

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:

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

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/sisters	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:	P5
UNIT NAME:			

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.

	P13P14m		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
Don't know / not sure	3

GO TO Q3g

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 they sit 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.

P20

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

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

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

P21M

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

CODE ONE ONLY.

P22

Yes	1
No	2
Don't know	3

GO TO Q3k
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.

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

P23

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, do you personally use TV broadcasters' classification symbols and warnings on programme content to help decide whether **[CHILD]** will watch a particular programme?

CODE ONE ONLY.

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

P24

ASK Q3I 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
Don't know	3

**GO TO Q4a
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
Don't know	3

GO TO Q4c
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.**

	STATION NAME	CODE
STATION		

P28

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.

P29M

Child does not listen to the radio	01
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 MENTIONED IN Q5a, CODE ONE ONLY IN COL B.

	P32M COL A	P33S/P34 COL B		
		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 ALL 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
DO NOT READ Depends	5
DO NOT READ Don't know	6

GO TO Q6a

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
Don't know	3

GO TO Q7a

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/manufacture (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
DO NOT READ Depends	5
DO NOT READ Don't know	6

GO TO Q7a

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
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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.**

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

P51

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.**

P56S/57

	YES	NO	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 here at home 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 while you were watching the television 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 before you had dinner, 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
DO NOT READ: Was not home during that time	9
DO NOT READ: Don't know	10

GO TO Q2e

GO TO Q2e

GO TO Q2e

ASK Q2d IF CODE 1, 2, OR 6 AT Q2c

SHOWCARD B AGAIN

Q2d And while you were watching the television 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 while you were watching the television 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 after you had dinner 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 while you were watching the television 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 ALL 4 ACTIVITIES 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 ALL RESPONDENTS HAVE BEEN ASKED ABOUT ALL 4 ACTIVITIES

IF CODE 22 OR 23 FOR TV, RADIO, INTERNET AND 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		
PROGRAMME 2		
PROGRAMME 3		

P100
P101
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	GO TO Q3f GO TO Q3f
No	2	
Don't know	3	

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	
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
Don't know	3

GO TO Q6a
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 <u>don't</u> know	1	2	3
v) Take pictures that you <u>don't</u> 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 to 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 9.30pm – 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'OLDS 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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