEDIA USE BY 4-5 YEAR-OLD CHILDREN

- Although this study focused primarily on 6-13 year-old children, we also took advantage of this opportunity to gain insight into media use by 4-5 year-olds. The majority of 4-5 year-old children watch TV (95%) and video tapes or DVDs (85%). Over half play computer or video games (59%) and listen to the radio (53%). One-third of 4-5 year-olds watch recorded TV programmes (33%), and one in five use the internet (20%). Only 8% of 4-5 year-olds use a cellphone.

EXPOSURE TO MEDIA CONTENT

CHILDREN'S PASSIVE EXPOSURE TO MEDIA

- Potential exposure to radio content is high with 77% of parents listening to the radio in the presence of their child. The most common stations that parents listen to are The Edge (12%), More FM (9%), Classic Hits (9%) and National Radio (9%).

- 29% of parents record TV programmes shown after 8.30pm. However, only 6% watch recorded programmes at a time when their child is likely to be exposed to this content (that is, weekdays before 9am, weekdays after 3pm and before their child's bedtime, or weekends before their child's bedtime).

- 92% of 12-13 year-olds, 68% of 9-11 year-olds, and 24% of 6-8 year-olds are still up after 8.30pm on a week night, and may be passively exposed to AO-rated content shown on TV after that time.

CHILDREN'S EXPOSURE TO CHALLENGING MEDIA CONTENT

- Television content that 9-13 year-old children most commonly say bothers or upsets them relates to violence (29%), sexual content/nudity (21%) and scary/spooky things (20%). Children are less likely to mention something that upsets them while listening to the radio or using the internet. Bad language (20%) is the most common source of upset for children who listen to the radio, whereas sexual content (16%) receives the most mention from children who use the internet. One in ten also mentions internet-related risk areas that bother or upset them, such as *YouTube* or pop-ups and advertising.

- Girls are more likely than boys to say that programme content with sex, kissing, and killing has upset them. Likewise, Māori and Pacific children are more likely to say programme content with killing has upset them.

RESPONSES TO MEDIA EXPOSURE

PERCEPTIONS OF WHAT IS INAPPROPRIATE

- When asked what things they think are not good for kids their age to see on TV, 6-13 year-old children freely spoke about violence (51%), bad language (36%), sexual content/nudity (34%) and adult/ restricted programmes (33%). Bad language dominates children's concerns about the radio (41%), whereas sexual content was the most common concern mentioned in relation to the internet (29%, with another 14% referring to 'adult sites'). Text bullying or playing pranks on other people are the most commonly mentioned behaviours (30%) children consider to be inappropriate in regard to cellphones.

- Children's reasons for why these types of content and behaviours are inappropriate largely centre around them being an undesirable influence on children's behaviour (59%). Younger children (6-8 year-olds) are more likely to talk about the negative emotive effects of media, such as getting scared and having nightmares (47%).

CLASSIFICATIONS, WARNINGS AND THE 8.30PM WATERSHED

- Classifications and warnings (73%) play an important role for children in knowing when a TV programme is not for them. Likewise, nearly three-quarters of parents (73%) use classifications and warnings to guide their decisions on their children's viewing, and 45% say they use these frequently.

- The watershed also plays an important role. Nearly one-half (46%) of parents, and 22% of children, identified 8.30pm as the time after which programmes that are not suitable for children are shown on TV. These awareness levels have changed significantly since the 2001 study; parents' awareness has fallen by 17 percentage points, and children's awareness has risen by 10 percentage points, since the 2001 study. Also, awareness is lower among Pacific, Māori and Asian parents.

CHILDREN'S REACTIONS WHEN THEY SEE OR HEAR INAPPROPRIATE CONTENT

- Children are easily able to articulate how they react to challenging content across the various media – the majority of children most commonly 'exit' the situation by turning off the media device or switching to different content. Girls appear to react more strongly to challenging TV content, with 41% turning the TV off compared to only 24% of boys.

PARENTS' CONCERNS ABOUT CHILDREN'S EXPOSURE TO MEDIA CONTENT

- Parents' concerns and worries about their child's exposure to media content is greatest for TV (84% are concerned at least 'some of the time'), followed by the internet (48% of parents with children who use the internet), radio (42% of parents with children who listen to the radio) and cellphones (24% of parents with children who use a cellphone).

- Parents who express at least some concern about what their child sees on TV are most commonly worried about the child's exposure to violent content (51%), sexual material (33%), and inappropriate language (20%). Twenty-two percent mention specific programmes they are concerned about – the news is mentioned by 15% of concerned parents.

- Inappropriate language dominates parents' concerns about what their children hear on the radio (56%), ahead of sexual material (22%).

- Parents' concerns regarding children's internet use centre around restricted/adult sites (57%). Parents also express concerns about specific sites (25%), such as *Bebo* and *YouTube*, as well as chatrooms or forums.

- Parents' concerns about children's cellphone usage focus on receiving or sending inappropriate text messages (38%), uncertainty over who the child is talking to/texting (26%), and text bullying (25%).

- Two-thirds (67%) of children regularly see the evening news. Thirty-nine percent of these children's parents are concerned about what their child sees.

RULES AND PROTECTIONS

- Restricting the hours and/or time of day that children can watch TV is the most common way a parent manages their child's viewing (66%). Restricting viewing according to programme content (which in many instances is indicated by classifications and warnings) is also prevalent (41% mentioned this without prompting). Further, 31% of parents say they supervise what their child is watching.

- Only 16% of parents use any type of control or restriction on their child's radio listening. Methods of control that are used tend to relate to adult supervision.

- Parents manage their children's use of the internet through adult control and supervision (55%) – this largely involves agreeing what websites the child can visit and only using the internet when an adult is in the room. Many parents (43%) also apply time restrictions.

- One third (32%) of parents with children who can access the internet have installed filtering or blocking software to restrict their child's internet access. Few children (8%) say they know how to 'get around' this software.

- Parents manage their child's use of a cellphone primarily by placing restrictions on what they can use the cellphone for (39%) – for example, only calling certain people, restricting use to making calls and texts, and only using the cellphone in emergencies.

- Parents feel that cultural factors (63%) have had the greatest influence on their choice of rules or the way they like their child to use the different media, followed by their own personal experience (31%), and religious or spiritual beliefs (30%).

CONCLUSIONS

This research concludes that children's electronic and digital media world is an extremely diverse one. Children's high levels of access to, and use of, traditional media such as television and radio are largely consistent with the 2001 research results. Not surprisingly, the 2007 research reveals that New Zealand children interact with new media, such as cellphones, MP3 players, and the internet, in high numbers. However, there are marked inequities in access to new media, with Pacific and Māori children in particular falling behind Asian and Pākehā children in this regard.

A number of the research findings point to children's ability to self-select and control their active media consumption. When children come across inappropriate content, most indicate that they 'exit' the situation by turning off the media device or switching to different content. Some also tell an adult.

Furthermore, children are able to articulate what content is inappropriate for them and their peers and what content upsets them both for traditional media and new media. As in the 2001 study, children have clear ideas about what is harmful and unsuitable TV content (concerns largely centre on violence, sexual content and bad language). Perhaps of particular interest is that children spoke freely about their concerns regarding new media, specifically, sexual content on the internet and bullying via cellphones. Whilst some children spoke about personally experiencing these things, generally, their concerns closely mirrored those of their parents, suggesting a heavy degree of parental influence.

Interestingly, the presence of older siblings also appears to have an influence on children's perceptions or awareness of media content that is inappropriate. Those children who live in a home with young adults (ie, those aged 14 to 17) are more aware of inappropriate sexual content on both television and radio. In addition, children who live with young adults are more likely to mention 'text bullying' as an inappropriate use of a cellphone.

Parents use a range of means to manage children's media consumption. The role of regulators in guiding both parents and children remains important in regard to traditional media. Classifications and warnings alert three-quarters of children to the potential inappropriateness of TV programme content. A similar proportion of parents use classifications and warnings to guide their child's viewing.

In contrast to the high awareness and use of warnings and classifications, awareness of the 8.30pm watershed is not high (under one-half of parents and one-quarter of children were able to identify 8.30pm as the time after which programmes not suitable for children are shown).

Time shifting was an area of particular interest in this research. Watching programmes that have been recorded after 8.30pm at a later time when children are more likely to see the content does not appear to be common. Indeed, the prevalence of recording devices in children's households has dropped since 2001. This is likely to be due to the increasing popularity of DVD players, which do not always come with a record function. Exposure to television programme content broadcast after 8.30pm continues to occur in real-time. As in 2001, children today frequently watch television after 8.30pm.

Parents' ability to manage children's passive media consumption and/or new media is perhaps a more difficult task. A quarter of parents are concerned about what their child sees on news and current affairs programmes. Likewise, over a third of parents with children who use the internet raise specific concerns about their child unintentionally accessing sites/images or seeing pop-ups.

Finally, the 2001 study confirmed the existence of what has been termed a 'bedroom culture'. The current study reveals that this culture is now more dominant than before with more children having a television in their bedroom (up 9 percentage points to 27%). Further, use of media in the bedroom is clearly not restricted to watching TV. Nearly one-quarter of children use their cellphone after they go to bed.

METHODOLOGY

A nationwide face-to-face survey was conducted between Monday 27th August and Friday 23rd November 2007.

The research methodology employed for this study was designed to paint a holistic picture of New Zealand children's media environments. Children between the ages of 6 and 13 were randomly selected for inclusion in the survey, and both the child *and* their primary caregiver were interviewed.

In total, 604 children and 604 primary caregivers were interviewed. As a token of appreciation, caregivers were given $10 and children were given $5 for taking part.

We attempted to interview caregivers and children separately. However, this was not often possible due to the age of children, or because caregivers preferred to remain close by. Overall, 78% of parents elected to stay in the room while their child was being interviewed and 38% commented at some time during their child's interview. However, our interviewers indicated that only 3% of caregivers answered questions on behalf of the child.[6]

Thirty-seven percent of parent interviews were conducted while the child was present. However, only 15% of children talked with their caregiver while the interview was taking place.

This survey is representative of all children living in New Zealand aged 6 to 13 years. A multi-stage stratified sample design was employed to ensure that the sample is nationally representative. To ensure the differences could be observed between children of different ethnicities, booster interviews were conducted with Pacific and Asian families. See Appendix A for a detailed description of our sampling methodology.

The average interview duration was 18.3 minutes for children, and 18.7 minutes for caregivers. The response rates for this study were 77% for the main sample, and 76% and 68% for Pacific and Asian booster samples, respectively.

The margin of error for a sample of 604 is +/- 4% at the 95% confidence level, assuming simple random sampling.

NOTES TO READING THIS REPORT

Sub-analyses

Except where specifically noted, throughout this report only the results of statistically significant sub-analyses, at the 95% confidence level (and assuming simple random sampling), are reported.

Age groupings

The children involved in this research are at various developmental stages, and it was decided in advance that some survey questions would be too cognitively challenging for children in the younger age groups. Some questions, therefore, were asked only of children aged 9 or above.

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6   Sometimes this was necessary due to a disability.

The age groupings used in this report are defined as follows:

Younger age group = children aged 6, 7, and 8
Middle age group = children aged 9, 10, and 11
Older age group = children aged 12 and 13

These groupings differ slightly from those used in *The Younger Audience* (BSA, 2001) (ie, 6 to 7, 8 to 10, and 11 to 13). Different groupings were used in the present research to ensure a 'split' between ages 8 and 9. This has been done to make analyses and reporting for the more 'cognitively demanding' questions straightforward and readable.

New Zealand Socio-economic Index

We used the New Zealand Socio-economic Index (NZSEI) to assign a socio-demographic indicator to each household. The NZSEI was originally developed using New Zealand Census data.[7] The NZSEI is an occupationally based measure of socio-economic status. It is based upon the notion that a relationship exists between resources (education) and rewards (income), and that this relationship is mediated through occupation.

To calculate NZSEI scores, we asked all primary caregivers for the occupation of the main income earner in their household. Using this occupation-level information, we assigned individuals one of six positions within a stratified socio-economic order, with NZSEI 1 being the highest occupational class group, and NZSEI 6 being the lowest occupational class group (see Appendix B for the NZSEI sample distribution and examples of the occupations within group).

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7   Davis, P., Jenkin, G. and Coope, P. (2003) NZSEI-96: An update and revision of the New Zealand Socio-economic Index of Occupational Status. Statistics New Zealand, Wellington

FINDINGS
1. MEDIA USE

FAMILY MEDIA ENVIRONMENTS

This section examines 6-13 year-old New Zealand children's media environments. It presents the media devices contained in their homes, and children's use of these devices.

MEDIA IN CHILDREN'S HOMES

As can be seen in the chart below, nearly all 6-13 year-olds' homes (99.5%) contain at least one TV, and the majority (95%) contain a radio. This is consistent with results presented in *The Younger Audience* in 2001.

However, the present results illustrate that New Zealand children's homes also contain a wide range of other media devices. The vast majority contain at least one cellphone (96%), DVD player (92%), and computer (88%). Three out of every four (75%) contain a digital camera, two-thirds (66%) contain a TV games console, and over half (56%) contain an MP3 player.

Nearly half (47%) of 6-13 year-olds' homes contain a TV decoder, which can include a pay TV decoder (eg, SKY or TelstraClear) or a Freeview decoder. In 2001, *The Younger Audience* (BSA, 2001) reported that 25% of children's homes have a subscription to pay TV. These results are not directly comparable. However, they provide an indication that children's access to pay TV is likely to have increased since 2001.

FIGURE 1. Media in children's homes

Television 99.5%
Cellphone 96%
Radio 95%
DVD player 92%
Computer 88%
Video 79%
Digital camera 75%
Games console for TV 66%
MP3 player 56%
Decoder (ie, SKY, TelstraClear, Freeview) 47%
Hand-held games console 35%
Camcorder 34%
Other 2%
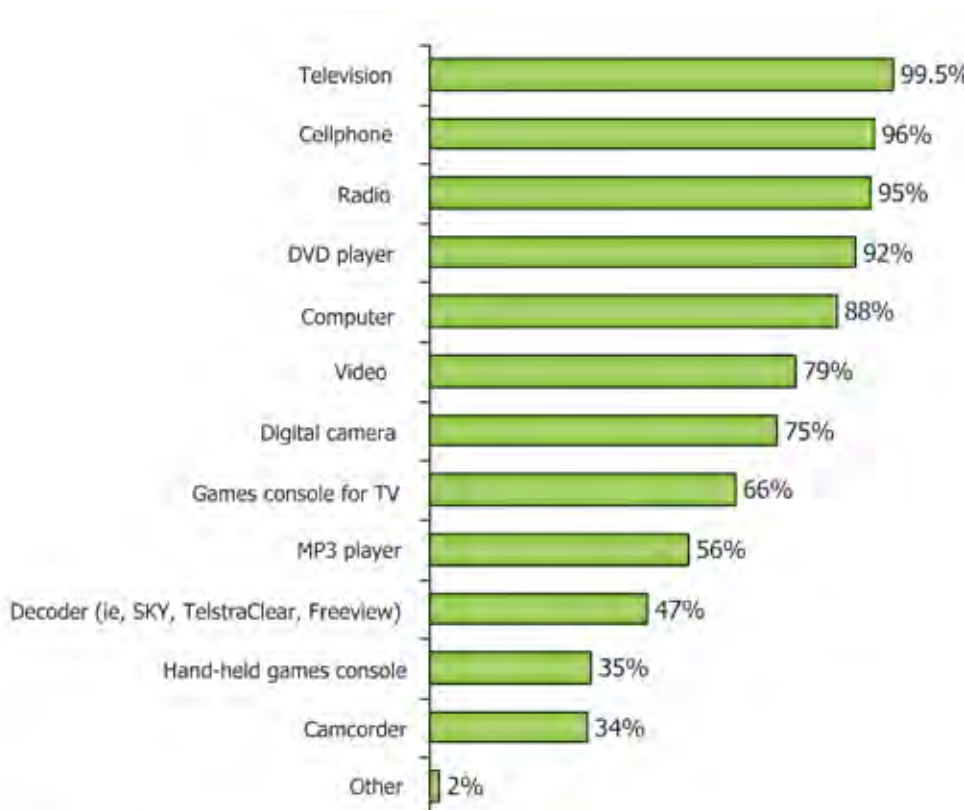
Source: Q2a (Parent)
Base: All households (n = 604)

We also asked parents if they have a recording device, such as a video recorder, DVD recorder, or hard-drive recorder. In contrast to results presented in *The Younger Audience* (BSA, 2001*)*, fewer households now have a recording device (75% of households have a recording device, compared to 89% of households in 2001).

This decrease may be due to the increasing popularity of DVD players, which do not always come with a record function, or to the record functions on DVD players being difficult to operate. It should also be noted, however, that this change in household access to recording devices may not remain consistent over time, because the price of recording devices (such as DVD recorders and internal hard-drive devices) is likely to decrease.

MEDIA CHILDREN USE AT HOME

We asked all children to tell us about the media devices they use at home. As can be seen in the chart below, the majority of 6-13 year-olds watch TV programmes (99%) and video tapes or DVDs (93%). Just over four in every five children (84%) play computer or video games at home.

FIGURE 2. Media that children say they use at home
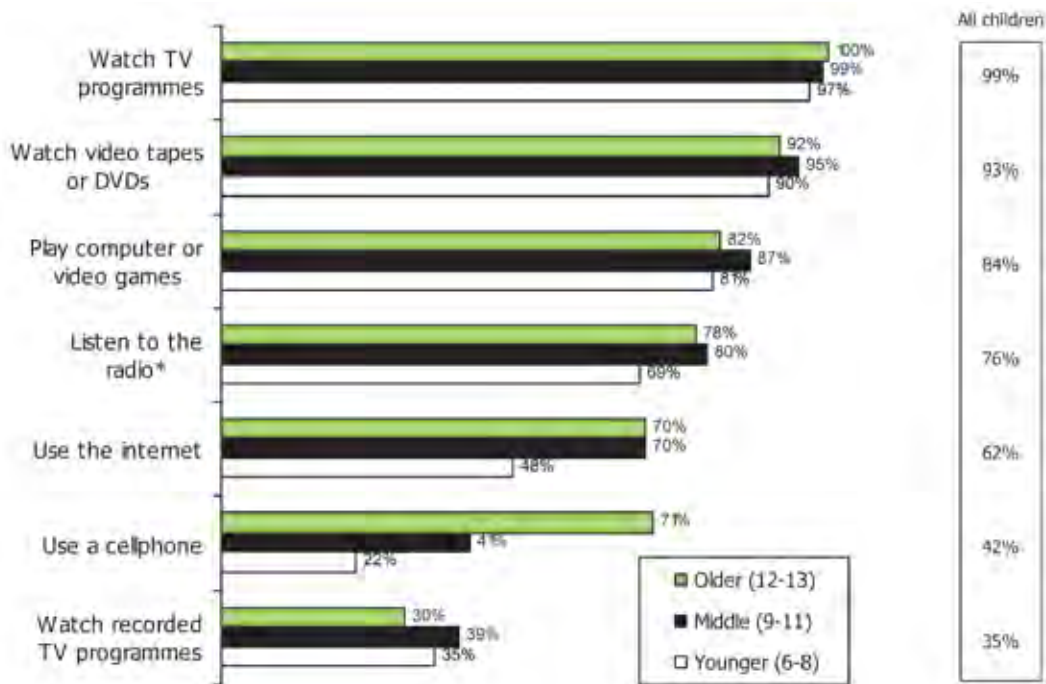
*Listening to the radio at home can include listening while in a car
Source: Q1a (Child)
Base: All children (n older = 138, n middle = 251, n younger = 215)

Three quarters (76%) of 6-13 year-olds listen to the radio at home (including in the car). This is eight percentage points lower than the result presented in *The Younger Audience* in 2001 (84% of children listened to the radio). However, *The Younger Audience* also included radio listening outside of the home and car. Younger children are less likely than others to listen to the radio at home (69% of 6-8 year-olds listen to the radio at home, compared to 79% of children aged 9-13).

Around six in every ten New Zealand children (62%) use the internet at home. Although older children are more likely to use the internet, significant proportions of 6-8 year-olds are accessing the internet at home (70% of children aged 9-13 and 48% of children aged 6-8 use the internet at home).

Cellphone usage tends to increase with age. Nearly three-quarters (71%) of 12-13 year-old children use a cellphone at home, compared to 41% of 9-11 year-olds, and just 22% of 6-8 year-olds.

Thirty-five percent of 6-13 year-olds say that they watch recorded TV programmes at home.

MEDIA CHILDREN USE IN THEIR BEDROOMS

We asked children which media devices they use in their own bedroom. The chart below illustrates that bedroom media use tends to increase with age.

FIGURE 3. Media that children say they use in their bedroom
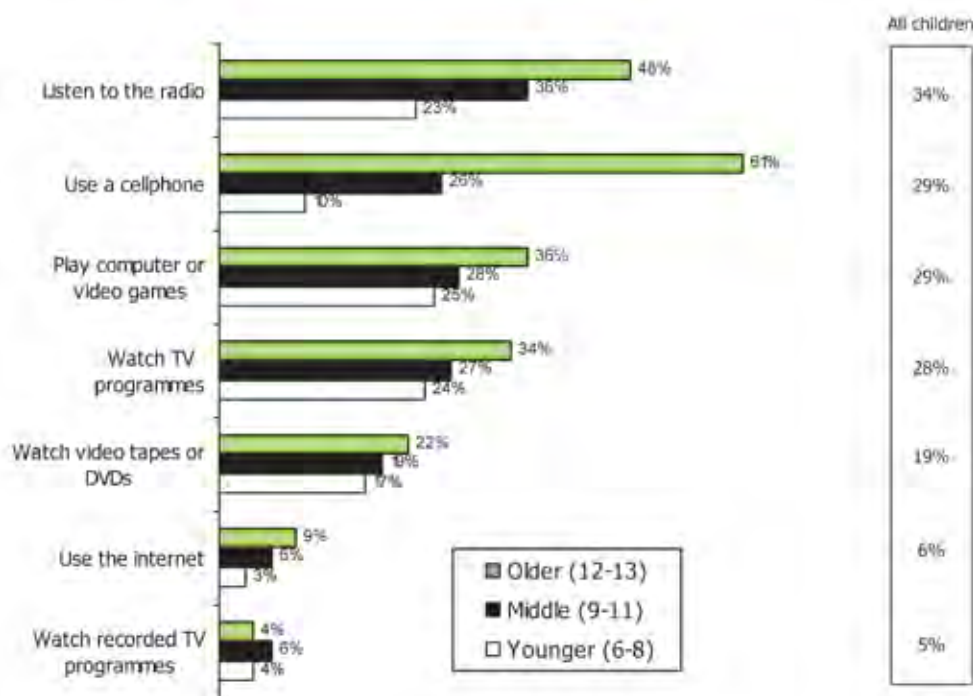
Source: Q1c (Child)
Base: All children (n older = 138, n middle = 251, n younger = 215)

Three in five (61%) 12-13 year-olds use a cellphone in their bedroom, compared to 26% of 9-11 year-olds and just 10% of 6-8 year-olds. Similarly, nearly half (48%) of all 12-13 year-olds listen to the radio in their bedroom, compared to 36% of 9-11 year-olds and 23% of 6-8 year-olds.

Although the overall trend is still apparent, age differences in the bedroom use of other media devices are less marked. Overall, 28% of 6-13 years old watch TV, 19% watch video tapes or DVDs, 6% use the internet and 5% watch recorded TV programmes in their bedroom.

FAMILY MEDIA ENVIRONMENTS: SUBGROUP DIFFERENCES

Media in homes

-   Rural children are more likely than the average to have a computer (96%, compared to 88% of all children) or decoding device (64%, compared to 47% of all children) in their home.

-   Māori children are less likely than the average to have a computer (77%, compared to 88% of all children), TV decoder (33%, compared to 47% of all children), or digital camera in their home (58%, compared to 75% of all children).

-   Māori children are more likely to have a TV games console in their home (80%, compared to 66% of all children).

-   Pacific children are less likely than the average to have a computer (63%, compared to 88% of all children), DVD player (84%, compared to 92% of all children), MP3 player (42%, compared to 56% of all children), TV games console (51%, compared to 66% of all children), hand-held games console (22%, compared to 35% of all children), digital camera (46%, compared to 75% of all children), or camcorder (14%, compared to 34% of all children) in their home.

-   Asian children are more likely than the average to have a computer (96%, compared to 88% of all children) and digital camera (86%, compared to 75% of all children) in their home.

-   Asian children are less likely than the average to have a radio (88%, compared to 95% of all children) or TV games console (52%, compared to 66% of all children) in their home.

Media use

-   Girls are more likely than boys to use a cellphone (46%, compared to 38% of boys).

-   Boys are more likely than girls to play computer or video games (90%, compared to 76% of girls).

-   Māori children are less likely than the average to use the internet (44%, compared to 62% of all children).

-   Pacific children are more likely than the average to listen to the radio (86%, compared to 76% of all children).

-   Pacific children are less likely than the average to play computer or video games (61%, compared to 84% of all children), use the internet (32%, compared to 62% of all children), or watch recorded TV programmes (25%, compared to 35% of all children).

-   Asian children are more likely than the average to use the internet (81%, compared to 62% of all children).

-   Asian children are less likely than the average to listen to the radio (65%, compared to 76% of all children).

-   Home internet use is higher for those in higher socio-economic groups (91% of those in NZSEI 1, compared to 83% in NZSEI 2, 80% in NZSEI 3, 66% in NZSEI 4, 42% in NZSEI 5, and 37% in NZSEI 6).

PATTERNS OF CHILDREN'S TV USE

This section examines 6-13 year-old New Zealand children's TV viewing behaviour. This includes locations of TV viewing, social patterns of TV viewing, reasons why children watch TV, and when they watch TV at home. This section also incorporates results relating to children's viewing of recorded TV programmes, and videos and DVDs.

LOCATIONS OF TV VIEWING AND RECORDING DEVICES

The graph on the left hand side of the chart below illustrates the locations of TVs that children watch, and the location of the TVs they mainly watch. The majority (90%) of children mainly watch the TV situated in the living room. Nearly 3 in 10 children (27%) have a TV in their bedroom (an increase of 9 percentage points since 2001, when 18% of children reported having a television in their own bedroom). However, only 4% of children mainly watch TV in their bedroom. There are no statistically significant differences in the location of TV viewing by age.

Illustrated on the right-hand side of the chart is the percentage of TVs in each location that have a recording device attached. Just over two-thirds of TVs located in living rooms (68%) have a recording device, such as a DVD recorder or video recorder. Of the TVs located in 6-13 year-olds' own bedrooms, 28% have a recording device attached.

FIGURE 4. Locations of the TVs that children use and the percentage of TVs that have a recording device
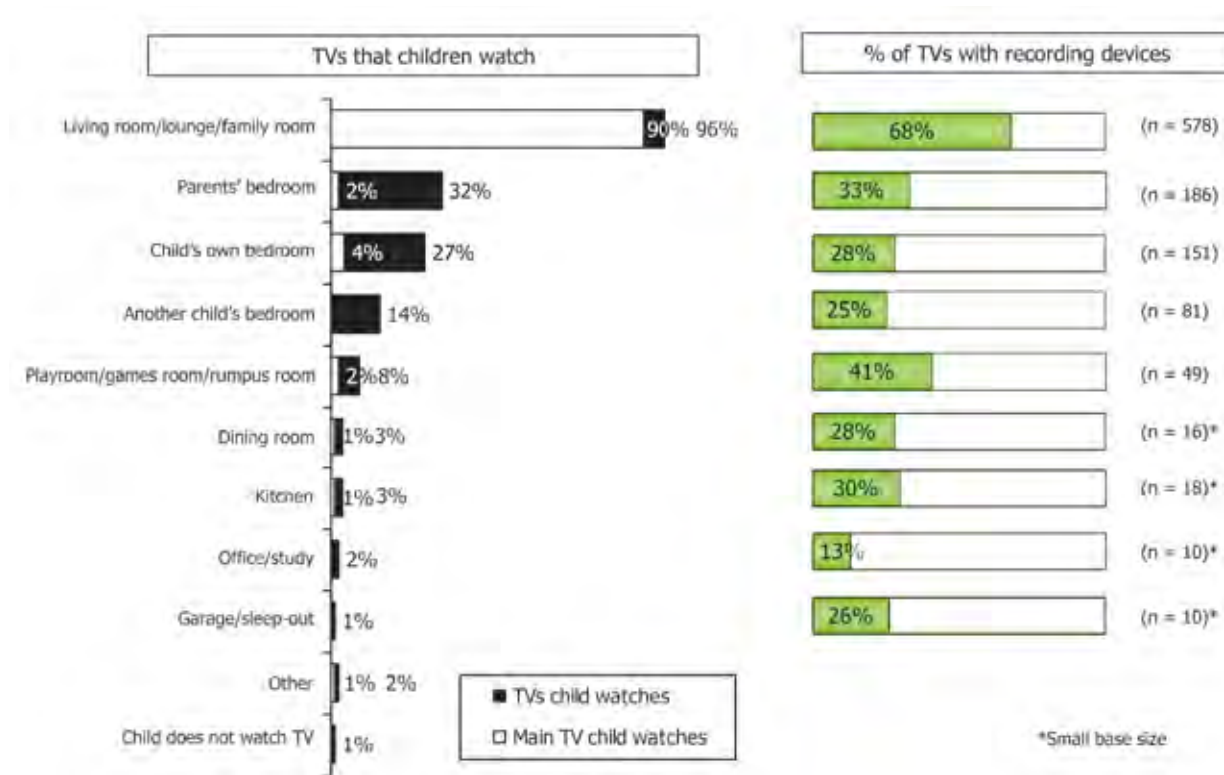
Source: Q3a and Q3b (Parent)
Base: All children (n = 604)

Source: Q3c (Parent)
Base: Locations with TVs that children watch

ACCESS TO PAY TV IN BEDROOMS

All children were asked whether they watch SKY or TelstraClear TV in their own bedrooms. As can be seen in the chart below, only 1% of 6-13 year-old children watch SKY or TelstraClear TV in their own bedroom. There are no statistically significant differences by age.

FIGURE 5. Access to pay TV in children's bedrooms

Don't know, 2%
Watches Pay TV in bedroom, 1%
Does not watch Pay TV in bedroom, 97%
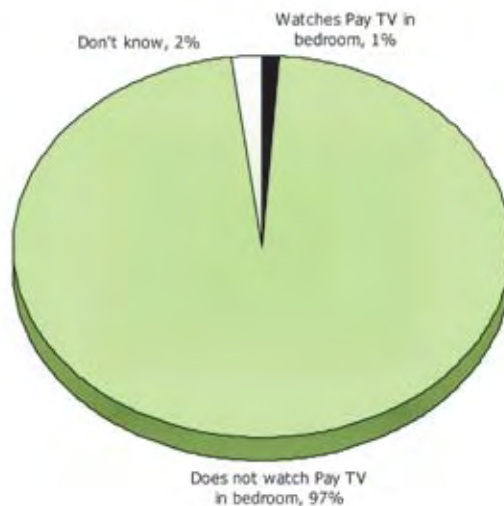
Source: Q3a (Child)
Base: All children (n = 604)

SOCIAL PATTERNS OF CHILDREN'S TV VIEWING

All children who watch TV were asked who they mostly watch TV with: alone, with other children, or with a grown-up. Children could provide a combination of responses.

One in every five children 'mostly' watches TV programmes or recorded TV programmes alone (22% and 20%, respectively).

Watching video tapes and DVDs appears to be a more social activity. Across all age groups, only 11% of children reported that they 'mostly' watch videos and DVDs alone. Interestingly, older children are more likely to report that they 'mostly' watch videos and DVDs with a grown-up (71% of 12-13 year-olds, compared with 60% of 9-11 year-olds, and 43% of 6-8 year-olds). This may be a reflection of the common interests of older children and adults, with the interests of each becoming more aligned as children grow older.

FIGURE 6. Social patterns of children's TV viewing
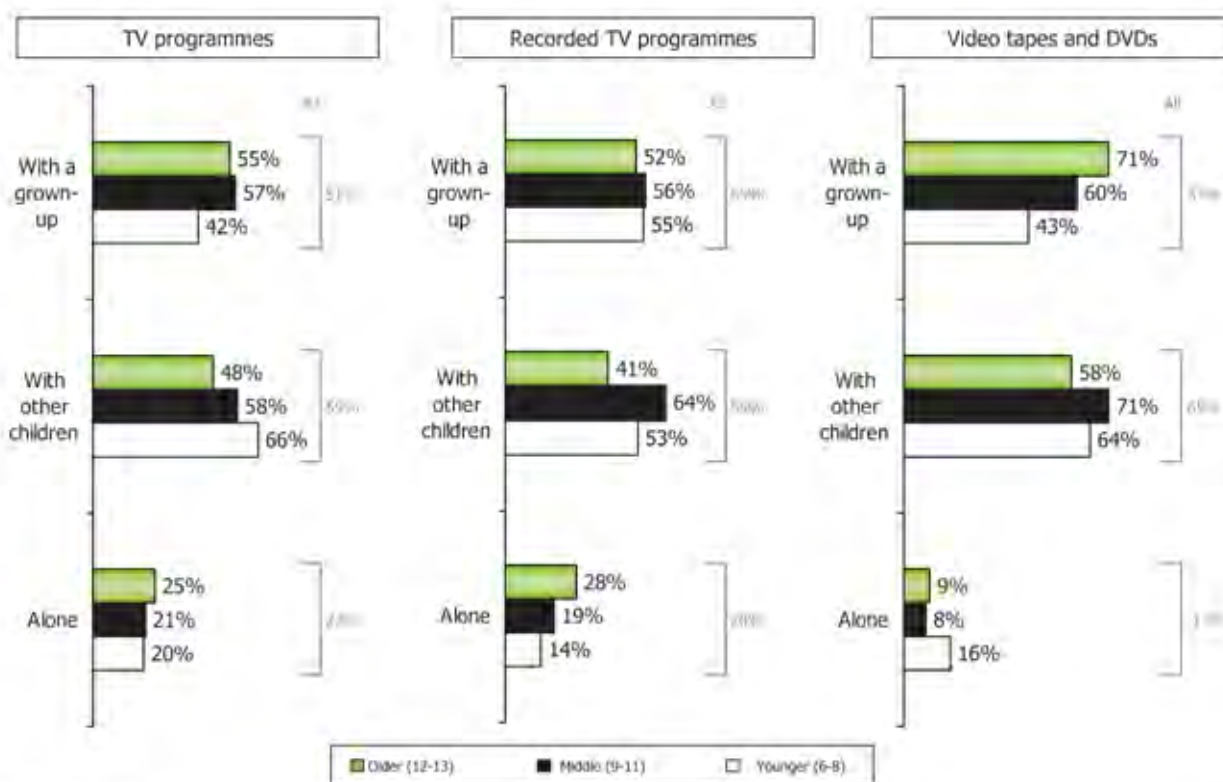
Source: Q1b (Child)
Note: Children could provide a combination of responses, therefore percentages for each media type will not add to 100
Base: Children who watch TV programmes (n = 594), recorded TV programmes (n = 210), or video tapes or DVDs (n = 553) at home, excluding those who said 'Don't know'

REASONS WHY CHILDREN WATCH TV

To understand the reasons why children watch TV, we asked them to tell us what they felt was good about watching TV. At the processing stage of the survey, like responses were grouped into categories. These categories have been further grouped to highlight general themes. These are highlighted in bold print, and give the percentage of participants who gave at least one of the more detailed suggestions that relate to them.

Nearly three out of every four children (73%) watch TV for entertainment. This is consistent with *The Younger Audience* in 2001, where 76% of 6-13 year-olds said that they watch TV for entertainment.

TABLE 1. Reasons why children like watching TV

	Total n = 597 %	Younger (6-8) n = 211 %	Middle (9-11) n = 249 %	Older (12-13) n = 137 %
Entertainment	**73**	**71**	**77**	**70**
Fun/makes me laugh	54	59	58	43
Entertaining	35	21	41	45
It's cool	1	2	1	1
Education	**51**	**35**	**61**	**57**
To learn things/education	49	34	60	55
Helps with school projects	7	2	6	15
Something to do / reduce boredom	**21**	**10**	**21**	**34**
Something to do	11	2	10	24
Good thing to do	6	5	7	7
Nothing else to do/reduce boredom	4	2	5	6
Keeps me from bothering Mum	4	3	5	4
For specific programmes / types of programmes	**11**	**14**	**9**	**10**
Cartoons	3	5	4	-
Sports/all sports	3	2	3	3
The news	2	1	1	5
Movies/children's movies	1	3	1	-
Music	1	1	1	2
Animal programmes	1	1	-	1
Other specific programmes	1	2	1	-
Other	**15**	**19**	**15**	**9**
Relaxing	3	2	3	3
Lots of programmes/children's programmes	2	4	1	-
Seeing things I like/favourite programmes	2	3	-	2
Interesting programmes/children's programmes	1	1	2	-
Miscellaneous	8	9	9	4
Don't know / don't really watch much TV	**8**	**6**	**10**	**7**

Source: Q3a (Child)
Base: Children who watch TV at home (n = 597)

In contrast to *The Younger Audience* (BSA, 2001), however, half (51%) of all children who watch TV report that they do so for its educational value (only 29% of 6-13 year-olds specified 'education' in 2001). Younger children are less likely to report watching TV for educational reasons (35% of 6-8 year-olds, compared to 60% of 9-13 year-olds).

Also in contrast to *The Younger Audience*, 21% of all 6-13 year-olds report that they watch TV for 'something to do' or to reduce boredom. This was higher in 2001, where 38% of children reported that they watched TV for 'something to do'. Older children are more likely to cite this as a reason for watching TV (34% of 12-13 year-olds said this, compared to 21% of 9-11 year-olds and just 10% of 6-8 year-olds).

CHILDREN'S FAVOURITE TV PROGRAMMES

All children who watch TV were asked to list their three favourite programmes. The top 10 most popular programmes are illustrated in the chart below. Across all 6-13 year-old children, *The Simpsons* is a clear favourite, with 34% mentioning this as one of their top three programmes.

FIGURE 7. Programmes that children like to watch on TV
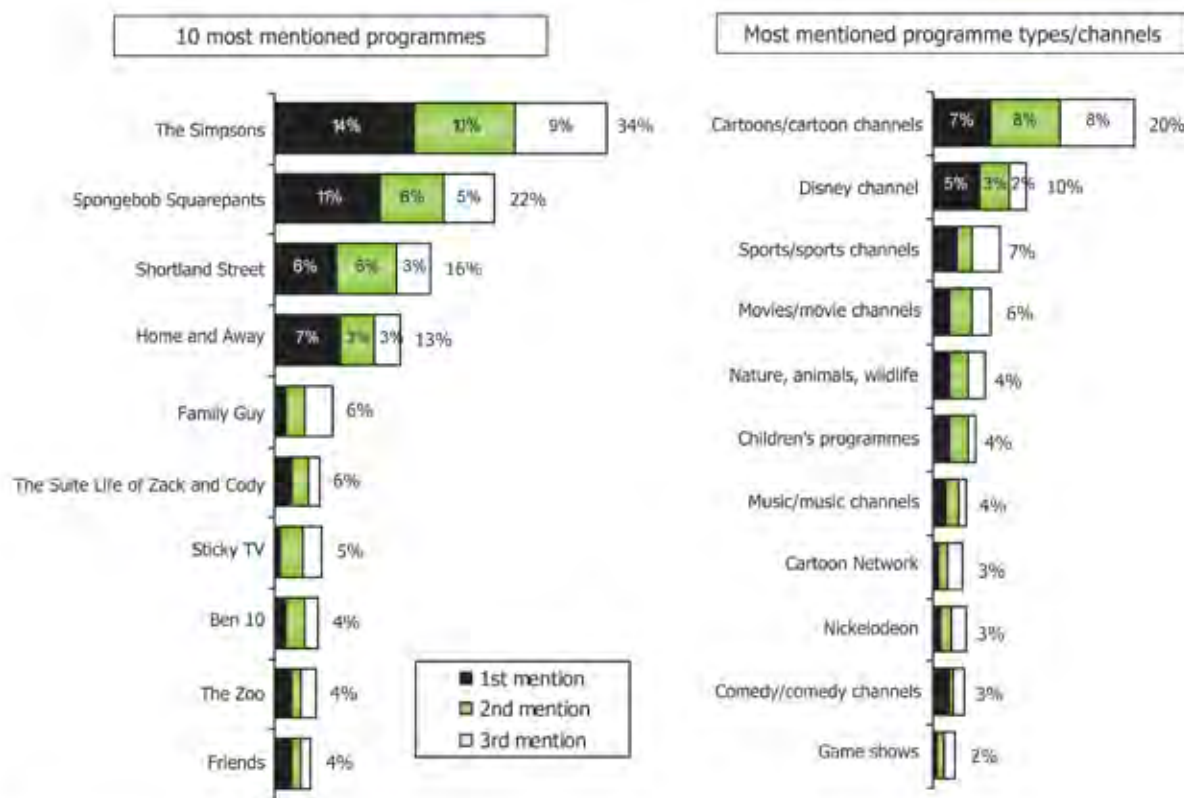
Source: Q3b (Child)
Base: Children who watch television (n = 597)

Not all children could list three specific programmes – half (49%) provided broad categories of TV programmes or channels. This was particularly the case with younger children (57% of 6-8 year-olds listed at least one 'non-specific' programme type, compared to 44% of those aged 9-13). The most mentioned programme types/channels are displayed on the right in the chart above.

The chart below illustrates the top 10 programmes for children in each age group. *The Simpsons* is the most popular programme for children in all three groups, with 29% of 12-13 year-olds, 37% of 9-11 year-olds, and 33% of 6-8 year-olds naming this as one of their top three favourite programmes. *Shortland Street*, *Home and Away, Spongebob Squarepants*, and *The Suite Life of Zack and Cody* feature in the top 10 for all age groups.

FIGURE 8. Programmes that children like to watch on TV by age group
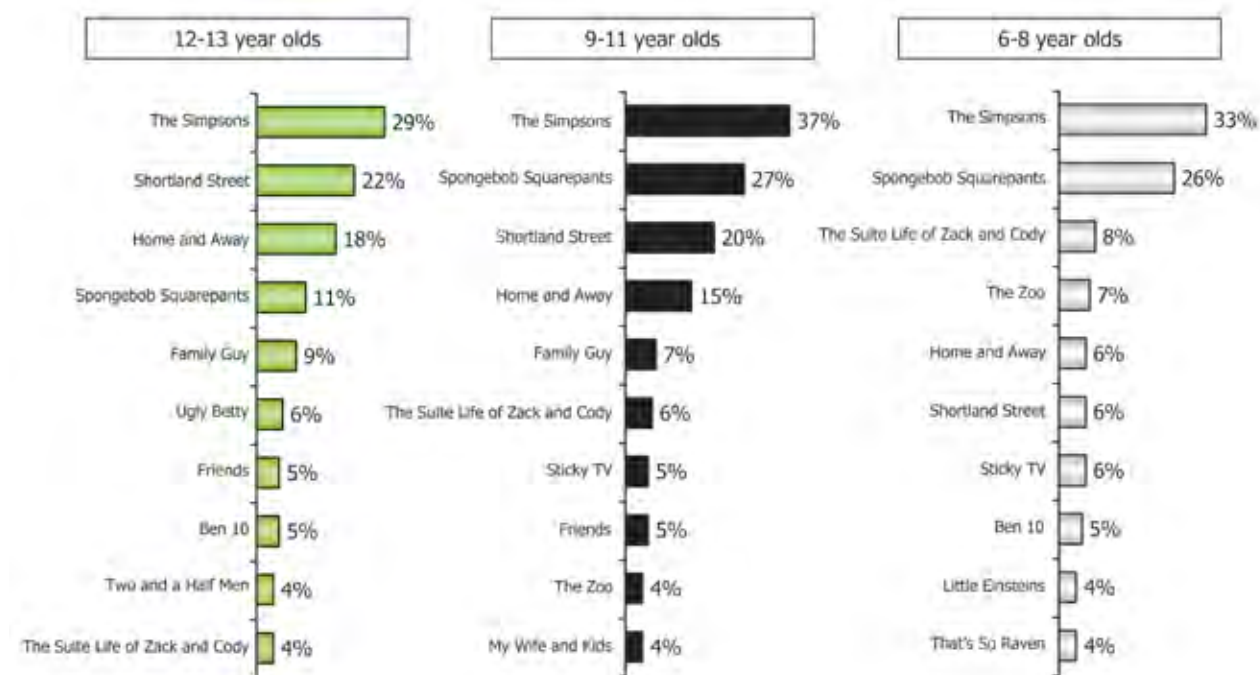
Source: Q3b total mentions (Child)
Base: Children who watch television (n older = 137, n middle = 249, n younger = 211)

WHEN CHILDREN WATCH TV

All children were asked about the media they used during various time periods on the day prior to their interview. The percentage of children who watch TV, recorded TV programmes, and videos and DVDs in each time period is displayed in the chart below. As the fieldwork period included school holidays, school holiday viewing is shown separately within each time period.

Weekday afternoons are the most popular times for TV viewing. During the school week, from Monday to Friday, three in four children (75%) watch afternoon TV. Although afternoon TV viewing is a less popular activity in the weekends and on school holidays, considerable proportions of 6-13 year-olds do watch TV during this time (43%, 62%, and 57% watch TV on Saturday, Sunday, and school holiday afternoons, respectively).

Irrespective of the weekday, the evening (after dinner) is also a popular time for TV viewing among New Zealand children (between 62% and 70% of New Zealand 6-13 year-olds watch TV after dinner).

FIGURE 9. When children watch television, including recorded TV programmes and videos or DVDs, by day of the week and during school holidays
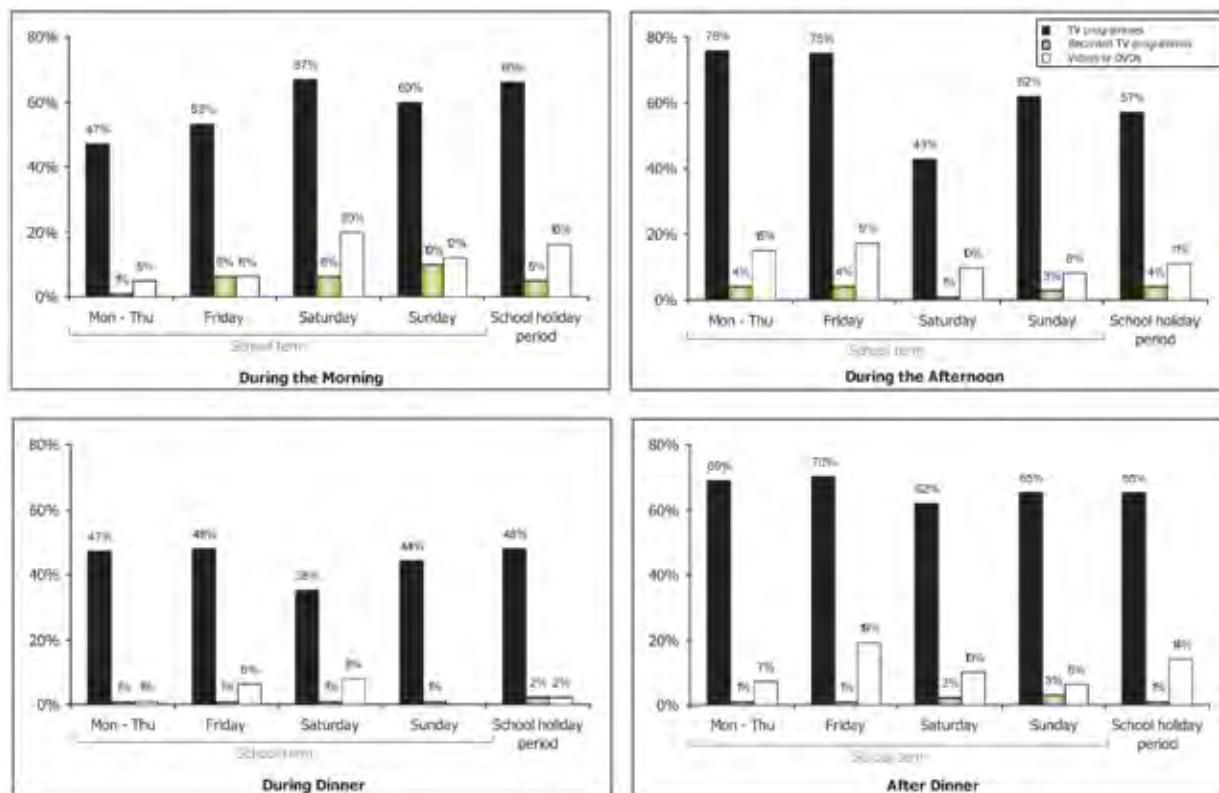
Source: Q2a, Q2c, Q2e, Q2g (Child)
Base: Children asked about Monday-Thursday (n = 191), Friday (n = 90), Saturday (n = 58), Sunday (n = 57), and a day during school holidays (n = 205), excluding those who said 'Don't know'

On each weekday, nearly half (47%) of all New Zealand 6-13 year-olds watch TV while eating dinner. Fewer children (35%) watch TV while eating dinner on a Saturday.

Half (50%) of New Zealand 6-13 year-olds watch TV on a weekday morning (ie, Monday to Friday) during the school term. However, morning TV viewing is more popular on a Saturday, Sunday, or school holiday morning (67%, 60%, and 66% watch TV during these times, respectively).

The most popular times for watching recorded TV programmes are weekdays after school or during the evening, on weekends, and during school holidays.

Saturday mornings, weekday afternoons, Friday evenings, and school holidays are the most popular times for watching videos and DVDs.

MULTITASKING: OTHER THINGS CHILDREN DO WHILE WATCHING TV

We asked all children to tell us what other things they did while watching TV on the day prior to their interview. The majority of 6-13 year-old New Zealand children (74% to 80%) do other things while they watch TV.

Talking with others is the most common activity while watching TV (between 55% and 68% of children), and between 18% and 31% of children play with others while watching TV (except when they are watching TV while having dinner).

One in five children (21%) who watch TV on a school day afternoon does their homework at the same time.

TABLE 2. Other things that children do while watching TV

	During the morning n = 365		During the afternoon n = 414		During dinner n = 289		After dinner n = 435	
	School day	Not a school day	School day	Not a school day	School day	Not a school day	School day	Not a school day
	%	%	%	%	%	%	%	%
Didn't do anything else	**20**	**24**	**22**	**23**	**26**	**22**	**22**	**26**
Talk to someone	55	58	53	62	66	68	57	62
Play with others	18	26	21	31	4	7	20	23
Do homework	10	2	21	8	5	4	14	3
Have something to eat/drink	19	8	8	4	NA	NA	-	-
Read a book	9	8	15	13	4	5	13	9
Use a cellphone	2	10	7	10	3	5	9	8
Listen to the radio	5	5	8	5	3	2	5	1
Play computer or video games	3	6	9	7	1	-	4	2
Use the internet	1	3	3	2	2	-	6	2
Play alone (toys, games, etc)	2	3	1	1	-	-	1	-
Other	5	2	3	2	-	-	5	4
Don't know	-	-	-	-	-	-	2	-

Source: Q2b, Q2d, Q2f, and Q2h
Base: Children who watched TV (including videos or DVDs) during each time period on the day prior to their interview

WHEN CHILDREN STOP WATCHING TV

All children were asked when they stopped watching TV on the night prior to their interview. As can be seen in the chart below, one in every three 6-13 year-old New Zealand children (31%) is still watching TV at the 8.30pm watershed, Monday to Thursday. Half (51%) of all children are still watching TV at 8.30pm on a Friday night.

Results for Monday to Thursday and Friday evenings do not differ significantly from those presented in *The Younger Audience* in 2001. However, results do indicate that fewer children are watching TV after 8.30pm on a Saturday night (48%, compared to 62% in 2001), and more children are watching TV after 8.30pm on a Sunday night (37%, compared to 24% in 2001).[8]

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8   These differences are statistically significant at the 90% confidence level.

FIGURE 10. Percentage of children watching TV each night at half-hour intervals (by day of the week and during school holidays)
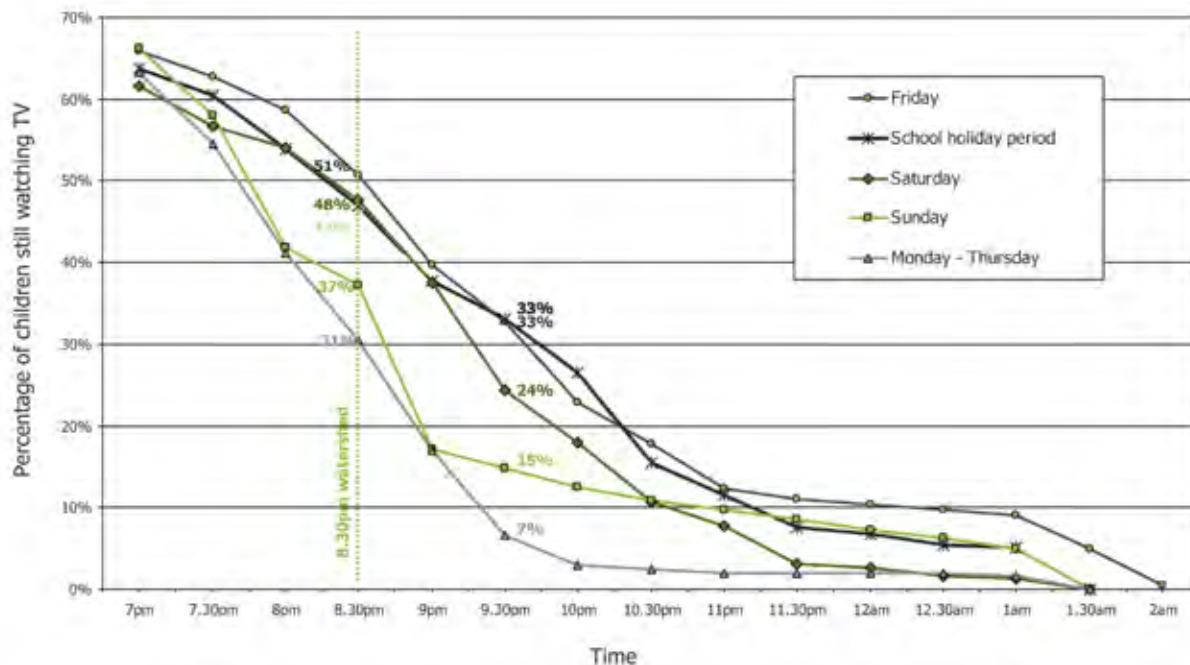
Source: Q2i (Child)
Base: Children asked about Monday-Thursday (n = 193), Friday (n = 91), Saturday (n = 58), Sunday (n = 57), and a day during school holidays (n = 204), excluding those who said 'Don't know'

TABLE 3. The proportion of children in the younger, middle, and older age groups who are still watching TV at 8.30pm and 9.30pm

	Younger (6-8)		Middle (9-11)		Older (12-13)	
	8.30pm	9.30pm	8.30pm	9.30pm	8.30pm	9.30pm
	%	%	%	%	%	%
Monday-Thursday (n = 193)	13	4	35	6	52	12
Friday (n = 91)	38	28	51	24	61	56
Saturday (n = 58)	28	19	50	29	63	38
Sunday (n = 57)	19	17	43	14	63	26
School holiday period (n = 204)	39	27	51	33	59	48

Source: Q2i (Child)
Base: All children

Table 3 above presents the proportion of children in each age group who are still watching TV at the 8.30pm watershed. More than half of all older children (12-13 year-olds) are still watching TV after 8.30pm on each night. For the most part, the percentage of 6-13 year-old children still watching TV drops considerably from 8.30pm to 9.30pm, as also shown in Table 3.

TIME BETWEEN WHEN CHILDREN STOP WATCHING TV AND BEDTIME

We asked all parents what time their child normally goes to bed during the week (Monday to Thursday night) and on the weekend (Friday and Saturday night). On a week night the typical (median) bedtime is 7.30pm for 6-8 year-olds, 8.30pm for 9-11 year-olds, and 9pm for 12-13 year-olds. On a weekend night the typical (median) bedtime is 8.30pm for 6-8 year-olds, 9.30pm for 9-11 year-olds, and 10pm for 12-13 year-olds.

Consistent with results presented in *The Younger Audience* in 2001, for the majority of children, the time they stop watching TV is closely related to bedtime. Across days of the week, 41% of children stop watching TV at their bedtime, while 21% stop watching TV up to one hour before, and 37% stop watching TV up to two hours before their bedtime. Overall, 14% of children still watch TV after their bedtime.

The chart below presents the results for the different days of the week.

FIGURE 11. Time between bedtime and when children stop watching TV
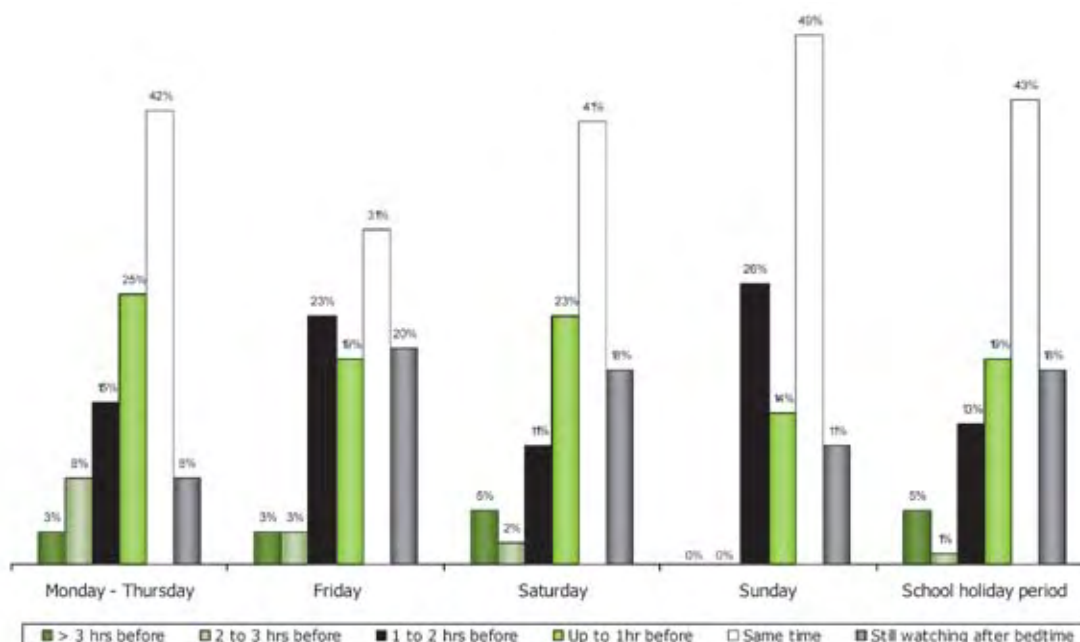
Source: Q2i (Child) and Q8c (Parent)
Base: Children who watch TV on Monday to Thursday night (n = 130), Friday night (n = 58), Saturday night (n = 37), Sunday night (n = 36) and a school holiday night (n = 137), excluding those who said 'Don't know'

PATTERNS OF TV USE: SUBGROUP DIFFERENCES

Locations of TV viewing

The majority of children who watch TV (90%) mainly do so in the living room. However, the following subgroup differences exist regarding locations of TV viewing.

- Māori children are more likely than the average to watch TV in their own bedroom (37%, compared to 27% of all children) or another child's bedroom (26% compared to 14% of all children).

- Children who live in a house with young adults (ie, those aged 14-17) are more likely than the average to watch TV in another child's bedroom (21%, compared to 14% of all children).

- Children in the lowest socio-economic group are more likely to watch a TV in their own bedroom than children in the highest socio-economic groups (33% of children in NZSEI 6 watch a TV in their own bedroom, compared to 27% in NZSEI 2-5, and just 2% in NZSEI 1).

- Asian children are less likely than the average to watch TV in another child's bedroom (6%, compared to 14% of all children).

Access to pay TV in bedrooms

- Asian children are more likely than the average to watch TelstraClear or SKY in their bedrooms (7%, compared to 2% of all children).

Social patterns of TV viewing

TV programmes
- Pacific children who watch TV are less likely than the average to 'mostly' watch TV alone (10%, compared to 22% of all children who watch TV).

- Children who watch TV and live in a home where there are no other children under 14 are more likely than the average to 'mostly' watch TV alone (31%, compared to 22% of all children who watch TV).

Recorded TV programmes
- Children who watch recorded TV programmes and live in a home where there are no other children under 14 are more likely than the average to 'mostly' watch alone (32%, compared to 20% of all children who watch recorded TV programmes).

Video tapes or DVDs
- Pacific children who watch videos and DVDs are more likely than the average to 'mostly' watch with other children (78%, compared to 65% of all children who watch videos and DVDs).

- Children who watch videos and DVDs and live in homes where there are no other children under 14 are more likely than the average to 'mostly' watch alone (19%, compared to 11% of all children who watch videos and DVDs).

Reasons why children watch TV

- Asian children are more likely than the average to say that they watch TV for educational reasons (63%, compared to 51% of all children who watch TV).

- Māori children are less likely than the average to say that they watch TV for educational reasons (39%, compared to 51% of all children who watch TV).

- Pacific children are more likely than the average to say that they watch TV for 'something to do' or to reduce boredom (34%, compared to 21% of all children who watch TV).

- Rural children are more likely than urban children to say that they watch TV for 'something to do' or to reduce boredom (37%, compared to 18% of children who live in urban areas).

- Children who live in a home with more than two adults are more likely than the average to say that they watch TV for 'something to do' or to reduce boredom (31%, compared to 21% of all children who watch TV).

Favourite TV programmes

Girls are more likely than boys to name the following programmes, or programme types/channels, as one of their top three favourite programmes:

- *Shortland Street* (25%, compared to 7% of boys who named this programme)

- *Home and Away* (22%, compared to 4% of boys who named this programme)

- Disney channel (13%, compared to 7% of boys who named this channel)

- *That's So Raven* (6%, compared to 1% of boys who named this programme)

- *Ugly Betty* (5%, compared to less than 1% of boys who named this programme).

Boys are more likely than girls to name the following programmes, or programme types/channels, as one of their top three favourite programmes:

- *The Simpsons* (41%, compared to 26% of girls who named this programme)

- *Spongebob Squarepants* (26%, compared to 18% of girls who named this programme)

- Cartoons/cartoon channels (25%, compared to 14% of girls who named this programme type)

- Sports/sports channels (14%, compared to less than 1% of girls who named this programme type)

- *Family Guy* (8%, compared to 4% of girls who named this programme)

- Movies/movie channels (9%, compared to 2% of girls who named this programme type)

- *Ben 10* (8%, compared to less than 1% of girls who named this programme)

- Music/music channels (5%, compared to 2% of girls who named this programme type).

- Māori children are more likely than the average to name *Shortland Street* and *Home and Away* in their list of top three programmes (28% name *Shortland Street* and 23% name *Home and Away*, compared to 16% and 13% of all children who name these programmes, respectively).

- Pacific children are also more likely than the average to name *Shortland Street* and *Home and Away* in their list of top three programmes (26% name *Shortland Street* and 20% name *Home and Away*, compared to 16% and 13% of all children who name these programmes, respectively).

- Asian children are less likely than the average to name *Shortland Street* as one of their top three programmes (7%, compared to 16% of all children who name this programme).

PATTERNS OF CHILDREN'S RADIO USE

This section examines 6-13 year-old New Zealand children's radio listening behaviour. This includes where children listen to the radio, the types of radios they use, social patterns of radio use, stations that children listen to, and when they listen to the radio at home.

Where children listen to the radio

We asked all children where at home they listen to the radio. The car (39%), the living room (36%), and the child's bedroom (33%) are the most popular places for listening to the radio. As demonstrated earlier, older children are more likely to listen to the radio in their bedroom. There were no other statistically significant age differences.

One out of every four 6-13 year-old New Zealand children (24%) does not listen to the radio. This percentage is higher than in 2001, when 16% of children said they do not listen to the radio.

Figure 12. Locations of children's radio listening
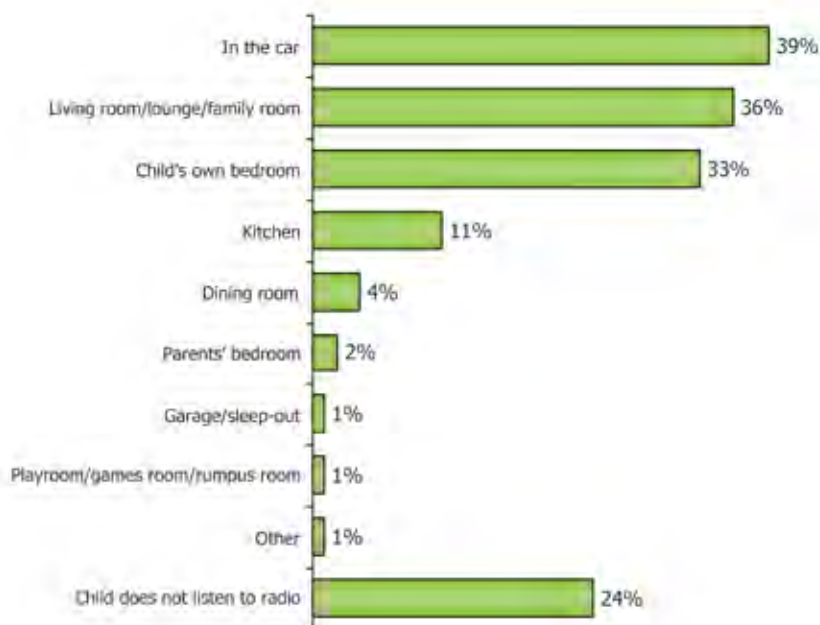
Source: Q4c (Child)
Base: All children (n = 604)

The radio stations children mainly listen to

The radio stations that children usually listen to are displayed in the chart below. Children's top three stations are The Edge (19%), Mai FM (8%), and More FM (8%). Older children are more likely than others to say they usually listen to the The Edge (33% of 12-13 year-olds usually listen to The Edge, compared to 21% of 9-11 year-olds and just 6% of 6-8 year-olds).

For the following discussion, we have grouped radio stations into categories, a list of which can be found in Appendix C. Just over half of all children say they mainly listen to mainstream music stations (53%). Mainstream music stations include those targeting the 20+ market, the 30+ market, and the under 30s market.

Older children are more likely than those in the middle or younger age groups to listen to stations specifically targeting those under the age of 30, such as The Edge, The Rock, and ZM (44% of 12-13 year-olds listen to these stations, compared to 33% of 9-11 year-olds and 17% of 6-8 year-olds).

Nearly one in ten children usually listens to Māori-identity radio stations (9%), such as Mai FM, Tahu FM, Ruia Mai, and Ataiwa Toa FM. Younger children are less likely than those in the middle or older age groups to listen to Māori-identity radio stations (3% of 6-8 year-olds listen to Māori stations, compared to 12% of 9-13 year-olds).

Figure 13. Top 10 radio stations children usually listen to
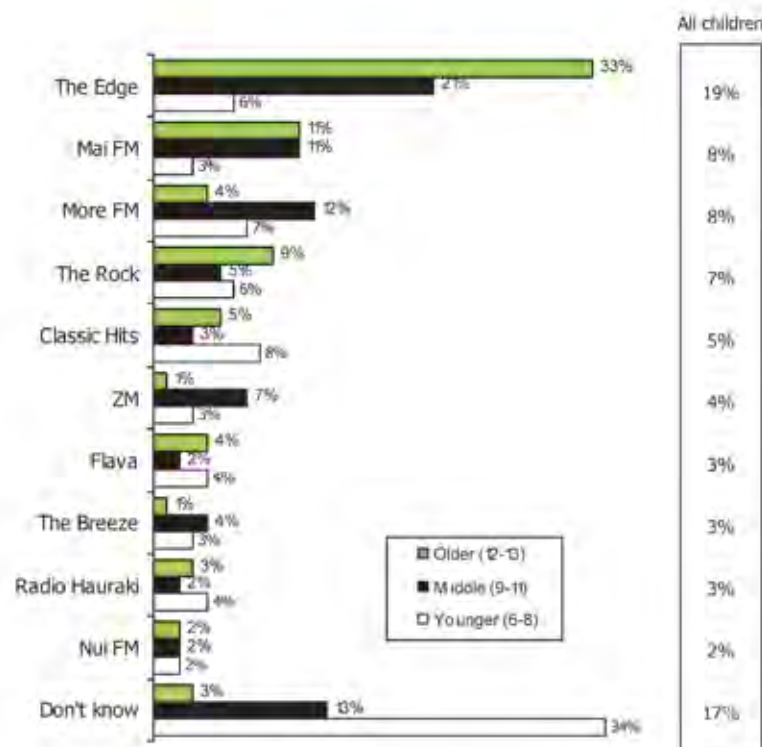
Source: Q4b (Child)
Base: All children who listen to the radio (n = 455)
Note: Only the top 10 most mentioned stations are presented

Younger children are less likely than others to know the name of the station they usually listen to (34% of 6-8 year-olds said 'Don't know', compared to 13% of 9-11 year-olds and just 3% of 12-13 year-olds).

Differences in listening by ethnicity

Further analysis reveals that the children more likely to listen to Māori-identity stations are those who identify as Māori and Pacific. Twenty percent of Māori and 37% of Pacific children who listen to the radio usually listen to Māori-identity stations (compared to 9% of all children). As may be expected, Pacific children are also more likely than the average to listen to Pacific-identity radio stations (32%, compared to 6% of all children who listen to the radio).

Māori and Pacific children tend not to listen to music stations that target older demographics. Only 1% of Māori children usually listen to stations targeting those aged 20 and over (compared to 14% of all children who listen to the radio, respectively). Similarly, very small proportions of Pacific children mainly listen to stations targeting those over 30 (1%, compared to 8% of all children who listen to the radio).

Pākehā children are less likely than the average to listen to Māori- or Pacific-identity stations (3% and 2%, compared to 9% and 6% of all children who listen to the radio who listen to these stations, respectively), and Asian children are more likely than the average to listen to niche stations (24%, compared to 4% of all children who listen to the radio).

Social patterns of radio listening

Overall, 72% of children who listen to the radio say that they 'mostly' do this with a grown-up. This is consistent with results presented above, which indicate that communal areas, such as the car or living room, are the two most common locations for radio listening.

Also consistent with the results presented above, 12-13 year-old children are more likely than younger children to say that they 'mostly' listen to the radio alone (33% of 12-13 year-olds who listen to the radio 'mostly' do so alone, compared to 18% of 9-11 year-olds and just 11% of 6-8 year-olds).

Figure 14. Social patterns of children's radio listening
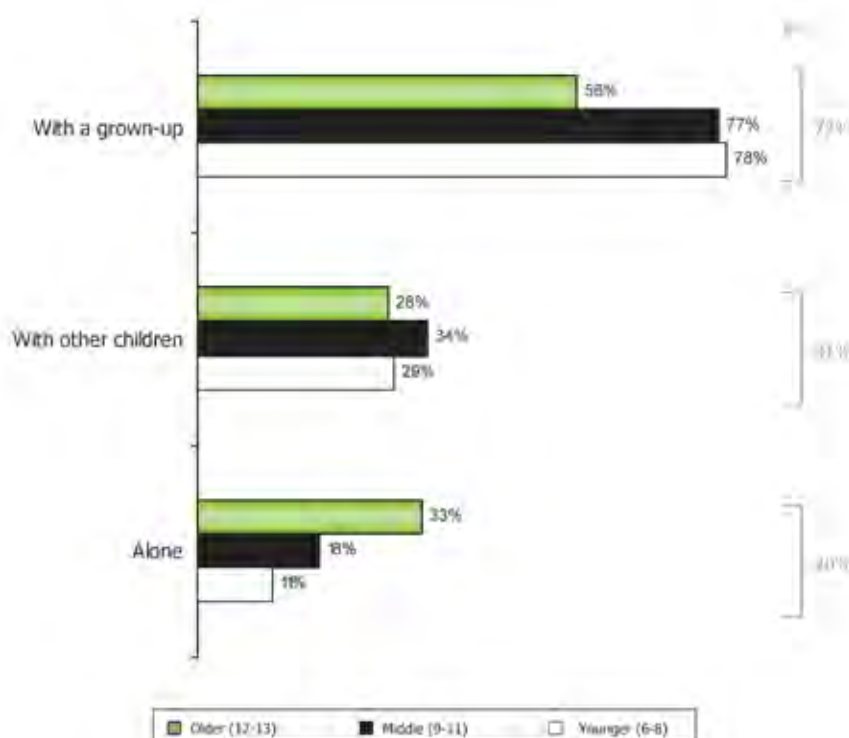
Source: Q1b (Child)
Note: Children could provide a combination of responses, therefore percentages will not add to 100
Base: Children in each age group who listen to the radio (n older = 107, n middle = 196, n = younger 149)

Type of radios that children listen to

We asked all children about the kind of radios they listen to. The largest proportion (69%) of children who listen to the radio do so using a conventional stereo or car stereo. One in five (20%) children who listen to the radio uses a small portable radio such as a cellphone, iPod, or pocket radio, and 9% listen to the radio over a TV.

Younger children who listen to the radio are less likely than older children to listen using a small portable radio (only 11% of 6-8 year-olds who listen to the radio use a small portable device, compared to 25% of those aged 9-13).

Figure 15. Types of radios that children listen to
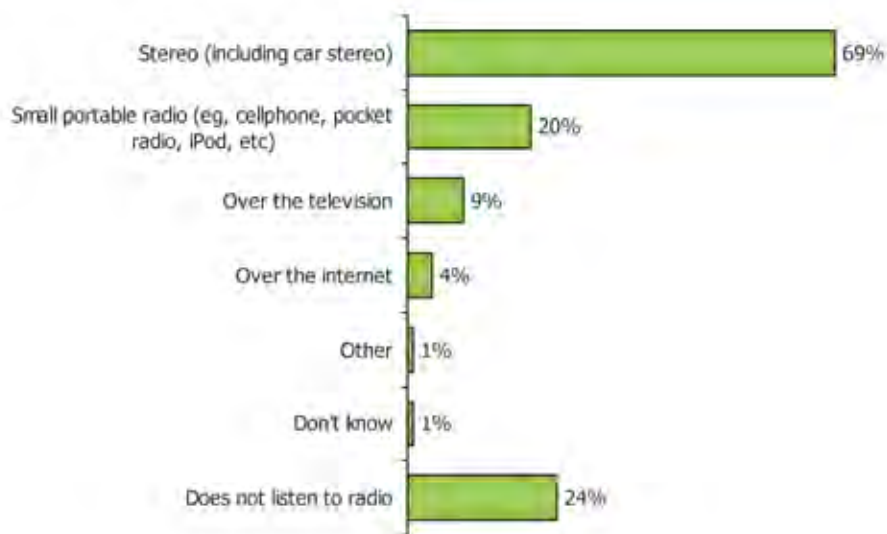
Source: Q4a (Child)
Base: All children (n = 604)

When children listen to the radio

We asked all children whether they listened to the radio in each of four time periods during the day prior to their interview. As can be seen in the chart below, except for Saturday morning, the morning is the most popular time for radio listening (29% of all New Zealand 6-13 year-olds listen to the radio on Monday to Friday mornings). Seventeen percent of 6-13 year-old children listen to the radio on a weekday afternoon.

Figure 16. When children listen to the radio by day of the week and during school holidays
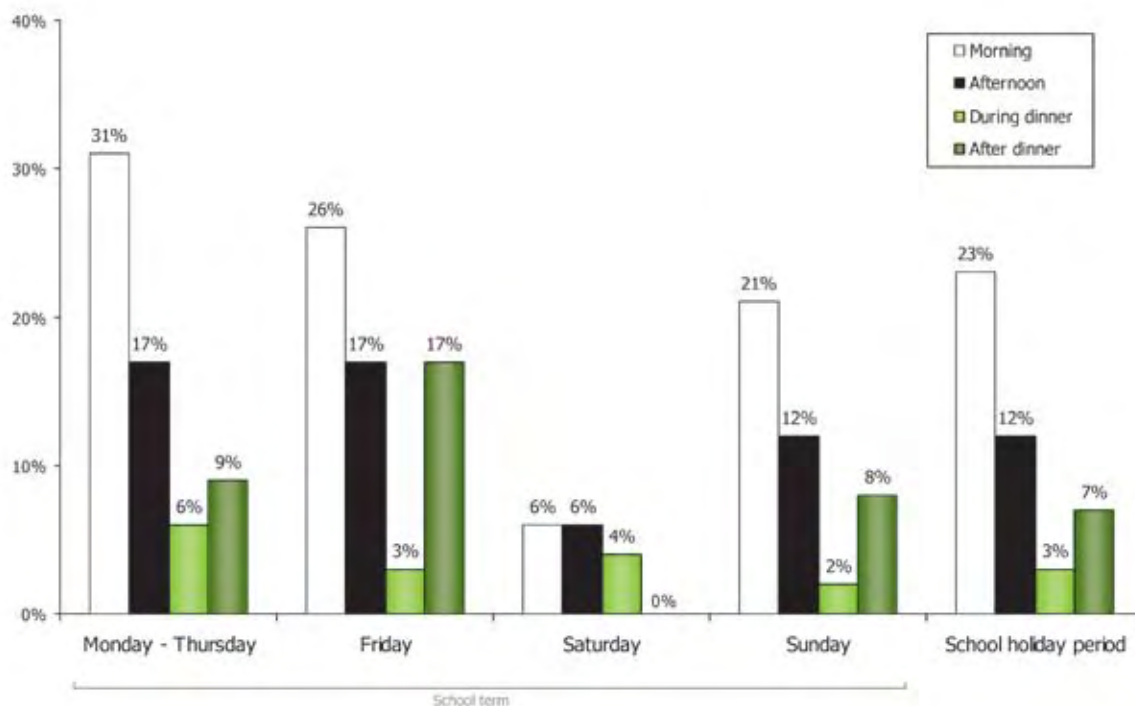
Source: Q2a, Q2c, Q2e, Q2g (Child)
Base: Children asked about Monday-Thursday (n = 191), Friday (n = 90), Saturday (n = 58), Sunday (n = 57), and a day during school holidays (n = 205), excluding those who said 'Don't know'

Comparison with *The Younger Audience* (BSA, 2001) suggests there has been a decrease in the number of children listening to the radio during each time period. In 2001, 43% of children reported listening to the radio before school, 48% listened after school, and 41% listened after dinner. These percentages are markedly higher than those presented for any time period in the chart above.

Although *The Younger Audience* did not ask children about their radio listening during the previous day, these results are in line with the earlier finding that more children say they do not listen to the radio (24% say they do not listen to the radio, compared to 16% in 2001).

When children stop listening to the radio

The two following charts illustrate when children stop listening to the radio, and the gap between the time they stop listening and their bedtime.

Only 7% of 6-13 year-old New Zealand children listen to the radio at night. Very few (2%) listen after 9.30pm at night. The number of children listening to the radio at night appears to have decreased since 2001, when 21% of children said they listened to the radio at 8.30pm and 9% said they listened to the radio at 9.30pm.

Of those children that do listen to the radio at night, nearly one-third (32%) listen after they have gone to bed.

Figure 17. Percentage of children listening to the radio at night at half hour intervals
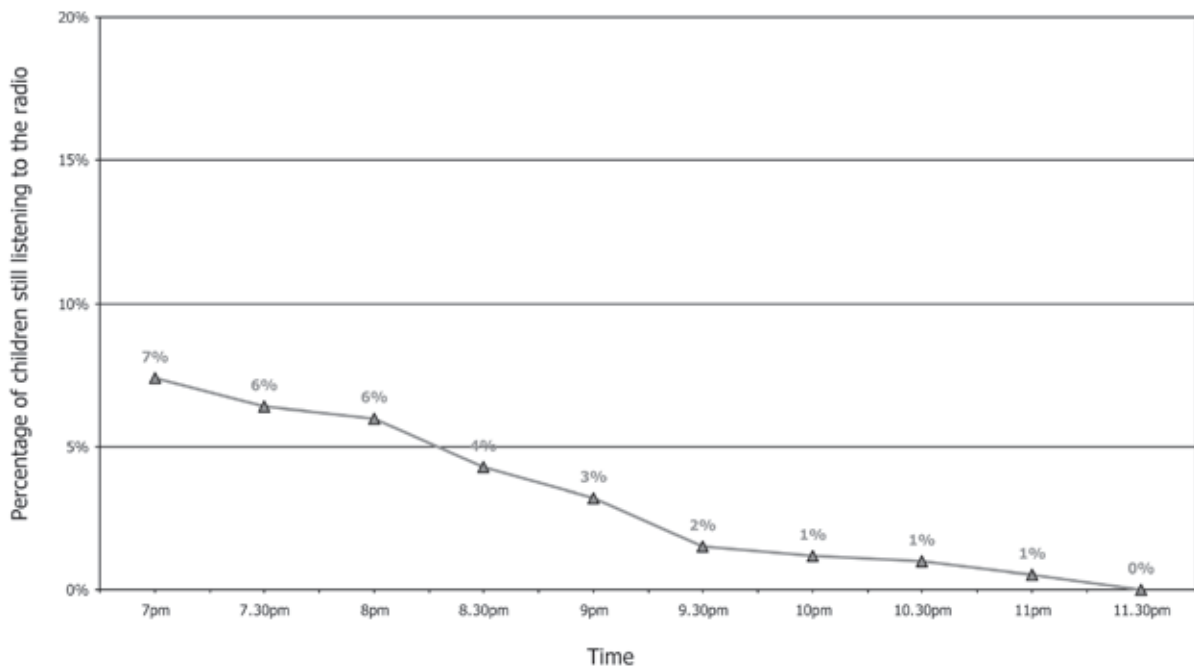
Source: Q2j (Child)
Base: All children, excluding those who said 'Don't know' (n = 598)

Younger children are more likely than those in the middle or older age groups to stop listening at their bedtime or before (100% of 6-8 year-olds who listen to the radio at night stop listening at their bedtime or before, compared to 63% of 9-11 year-olds and 54% of 12-13 year-olds).

Figure 18. Time between bedtime and when children stop listening to the radio
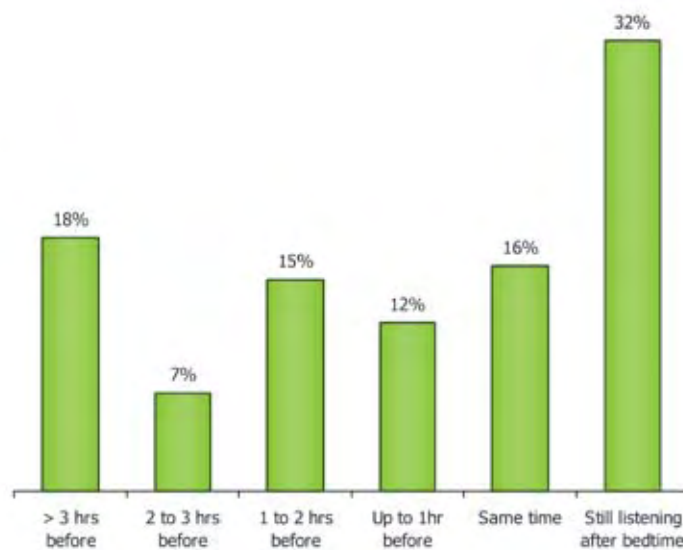
Source: Q2j (Child) and Q8c (Parent)
Base: Children who listened to the radio on the night prior to their interview (n = 42), excluding those who said 'Don't know'

PATTERNS OF CHILDREN'S RADIO USE: SUBGROUP DIFFERENCES

Where children listen to the radio

- Girls are more likely than boys to listen to the radio in their own bedroom (39%, compared to 27% of boys).

- Asian children are less likely than the average to listen to the radio in their own bedroom (16%, compared to 33% of all children) or in the kitchen (3%, compared to 11% of all children).

- Pacific children are more likely than the average to listen to the radio in their parents' bedroom (5%, compared to 2% of all children) or in a garage/sleep-out (7%, compared to 1% of all children).

Radio stations that children listen to

- Children in higher social demographic groups are more likely to listen to music stations targeting those under the age of 30 (60% of children in NZSEI 1 who listen to the radio at home usually listen to these stations, compared to 37% in NZSEI 2, 36% in NZSEI 3, 27% in NZSEI 4, 23% in NZSEI 5, and 24% in NZSEI 6).

- Rural children are more likely than urban children to listen to music stations targeting those aged 20 or over (28%, compared to 14% of urban children who listen to the radio), and less likely to listen to Māori-identity radio stations (0%, compared to 11% of urban children who listen to the radio).

Social patterns of radio use

- Girls who listen to the radio are less likely than boys to say that they 'mostly' listen to the radio with an adult (67%, compared to 76% of boys who listen to the radio).

- Pacific children who listen to the radio are more likely than the average to say that they 'mostly' listen to the radio with other children (53%, compared to 31% of all children who listen to the radio).

- Rural children who listen to the radio are more likely than urban children to say that they 'mostly' listen to the radio with an adult (86%, compared to 69% of urban children).

Type of radios that children listen to

- Pacific children who listen to the radio are more likely than the average to listen using a small radio receiver, such as an iPod, cellphone, or pocket radio (42%, compared to 20% of all children who listen to the radio).

- Children in the lowest socio-economic groups are more likely to listen to the radio over a TV than children in higher socio-economic groups (17% of children in NZSEI 6 listen to the radio over the TV, compared to 8% of those in NZSEI 3-5, and 1% in NZSEI 1-2).

PATTERNS OF CHILDREN'S INTERNET AND COMPUTER/VIDEO GAME USE

This section examines 6-13-year-old New Zealand children's internet and computer/video game use. This includes the locations where children use computers and whether they are connected to the internet, social patterns of internet and computer/video game use, and when children use the internet and play computer/video games at home. Children's internet use was not included in the 2001 study *The Younger Audience.*

Children's internet access

Overall, 72% of New Zealand 6-13 year-olds use a computer at home that can connect to the internet. There are no statistically significant age differences.

Figure 19. Children's home use of a computer that can connect to the internet

Does not use a computer that can access the internet, 28%

Uses a computer that can access the internet, 72%
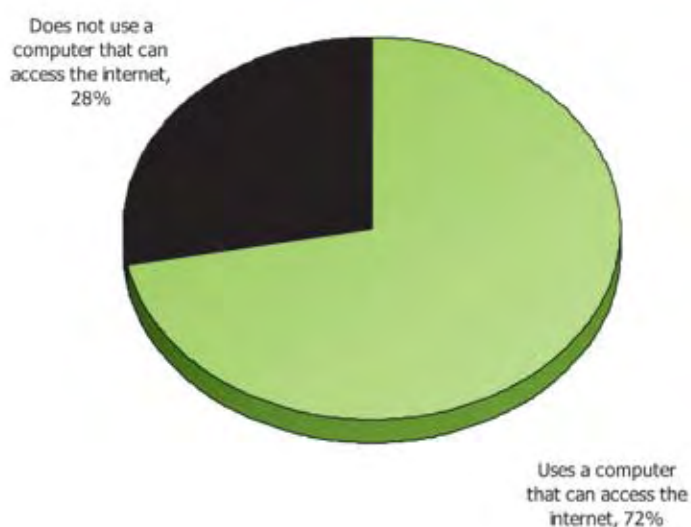
Source: Q5a and Q5b (Parent)
Base: All children (n = 604)

WHERE CHILDREN USE COMPUTERS AND CONNECT TO THE INTERNET

We asked all parents for the locations of any computers that their children use, and whether those computers can connect to the internet. As can be seen in the chart below, 35% of New Zealand 6-13 year-olds use a computer that is located in the living room or family room, and 85% of those computers can connect to the internet. Overall, 43% of children use computers located in a public space, including the living room, kitchen, or dining room.

Figure 20. Locations where children use a computer and the percentage of computers at each location that are connected to the internet

Computers that children use		% of computers connected to internet	
Living room/lounge/family room	35%	85%	(n = 212)
Office/study	21%	92%	(n = 119)
Child's own bedroom	10%	28%	(n = 53)
Parents' bedroom	10%	72%	(n = 60)
Another child's bedroom	6%	62%	(n = 36)
Dining room	4%	100%	(n = 25)*
Kitchen	4%	96%	(n = 24)*
Playroom/games room/rumpus room	3%	74%	(n = 22)*
Garage/sleep-out	1%	69%	(n = 5)*
Portable computer/laptop	7%	67%	(n = 41)
Child does not use the computer	3%		
No computer in the home	12%		

*Small base size

Source: Q5a (Parent)
Base: All households (n = 604)

Source: Q5b (Parent)
Base: Locations with a computer that children use

One in five children (21%) uses a computer that is located in an office or a study, and a large majority of these computers (92%) can connect to the internet. Relatively few children appear to have access to the internet in areas where supervision is particularly unlikely. Ten percent of 6-13 year-old children use a computer in their own bedroom. However, only 28% of those computers can connect to the internet. Older children are more likely than younger children to use a portable computer or laptop at home (13% of 12-13 year-olds use a portable computer or laptop, compared to 5% of 6-11 year-olds).

SOCIAL PATTERNS OF INTERNET AND COMPUTER/VIDEO GAME USE

Just over half (53%) of all 6-13 year-old children who use the internet say that they 'mostly' use the internet alone. This proportion is higher among older children, as can be seen in the chart below (66% of 12-13 year-old children, compared to 47% of 6-11 year-old children).

Computer and video games appear to be a more social activity. Half (51%) of all 6-13 year-olds who play computer and video games say that they 'mostly' do so with other children. Only one in every five children (21%) who play computer games does so with an adult.

Figure 21. Social patterns of children's internet and computer or video game use
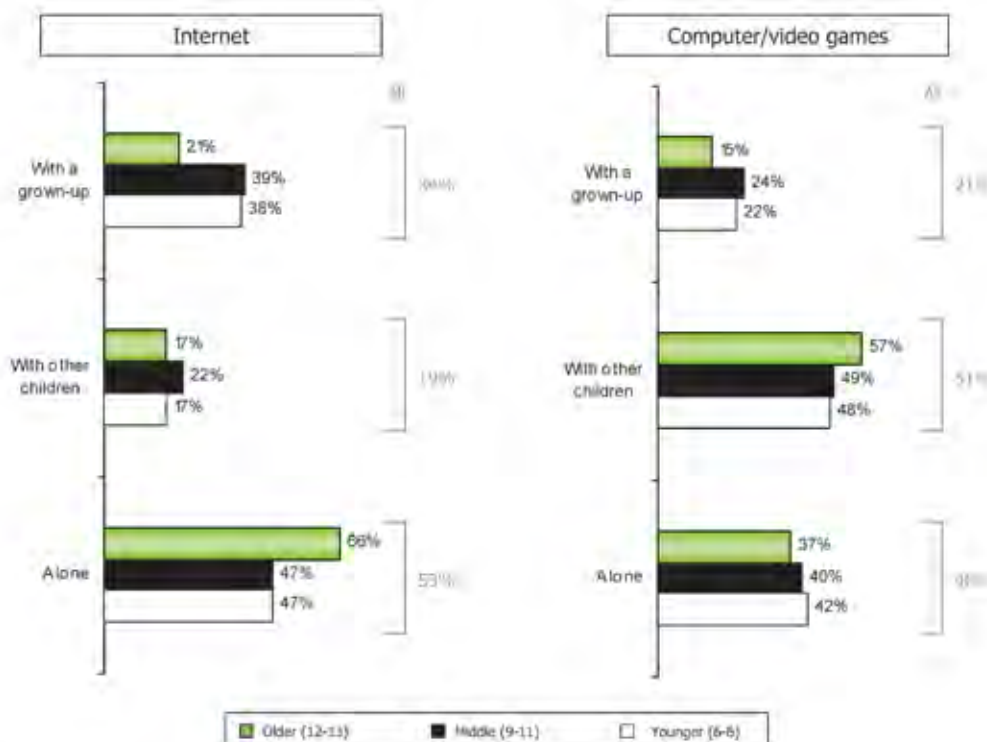
Source: Q1b (Child)
Note: Children could provide a combination of responses, therefore percentages will not add to 100
Base: Children who use the internet (n = 374) and play computer/video games (n = 496), excluding those who said 'Don't know'

WHEN CHILDREN USE THE INTERNET AND PLAY COMPUTER/VIDEO GAMES

The chart below illustrates when children use the internet and play computer/video games in each of four time periods during the day. During the afternoon is the most popular time for accessing the internet. Between 17% and 19% of New Zealand children access the internet in the afternoon during the school term.

Afternoons and Saturdays are the most popular times for playing computer or video games.

Figure 22. When children use the internet and play computer or video games by day of the week and during school holidays
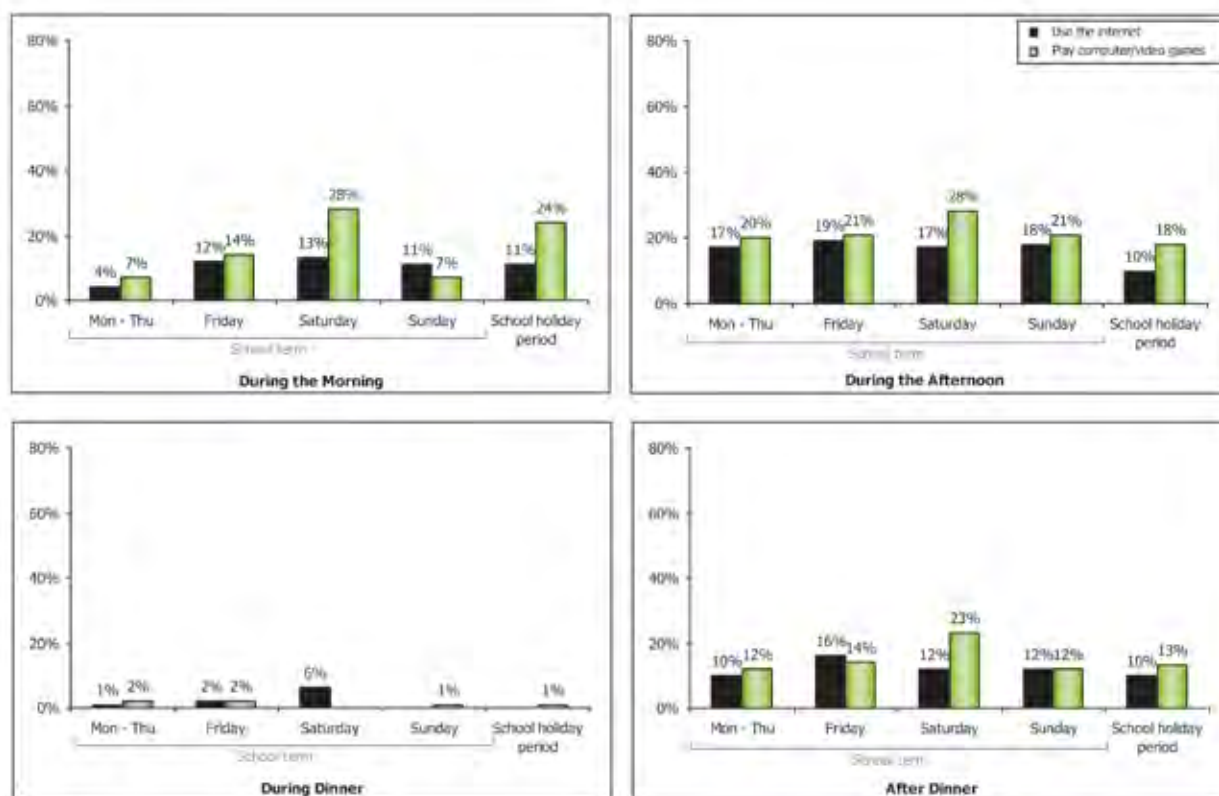
Source: Q2a, Q2c, Q2e, Q2g (Child)
Base: Children asked about Monday-Thursday (n = 101), Friday (n = 90), Saturday (n = 58), Sunday (n = 57), and a day during school holidays (n = 205), excludes those who said 'Don't know'

WHEN CHILDREN STOP USING THE INTERNET

The following two charts illustrate when children stop using the internet, and the gap between the time they stop using the internet and their bedtime.

Nine percent of 6-13 year-old New Zealand children are still using the internet after 7pm. Only 2% are still online after 10pm. Almost all children who use the internet at night (98%) stop using the internet at or before their bedtime.

Figure 23. Percentage of children using the internet at night at half-hour intervals
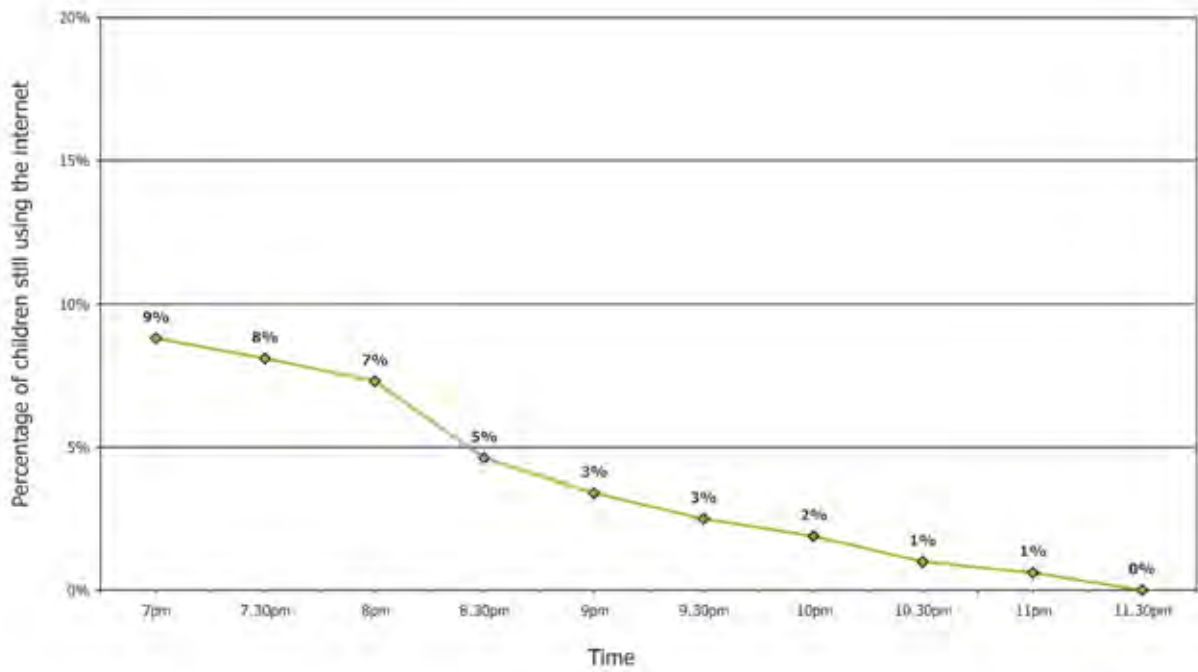
Source: Q2k (Child)
Base: All children, excluding those who said 'Don't know' (n = 600)

Figure 24. Time between bedtime and when children stop using the internet
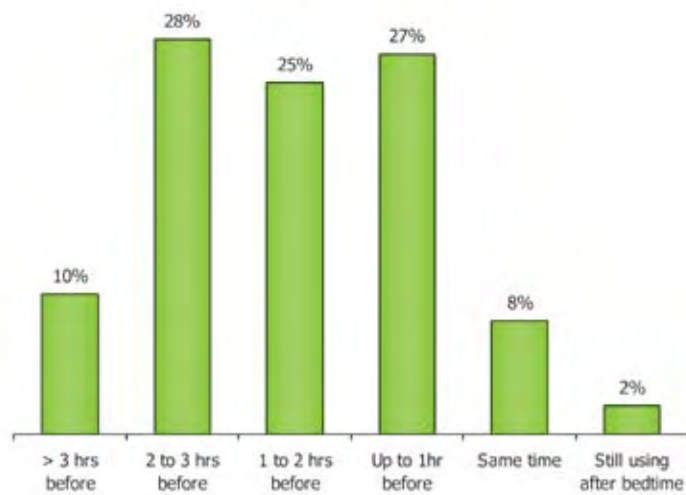
Source: Q2k (Child) and Q6c (Parent)
Base: Children who used the internet on the night prior to their interview (n = 54), excluding those who said 'Don't know'

PATTERNS OF CHILDREN'S INTERNET AND COMPUTER/VIDEO GAME USE: SUBGROUP DIFFERENCES

Where children use computers and connect to the internet

- Girls are more likely than boys to use a computer located in an office or study (26%, compared to 17% of boys).

- Asian children are more likely than the average to use a computer located in their parents' bedroom (20%, compared to 10% of all children).

- Children in higher socio-economic groups are more likely than those in lower socio-economic groups to use a computer that is located in an office or study (33% of children in NZSEI 1-2 use a computer that is located in an office or study, compared to 23% in NZSEI 3-5 and just 3% in NZSEI 6).

- Children in higher socio-economic groups are more likely than those in lower socio-economic groups to use a portable computer or laptop (17% of children in NZSEI 1-2 use a portable computer or laptop, compared to 5% in NZSEI 3-5 and 5% in NZSEI 6).

Children's internet access

- Asian and Pākehā children are more likely than Māori and Pacific children to use a computer at home that can access the internet (89% of Asian children and 77% of Pākehā children use a computer that can access the internet, compared to 53% of Māori and 38% of Pacific children).

- Children in homes containing three or more children (under 14 years) are less likely than others to use a computer that can access the internet (58% of those from homes with three or more children use a computer that can access the internet, compared to 76% of those who live with just one other child or who are the only child under 14).

- Children in higher socio-economic groups are more likely than those in lower socio-economic groups to use a computer that can access the internet (93% of children in NZSEI 1-2 use a computer that can access the internet, compared to 89% in NZSEI 3, 76% of NZSEI 4, 57% in NZSEI 5, and 44% in NZSEI 6).

Social patterns of internet use

- Māori children who use the internet are less likely than the average to say that they 'mostly' do so alone (38%, compared to 53% of all children who use the internet).

- Pacific children who use the internet are more likely than the average to say that they 'mostly' use the internet alone (70%, compared to 53% of all children who use the internet).

Social patterns of computer/video game use

Pacific children who play computer/video games are more likely than the average to say that they 'mostly' play these with other children (71%, compared to 51% of all children who play computer/video games).

PATTERNS OF CHILDREN'S CELLPHONE USE

This section examines 6-13 year-old New Zealand children's cellphone use. This includes cellphone ownership, social patterns of cellphone use, what children use cellphones for, and when children use cellphones at home.

CELLPHONE OWNERSHIP

As can be seen in the chart below, overall, 27% of 6-13 year-old New Zealand children own their own cellphone. However, ownership is markedly more common among older children (62% of 12-13 year-olds own their own cellphone, compared to 25% of 9-11 year-olds and 5% of 6-8 year-olds).

Younger children who use a cellphone tend to use a parent's phone (18% of 6-8 year-olds use a parent's phone and only 5% use their own phone).

Figure 25. The cellphones that children use
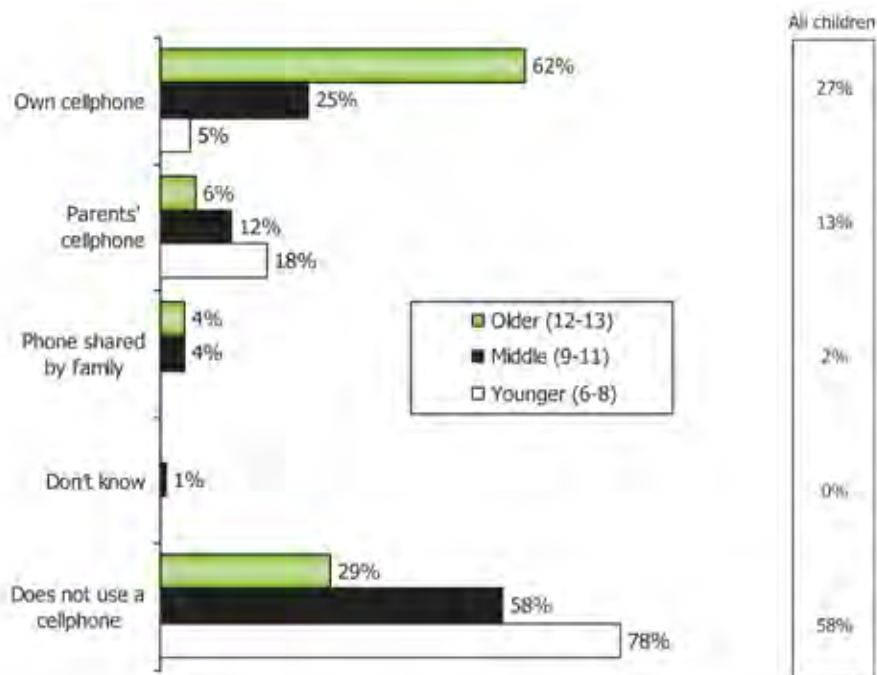
Source: Q6a (Child)
Base: All children (n = 604)

SOCIAL PATTERNS OF CELLPHONE USE

Overall, most 6-13 year-old children consider cellphone use to be a solitary activity, as 71% of those who use cellphones say that they 'mostly' do this alone. Younger children are less likely to use a cellphone by themselves, and more likely to use one in the presence of an adult. Nearly half (47%) of 6-8 year-olds who use a cellphone 'mostly' do so with an adult present (this compares to 23% of 9-11 year-olds and just 8% of 12-13 year-olds).

Figure 26. Social patterns of children's cellphone use
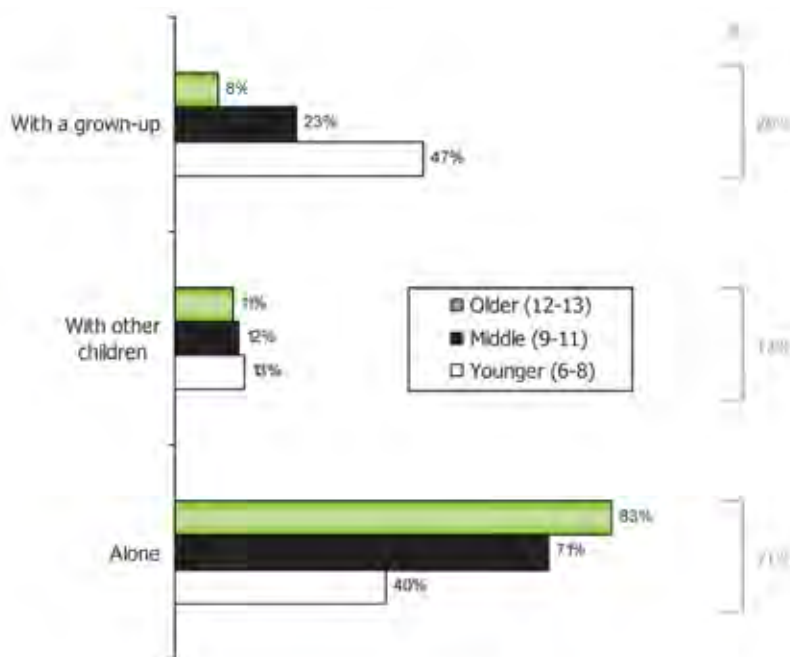
Source: Q1b (Child)
Note: Children could provide a combination of responses, therefore percentages will not add to 100
Base: Children who use a cellphone (n older = 98, n middle = 98, n = younger 40)

HOW CHILDREN USE CELLPHONES

We asked all children who use a cellphone what they do with the phone that they use. Playing games (82%) and 'txting' are by far the most common uses of a cellphone. Less than half (47%) use their cellphone to call people that they know. Even smaller proportions take pictures (43%) or 'pixt' people that they know (25%).

Older children are more likely than younger children to use their cellphone to send and receive text messages (nearly all 12-13 year-olds with a cellphone (96%) send and receive text messages, compared with 81% of 9-11 year-olds and 44% of 6-8 year-olds). Similarly, older children are more likely than younger children to send and receive picture messages (34% of 12-13 year-olds with a cellphone do this, compared to 18% of 6-11 year-olds), listen to MP3s (21% of 12-13 year-olds with a cellphone do this, compared to 10% of 6-11 year-olds), and browse the internet (23% of 12-13 year-olds with a cellphone do this, compared to 8% of 6-11 year-olds).

Figure 27. What children do with their cellphones
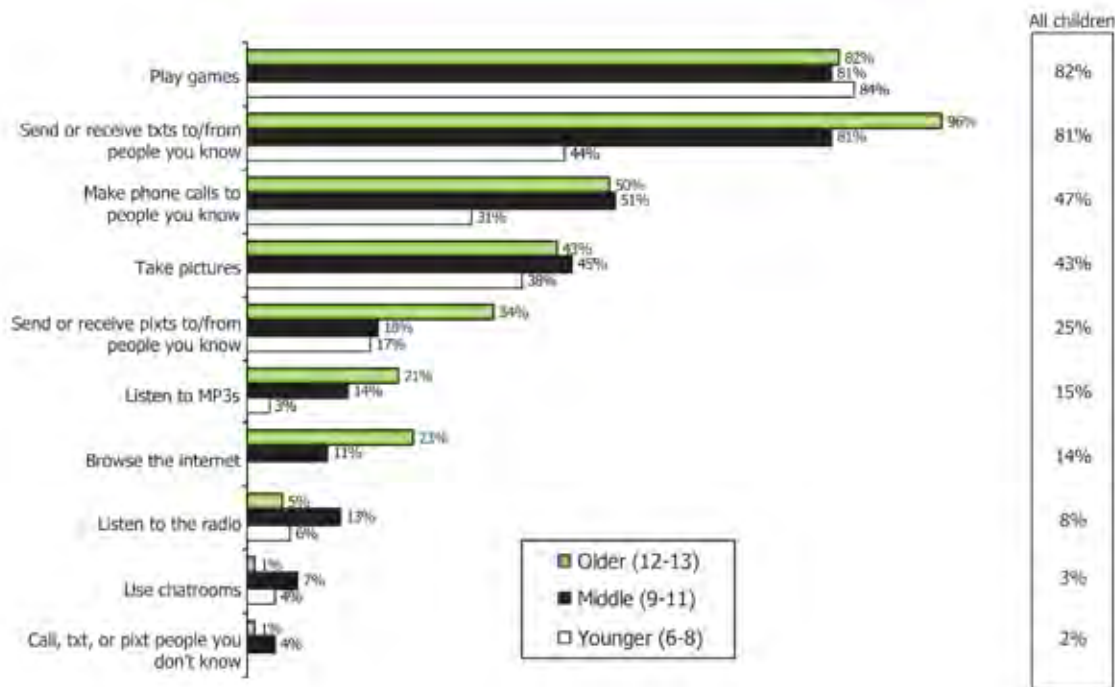
Source: Q6b (Child)
Base: Children who use a cell phone (n older = 98, n middle 98, n younger = 43)

WHEN CHILDREN USE CELLPHONES

We asked all children when they used their cellphone during the day prior to their interview. Overall, cellphone use is more common on a Saturday morning (19% use their cellphone during this time) and less common on a Friday evening (5% use their cellphone during this time), Saturday evening (no children report using their cellphone during this time), or during dinner (2-4% use their cellphone during this time).

Figure 28. When children use cellphones by day of the week and during school holidays
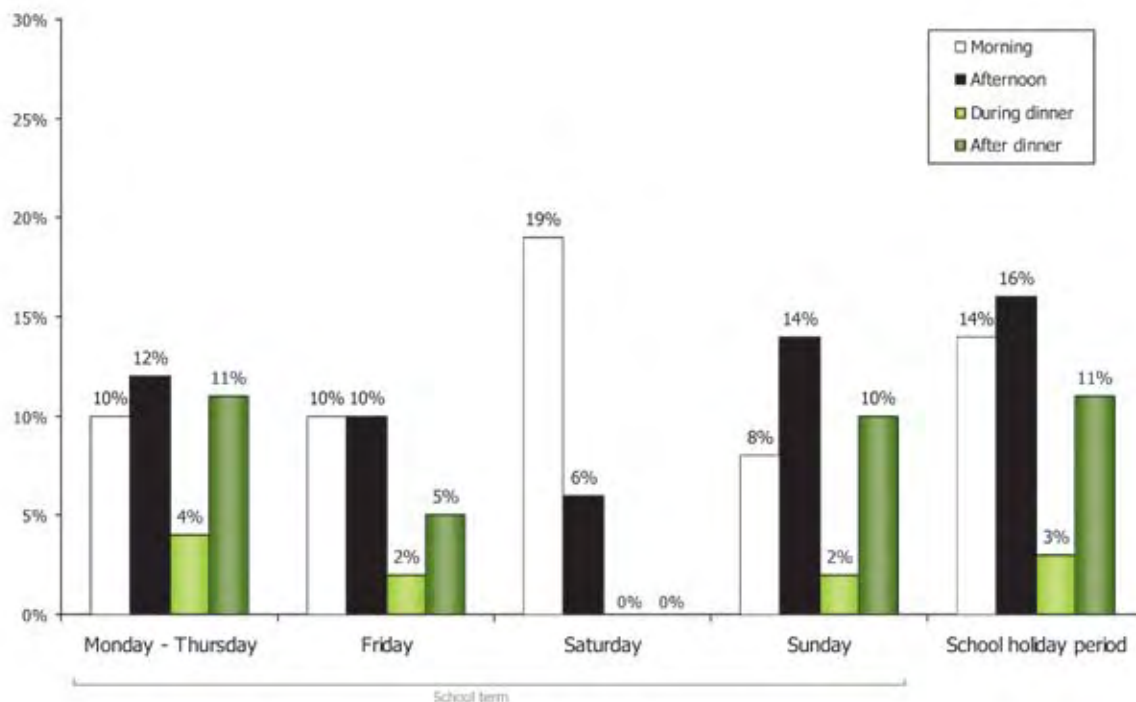
Source: Q2a, Q2c, Q2e, Q2g (Child)
Base: Children asked about Monday-Thursday (n = 191), Friday (n = 90), Saturday (n = 58), Sunday (n = 57), and a day during school holidays (n = 205), excludes those who said 'Don't know'

WHEN CHILDREN STOP USING THEIR CELLPHONES

The two following charts illustrate when children stop using cellphones, and the gap between the time they stop using a cellphone and their bedtime.

Eight percent of New Zealand 6-13 year-olds use a cellphone at night, and just 2% use their cellphone after 10pm.

Of those children who use a cellphone at night, just over one in every five (22%) uses their phone after they go to bed, and 79% stop using their phone at bedtime or before.

Figure 29. Percentage of children using a cellphone at night at half-hour intervals
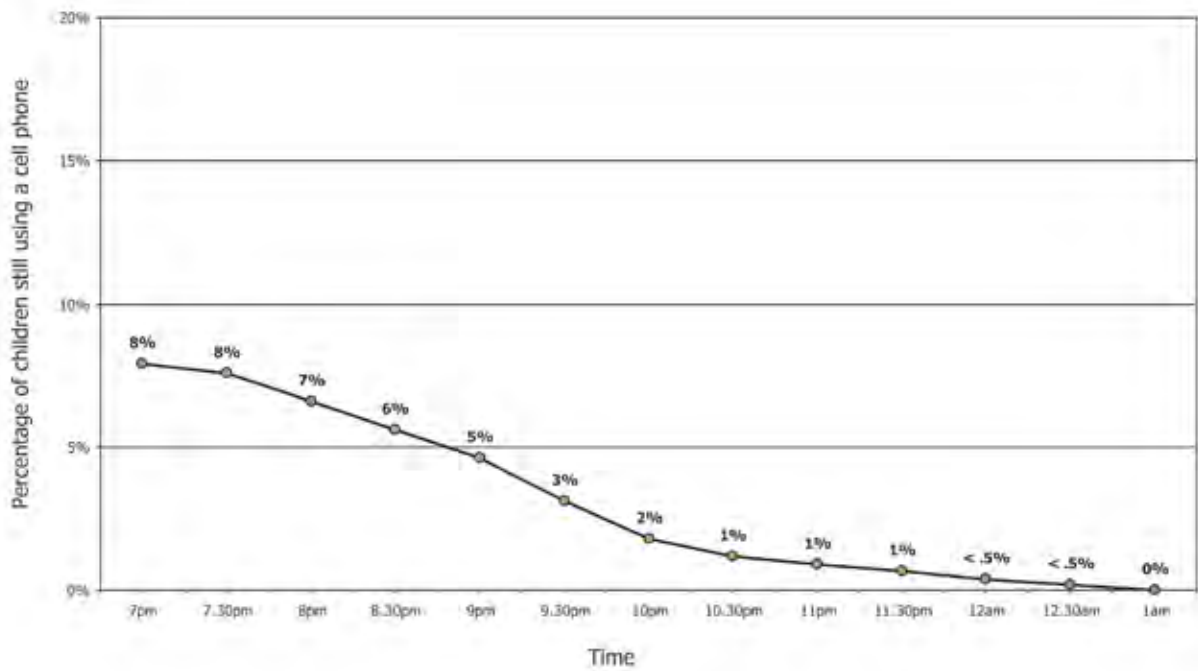
Source: Q2i (Child)
Base: All children, excluding those who said 'Don't know' (n = 601)

Figure 30. Time between bedtime and when children stop using their cellphone
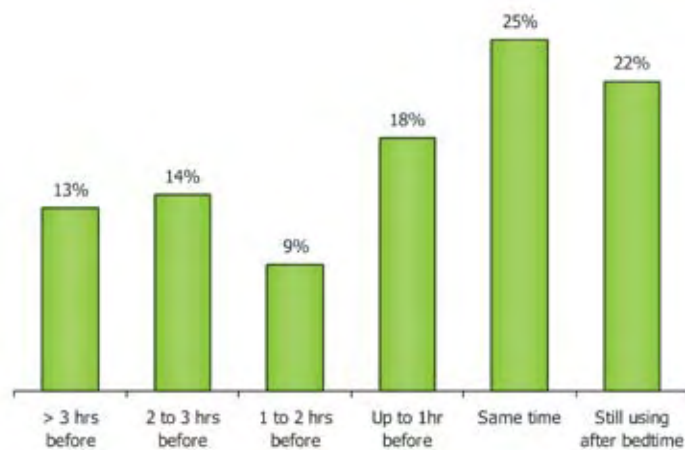
Source: Q2k (Child) and Q8c (Parent)
Base: Children who used a cellphone on the night prior to their interview (n = 45), excluding those who said 'Don't know'

PATTERNS OF CHILDREN'S CELLPHONE USE: SUBGROUP DIFFERENCES

Cellphone ownership

- Pacific children are less likely than the average to own their own cellphone (16%, compared to 27% of all children) and they are more likely than the average to use a parent's cellphone (25%, compared to 13% of all children).

- Children who live in a home with no other children (under 14) are more likely than the average to own their own cellphone (36%, compared to 27% of all children).

- Children who live in a home with young adults (ie, those aged 14 to 17) are more likely to own their own cellphone than those who do not live with young adults (36%, compared to 22% of children who do not live with young adults).

Social patterns of cellphone use

- Māori children who use a cellphone are more likely than the average to say that they 'mostly' do so in the presence of an adult (33%, compared to 20% of all children who use a cellphone).

- Pacific children who use a cellphone are more likely than the average to say that they 'mostly' do so in the presence of other children (27%, compared to 12% of all children who use a cellphone).

- Children who use a cellphone and live at home with young adults (ie, those aged 14 to 17) are more likely to say that they 'mostly' use their cellphone alone than those who do not live with young adults (79%, compared to 65% of those who use a cellphone and do not live with young adults).

How children use cellphones

- Girls who use a cellphone are more likely than boys to use it to send and receive text messages (86%, compared to 75% of boys who use a cellphone), and send and receive pixt messages (31%, compared to 18% of boys who use a cellphone).

- Boys who use a cellphone are more likely than girls to use it to play games (87%, compared to 77% of girls who use a cellphone).

- Pacific children who use a cellphone are less likely than the average to use it to send and receive text messages (60%, compared to 81% of all children who use a cellphone) but are more likely to use it to listen to MP3s (30%, compared to 15% of all children who use a cellphone) or the radio (22%, compared to 8% of all children who use a cellphone).

- Children who live in rural areas and who own a cellphone are less likely than those in urban areas to use it to take pictures (18%, compared to 43% of all children).

MEDIA USE BY 4-5 YEAR-OLDS

Although this study focused primarily on 6-13 year-old children, we also took advantage of the opportunity to gain insight into media use by 4-5 year-olds. One hundred-and-twenty-seven 6-13 year-old children that we interviewed lived in a household with a least one 4-5 year-old child. We asked their parents about the media that their 4-5 year-old children use. Results are displayed in the following chart.

Figure 31. Media use by 4-5 year-old children
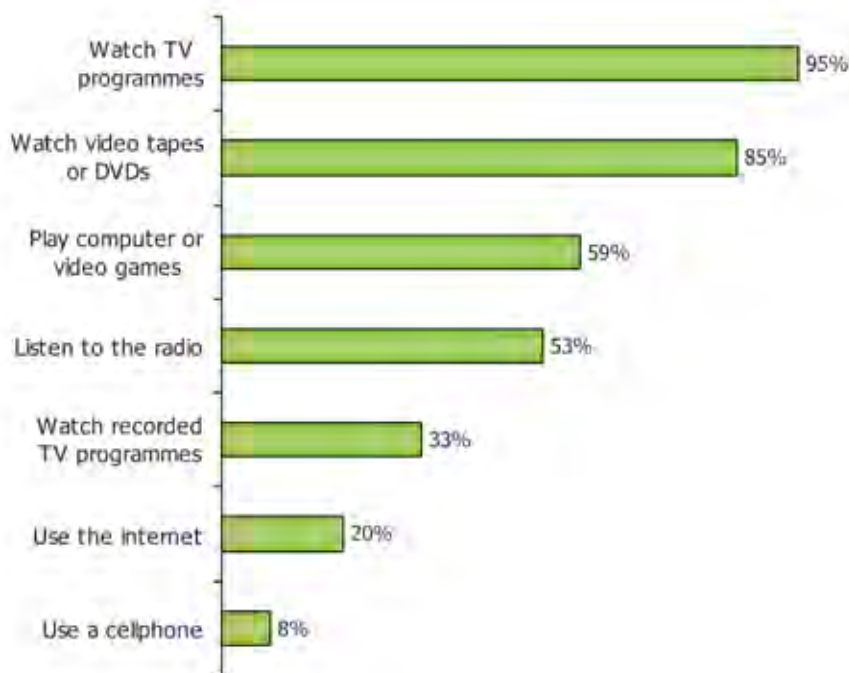
Source: Q9h (Parent)
Base: Households with children aged 4 to 5 (n = 127)

The majority of 4-5 year-old children watch TV (95%) and video tapes or DVDs (85%). Over half play computer or video games (59%) and listen to the radio (53%). One-third of 4-5 year-olds watch recorded TV programmes (33%), and one in five uses the internet (20%). Only 8% of 4-5 year-olds use a cellphone.

The following subgroup differences are evident:

- 4-5 year-old children who live with just one adult are less likely than the average to use the internet (3%, compared to 20% of all 4-5 year-old children).

- 4-5 year-old children in higher socio-demographic groups are more likely than those in lower groups to play computer or video games (86% of 4-5 year-olds in NZSEI 1 and 2 play computer or video games, compared to 56% in NZSEI 3 and 4 and 49% in NZSEI 5 and 6).

- 4-5 year-old children in higher socio-demographic groups are more likely than those in lower groups to watch videos or DVDs (91% of 4-5 year-olds in NZSEI 1 and 2 watch video tapes or DVDs, compared to 89% in NZSEI 3 and 4 and 64% in NZSEI 5 and 6).

2. EXPOSURE TO MEDIA CONTENT

CHILDREN'S PASSIVE EXPOSURE TO MEDIA

Not all media exposure is active or intentional on the part of the child. In the home, passive media exposure may occur when children are present while others are using media. This section assesses the potential for 6-13 year-old children to be passively exposed to radio and TV content.

RADIO CHILDREN HEAR WHEN PARENTS ARE AROUND

All parents were asked to indicate whether they listen to the radio while their child is present. More than three-quarters of all parents (77%) listen to the radio in the presence of their child.

We asked those parents for the name of the radio station that they usually listen to. The most common stations that children will hear passively are The Edge (12%), More FM (9%), Classic Hits (9%) and National Radio (9%).

Figure 32. Top 10 radio stations that parents usually listen to when children are around
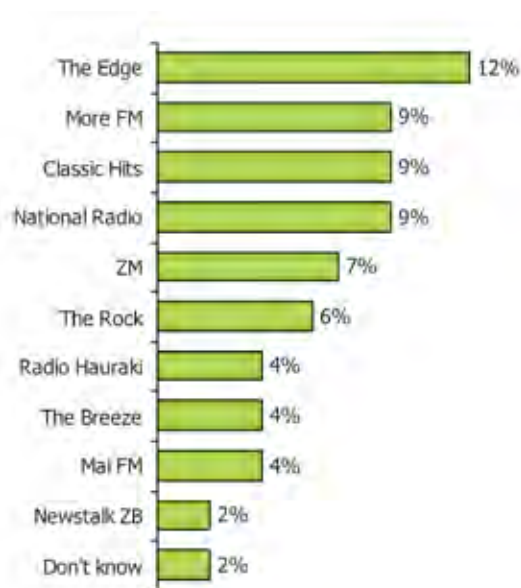
Source: Q4b (Parent)
Base: All parents who listen to the radio when child is around (n = 460)
Note: Only the top 10 most mentioned stations are presented

For discussion, radio stations were grouped into seven categories based on the type of station or target market (a list of the stations in each category can be found in Appendix C).

The majority of children who hear their parents' radio listening (59%) will usually hear mainstream music stations, which include stations targeting the 20+ market, the 30+ market, and the under 30s market. Examples of 'mainstream music stations' include The Edge, More FM, Classic Hits, and The Breeze. Twenty-eight percent of children will hear mainstream music stations specifically targeting the under 30s market. Examples of these stations include The Edge, The Rock, ZM, and Kiwi FM.

Smaller proportions of children will usually hear public radio stations (9%), Pacific-identity stations (7%), Māori-identity stations (5%), talk stations (5%), and stations targeted at niche markets (5%).

POTENTIAL EXPOSURE TO TV PROGRAMMES SHOWN AFTER THE 8.30PM WATERSHED[9]

Time shifting

We asked parents if they record TV programmes shown after the 8.30pm watershed for their own later viewing, and when they usually watch these recorded programmes. Of all parents with children who watch TV, 29% record TV programmes shown after the 8.30pm watershed. However, only 6% of parents with children who watch TV usually watch these programmes during a time their child would most likely be exposed to this content (ie, weekdays before 9am, weekdays after 3pm and before their child's bedtime, or weekends before their child's bedtime).

Figure 33. Parents who record TV programmes shown after the 8.30pm watershed and when they watch these programmes

Parents who record any programmes after 8.30 pm — 29%

When parents usually watch recorded programmes

Weekdays before 9am — 1%
Weekdays after 9am and before 3pm — 7%
Weekdays after 3pm and before children's bedtime — 2%
Weekdays after children's bedtime — 18%
Weekends before children's bedtime — 3%
Weekends after children's bedtime — 9%
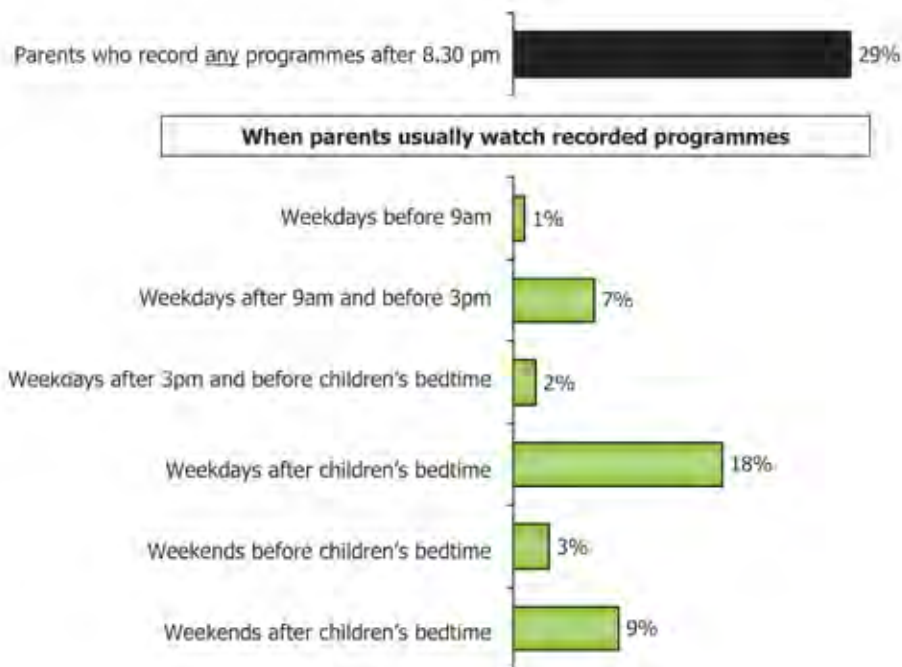
Source: Q3l and Q3m (Parent)
Note: Parents could indicate more than one time period
Base: All parents with children who watch television (n=600)

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9   The time after which programmes that are regarded as unsuitable for children are broadcast on television.

Children's usual bedtime on weekdays and weekends

We also asked all parents for the time that their child usually goes to bed on a weeknight, and on a weekend night (ie, Friday and Saturday night). The two charts below show the percentage of children still up at each half hour interval on week nights and on weekends. These charts also show the most common (median) bedtime for children in each age group.

Regardless of whether they actively watch TV after the 8.30pm watershed, 92% of 12-13 year-olds, 68% of 9-11 year-olds, and 24% of 6-8 year-olds are still up on a week night, and may be passively exposed to content shown on TV after 8.30pm.

Figure 34. Percentage of children in each age group usually up at half-hour intervals during a week night (Sunday to Thursday)
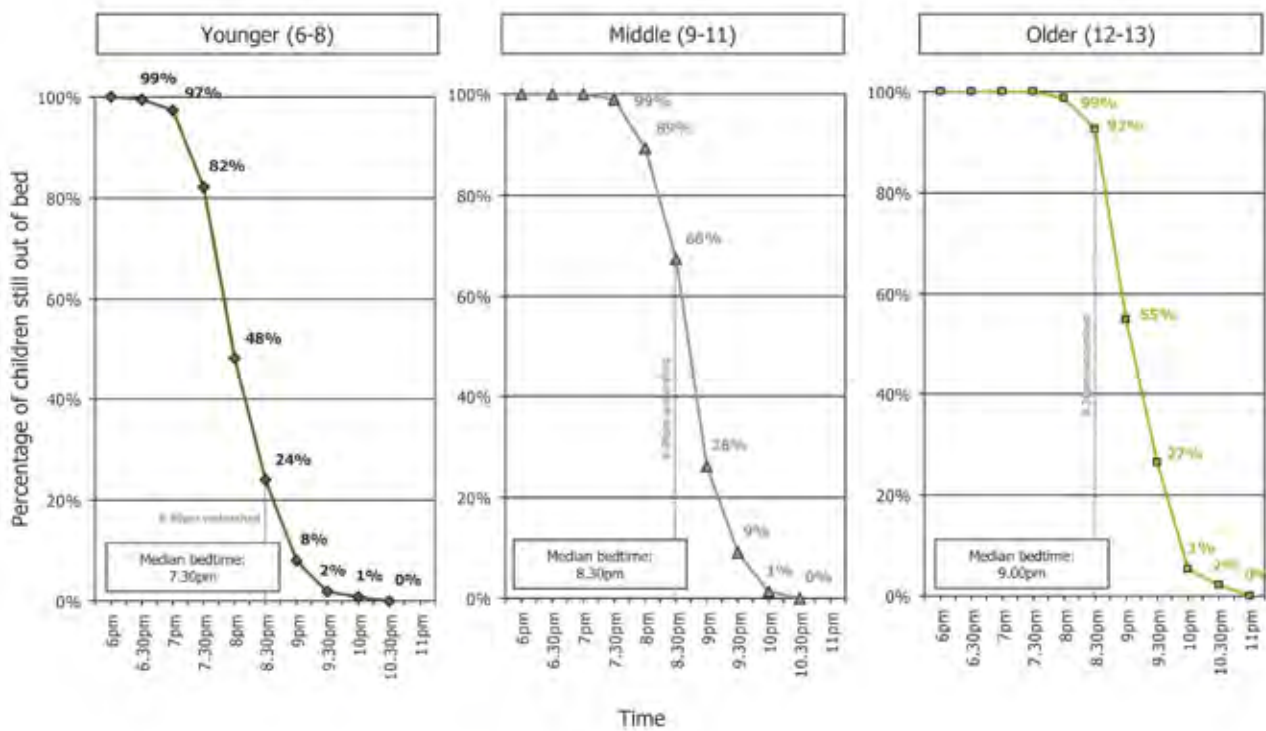
Source: 8a (Parent)
Base: All children (n younger 213, n middle = 250, n older = 138), excluding those who said 'Don't know'

As may be expected, children tend to stay up later on a Friday or Saturday night. Regardless of whether they actively watch TV after the 8.30pm watershed, 98% of 12-13 year-olds, 93% of 9-11 year-olds, and 67% of 6-8 year-olds are still up on a Friday or Saturday night, and may be passively exposed to content shown on TV after 8.30pm.

Figure 35. Percentage of children in each age group usually up at half-hour intervals during a weekend night (Friday and Saturday)
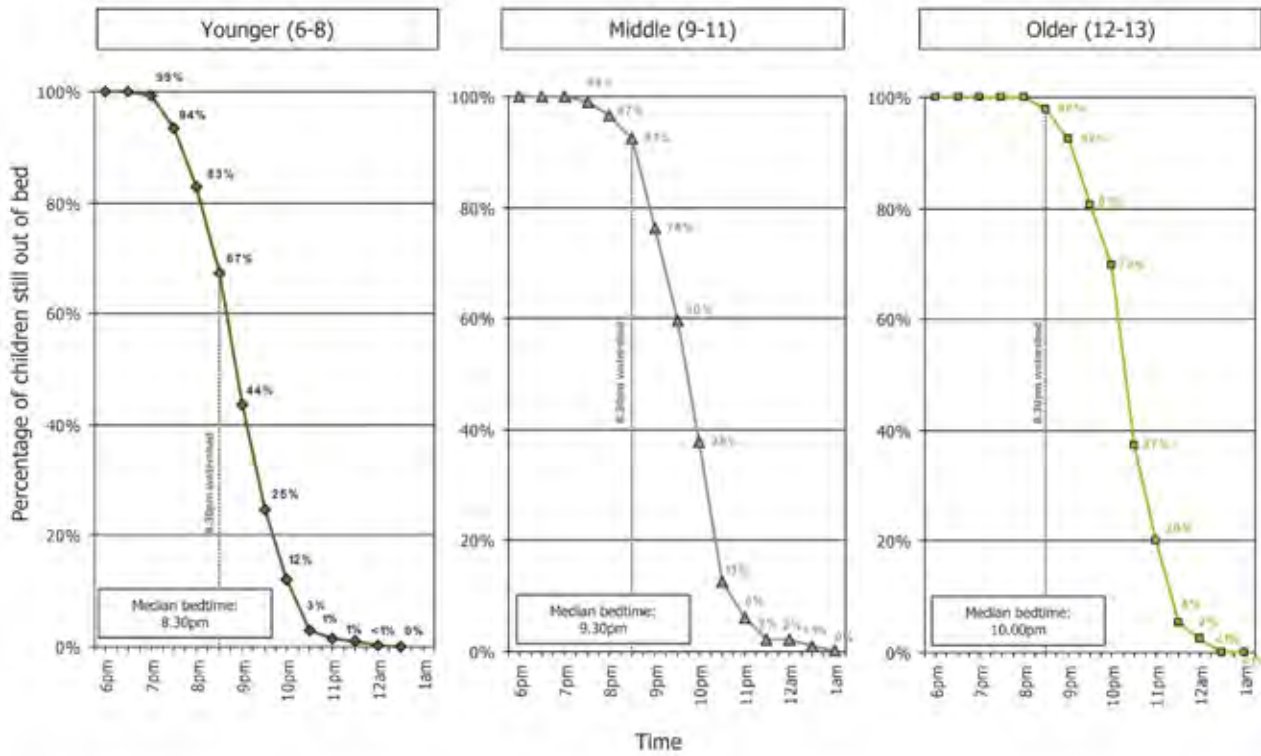
Source: 8b (Parent)
Base: All children (n younger 213, n middle = 242, n older = 132), excluding those who said 'Don't know'

CHILDREN'S PASSIVE EXPOSURE TO MEDIA CONTENT: SUBGROUP DIFFERENCES

Radio children hear when parents are around

– Parents of Pākehā children are more likely than the average to listen to the radio when their child is around (83%, compared to 77% of all parents).

– Parents of Asian children are less likely than the average to listen to the radio when their child is around (61%; 77% of all parents).

– Parents of Pacific children are more likely than the average to usually listen to Pacific- and Māori-identity stations (44% and 12%, compared to 7% and 5% of all parents who listen to the radio in the presence of their child, respectively).

– Parents of Pacific children are less likely than the average to usually listen to public radio stations or music stations targeted at those under 30 (< 1% and 5%, compared to 9% and 28% of all parents who listen to the radio in the presence of their child, respectively).

– Parents of Māori children are more likely than the average to usually listen to Māori- and Pacific-identity stations (18% and 15%, compared to 5% and 7% of all parents who listen to the radio in the presence of their child, respectively).

– Parents of Māori children are less likely than the average to usually listen to public radio stations (2%, compared to 9% of all parents who listen to the radio in the presence of their child).

– Parents of Asian children are more likely than the average to usually listen to niche stations (39%, compared to 5% of all parents who listen to the radio in the presence of their child).

– Parents of Asian children are less likely than the average to usually listen to music stations targeted at those under 30 (7%, compared to 28% of all parents who listen to the radio in the presence of their child).

– Rural parents are less likely than urban parents to usually listen to public radio stations (0%, compared to 11% of urban parents who listen to the radio in the presence of their child).

– Rural parents are more likely than urban parents to usually listen to stations targeted at those aged 20 or over (40%, compared to 15% of urban parents who listen to the radio in the presence of their child).

Time shifting

– Parents of Pākehā children are more likely than the average to record programmes shown after 8.30pm for their own later viewing (38%, compared to 29% of all parents with children who watch TV).

– Parents of Pacific children are less likely than the average to record programmes shown after 8.30pm for their own later viewing (8%, compared to 29% of all parents with children who watch TV).

– Parents of Asian children are less likely than the average to record programmes shown after 8.30pm for their own later viewing (17%, compared to 29% of all parents with children who watch TV).

– Rural parents are more likely than urban parents to record programmes shown after 8.30pm for their own later viewing (41%, compared to 29% of all parents with children who watch TV).

– There are no significant differences in access to or use of recording devices among parents in the different socio-economic groups.

CHILDREN'S EXPOSURE TO CHALLENGING MEDIA CONTENT

One aim of this research was to find out what challenging content children are exposed to via media. We asked children aged 9 and over if they had seen, heard, or read anything that had bothered or upset them while using media. Those aged 6-8 were not asked this question because we felt that it had the potential to cause confusion or distress for younger children. Tables 4 to 6 present results for these questions.

Table 4. TV content that has bothered or upset 9-13 year-old children

	Total n = 386 %	Middle (9-11) n = 249 %	Older (12-13) n = 137 %
Violence	**29**	**28**	**29**
Violence	14	13	15
Killing	12	13	10
Blood and guts	7	6	10
Fighting	6	5	7
Shooting	3	3	3
Hitting	3	3	2
Cruelty to animals	2	3	-
Death/someone dying	1	1	-
Sexual content / nudity	**21**	**22**	**19**
Rude things	9	9	8
Sex	8	6	11
Naked people/pornography	6	6	6
Kissing	5	6	3
Scary/spooky things	**20**	**24**	**14**
Scary/spooky things	20	24	14
Bad language	**13**	**15**	**10**
Swearing	8	8	9
Bad language	7	9	4
Content not age-appropriate	**3**	**3**	**3**
Things that are hard to understand	3	3	3
Miscellaneous	**19**	**16**	**24**
Suffering in the world eg, wars	3	2	3
Named specific programme/movie	2	2	2
Other	15	11	20
Don't know	10	11	8
Nothing	**30**	**28**	**32**

Source: Q3f (Child)
Base: Children aged 9 years and over who watch TV at home (n = 386)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Table 5. Radio content that has bothered or upset 9-13 year-old children

	Total n = 306 %	Middle (9-11) n = 199	Older (12-13) n = 107 %
Bad language	**20**	**23**	**16**
Swearing	14	17	11
Bad language	9	11	7
Sexual content	**5**	**6**	**2**
Rude things	5	6	2
Content not age-appropriate	**4**	**4**	**4**
Things that are hard to understand	3	3	4
Complicated words or stories	-	1	-
Miscellaneous	**13**	**11**	**17**
Other	13	11	17
Don't know	8	10	5
Nothing	**56**	**54**	**58**

Source: Q4d (Child)
Base: Children aged 9 years and over who listen to the radio (n = 306)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Table 6. Internet content that has bothered or upset 9-13 year-old children

	Total n = 275 %	Middle (9-11) n = 176 %	Older (12-13) n = 99 %
Sexual content / nudity	**16**	**15**	**18**
Naked people/pornography	10	8	13
Rude things	6	7	6
Kissing	1	-	1
Internet-related risk areas	**11**	**9**	**13**
Pop-ups/advertising on website	9	6	13
YouTube	2	3	-
Bad language	**5**	**6**	**3**
Bad language	4	4	3
Swearing	2	2	3
Content not age-appropriate	**4**	**3**	**5**
Content for adults/websites not for children	3	3	3
Complicated words or stories	1	-	2
Violence	**4**	**3**	**4**
Violence	2	3	2
Blood and guts	1	1	1
Killing	1	1	1
Shooting	1	-	1
Scary / spooky things	**3**	**2**	**4**
Scary/spooky things	3	2	4
Miscellaneous	**12**	**9**	**16**
Other	12	9	16
Don't know	5	7	1
Nothing	**58**	**62**	**53**

Source: Q5a (Children)
Base: Children aged 9 years and over who have internet access at home (n = 275)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Television

Violence (29%) and sexual content/nudity (21%) most commonly bother or upset children. Those aged 9-11 are more likely to report being bothered by scary or spooky things on TV (24% of 9-11 year-olds report being bothered by scary or spooky things, compared to 14% of 12-13 year-olds).

Radio

As can be seen in Table 5, bad language (20%) dominates children's concerns about what they hear on the radio. Smaller proportions say they have been bothered by sexual content (5%) and by things that are not appropriate for their age level (4%).

Nearly two-thirds were unable to mention anything that bothered them on the radio.

Internet

Sexual content or nudity (16%) most commonly upset children who have access to the internet. Eleven percent mention internet-related risk areas that bother or upset them, such as *YouTube* or pop-ups and advertising.

Sixty-three percent were unable to mention anything that bothered them.

CHILDREN'S EXPOSURE TO CHALLENGING MEDIA CONTENT: SUBGROUP DIFFERENCES

Television

- 9-13 year-old girls who watch TV at home are more likely than boys to say they have been bothered or upset by:
  - sex (12%, compared to 5% of boys who watch TV)
  - kissing (8%, compared to 2% of boys who watch TV)
  - killing (16%, compared to 8% of boys who watch TV).
- 9-13 year-old boys who watch TV at home are more likely than girls to say that nothing has bothered or upset them (35%, compared to 23% of all children who watch TV).
- Pacific children who watch TV are more likely than the average to say that rude things have bothered or upset them (20%, compared to 9% of all children who watch TV).
- Pacific and Māori children who watch TV at home are more likely than the average to say that killing has bothered or upset them (21% of Pacific and Māori children say this, compared to 12% of all children who watch TV).
- Rural children who watch TV at home are more likely than urban children to say that swearing has bothered or upset them (18%, compared to 6% of urban children who watch TV).
- Rural children who watch TV at home are more likely than urban children to say that fighting has bothered or upset them (14%, compared to 4% of urban children who watch TV).

Radio

- Māori children who listen to the radio are more likely than the average to say that bad language has bothered or upset them (34%, compared to 20% of all children who listen to the radio).
- Asian children who listen to the radio are more likely than the average to say that nothing has bothered or upset them (73%, compared to 56% of all children who listen to the radio).

Internet

- Girls who use the internet at home are more likely than boys to say that bad language has bothered or upset them (8%, compared to 2% of boys who use the internet).

3. RESPONSES TO MEDIA EXPOSURE

PERCEPTIONS OF INAPPROPRIATE CONTENT

This research also sought to determine children's perceptions of what media content may be harmful to them, as well as their reasons for why such content may be harmful.

CONTENT THAT CHILDREN FEEL IS INAPPROPRIATE FOR CHILDREN

We asked all children to tell us what things they think are not good for kids their age to see on the TV, hear on the radio, see or do on the internet, and do with a cellphone. Children's responses are shown in Tables 7 to 10 on the following pages.

Overall, across all media types, older children are more likely than younger children to specify content they feel is inappropriate. Older children are also more likely to mention adult or sexual content as being inappropriate.

Notable proportions of children (especially younger children) did not offer an opinion in relation to radio, the internet, and cellphones.

Television

Consistent with results presented in *The Younger Audience* (BSA, 2001), violence, bad language, and sexual content are most frequently mentioned by children. Just over half (51%) of all 6-13 year-olds feel that it is not good for children to see violence on TV. Younger children are less likely than others to mention violence on TV (41% of 6-8 year-olds mention violence, compared to 60% of 9-11 year-olds, and 52% of 12-13 year-olds).

Thirty-six percent of children mention bad language and 34% mention sexual content on TV. Younger children are less likely than others to mention sexual content (16% of 6-8 year-olds mention sexual content, compared to 41% of 9-11 year-olds and 50% of 12-13 year-olds) and bad language (26% mention bad language, compared to 44% of 9-11 year-olds and 37% of 12-13 year-olds).

One-third of all children (33%) specifically mention that adult programmes and content are not suitable for children.

Table 7. Television content that children feel is inappropriate for children

	Total n = 604 %	Younger (6-8) n = 215 %	Middle (9-11) n = 251 %	Older (12-13) n = 138 %
Violence	**51**	**41**	**60**	**52**
Violence	34	24	37	44
Killing	16	17	19	12
Fighting	13	13	12	13
Blood and guts	9	7	11	10
Shooting	8	6	9	7
Hitting	6	7	4	6
Seeing dead bodies/people dying	1	1	1	-
Verbal abuse	-	1	-	-
Bad language	**36**	**26**	**44**	**37**
Swearing	25	19	29	28
Bad language	21	17	25	22
Sexual content / nudity	**34**	**16**	**41**	**50**
Sex/pornography	14	2	14	31
Rude things	15	10	19	17
Naked people	9	4	11	14
Kissing	5	4	6	3
Programmes for adults / restricted programmes	**33**	**31**	**34**	**34**
Adult programmes	25	22	27	26
Programmes that have warnings	5	2	8	4
Programmes that are on late at night	3	3	1	5
Unsuitable movies	2	2	-	3
Things that are too hard to understand	1	3	1	-
Complicated words	1	2	-	2
Watching the news / listening to the news	1	2	1	-
Inappropriate advertisements for children	-	-	1	-
Scary / spooky things	**24**	**30**	**25**	**16**
Scary/spooky things	24	30	25	16
Bad behaviour	**1**	**-**	**3**	**1**
Drugs/drug abuse	1	-	2	1
Smoking	-	-	1	-
Child may be influenced / may copy what is seen or heard	-	-	-	1
Buying stuff/buying bad stuff	-	-	1	-
Miscellaneous	**10**	**13**	**8**	**10**
Bad songs/bad music eg, rapping	1	-	-	3
Bad things	1	2	-	1
Named specific programme	1	3	1	-
Not good for your health, eg, eyes, ears	1	1	1	1
Watch at the wrong time	-	1	-	1
Watch without permission	-	-	-	1
Other	6	7	6	5
Don't know	7	12	5	3
Nothing	3	5	-	4

Source: Q2m (Child)
Base: All children (n=604)

Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Radio

Bad language clearly dominates what children think is inappropriate to hear on the radio. Older children are more likely than younger children to mention bad language (53% of 12-13 year-olds mention bad language, compared to 47% of 9-11 year-olds and 26% of 6-8 year-olds).

Table 8. Radio content that children feel is inappropriate for children

	Total n = 604 %	Younger (6-8) n = 215 %	Middle (9-11) n = 251 %	Older (12-13) n = 138 %
Bad language	**41**	**26**	**47**	**53**
Swearing	32	19	36	44
Bad language	17	13	22	17
Sexual content	**8**	**5**	**10**	**10**
Rude things	6	5	9	5
Sex	2	1	1	5
Violence	**6**	**7**	**5**	**5**
Violence	4	3	4	3
Killing	2	3	1	-
Fighting	1	1	1	1
Hitting	1	-	1	-
Dead bodies/people dying	-	1	-	-
Verbal abuse	-	-	-	1
Programmes for adults / restricted programmes	**4**	**5**	**4**	**2**
Adult programmes	2	2	-	2
Programmes that are on late at night	1	1	-	1
Things that are too hard to understand	1	-	2	-
Complicated words	-	1	-	-
Unsuitable programmes	-	-	1	-
Listening to the news	-	1	-	-
Inappropriate advertisements for children	-	-	1	-
Scary / spooky things	**2**	**3**	**3**	**-**
Scary/spooky things	2	3	3	-
Bad behaviour	**1**	**-**	**1**	**3**
Child may be influenced/may copy what is heard	1	-	1	3
Drugs/drug abuse	-	-	-	1
Miscellaneous	**8**	**8**	**9**	**5**
Bad songs/bad music eg, rapping	3	2	3	2
Not good for your health, eg, ears	1	1	1	-
Bad things	1	-	1	1
Other	4	5	5	2
Don't know	27	40	23	15
Nothing	18	17	15	23

Source: Q2m (Child)
Base: All children (n = 604)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Internet

Children most commonly say that sexual content and nudity (29%) are not good for children to see on the internet. Thirteen percent of children also refer to adult sites, which for some children is likely to be an indirect reference to sexual content. Older children are more likely than younger children to mention sexual content and nudity (51% of 12-13 year-olds mention this, compared to 32% of 9-11 year-olds and 11% of 6-8 year-olds), and adult or restricted sites (20% of 12-13 year-olds mention adult sites, compared to 17% of 9-11 year-olds and 8% of 6-8 year-olds).

Table 9. Internet content that children feel is inappropriate for children

	Total n = 604 %	Younger (6-8) n = 215 %	Middle (9-11) n = 251 %	Older (12-13) n = 138 %
Sexual content / nudity	**29**	**11**	**32**	**51**
Sex/pornography	15	1	13	38
Rude things	12	10	14	13
Naked people	6	1	9	10
Kissing	1	-	3	1
Sites for adults / restricted sites	**14**	**8**	**17**	**20**
Adult sites	13	5	15	20
Sites that have warnings	1	-	1	-
Looking at sites late at night	1	1	1	-
Bad pictures	1	1	-	-
Things that are too hard to understand	-	-	-	1
Complicated words	-	-	1	-
Looking at the news	-	-	1	-
Violence	**13**	**8**	**14**	**18**
Violence	8	5	7	14
Killing	4	4	5	4
Fighting	3	4	3	3
Blood and guts	2	2	2	3
Shooting	2	3	1	1
Hitting	2	2	2	1
Verbal abuse	-	-	-	1
Seeing dead bodies/people dying	-	1	-	-
Bad language	**10**	**5**	**11**	**16**
Swearing	7	3	8	13
Bad language	6	3	7	9
Scary / spooky things	**6**	**8**	**6**	**4**
Scary/spooky things	6	8	6	4
Risky use of Internet	**5**	**-**	**6**	**10**
Contacting unknown people/giving out personal details	2	-	2	5
Pop-ups	1	-	1	1
Viruses	1	-	2	1
Downloading things that cost money/sites that cost money	1	-	1	1
Buying stuff/buying bad stuff	1	-	1	2

Specific sites	4	2	5	4
Chatrooms	4	-	7	7
Bebo	3	2	4	3
YouTube	1	-	2	-
Observing bad behaviour	**1**	**-**	**1**	**2**
Smoking	1	-	-	2
Child may be influenced/may copy what is seen	-	-	1	-
Miscellaneous	**13**	**13**	**15**	**11**
Use without permission	2	2	3	-
Use at the wrong time	1	-	2	2
Bad things	-	1	-	-
Other	11	11	11	9
Don't know	29	43	26	13
Nothing	10	17	6	7

Source: Q2m (Child)
Base: All children (n = 604)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Cellphones

When it comes to cellphone use, the most frequently mentioned inappropriate behaviour is text bullying or playing pranks on other people (30% of children mention this). Older children are much more likely than younger children to mention this kind of behaviour (55% of 12-13 year-olds mention specific risk or prank behaviour, compared to 39% of 9-11 year-olds and just 7% of 6-8 year-olds).

Six percent of children mention sexual content and nudity in relation to cellphone use. This may relate to inappropriate text or picture messages, or accessing pornographic pictures through a telecommunications provider.

Table 10. Cellphone use that children feel is inappropriate for children

	Total n = 604 %	Younger (6-8) n = 215 %	Middle (9-11) n = 251 %	Older (12-13) n = 138 %
Cellphone-specific risk or prank behaviour	**43**	**19**	**52**	**65**
Text bullying/play pranks or jokes on other people/send mean texts	30	5	35	55
Contacting people we don't know	18	13	20	21
Hoax calls/calling wrong/random numbers deliberately	1	-	3	-
Mistakenly dial 111/dialling 111 when it is not an emergency	1	1	2	-
Bad pictures	-	-	1	-
Rules around cellphone usage	**12**	**15**	**11**	**10**
Misuse of cellphone	4	10	1	1
Talking for long time/too much talking/texting	2	1	3	3
Doing things that cost money	2	1	3	3
Use at the wrong time	2	-	2	4
Use without permission	2	3	2	-
Using cellphone at school	1	1	2	-
Sexual content / nudity	**6**	**3**	**7**	**9**
Rude things	4	2	5	5
Sex/pornography	2	1	1	4
Naked people	1	-	2	-
Kissing	-	-	1	-
Bad language	**5**	**2**	**6**	**8**
Swearing	4	1	4	6
Bad language	3	1	4	3
Sites for adults / restricted sites	**2**	**1**	**2**	**1**
Adult sites	1	1	2	1
Sites that have warnings	-	-	1	-
Violence	**1**	**-**	**1**	**1**
Violence	1	-	1	-
Fighting	-	-	-	1
Miscellaneous	**10**	**8**	**14**	**8**
Bad things	1	-	1	-
Not good for your health, eg, eyes, ears	1	-	1	1
Other	9	8	12	7
Don't know	28	45	26	9
Nothing	11	12	8	14

Source: Q2m (Child)
Base: All respondents (n = 604)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

ASSOCIATIONS BETWEEN CHILDREN'S EXPOSURE TO CHALLENGING CONTENT AND PERCEPTIONS OF CONTENT THAT IS INAPPROPRIATE FOR CHILDREN

There is a strong association between the media content that has bothered 9-13 year-old children and their perceptions of what content is inappropriate for children.

Television

- Those who have been bothered or upset by violence on TV are more likely than others to say that violence is inappropriate (71%, compared to 57% of all 9-13 year-olds).

- Those who have been bothered or upset by sexual content on TV are more likely than others to say that sexual content is inappropriate (74%, compared to 45% of all 9-13 year-olds).

- Those who have been bothered or upset by bad language on TV are more likely than others to say that bad language is inappropriate (81%, compared to 41% of all 9-13 year-olds).

Radio

- Those who have been bothered or upset by bad language on the radio are more likely than others to say that bad language is inappropriate (85%, compared to 50% of all 9-13 year-olds).

Internet

- Those who have been bothered or upset by sexual content on the internet are more likely than others to say that sexual content is inappropriate (66%, compared to 46% of all 9-13 year-olds).

- Those who have been bothered or upset by violence on the internet are more likely than others to say that risky use of the internet is inappropriate (41%, compared to 8% of all 9-13 year-olds).

- Those who have been bothered or upset by specific internet-related risk areas, such as pop-up advertising and *YouTube,* are more likely than others to say that such areas are inappropriate (13%, compared to 3% of all 9-13 year-olds).

KNOWLEDGE OF WHAT IS APPROPRIATE: SUBGROUP DIFFERENCES

- Children with parents who have rules for their media use appear to be more aware of the kinds of things that are inappropriate than children with parents who do not have rules.

- Children with parents who have rules for their television use are more likely to say that TV programmes for adults or restricted programmes are inappropriate (35%, compared to 21% who don't have rules).

- Children with parents who have rules for their radio use are more likely to mention that examples of bad behaviour (4%, compared to 1% who don't have rules) and bad songs or music (7%, compared to 1% who don't have rules) on the radio are inappropriate. They are also less likely to say that they don't know what is inappropriate (18%, compared to 28% who don't have rules).

- Children with parents who have rules for their computer use are more likely to say that violence (16%, compared to just 2% who don't have rules), bad language (13%, compared to 5% who don't have rules), and scary or spooky things (8% versus 1% who don't have rules) on the internet are inappropriate.

- Children with parents who have rules for their computer use are less likely to say that they don't know what is inappropriate (24%, compared to 37% who don't have rules).

- Children with parents who have rules for their cellphone use are more likely to say that contacting people they don't know is inappropriate (26%, compared to just 9% of those who don't have rules). They are also less likely to day that 'nothing' is inappropriate (6%, compared to 21% who don't have rules).

CHILDREN'S REASONS FOR WHY THEY SHOULD NOT DO, HEAR, OR SEE INAPPROPRIATE THINGS

We followed up this series of questions by asking children to tell us why they feel the things they mentioned are inappropriate. Three in every five children (59%) state that such content may have an undesirable influence on children's behaviour. Children in the older and middle age groups are more likely than younger children to mention the influence of media on behaviour (71% of 12-13 year-olds and 67% of 9-11 year-olds say this, compared to 41% of 6-8 year-olds).

Younger children are more likely than those in the middle or older age groups to mention the negative emotive effects of media, such as getting scared and having nightmares (47% of 6-8 year-olds say this, compared to 32% of 9-11 year-olds and 23% of 12-13 year-olds).

Children's responses are largely consistent with those presented in *The Younger Audience* (BSA, 2001), where 50% mentioned that children may imitate behaviour, and 37% mentioned negative emotive effects such as getting scared or having nightmares.

Table 11. Children's reasons why they should not do, hear, or see inappropriate things

	Total n = 575 %	Younger (6-8) n = 196 %	Middle (9-11) n = 242 %	Older (12-13) n = 137 %
Challenging influence on behaviour	**59**	**41**	**67**	**71**
Could be a bad influence	43	21	49	60
Might copy	29	22	37	26
Learn bad language/influenced by bad language/might swear	2	5	1	2
Negative emotive effect	**34**	**47**	**32**	**23**
Get scared	22	27	20	17
Nightmares	18	26	17	7
Make you feel bad/offended/worried/uncomfortable	2	1	3	2
Make you/other people sad/make them cry	1	2	1	1
Content for adults / inappropriate for children	**24**	**17**	**24**	**31**
Not old enough	15	12	15	20
Might not understand	7	5	5	11
Don't need to know these things	4	4	5	3
Inappropriate	2	1	3	2
Adult-only material	1	-	1	1
Dangerous	**11**	**12**	**10**	**10**
Can be dangerous	9	10	8	10
Could make contact with unknown persons	1	1	2	1
Miscellaneous	**11**	**13**	**12**	**9**
Could get into trouble	3	6	3	1
Not good for your health eg, eyes, ears	3	2	4	1
It's rude/might be rude	2	3	1	1
Violence	1	2	1	-
Other	9	10	9	8
Don't know	6	9	4	5

Source: Q2n (Child)
Base: All children who were able to comment on what's inappropriate for children to see/hear/do with regard to at least one medium (n = 575)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Associations between children's exposure to challenging content and reasons why they should not do, hear, or see inappropriate things

Children who are aged 9-13 and who have been bothered or upset by violence or content that is not age-appropriate on TV are more likely than other 9-13 year-olds to mention negative emotive effects of inappropriate media (40% of those who have been bothered by violence and 64% who have been bothered by content that is not age-appropriate mention negative emotive effects, compared to 28% of all 9-13 year-olds).

HOW CHILDREN KNOW THAT A TV PROGRAMME IS NOT FOR THEM

We asked all children who watch TV at home to tell us how they know that a programme is not for kids (this was an unprompted question). As can be seen in Table 12, below, classifications and warnings play a vital role in helping children to discern unsuitable programming (73% mention classifications or warnings). Interestingly, more children mention 'AO programmes' than in 2001 (48% mention AO programmes, compared to 33% in 2001) but fewer mention warning messages on TV (27% mention warning messages, compared to 44% in 2001).

Table 12. How children know that a TV programme is not for them

	Total n = 597 %	Younger (6-8) n = 211 %	Middle (9-11) n = 249 %	Older (12-13) n = 137 %
Classifications and warnings	**73**	**48**	**85**	**87**
AO programme	48	30	60	54
Warning/message on TV	27	17	30	37
R rating/restricted age rating	20	9	25	28
PGR programme	12	8	15	14
Content	**19**	**19**	**20**	**16**
Content – unsuitable/yucky/bad/boring	16	18	16	14
Violent action eg, shooting / killing	2	3	1	1
Bad language/rude words	2	1	2	2
Looks/sounds scary	1	-	2	1
Timing	**3**	**3**	**4**	**2**
Programme is on after 8.30pm	2	1	3	2
Programme is on late at night	2	2	2	1
Miscellaneous	**20**	**27**	**17**	**14**
Mum/dad/other adults say so	15	21	14	9
Other	4	6	2	5
Don't know	9	16	5	5

Source: Q3c (Child)
Base: Children who watch TV at home (n = 597)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Children in the middle and older age groups are more likely than younger children to mention classifications or warnings (86% of 9-13 year-olds mention classifications or warnings, compared to 48% of 6-8 year-olds). Younger children are more likely than others to rely on an adult, such as their mum or dad, to tell them that a programme is not suitable for a person their age (21% of 6-8 year-olds say they rely on an adult, compared to 14% of 9-11 year-olds and 9% of 12-13 year-olds).

AWARENESS AND USE OF THE 8.30PM WATERSHED

We asked all parents with children who watch TV, and all children who watch TV, if they knew whether there is a certain time after which programmes that are not suitable for children are shown on TV. As can be seen in the chart below, 79% of parents say they are aware that there is such a time. Almost three-quarters of 6-13 year-olds (74%) are aware that there is a watershed.

Figure 36. Parents' and children's awareness of the time when programmes not suitable for children are shown on TV
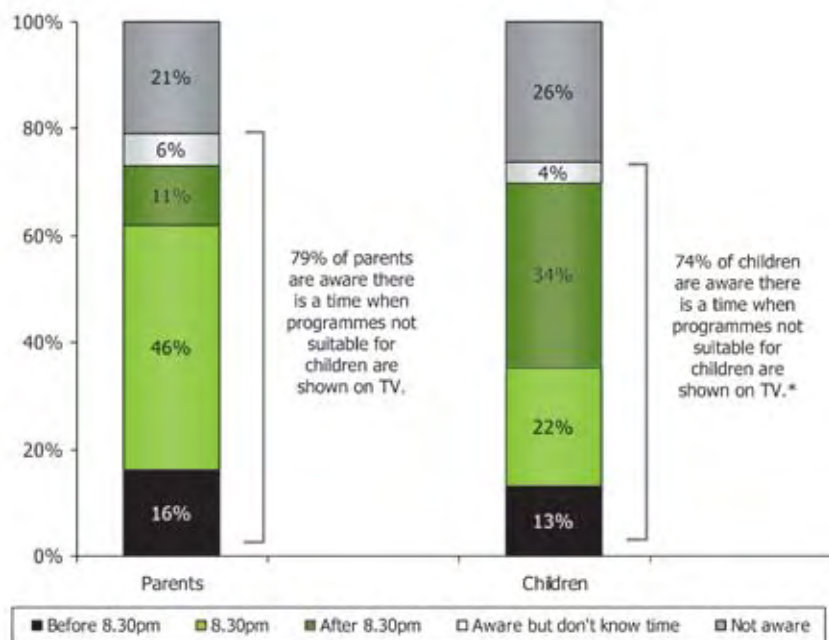
Source: Q3i (Parent) and Q3d (Child)
Base: All parents with children who watch TV at home (n = 600) and all children who watch TV at home (n = 597)
*Percentages of children who are aware of a watershed add to 74% due to rounding

However, knowledge of the actual watershed time is lower. Nearly half (46%) of parents surveyed know that the watershed is 8.30pm. The telephone survey of parents of 4-13 year-olds conducted for *The Younger Audience* (BSA, 2001) reported that 63% were aware that the watershed is 8.30pm. This suggests a drop in awareness since 2001.[10]

Just over one in five children who watch TV knows that the watershed is at 8.30pm (22%). This is a 10-percentage point increase since 2001, where 12% of children were aware of the 8.30pm watershed. Younger children are less likely to say 8.30pm than those in the middle or older age groups (13% of 6-8 year-olds know the correct time, compared to 27% of 9-13 year-olds).

10 Results should be interpreted with caution as the research used a different methodology and sampling scheme.

Table 13. Parents' and Children's awareness and use of the 8.30pm watershed

| | Parents | Children | | | |
| | | Total | Younger (6-8) | Middle (9-11) | Older (12-13) |
	n=600 %	n=597 %	n=211 %	n=249 %	n=137 %
Aware of a time after which it is not suitable for children to watch TV	79	74	60	79	86
Before 8.30pm	16	13	21	11	7
8.30pm	46	22	13	27	26
8.31pm – 9.00pm	5	6	4	6	8
9.01pm – 9.30pm	4	11	4	13	15
9.31pm – 10.00pm	1	5	2	4	10
10.01 – 10.30pm	-	5	3	6	8
After 10.30pm	1	7	5	8	11
Don't know	6	4	9	3	-

Source: Q3i, Q3j (Parent) and Q3d, Q3e (Child)
Base: All parents with children who watch TV at home (n = 600), all children who watch TV at home (n = 597)

USE OF CLASSIFICATIONS TO GUIDE CHILDREN'S TV VIEWING

All parents with children who watch TV were shown the different symbols used to classify TV programmes (ie, AO, PGR, and G). Parents were then asked about how often they use TV broadcasters' classification symbols and warnings on programme content to decide whether their child will watch a particular programme.

Figure 37. Frequency of parents' use of classifications and warnings to guide their children's viewing behaviour
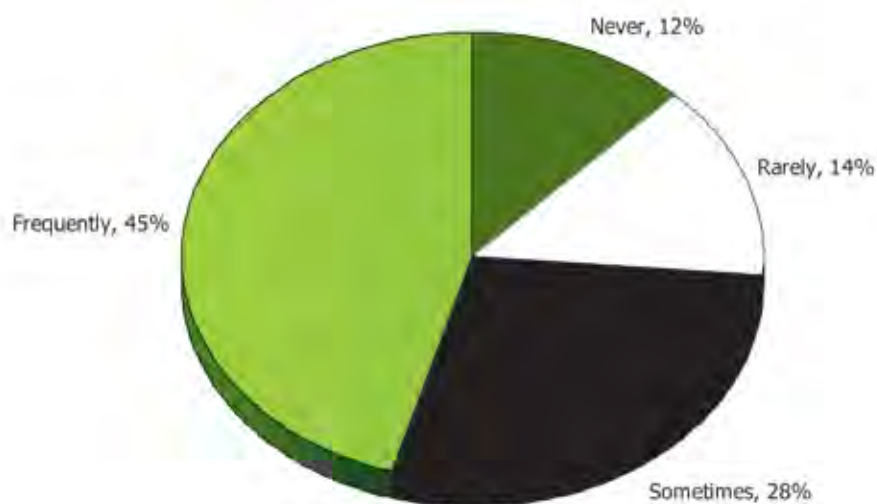
Source: Q3k (Parent)
Base: All parents with children who watch television (n=600)

As can be seen in Figure 37, almost three-quarters of parents (73%) use these symbols and warnings to guide their child's TV viewing. Parents of older children are more likely than others to say that they rarely use classification symbols or warnings (20% of parents of 12-13 year-olds say they rarely use symbols and warnings, compared to 11% of parents of 9-11 year-olds, and 12% of parents of 6-8 year-olds).

KNOWLEDGE OF WHAT IS APPROPRIATE: SUBGROUP DIFFERENCES

Content that children feel is inappropriate for children

TELEVISION
- Girls are more likely than boys to mention adult programmes (39%, compared to 27% of boys).

- Boys are more likely than girls to mention violence (55%, compared to 47% of girls).

- Pacific children are more likely than the average to mention bad language (48%, compared to 36% of all children).

- Children who live in a home with young adults (ie, those aged 14-17) are more likely than others to mention sexual content on TV (44%, compared to 29% of those who do not live in a home with young adults).

RADIO
- Pacific children are more likely than the average to say 'Don't know' (38%, compared to 27% of all children).

- Urban children are more likely than rural children to say 'Don't know' (29%, compared to 15% of rural children).

- Children who live in a home with young adults (ie, those aged 14-17) are more likely than others to mention sexual content on the radio (13%, compared to 6% of those who do not live in a home with young adults).

- Children who live in a home with more than two adults are more likely than others to mention bad language (54%, compared to 40% of those who live with two adults and 37% of those who live with one adult).

INTERNET
- Girls are more likely than boys to mention adult sites (17%, compared to 11% of boys).

- Boys are more likely than girls to mention violence (16%, compared to 10% of girls).

- Pacific children are more likely than the average to say 'Don't know' (45%, compared to 29% of all children).

- Asian children are more likely than the average to mention risky use of the internet (11%, compared to 5% of all children).

- Rural children are more likely than urban children to mention bad language on the internet (21%, compared to 8% of urban and semi-urban children).

CELLPHONES
- Pacific children are more likely than the average to say 'Don't know' (42%, compared to 28% of all children).

- Rural children are more likely than urban children to mention swearing or bad language (10%, compared to 4% of urban children).

- Children who live in a home with young adults (ie, those aged 14-17) are more likely than others to mention risky or prank behaviour (44%, compared to 25% of children who do not live in a home with young adults).

- Children who do not live in a home with young adults (ie, those aged 14-17) are more likely than others to say 'Don't know' (33%, compared to 19% of children who live in a home with young adults).

Children's reasons why they should not do, hear, or see inappropriate things

- Girls are more likely than boys to mention negative emotive effects (39%, compared to 30% of boys who commented on media that is inappropriate).

- Girls are more likely than boys to mention dangerous effects (14%, compared to 7% of boys who commented on media that is inappropriate).

- Pacific children are more likely than the average to say 'Don't know' (17%, compared to 6% of all children who commented on media that is inappropriate).

- Children who live in a home with just one adult over the age of 18 are more likely to mention dangerous effects (19%, compared to 9% who live with two adults and 5% who live with more than two adults and who commented on media that is inappropriate).

How children know that a TV programme is not for them

- Children who live in a home with young adults (ie, those aged 14-17) are more likely than others to mention classifications and warnings (80%, compared to 69% of those who don't live in a home with a young adult).

Awareness and use of the 8.30pm watershed

- Parents of Māori, Pacific, and Asian children who watch TV are less likely than parents of Pākehā children to be aware that there is a time after which programmes not suitable for children are shown on TV (75% of parents of Māori children, 74% of parents of Pacific children, and 77% of parents of Asian children are aware, compared to 85% of parents of Pākehā children who watch TV).

- Pacific children who watch TV are less likely than the average to be aware that there is a time after which programmes not suitable for children are shown on TV (59%, compared to 74% of all children who watch TV).

- Children who watch TV and who do not live in a home with other children under 14 are more likely than the average to know that there is a time after which programmes not suitable for children are shown on TV (81%, compared to 74% of all children who watch TV).

Use of classifications to guide children's TV viewing

- Female parents with children who watch TV are more likely than male parents to say that they frequently use classification symbols and warnings to guide decisions on their child's viewing behaviour (47%, compared to 34% of male parents with children who watch TV).

- Parents of Pacific children who watch TV are more likely than the average to say that they never or rarely use classification symbols and warnings to guide decisions on their child's viewing behaviour (37%, compared to 26% of all parents with children who watch TV who never or rarely use these symbols and warnings).

CHILDREN'S REACTIONS WHEN THEY SEE OR HEAR CHALLENGING CONTENT

We sought to determine how children aged 9-13 react when they see or hear challenging content on the TV, radio, or internet. We asked all children (who had seen or heard something that bothered or upset them) what they did when they came across those things.

On the whole, children are able to easily articulate how they react to challenging content across the various media. The majority of children commonly 'exit' the situation by turning off the media device or switching to different content. Around one in seven tells an adult.

Figure 38. Children's reactions when they see challenging content on TV
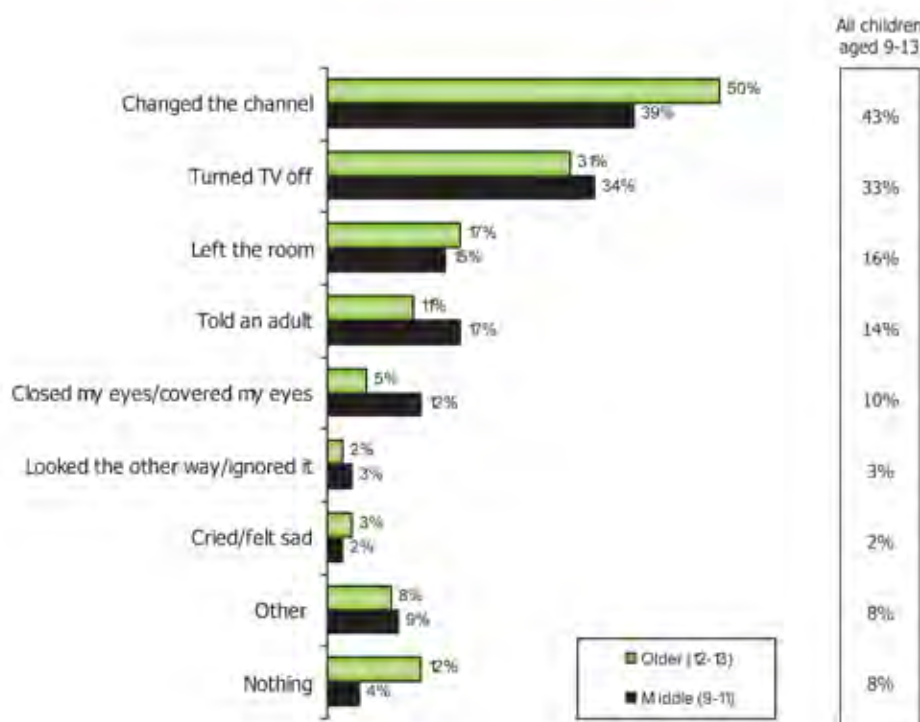
Source: Q3g (Child)
Note: Children could provide a combination of responses, therefore percentages will not add to 100
Base: Children aged 9 or above who saw something on TV which upset or bothered them (n older = 83, n middle = 150)

Figure 39. Children's reactions when they hear challenging content on the radio
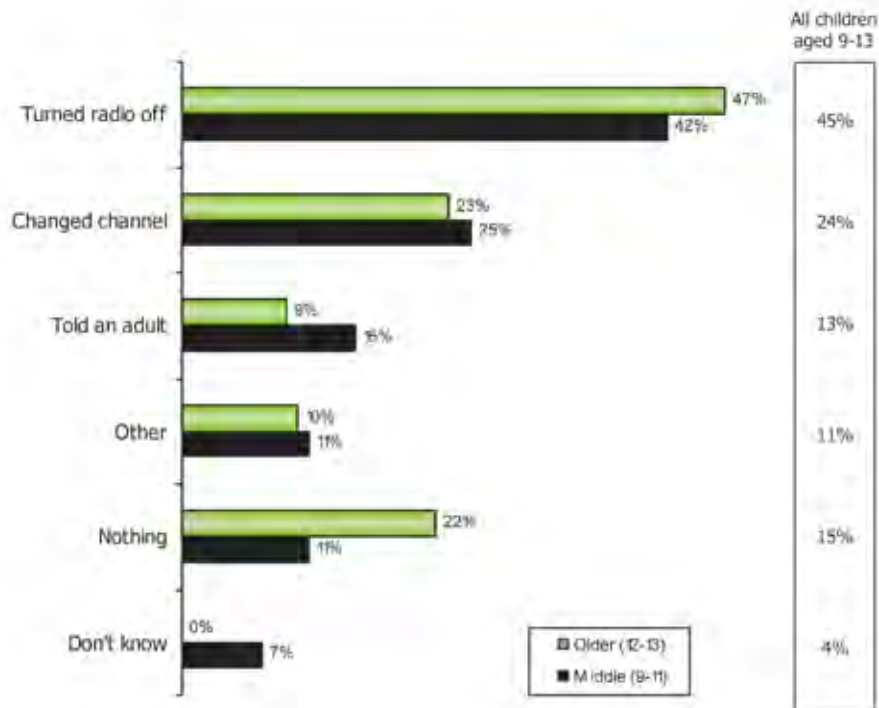
Source: Q4e (Child)
Note: Children could provide a combination of responses, therefore percentages will not add to 100
Base: Children aged 9 or above who heard something on the radio which upset or bothered them (n older = 33, n middle = 75)

Figure 40. Children's reactions when they see challenging content on the internet
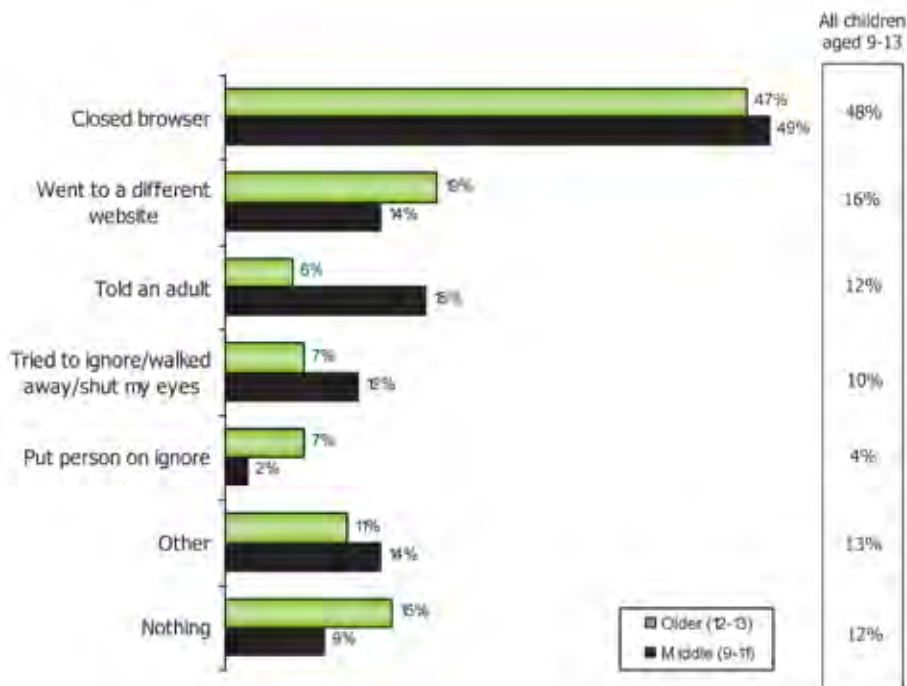
Source: Q5b (Child)
Note: Children could provide a combination of responses, therefore percentages will not add to 100
Base: Children aged 9 or above who saw something on the internet which upset or bothered them (n older = 40, n middle = 51)

CHILDREN'S REACTIONS WHEN THEY SEE OR HEAR INAPPROPRIATE CONTENT: SUBGROUP DIFFERENCES

Challenging television content

- Girls are more likely than boys to say that they turn the TV off when they see challenging content (41%, compared to 24% of boys who have seen challenging content and turned the TV off).

- Boys are more likely than girls to say that they close or cover their eyes when they see challenging content (15%, compared to 5% of girls who have seen challenging content and covered or closed their eyes).

- Children who live in a home with young adults (ie, those aged 14-17) are less likely than others to say that they tell an adult when they see challenging content on TV (8%, compared to 20% of those who do not live with any young adults and who have seen challenging content and told an adult about it).

- Children who live with more than two adults are less likely than others to say they would tell an adult when they see challenging content on TV (3%, compared to 13% of all children who live with two adults and 26% of children who live with just one adult and who have seen challenging content and told an adult about it).

- Children who live with more than two adults are more likely than those who live with one or two adults to say that they change the channel when they see challenging content (63%, compared to 40% of those who live with two adults and 37% of those who live with just one adult and who have seen challenging content and changed the channel).

Challenging radio content

- Asian children are more likely than the average to say that they turn the radio off when they hear challenging content (83%, compared to 45% of all children who have heard challenging content and turned the radio off).

Challenging internet content

- Pacific children are more likely than the average to say that they do nothing when they see challenging content on the internet (52%, compared to 12% of all children who have seen challenging content on the internet and said they do nothing).

PARENTS' CONCERNS ABOUT CHILDREN'S EXPOSURE TO MEDIA CONTENT

FREQUENCY OF CONCERN

All parents with children who watch TV, use the internet, listen to a radio, or use a cellphone were asked to indicate how frequently they felt concerned about their child's exposure to the content of these media. As can be seen in the chart below, the majority (84%) of parents are concerned at least 'some of the time' about their child's exposure to TV content. Nearly half (48%) of all parents with children who use the internet, and 42% of parents with children who listen to the radio, are concerned at least 'some of the time' about their child's use of these media.

Concerns about cellphone use are less frequent. Nearly one-quarter (24%) of parents with children who use a cellphone are concerned at least 'some of the time' about their child's cellphone use.

Figure 41. Frequency of parents' concerns about their children's exposure to content on TV, the internet, the radio, or on cellphones
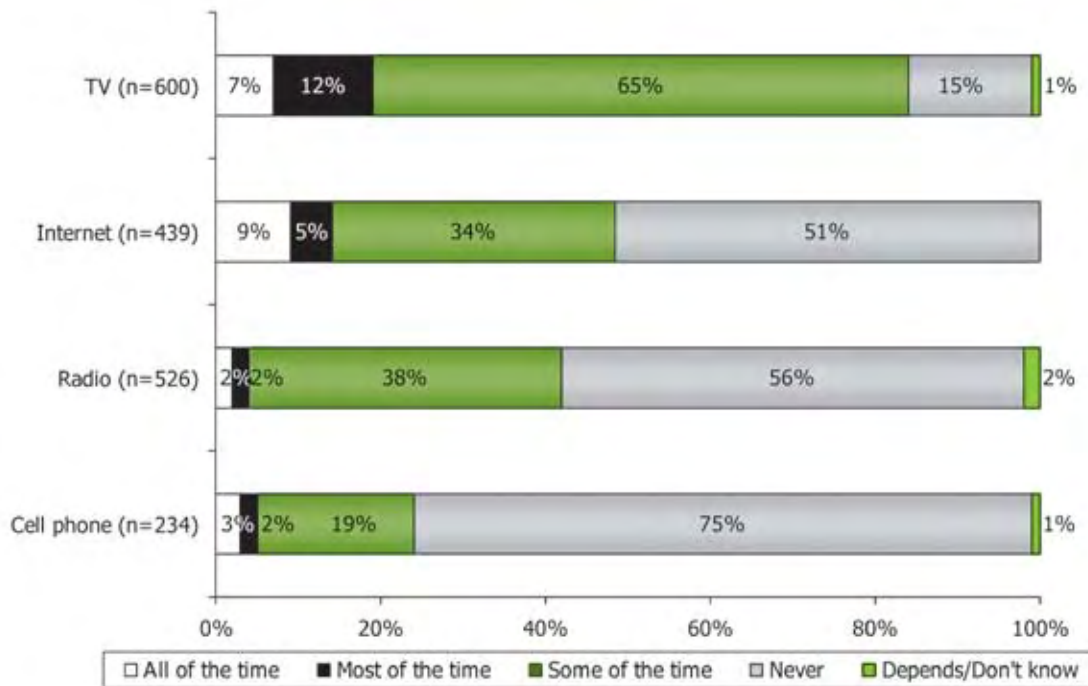
Source: Q3g, Q4d, Q5e, Q6c (Parent)
Base: All parents with children who watch/listen/use the various media

PARENTS WHO ARE MORE LIKELY TO NEVER HAVE CONCERNS

Parents in lower socio-economic groups are more likely than others to never have concerns about the content of TV and radio.

- 22% of those in NZSEI 6 never have concerns about TV content, compared to 14% of those in NZSEI 2-5, and 2% of those in NZSEI 1.

- 65% of those in NZSEI 4-6 never have concerns about radio content, compared to 45% in NZSEI 1-3.

Parents of younger children are more likely than others to never have concerns about their child's internet or cellphone use.

- 64% of parents of 6-8 year-olds who use the internet never have concerns, compared to 45% of parents of 9-12 year-olds.

- 90% of parents of 6-8 year-olds who use a cellphone never have concerns, compared to 78% of parents of 9-11 year-olds and 66% of parents of 12-13 year-olds.

Parents of Asian children who listen to the radio are more likely than others to never have concerns about their child's radio use.

- 78% of parents of Asian children who listen to the radio have no concerns, compared to 56% of all parents.

The likelihood of having concerns does not differ significantly by gender of the primary caregiver.

CONCERN ABOUT NEWS CONTENT

We also asked parents with children who watch TV whether their child regularly sees any of the early evening news programmes, and whether they were concerned about what their child sees on the news.

Around two thirds of 6-13 year-olds (67%) regularly see the early evening news. Of those parents with children who regularly see the early evening news, two in every five (39%) are concerned about what their child sees.

Figure 42. Parents' concerns about the content of news or current affairs programmes
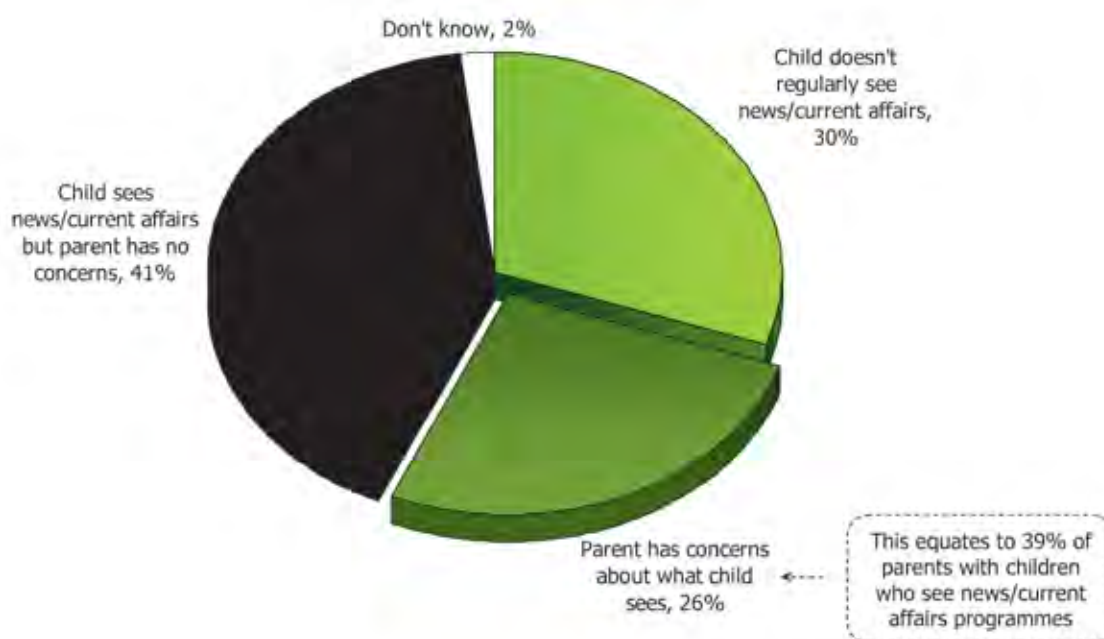
Source: Q3e, Q3f (Parent)
Base: All parents with children who watch television (n=600)

Parents who are more likely to have concerns about the content of early evening news and current affairs shows are those in a higher socio-economic group (33% of parents in NZSEI 1-3 have concerns, compared to 21% of parents in NZSEI 4-6), as well as parents of children in the younger or middle age groups (30% of parents of 6-8 year-olds and 28% of parents of 9-11 year-olds have concerns, compared to just 19% of parents of 12-13 year-olds).

THE CONCERNS OF PARENTS

We asked all parents who experienced concerns about media content at least 'some of the time' to tell us about the kinds of things they have concerns or worries about. Tables 14 to 17 on the following pages illustrate parental concerns regarding TV, internet, radio, and cellphone use.

Note that all percentages are based on parents who expressed at least some concerns.

Concerns regarding television use

Results are consistent with those presented in *The Younger Audience* in 2001. The top three concerns of parents are violence and crime (51%), sexual material (33%), and inappropriate language (20%).

Twenty-two percent of parents who have concerns mention specific programmes they are concerned about. The news is mentioned by 15% of concerned parents. These parents mention concerns about violence, rape, murder, car crashes, crime and inappropriate language contained in the news.[11]

Table 14. Concerns that parents have about their child's television viewing

	Total n = 503 %
Violence and crime	**51**
Violence (hitting, killing, shooting, war, crime, animal cruelty)	51
Sexual material	**33**
Sex/sexual material	27
Nudity	5
Inappropriate dress	2
Sexual innuendo/references	1
Specific kinds of programmes	**31**
Adult programmes/AO programmes	9
Cartoons	8
Cartoons – violent/abusive	5
Cartoons – other	3
Scary/spooky programmes	5
Music videos/channels/programmes	4
Adult movies/movies for people over 18	4
Other kinds of programmes	6
Specific programmes	**22**
News (violence, rape, murder, car crashes, crime, language)	15
Shortland Street (same sex relationships, murder, promiscuity)	5
The Simpsons (violence, language)	4
Inappropriate language	**20**
Swearing/bad language	20
Miscellaneous	**39**
Advertising	9
Promos for upcoming late shows	6
Things child may be influenced by/may copy behaviour	4
Other	25
Have child's TV viewing under control	1
Don't know	1

Source: Q3h (Parent)
Base: Parents who have at least some concern about what their child sees on TV (n = 503)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

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11 This percentage may have been inflated by one of the preceding survey questions, which asked some parents if they have any concerns about what their child sees on the news.

Shortland Street and *The Simpsons* feature among programmes specifically mentioned by parents – 5% of parents with concerns mention *Shortland Street*, and 4% mention *The Simpsons*. When it comes to *Shortland Street*, parents express concerns about same-sex relationships, murder, and people going in and out of relationships. Concerns about *The Simpsons* tend to centre around violence and the language used on the show. Eight percent of parents express similar concerns about non-specific cartoons.

Parents of older children are more likely than parents of those in the middle or younger age groups to express concerns about sexual material (46% of parents of 12-13 year-olds express these concerns, compared to 28% of parents of 6-11 year-old children). Parents of children in the younger or middle age groups are more likely to mention specific programmes they are concerned about (27% of parents of 6-11 year-olds express these specific concerns, compared to 9% of parents of 12-13 year-olds).

Some comments made by parents:

There is often graphic violence or sexual innuendo on TV, and there is often adult content. With the comedies that older siblings watch, I'm worried he may take it on board. He may take on board values that could be harmful to his enquiring mind.

The language used today – how can you teach children to be pleasant when they see bad examples on TV? I'm worried about him watching violence, or seeing adverts, for example, for Viagra during the news, which are not appropriate for him to see.

I am concerned about things like 'Shortland Street', which is on at 7:30pm, which shows teenagers sleeping around. Music videos which are bad for body image – skinny girls with hardly any clothes on.

Concerns regarding radio use

Also consistent with *The Younger Audience* (BSA, 2001), when it comes to children's radio listening, parents are mainly concerned about inappropriate language, including swearing and explicit music lyrics (56%), and sex and sexual inferences (22%).

Table 15. Concerns that parents have about their child's radio listening

	Total n = 220 %
Inappropriate language	**56**
Swearing/bad language	34
Music lyrics/explicit or inappropriate lyrics	31
Sexual material	**22**
Sex/sexual connotations/inferences	22
Specific content / programming	**14**
News	5
Advertisements	4
Reports of crimes and robberies	4
Talkback radio	2
Adult topics	**9**
Adult topics in general	9
Violence	**6**
Violence	6
Miscellaneous	**39**
Inappropriate content (non-specific)	8
Drug use/normalises drug use	4
Sexist references/comments	3
Other	26
Only listen to radio in the car	1
Have child's radio listening under control	3
Don't know	1

Source: Q4e (Parent)
Base: Parents who have at least some concern about what their child hears on the radio (n = 220)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Some comments made by parents:

I don't like the language on Mai FM – they play a lot of 'rap music' which has a lot of swearing, so I am constantly changing the channels.

I'm concerned about the language used, references to sex and some of the pranks they get up to.

When listening to the news something might come on that is inappropriate – I just switch it off.

Concerns regarding internet use

When it comes to children's internet use, parents are mainly concerned about their children accessing (be it intentionally or unintentionally) adult websites or images (57% of parents with concerns mention adult material on the internet).

Parents also express concerns about specific sites, such as *Bebo*, *YouTube*, as well as chatrooms or forums (25% of parents with concerns mention this internet content). Parents of older children are more likely than other parents to mention these concerns (44% of concerned parents of 12-13 year-olds mention these, compared to 21% of parents of 9-11 year-olds, and just 10% of parents of 6-8 year-olds).

Table 16. Concerns that parents have about their child's internet use

	Total n = 215 %
Sites for adults / restricted sites	**57**
Sex/sexual material/pornography	30
Unintentional access of inappropriate sites/images	22
Accessing adult sites	11
Specific sites	**25**
Chatrooms/forums	14
Bebo	8
YouTube	5
Unsolicited material	**21**
Pop-up advertising on websites	12
Spam/junk mail	3
Viruses	6
Contact with people	**18**
Making contact with unknown people	16
Paedophiles	1
Violence	**11**
Violence	10
Violent games	3
Inappropriate language	**3**
Swearing	3
Other	32
Have control over what child sees/does on internet	4

Source: Q5f (Parent)
Base: Parents who have at least some concern about what their child sees or does on the internet
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Around one in every five parents who have concerns is worried about their child accessing unsolicited material (21%) or coming into contact with unknown people (18%). Parents of younger children are more likely than other parents to mention concerns about unsolicited material (32% of concerned parents of 6-8 year-olds mention unsolicited material, compared to 19% of parents of 9-11 year-olds, and just 13% of parents of 12-13 year-olds).

Some comments made by parents:

He has some access to YouTube. Some of the videos and images he sees and some of the people he has access to in his friends' group are unknown to me. He is very trusting and they may not be who they say they are. They may be paedophiles or pranksters. They may want to upset people. I don't want him influenced by people's antics online.

I'm worried about him accessing pornographic or sexual sites. YouTube has some inappropriate things. I'm worried about chatrooms too, and the amount of time he spends on the internet. The antisocial aspect of being on the computer and not outside kicking the ball around or whatever. I would not like him to access pictures of women that are degrading.

I'm worried she might accidentally get into a porn site. Talking to weird people in chatrooms. Some sites of a sexual nature – the software is not perfect and different websites just pop up out of nowhere.

Concerns regarding cellphone use

The most common concern that parents have about their child's cellphone use is their sending or receiving of inappropriate text messages (38% of concerned parents mention inappropriate text messages), followed by concerns about who their child is texting or talking to (26% of concerned parents mention this). One in every four parents with concerns (25%) mentions text bullying.

Overall, 46% of responses were diverse (28 comments in total), and were not able to be grouped into more finite categories.[12] Some examples of these comments are 'playing games', 'using cellphone at night', 'bad grammar from texting', 'amount of time spent texting', and 'strange text messages'.

Table 17. Concerns that parents have about their child's cellphone use

	Total n = 63 %
Receiving or sending inappropriate text messages	38
Who the child is talking to/texting	26
Text bullying	25
Other	46

Source: Q6d (Parent)
Base: Parents who have at least some concern about what their child does with a cellphone

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12   Our general practice is to categorise comments made by 10% of respondents or more (ie, 6 comments for this question, where n = 63).

Some comments made by parents:

> *I'm concerned about text bullying/sending or receiving unpleasant texts or saying things in text he wouldn't say face-to-face. Texting unsavoury people I don't know.*
>
> *She might receive some strange texts – I want her to tell me and as soon as I know I will take it off her – it is quite dangerous out there.*
>
> *Jokes that come through. Some text conversations – it's too easy to be nasty and you don't know if someone is being serious.*

PARENTS' CONCERNS ABOUT CHILDREN'S EXPOSURE: SUBGROUP ANALYSES

Television

- Older parents who have concerns are more likely than younger parents to say that sexual material on TV is a concern (62% of primary caregivers over the age of 50 who have concerns state that they are concerned about sexual material on TV, compared to 34% of those aged 40-49, 29% of those aged 35-39, and 27% of those aged under 35).
- Parents of boys who have concerns are more likely than parents of girls to say that they are concerned about violence on TV (56%, compared to 46% of parents of girls who have concerns).

Radio

- Parents of Asian children who listen to the radio are less likely than the average to have concerns about their child's radio listening at least 'some of the time' (20%, compared to 42% of all parents with children who listen to the radio).
- Parents of Pacific and Asian children who have concerns are less likely than the average to say that sexual material on the radio is a concern (5% of parents of Pacific children and no parents of Asian children say this, compared to 22% of all parents who have concerns about their child's radio listening).
- Parents of Pacific children who have concerns are more likely than the average to say they are concerned about their child hearing reports of crimes and robberies (14%, compared to 4% of all parents with concerns).

Internet

- Parents of boys who have concerns about what their child sees on the internet are more likely than parents of girls to say that they are concerned about adult material (67%, compared to 47% of concerned parents of girls) and violence on the internet (17%, compared to 7% of concerned parents of girls).
- Parents of Pacific children who have concerns are more likely than the average to say they have their child's internet usage under control (23%, compared to 4% of all parents who have concerns who say this).

RULES AND PROTECTIONS PUT IN PLACE BY PARENTS

We sought to determine the rules and restrictions that parents put in place regarding their children's use of TVs, radios, computers, and cellphones.

Rules and restrictions for TV viewing

Two thirds (66%) of all parents with children who watch TV say they restrict TV watching at certain times of the day or the amount of time their child spends watching TV. Parents of children in the younger or middle age groups are more likely than parents of older children to say that they use time restrictions (72% of parents of 6-8 year-olds use time restrictions, compared to 68% of parents of 9-11 year-olds and 56% of parents of 12-13 year-olds).

Table 18. Parents' rules and restrictions regarding their child's television viewing

	Total n = 600 %
No rules	**16**
Time restrictions / time of day	**66**
Restrict number of hours	39
No TV after a certain time	28
After homework	15
Restrict TV at certain times – mornings/before school/after dinner/dinner	6
Restrict the days the child is allowed to watch, eg, weekends only	2
Restricted according to ratings / content	**41**
Don't watch AO classification	22
Only children's programmes	14
Don't watch PGR	2
Parental control settings on decoder	4
Only watch videos	5
No pay TV	2
No violence	1
Restrict what child watches – non-specific	1
Allow news/documentaries/Triangle/current affairs/educational	1
Adult control / supervision	**31**
Check on what child is watching	18
Switch channels if adult decides to	7
Watch PGR with adult present	6
Can only watch with an adult	4
Watch AO with adult present	4
Remote control used by adults	1
Miscellaneous	**13**
Not allowed to watch in bedroom	4
Go outside if it's a nice day/fine weather/no TV on a fine day	1
Use as punishment/reward	1
Other	8

Source: Q3d (Parent)
Base: Parents who have a TV in their home (n = 600)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Having said this, parents of children in the older or middle age groups are more likely than parents of younger children to restrict TV viewing after a certain time at night – specifically, 33% of parents of 9-13 year-olds do this, compared to 18% of parents of 6-8 year-olds.

Two in every five parents with children who watch TV (41%) say that they restrict TV watching according to programme content. Parents of younger children are more likely to do this than parents of older children (44% of parents of 6-11 year-olds restrict TV watching according to programme content, compared to 34% of parents of 12-13 year-olds).

Almost two-thirds of parents with children who watch TV (31%) use adult control or supervision of some nature.

A small proportion of parents (3%) said they had no rules but then explained that they do use restrictions of some kind. Therefore overall, 13% of parents with children who watch television have no rules.

Use of parental control facilities on television decoders

TV decoders or pay TV channels can offer services that require a pin, or that allow parents to lock out certain channels and movies. We asked all parents who have a decoder if they use these services. As can be seen in the chart below, 67% of parents of 6-13 year-old children who own a decoder use parental control services.

Figure 43. Use of parental controls on TV decoders and pay TV channels

Source: Q2c (Parent)
Base: All parents with a decoder in the home (n = 278)

Rules and restrictions for radio listening

Most parents who have a radio say that they have no rules for restricting radio listening (69%). A small proportion of these (4%) said they had no rules but then explained that they did use restrictions of some kind.

Table 19. Parents' rules and restrictions regarding their child's radio listening

	Total n = 579 %
No rules	**69**
Adult control / supervision	**11**
Switch over if adult decides to	8
Only listen supervised	3
Check on what child is listening to	1
Restricted according to station / content	**5**
Only certain stations	3
No swearing	1
Only listens to music/mainly listens to music	1
Only children's programmes	1
Time restrictions / time of day	**4**
No radio after a certain time	2
Don't listen to radio during certain times	1
Length of time listening	1
Miscellaneous	**6**
Don't play too loud	3
Other	3
Child does not listen to radio	15

Source: Q4c (Parent)
Base: Parents who have a radio in their home (n = 579)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

The most common restriction is the use of adult control or supervision of radio listening, with 11% of parents with a radio saying they do this. Parents of children in the younger or middle age groups are more likely to say that they do this than parents of older children (13% of parents of 6-11 year-olds say they do this, compared to 6% of parents of 12-13 year-olds). There are no other statistically significant age differences.

Rules and restrictions for computer use

Most parents who have a computer in their home implement restrictions for their child's computer use (only 12% do not). Parents of older children are more likely to say they have no rules than parents of younger children (19% of parents of 12-13 year-olds say they have no rules, compared to 8% of parents of 9-11 year-olds and 12% of parents of 6-8 year-olds).

Just over half (55%) of all parents who have a computer maintain control or supervise their child's computer use. Adult supervision is more likely to occur with younger children (26% of parents of 6-11 year-olds say that they do this, compared to 12% of parents of 12-13 year-olds).

Having said this, parents of older children are more likely than parents of children in the younger or middle age groups to check what their child has done on the computer (13% of parents of 12-13 year-olds say that they do this, compared to 3% of parents of 6-11 year-olds).

Fourteen percent of parents say that they only let their children use the internet to obtain information for homework or research purposes.

Table 20. Parents' rules and restrictions regarding their child's computer use

	Total n = 507 %
No rules	**12**
Adult control / supervision	**55**
Only websites agreed with parent	24
Only use when adult in room/must have adult supervision	22
Regularly check what they are doing online	19
Check what they have done later/check emails	5
Must have adult's permission to use internet	4
Time restrictions / time of day	**43**
Restrict the number of hours child on computer	39
No computer after certain time	4
Restricted according to ratings / content / use	**35**
Only use internet for homework/information/research	14
Blocked access to types of websites/have filtering software (eg, Netnanny, Cyber-safe)	9
Children's websites	9
No chatrooms	6
No rude/porn websites	4
No downloading	4
No emails	4
No instant messaging	3
Only play games	3
No buying over internet	2
Don't give out personal details	1
Has own password/sign-on	1
Only uses for word processing /clip-art etc.	1
Miscellaneous	**15**
Computer position	6
Other	9
No access / not allowed / does not use Internet	9

Source: Q5c (Parent)
Base: Parents who have a computer in their home (n = 507)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Use of filtering/blocking software to restrict internet access

Only 9% of parents mention unprompted that they have installed filtering or blocking software to restrict their child's internet access. We also prompted parents to find out if they have installed such software. Overall, 32% of all parents with children who can access the internet (ie, their child uses a computer that can access the internet) have installed this software on one or more of their computers.

Figure 44. Use of blocking/filtering software to restrict internet access and the percentage of children who say they can bypass this software
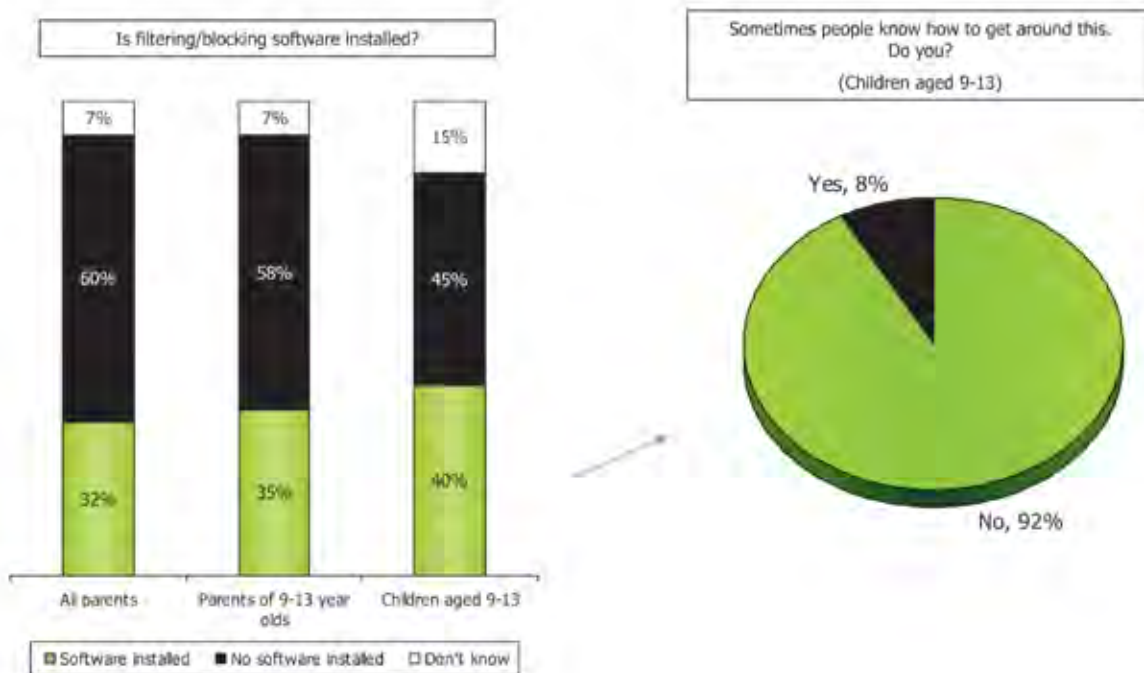
Source: Q5c, Q5d (Parent) and Q5c, Q5d (Child)
Base: Q5c - All parents with a child who can access the internet (n = 439) / Q5d - All parents of 9-13 year olds who say their child uses a computer at home that can access the internet (n = 292) / Q5c - All 9-13 year olds who say they use the internet at home (n = 275) / Q5d - All 9-13 year olds who say that filtering/blocking software is installed (n = 98)

We asked all 9-13 year-olds who use the internet at home whether the computer they mainly use has software that can stop them from seeing certain websites. Two in every five 9-13 year-olds who use the internet at home (40%) say that filtering/blocking software is installed. Of those who say this software is installed, few (8%) say they know how to get around this software.

Rules and restrictions for cellphone use

When it comes to cellphone use, 29% of parents with a child who uses a cellphone say that they have no rules for their child's cellphone use. Parents of older children are more likely than parents of younger children to say that they have no rules (37% of parents of 12-13 year-olds have no rules, compared to 23% of parents of 9-11 year-olds and 19% of parents of 6-8 year-olds).

Two in every five parents with a child who uses a cellphone say that they restrict certain kinds of cellphone use (39%). Parents of younger children are more likely than parents of older children to say that they do this (55% of parents of 6-8 year-olds do this, compared to 46% of parents of 9-11 year-olds and 28% of parents of 12-13 year-olds).

Table 21. Parents' rules and restrictions regarding their child's cellphone use

	Total n = 234 %
No rules	**29**
Restricted according to use	**39**
Only call certain people	18
Only calls and texts	13
Only in emergencies	10
Only used for playing games	5
Only to call / text parents/family	4
No playing games	1
Adult control / supervision	**21**
Check on what child is doing	16
Child must ask to use cellphone	3
Totally supervised by parent	3
Monetary restrictions	**14**
Child pays for top-ups	7
Limit top ups	7
Time restrictions / time of day / place	**12**
Cellphone taken away/switched off at night time	7
Not to be used at school	5
After homework is done	1
Miscellaneous	**20**
Other	18
Use as form of discipline/incentive	2

Source: Q6b (Parent)
Base: Adults with children who use a cellphone (n = 234)
Note. Like responses have been grouped in categories, and these have been further grouped to illustrate general themes. Themes are highlighted in bold print, and give the percentage of participants that gave at least one of the more detailed suggestions that relate to them.

Adult control or supervision of their child's cellphone use is mentioned by one in five parents (21%). Again, parents of younger children are more likely to do this than parents of older children (39% of parents of 6-8 year-olds do this, compared to 28% of parents of 9-11 year-olds and 10% of parents of 12-13 year-olds).

Fourteen percent of parents with a child who uses a cellphone use monetary restrictions, such as limiting 'top-ups' on prepaid phones or requiring the child to pay for these out of their own pocket money. Parents of older children are more likely to do this than parents of younger children (17% of parents of 12-13 year-olds and 15% of parents of 9-11 year-olds do this, compared to just 3% of parents of 6-8 year-olds).

PARENTS WHO HAVE NO RULES AND RESTRICTIONS REGARDING THEIR CHILD'S MEDIA USE

Parents who have no rules regarding their child's TV use are more likely to say they never have concerns about what their child sees on TV, hears on the radio, and does on the internet.

- 33% of parents with no rules for TV watching say that they never have any concerns about what their child sees on TV, compared to just 12% of parents who do have rules.

- 75% of parents with no rules for TV watching, and who say their child listens to the radio, say that they never have any concerns about what their child hears on the radio, compared to 54% of those who do have rules.

- 72% of parents with no rules for TV watching, and who say their child uses the internet, say that they never have any concerns about what their child does on the internet, compared to 48% of those who do have rules.

Parents who have no rules regarding their child's radio listening are more likely to say they never have concerns about what their child hears on the radio.

- 64% of parents with no rules for listening to the radio say that they never have any concerns about what their child hears on the radio, compared to just 33% of parents who do have rules.

Age of children

Parents of older children are more likely than parents of those in younger age groups to have no rules about their child's media use.

- 19% of parents of 12-13 year-olds who have a TV in their home have no rules for their child's TV watching, compared to 10% of parents of 9-11 year-olds and 11% of parents of 6-8 year-olds.

- 19% of parents of 12-13 year-olds who have a computer in their home have no rules for their child's computer use, compared to 8% of parents of 9-11 year-olds and 12% of parents of 6-8 year-olds.

- 36% of parents of 12-13 year-olds who use a cellphone have no rules for their child's cellphone use, compared to 23% of parents of 9-11 year-olds and 19% of parents of 6-8 year-olds.

Influence of having no rules on children

- Children aged 9-13 with parents who have no rules are more likely to say they have been bothered or upset by fighting (22%) and killing (14%) on TV, compared to 10% (fighting) and 5% (killing) of those with rules respectively.

Gender of primary caregiver and rules for media use

- There are no significant differences in the likelihood of having rules and restrictions by gender of the primary caregiver.

FACTORS THAT HELP SHAPE PARENTS' RULES REGARDING CHILDREN'S MEDIA EXPOSURE

We asked all parents about the things that have contributed to, or helped to shape, the rules they have for their child, or the way they like their child to use different media. As can be seen in the following chart, 63% of parents say that their culture helped shape their views. Around 30% of parents say that their own upbringing or their religious or spiritual beliefs helped to shape their views.

Figure 45. Influences on parents' rules about children's media behaviour

Culture — 63%
Own experience — 31%
Religious or spiritual beliefs — 30%
Political beliefs — 9%
'Other* — 7%
None of these — 7%
Don't know — 1%
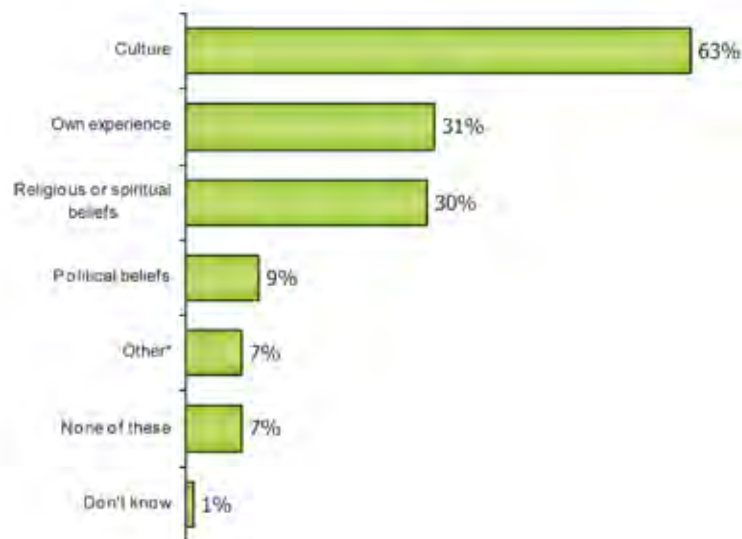
* 'Other' includes educational material/reading/parenting courses (2%), family/friends/other parents (2%), own personal values/morals (1%)
Source: Q7a (Parent)
Base: All parents (n = 604)

RULES AND PROTECTIONS PUT IN PLACE BY PARENTS: SUBGROUP DIFFERENCES

Rules and restrictions for TV viewing

- Parents of Māori children who watch TV are more likely than the average to say that they have no rules (27%, compared to 16% of all parents with a TV) and are less likely than the average to restrict TV watching by programme content (28%, compared to 41% of all parents with a TV) or to maintain close supervision or control over their child's TV watching (19%, compared to 31% of all parents with a TV).

- Parents of Pacific children who watch TV are less likely than the average to say that they maintain close supervision or control over their child's TV watching (20%, compared to 31% of all parents with a TV).

- Parents who have young adults living in their home (ie, those aged 14-17) are more likely than other parents to say that they have no rules (23%, compared to 12% of parents who have a TV and who have no young adults living in their home).

- Parents who have more than one other adult living in their home are more likely than the average to say they have no rules (24%, compared to 16% of all parents with a TV).

- Parents in lower socio-economic groups are more likely than parents in higher socio-economic groups to say that they have no rules for TV watching (0% of parents in NZSEI 1 with a TV say they have no rules, compared to 11% in NZSEI 2, 13% in NZSEI 3, 18% in NZSEI 4, 17% in NZSEI 5, and 23% in NZSEI 6).

Rules and restrictions for radio listening

- Parents who live in a home with young adults (ie, those aged 14-17) are less likely than others to say they restrict radio listening by station or programme content (2% of parents who have a radio and who

live with at least one young adult restrict radio listening by station or programme content, compared to 7% of parents who have a radio and who do not live in a home with a young adult).

Rules and restrictions for computer use

- Parents over the age of 50 with a computer are more likely than average to say that they have no rules for their child's computer use (25%, compared to 12% of all parents with a computer).

- Parents of girls with a computer are more likely than parents of boys to maintain close supervision or control of their child's computer use (60%, compared to 51% of parents of boys with a computer).

- Parents of Pacific children are less likely than the average to maintain close supervision or control of their child's computer use (38%, compared to 55% of all parents with a computer).

- Parents of Asian children are more likely than the average to use time restrictions (56%, compared to 43% of all parents with a computer) and to restrict computer use by the content of websites or type of use (48%, compared to 35% of all parents with a computer).

- Urban parents are more likely than rural parents to use time restrictions (46%, compared to 31% of rural parents with a computer).

- Parents who live in a home with at least one young adult (ie, those aged 14-17) are less likely than others to maintain close supervision or control of their child's computer use (47%, compared to 60% of parents with a computer who do not live with any young adults).

- Parents in lower socio-economic groups are more likely than parents in higher socio-economic groups to say that they have no rules for computer use (9% of parents in NZSEI 1 with a computer say they have no rules, compared to 7% in NZSEI 2, 6% in NZSEI 3, 15% in NZSEI 4, 12% in NZSEI 5, and 28% in NZSEI 6).

Rules and restrictions on cellphone use

- Parents over the age of 50 with a child who uses a cellphone are more likely than the average to say that they have no rules regarding their child's cellphone use (54%, compared to 29% of all parents with a child that uses a cellphone).

- Parents of Asian children who use a cellphone are less likely than the average to maintain close supervision over their child's cellphone use (3%, compared to 21% of all parents with a child that uses a cellphone).

- Parents of urban children who use a cellphone are less likely than parents of rural children to restrict certain kinds of cellphone use (35%, compared to 65% of parents of rural children with a child that uses a cellphone).

- Parents who live in their home with no other adults are less likely than the average to restrict certain kinds of cellphone use (22%, compared to 39% of all parents with a child that uses a cellphone).

Influences on views regarding child's interaction with media

- Parents over the age of 50 are more likely than parents under the age of 50 to say that spiritual or religious beliefs have influenced their views (52%, compared to 28% of parents under the age of 50).

- Parents of Pacific children are more likely than the average to say religious or spiritual beliefs (43%, compared to 30% of all parents), and less likely than the average to say culture (52%, compared to 63% of all parents) or 'own experience' (49%, compared to 61% of all parents).

- Parents of Asian children are more likely than the average to say 'none of these' (15%, compared to 7% of all parents), and are less likely than the average to say culture (51%, compared to 63% of all parents) or 'own experience' (47%, compared to 61% of all parents).

APPENDIX A:
SAMPLING METHODOLOGY

THE SAMPLING SCHEME

Stage 1: Drawing the primary sampling unit – sampling of Census Area Units

The first stage consisted of selecting a sample of Statistics New Zealand Area Units (as defined for the 2006 Census). As different Area Units have different population densities they were randomly selected so their chance of inclusion is in proportion to their size (size was defined by the number of residents of permanent private dwellings aged 6 to 13 living within each area unit).

STRATIFICATION OF AREA UNITS

Although the above 'proportional' sampling should ensure that each region of the country and each urban type are represented in their correct proportions, it is possible to get some deviation due to factors such as differential non-response. As an example, people in rural areas often have a higher rate of participation than people in urban areas.

The Area Units were therefore stratified into nine strata defined by crossing the following three region types with the following three urban types. This ensures that percentages of respondents in each region/ urban type combination match Census data to within the degree of closeness possible under the sampling scheme.

REGION TYPES
1. Northern North Island – Northland, Auckland, Waikato, Bay of Plenty, Gisborne.
2. Southern North Island – Hawkes Bay, Taranaki, Manawatu-Wanganui, Wellington.
3. South Island – all the South Island.

URBAN TYPES
1. Main – urban zones of population centres with 30,000+ total population in 2006.
2. Secondary and Minor – urban centres with 1000 to 29,999 total population in 2006.
3. Rural – localities and Area Units with less than 1000 total population in 2006.

Stage 2: Drawing the secondary sampling unit – selection of households within the Area Unit

Within each Area Unit, a 'start point' for a cluster of household interviews along a controlled interviewer walk (with call-backs) was selected.

A 'start point' was a street intersection selected randomly from the street intersections within an Area Unit, using random numbers, which refer to a grid overlay placed on a Statistics New Zealand Area Unit map. In rural Area Units, street intersections were selected with additional reference to NZMS topographic maps which contain more road detail. Grid cells in the overlay are sampled until an intersection which can meet the turning criteria of an interviewer walk is found. There was an added proviso built into this process that the start point should not have been used for other Colmar Brunton random door-to-door research in the last six months (to prevent respondent 'wear out' and associated negative effects on response rates).

Households were called upon sequentially along a controlled interviewer walk (or drive) out from the start point for the Area Unit. The interviewers walked leftwards from the start point calling on every third house encountered, turning left at street corners to proceed down the same side of the road. If they came back to where they started, they crossed the road to the opposite side, and repeated the leftwards walk. This walk was intended to produce eight interviews from households in the Area Unit after call-backs. The walk was bounded so that, at any stage during the initial walk and during the call-back walks, no more than 14 non-refusing houses, including those where interviews took place, were 'open' to contact by the interviewer.

Stage 3: Drawing the tertiary sampling unit – selection of the child within the household

On contact with the household, the interviewer asked the initial contact whether the household includes parents/caregivers of children aged 6 to 13. If the household qualified in this regard, the interviewer asked to speak to the primary caregiver. They then sought permission from both the primary caregiver and a child to take part in the study. Where there was more than one child aged 6 to 13, we attempted to interview the child with the next birthday.

If childcare responsibilities were jointly undertaken by parents, we asked to speak to either parent/caregiver. If the household was ineligible, this was recorded and no interview was conducted.

Coverage

Using this method the coverage is almost 100% complete. All permanent private households in New Zealand which are not offshore from the North or South Island had a chance of being included in the sample (except for houses which require four wheel drive-access).

ETHNIC BOOSTERS

Additional face-to-face booster interviews were conducted with fifty Pacific Island children and fifty Asian children (and their primary caregivers). This involved proportional sampling from Statistics New Zealand Area Units with at least 20% Pacific and Asian populations respectively (where population is defined by the number of Pacific/Asian children aged 6 to 13 in each area unit).

For the Pacific booster interviews, on contact with the household, the interviewer asked the initial contact whether the household includes parents/caregivers of Pacific children aged 6 to 13. If the household qualified in this regard, the interviewer then asked to speak to the primary caregiver. They then sought permission from both the primary caregiver and the child to take part in the study. Where there was more than one Pacific child aged 6 to 13, we attempted to interview the child with the next birthday.

If childcare responsibilities were jointly undertaken by parents, interviewers asked to speak to either parent/caregiver. If the household was ineligible, this was recorded and no interview was conducted.

A similar approach was used for the Asian booster interviews.

POST-STRATIFICATION

It should be noted that a sampling scheme which selects only one child per household is subject to a household size bias – where children from large families have a smaller chance of being included than children from small families. To correct for this bias a two-stage weighting process was applied. The first stage was a pre-weight to account for probability of selection. The second stage aligned sample data with Census data on age, gender, and ethnicity variables.

RESPONSE RATES

The response rate for the main sample is 77%. The response rates for the Pacific and Asian boosters are 76% and 68%, respectively.

The response rate is calculated as follows:

Response rate = $\frac{x}{y}$

where $x =$ number of achieved interviews
             $y =$ number of eligible households contacted and attempted to be contacted in the universe, who qualify for inclusion.

As the target population for this survey is children aged 6-13 years, not all households are eligible for inclusion (ie, households without children aged 6-13 years are not eligible). Eligibility was not able to be determined for some households, for example, where the initial contact person refused to allow the interviewer to proceed to the point of determining whether there was an eligible person in the household.

Therefore, in order to determine the total number of eligible households, an estimation has been made by calculating the proportion of eligible households where eligibility was determined and applying this proportion to the number of eligible households where eligibility was not determined.

DATA PROCESSING

The local supervisor checked all questionnaires before they were dispatched for processing. Trained staff from Consumer Link (Colmar Brunton's fieldwork company) handled all subsequent editing and post-coding of questionnaires and data entry.

The following quality control measures are used for all processing and editing procedures:

An audit of 10% of all interviews is carried out. This involves:

1. Confirming the interview took place

2. Adherence to respondent selection procedure

3. Confirming the answers to at least three of the questions in the questionnaire

4. Feedback on interviewer's manner.

Coders check all questionnaires for accuracy and completeness, before data entry.

Data is entered using SurveyCraft™ software. A minimum of 10% of each coder's work is checked. If errors are detected, 100% checks are carried out. A minimum of 10% of all data entry work is verified, and again, if errors are found, then 100% checks are carried out.

The SurveyCraft™ data entry software also provides feedback on the level of interviewer error by interviewer name.

APPENDIX B:
SAMPLE PROFILE

CHILDREN AGED 6 TO 13 YEARS

Gender of child	Weighted		Unweighted	
	No.	%	No.	%
Male	314	52	268	44
Female	290	48	336	56
	604	**100**	**604**	**100**

Age of child	Weighted		Unweighted	
	No.	%	No.	%
Six years	73	12	64	11
Seven years	73	12	69	11
Eight years	73	12	82	14
Nine years	70	12	77	13
Ten years	80	13	108	18
Eleven years	78	13	66	11
Twelve years	78	13	74	12
Thirteen years	79	13	64	11
	604	**100**	**604**	**100**

Ethnicity of child*	Weighted		Unweighted	
	No.	%	No.	%
NZ European/Pakeha	387	64	364	60
Maori	139	23	128	21
Pacific	64	11	107	18
Asian	53	9	99	16
European (non- New Zealand)	44	7	25	4
Other	19	3	10	2
Don't know	3	1	1	-
	604		**604**	

*Respondents can indicate more than one ethnicity. Percentages do not add to 100.

PRIMARY CAREGIVERS OF CHILDREN AGED 6 TO 13 YEARS

Gender of primary caregiver	Weighted		Unweighted	
	No.	%	No.	%
Male	117	19	110	18
Female	487	81	494	82
	604	**100**	**604**	**100**

Age of primary caregiver	Weighted		Unweighted	
	No.	%	No.	%
15 to 17 years	3	1	2	-
18 to 19 years	1	-	2	-
20 to 24 years	5	1	8	1
25 to 29 years	41	7	38	6
30 to 34 years	98	16	108	18
35 to 39 years	155	26	166	27
40 to 49 years	258	43	243	40
50 to 59 years	32	5	26	4
60 to 69 years	11	2	11	2
70 + years	-	-	-	-
	604	**100**	**604**	**100**

HOUSEHOLDS OF CHILDREN AGED 6 TO 13 YEARS

Number of adults in household	Weighted		Unweighted	
	No.	%	No.	%
1	135	22	108	18
2	375	62	390	65
3	58	10	65	11
4	19	3	21	3
5	11	2	12	2
6	5	1	6	1
More than 6	1	-	2	-
	604	**100**	**604**	**100**

Primary caregiver's relationship with other adults in household*	Weighted		Unweighted	
	No.	%	No.	%
Husband/wife/partner	433	92	454	92
Mother/stepmother/partner of father	35	8	37	7
Father/stepfather/partner of mother	11	2	13	3
Brothers/sisters/stepbrothers/stepsisters	21	5	23	5
Child/children aged 18 and over	37	8	35	7
Grandmother	7	2	10	2
Grandfather	1	-	2	-
Other relative	28	6	33	7
Friend/other person not related to you	9	2	14	3
	469		**496**	

*Percentages will not add to 100 as more than one adult may live in each household.

Number of children 14 to 17	Weighted		Unweighted	
	No.	%	No.	%
0	396	66	421	70
1	155	26	135	22
2	44	7	38	6
3	9	1	10	2
	604	**100**	**604**	**100**

Number of children 0 to 13	Weighted		Unweighted	
	No.	%	No.	%
1	270	45	198	33
2	213	35	236	39
3	83	14	103	17
4	28	5	45	7
5	9	1	17	3
6	-	-	1	-
More than 6	1	-	4	1
	604	**100**	**604**	**100**

New Zealand Socio-economic Indicator (NZSEI)		Weighted		Unweighted	
Indicator	Occupation of main income earner	No.	%	No.	%
1	**PROFESSIONAL:** Accountant, Airline Pilot, Architect, Dentist, Doctor, Government Administrator (Senior), Headmaster, Journalist, Lawyer, Lecturer, Librarian, MP, Medical specialist, Professional Engineer, Radiologist, School Principal, Scientist, Secondary Teacher, Zoologist	29	5	24	4
2	**SEMI-PROFESSIONAL/TECHNICIAN:** Company Director, Company Manager, Computer Programmer, Detective, Editor, Electrical/Electronic Technician, IT Manager, Journalist, Laboratory Technician, Local Body Official, Managing Director, Pharmacist, Physiotherapist, Policeman, Primary School Teacher, Secretary, Social Worker, Typist	68	11	61	10
3	**CLERICAL/PUBLIC SERVANT:** Accounts Clerk, Bank Officer, Clerk, Company Sales Manager, Courier, DP Operator, Draughtsman, Electrician, Estate Agent, Human Resources Manager, Library Assistant, Nurse, Office Manager, Plumber, Salesman	161	27	162	27
4	**SALES/SELF-EMPLOYED/QUALIFIED TRADESMAN:** Baker, Builder, Cabinet Maker, Carpenter, Chef, Farmer, Florist, Hairdresser, Manager (Retail), Mechanic, Musician, Printer, Restaurant Manager, Shop Assistant	98	16	97	16
5	**SEMI-SKILLED:** Bricklayer, Bus Driver, Caretaker, Carpet Layer, Cook, Farm Contractor, Glazier, Machine Operator, Nurse Aid, Nursery Worker, Painter, Paperhanger, Plasterer, Postman, Service Station attendant, Truck Driver	144	24	159	26
6	**LABOURER/UNSKILLED/UNEMPLOYED/ BENEFICIARY/RETIRED:** Barman, Builder's Labourer, Cleaner, Forklift Operator, Grounds person, Kitchen hand, Labourer, Machinist, Packer, Store person, Waiter	104	17	101	17
		604	**100**	**604**	**100**

APPENDIX C:
RADIO STATIONS

The following table shows how radio stations were grouped for analysis. This question was unprompted for both parents and children.

Station Type	Stations in Category
Maori-identity	Atiawa Toa FM Tahu FM Tai FM Ruia Mai Mai FM Radio Ngatihine Radio Tainui
Music targeted at those aged 20+	Classic Hits More FM Times FM
Music targeted at those aged 30+	The Breeze Viva 98.2FM (now Easy Mix) Coast FM Solid Gold Classic rock Radio Dunedun FM Country Wairoa Mainland FM Radio Hauraki
Music targeted at those aged under 30	The Edge The Rock Todays Hit Music (ZM) Radio Active 89FM Up FM Kiwi FM
Niche	Rhema Network/Radio Rhema Life FM Apna 990am Radio Tarana 95bfm Southern Star Planet FM The Cruise - Niche New Supremo Wellington Access Radio
Pacific-identity	Flava Niu FM Radio 531 PI Radio Samoa Samoan Capital FM
Public	National Radio Concert FM
Talk	Newstalk ZB (or 1ZB) Radio Live Radio Sport Radio Pacific/Trackside

APPENDIX D:
QUESTIONNAIRES

CHILDREN'S MEDIA RESEARCH: PARENT SURVEY 400173601

INTERVIEWER'S NAME:	
RESPONDENT'S NAME:	
ADDRESS:	
DATE	**PHONE NUMBER**

P1

Checked _____ Date_____	
Audited _____ Date_____	
Callbacks QN's required_____	
Callbacks	
Completed_____	
Date_____	

EMPLOYEE NO.		**P2**
INTERVIEW DURATION		**P3**

START TIME	**FINISH TIME**

WRITE IN- AREA	**P4**	**STARTPOINT NO:**
UNIT NAME:		**P5**

INTERVIEWING AREA   **P6**

Whangarei	01	Gisborne	14	Kapiti Coast	27
Auckland	02	Napier/Hastings	15	Nelson	28
North Shore	03	Hawkes Bay	16	Blenheim	29
Manukau	04	New Plymouth	17	Westport	30
Papakura	05	Taranaki	18	Greymouth	31
South Auckland	06	Wanganui	19	Christchurch	32
Pukekohe	07	Palmerston North	20	Lyttelton	33
Waitakere	08	Manawatu	21	Ashburton	34
Hamilton	09	Masterton	22	Timaru	35
Waikato	10	Wellington	23	Oamaru	36
Rotorua	11	Porirua	24	Dunedin	37
Tauranga	12	Upper Hutt	25	Invercargill	38
Whakatane	13	Lower Hutt	26		

INITIAL CONTACT

Good morning/good afternoon/Kia Ora. I'm calling about a very important survey we're doing with families throughout New Zealand. My name is ………. from Colmar Brunton, a research company. We are doing a survey about media and children in New Zealand for the Broadcasting Standards Authority to understand New Zealand families' media experiences.

As a thank-you, households who complete the survey will get $15.

SHOW LETTER (AT ANY TIME)

First, I need to see if your household qualifies and who I need to talk to.

A. How many children or teenagers aged 6 to 13 are there living in your house?

IF NONE CODE HHNQ AND CLOSE.

Great. May I please speak to the parent or caregiver in your family that spends the most time looking after any children aged 6 to 13 in this house? **IF EQUAL REPONSIBILITY, EITHER PARENT CAN TAKE PART.**

REINTRODUCE AS NECESSARY.

The survey involves us speaking with you for about 15 minutes and then a child aged 6 to 13 for about 15 minutes. We'll give you $10 and your child $5.

CHECK A. IF MORE THAN ONE CHILD AGED 6 TO 13: The child I need to speak to is the one with the next birthday. **DO NOT SUBSTITUTE WITH ANY OTHER CHILD.**

READ TO ALL. Would you and your child like to take part in this research? I can talk to you both now or arrange a suitable time to come back when you're both at home.

ARRANGE CALLBACK IF NECESSARY.

IF NECESSARY: If you'd like, I can show you all the questions we'll be asking your child before we start.

IF WILLING. Thank you. Can we now speak briefly with the child who is between 6 and 13 with the next birthday? That way we can check that they're happy to take part too.

TO THE CHILD: Hi, I'm ……… I would like to talk to you today about things like television, radio, and computers. It won't take very long and it is not hard. And you get $5 for taking part.

Would it be okay for me to talk with you?

IF NECESSARY: Your Mum or Dad can stay and listen too if you like.

IF YES, RECORD FIRST NAME OF CHILD BELOW.

IF NO: That's okay. Thank you for talking to me. CLOSE CONTACT. QREF.

IF YES: Great. I'll just talk to your Mum or Dad first, and then I'll ask you a few questions.

CHILD'S NAME: _____ **P7**

Q1a **CODE DAY OF WEEK** **P8**

Monday	1
Tuesday	2
Wednesday	3
Thursday	4
Friday	5
Saturday	6
Sunday	7

Q1b **WRITE IN DATE AND MONTH OF INTERVIEW (EG, DAY: 28, MONTH: OCTOBER)**

DATE: _____ **MONTH:** _____ **P9**

INTERVIEW

SHOWCARD A

Q2a   Firstly, which of these media do you have in your home?

CODE EACH MENTIONED IN COL A.

P10M

Television	01
Radio	02
Computer	03
Cellphone	04
Video or VHS player	05
DVD player	06
A device that decodes TV channels (eg, a SKY, Telstra-Clear, or Freeview decoder)	07
MP3 player (eg, iPod, iRiver, or other)	08
Games console that works with television	09
Hand-held games console	10
Digital camera	11
Camcorder	12
Other media devices (specify)	

Q2b   Do you have a device that records TV programmes? This could be a video player, a DVD recorder, or a hard-drive recorder.

CODE ONE ONLY.

P11

Yes	1
No	2
Don't know	3

ASK Q2c IF DECODER IN HOUSEHOLD (CODE 7 AT Q2a), OTHERWISE SKIP TO Q3a

Q2c   TV decoders or pay TV channels often have services that require a PIN or that allow parents to lock out certain channels or movies. Do you use these services?

CODE ONE ONLY.

P12

Yes	1
No	2
Don't know	3

TELEVISION

CONTINUE IF TELEVISION IN HOME (CODE 1 AT Q2a), OTHERWISE GO TO Q4a

Q3a   Where in your household is the television that **[CHILD]** mainly watches?
CODE ONE ONLY IN COL A.

Q3b   Where are any other televisions that (he/she) watches?
CODE EACH MENTIONED IN COL B.

ASK Q3c IF CODE 1 AT Q2b, OTHERWISE SKIP TO Q3d

Q3c   **IF ONE TV (CODE 1) AT Q3b, ASK:** And does this television have a recording device such as a video or DVD recorder, or a device with an internal hard-drive recorder?

IF MORE THAN ONE TV AT Q3b, ASK: Which, if any, of these televisions have recording devices such as a video or DVD recorder, or a device with an internal hard-drive recorder?

FOR EACH MENTIONED IN Q3b, CODE ONE ONLY IN COL C.

P13 P14m   P15s/P16

	COL A	COL B	COL C		
			YES	NO	
Child does not watch television	01				SKIP TO Q4a
No other TV/ Child watches only one television		01			
Living room/lounge/family room	02	02	01	02	
Child's own Bedroom	03	03	01	02	
Bedroom – parents	04	04	01	02	
Bedroom – another child's	05	05	01	02	
Kitchen	06	06	01	02	
Playroom/games room/rumpus-room	07	07	01	02	
Office/study	08	08	01	02	
Garage/sleep-out	09	09	01	02	
Dining room	10	10	01	02	
Other (specify)			01	02	

Q3d   Do you do anything to control television watching for **[CHILD]** or do you have any rules about (him/her) watching TV? **IF YES:** What is it that you do or what are those rules? **DO NOT READ. PROBE TO NO. CODE EACH MENTIONED.**

P17M

No, we don't have any rules	01
Restrict the number of hours child is allowed to watch	02
No TV after a certain time (**WRITE IN**)	03
CODE AS FOUR DIGITS. USE 12 HOUR CLOCK.	
No Pay TV (Sky, Telstra Clear)	04
Don't watch programmes with AO classification	05
Only watch programmes classified AO with an adult present	06
Don't watch programmes with PGR classification	07
Only watch programmes classified PGR with an adult present	08
Only children's programmes/channels	09
Remote control used by adults/parents only	10
Parental control settings on decoder/Sky TV have been set up	11
Only watch videos/DVD with appropriate rating/classification	12
Switch off/switch channel if adult decides content is inappropriate	13
Regularly see/check on what child is watching	14
Not allowed to watch TV in bedroom	15
Can only watch with an adult/only what adult is watching	16
After they have done homework/chores	17
Don't know	18
Other (specify)	

Q3e   Does **[CHILD]** regularly see any of the early evening news or current affairs shows between 6pm and 7.30pm?

CODE ONE ONLY   **P18**

Yes	1	
No	2	**GO TO Q3g**
Don't know / not sure	3	**GO TO Q3g**

Q3f   Do you have any concerns or worries about what **[CHILD]** sees on these news or current affairs programmes? **IF RESPONDENT BEGINS TO EXPRESS CONCERNS INFORM HER/HIM THAT AN OPPORTUNITY TO SHARE THEIR CONCERNS IS COMING UP CODE ONE ONLY.**

P19

Yes	1
No	2
Don't know / not sure	3

SHOWCARD B

Q3g   Please think now of all the things that **[CHILD]** sees on television. This might be things theysit down to watch or maybe things that are on TV when they are in the room. Using this card, how often do you have concerns or worries about the things they see?

CODE ONE ONLY.

<div align="right">

P20

</div>

All of the time	1
Most of the time	2
Some of the time	3
Never	4
Depends	5
Don't know	6

GO TO Q3i (aligned with Never, 4)

Q3h   What type of things do you have concerns or worries about **[CHILD]** seeing on television?

PROBE ONCE: What else? **RECORD VERBATIM.**

_____

_____

_____

_____

_____

_____

_____

<div align="right">

P21M

</div>

Q3i   Do you know if there is a certain time after which programmes that are <u>not</u> suitable for children are supposed to be shown on TV?

CODE ONE ONLY.

<div align="right">

P22

</div>

Yes	1	
No	2	**GO TO Q3k**
Don't know	3	**GO TO Q3k**

Q3j   What is the cut off time that programmes not suitable for children are shown on TV?

DO NOT READ OUT. CODE ONE ONLY.

P23

8.30pm	1
Not sure / can't remember	2
Other time (specify)	
CODE AS FOUR DIGITS. USE 12 HOUR CLOCK.	

SHOWCARD C

Q3k   On the left of this card are some symbols used to classify the content of different television programmes. Using the choices shown on the right of this card, how frequently, if at all, <u>do you</u> personally use TV broadcasters' classification symbols and warnings on programme content to help decide whether **[CHILD]** will watch a particular programme?

CODE ONE ONLY.

P24

Never	1
Rarely	2
Sometimes	3
Frequently	4
Don't know	5

ASK Q3l IF HOUSEHOLD HAS A RECORDING DEVICE (CODE 1 AT Q2b), OTHERWISE GO TO Q4a

Q3l   Do you record TV programmes shown after 8.30pm for your own later viewing?

CODE ONE ONLY.

P25

Yes	1	
No	2	**GO TO Q4a**
Don't know	3	**GO TO Q4a**

SHOWCARD D

Q3m   Using this card, when is it that you usually watch these recorded programmes?

CODE EACH MENTIONED.

P26M

Weekdays before 9am	1
Weekdays after 9am and before 3pm	2
Weekdays after 3pm and before children's bedtime	3
Weekdays after children's bedtime	4
Weekends before children's bedtime	5
Weekends after children's bedtime	6
Don't know	7

RADIO

CONTINUE IF RADIO IN HOME (CODE 2 AT Q2a), OTHERWISE GO TO Q5a

Q4a   Do you listen to the radio when **[CHILD]** is around?

CODE ONE ONLY.

P27

Yes	1	
No	2	**GO TO Q4c**
Don't know	3	**GO TO Q4c**

Q4b   What is the name of the radio station you usually listen to?

CODE ONE ONLY. IF MENTIONS MORE THAN ONE ASK: Which do you listen to the most? **ENTER CODE FROM SHOWCARD. ONLY WRITE IN NAME OF STATION IF DOESN'T FIT. CODES ON SHOWCARD.**

P28

	STATION NAME	CODE
STATION		

Q4c   Do you do anything to control radio listening for **[CHILD]** or do you have any rules about (him/her) listening to the radio? **IF YES:** What is it that you do or what are those rules?

DO NOT READ. PROBE TO NO. CODE EACH MENTIONED.

Child does not listen to the radio	01	**P29M**
No, we don't have any rules	02	
No radio after a certain time (**WRITE IN**)	03	
CODE AS FOUR DIGITS. USE 12 HOUR CLOCK.		
Only certain stations/shows	04	
Only children's programmes	05	
Remote control used only by adults	06	
Switch off/switch over if adult decides content is not appropriate	07	
Regularly check on what child is listening to	08	
Length of time listening radio	09	
Don't play radio too loud	10	
Only listen supervised, not on own	11	
Don't listen to radio during a certain time (eg, homework, dinner)	12	
After they have done homework/chores	13	
Don't know	14	
Other (specify)		

IF CHILD DOES NOT LISTEN TO RADIO (CODE 1 AT Q4c) AND PARENT DOES NOT LISTEN TO RADIO WHEN CHILD IS AROUND (CODE 2 OR 3 AT Q4a), GO TO Q5a. OTHERWISE CONTINUE.

SHOWCARD B AGAIN

Q4d   Please think now of all the things that **[CHILD]** hears over the radio. This might be things they listen to themselves or maybe things they hear when they are in the room with you. Using this card, how often do you have concerns or worries about the things they listen to? **CODE ONE ONLY.**

P30

All of the time	1
Most of the time	2
Some of the time	3
Never	4
Depends	5
Don't know	6

GO TO Q5a

Q4e   What type of things do you have concerns or worries about **[CHILD]** hearing on the radio? **PROBE ONCE:** What else? **RECORD VERBATIM.**

_____

_____

_____

_____

_____

_____

_____

P31M

COMPUTERS

CONTINUE IF COMPUTER IN HOME (CODE 3 AT Q2a), OTHERWISE GO TO Q6a

Q5a   Where in your household is the computer that **[CHILD]** uses? **IF MORE THAN ONE COMPUTER, CODE ALL COMPUTERS THAT CHILD USES.**
CODE EACH MENTIONED IN COL A.

Q5b   **IF ONE COMPUTER AT Q5a, ASK:** And does this computer have access to the internet?

        IF MORE THAN ONE COMPUTER AT Q5a, ASK: And which of these computers have access to the internet?

        FOR EACH MENTIOED IN Q5a, CODE ONE ONLY IN COL B.

	P32M	P33S/P34 COL B	
	COL A	**YES**	**NO**
Child does not use a computer	01			GO TO Q6a
Computer is a portable computer/laptop	02	01	02
Living room/lounge/family room	03	01	02
Child's own bedroom	04	01	02
Bedroom – parents'	05	01	02
Bedroom – another child's	06	01	02
Kitchen	07	01	02
Playroom/games room/rumpus-room	08	01	02
Office/study	09	01	02
Garage/sleep-out	10	01	02
Dining room	11	01	02
Don't know	12	01	02
Other (specify)		01	02

Q5c   Do you do anything to control how **[CHILD]** uses the computer or do you have any rules about (his/her) computer use? **IF YES:** What is it that you do or what are those rules?
DO NOT READ. PROBE TO NO. CODE EACH MENTIONED.

P35M

No, we don't have any rules	01
Restrict the number of hours child on computer	02
No computer after a certain time (**WRITE IN**)	03
CODE AS FOUR DIGITS. USE 12 HOUR CLOCK.	
Computer position (eg, in a living room)	04
Only use when adult is the room/must have adult supervision	05
Only websites agreed with parent	06
Only use internet for homework/information/research	07
Only children's websites	08
Blocked access to types of websites/have filtering software (eg, netnanny, cyber-safe)	09
Restrict number of hours child can use computer	10
Regularly check what they're doing online	11
Check what they've done later/check emails	12
No emails	13
No instant messaging	14
No downloading	15
No rude/porn websites	16
No buying anything over the internet	17
No chat rooms	18
After they have done homework/chores	19
No access / not allowed / does not use internet	20
Other (specify below)	

IF NO COMPUTER THAT CHILD USES HAS INTERNET ACCESS (IE, CODE 2 FOR <u>ALL</u> COMPUTERS AT Q5b), GO TO Q6a. OTHERWISE CONTINUE.

IF CODE 9 AT Q5c, GO TO Q5e. OTHERWISE CONTINUE.

Q5d   Thinking about the computer(s) that **[CHILD]** uses, do you have software installed that can stop (him/her) from seeing certain websites?
CODE ONE ONLY.

P36

Yes	1
No	2
Don't know	3

SHOWCARD B AGAIN

Q5e   Please think now of all the things that **[CHILD]** sees or does on the internet. Using this card, how often do you have concerns or worries about what (he/she) sees or does? **CODE ONE ONLY.**

                                                                        P37

All of the time	1	
Most of the time	2	
Some of the time	3	
Never	4	**GO TO Q6a**
DO NOT READ Depends	5	
DO NOT READ Don't know	6	

Q5f   What type of things do you have concerns or worries about **[CHILD]** seeing or doing on the internet?   **PROBE ONCE:** What else? **RECORD VERBATIM.**

_____

_____

_____

_____

_____

_____

_____

                                                                        P38M

CELLPHONE

CONTINUE IF CELLPHONE IN HOME (CODE 4 AT Q2a), OTHERWISE GO TO Q7a

Q6a   Does **[CHILD]** use a cellphone?   **CODE ONE ONLY.**   **P39**

Yes	1	
No	2	**GO TO Q7a**
Don't know	3	**GO TO Q7a**

Q6b   Do you do anything to control how **[CHILD]** uses the cellphone or do you have any rules about (his/her) cellphone use? **IF YES:** What is it that you do or what are those rules?

DO NOT READ. PROBE TO NO. CODE EACH MENTIONED.   **P40M**

No, we don't have any rules	01
Child has to pay for top-ups/bills	02
Limit top-ups put on phone/only given certain amount to spend	03
Only calls and texts, no internet WAP browsing	04
Only call certain people	05
Only in emergencies/for safety reasons	06
We/I check on what child is doing with the phone	07
Use filters/controls from cell operator/manufacturer (such as Content Guard)	08
After they have done homework/chores	09
Don't know	10
Other (specify)	

SHOWCARD B AGAIN

Q6c   Please think now of all the things that **[CHILD]** does with (his/her) cellphone. Using this card, how often do you have concerns or worries about the things they see or do?

CODE ONE ONLY.   **P41**

All of the time	1	
Most of the time	2	
Some of the time	3	
Never	4	**GO TO Q7a**
DO NOT READ Depends	5	
DO NOT READ Don't know	6	

Q6d   What type of things do you have concerns or worries about **[CHILD]** seeing or doing on (his/her) cellphone?

PROBE ONCE: What else? **RECORD VERBATIM.**

_____

_____

_____

_____

_____

_____

P42M

INFLUENCES ON INTERACTION WITH MEDIA

SHOWCARD E

Q7a   Thinking now about all the different media we've been talking about, which of the things on this card have contributed to or helped shape the rules that you have for **[CHILD]** or the way that you like them to use different media? **CODE EACH MENTIONED.**

P43M

You or your partners…

Religious or spiritual beliefs	1
Political beliefs or preferences	2
Own experience with using different media	3
Culture or upbringing	4
None of these	5
Don't know	6
Other influences (specify)	

BEDTIME

Now some questions about **[CHILD]**'s bedtime.

Q8a   What time does **[CHILD]** usually go to bed on week nights?

CODE AS FOUR DIGITS. USE 12 HOUR CLOCK. USE LEADING ZERO IF NECESSARY.

EG, 9.30PM = 09.30PM.

IF DON'T KNOW OR CAN'T REMEMBER, ENTER 99.99

P44   **P63**

				PM/AM

Q8b   What time does **[CHILD]** usually go to bed on a Friday and Saturday night?

CODE AS FOUR DIGITS. USE 12 HOUR CLOCK. USE LEADING ZERO IF NECESSARY.

EG, 9.30PM = 09.30PM.

IF DON'T KNOW OR CAN'T REMEMBER, ENTER 99.99

P45   **P64**

				PM/AM

Q8c   What time did **[CHILD]** go to bed last night?

CODE AS FOUR DIGITS. USE 12 HOUR CLOCK. USE LEADING ZERO IF NECESSARY.

EG, 9.30PM = 09.30PM.

IF DON'T KNOW OR CAN'T REMEMBER, ENTER 99.99   **P46**

				PM/AM

DEMOGRAPHICS

Q9a   What is the occupation of the main income earner in your household?

FULL DETAILS. PROBE POSITION/JOB AND ASK RE. MAIN ACTIVITY OF THEIR

EMPLOYER/BUSINESS: And what is the main activity of your employer or business? **IF**

RETIRED/UNEMPLOYED ASK WHAT WAS LAST JOB?

IF SELF EMPLOYED TICK BOX. ☐

Occupation: _____   **P47**

Main activity: _____   **P48**

SHOWCARD F

Q9b   Which of these following age groups do you come into?   **CODE ONE ONLY.**   **P49**

15 to 17 years	01
18 to 19 years	02
20 to 24 years	03
25 to 29 years	04
30 to 34 years	05
35 to 39 years	06
40 to 49 years	07
50 to 59 years	08
60 to 69 years	09
70+ years	10
Refused	11

Q9c   **CODE RESPONDENT'S GENDER**   **P50**

Male	1
Female	2

Q9d   What age is **[CHILD]**?

CODE ONE ONLY. ALSO CODE AGE OF CHILD AT START OF CHILD QUESTIONNAIRE.

P51

Six	1
Seven	2
Eight	3
Nine	4
Ten	5
Eleven	6
Twelve	7
Thirteen	8

Q9e   **CODE GENDER OF [CHILD]**   **P52**

Male	1
Female	2

SHOWCARD G

Q9f   Which ethnic group does **[CHILD]** belong to? You can choose more than one group.

CODE EACH MENTIONED.   **P53M**

New Zealand European or Pakeha	01
Maori	02
Samoan	03
Cook Island Maori	04
Tongan	05
Niuean	06
Chinese	07
Indian	08
Some other ethnic group (please state)	09
Don't know	10
Refused	11

Q9g   Apart from **[CHILD],** could you please tell me the ages of any other children under 14 usually living at home with you for whom you have parental responsibility?

IF NECESSARY: By living at home, we mean at least 5 days every fortnight.

ENTER AGE IN YEARS. ROUND TO THE NEAREST WHOLE NUMBER. EG, 6½ = 7
                                                            P45/P55

No other children aged 0-13	95
	Age
Child 1	
Child 2	
Child 3	
Child 4	
Child 5	
Child 6	

ASK Q9h IF ANY CHILD IS 4 OR 5 YEARS OF AGE AT Q9g

SHOWCARD H

Q9h   Now thinking only about your (child/children) who (is/are) 4 or 5 years of age, which of following do they do?   **CODE EACH MENTIONED IN COL A.**

	YES	NO	**P56S/57** DON'T KNOW
i) Watch TV	1	2	3
ii) Watch TV programmes that you or someone else had recorded	1	2	3
iii) Listen to the radio	1	2	3
iv) Use the internet	1	2	3
v) Use a cellphone	1	2	3
vi) Watch video tapes or DVDs	1	2	3
vii) Play computer or video games	1	2	3

Q9i How many children or young adults who are aged 14 to 17 usually live in your house with you?

WRITE IN NUMBER OF CHILDREN 14 TO 17	

P58

Q9j Including yourself, how many people aged 18 and above usually live in your house?

WRITE IN NUMBER OF ADULTS	

P59

IF ONLY 1 PERSON AT Q9J, GO TO Q9m. OTHERWISE CONTINUE.

Q9k What is your relationship with each of the people over 18 who live in your house?

CODE EACH MENTIONED. READ ONLY IF NECESSARY.

P60M

Husband/wife/partner	01
Mother/stepmother/partner of father	02
Father/stepfather/partner of mother	03
Brothers/sisters/step brothers/step sisters	04
Child/children aged 18 and over	05
Grandmother	06
Grandfather	07
Other relative	08
Friend/other person not related to you	09
Refused	10

Q9l Over the next year or so, there may be some other research projects that the Broadcasting Standards Authority might carry out about children and media? If there is, would you be willing for us to contact you about these? You could of course decide at the time if you're interested in taking part.

CODE ONE ONLY.

P61

Yes	1
No	2

IF YES: CONFIRM NAME AND COLLECT HOME NUMBER AND CELL NUMBER (IF THEY HAVE ONE) FOR FUTURE CONTACT.

PLEASE DOUBLE CHECK SPELLING AND PHONE NUMBER

Respondent's first name:	
Home phone number:	
Cellphone number:	

Q9m   **WAS CHILD TO BE INTERVIEWED PRESENT DURING THIS INTERVIEW WITH THEIR CAREGIVER?**

CODE ONE ONLY.

	P62
Yes, and child talked with caregiver as the interview was taking place	1
Yes, but they didn't comment during the interview	2
No, they were not present	3

Thank you, that's the end of our interview. Could I please interview **[CHILD]** now?

While interviewing **[CHILD]** it's really important that I get (his or her) own answers. If possible, I would, like to interview **[CHILD]** alone just in case your presence alters (his or her) answers, but it is perfectly okay for you to be close by or coming and going.

Would that be okay? **IF NOT, IT IS FINE FOR PARENT TO BE PRESENT.**

Received Voucher (please sign):

Parent _____

CHILDREN'S MEDIA RESEARCH: CHILD SURVEY 400173601

INTERVIEWER'S NAME:		
RESPONDENT'S NAME:		
ADDRESS:		
DATE	PHONE NUMBER	
START TIME	FINISH TIME	AUDIT DETAILS

Checked _____ Date_____

Audited _____ Date_____

Callbacks QN's required_____

    Callbacks

    Completed_____

    Date_____

EMPLOYEE NO.						P2
INTERVIEW DURATION						P70

START TIME	FINISH TIME

CODE AGE OF CHILD FROM Q9d OF PARENT QUESTIONNAIRE

	P71
Six	1
Seven	2
Eight	3
Nine	4
Ten	5
Eleven	6
Twelve	7
Thirteen	8

INITIAL CONTACT

Hi [CHILD]. Thank you for talking with me today. I'm going to talk to you about things like televisions, radios, and computers that you might use here at home. It won't take too long. There are no right or wrong answers and it's okay if you're not sure how to answer a question.

Shall we start now?

ACCESS TO MEDIA

Firstly, I'm going to ask about the things pictured on this card.

Q1a   Which of these things do you do when you are here, at home? Do you…

READ OUT AND POINT TO EACH ON SHOWCARD. CODE ONE FOR EACH ACTIVITY.

P72S/P73

	YES	NO	DON'T KNOW
i) Watch TV programmes	1	2	3
ii) Watch TV programmes that you or someone else had recorded	1	2	3
iii) Listen to the radio (can include in car)	1	2	3
iv) Use the internet	1	2	3
v) Use a cellphone	1	2	3
vi) Watch video tapes or DVDs	1	2	3
vii) Play computer or video games	1	2	3

ASK Q1b FOR EACH ACTIVITY CHILD DOES AT HOME (CODED 1 AT Q1a)

Q1b   And when you **[INSERT ACTIVITY]** at home, do you mostly do this with a grown-up, with

other children, or on your own?   **CODE EACH MENTIONED FOR EACH ACTIVITY.**

P74S/P75

	GROWN-UP	OTHER CHN	ON OWN	DON'T KNOW
i) Watch TV programmes	1	2	3	4
ii) Watch recorded TV programmes	1	2	3	4
ii) Listen to the radio (can include in car)	1	2	3	4
iii) Use the internet	1	2	3	4
iv) Use a cellphone	1	2	3	4
v) Watch video tapes or DVDs	1	2	3	4
vi) Play computer or video games	1	2	3	4

ASK Q1c (i) TO (vii) FOR EACH ACTIVITY CHILD DOES AT HOME (CODED 1 AT Q1a)

ASK Q1c (viii) TO ALL CHILDREN

Q1c   And which of these things do you do in your bedroom? Do you…

READ OUT. CODE ONE ONLY FOR EACH ITEM.   **P76S/P77**

	YES	NO	DON'T KNOW
i) Watch TV programmes	1	2	3
ii) Watch recorded TV programmes	1	2	3
iii) Listen to the radio	1	2	3
iv) Use the internet	1	2	3
v) Use a cellphone	1	2	3
vi) Watch video tapes or DVDs	1	2	3
vii) Play computer or video games	1	2	3
viii) Watch Sky or TelstraClear TV	1	2	3

MEDIA ACTIVITIES DURING PREVIOUS DAY

SHOWCARD A AGAIN

Now I'm going to ask you to think about things that you did <u>here at home</u> yesterday.

Q2a   At home, yesterday morning, did you…

READ ENTIRE LIST BEFORE ACCEPTING ANSWER. CODE EACH MENTIONED.

P78M

Watch TV programmes	1	
Watch recorded TV programmes	2	
Listen to the radio	3	
Use the internet	4	
Use a cellphone	5	
Watch a video tape or DVD	6	
Play computer or video games	7	
DO NOT READ: None of these things	8	**GO TO Q2c**
DO NOT READ: Was not home during that time	9	**GO TO Q2c**
DO NOT READ: Don't know	10	**GO TO Q2c**

ASK Q2b IF CODE 1, 2, OR 6 AT Q2a

SHOWCARD B

Q2b   And <u>while you were watching the television</u> yesterday morning, did you also do any of these

at the same time? Did you…?

READ ENTIRE LIST BEFORE ACCEPTING ANSWER. CODE EACH MENTIONED.

P79M

Listen to the radio	01
Use the internet	02
Use a cellphone	03
Play computer or video games	04
Read a book	05
Talk to someone	06
Play with others	07
Do homework	08
Do anything else (specify)?	
DO NOT READ: Didn't do anything else while watching TV	10
DO NOT READ: Don't know	11

SHOWCARD A AGAIN

Q2c   At home yesterday, during the afternoon and <u>before you had dinner,</u> did you…

READ ENTIRE LIST BEFORE ACCEPTING ANSWER. CODE EACH MENTIONED.

P80M

Watch TV programmes	1	
Watch recorded TV programmes	2	
Listen to the radio	3	
Use the internet	4	
Use a cellphone	5	
Watch a video tape or DVD	6	
Play computer or video games	7	
DO NOT READ: None of these things	8	**GO TO Q2e**
DO NOT READ: Was not home during that time	9	**GO TO Q2e**
DO NOT READ: Don't know	10	**GO TO Q2e**

ASK Q2d IF CODE 1, 2, OR 6 AT Q2c

SHOWCARD B AGAIN

Q2d   And <u>while you were watching the television</u> during the afternoon, did you also do any of these at the same time? Did you…?

READ ENTIRE LIST BEFORE ACCEPTING ANSWER. CODE EACH MENTIONED.

P81M

Listen to the radio	1
Use the internet	2
Use a cellphone	3
Play computer or video games	4
Read a book	5
Talk to someone	6
Play with others	7
Do homework	8
Do anything else (specify)?	9
DO NOT READ: Didn't do anything else while watching TV	10
DO NOT READ: Don't know	11

SHOWCARD A AGAIN

Q2e   At home yesterday, while you were having dinner, did you…

READ ENTIRE LIST BEFORE ACCEPTING ANSWER. CODE EACH MENTIONED.

P82M

Watch TV programmes	1	
Watch recorded TV programmes	2	
Listen to the radio	3	
Use the internet	4	
Use a cellphone	5	
Watch a video tape or DVD	6	
Play computer or video games	7	
DO NOT READ: None of these things	8	**GO TO Q2g**
DO NOT READ: Was not home during that time	9	**GO TO Q2g**
DO NOT READ: Don't know	10	**GO TO Q2g**

ASK Q2f IF CODE 1, 2, OR 6 AT Q2e

SHOWCARD B AGAIN

Q2f   And <u>while you were watching the television</u> during dinner, did you also do any of these at the same time? Did you…?

READ ENTIRE LIST BEFORE ACCEPTING ANSWER. CODE EACH MENTIONED.

P83M

Listen to the radio	01
Use the internet	02
Use a cellphone	03
Play computer or video games	04
Read a book	05
Talk to someone	06
Play with others	07
Do homework	08
Do anything else (specify)?	
DO NOT READ: Didn't do anything else while watching TV	10
DO NOT READ: Don't know	11

SHOWCARD A AGAIN

Q2g   And at home yesterday <u>after you had dinner</u> did you…

READ ENTIRE LIST BEFORE ACCEPTING ANSWER. CODE EACH MENTIONED.

P84M

Watch TV programmes	1	
Watch recorded TV programmes	2	
Listen to the radio	3	
Use the internet	4	
Use a cellphone	5	
Watch a video tape or DVD	6	
Play computer or video games	7	
DO NOT READ: None of these things	8	**GO TO Q2m**
DO NOT READ: Was not home during that time	9	**GO TO Q2m**
DO NOT READ: Don't know	10	**GO TO Q2m**

ASK Q2h IF CODE 1, 2, OR 6 AT Q2g

SHOWCARD B AGAIN

Q2h   And <u>while you were watching the television</u> after dinner, did you also do any of these at the same time? Did you…?

READ ENTIRE LIST BEFORE ACCEPTING ANSWER. CODE EACH MENTIONED.

P85M

Listen to the radio	1
Use the internet	2
Use a cellphone	3
Play computer or video games	4
Read a book	5
Talk to someone	6
Play with others	7
Do homework	8
Do anything else (specify)?	9
DO NOT READ: Didn't do anything else while watching TV	10
DO NOT READ: Don't know	11

CONTINUE IF CODES 1, 3, 4 OR 5 AT Q2g. OTHERWISE GO TO Q2m

ASK IF CHILD WATCH TV PROGRAMMES AFTER DINNER (CODE 1 OR 2 AT Q2g)

Q2i   What time did you stop watching TV last night?

CODE AS FOUR DIGITS. USE 12 HOUR CLOCK. USE LEADING ZERO IF NECESSARY.

EG, 9.30PM = 09.30PM.

IF DON'T KNOW OR CAN'T REMEMBER, ENTER 99.99

		P86		**P87**	
		.			PM/ AM

ASK IF CHILD LISTENED TO RADIO AFTER DINNER (CODE 3 AT Q2g)

Q2j   What time did you stop listening to the radio last night?

CODE AS FOUR DIGITS. USE 12 HOUR CLOCK. USE LEADING ZERO IF NECESSARY.

EG, 9.30PM = 09.30PM.

IF DON'T KNOW OR CAN'T REMEMBER, ENTER 99.99

		P88		**P89**	
		.			PM/ AM

ASK IF CHILD USED INTERNET AFTER DINNER (CODE 4 AT Q2g)

Q2k   What time did you stop using the internet last night?

CODE AS FOUR DIGITS. USE 12 HOUR CLOCK. USE LEADING ZERO IF NECESSARY.

EG, 9.30PM = 09.30PM.

IF DON'T KNOW OR CAN'T REMEMBER, ENTER 99.99

		P90		**P91**	
		.			PM/ AM

ASK IF CHILD USED CELLPHONE AFTER DINNER (CODE 5 AT Q2g)

Q2l   What time did you stop using your cellphone last night?

CODE AS FOUR DIGITS. USE 12 HOUR CLOCK. USE LEADING ZERO IF NECESSARY.

EG, 9.30PM = 09.30PM.

IF DON'T KNOW OR CAN'T REMEMBER, ENTER 99.99

		P92		**P93**	
		.			PM/ AM

REPEAT 2m FOR <u>ALL 4 ACTIVITIES</u> IN BOX

ROTATE ACTIVITIES (i) THROUGH (iv) BY STARTING AT X.

(i) See on television
(ii) Hear on the radio
(iii) See or do on the internet
(iv) Do with a cellphone

Q2m   What sort of things do you think are not good for kids your age to… **[INSERT ACTIVITY]**?

IF CHILD DOESN'T APPEAR TO UNDERSTAND QUESTION, ASK: What sort of things should kids your age not… **[INSERT ACTIVITY]**?

IF THEY SAY ADULT PROGRAMMES/WEBSITES, ALSO PROBE: What about that is not good for kids your age?

DO NOT READ. CODE EACH MENTIONED.   P94M   P95M   P96M   P97M

	TV	RADIO	INTERNET	CELL
Bad language	01	01	01	01
Swearing	02	02	02	02
Naked people	03	03	03	03
Sex/pornography	04	04	04	04
Rude things	05	05	05	05
Kissing	06	06	06	06
Violence	07	07	07	07
Hitting	08	08	08	08
Fighting	09	09	09	09
Killing	10	10	10	10
Shooting	11	11	11	11
Blood and guts	12	12	12	12
Scary/spooky things	13	13	13	13
Adult programmes / websites	14	14	14	14
Complicated words or stories	15	15	15	15
Things that are hard to understand	16	16	16	16
Programmes that are on late at night	17	17	17	17
Programmes that have warnings	18	18	18	18
Talk to/text/pixt people we don't know				19
Use at the wrong time	20	20	20	20
Text bullying/play pranks or jokes on other people/send mean texts				21
Don't know	22	22	22	22
Nothing	23	23	23	23
Other (specify below)				
OTHER TV				
OTHER RADIO				
OTHER INTERNET				
OTHER CELL				

CHECK THAT <u>ALL RESPONDENTS</u> HAVE BEEN ASKED ABOUT <u>ALL 4 ACTIVITIES</u>

IF CODE 22 <u>OR</u> 23 FOR TV, RADIO, INTERNET <u>AND</u> CELLPHONE AT Q2m, SKIP TO Q3a

Q2n Thinking about the things you have just mentioned, why do you think kids shouldn't see, hear, or do these things?

DO NOT READ. CODE EACH MENTIONED.

P98M

Get scared	01
Might copy	02
Nightmares	03
Might not understand what's happening, get confused	04
Not old enough	05
Could be a bad influence/might get bad ideas	06
Don't need to know about these things	07
Can be dangerous/not safe	08
Don't know	09
Other (specify)	

TELEVISION

CONTINUE IF WATCHES TV AT HOME [CODE 1 AT Q1a (i) or (ii)], OTHERWISE SKIP TO Q4a

Q3a What's good about watching TV?

IF CHILD DOESN'T APPEAR TO UNDERSTAND QUESTION, ASK: Why is it good to watch TV?

IF CHILD SAYS GOOD/I LIKE IT, ASK: What's good about it? What do you like about it?

IF CHILD SAYS SPECIFIC PROGRAMME ASK: What's good about watching **[PROGRAMME]**?

DO NOT READ. CODE EACH MENTIONED.

P99M

Learn things/education	01
Helps with school projects	02
If I don't watch TV I get bored	03
Fun/makes me laugh	04
Entertaining	05
Nothing else to do	06
Something to do	07
Good thing to do when it's raining	08
Keeps me from bothering Mum/Dad	09
Don't know	10
Other (specify)	

Q3b   What are your three favourite television programmes to watch?

ENTER CODE FROM CODE-CARD. ONLY WRITE IN NAME OF PROGRAMME IF IT DOES NOT FIT CODES ON CODE-CARD.

	PROGRAMME NAME	CODE	
PROGRAMME 1			**P100**
PROGRAMME 2			**P101**
PROGRAMME 3			**P102**

Q3c   How do you know if a TV programme is not for kids?

DO NOT READ. PROBE TO NO: How else? **CODE EACH MENTIONED.**

P103M

Warning/message on TV	01
AO programme	02
PGR programme	03
R rating/restricted age rating	04
Programme is on late at night	05
Programme is on after 8.30pm	06
Content – unsuitable/yucky/bad/boring	07
Mum/Dad/other adult say so	08
Don't know	09
Other (specify)	

Q3d   Do you think there is a certain time of night when TV programmes start that are not OK for children to watch?   **CODE ONE ONLY.**

P104

Yes	1	
No	2	**GO TO Q3f**
Don't know	3	**GO TO Q3f**

Q3e   Do you know what time of night that is? **IF YES:** What is it?

DO NOT READ. CODE ONE ONLY.   **P105**

Before 8pm	01
8.00 – 8.29pm	02
8.30pm	03
8.31 – 9.00pm	04
9.01 – 9.30pm	05
9.31 – 10.00pm	06
10.01 – 10.30pm	07
10.31 – 11.00pm	08
11.01 – midnight	09
After midnight	10
Don't know	11

CONTINUE FOR CHILDREN AGED 9 AND ABOVE ONLY. IF CHILD IS AGED 6, 7, OR 8, SKIP TO Q4a.

Q3f   What have you seen on TV that has bothered you, or upset you, or that you didn't like seeing?

IF CHILD MENTIONS A PARTICULAR PROGRAMME SAY: What was it about **[PROGRAMME]** that bothered or upset you?

DO NOT READ. CODE EACH MENTIONED.

P106M

No (has not seen anything)	01	**GO TO Q4a**
Bad language	02	
Swearing	03	
Naked people	04	
Sex	05	
Rude things	06	
Kissing	07	
Violence	08	
Hitting	09	
Fighting	10	
Killing	11	
Shooting	12	
Blood and guts	13	
Scary/spooky things	14	
Complicated words or stories	15	
Things that are hard to understand	16	
Don't know	17	**GO TO Q4a**
Other (specify)		

Q3g   And what did you do when you came across (that/those) things?

DO NOT READ. CODE EACH MENTIONED.

P107M

Told an adult	1
Turned the TV off / stopped watching	2
Changed the channel/watched a different programme	3
Did nothing/kept watching	4
Left the room	5
Don't know / can't remember	6
Other (specify)	

RADIO

CONTINUE IF LISTENS TO RADIO AT Q1a [CODE 1 AT Q1a (iii)], OTHERWISE SKIP TO Q5a

SHOWCARD C - POINT TO EACH PICTURE WHILE READING Q4a

Q4a   How do you listen to the radio? Do you listen to the radio using a stereo, listen to the radio over the internet, listen to the radio on television, or listen to the radio using a cellphone, iPod or other small radio?

CODE EACH MENTIONED.

108M

Stereo (can include car stereo)	1
Over the internet on a computer	2
Over a television	3
Other small radio (eg, iPod, cellphone)	4
Don't know	5
Other (specify)	6

Q4b   What is the name of the radio station you usually listen to?

CODE ONE ONLY. IF MENTIONS MORE THAN ONE ASK: Which do you listen to the most? **ENTER CODE FROM SHOWCARD. ONLY WRITE IN NAME OF STATION IF DOESN'T FIT CODES ON SHOWCARD.**

	STATION NAME	**CODE**
STATION		

109

Q4c   Where at home do you listen to the radio?

CODE EACH MENTIONED

P110M

Living room/lounge/family room	01
Bedroom – child's	02
Bedroom – parents	03
Kitchen	04
Playroom/games room/rumpus-room	05
Office/study	06
Garage/sleep-out	07
Dining room	08
In the car	09
Don't know	10
Other (specify)	

CONTINUE FOR CHILDREN AGED 9 AND ABOVE ONLY. IF CHILD IS AGED 6, 7, OR 8, SKIP TO Q6a.

Q4d   What have you heard on the radio that has bothered you, or upset you, or that you didn't like hearing?

DO NOT READ. CODE EACH MENTIONED.   **P111M**

No (has not come across anything)	1	**GO TO Q5a**
Bad language	2	
Swearing	3	
Rude things	4	
Complicated words or stories	5	
Things that are hard to understand	6	
Don't know	7	**GO TO Q5a**
Other (specify)		

Q4e   And what did you do when you came across (that/those) things?

DO NOT READ. CODE EACH MENTIONED.

    P112M

Told an adult	1
Turned the radio off / stopped listening	2
Changed the channel/watched a different station	3
Did nothing/kept listening	4
Don't know / can't remember	5
Other (specify)	6

INTERNET

CONTINUE IF CHILD ACCESSES THE INTERNET AT HOME [CODE 1 AT Q1a (iv)],

OTHERWISE SKIP TO Q6a

Q5a   What have you come across on the internet that has bothered you, or upset you, or that you

didn't like seeing?

DO NOT READ. CODE EACH MENTIONED.

P113M

No (has not come across anything)	01	**GO TO Q5c**
Bad language	02	
Swearing	03	
Someone I didn't know	04	
People I shouldn't talk to	05	
Bad people / dangerous people	06	
Content for adults / websites not for children	07	
Naked people / pornography	08	
Sex	09	
Rude things	10	
Kissing	11	
Violence	12	
Hitting	13	
Fighting	14	
Killing	15	
Shooting	16	
Blood and guts	17	
Scary/spooky things	18	
Complicated words or stories	19	
Things that are hard to understand	20	
Don't know	21	**GO TO Q5c**
Other (specify)		

Q5b   And what did you do when you came across that/those things on the internet?

DO NOT READ. CODE EACH MENTIONED.

P114M

Told an adult	1
Closed the browser/chat window/console	2
Went to a different website	3
Put the person on ignore	4
Nothing	5
Don't know	6
Other (specify)	

Q5c   Does the computer that you use the most at home stop you from seeing certain websites?

CODE ONE ONLY.   **P115**

Yes	1	
No	2	**GO TO Q6a**
Don't know	3	**GO TO Q6a**

Q5d   Sometimes people know how to get around this. Do you?

CODE ONE ONLY.   **P116**

Yes	1
No	2
Don't know	3
Refused	4

CELLPHONE

CONTINUE IF CHILD USES A CELLPHONE [CODE 1 AT Q1a(v)], OTHERWISE SKIP TO Q7a

Q6a   Is the cellphone you use your own phone, your Mum or Dad's phone, or a phone shared by the people who live in your home?

CODE ONE ONLY.   **P117**

Own phone	1
Parents' phone	2
Shared phone	3
Don't know	4

Q6b   And lastly, thinking about how you use your cellphone, which of the following things do you do with your cellphone? Do you… **READ OUT. CODE ONE ONLY FOR EACH ITEM.**

P118S/119

	YES	NO	DON'T KNOW
i) Send or receive text messages to or from people you know	1	2	3
ii) Send or receive pixt messages to or from people you know	1	2	3
iii) Make phone calls to people you know	1	2	3
iv) Call, text, or pixt people you don't know	1	2	3
v) Take pictures that you don't send to others	1	2	3
vi) Browse the internet or use WAP using your cellphone	1	2	3
vii) Listen to MP3s using your cellphone	1	2	3
viii) Listen to the radio using your cellphone	1	2	3
ix) Play games on your cellphone	1	2	3
x) Use the chatrooms on your cellphone	1	2	3
xi) Do anything else (specify)	1	2	3

CLOSING

SAY TO PARENT AND CHILD

That's the end of the interview. Thank you very much for your time. As I said before I'm … from Colmar Brunton, a research company. If you have any questions, feel free to call my supervisor. **[GIVE RESPONDENT SUPERVISOR'S NAME AND NUMBER IF REQUESTED]**

DISTRIBUTE CASH INCENTIVES TO RESPONDENTS AND THANK THEM AGAIN FOR THEIR TIME.

Q7a **WAS THE CHILD'S PRIMARY CAREGIVER PRESENT DURING THE CHILD'S INTERVIEW? CODE ONE ONLY.**

P120

Yes, they answered for the child/influenced the response as the interview was taking place	1
Yes, they commented or helped the child but did not influence the response	2
Yes, but they did not interfere with the interview	3
No, they were not present	4

'I certify that I have conducted this interview in accordance with the guidelines set out in the Market Research Society Code of Practice and in accordance with the instructions from Colmar Brunton. I have thoroughly checked the questionnaire and it is complete in all respects.'

INTERVIEWER'S SIGNATURE: _____

Received Voucher (please sign):

CHILD _____

APPENDIX E:
THE CODES OF BROADCASTING PRACTICE

The Broadcasting Standards Authority which commissioned this research is an independent Crown entity established by the Broadcasting Act 1989. One of its functions is to conduct research. (For a list of the BSA's publicly available research, see Appendix G.)

The functions of the BSA relate to aspects of radio and television content regulation outlined in section 21 of the Broadcasting Act. Principally, they are to:

- encourage broadcasters to develop codes of broadcasting practice, and to approve those codes
- receive and determine complaints about alleged breaches of codes of broadcasting practice, referred by complainants following decisions made by broadcasters
- receive and determine complaints concerning privacy where the complainant has chosen to refer the complaint directly the Authority
- receive and determine complaints that election programmes have breached the codes of broadcasting practice
- publish research and advisory opinions on matters relating to broadcasting standards and ethical conduct in broadcasting.

Section 21(1)(e) of the Act requires the Authority to encourage the development of codes of broadcasting practice. Currently there are four codes: free-to-air television, radio, pay TV, and election programmes. Periodic review of the codes is both necessary and desirable in an environment where broadcast services, service providers, and types of programming are continually evolving. As the ways the public receives entertainment and information change, viewers' and listeners' expectations of them also adjust and need to be monitored. The overall aim of code reviews is to produce codes that are relevant, robust and easily understood by broadcasters and viewers. Research is essential to inform the review process.

The Act's requirement for broadcasters to protect children is currently reflected in the codes for television and radio. The television codes provide for programmes to be classified and the free-to-air television code stipulates timebands during which material classified AO (adults only) may be screened. Free-to-air television programme assessors apply the following classifications:

G – GENERAL
Programmes which exclude material likely to be unsuitable for children. Programmes may not necessarily be designed for child viewers but must not contain material likely to alarm or distress them.

G programmes may be screened at any time.

PGR – PARENTAL GUIDANCE RECOMMENDED
Programmes containing material more suited for mature audiences but not necessarily unsuitable for child viewers when subject to the guidance of a parent or an adult.

PGR programmes may be screened between 9am and 4pm, and after 7pm until 6am.

AO – ADULTS ONLY
Programmes containing adult themes and directed primarily at mature audiences.

AO programmes may be screened between midday and 3pm on weekdays (except during school and public holidays as designated by the Ministry of Education) and after 8.30pm until 5am.

AO 9.3Opm – Adults Only 9.30pm-5am
Programmes containing stronger material or special elements which fall outside the AO classification. These programmes may contain a greater degree of sexual activity, potentially offensive language, realistic violence, sexual violence, or horrific encounters.

The free-to-air television code also provides a standard for the consideration of children's interests. The standard and guidelines as at May 2008 are as follows, with revisions to this standard planned to take effect in the latter half of 2008:

STANDARD 9 CHILDREN'S INTERESTS
During children's normally accepted viewing times (see Appendix 1), broadcasters are required, in the preparation and presentation of programmes, to consider the interests of child viewers.

GUIDELINES
9a Broadcasters should be mindful of the effect any programme or promo may have on children during their normally accepted viewing times – usually up to 8.30pm – and avoid screening material which would disturb or alarm them.

9b When scheduling AO material to commence at 8.30pm, broadcasters should exercise discretion to ensure that the content which led to the AO rating is not shown soon after the watershed.

9c Broadcasters should have regard to the fact that children tend to stay up later than usual on Friday and Saturday nights and during school and public holidays and, accordingly, special attention should be given to providing appropriate warnings during these periods.

9d Broadcasters should have regard to the fact that children tend to watch television through to midday on Saturday and Sunday mornings, and during school and public holidays. Accordingly, special attention should be given to providing appropriate warnings during these periods.

9e Scenes and themes dealing with disturbing social and domestic friction or sequences in which people – especially children – or animals may be humiliated or badly treated, should be handled with care and sensitivity. All gratuitous material of this nature must be avoided and any scenes which are shown must pass the test of relevancy within the context of the programme. If thought likely to disturb children, the programme should be scheduled later in the evening.

9f "Scary" themes are not necessarily unsuitable for older children, but care should be taken to ensure that realistically menacing or horrifying imagery is not included.

9g Children's cartoons should avoid gratuitous violence, especially involving humans or human-like creatures unless, even to the youngest of viewers, the themes are clearly fanciful or farcical.

9h In news breaks screened during programming specifically directed towards children, broadcasters should not normally use images or descriptions likely to alarm or disturb children, except in cases of public interest.

9i Broadcasters should recognise the rights of children and young people not to be exploited, humiliated or unnecessarily identified. (See United Nations Convention on the Rights of the Child – Appendix 3)

Reflecting concern for children, pay television networks employ the following classification system for broadcast programmes:

STANDARD P1 CONTENT CLASSIFICATION, WARNING AND FILTERING
Viewers should be informed by regular and consistent advice about programme content (including classifications and warnings) and, where available, filtering technology.

Guidelines

CLASSIFICATIONS AND WARNINGS
(a)   These classifications should be broadcast on all content except for news and current affairs and live content:

G - Approved for General viewing
PG - Parental Guidance recommended for young viewers
M - Suitable for Mature audiences 16 years and over
16 - People under 16 years should not view
18 - People under 18 years should not view

(b)   Classifications should screen at the beginning of programmes, be included in all electronic programme guides and accompany printed guides where possible.

(c)   News, current affairs and live content is not, because of its distinct nature, subject to classification. However broadcasters must be mindful of children's interests and other broadcasting standards and include warnings where appropriate.

(d)   Visual warning labels should be broadcast immediately prior to content which is likely to distress or offend a substantial number of viewers, particularly where it is likely that viewers would not anticipate this effect due to the context or the nature of the content.

(e)   Visual warning labels will include:

C - Content may offend
L - Language may offend
V - Contains violence
VL - Violence and language may offend
S - Sexual content may offend

Pay TV has the following standard for children:

STANDARD P3

CHILDREN
Broadcasters should ensure that child viewers are protected from unsuitable content.

Guidelines
(a)   Channels targeted at children should only contain content appropriate for children.

(b)   Content not intended for children's viewing should not be specifically promoted to children and will be screened in accordance with standard P1.

(c)   Content classified M or above, especially that containing sexual or violent material, should not screen adjacent to content aimed at children.

(d)   Themes and scenes in fictional content dealing with matters known to disturb children, such as domestic friction or the humiliation or ill-treatment of children, should be appropriately classified and scheduled.

(e)   Any portrayal of realistic violence in content likely to be viewed by children should be scheduled and classified with care.

(f)   Security systems, eg, filtering technology, which are in place to protect children, should be clearly and regularly promoted to subscribers.

The privacy standard, contained in all of the broadcasting codes of practice, is highly relevant to the protection of children. It reads:

In the preparation and presentation of programmes, broadcasters are responsible for maintaining standards consistent with the privacy of the individual.

The privacy principles developed by the BSA, and which it applies to determine complaints made under the privacy standard, are as follows:

1.   It is inconsistent with an individual's privacy to allow the public disclosure of private facts, where the disclosure is highly offensive to an objective reasonable person.

2.   It is inconsistent with an individual's privacy to allow the public disclosure of some kinds of public facts. The 'public' facts contemplated concern events (such as criminal behaviour) which have, in effect, become private again, for example through the passage of time. Nevertheless, the public disclosure of public facts will have to be highly offensive to an objective reasonable person.

3.   (a)   It is inconsistent with an individual's privacy to allow the public disclosure of material obtained by intentionally interfering, in the nature of prying, with that individual's interest in solitude or seclusion. The intrusion must be highly offensive to an objective reasonable person.

     (b)   In general, an individual's interest in solitude or seclusion does not prohibit recording, filming, or photographing that individual in a public place ('the public place exemption').

     (c)   The public place exemption does not apply when the individual whose privacy has allegedly been infringed was particularly vulnerable, and where the disclosure is highly offensive to an objective reasonable person.

4.   The protection of privacy includes the protection against the disclosure by the broadcaster, without consent, of the name and/or address and/or telephone number of an identifiable individual, in circumstances where the disclosure is highly offensive to an objective reasonable person.

5.   It is a defence to a privacy complaint that the individual whose privacy is allegedly infringed by the disclosure complained about gave his or her informed consent to the disclosure. A guardian of a child can consent on behalf of that child.

6.   Children's vulnerability must be a prime concern to broadcasters, even when informed consent has been obtained. Where a broadcast breaches a child's privacy, broadcasters shall satisfy themselves that the broadcast is in the child's best interests, regardless of whether consent has been obtained.

7.   For the purpose of these Principles only, a 'child' is defined as someone under the age of 16 years. An individual aged 16 years or over can consent to broadcasts that would otherwise breach their privacy.

8.   Disclosing the matter in the 'public interest', defined as of legitimate concern or interest to the public, is a defence to a privacy complaint.

The codes and information about the television and radio public complaints system are available from the BSA, PO Box 9213, Wellington or from www.bsa.govt.nz

APPENDIX F:
RECENT LITERATURE

Children's Media Use and Responses: a review of the literature

In late 2006, the BSA commissioned a review of the international and New Zealand literature on children's media use and response spanning the years 1997 to 2007. The review, *Children's Media Use and Responses: a review of the literature*, focused on children between five and fourteen years old, and examined three areas:

1.   Access and use of media

2.   The social contexts of media use, and

3.   Responses to media

While the literature reviewed was primarily about children's interactions with traditional forms of broadcast media – television and radio – literature about the impact of 'new' media such as the internet and cellphones was also included.

The review was prepared by researchers from the Victoria University of Wellington School of Psychology and Massey University's School of Journalism. It is available on the BSA's website www.bsa.govt.nz under 'Publications'.

Summary - Literature Review Findings

MEDIA ACCESS AND USE
In 1975, television was still in its infancy in New Zealand, but by 2005, roughly 65% of households owned more than one television, 68% owned a computer, 68% owned a DVD player, and 60% had access to the internet at home. Yet in 2005, television was still the dominant media children interacted with at home. While children had more access to a wider variety of technology, they were not necessarily cutting back on their use of traditional broadcast technology.

Access to new media is seen as highly desirable with the concurrent perception that children who do not have such technology may suffer negative repercussions for their employment, educational, and social prospects. In New Zealand, children on the wrong side of this so-called 'digital divide' are more likely to be from households with a lower socio-economic status, of Māori descent, or from single-parent families.

There are reports that children can traverse the digital divide, but there is little research separating what children say they can do with new media, and what they actually do and think about new media (especially when so much of it is used in the privacy of the bedroom).

SOCIAL CONTEXTS OF MEDIA USE
Children's use of media facilitates particular types of social interactions with family and friends. These interactions are central to the ways in which children understand, value, and benefit from their use of audio-visual technology. Two key social contexts for media use are the home environment, and the peer group.

MEDIA IN THE HOME ENVIRONMENT
Private and personal media use is often blamed for affecting children's emotional, physical, social, educational, moral, and cognitive well-being. Despite this, surveys of personal media ownership suggest that children's desires for 'media-rich' lifestyles are increasingly being met.

Whether children are granted or denied personal access to media is largely dependent on the individual child's family structure, the parenting style of the caregiver and the socio-economic status of the household. Such factors, along with more practical issues (such as house size and working habits of parents), can also determine whether parents see personal media use and ownership as 'good' or 'bad' for children.

MEDIA AND THE PEER GROUP
Children will often use media in the company of others whether it is physically watching television with a friend or talking to peers in cyberspace. Knowledge of popular culture serves as an important cultural resource and as a form of social capital that can help a child establish and demonstrate a shared cultural identity.

If a child is inexperienced with newer forms of audio-visual technology, they are often shown the rules, practices, and meanings by older and more experienced children. To some extent, the knowledge passed from child to child is unique to their age group (particularly regarding the use of text and language) and can thus be understood as a 'skill' restricted to, and owned by, children.

CHILDREN'S RESPONSES TO MEDIA
'Response' includes both how media impacts on children (effects research), and how media content is actively experienced by children.

To examine perceptions of what is 'bad' for children to watch on television, responses to sexual content and scary content are considered. Children have demonstrated clear moral opinions about what constitutes 'good' and 'bad' viewing for children their age, although generally these accounts constitute why other, less experienced children should not view certain material.

RESPONSES TO SEXUAL CONTENT
The Younger Audience (Walters and Zwaga, 2001) reported that 40% of parents considered sexual content unsuitable for children, a concern second only to violent content, considered unsuitable by 56%. Research indicates that children are very aware of parental concerns regarding sexual content (eg embarrassment), and that parents underestimate what children already know about sex, and children's ability to deal with content they do not wish to see.

It has been suggested that a greater degree of exposure to sexually oriented genres can be associated with a more liberal attitude to sex and earlier sexual activity. Other research has pointed to television as offering a 'healthy' source of information about sex to children, more so when parents shy away from such conversations (or vice versa).

RESPONSES TO SCARY CONTENT
Recent research has largely demonstrated that children are competent viewers of frightening material, but this competency is dependent upon the child's understanding of the fictional level of the film or programme, as well as the production standards in that kind of genre. These skills are as much reliant upon the child's developmental stage as they are on the kinds of viewing behaviours and viewing literacy they are socialised into in the home.

Amongst all the content on television, it is news coverage that is considered by children to be the most violent. Younger children often experience fear in regard to coverage surrounding natural disasters, and older children (around 9 and over) report fear in response to more abstract threats, such as war or harm to the environment.

Both younger and older children report greater levels of fear when news stories have a local component or relevance.

REFLECTIONS AND DIRECTIONS FOR FUTURE RESEARCH
The reviewers concluded that the use of child-appropriate research methods should be emphasised in the context of children inhabiting a rapidly expanding new media environment. The 'new media' environment invites interactive communication where users need to be mindful about purpose, authority, validity, and intentionality. The reviewers ask, 'Are children explicitly mindful about such facets in new media?'

Rather than being naïve and unsophisticated, children are active agents in their relationships with media and bring with them a host of skills and knowledge.

The challenge for the future is to study in an inter-disciplinary theoretical and methodological fashion how children's cognitive, social, and ecological development interfaces with their media use, access, and responses.

Media and Communications in Australian Families 2007

A major study by the Australian regulator for broadcasting, the internet, radiocommunications and telecommunications, ACMA, into media and communications in Australian family homes was published in December 2007.

Australian children's use of electronic media and the way parents mediate that use were studied. Researchers investigated how the internet, free-to-air and pay television, radio, cellphones and games fit into the lives of Australian young people and their families.

The findings were gathered from the three-day time-use diaries of 1003 children aged eight to 17 years and a telephone survey of 751 parents from a nationally representative sample of households with children aged eight to 17 years. The survey identified the electronic media and communications devices in family homes, the time children spent using them, parental attitudes to that use, and the way that families negotiated their children's use of media and communications.

TIME USE
Australian children and young people in 2007 spent almost half (49%) of their 'aggregate discretionary time' over three days (7 hours and 2 minutes) on electronic media and communications activities.

Electronic media and communications activities were more popular when children and young people were spending time alone, including watching free-to-air television (30%), listening to recorded music (25%), and playing video/computer games (24%, which excludes online games against other players).

Television viewing was the dominant media activity for Australian children. The researchers found that although the eight to 17 year-olds surveyed watched similar amounts of television, older children spent more time on activities such as the internet, listening to music or using cellphones.

Generally, electronic media and communications devices were found to be as pervasive in Australian homes with lower incomes as in those with greater means. However, equipment such as DVD recorders, broadband internet, hard-drive recorders, advanced cellphones and MP4 personal digital players were less common in lower income households.

PARENTAL CONCERNS
Australian parents appear to have few concerns about the impact of their children's participation in electronic media and communications activities; however, 39% expressed at least some concern about their child's use of the internet. Four out of five parents considered their child's television and cellphone use to be beneficial; but 30% had concerns about television, and 24% about cellphones. Video/computer games were the mediums least likely to be considered beneficial. Similar to television, 28% of parents were concerned about the video/computer games their child played.

PARENTAL MANAGEMENT

Most Australian parents reported that management of their children's media and communications activities was easy. However, some of the 'challenges' they experienced in relation to some devices and activities included:

- Difficulty in preventing exposure to inappropriate content or influences – a particular challenge with the internet, and also seen with television content and cellphone communications

- Devices being used behind closed doors or out of the home – particularly a challenge with cellphones; also a factor with other devices

- The ability for children to control their own use of a device or impede supervision – for example, phone lock, computer password, hiding their web browsing, changing television channels when the parent is out of the room

- Difficulty keeping up with technological advances – more problematic for the internet than cellphones or games; not an issue with television

- How readily accessible the technology is – particularly television, but also other devices

Australian fathers were less likely than mothers to be involved in setting rules and negotiating agreements with their children about their use of electronic media and communications devices, although they were more involved in setting rules for sons, and around internet use generally.

DEVICES IN THE HOME

The table below compares the devices in Australian family households reported in the ACMA study, with those in New Zealand homes as reported in the present study.

	ACMA study: TOTAL H'HOLDS WITH THE DEVICE (N=751)	BSA study: MEDIA IN CHILDREN'S HOMES (N=604)
Television	100%	99.5%
Cellphone	97%	96%
Radio	Not asked	95%
DVD player	97%	92%
Computer	98%	88%
Video	89%	79%
Digital camera	Not asked	75%
Games console for TV	77%	66%
MP3 player	76%*	56%
Decoder	32%**	47%
Handheld games console	48%	35%
Camcorder	Not asked	34%
Other***	Not comparable	2%

*Percentage includes MP4 players (17% of households, p.34)
** Have access to subscription television
*** New Zealand survey only

DEVICES IN CHILDREN'S BEDROOMS

Televisions were found in 21% of Australian children's bedrooms. This figure was down from 25% in 1995. Conversely, the present study shows an increase in New Zealand children who have a TV in their bedroom, 27%, up 9% since 2001. Twenty-eight percent of those TVs (n=151) also had a recording device. In Australia, of those children with a TV in their bedroom, 9% also had a DVD player, 6% a VCR, and 1% access to pay TV. This last finding equates with the New Zealand situation where just 1% of New Zealand children say they can watch pay TV in their bedrooms.

RADIO USE

The time-use diaries completed by 1003 children aged between eight and 17 years over a three day period revealed that age was a major factor in radio listening for Australian children. Thirty-seven percent of 15-17 year-olds compared with 24% of 8-11 year-olds recorded that they listened to the radio. These percentages are low compared with the present New Zealand findings for 6-13 year-olds where 76% reported listening to the radio at home or while in a car.

'NEW' MEDIA

The ACMA report, like the present one, also examined in some detail the impact of new media such as computers, the internet, and cellphones on children's lives. The full report, which we commend to our readers, is available online at this address: http://www.acma.gov.au/WEB/STANDARD/pc=PC_310893

> In conclusion, it should be noted that the Australian media and communications environment is regulated quite differently to the New Zealand one. For a description of the differences please consult the BSA/Ministry for Culture and Heritage 2006 publication *Issues facing broadcast content regulation* available online at this address: http://www.bsa.govt.nz/publications/IssuesBroadcastContent-2.pdf

APPENDIX G:
BSA PUBLICATIONS

BSA PUBLICATIONS AS AT MAY 2008.

TITLE	YEAR	AVAILABILITY	BROADCASTING STANDARDS/Other
Seen and Heard: Children's Media Use, Exposure, and Response	2008	Report & www.bsa.govt.nz	Children's interests/ Programme classification/ General media use
Balancing Act: a review of the balance provision in the New Zealand broadcasting standards	2007	www.bsa.govt.nz	Balance
Media Literacy Information in New Zealand: a comparative assessment of current data in relation to adults	2007	www.bsa.govt.nz	Media literacy (adults)
Children's Media Use and Response: a review of the literature	2007	www.bsa.govt.nz	Children's interests, good taste and decency
Assessment of BSA Decisions	2006	www.bsa.govt.nz	Assessment of decisions
Issues facing broadcast content regulation	2006	www.bsa.govt.nz	Regulatory framework
The future of media regulation: is there one?	2006	www.bsa.govt.nz	Regulatory framework
Significant Viewpoints; broadcasters discuss balance	2006	www.bsa.govt.nz & book	Balance
Freedoms and Fetters: Broadcasting Standards in New Zealand	2006	www.bsa.govt.nz & book	Good taste and decency, Balance, Fairness, Talkback
Portrayal of Māori and Te Ao Māori in Broadcasting: the foreshore and seabed issue	2005	www.bsa.govt.nz & book	Balance, fairness, accuracy
Findings of a complainants survey	2004	www.bsa.govt.nz	Assessment of complaints process
Real Media Real People (Privacy and Informed Consent in Broadcasting)	2004	Book	Privacy, fairness and informed consent
Television Violence in New Zealand [cross-agency research published by AUT]	2003	www.tv-violence.org.nz	Violence
The Younger Audience	2001	Book	Children's Interests
Attitudes Towards Good Taste and Decency in Broadcasting Among Māori	2001	Report	Good taste and decency
Attitudes Towards Good Taste and Decency in Broadcasting Among Pacific Peoples	2001	Report	Good taste and decency
Monitoring Community Attitudes in Changing Mediascapes	2000	Book	GTD / BFA/ violence / discrimination / privacy /classification and warnings
Privacy: Interpreting the Broadcasting Standards Authority's Decisions 1990 to 1998	1998	Book	Privacy
Community Attitudes to Adult Material on Pay Television	1997	Report	Good taste and decency
Perspectives on Pornography	1995	Report	Good taste and decency
Balance and Fairness in Broadcasting News (1985-1994)	1995	Report	Balance and Fairness
Power and Responsibility: Broadcasters Striking a Balance	1994	Book	Balance
Attitudes and Perceptions of Television Violence	1994	Report	Violence
Sophie Lee's Sex	1993	Report	Good taste and decency
Perceptions of "Good Taste and Decency" in Television and Radio Broadcasting	1993	Report	Good taste and decency
Balance, Fairness and Accuracy in News Current Affairs: Literature Review	1993	Report	Balance, fairness and accuracy and
Public Opinion Research on Alcohol Advertising on Radio and Television	1992	Report	Liquor promotion
Television Sex	1992	Report	Good taste and decency
TV News Violence 11-17 Feb 1991 and 10-16 Nov 1991	1992	Report	Violence
Television Violence Content Analysis of 11-17 Feb (Massey University)	1991	Report	Violence
Survey of Community Attitudes and Perception of Violence on Television	1990	Report	Violence
Research into the Effects of Television Violence: an Overview	1990	Report	Violence
Classification and Standards in Children's Television Programmes	1990	Report	Children's interests Classification
Attitudes to Acceptable Standards of Language (Swearing and Blasphemy) On New Zealand Radio and Television	1990	Report	Good taste and decency

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BSA
Broadcasting Standards Authority
Te Mana Whanonga Kaipāho