



**Understanding timebands within
vulnerable communities**

**A QUALITATIVE STUDY
DECEMBER 2017**



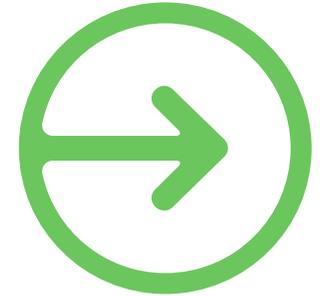
THE NEED FOR RESEARCH



UNDERSTANDING VULNERABLE COMMUNITIES



USE OF FILTERING TECHNOLOGY AND TIMEBANDS



MOVING FORWARD

The need for research

This section highlights the overall research design.



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Why research?



Recently, BSA (in conjunction with TVNZ's Green Room community) undertook a survey to measure awareness and usage of tools or mechanisms audiences use to manage their viewing, including to protect children and other vulnerable audiences from unsuitable content on Free-to-Air (FTA) TV.

There is now a need for qualitative research to explore amongst lower socio-economic communities whether timebands provide valid and useful protection against viewing inappropriate content on FTA TV. Research also needs to explore how audiences consciously or unconsciously manage FTA TV viewing, particularly for children.

Specifically, the questions the qualitative work sought to explore include:



What motivates audiences to use some tools/mechanisms and not others?



How do audiences use timebands, either consciously or subconsciously?

- How much trust and emphasis do audiences put on the time of day that content is aired?



How would audiences feel if timebands were removed? What would they do? What would be the impact, if any?

- How would they feel if other tools were removed? What would they do? What would be the impact if any?



What are audiences' expectations of broadcasters about the time of day they air content suitable for adult or mature audiences? What factors influence this? For example:

- Do they have different expectations depending on where the content is broadcast (e.g. FTA TV vs SKY)?

Research approach

BSA worked closely with Colmar Brunton to construct the research design. It was identified that research with vulnerable communities was needed, as it is unlikely their views were captured by the quantitative study which had been completed online by mainstream New Zealanders.

For the purpose of this study, vulnerable communities were defined as:

- **New Zealanders from lower socio-economic areas;**
- **who might need protection from content inappropriate for children during children's accepted viewing time.**

In addition, given the focus on the role of timebands in FTA TV, we sought to include New Zealanders who live in areas with low broadband penetration (and don't rely on the internet for viewing content).

As a result, we selected Dargaville, Kawerau, and Wairoa as interview locations.

Colmar Brunton approached community organisations to initially identify potential participants willing to take part in an interview. Participants were further screened to ensure they met the qualifying criteria along with ensuring a spread of sample variables.



Interview locations

Sample frame



12 in-depth interviews (IDIs) were undertaken.



Interviews were of 1.5 hours duration and held in a central location.



Participants received \$80 to thank them for their participation.

Location	IDIs
Dargaville	
Kawerau	
Wairoa	
Total	

Other recruitment criteria included:

- Mostly/only watch content on FTA TV
- Don't have Sky/Netflix
- Don't have multiple devices
- Range of children's ages
- Spread of gender and ethnicity
- Spread of living situations.

Understanding vulnerable communities

This section sets the scene and provides insight into participants' lives.



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Lower socio-economic households

All participants were screened as **low socio economic status**

On a practical, day-to-day level, this means:

- Limited job opportunities
- Instability of working conditions
- Seasonal work (freezing works, forestry).

with an annual household income of <\$50k and most had an annual household income of <**\$30k.**

Resulting in financial constraints in other areas:

- Some don't have WIFI at home
- Rely on hand-me-downs (which includes Freeview boxes)
- Don't replace missing/broken parts (like remote controls)
- Seek out most cost effective options (cheapest Freeview boxes)
- Other aspects, like cost of electricity when falling asleep with the TV on, take priority.

Limited education

Many adults have lower levels of education, often leaving school without having obtained formal qualifications.

Others have literacy issues.



Non-traditional family structures

The sample included traditional nuclear families and non-traditional family structures, some of which include:

- Multi-generational households
 - Different generations of the family being the same age
- Blended families
- Sole parents, who are also raising nephews/nieces
- Grandparents raising grandchildren
- Recently learning about the existence of children (they didn't know they had).



There is also a fluidity for some children in households – where the children live and who raises them, with some children moving around different households.



“I’m a single mum with a six month old baby. My 11 year old nephew also lives with me... he has done since he was two years’ old.”

Female, 21-35 years, NZ Māori, Wairoa

“I live in my mum’s house, with my partner and our two kids and three step kids.”

Male, 21-35 years, NZ Māori, Wairoa

“I’ve got seven kids... but only two have ever lived with me.”

Female, 36-50 years, NZ Māori, Kawerau

“There’s me and my five mokos, all under 10 [years]. My daughter just had another baby, but I said no, it will be too much for me, so that one has gone to my sister.”

Female, 51-65 years, NZ Māori, Wairoa

Some with higher-need children

Some households have children with learning and/or behavioural issues. Other children have experienced past trauma.

On a practical day-to-day level, this means:



- Those with higher needs may take priority along with their choice of content selection.

> The priority becomes keeping them focused/occupied.



- While also attempting to balance the needs of everyone in the household.



“The 9 year-old pretty much controls the TV. He’s got ADHD so if he’s not happy, no one in the house is happy.”

Female, 51-65 years, NZ Māori, Wairoa

“My daughter’s been diagnosed with PTSD ... the psychologist says we need to be careful about what she sees on TV.”

Female, 21-35 years, NZ Euro, Kawerau

“My son’s on Ritalin... but the TV also helps.”

Male, 36-50 years, NZ Euro, Dargaville

Associations with criminal activity

Many participants had associations with criminal activity:



- Gang influence



- Some have spent time in jail.

- > Mongrel Mob in all locations
- > Emerging American Gangsta culture in Dargaville

“

“My dad is a founding member of the Kawerau Mongrel Mob chapter... I’ve been around the Mob my whole life. The gang thing is all around us... the gang thing is everywhere...”

Female, 36-50 years, NZ Māori, Kawerau

“My dad is in the Mob... my baby’s dad is in the Mob...”

Female, 21-35 years, NZ Māori, Wairoa

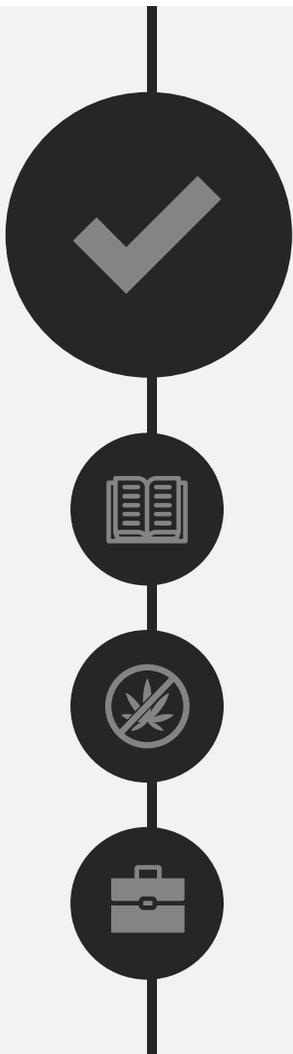
“I made a promise to a judge, he said he never wanted to see me in his courtroom again or he’d send me to jail.”

Female, 36-50 years, NZ Māori, Kawerau

“I went to jail when my baby was 6 months old... away for two and a half years.”

Female, 21-35 years, NZ Māori, Wairoa

What does it all mean?



In the context of their day to day realities, all parents/caregivers express a desire for the children in their care to make better decisions than they did, and ultimately to have better lives.

Their hopes include children staying in school/getting an education, staying out of gang life, staying away from drugs, learning that you have to work for things, etc.

Seeking to control what their children are exposed to on FTA TV is a small thing amongst everything else.



“I love my kids. I want them to have a better life than I did.”

Male, 21-35 years, NZ Māori, Wairoa

“All those things I've experienced, my kids are not going to.”

Female, 36-50 years, NZ Māori, Kawerau

“I want my kids to get a better education... teach them the basics about life... that you have to work for things... not just expect stuff.”

Female, 21-35 years, NZ Māori, Wairoa

“I didn't finish school. I would love them to finish. If they stick it out, there's a possible job in hand's reach.”

Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa

“I don't want my son ending up in a gang. I'd rather he became a hunter or a diver, than in a gang.”

Female, 21-35 years, NZ Māori, Wairoa

Use of filtering technology and timebands

This section explores the role of filtering technology, with a specific focus on timebands.



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The internet presents a real risk...



For many parents/caregivers, their mobile phones are the main form of communication – serving as phone (no landline) and internet access.

Most had limited other device use, with some not having WIFI access at home (and having to connect elsewhere, e.g. public library).



However, in the context of the internet and the information that can be accessed, most perceive a ‘real risk’ of their children being exposed to inappropriate content.



Many parents/caregivers can articulate strategies to limit exposure (although it is mixed as to whether strategies are implemented.)



“As a treat on a Saturday, my boy gets to take my phone down to the library and use the WIFI there.”

Female, 36-50 years, NZ Māori, Wairoa

“I’m always telling my kids... ‘mummy can go back on the computer and see what you’ve been looking at’.”

Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa

“I’m more cautious of him on a phone than TV. He gets half hour limits, has to be in a communal space, I visit him and check what he’s doing and check his history. Other times I lock him out of the WIFI.”

Female, 21-35 years, NZ Māori, Wairoa

But TV, less so...

Most families typically have only one (working) TV in their house.

Thinking and behaviour around TV usage often revolves around:



Many have not considered exposure to inappropriate TV content as a significant risk.

There is an expectation that content wouldn't be 'too bad' (given it's a public broadcaster).

“

“You wont see anything you don't see in reality – domestic violence, gangs, swearing...”

Male, 36-50 years, NZ Māori, Dargaville

“Once they're home from school at 3pm, the TVs on... mainly Sticky TV. They sit there until 6pm. At 6pm the News comes on, all the adults watch that while the kids have a bath. 8pm the kids are in bed.”

Female, 21-35 years, NZ Māori, Wairoa

“There is nothing that is majorly wrong with anything on Freeview TV.”

Male, 36-50 years, NZ Euro, Dargaville

Perceptions of inappropriate content varies...

The inappropriate content that parents/caregivers seek to avoid varies by individual families (and age of children).

For some, it is at a category/genre level, for example horror, pornography and violence.

Others seek to limit individual shows, for example The Simpsons, Wentworth and Naked Attraction.

A few are blocking specific channels, for example Bravo (quality of content) or the music channel (provocative clothing/dance moves).

“The way they dress... showing bits of their body they're not meant to be showing.”

Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa

“

“It’s more the violent stuff, the swearing... there’s nothing wrong with naked bodies.”

Female, 51-65 years, NZ Māori, Wairoa

“No bongos, meth or strippers.”

Female, 21-35 years, NZ Euro, Kawerau

“We’d take horror over porn. Our kids grew up on horror movies... but I won’t let them see porn.”

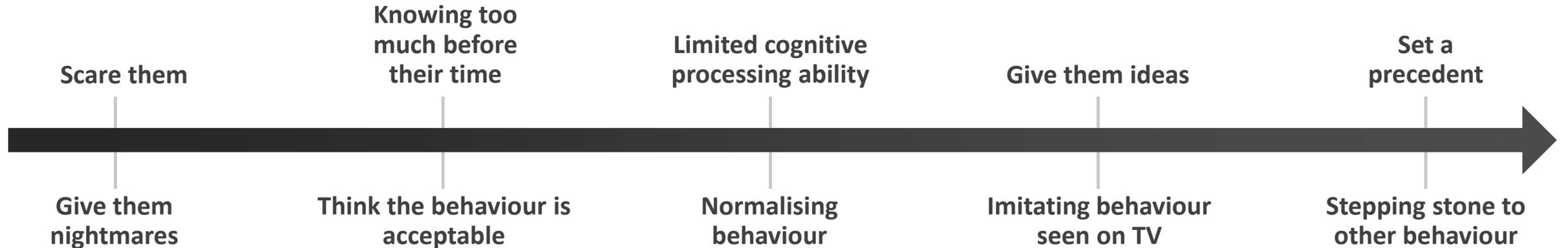
Female, 36-50 years, NZ Māori, Wairoa

Parents/caregivers identify potential harms (but often struggled)

Emotional

“Their minds don’t understand what they’re watching.”
Female, 51-65 years, NZ Māori, Wairoa

“They see it once, then think it’s ok to watch the next one.”
Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa



*“Our younger kids are very spongy... if they hear f**k, they say it.”*
Female, 21-35 years, NZ Euro, Kawerau

“It would get them thinking it’s OK... they would swear, bash someone, try a joint.”
Female, 21-35 years, NZ Māori, Kawerau

“All these American movies with gangs and criminals. Walk around outside in this community and you’ll see everyone acting like that. Wearing different coloured scarves and acting like American gangsters. All because of what TV has shown them.”
Male, 36-50 years, NZ Māori, Dargaville

“Kids get bad ideas and before you know it, they’re out of control.”
Male, 36-50 years, NZ Māori, Dargaville

Behavioural

Who's responsible for what children are exposed to?

Inconsistency across the sample and within individuals, with regard to who is responsible for what children are exposed to on TV:

- The children
- Parents/caregivers
- Broadcasters "TV people"
- The Government



Limited spontaneous recall of tools or filtering technology to control TV viewing.

Awareness of tools increased on prompting, however comprehension issues are evident.

“

“The kids are not stupid... they know if they're not supposed to be watching something.”

Male, 36-50 years, NZ Euro, Dargaville

“They're gonna watch what they're gonna watch, if you're not watching them.”

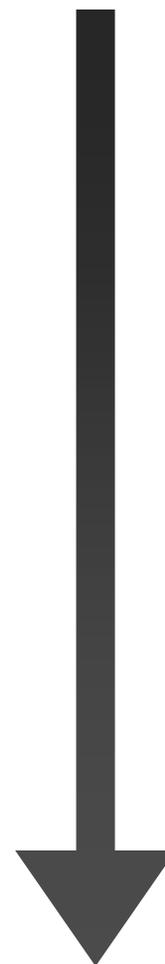
Female, 36-50 years, NZ Māori, Wairoa

“The TV people have been doing it long enough, they should know what they're doing.”

Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa

“It's the Government letting all this weird American stuff on TV that's causing the problem.”

Male, 36-50 years, NZ Māori, Dargaville



Timebands



Parents/caregivers express limited conscious awareness of timebands overall. Some didn't know it was 'a thing' or had 'a name'.

On consideration, there is awareness of the 8.30pm watershed (AO at night).

- However, it's just deemed to be common sense (when the children are in bed).
- Fits with their concept of taking turns watching TV.

Many unaware of the afternoon/evening (4pm – 7pm) timeband.

- Not aware of classification.
- Blurred by the presence of programmes like Home and Away
 - > (Of which, many participants are avid watchers)
 - > Even though these programmes have G ratings, there is a perception the content contains adult themes.

"I wasn't aware there were formal rules... I just assumed it was the parents' time. When the kids are watching TV, that's their time."

Female, 36-50 years, NZ Māori, Wairoa

"I don't think about it [timebands] I just know it. Everybody does. I know that if something is for adults or like adult rated like a horror movie or something, it is on late at night. I know it is not going to be on during the day. If you don't, then where have you been?"

Male, 36-50 years, NZ Euro, Dargaville

"I had seen it. I didn't realise it was G in the afternoon. I just thought it was AO after 8.30pm."

Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa

"I didn't know about the 4-7 thing. Now it's been brought to the table, it puzzles up... it's common sense."

Female, 36-50 years, NZ Māori, Kawerau

Practical benefits of Timebands

Embedded into their lives and routines.

At a practical level, timebands:

- Provide structure
 - > Focuses viewing time.
 - > Supports turn-taking behaviour.
 - > Supports shared viewing.
 - > Provides a signal that it's time for children to go to bed.
- Keep the children occupied during the busy time at the end of the day.
- Free up the parent/caregiver to focus on other things.
- Provide the parent/caregiver a time to rest.

“

“The timebands... ensure adults and kids things are split. Some things shouldn't be seen by young eyes. So better that the times are split.”

Female, 21-35 years, NZ Euro, Dargaville

“[Timebands are for] people like me, with young kids, who are old and need a rest. There's lots of nannies [grandmothers] in this town bringing up their mokos.”

Female, 51-65 years, NZ Māori, Wairoa

“After school – shower, homework and then we can do things and we have TV together. We select together. We have three hours at night from 6 to 9 o'clock, then its bed. We decide together, but we can take turns about who gets preference. Usually in that time we watch choice TV, car stuff like on Prime, burnouts and that stuff. We watch Mythbusters – so it teaches them things, like even how to make things because we don't have money to buy things.”

Male, 36-50 years, NZ Māori, Dargaville

Emotive benefits of Timebands

At an **emotive** level, timebands:

- Provide a sense of reassurance that the children aren't being exposed to inappropriate content.
- For some, they provide a mechanism to 'protect' in the absence of parental supervision.
- Supports parents by limiting 'hassle' – less opportunity for children to argue about what they can and can't watch.



"I tell my boy to watch TV... it's just an automatic thought, that's what's on there should be suitable."

Female, 21-35 years, NZ Māori, Wairoa

"You can shove them in front of the TV for an hour, go cook tea, do some chores... not worry about what they see."

Male, 21-35 years, NZ Māori, Wairoa

"There should be certain programmes at different times. It means less hassle in my house. The hassle is telling kids, 'you can't watch that'. But if it's on at a certain time, there's no arguments."

Female, 36-50 years, NZ Māori, Wairoa

"I'm still old school... happy to keep timebands... there's going to be a time when you're not there."

Female, 36-50 years, NZ Māori, Kawerau

Removal of timebands? Initial reaction

For some, the idea of removing timebands was quite confronting.



Horrified

Terrible

Wont be good



“It’s for all the other kids in our community, kids who are left on their own watching TV all day.”
Female, 36-50 years, NZ Māori, Dargaville

“I’d be angry, frustrated... it would piss me off because my kids would be open to anything.”
Female, 21-35 years, NZ Māori, Wairoa

“It’s going to turn our kids into criminals, druggies and rapists.”
Male, 36-50 years, NZ Māori, Dargaville

“Yeah, nah... that will be turn the TV off and get outside, because there won’t be any programmes for the kids to watch.”
Male, 21-35 years, NZ Māori, Wairoa

Removal of timebands? Considered reaction

However, the removal of timebands was more acceptable on consideration, and importantly in the context of a suite other tools/filtering technology available (with particular reference to parental locks).

General agreement exists that a ‘combination’ or a ‘layered’ approach of tools provided the best protection.

However, many are not currently using the tools that are available.

Many have low awareness and usage of parental locks.

In the absence of Timebands, what would Broadcasters do?

– Two schools of thought...

1

Retain the Status Quo

Some perceive things (programming) will be similar and not change dramatically.

Underpinning this perception is:

- The common sense approach with relative viewing times
- The perception that people (viewers) would complain.

“

“I would hope they carry on with what they're doing now. It's logical. It fits.”

Female, 36-50 years, NZ Māori, Wairoa

“

“They'd carry on the same... be less stress for them, with not much people complaining. If they did [change] people would complain.”

Female, 21-35 years, NZ Māori, Wairoa

“

“If they had any brains they would keep it the same. If they didn't, they would get heaps of complaints... viewer power!”

Female, 21-35 years, NZ Euro, Kawerau

2

‘Show me the money’

- Perception that the business imperative of profit making would eventually override.
- In doing so, there is a belief broadcasters would place greater priority on:
 - > Chasing ratings
 - > Appealing to adult viewers (as they make decisions and advertisers want that).

“

“They will just focus on adults, they are the decision makers for advertisers so they will focus on that.”

Female, 36-50 years, NZ Euro, Dargaville

“

“The programmes they will put there will be good. To be different and attract adults to that time (afternoon).”

Male, 36-50 years, NZ Māori, Dargaville

Low awareness at a conceptual level

Some unaware of the existence of parental locks as a filtering technology tool.

“I didn’t know that existed. I’m way back in the old days.”

Female, 51-65 years, NZ Māori, Wairoa

Perception parental locks are only a feature on Sky TV.

“I know you can put locks on the Sky box. It is a feature. I don’t think they have it on Freeview yet”

Female, 21-35 years, NZ Euro, Dargaville

Some comprehension issues

Appears to be some confusion between Parental Locks (relating to content classifications) and Parental Locks with times (e.g. time restrictions used in WIFI access).

“I thought it was a time to block kids out of TV... didn’t really know what the parental lock was locking.”

Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa

Low relevance for personal situation and Freeview box

There appears to be many instances of **'hand-me-down' freeview boxes** (i.e. gifted from someone else). The implication is that parents/caregivers lose product benefits highlighted on packaging, and often don't receive the operating manual.

Some have **lost remote controls** (and perceive universal remotes don't work with their particular Freeview box) so are unable to access the online menu/settings.

Some have actively sought out the cheapest Freeview box and find they have **orphan brands** that are not supported or compatible with other aspects.

"I don't think my one [Freeview box] has parental locks. My one isn't a common brand that people have."

Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa

Some are undertaking a **'set and forget'** approach – e.g. plugged in the Freeview box, tune it, and haven't reviewed it since.

"When we got the TV, I pushed a button, waited for it to tune itself in and that was that."

Female, 21-35 years, NZ Māori, Wairoa

Parental locks – limited usage

A few are aware

Some became aware through a significant life 'disruption'. For example, a grandfather researched the technology when he found out his grandchildren were coming to live with him.

A few became aware of parental locks through product packaging, and accidental discovery by just 'playing' around with the remote one day.

A few have rejected

A few have utilised the parental lock and then rejected the technology, as it interfered with their own viewing behaviour.

*"It was f**king annoying, so I got rid of it."*

Male, 36-50 years, NZ Euro, Dargaville

Programme classifications



Most are familiar with programme classifications, with AO being easily recalled and understood.

Some expressed confusion with the PGR classification. This relates to what the abbreviation stands for and the required relative involvement of the parent/caregiver.

Similarly, most assume G classifications are suitable (and potentially targeted) for children.

This is a source of confusion for some, who easily recall examples of programmes with ratings they don't necessarily agree with. For example, Home and Away.

“PGR – that’s Parent Guardian Rating. You’ve still got to have a parent watching.”

Female, 36-50 years, NZ Māori, Kawerau

“Some AO’s are not [adults only], some G’s have sexual content. I don’t always agree with the rating.”

Female, 36-50 years, NZ Māori, Wairoa

“But then you’ve got Home and Away... they have stuff on there like rape and suicide... It’s a G, but that’s not for kids.”

Female, 21-35 years, NZ Māori, Wairoa

Cautionary warnings...



... on TV

Most are familiar with the cautionary warnings on TV. They are positive that the warning appears in both written and verbal form – providing the opportunity to hear it, even if you are in another room.

Parents/caregivers feel the cautionary warnings provide a final reminder to ensure content is appropriate.

... on electronic programme guide

Perception that it is handy to have, and might be read when deciding what to view (in amongst the other information provided).

However, it is unlikely to be sought out specifically.

“

“Even if you can’t see it [because you’re in another room], you can still hear it.”

Female, 51-65 years, NZ Māori, Wairoa

“They’re handy... but you have to be watching the start [of the programme]. If you miss it, you won’t know.”

Female, 21-35 years, NZ Māori, Wairoa

“And the programme guide is always there, you can always look it up... warnings go with that...”

Female, 51-65 years, NZ Māori, Dargaville



Programme Guides

Little use of printed TV Guides. Deemed as an unnecessary expense.

Electronic Programme Guides (EPG)

Common use of EPG (by those with functioning remote controls).

For many, it is a key part of their TV watching behaviour – general surfing and TV viewing selection.

However, assessing content is often secondary.

“

“When I was in prison I always read the TV Guide... just something to read, but I read it cover to cover. Haven't read it since then.”

Female, 21-35 years, Māori, Wairoa

Some (especially those with younger children) expressed a desire for more information to help assess the suitability of G/PGR classifications.

Moving forward

This section provides a short summary of key insights and explores a number of strategic options.



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Insight



Given the reality of participants' lives (family structures/ fluid households, criminal associations etc), there *are* people that need protecting.

Behavioural challenge



Seeking to control children's viewing with filtering technology is not a priority (and some have rejected it).

Implication for timebands



In the absence of considered usage of filtering technology, timebands provide a safety net.

Insight



Whilst there is a clear risk with exposure to inappropriate content on the internet, it does not hold true for TV.

Behavioural challenge



Because parents/caregivers don't identify a risk, there is limited use of strategies to control exposure to content.

Implication for timebands



Timebands have continued relevance (and reinforce low risk).

Insight



Whilst many are not consciously aware of timebands, they are imbedded into other aspects of people's lives.

Behavioural challenge



Behaviour around timebands is automatic (and often taken for granted).

Implication for timebands



Timebands provide many practical and emotional benefits.

Insight



Parents/caregivers express a general preference for combinations of tools/filtering technology to provide 'layers' of protections.

Behavioural challenge



Awareness and comprehension does not transfer into usage.

Usage of parental locks amongst these parent/caregivers is very low.

Implication for timebands



With consideration of parental locks, many parents/caregivers would be open to the removal timebands.

Opportunity



An option is to attempt to initiate behaviour change.

An indication of considerations for a behaviour change programme is highlighted on the following slides.

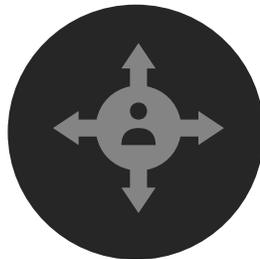
Initiating behaviour change

The COM-B model¹ suggests that the target behaviour (in this context, utilising parental lock filtering technology) occurs as an interaction between three necessary conditions:

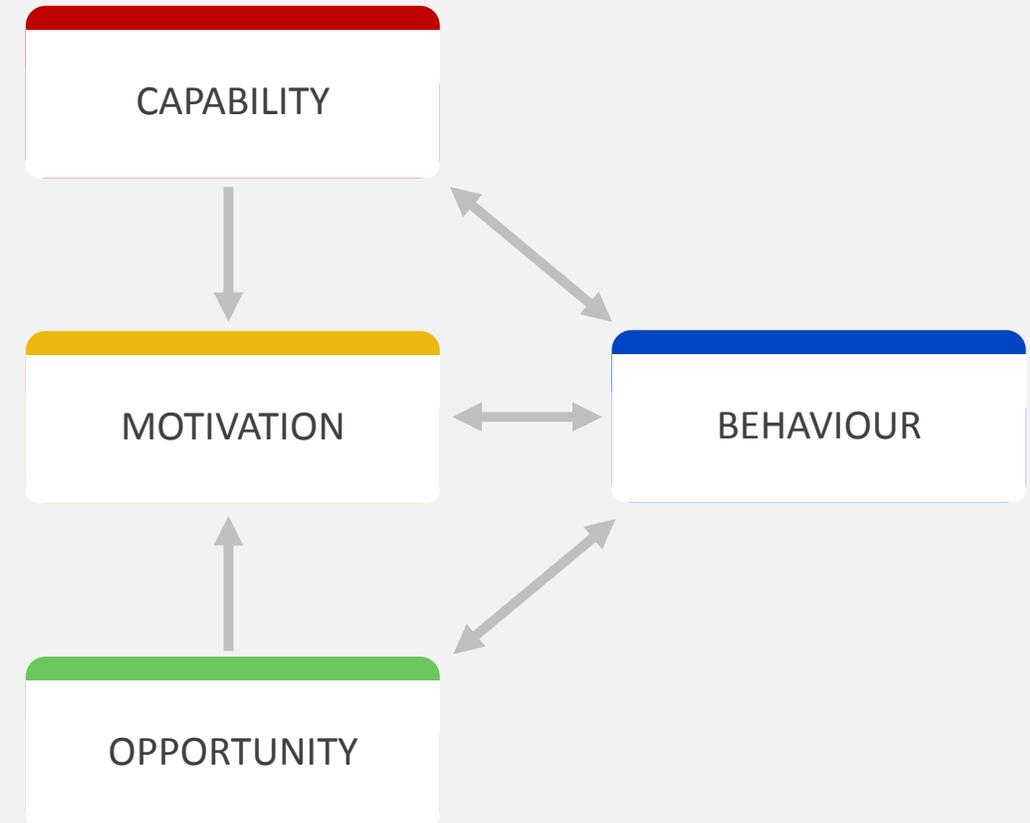
Capability



Opportunity



Motivation



Capability – psychological or physical ability to enact behaviour



Psychological ability

- Some parents/caregivers do not identify a need to protect children from TV content.
- Some parents/caregivers lack awareness of parental locks as an option.
- Some parents/caregivers lack an accurate understanding of parental locks in the context of Freeview boxes.
- Some have expressed low self efficacy issues – a belief that they could not easily undertake the behaviour on their own.



Physical ability

- Some do not possess the physical ability to implement parental locks.
 - > They are unable to access the settings menu on their Freeview box, due to a lack of remote control.
 - > Some lack the financial resources/disposable income to purchase a replacement remote control/new Freeview boxes.

“I would need someone to talk me through, probably [person from local electronics store]. I don’t even know how to use the [remote] control properly.”

Female, 51-65 years, NZ Māori, Wairoa

“If I knew how to operate it without any trouble. I’d be scared I’d lock the whole Freeview up.”

Female, 21-35 years, NZ Māori/Fiji Indian, Wairoa

Opportunity – *physical and social environment to enable behaviour*

PHYSICAL environment

Aspects of the physical environment to support the adoption of the behaviour may include:

- Ability to easily access information
 - > Why media choices matter
 - > What to look out for with children's viewing
 - > How to use the other tools available

SOCIAL environment

Aspects of the social environment to support the behaviour may include:

- Creating a sense of normative behaviour 'everyone is doing it'.
- Perception of choice – blocking can be done on any number of levels, by channel, by programme, by classification.

Motivation – *to adopt behaviour*



Reflective of a caring adult

Seek to control what the children are exposed to

Seek to protect the children in their care

Acknowledge potential harms of exposure to inappropriate content

Seek a sense of reassurance

Encourages purposeful watching

“[Parental Locks] would be cool, I could have control of what he’s watching.”

Female, 51-65 years, NZ Māori, Wairoa

... also barriers to overcome

Greater priority placed on keeping the children happy (and quiet).

Parents/caregivers don't want to be seen as the 'bad guy'.

Interference with own TV viewing behaviour (through use of PINs).

Parents/caregivers with different priorities:

- Greater focus on self
- Don't care/too lazy
- Out drinking/involved with drugs.

Perceived as outgroup behaviour (not for people like me).

“

*“This stuff [tools] will matter to a religious family... hard core religious families. And people who look down their noses at others. People who think their sh*t don't stink. Real, normal down to earth people are not too involved with this, because they are in touch with the real world... some of these things don't depict reality. They are actually out of touch with reality.”*

Male, 36-50 years, NZ Euro, Dargaville

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