

GENERATION M²

Media in the Lives of 8- to 18-Year-Olds

A Kaiser Family Foundation Study

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Introduction

As anyone who knows a teen or a tween can attest, media are among the most powerful forces in young people's lives today. Eight- to eighteen-year-olds spend more time with media than in any other activity besides (maybe) sleeping—an average of more than 7½ hours a day, seven days a week. The TV shows they watch, video games they play, songs they listen to, books they read and websites they visit are an enormous part of their lives, offering a constant stream of messages about families, peers, relationships, gender roles, sex, violence, food, values, clothes, and an abundance of other topics too long to list.

Understanding the role of media in young people's lives is essential for those concerned about promoting the healthy development of children and adolescents, including parents, pediatricians, policymakers, children's advocates, educators, and public health groups. It is the purpose of this study to foster that understanding by providing data about young people's media use: which media they use, which they own, how much time they spend with each medium, which activities they engage in, how often they multitask, and how they differ from one another in the patterns of their media use. Our aim is to provide a more solid base from which to examine media's effects on children and to help guide those who are proactively using media to inform and educate America's youth.

The study is one of the largest and most comprehensive publicly available sources of information on the amount and nature of media use among American youth:

- It includes a large national sample of more than 2,000 young people from across the country;
- It covers children from ages 8 to 18, to track changes from childhood through the transitional “tween” period, and on into the teenage years;
- It explores a comprehensive array of media, including TV, computers, video games, music, print, cell phones, and movies;
- It is one of the only studies to measure and account for media multitasking—the time young people spend using more than one medium concurrently; and
- It gathers highly detailed information about young people's media behavior, including responses to an extensive written questionnaire completed by the entire sample, plus results from a subsample of approximately 700 respondents who also maintained week-long diaries recording their media use in half-hour increments.

Finally, because this is the third wave of the Kaiser Family Foundation's studies of children's media use, it not only provides a detailed look at current media use patterns among young people, but also documents changes in children's media habits since the first two waves of the study, in 1999 and 2004.

Among the questions we address are:

- Which media are young people using?
- How much time do they spend with each medium in a typical day?
- How have new media platforms changed the way children and adolescents consume media?
- How big a role are mobile and online media playing in young people's lives?
- How are they using computers and the Internet?
- What is the media environment in which young people live—that is, the types and number of media available in their homes and bedrooms?
- What changes have there been in media use patterns over the years?
- How does media use vary across different age groups?
- Are there differences in the media use habits of boys versus girls, or among Black, White and Hispanic youth?

We hope that the data provided here will offer a reliable foundation for policymakers trying to craft national media policies, parents trying to do their best to stay on top of their children's media habits, and educators, advocates and public health groups that are concerned with the impact of media on youth, and want to leverage the educational and informational potential of media in young people's lives.

Key Findings

Over the past five years, there has been a huge increase in media use among young people.

Five years ago, we reported that young people spent an average of nearly 6½ hours (6:21) a day with media—and managed to pack more than 8½ hours (8:33) worth of media content into that time by multitasking. At that point it seemed that young people’s lives were filled to the bursting point with media.

Today, however, those levels of use have been shattered.

Over the past five years, young people have increased the amount of time they spend consuming media by an hour and seventeen minutes daily, from 6:21 to 7:38—almost the amount of time most adults spend at work each day, except that young people use media seven days a week instead of five.

Moreover, given the amount of time they spend using more than one medium at a time, today’s youth pack a total of 10 hours and 45 minutes worth of media content into those daily 7½ hours—an increase of almost 2¼ hours of media exposure per day over the past five years.

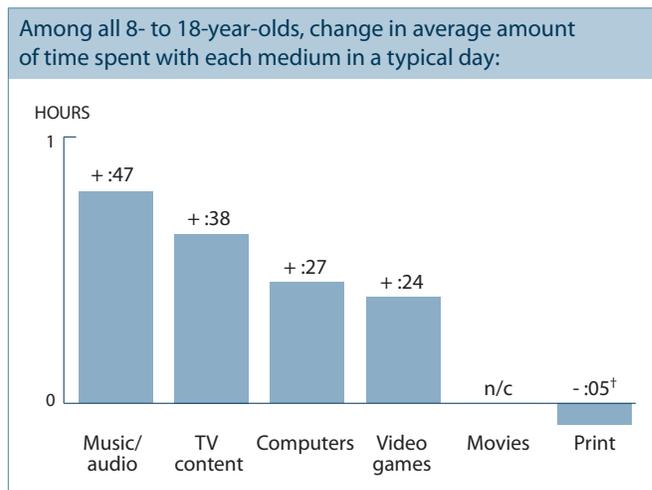
Media Use Over Time

Among all 8- to 18-year-olds, average amount of time spent with each medium in a typical day:			
	2009	2004	1999
TV content	4:29 ^a	3:51 ^b	3:47 ^b
Music/audio	2:31 ^a	1:44 ^b	1:48 ^b
Computer	1:29 ^a	1:02 ^b	:27 ^c
Video games	1:13 ^a	:49 ^b	:26 ^c
Print	:38 ^a	:43 ^{ab}	:43 ^b
Movies	:25 ^a	:25 ^{ab}	:18 ^b
TOTAL MEDIA EXPOSURE	10:45^a	8:33^b	7:29^c
Multitasking proportion	29% ^a	26% ^a	16% ^b
TOTAL MEDIA USE	7:38^a	6:21^b	6:19^b

Notes: See Methodology section for a definition of terms, explanation of notations, and discussion of statistical significance. See Appendix B for a summary of key changes in question wording and structure over time. **Total media exposure** is the sum of time spent with all media. **Multitasking proportion** is the proportion of media time that is spent using more than one medium concurrently. **Total media use** is the actual number of hours out of the day that are spent using media, taking multitasking into account. See Methodology section for a more detailed discussion. In this table, statistical significance should be read across rows.

Use of every type of media has increased over the past 10 years, with the exception of reading. In just the past five years, the increases range from 24 minutes a day for video games, to 27 minutes a day for computers, 38 minutes for TV content, and 47 minutes a day for music and other audio. During this same period, time spent reading went from 43 to 38 minutes a day, not a statistically significant change. But breaking out different types of print does uncover some statistically significant trends. For example, time spent reading magazines dropped from 14 to nine minutes a day over the past five years, and time spent reading newspapers went down from six minutes a day to three; but time spent reading books remained steady, and actually increased slightly over the past 10 years (from 21 to 25 minutes a day).

Changes in Media Use, 2004–2009



[†] Not statistically significant. See Appendix B for a summary of key changes in question wording and structure over time.

An explosion in mobile and online media has fueled the increase in media use among young people.

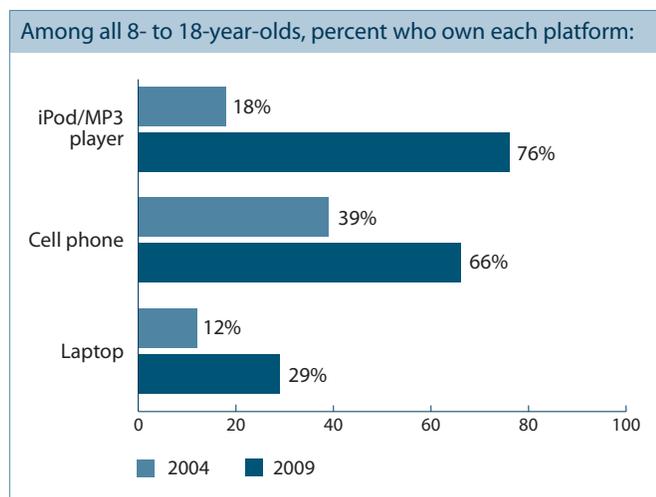
The story of media in young people’s lives today is primarily a story of technology facilitating increased consumption. The mobile and online media revolutions have arrived in the lives—and the pockets—of American youth. Try waking a teenager in the morning, and the odds are good that you’ll find a cell phone tucked under their pillow—the last thing they touch before falling asleep and the first thing they reach for upon waking. Television content they once consumed only by sitting in front of a TV set at an appointed hour is now available whenever and wherever they want, not only on TV sets in their bedrooms, but also on their laptops, cell phones and iPods®.

Today, 20% of media consumption (2:07) occurs on mobile devices—cell phones, iPods or handheld video game players. Moreover, almost another hour (:56) consists of “old” content—TV or music—delivered through “new” pathways on a computer (such as Hulu™ or iTunes®).

Mobile media. The transformation of the cell phone into a media content delivery platform, and the widespread adoption of the iPod and other MP3 devices, have facilitated an explosion in media consumption among American youth. In previous years, the proliferation of media multitasking allowed young people to pack more media into the same number of hours a day, by reading a magazine or surfing the Internet while watching TV or listening to music. Today, the development of mobile media has allowed—indeed, encouraged—young people to find even more opportunities throughout the day for using media, actually expanding the number of hours when they can consume media, often while on the go.

Over the past five years, the proportion of 8- to 18-year-olds who own their own cell phone has grown from about four in ten (39%) to about two-thirds (66%). The proportion with iPods or other MP3 players increased even more dramatically, jumping from 18% to 76% among all 8- to 18-year-olds.

Mobile Media Ownership, Over Time



Not only do more young people own a cell phone, but cells have morphed from a way to hold a conversation with someone into a way to consume more media. Eight- to eighteen-year-olds today spend an average of a half-hour a day (:33) talking on their cell phones, and an average of 49 minutes a day (:49) listening to, playing or watching other media on their phones (:17 with music, :17 playing games, and :15 watching TV)—not to mention the hour and a half a day that 7th- to 12th-graders spend text-messaging (time spent texting is *not* included in our count of media use, nor is time spent talking on a cell phone).

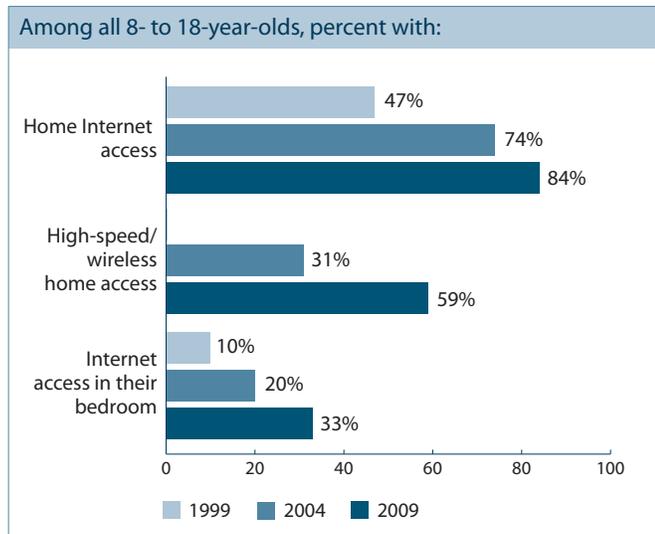
These two platforms—cell phones and MP3 players—account for a sizeable portion of young people’s increased media consumption. For example, total time spent playing video games increased by about 24 minutes over the past five years (from :49 to 1:13), and 20 minutes of that increase comes on cell phones, iPods and handheld video game players. Time spent listening to music and other audio has increased by more than three-quarters of an hour a day (:47) to just over 2½ hours (2:31); nearly an hour (:58) of that listening occurs via a cell phone or an iPod, and another 38 minutes is streamed through the computer, through programs like iTunes or Internet radio.

Television on new media platforms. For the first time since we began this research in 1999, the amount of time young people spend watching regularly scheduled programming on a television set at the time it is originally broadcast has declined (by :25 a day, from 3:04 to 2:39). However, the proliferation of new ways to consume TV content has actually led to an *increase* of 38 minutes of daily TV consumption. The increase includes an average of 24 minutes a day watching TV or movies on the Internet, and about 15 minutes each watching on cell phones (:15) and iPods (:16). Thus, even in this new media world, television viewing—in one form or another—continues to dominate media consumption, taking up about 4½ hours a day in young people’s lives (up from a total of 3:51 in 2004). But *how* young people watch TV has clearly started to change. Indeed, today just 59% of young people’s TV watching occurs on a TV set at the time the programming is originally broadcast; fully 41% is either time-shifted, or occurs on a platform other than a TV set.

Online media. In addition to mobile media, online media have begun making significant inroads in young people’s lives. The continued expansion of high-speed home Internet access, the proliferation of television content available online, and the development of compelling new applications such as social networking and YouTube, have all contributed to the increase in the amount of media young people consume each day. Today’s 8- to 18-year-olds spend an average of an hour and a half (1:29) daily using the computer outside of school work, an increase of almost half an hour over five years ago (when it was 1:02).

In the last five years, home Internet access has expanded from 74% to 84% among young people; the proportion with a laptop has grown from 12% to 29%; and Internet access in the bedroom has jumped from 20% to 33%. The quality of Internet access has improved as well, with high-speed access increasing from 31% to 59%.

Home Internet Access, Over Time



New online capabilities and types of content have also come to play an important role in young people’s media activities. Two of the three most popular computer destinations among this age group—social networking and video sites like YouTube—were not widely available five years ago; today they account for an average of :37 of young people’s daily media time (:22 for social networking and :15 for video websites).

Youth who spend more time with media report lower grades and lower levels of personal contentment.

For purposes of comparison, young people were grouped into categories of heavy, moderate and light media users. Heavy users are those who consume more than 16 hours of media content in a typical day (21% of all 8- to 18-year-olds); moderate users are those who consume from 3–16 hours of content (63%); light users are those who consume less than three hours of media in a typical day (17%).

Nearly half (47%) of all heavy media users say they usually get fair or poor grades (mostly C’s or lower), compared to 23% of light media users. Heavy media users are also more likely to say they get into trouble a lot, are often sad or unhappy, and are often bored. Moreover, the relationships between media exposure and grades, and between media exposure and personal contentment, withstood controls for other possibly relevant factors such as age, gender, race, parent education, and single vs. two-parent households.

This study cannot establish whether there is a cause and effect relationship between media use and grades, or between media use and personal contentment. And if there are such relationships, they could well run in both directions simultaneously.

Media, Grades and Personal Contentment

Among all 8- to 18-year-olds, percent of heavy, moderate, and light media users who say they get mostly:[†]

	Heavy Users	Moderate Users	Light Users
Good grades (A’s and B’s)	51% ^a	65% ^b	66% ^b
Fair/poor grades (C’s or below)	47% ^a	31% ^b	23% ^c

Among all 8- to 18-year-olds, percent of heavy, moderate, and light media users who say they:^{††}

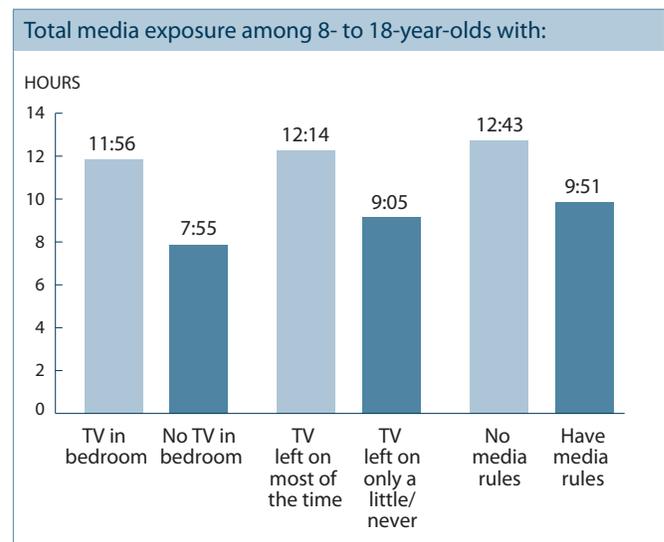
	Heavy Users	Moderate Users	Light Users
Have a lot of friends	93%	91%	91%
Get along well with their parents	84% ^a	90% ^b	90% ^{ab}
Have been happy at school this year	72% ^a	81% ^b	82% ^b
Are often bored	60% ^a	53% ^b	48% ^b
Get into trouble a lot	33% ^a	21% ^b	16% ^b
Are often sad or unhappy	32% ^a	23% ^b	22% ^b

Note: Statistical significance should be read across rows.
[†] Students whose schools don’t use grades are not shown.
^{††} Percent who say each statement is “a lot” or “somewhat” like them.

Children whose parents make an effort to limit media use—through the media environment they create in the home and the rules they set—spend less time with media than their peers.

Children who live in homes that limit media opportunities spend less time with media. For example, kids whose parents *don’t* put a TV in their bedroom, *don’t* leave the TV on during meals or in the background when no one is watching, or *do* impose some type of media-related rules spend substantially less time with media than do children with more media-lenient parents.

Media Exposure, by TV Environment and Rules



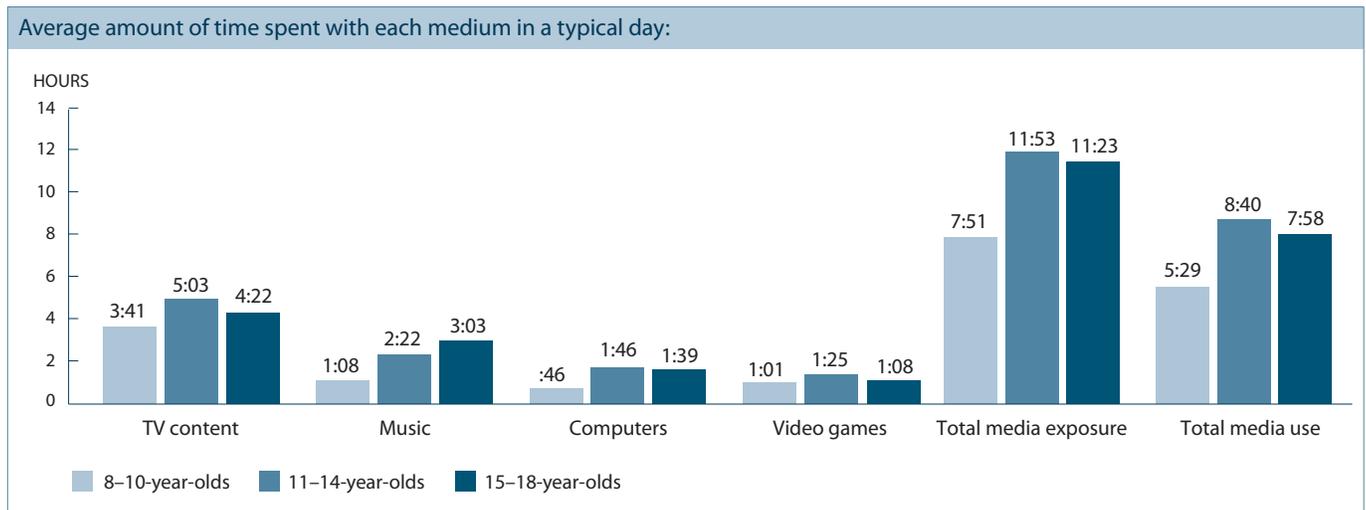
Two groups of young people stand out for their high levels of media consumption: those in the tween and early teen years (11- to 14-year-olds), and Blacks and Hispanics.

The disparities in media use in relation to both age and race are difficult to ignore. The jump in media use that occurs when young people hit the 11- to 14-year-old age group is tremendous—an increase of more than three hours a day in time spent with media (total media use), and an increase of four hours a day in total media exposure. Eleven- to fourteen-year-olds average just under nine hours of media use a day (8:40), and when multitasking is taken into account, pack in nearly 12 hours of media exposure (11:53). The biggest increases are in TV and video game use: 11- to 14-year-olds consume an average of five hours a day (5:03) of TV and movie content—live, recorded, on DVD, online, or on mobile platforms—and spend nearly

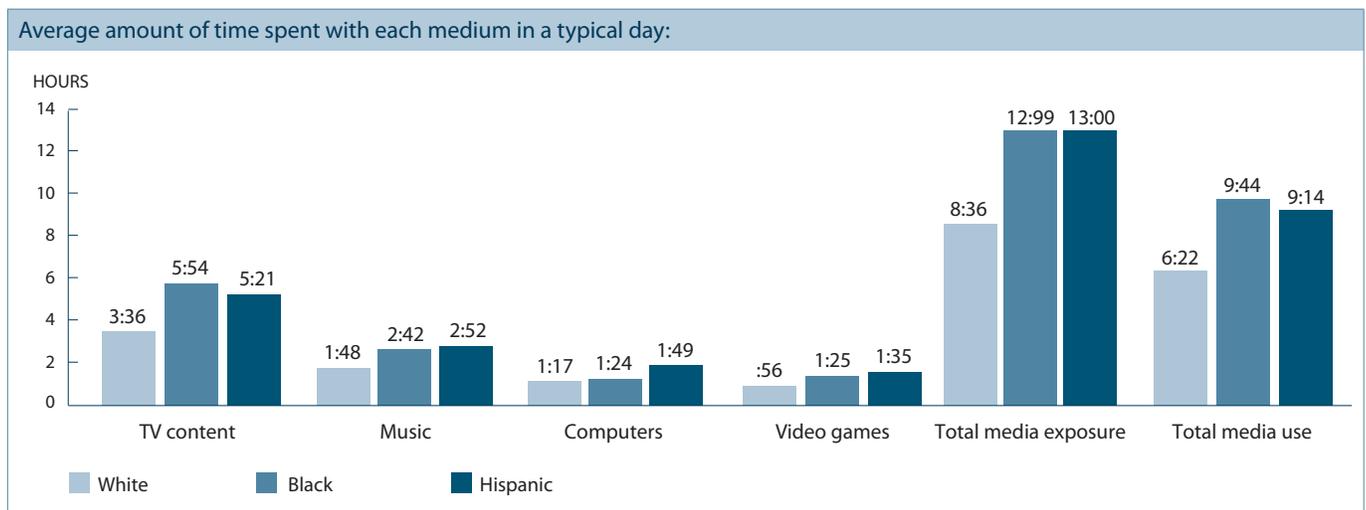
an hour and a half a day (1:25) playing video games. In other words, just as children begin to make the transition into adolescence, their media use explodes.

Differences in media use in relation to race and ethnicity are even more pronounced, and they hold up after controlling for other demographic factors such as age, parent education, or whether the child is from a single or two-parent family. For example, Hispanic and Black youth average about 13 hours of media exposure daily (13:00 for Hispanics and 12:59 for Blacks), compared to just over 8½ hours (8:36) among Whites. Some of the biggest race-related differences emerge for television time: Black youth spend nearly six hours daily watching TV and Hispanics spend 5:21, compared to 3:36 for Whites. Other substantial differences emerge for time spent with music (Black and Hispanic youth spend about an hour more a day with music) and video games (about a half-hour more a day).

Media Use, by Age



Media Use, by Race/Ethnicity



Methodology

This report is based on a nationally representative survey of 2,002 3rd–12th grade students, ages 8–18, including a subsample of 702 respondents who also volunteered to complete seven-day media use diaries. The study was conducted from October 20, 2008 through May 7, 2009.

This is the third wave in a series of studies by the Kaiser Family Foundation about media use among 8- to 18-year-olds. The study has been conducted at five-year intervals: during the 1998–1999 school year, the 2003–2004 school year, and the 2008–2009 school year (the current report). Different respondents participated in the study during each time period. Throughout this report, the dates 1999, 2004 and 2009 are used as shorthand for those three time periods. Unless otherwise noted, findings in this report are from the 2009 study.

The survey sample includes students from public, private, and parochial schools, as well as an oversample of African American and Hispanic students. The sample was obtained using a stratified, two-stage national probability sample. At stage one, schools were randomly selected and at stage two, grades and classes were randomly selected to participate. Data from the survey are weighted to ensure a nationally representative sample of students (sample distribution can be found in Table 3, Appendix A). The margin of sampling error for the total sample is +/-3.9%; sampling error is higher for various subgroups.

Survey respondents completed anonymous, 40-minute, self-administered written questionnaires in the classroom. Trained interviewers were present in each classroom to provide assistance if needed. Data from the media use diaries were used primarily for quantifying the amount of media multitasking. Unless otherwise noted, all findings presented in the report are from the broader survey data. Copies of the questionnaire and diary are included in Appendix C and D of this report.

All questions about time refer to the previous day in order to capture estimates of actual use (rather than projected use or asking children to attempt to guess at their average daily use). Each day of the week is evenly represented and estimates of “all children” include those who spent no time with that particular medium, resulting in an estimate of a “typical day’s” use. Students surveyed on Monday were asked about either Friday, Saturday, or Sunday.

Definitions of Media Included in the Study

- The media activities covered in the study include watching television and movies, playing video games, listening to music, using computers, and reading newspapers, magazines and books.
- Time spent talking on the phone or text messaging is not counted as “media use.” Those data were collected, however, and are reported separately in the cell phone section of this report. Time spent using a cell phone to listen to music, play games or watch TV *is* counted as media use.
- The study concerns *recreational* media use only. That is, unless otherwise noted, all findings concern non-school-related media use. For example, books read for a school assignment, or online research conducted for a class project, are not included in the media use totals.
- When totaling young people’s media consumption, the report uses two different terms—total media *exposure*, and total media *use*.

Total media *exposure* refers to the amount of media content young people consume in a day—the number one obtains by simply adding up the amount of time spent reading, listening to music, watching TV, going to movies, playing video games, and using the computer.

But most young people spend some portion of their day using more than one medium at a time—say, listening to music while using the computer. This multitasking is taken into account in the calculation of *total media use*, which offers a better estimate of the actual amount of time spent with media each day. It is calculated by reducing media exposure by the proportion of time during which such media-multitasking occurs.

- Following are specific descriptions of what is or isn’t included in each type of media:

Computer. Time spent using a computer includes both online and offline activities. It includes time spent using the computer for entertainment purposes, such as playing games, sending or receiving instant messages (IMing), doing graphics, going to social networking sites, reading magazines or newspapers online, watching or posting videos on sites like YouTube, or surfing other websites. Unless otherwise noted, it does not include time spent using the computer for school work, or time spent using the computer for watching DVDs, TV or listening to music—those activities are discussed and counted elsewhere in the report.

Movies. Watching movies refers to time spent watching movies in a movie theater.

Music. Listening to music includes time spent listening to music on radios, CDs, cell phones, iPods and other MP3 players, and on a computer, such as through iTunes or Internet radio. The “music/audio” category includes everything listed above, plus for respondents in grades 7–12 it also includes time spent listening to something other than music (such as a talk show or the news) on the radio (either traditional or Internet radio). On occasion, the phrase “total audio” is used interchangeably with “music/audio.”

Print. Print media use or “reading” includes time spent reading print versions of books, magazines or newspapers for pleasure. It does not include time spent reading in school, or for school work. It also does not include time spent reading on computers or mobile devices. Time spent reading newspapers or magazines online is captured and counted in computer use.

TV content. “Live TV” means regularly scheduled programming watched at the time it is originally broadcast, on a TV set. “Time-shifted TV” includes On Demand programming, and shows that are recorded and viewed at a later date, such as on a VCR or DVR. “Total TV content” includes all of the above, plus DVDs viewed on a TV set or a computer, and TV or movies viewed on a cell phone, MP3 player, or online.

Video games. Unless otherwise specified, “video games” includes time spent playing on either a console or handheld gaming device (including a cell phone). Time spent playing computer games is counted in the computer section.

Changes in Question Wording and Structure

Over the years, the survey instrument has been updated to reflect the changing media landscape. For example, in the first wave of the study in 1999, there were no such things as Instant Messaging, iPods or social networking, but because they have now become key parts of young people’s media use, the survey has been updated to include them. Likewise, the 2009 survey includes questions about more ways of watching TV than were included in the past, because there are more ways of viewing TV today than there were in previous years. At the time of the 2004 survey, iPods and other MP3 players had just come on the market and were not yet widely used for viewing video, On Demand programming was not widely available, and viewing on cell phones or through the Internet was still in its infancy. Therefore, the 1999 and 2004 surveys did not include questions about any of these modes of viewing TV content; but any survey about TV viewing in 2009 that did not include these platforms would be woefully incomplete.

These and other changes affect whether it is possible to compare findings over time. A summary of some of the main changes in question wording and structure can be found in Appendix B of this report. It should be consulted when making comparisons over time. In addition to the Appendix, the precise wording of the questionnaires from 1999 and 2004 is available in the online version of this report at www.kff.org.

Reading the Data

- Throughout the report, times spent with media are reported in hours:minutes. For example, 23 minutes is reported as :23, and 12 hours and 13 minutes is reported as 12:13.
- In tables and the survey topline, an asterisk (*) signals a value of less than one-half percent (0.5%). A dash (-) denotes a value of zero. A tilde (~) indicates that a specific question or response category was not used in that year.
- Percentages may not always add up to 100% because of rounding, the acceptance of multiple answers from respondents, or because some answer categories such as “no response” or “don’t know” may not be shown.
- Unless otherwise noted, all findings are presented for ages 8–18. Some questions were asked only of older children; for those items, findings are reported for 7th–12th graders only.
- Differences between demographic groups and changes over time have been tested for statistical significance, taking into account sample weighting and design effect. They are reported only if the difference is significant at least at the $p < .05$ level (i.e., differences as great as those noted would occur by chance no more than five times in 100). In tables, superscripts are used to denote whether or not various data points differ reliably. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

For example, in Row 1 below, none of the items differ in a statistically reliable way. In Row 2, each item differs from the other reliably. In Row 3, the items in the first and third columns differ from the item in the second column, but not from each other. And in Row 4, items in Columns 1 and 3 differ from each other, but not from Column 2.

	Column 1	Column 2	Column 3
Row 1	:12	:15	:17
Row 2	10% ^a	20% ^b	30% ^c
Row 3	:12 ^a	1:15 ^b	:27 ^a
Row 4	12% ^a	17% ^{ab}	23% ^b

All three waves of the Kaiser Family Foundation's studies of children's media use have been directed by Victoria Rideout, a vice president at the Kaiser Family Foundation. The study was designed and analyzed by staff at the Foundation, in consultation with Donald F. Roberts of Stanford University, independent consultant Ulla G. Foehr, and researchers at Harris Interactive. Fieldwork was conducted by Harris Interactive, under the direction of Dana Markow and Robyn Bell, including sample design and data collection and cleaning.

Data analyses were overseen by Dr. Foehr, and were conducted by Elizabeth Hamel of the Kaiser Foundation and Sarah Cho, a Rosenfield Fellow at the Foundation. Diary analyses were conducted by independent consultant Melissa Saphir. Substantial input throughout the project was provided by Foundation vice president Mollyann Brodie. Additional research and data assistance were provided at the Foundation by Sasha Buscho and Theresa Boston.

Media Ownership

A key reason young people spend more time consuming media these days than in previous years is that there are ever-expanding opportunities for them to do so—more TVs, computers and video game players in their homes, bedrooms and cars, and more media-ready cell phones and iPods in their pockets.

Media in the Home. Today the typical 8- to 18-year-old's home contains an average of 3.8 TVs, 2.8 DVD or VCR players, 1 digital video recorder, 2.2 CD players, 2.5 radios, 2 computers, and 2.3 console video game players. Except for radios and CD players, there has been a steady increase in the number of media platforms in young people's homes over the past 10 years (with the advent of the MP3 player, the number of radios and CD players has actually declined in recent years).

Media Equipment in the Home, Over Time

Among all 8- to 18-year-olds, percent who live in homes with at least one:			
	2009	2004	1999
TV	99%	99%	99%
DVD or VCR player	97%	97%	98%
Radio	94% ^a	97% ^b	98% ^b
Computer	93% ^a	86% ^b	73% ^c
Video game console	87% ^a	83% ^b	81% ^b
CD player	87% ^a	98% ^b	95% ^c
TiVo/other DVR	52% ^a	34% ^b	~
Among all 8- to 18-year-olds, average number of each media platform in the home:			
	2009	2004	1999
TV	3.8 ^a	3.5 ^b	3.1 ^c
DVD or VCR player	2.8 ^a	2.9 ^a	2.0 ^b
Radio	2.5 ^a	3.3 ^b	3.4 ^b
Video game console	2.3 ^a	2.1 ^b	1.7 ^c
CD player	2.2 ^a	3.6 ^b	2.6 ^c
Computer	2.0 ^a	1.5 ^b	1.1 ^c
TiVo/other DVR	1.0 ^a	.6 ^b	~

Note: Statistical significance should be read across rows.

Media Services in the Home, Over Time

Among all 8- to 18-year-olds, percent who live in a home with:			
	2009	2004	1999
Internet access	84% ^a	74% ^b	47% ^c
High-speed/wireless	59% ^a	31% ^b	~
Dial-up	10% ^a	31% ^b	~
Cable/satellite TV	84% ^a	82% ^a	74% ^b
Premium channels	47% ^a	55% ^b	45% ^a

Note: Statistical significance should be read across rows.

Media in the Bedroom. More and more media are migrating to young people's bedrooms, enabling them to spend even more time watching, listening or playing. Today 71% of all 8- to 18-year-olds have their own TV in their room (ranging from 54% of 8- to 10-year-olds to 76% of 11- to 18-year-olds). In addition, half have a video game player (50%) or cable TV (49%), and a third have a computer (36%) and Internet access (33%) in their room. Over the past 10 years, there have been substantial increases in the number of young people with cable or satellite TV, DVD players, computers and Internet access in their bedrooms; a smaller increase in the number with TVs in their rooms; and a drop in the proportion with radios or CD players (although large majorities still have those items in their rooms).

Media in the Bedroom, Over Time

Among all 8- to 18-year-olds, percent with each item in their bedroom:			
	2009	2004	1999
Radio	75% ^a	84% ^b	86% ^b
TV	71% ^a	68% ^{ab}	65% ^b
CD player	68% ^a	86% ^b	88% ^b
DVD or VCR player	57% ^a	54% ^a	36% ^b
Cable/satellite TV	49% ^a	37% ^b	29% ^c
Computer	36% ^a	31% ^b	21% ^c
Internet access	33% ^a	20% ^b	10% ^c
Video game console	50%	49%	45%
Premium channels	24% ^a	20% ^b	15% ^c
TiVo/other DVR	13% ^a	10% ^b	~

Note: Statistical significance should be read across rows.

Mobile Media. The vast majority of young people now carry devices on which they play games, listen to music, and, in many cases, connect to the Internet and watch videos. Over the past five years, laptop, cell phone, and iPod ownership has exploded. The proportion of 8- to 18-year-olds owning a laptop has climbed from 12% to 29%; cell phone ownership has jumped from 39% to 66%, and those with an iPod or other MP3 player has gone from 18% to 76%. We suspect that the tremendous increase in cell phone and MP3 ownership among tweens and teens is probably the most important factor underlying the increase in media use among 8- to 18-year-olds.

Ownership of most mobile media climbs as children leave the tween years and progress through adolescence, but even a sizeable number of 8- to 10-year-olds have their own mobile media devices: two-thirds (65%) have a handheld game player like a Nintendo DS® or a Sony PSP®, 61% have an iPod or other MP3 player, almost a third (31%) have a cell phone, and 17% have their own laptop.

Personal Media, Over Time

Among all 8- to 18-year-olds, percent who own each item:			
	2009	2004	
iPod/MP3 player	76% ^a	18% ^b	
Cell phone	66% ^a	39% ^b	
Handheld video game player	59%	55%	
Laptop	29% ^a	12% ^b	
Portable CD/tape player	16% ^a	61% ^b	

Note: Statistical significance should be read across rows.

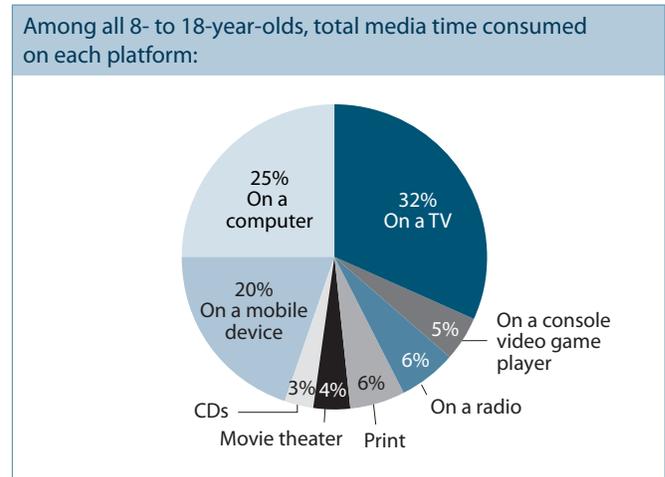
Personal Media, by Age

Among 8- to 18-year-olds, percent who own each item:				
	Among all	AGE		
		8-10	11-14	15-18
iPod/MP3 player	76%	61% ^a	80% ^b	83% ^b
Cell phone	66%	31% ^a	69% ^b	85% ^c
Handheld video game player	59%	65% ^a	69% ^a	41% ^b
Laptop	29%	17% ^a	27% ^b	38% ^c
Portable CD/tape player	16%	9% ^a	16% ^b	20% ^b

Note: Statistical significance should be read across rows.

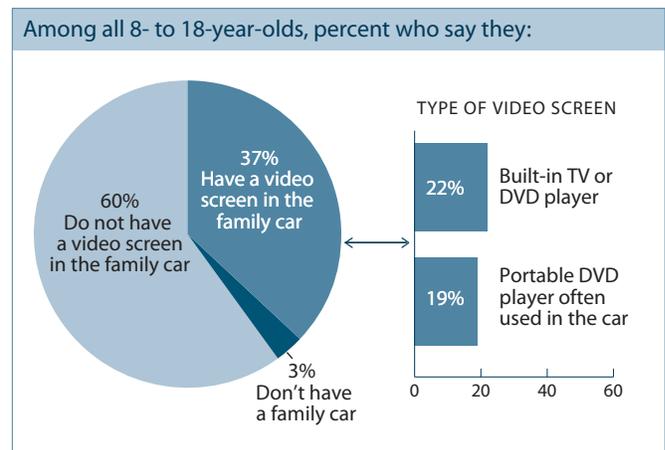
Today, a total of 20% of young people’s media consumption occurs on mobile devices. Another 11% is “old” media (such as TV or music) consumed via “new” pathways (such as iTunes or Hulu) on a computer.

Media Hardware



Media in the Car. Even those young people who don’t have their own mobile media may nevertheless be able to watch on the go: more than one in three (37%) now say the family car has either a built-in or portable TV or DVD player.

Media in the Car



Overall Media Use

On a typical day, 8- to 18-year-olds in this country spend more than 7½ hours (7:38) using media—almost the equivalent of a full work day, except that they are using media seven days a week instead of five. Moreover, since young people spend so much of that time using two or more media concurrently, they are actually exposed to more than 10½ hours (10:45) of media content during that period. And this does *not* include time spent using the computer for school work, or time spent texting or talking on a cell phone.

Total Media Use

Among all 8- to 18-year-olds, average amount of time spent with each medium in a typical day:	
	2009
TV content	4:29
Music/audio	2:31
Computer	1:29
Video games	1:13
Print	:38
Movies	:25
TOTAL MEDIA EXPOSURE	10:45
Multitasking proportion	29%
TOTAL MEDIA USE	7:38

Notes: See Appendix B for a summary of key changes in question wording and structure over time.

Demographic Differences. The amount of media young people consume varies substantially by age, with those in the 11- to 14-year-old and 15- to 18-year-old groups exposed to the most media: up to nearly 12 hours (11:53) in a typical day, between 3½ and four hours more than 8- to 10-year-olds. The other very large demographic difference in media exposure is between White youth and Black or Hispanic youth. The latter two groups consume nearly 4½ hours more media a day (13:00 for Hispanics and 12:59 for Blacks, compared to 8:36 for Whites). Boys are exposed to almost an hour more of media each day than girls (11:12 vs. 10:17), with most of the difference coming from console video games (:56 vs. :14).

Changes Over Time. The amount of time spent with media, and the total amount of media content consumed during that time, have both increased dramatically over the past five years. Time spent with media in a typical day, which had held relatively steady between 1999 and 2004 (6:19 to 6:21), is up by more than an hour, to 7:38. And, because of media multitasking, the amount of media content consumed during that period has increased from 7½ hours in 1999 to 8½ hours in 2004 and to more than 10½ hours in 2009.

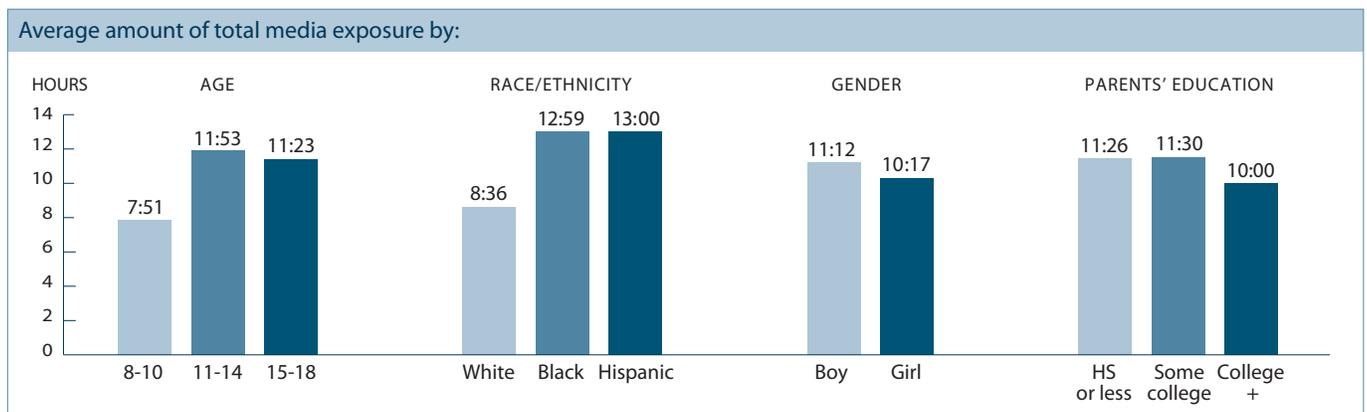
Media Use, Over Time

	2009	2004	1999
TOTAL MEDIA EXPOSURE	10:45 ^a	8:33 ^b	7:29 ^c
Multitasking proportion	29% ^a	26% ^a	16% ^b
TOTAL MEDIA USE	7:38 ^a	6:21 ^b	6:19 ^b

Note: Statistical significance should be read across rows. See Appendix B for a summary of key changes in question wording and structure over time.

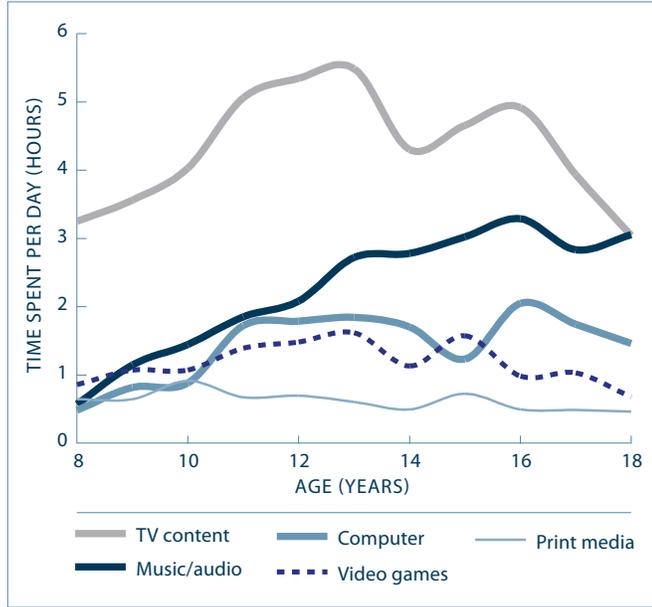
Time Spent with Different Types of Media. TV continues to dominate young people’s media diets, averaging 2:39 a day for regularly scheduled programming watched on a TV set, plus another 1:50 a day that is either pre-recorded or watched on such other platforms as computers, DVDs, cell phones, or iPods, for a total of 4:29 of TV content in a day. TV-watching is followed by listening to music and other audio (2:31), computer use (1:29), playing video games (1:13), reading (:38), and watching movies in a movie theater (:25).

Total Media Exposure, by Demographics



The amount of time young people spend with various types of media changes as they age—for example, younger children read more, tweens watch more TV, and older teens listen to more music.

Time Spent with Each Medium by Age



video games, using a computer, talking on the phone and listening to music than other kids (the only medium they don't spend significantly more time with is print).

Heavy TV Users

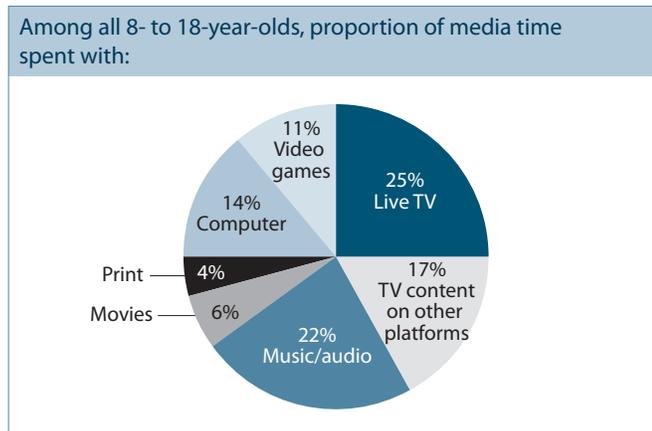
In a typical day, average amount of time heavy, moderate and light TV users spend:

	Heavy TV Users	Moderate TV Users	Light TV Users
Listening to music	3:29 ^a	2:10 ^b	1:30 ^c
Playing video games	2:13 ^a	1:04 ^b	:39 ^c
Using a computer	2:21 ^a	1:22 ^b	:57 ^c
Talking on the phone	1:17 ^a	:50 ^b	:25 ^c
Reading print media	:41	:36	:39

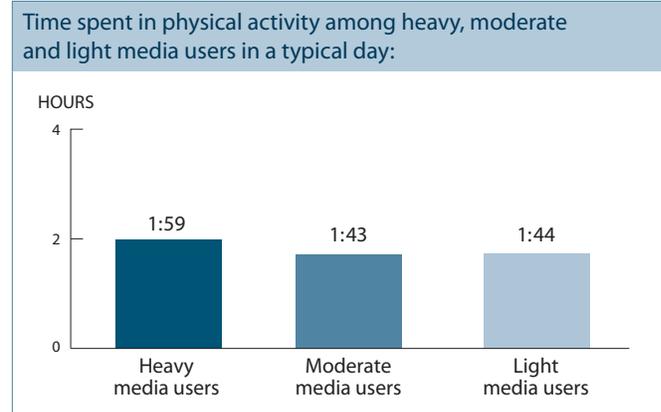
Note: Statistical significance should be read across rows.

Media Use and Physical Activity. Contrary to the public perception that media use displaces physical activity, those young people who are the heaviest media users report spending similar amounts of time exercising or being physically active as other young people their age who are not heavy media users (the differences are not statistically significant). So, while levels of physical activity do vary by age and gender, they don't vary by time spent using media.

Media Budget



Media Use and Physical Activity



Heavy, Moderate and Light Media Users. For comparative purposes, young people were grouped into categories of heavy, moderate and light media users. Heavy users are defined as those who consume more than 16 hours worth of media content in a typical day (21% of all 8- to 18-year-olds); moderate users consume from 3–16 hours of content in a day (63%); and light users consume fewer than three hours of media in a typical day (17%).

As we have found in previous years, young people who spend a lot of time using one medium tend to be heavy users of other media as well. For example, those who spend the most time watching TV also spend more time playing

Almost nine out of ten young people in our survey report engaging in some form of physical activity the previous day—e.g., sports, dance, or going to the gym. Overall, 8- to 18-year-olds report spending an average of 1:46 engaging in physical activity in a typical day, an increase from five years ago, when the average was just under an hour and a half (1:25). Younger children report engaging in more physical activity than teenagers (1:57 for children 8–10, 1:50 for those 11–14, and 1:34 for 15- to 18-year-olds), and boys report more physical activity than girls (1:56 vs. 1:35). The amount of time young people spend in physical activity does not differ in relation to their race or their parents' education.

Physical Activity, by Demographic

Among 8- to 18-year-olds, amount of time spent being physically active in a typical day:											
Among all	AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION		
	8-10	11-14	15-18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +
1:46	1:57 ^a	1:50 ^a	1:34 ^b	1:56 ^a	1:35 ^b	1:46	1:43	1:45	1:38	1:44	1:50

Note: Statistical significance should be read across rows, by section.

Media Use and Grades. There is a relationship between the amount of time young people spend with media and the type of grades they report getting in school.

Most 8- to 18-year-olds report getting good grades in school, with nearly two-thirds (63%) saying they get mostly A's or B's. Twenty-two percent say they usually get B's or C's. About one in ten (11%) say they usually get mostly C's or lower. (There are big differences by race; for example, 70% of White students report getting good grades, compared to 54% of Blacks and 50% of Hispanics.)

Children who are heavy media users are more likely to report getting fair or poor grades (mostly C's or lower) than other children. Indeed, nearly half (47%) of all heavy media users say they usually get fair or poor grades, compared to 23% of light media users. Moreover, the relationship between media exposure and grades withstands controls for other possibly relevant factors such as age, gender, race, parent education, personal contentedness, and single vs. two-parent households. The pattern varies only for print; those with lower grades spend less time reading for pleasure than other children do.

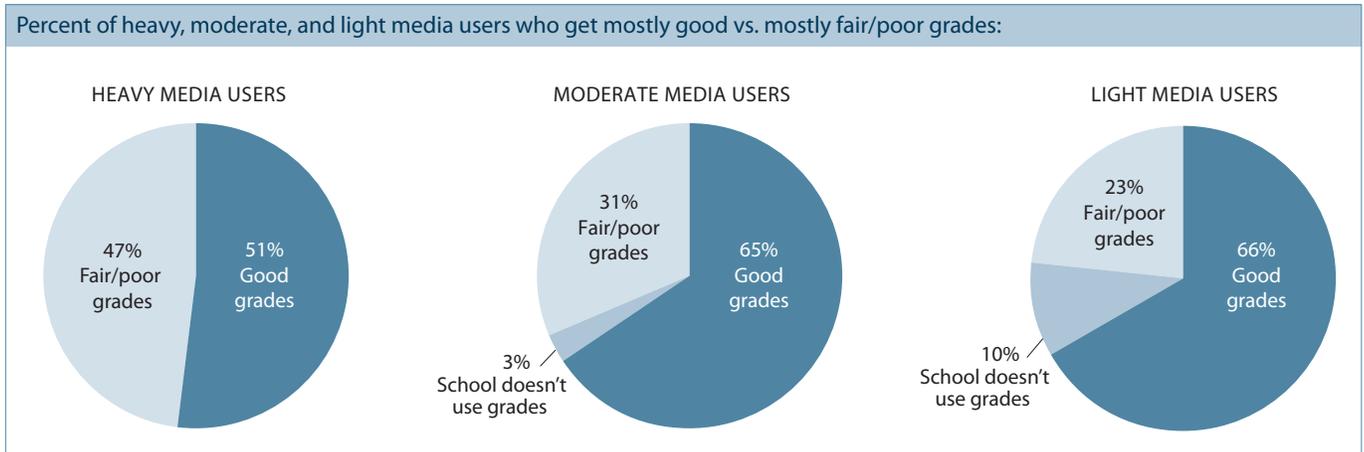
This study cannot establish whether there is a cause and effect relationship between media use and grades. However, if there *is* such a relationship, it could well run in both directions simultaneously.

Media Use and Grades

Media Use and Personal Contentedness. The picture of young people's personal contentedness that emerges from the survey is largely positive. Most respondents say they have lots of friends, get along well with their parents, and are happy at school. For example, 57% say the statement "I have a lot of friends" is "a lot" like them, 50% say the same about the statement "I get along well with my parents" and 38% about the statement "I have mostly been happy at school this year." This generally positive profile holds true across age, gender, race, family structure, and parent education, with some modest variations.

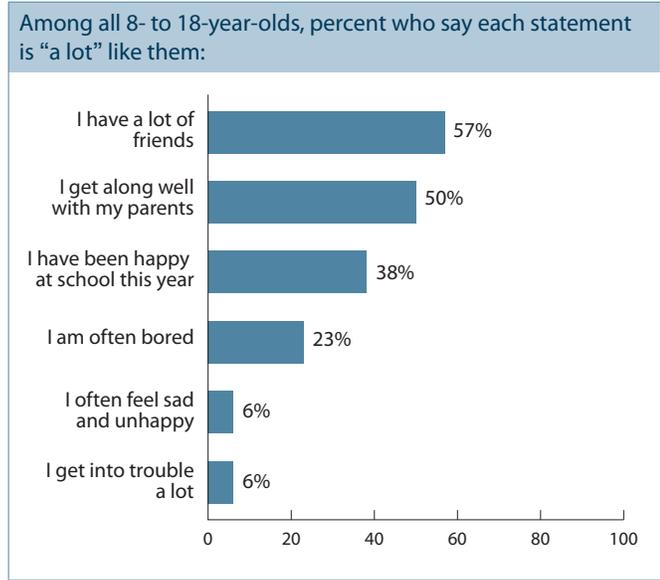
That said, there is a relationship between media use and the level of a young person's reported personal contentedness. While the vast majority of young people tend to score quite high on the contentedness index,* those who are less content spend more time with media (13:06) than those who are at the top of the contentedness index (8:44). And, looked at from the other perspective, those who spend more time with media report being less content. Again, the relationship between media exposure and personal contentment withstands controls for other possibly relevant factors such as age, gender, race, parent education, and single vs. two-parent households.

As with grades, this study cannot establish whether there is a cause and effect relationship between media use and personal contentment. And if there *is* such a relationship, it could well run in both directions simultaneously.

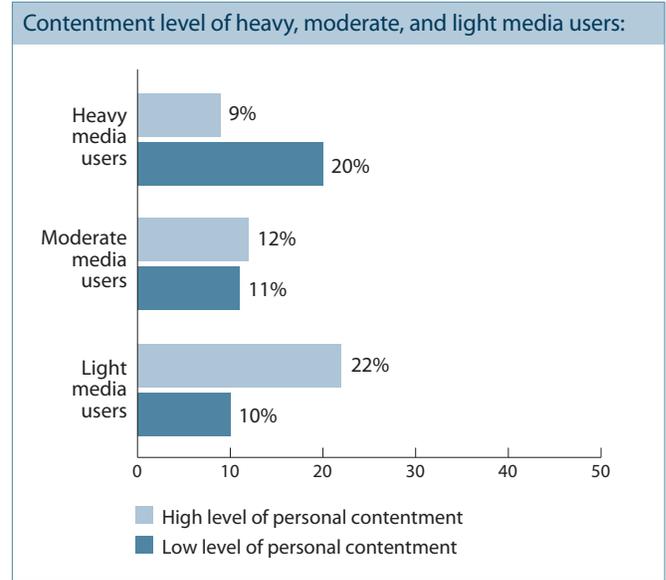


*The contentedness index is a sum of responses to each of the items in Question 9 in the topline, with negative items reverse-coded. Respondents were then split into three groups of high (13%), medium (68%), and lower levels of contentedness (13%).

Personal Contentment



Media Use and Personal Contentment



Television

Despite the development of so many new media technologies over the past 10 years, television continues to dominate the media lives of young Americans. Of course, television content these days encompasses a whole world of genres—from sitcoms and soap operas to cooking shows and dance competitions, from football games to music videos, and from old Marx Brothers movies to the latest documentaries on global warming. What we consider “television” has morphed from programming broadcast on a specific schedule to a menu of options, including On Demand, time-shifted programming recorded on TiVo or another digital video recorder, DVDs of recent or classic TV series or movies, and both classic and current programming viewed online, whether on a laptop, cell phone, or iPod.

Time Spent Watching. Over the past five years, the amount of time spent watching “live” TV (programming that is viewed at the time it is broadcast) has decreased by 25 minutes a day, going from 3:04 in 2004 to 2:39 in 2009. Time spent watching programming recorded by the viewer and watched at a later date also dropped, from 14 down to nine minutes, but On Demand TV now accounts for 12 minutes a day. Time spent watching DVDs and videos stayed the same, at about a half-hour a day on average (:32). But the biggest difference in TV viewing is that today 8- to 18-year-olds watch an average of almost an hour’s worth (:56) of TV and movie content per day on other platforms, including the Internet (:24), cell phones (:15) and iPods (:16).

In short, young people continue to spend more time consuming TV content than engaged in any other media activity. And when all the other ways of viewing television are added into the mix, it seems clear that one of the main roles “new” communication technologies play is to bring more “old” media content into young people’s lives. Being able to access TV online and on mobile platforms has led to a substantial increase in the amount of time young people spend watching, to a total of just about 4½ hours a day (4:29), nearly 40 minutes more than five years ago (3:51).

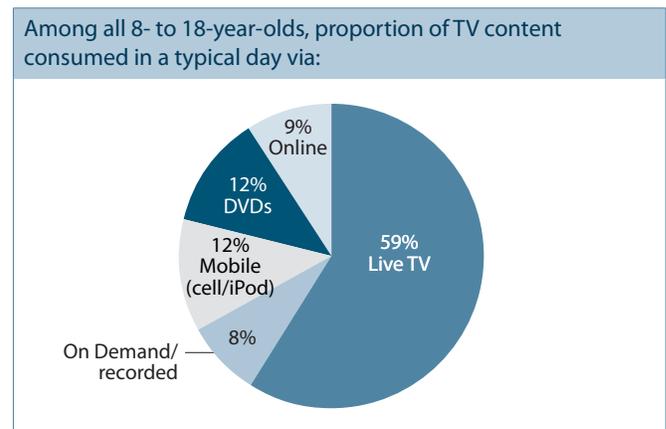
TV Viewing, Over Time

Among all 8- to 18-year-olds, average amount of time spent watching TV content in a typical day:			
	2009	2004	1999
Live TV	2:39 ^a	3:04 ^b	3:05 ^b
Time-shifted TV (total)	:22 ^a	:14 ^b	:14 ^b
On Demand	:12	~	~
Self-recorded TV (TiVo/DVR/VCR)	:09 ^a	:14 ^b	:14 ^b
DVDs/videos (total)	:32 ^a	:32 ^{ab}	:28 ^b
On a TV	:26	~	~
On a computer	:06	~	~
TV on other platforms (total)	:56	~	~
Internet	:24	~	~
iPod/MP3 player	:16	~	~
Cell phone	:15	~	~
TOTAL TV CONTENT	4:29^a	3:51^b	3:47^b

Note: Statistical significance should be read across rows. See Appendix B for a summary of key changes in question wording and structure over time.

New Ways of Watching. Watching TV on new platforms has become fairly routine among young people. Almost half (48%) of all 8- to 18-year-olds say they have ever watched TV online, and 30% report having watched TV on a cell phone, iPod, or other MP3 player. In a typical day, half (50%) will view some TV content on at least one of those new platforms. In fact, television watching among young people today is split about 60/40 between live TV on a TV set, and other types of viewing (59%, or 2:39, live TV; and 41%, or 1:50, that is viewed On Demand, online or on DVDs, DVRs, or mobile devices).

TV Viewing, by Platform

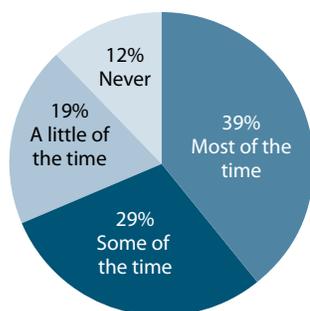


Even when watching live TV on a TV set, many young people bring some of the newer technologies into the mix, texting or IMing about what they’re watching. Among 7th–12th graders, 47% say they often or sometimes text a friend about what they are watching and 22% do the same using IM on the computer. In addition, 19% often or sometimes go online to look up information related to what they’re watching, and 15% often or sometimes IM, text, or go online to vote about something on TV (for example, who their favorite dancer is in a dancing competition).

TV Multitasking. Among 7th–12th graders, about four in ten (39%) say they multitask with another medium “most of the time” they are watching TV; another three in ten (29%) say they do so “some of the time.”

TV Multitasking

Percent of 7th–12th graders who say they do any of the following while watching TV: use a computer, read, play video games, text message or listen to music:



Demographic Differences in TV Viewing. Among all young people, 11- to 14-year-olds spend the most time watching TV, averaging three hours a day of live TV, about a half-hour more than 8- to 10-year-olds (2:26) and 15- to 18-year-olds (2:25). They also spend more than two hours a day watching DVDs, online TV, mobile TV, or pre-recorded shows, for a total of more than five hours of TV content daily (5:03).

TV Viewing, by Demographic

Among 8- to 18-year-olds, average amount of time spent watching TV content in a typical day:

	Among all	AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION		
		8–10	11–14	15–18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +
Live TV	2:39	2:26 ^a	3:00 ^b	2:25 ^a	2:46	2:33	2:14 ^a	3:23 ^b	3:08 ^b	2:47 ^{ab}	2:54 ^a	2:27 ^b
Time-shifted TV												
On Demand	:12	:11 ^{ab}	:16 ^a	:09 ^b	:13	:11	:11 ^a	:21 ^b	:11 ^a	:11	:15	:12
Self-recorded (Tivo/DVR/VCR)	:09	:09	:10	:09	:10	:08	:09 ^{ab}	:14 ^a	:07 ^b	:09	:09	:10
DVDs/Videos												
On a TV	:26	:21 ^a	:31 ^b	:24 ^{ab}	:26	:26	:24	:27	:25	:31 ^a	:30 ^{ab}	:22 ^b
On a computer	:06	:07	:06	:06	:07	:06	:03 ^a	:08 ^b	:11 ^b	:08	:05	:06
TV on other platforms												
Internet	:24	:16 ^a	:30 ^b	:24 ^b	:25	:23	:17 ^a	:37 ^b	:30 ^b	:25	:23	:23
iPod/MP3 player	:16	:07 ^a	:16 ^b	:23 ^b	:18	:15	:08 ^a	:20 ^b	:29 ^b	:21 ^a	:21 ^a	:12 ^b
Cell phone	:15	:06 ^a	:15 ^b	:22 ^b	:14	:17	:09 ^a	:23 ^b	:19 ^b	:14	:19	:15
TOTAL TV CONTENT	4:29	3:41^a	5:03^b	4:22^a	4:40	4:18	3:36^a	5:54^b	5:21^b	4:46^a	4:55^a	4:07^b

Note: Statistical significance should be read across rows, by section. See Appendix B for a summary of key changes in question wording and structure over time.

The largest demographic differences in television consumption occur along racial and ethnic lines. Black and Hispanic youth report watching far more TV than White youth. Black children report an average of nearly six hours (5:54) a day of viewing across all platforms, compared to three and a half hours (3:36) for White youth. These differences based on race hold even when controlling for such other demographic factors as age, gender, parent education, family composition, personal contentedness, and media environment.

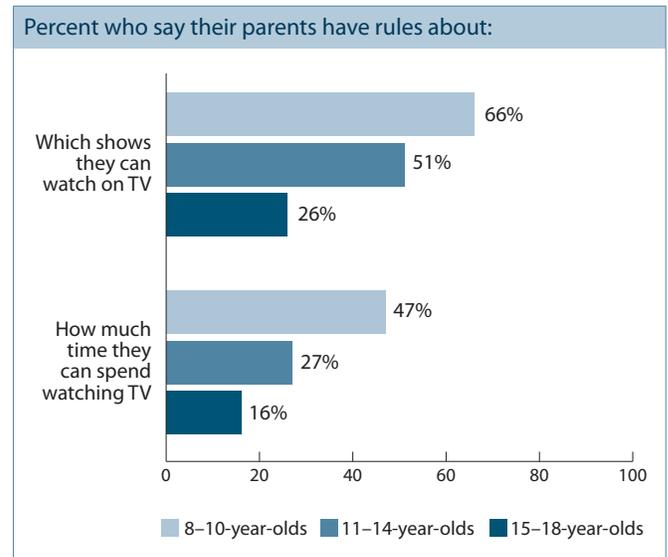
TV in the Home and Bedroom. Virtually all 8- to 18-year-olds report at least one TV set in their home (99%), including nearly eight in ten (79%) who have three or more sets at home. Pay TV penetration is substantial: 84% report cable or satellite in the home, including almost half (47%) who say they subscribe to premium channels such as HBO or Showtime. Half (52%) now have a digital TV recorder (DVR). The number of TVs and DVDs in the home has gradually increased over the past 10 years (from an average of 3.1 to 3.8 TVs, and from 2.0 to 2.8 DVD players), as has access to cable or satellite TV (from 74% to 84%). (See Media Ownership section.)

Seven in ten (71%) 8- to 18-year-olds have a TV set in their bedroom, and access to pay TV and DVDs in the bedroom has expanded substantially over the past 10 years. About half (49%) now have cable or satellite TV in their room, up from 29% in 1999; and one in four (24%) report having premium networks, up from 15% 10 years ago. Young people with a TV in their bedroom spend about an hour more per day watching live TV (2:58 vs. 1:54). (See Media Ownership section.)

TV Rules and Environment. Parents are much more likely to set rules for their children about *what* they can watch as opposed to how much *time* they can spend watching TV. Just under half of young people (46%) say they have rules about which shows they can watch, compared to 28% who say they have time-related rules. Not surprisingly, the prevalence of TV rules varies substantially by age, with the younger kids much more likely than older ones to report having such rules.

Just under half (45%) of all 8- to 18-year-olds say they live in a home where the TV is left on most of the time, regardless of whether anyone is watching or not, and 64% say the TV is usually on in their household during meals. The percent of young people reporting a TV on most of the time and a TV usually on during meals has remained relatively constant over the last decade.

TV Rules, by Age



Cell Phones

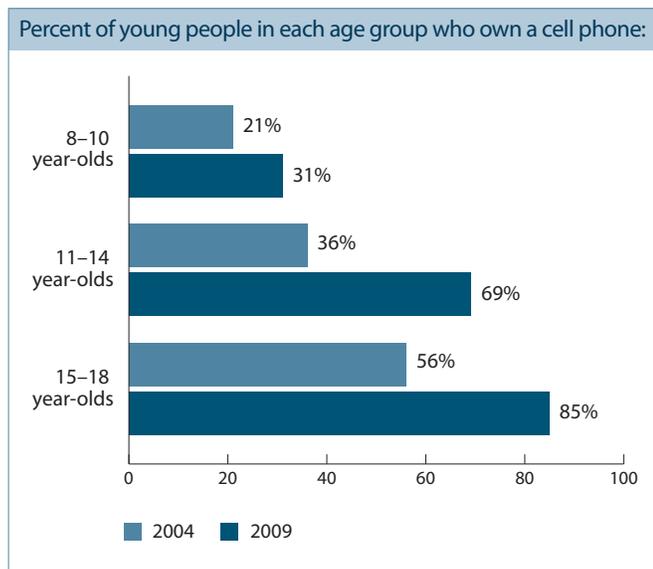
One of the most striking changes in the media landscape over the past five years has been the explosion in cell phone ownership and usage among teens. Five years ago, most young people didn't have a cell phone, texting was a new phenomenon, and those who *did* have cell phones still used them primarily as a way of talking to people, rather than as a multimedia platform. Today, the image of a teenager with a cell phone glued to her fingertips—either texting away furiously, listening to music, playing games, or watching videos—has become almost iconic.

For the purposes of this study, the amount of time young people spend texting or talking on the phone is not counted as media use, but time spent listening to music, playing games or watching videos on a cell phone *is* included in the “media use” calculation. And the use of cell phones to deliver these kinds of media content appears to be a key driver behind the increase in the amount of time young people spend consuming media.

Percent Who Own a Cell Phone. Today, two-thirds (66%) of all 8- to 18-year-olds own their own cell phone, up from 39% five years ago. The proportion with a cell phone varies substantially by age, from 31% of 8- to 10-year-olds to 69% of 11- to 14-year-olds and 85% of 15- to 18-year-olds. Among older teens, about half (56%) owned a cell phone five years ago.

Time Spent Talking on a Cell Phone. Overall, 8- to 18-year-olds report spending an average of 33 minutes talking on a cell phone in a typical day. Just over half (56%) of all young people spend at least some time talking on a cell phone in a typical day, and those who do engage in the activity spend nearly an hour on the phone (:56).

Cell Phone Ownership Over Time, by Age



Text Messaging. In a typical day, 46% of 8- to 18-year-olds report sending text messages on a cell phone. Those who do text estimate that they send an average of 118 messages in a typical day. On average, 7th–12th graders report spending about an hour and a half (1:35) engaged in sending and receiving texts.

Rules. Relatively few 7th–12th graders say their parents have established any rules about talking or texting on a cell phone: 27% report that they have rules about the amount of time they can spend talking on the phone and 14% say they have rules about the number of texts they are allowed to send.

Use of Cell Phones as a Media Platform. The cell phone has rapidly cemented its place as a media delivery platform for young people. In a typical day, 8- to 18-year-olds spend an average of 49 minutes either listening to music (:17), playing games (:17) or watching TV (:15) on a cell phone—and this is an average for *all* 8- to 18-year-olds, including the youngest children, and all of those who don't even own a cell phone. Among the older teens, where these activities are concentrated, the average for a typical day is more than an hour (1:06) of media consumption via the cell phone (:23 for music, :22 for games, and :22 for TV).

Talking and Texting on a Cell Phone

Among 8- to 18-year-olds, time spent in a typical day using a cell phone for:												
Among all		AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION		
		8-10	11-14	15-18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +
Talking	:33	:10 ^a	:36 ^b	:43 ^b	:28 ^a	:38 ^b	:25 ^a	:46 ^b	:37 ^b	:35 ^{ab}	:41 ^a	:28 ^b
Texting [†]	1:35	~	1:13 ^a	1:51 ^b	1:14 ^a	1:58 ^b	1:22 ^a	2:03 ^b	1:42 ^{ab}	1:40 ^{ab}	1:56 ^a	1:21 ^b

Note: Statistical significance should be read across rows, by section.

[†] Among 7th–12th graders only.

Minority youth report being the heaviest consumers of media content via cell phones. Black youth spend the most time using their phones for music, games, and videos: almost an hour and a half (1:28), compared to 1:04 for

Hispanics and :26 among White youth. This difference in time spent with cell phones in relation to race holds even after controlling for age, gender, parent education, family structure, grades, and personal contentedness.

Time Spent with Cell Phone Media, by Demographic

Among 8- to 18-year-olds, time spent in a typical day using a cell phone for:									
	Among all	AGE			GENDER		RACE/ETHNICITY		
		8-10	11-14	15-18	Boy	Girl	White	Black	Hispanic
Listening to music	:17	:08 ^a	:18 ^b	:23 ^b	:16	:18	:08 ^a	:35 ^b	:21 ^c
Playing games	:17	:06 ^a	:18 ^b	:22 ^b	:17	:16	:09 ^a	:29 ^b	:24 ^b
Watching TV	:15	:06 ^a	:15 ^b	:22 ^b	:14	:17	:09 ^a	:23 ^b	:19 ^b
TOTAL CELL PHONE MEDIA	:49	:20^a	:51^b	1:06^b	:47	:51	:26^a	1:28^b	1:04^c
Percent who did any of the above	43%	28% ^a	48% ^b	48% ^b	42%	44%	33% ^a	59% ^b	53% ^c

Note: Statistical significance should be read across rows, by section.

Computers

Increasing access to computers and the Internet, coupled with the development of new content and activities that hold enormous appeal for young people, have also contributed to the growth in media use among children and teenagers.

Time spent using a computer. With the development of applications that hold enormous appeal for young people—especially social networking sites such as MySpace and Facebook and video sites such as YouTube—the amount of time 8- to 18-year-olds spend on a computer in a typical day has increased by almost a half-hour over the past five years (from an average of 1:02 per day in 2004 to 1:29 in 2009). In a typical day, 64% of 8- to 18-year-olds use a computer for entertainment purposes, up from 54% in 2004 and 47% in 1999. (Reminder: Unless otherwise noted, the data reported here do *not* include time spent using the computer for school work, or time spent consuming other media such as watching TV or DVDs or listening to music on a computer).

Computer Use, by Age. Younger children—those in the 8- to 10-year-old age range—spend the least amount of time with computers, but still average 46 minutes in a typical day. The amount of time spent with computers jumps by an hour to 1:46 for 11- to 14-year-olds, and is 1:39 among the 15- to 18-year-old group.

Internet Access and Use. More than eight in ten (84%) young people now have Internet access at home, up from 74% in 2004 and 47% in 1999. While the rate of expansion in home access has slowed, even this more modest growth has likely contributed to the increase in computer use among young people. A substantial increase in the proportion with *high-speed* access at home is also a likely contributor to increased use among young people.

Computer Use, Over Time

Among all 8- to 18-year-olds, average amount of recreational computer time in a typical day:			
	Average (Among all)	Percent Who Used	Average Among Those Who Used a Computer
2009:	1:29 ^a	64% ^a	2:17 ^a
2004:	1:02 ^b	54% ^b	1:53 ^b
1999:	:27 ^c	47% ^c	:58 ^c

Note: Statistical significance should be read down columns. See Appendix B for a summary of key changes in question wording and structure over time.

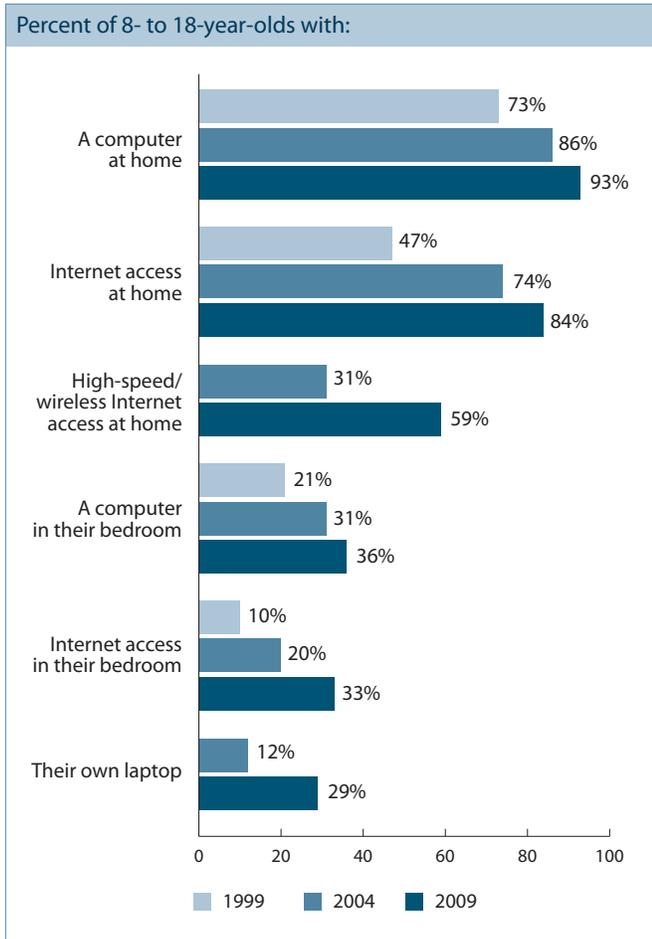
In a typical day, seven in ten 8- to 18-year-olds go online (70%). They are far more likely to go online at home (57%) than at school (20%) or in some other location, such as a library, community center, or friend's house (14%). Use of the Internet at school and in other locations appears to be holding steady, while the percent who go online from home in a typical day is up 12 percentage points over the past five years.

Computer Use, by Demographic

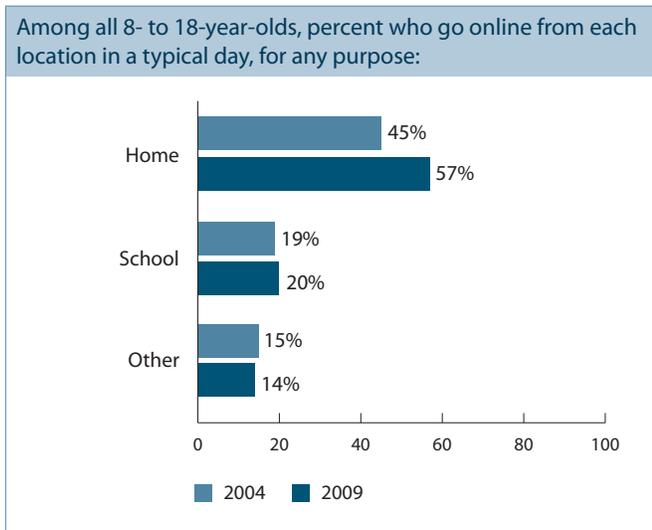
Average amount of time spent using a computer in a typical day for:												
	Among all	AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION		
		8-10	11-14	15-18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +
Social networking	:22	:05 ^a	:29 ^b	:26 ^b	:19 ^a	:25 ^b	:19 ^a	:21 ^{ab}	:29 ^b	:21 ^a	:32 ^b	:18 ^a
Games	:17	:17	:19	:14	:25 ^a	:08 ^b	:18	:12	:15	:16	:17	:17
Video websites (YouTube)	:15	:08 ^a	:18 ^b	:16 ^b	:17 ^a	:12 ^b	:11 ^a	:17 ^b	:18 ^b	:16	:13	:14
Instant messaging	:11	:03 ^a	:14 ^b	:14 ^b	:11	:12	:08 ^a	:12 ^{ab}	:14 ^b	:10	:13	:12
Other websites	:11	:07 ^a	:10 ^b	:13 ^b	:11	:10	:10	:09	:12	:10	:14	:09
Email	:05	:02 ^a	:07 ^b	:06 ^b	:05	:06	:04 ^a	:07 ^{ab}	:07 ^b	:06	:06	:05
Graphics/photos	:04	:03 ^a	:06 ^b	:04 ^{ab}	:04	:05	:04	:03	:05	:04	:04	:04
Reading magazines/newspapers online	:02	:01 ^a	:02 ^{ab}	:03 ^b	:02	:02	:02	:02	:03	:03 ^a	:01 ^b	:02 ^{ab}
Anything else	:02	:00 ^a	:02 ^{ab}	:04 ^b	:03	:02	:01	:01	:05	:02	:01	:03
TOTAL COMPUTER	1:29	:46^a	1:46^b	1:39^b	1:37^a	1:22^b	1:17^a	1:24^{ab}	1:49^b	1:28	1:40	1:24

Note: Statistical significance should be read across rows, by section.

Computer and Internet Access, Over Time

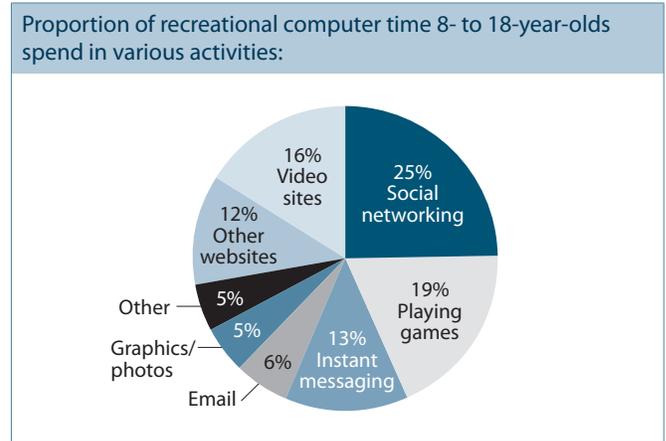


Internet Use, by Location, Over Time



Computer Activities. The three most popular computer activities among 8- to 18-year-olds are going to social networking sites such as MySpace and Facebook (:22), playing computer games (:17), and watching videos on sites such as YouTube (:15). Two activities that barely existed five years ago—social networking and YouTube—appear to account for much of the increase in time spent using computers. Computer gaming, while still popular, has held steady (:19 in 2004 and :17 in 2009).

Computer Time, by Activity



Social Networking. Visiting social networking sites such as MySpace or Facebook is the most popular computer activity among 8- to 18-year-olds, accounting for an average of :22 a day across all age groups. In a typical day, 40% of young people will go to a social networking site, and those who do visit these sites will spend an average of almost an hour a day (:54) there. The percent who engage in social networking ranges from 18% among 8- to 10-year-olds to 53% among 15- to 18-year-olds.

Social Networking, by Demographic

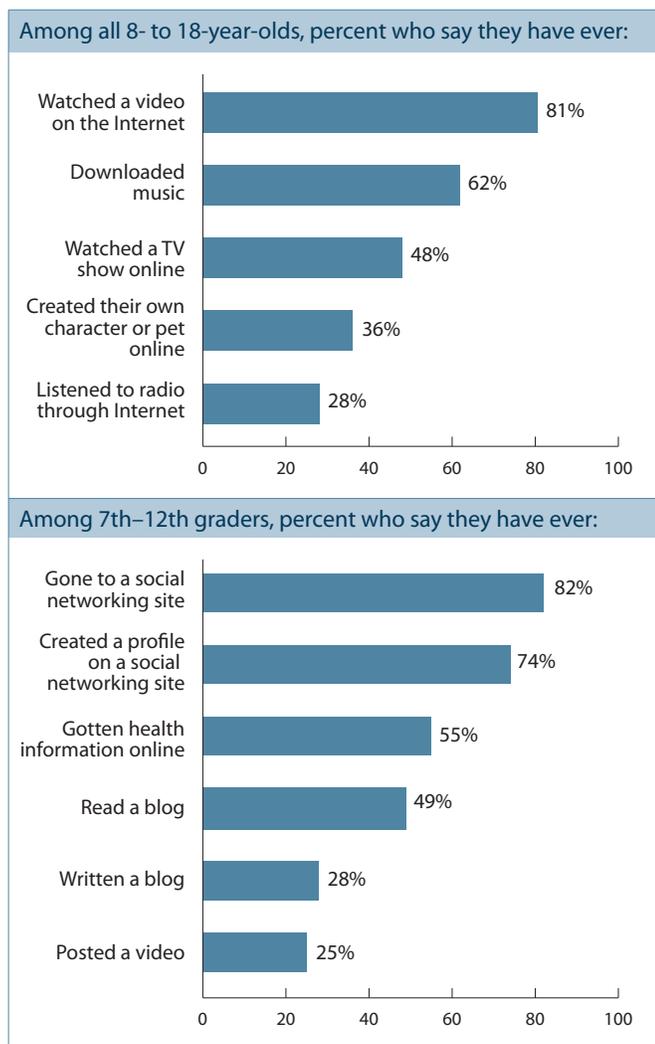
	Average (Among all)	Percent Who Did Activity	Average Among Those Who Did Activity
8- to 10-year-olds	:05 ^a	18% ^a	:28 ^a
11- to 14-year-olds	:29 ^b	42% ^b	1:07 ^b
15- to 18-year-olds	:26 ^b	53% ^c	:48 ^c
Boys (8–18 years old)	:19 ^a	40%	:47 ^a
Girls (8–18 years old)	:25 ^b	40%	1:01 ^b

Note: Statistical significance should be read down columns, by section.

Reading on the Computer. As young people spend more and more time using electronic media and less time with certain types of print media, a debate has developed as to how much of the time they spend using a computer can actually be considered “reading.” While this study can’t offer a complete answer to that question, it does shed light on one issue in particular—whether young people are migrating from reading hard copies of magazines and newspapers to reading them online (an issue of some importance for those concerned with the future of journalism).

Over the past five years, the amount of time young people spend reading magazines or newspapers in print in a typical day has declined by seven minutes, from 19 to 12 minutes daily. On the other hand, some young people now spend time reading magazines and newspapers online. In a typical day, 10% of young people report reading magazines or newspapers online, and those who report online reading spend an average of :21 doing so; the average across all young people is two minutes a day. There are no notable demographic differences with regard to this type of online reading.

Computer Activities

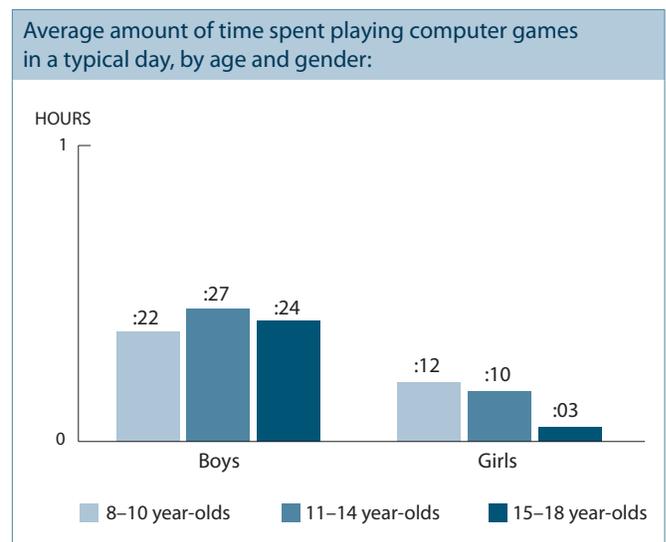


Health Information Online. Among all 7th–12th graders, more than half (55%) say they have ever looked up health information online in order to learn more about an issue affecting themselves or someone they know. Older teens are more likely to use the Internet as a source of health information (62% have done it), especially older girls (66% of 15- to 18-year-old girls). In fact, 15- to 18-year-olds are more likely to have ever looked up health information online (62%) than to have watched TV (49%), listened to the radio (45%), or posted videos (22%) online.

Gender Differences in Computer Use. There is a gender gap in terms of time spent using computers. Among all 8- to 18-year-olds, boys spend an average of about 15 minutes more per day with computers than girls. This difference is primarily due to boys spending more time playing computer games (:25 compared to :08 for girls), and watching videos on sites such as YouTube (:17 vs. :12). The one computer activity to which girls devote more time than boys is visiting social networking sites (:25 for girls vs. :19 for boys). On average, boys and girls are equally likely to visit social networking sites in a typical day (40% of each), but of those who visit, girls remain there longer (1:01 vs. :47).

Interestingly, the gender difference in computer time only begins to appear in the teenage years. In other words, boys and girls start out spending equal amounts of time on a computer, but a disparity develops over time. Among 15- to 18-year-olds, there is a 42 minute gender gap (1:59 for boys, and 1:17 for girls). One clear reason for the disparity in this age group is that girls lose interest in computer games as they enter their teenage years, while boys don't. Girls go from an average of 12 minutes a day playing computer games when they are in the 8- to 10-year-old group, down to just three minutes a day by the time they are 15 to 18 years old; there is no such decrease among boys.

Computer Games and Gender



The Narrowing Digital Divide. Today the vast majority of all 8- to 18-year-olds have a computer at home, regardless of race or parent education. Computer ownership ranges from a low of 87% (among those whose parents have no more than a high school education) to a high of 97% (among those with a parent who graduated from college).

Internet access, while also relatively high across all groups, still varies by race and parent education, ranging from a low of 74% among Hispanics or those whose parents have only a high school education, up to 91% among those with a college-educated parent. The *quality* of Internet access—whether dial-up or high-speed—varies by parent education as well. Perhaps as a result, those children whose parents completed high school or less are somewhat less likely to go online from home in a typical day than those whose parents completed college (52% vs. 60%). On the other hand, there does not appear to be a disparity either by race or parent education in terms of the likelihood of a young person going online from *school* in a typical day. Hispanic youngsters actually spend more time using the computer for recreation in a typical day than White children do (1:49 for Hispanics vs. 1:17 for Whites).

Digital Divide

Percent of 8- to 18-year-olds with each of the following in their home:						
	RACE/ETHNICITY			PARENTS' EDUCATION		
	White	Black	Hispanic	HS or Less	Some College	College +
Computer	94%	89%	92%	87% ^a	94% ^b	97% ^b
Internet access	88% ^a	78% ^b	74% ^b	74% ^a	84% ^b	91% ^c
High-speed/ wireless access	61%	55%	52%	49% ^a	64% ^b	65% ^b
Percent of 8- to 18-year-olds who go online in a typical day from:						
Any location	69% ^a	60% ^b	66% ^{ab}	63% ^a	69% ^{ab}	70% ^b
Home	58%	49%	56%	52% ^a	59% ^{ab}	60% ^b
School	22%	18%	16%	19%	17%	22%
Somewhere else	11% ^a	16% ^b	18% ^b	15%	17%	12%
Among 8- to 18-year-olds, average amount of time spent in a typical day:						
Using a computer	1:17 ^a	1:24 ^{ab}	1:49 ^b	1:28	1:40	1:24

Note: Statistical significance should be read across rows, by section.

Using Computers for School Work. In addition to measuring recreational computer use, the study also measures how much time young people spend using a computer for school work in a typical day (this number is *not* included in the totals for computer use, since our focus

is primarily on recreational media). A third (33%) of 8- to 18-year-olds report using a computer for school-related work in a typical day, compared to 64% who say they use a computer for recreational purposes. The average time spent doing school work at a computer is 16 minutes. Time spent using a computer for school work does not vary significantly by race or parent education.

Using the Computer to Consume Other Media Content.

If a teenage girl has music playing on her computer in the background as she dresses for school, is she using a computer, or is she listening to music? Obviously she's doing both. If a 13-year-old boy is watching a TV show on Hulu, is he watching TV or using a computer? Obviously he's doing both. As the lines between media continue to blur, it gets more complicated to count and categorize young people's media consumption. Should media use be measured by the platform (TV screen, mobile device, computer), by the type of content being accessed (music, TV shows, websites), or by some other paradigm altogether?

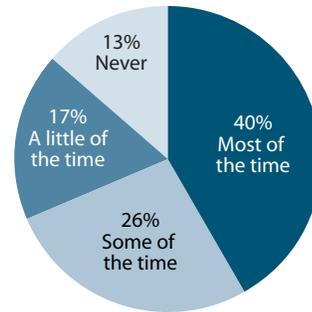
For the most part in this report, when we talk about computer use we are excluding time spent listening to music or watching DVDs or TV on a computer; those activities are counted and reported elsewhere. For example, if a 14-year-old spends the evening watching the latest *Toy Story* DVD on her laptop, we count that as DVD time rather than as computer time.

However, since it may also be of interest to know the total amount of time spent using the computer as a media delivery platform, in this subsection we are also reporting the amount of time the computer is used for these other purposes. (In order to prevent double-counting media use, however, these figures cannot be summed with media times elsewhere in the report.) In addition to the time spent using the computer for all of the purposes referenced earlier—surfing websites, social networking, uploading and sharing photos, and so on—young people also average about an hour a day (1:03) using their computers to listen to music, watch TV, and play DVDs. To reiterate, then, the lines between what typically have been classed as different media are rapidly blurring.

Computer Multitasking. Previous studies have shown that young people tend to be engaged in multiple computer activities at the same time—e.g., IMing while surfing the Internet and downloading music. Indeed, the computer is the epicenter of media multitasking. In the current study, we ask how often 7th–12th graders use a totally *different* medium while they’re also using the computer—for example, watching TV, reading, or text messaging. Four in ten (40%) say they use another medium or text message “most of the time” while they are using the computer; another 26% say they do so “some of the time.”

Computer Multitasking

Percent of 7th–12th graders who say they do any of the following while using the computer: watch TV, read, play video games, text message or listen to music:



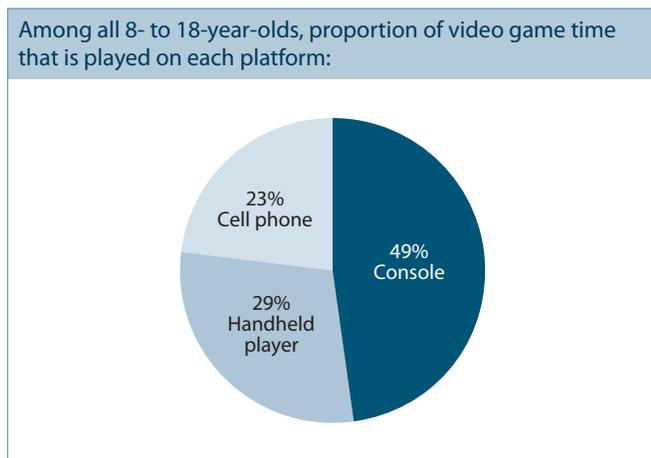
Video Games

There has been a significant increase in video gaming over the past five years, but for the most part, that increase has been in cell phone and handheld playing rather than console gaming. Moreover, although playing video games continues to be popular among many 8- to 18-year-olds, average time devoted to playing is still relatively low compared to time spent with TV or music.

Video Game Platforms. Today, just under half (49%) of all video game playing among 8- to 18-year-olds takes place on a console hooked up to a TV, such as a Wii®, PlayStation®, or Xbox®. A little more than half of all video gaming occurs on portable devices: a handheld player (29%) or a cell phone (23%).

Time Spent Playing. In a typical day, 8- to 18-year-olds spend an average of 1:13 playing video games on any of several platforms: console players (:36), handheld players such as a Nintendo DS, a Sony PSP, or an iPod (:21), and other devices such as cell phones (:17). On any given day, 60% of young people play video games, including 47% who play on a handheld player or a cell phone, and 39% who play on a console player. Those who do play spend an average of almost two hours (1:59) at the controller across all platforms.

Video Game Playing By Platform



Demographic Differences. Video game playing peaks among 11- to 14-year-olds, especially for console playing (:43); younger kids spend more time than older kids playing on handheld players and older teens spend more time than younger kids playing on cell phones. Across all platforms, Hispanic (1:35) and African American (1:25) youth spend more time playing video games than White youth (:56). There is no difference between boys and girls in the amount of time spent playing video games on either handheld platforms or cell phones. However, as found in earlier studies, there remains a substantial difference between boys and girls in *console* video game playing, with boys spending an average of almost an hour a day playing (:56) and girls just under fifteen minutes (:14). Moreover, among those youth who do play video games on a console player, boys spend a lot longer at the controller than girls (1:47 compared to :55).

Video Game Use, by Demographic

In a typical day, amount of time spent playing video games on a:

	Among all	AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION		
		8-10	11-14	15-18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +
Console player	:36	:31 ^a	:43 ^b	:31 ^a	:56 ^a	:14 ^b	:32 ^a	:32 ^{ab}	:45 ^b	:36	:31	:35
Cell phone	:17	:06 ^a	:18 ^b	:22 ^b	:17	:16	:09 ^a	:29 ^b	:24 ^b	:19	:19	:14
Handheld player	:21	:25 ^{ab}	:24 ^a	:16 ^b	:24	:18	:15 ^a	:24 ^b	:27 ^b	:22	:17	:22
TOTAL VIDEO GAMES	1:13	1:01 ^a	1:25 ^b	1:08 ^{ab}	1:37 ^a	:49 ^b	:56 ^a	1:25 ^b	1:35 ^b	1:17	1:07	1:11

Note: Statistical significance should be read across rows, by section.

Changes Over Time. Over the past 10 years, there has been a substantial increase in the amount of time young people spend playing video games, from an average of 26 minutes daily in 1999, to 49 minutes in 2004, and 1:13 in 2009. The increase is a result of several factors. First, more kids play on a typical day—up from 38% in 1999 to 60% today; second, those who do play tend to play longer (up from 1:05 in 1999 to 1:59 today); third, there are more options for young people to choose from in terms of video game platforms and content.

The increase in time spent playing video games over the past five years appears to be largely a function of the growing use of handheld devices for game playing; console playing has remained stable. There has been no statistically significant change in either the percent of young people who play console video games in a typical day (39% in 2009, 41% in 2004) or in the average amount of time young people play console games (:36 today vs. :32 in 2004). The one change in console playing that has emerged over the past five years is that those young people who do play tend to do so for a bit longer than they did five years ago (1:30 vs. 1:16), perhaps owing to the increasing sophistication of the games.

By contrast, handheld gaming *has* increased over the past five years, with the percentage of 8- to 18-year-olds who play on a typical day rising from 35% to 47%, and the average amount of time increasing from :17 to :38. As with console games, those who do play on a handheld device also spend more time playing, from an average of :50 in 2004 to 1:17 in 2009.

Video Game Use, Over Time

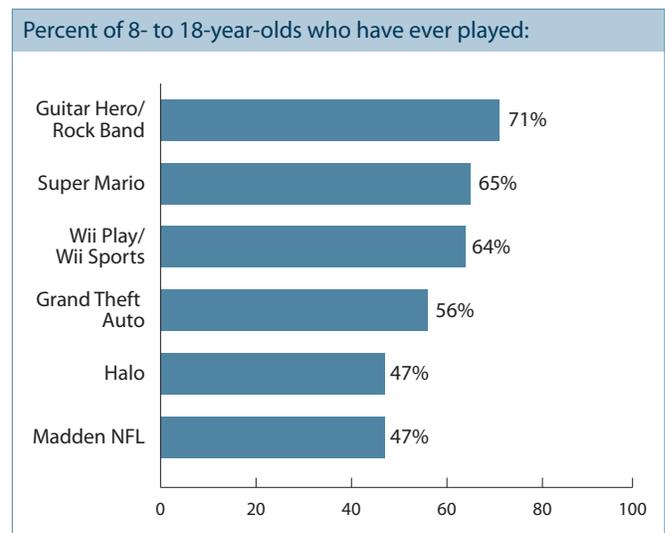
Video game use among 8- to 18-year-olds in a typical day, over time:			
	Average (Among all)	Percent Who Played	Average Among Those Who Played
Console player			
2009	:36	39%	1:30 ^a
2004	:32	41%	1:16 ^b
Handheld player			
2009	:38 ^a	47% ^a	1:17 ^a
2004	:17 ^b	35% ^b	:50 ^b
TOTAL VIDEO GAMES			
2009	1:13 ^a	60% ^a	1:59 ^a
2004	:49 ^b	52% ^b	1:34 ^b
1999	:26 ^c	38% ^c	1:05 ^c

Note: Statistical significance should be read down columns, by section. See Appendix B for a summary of key changes in question wording and structure over time.

Games Played. One of the most controversial video games of recent years is the *Grand Theft Auto*® (GTA) series, which many young people have played, despite its M rating (indicating it is intended for mature audiences only). Over half (56%) of all 8- to 18-year-olds say they have played GTA, including 25% of 8- to 10-year-olds, 60% of 11- to 14-year-olds, and 72% of 15- to 18-year-olds. GTA is especially popular among boys, with 70% of all 8- to 18-year-old boys saying they’ve played it, including 38% of 8- to 10-year-old boys, 74% of 11- to 14-year-old boys, and 85% of 15- to 18-year-old boys.

On the other hand, far more young people have played games more appropriate for their age, including the relatively new music games (*Guitar Hero*® and *Rock Band*®) and basic Wii games (*Wii Play*® and *Wii Sports*®). For those interested in the role of music in young people’s lives, the emergence of music-oriented games like *Guitar Hero* and *Rock Band* is especially interesting, as it offers yet another platform for young people to experience music, this time in a more active way than just listening.

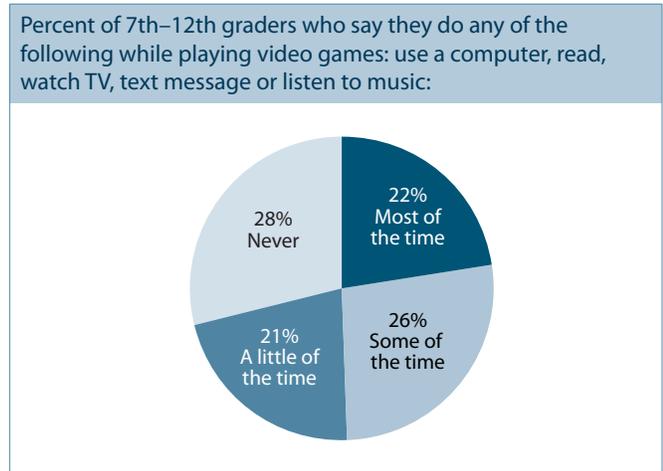
Types of Video Games Played



Video Game Players in the Home and Bedroom

Percent of 8- to 18-year-olds with:	
Video game console in the home	87%
Wii	36%
Xbox	36%
GameCube	23%
PlayStation	18%
Other	42%
Video game console in the bedroom	50%
Handheld video game player	59%
Average number of console players per home	2.33

Video Game Multitasking



Video Game Rules, by Age

Percent who say their parents have rules about:

		AGE		
		8–10	11–14	15–18
	Among all			
Which video games they can play	30%	54% ^a	33% ^b	12% ^c
How much time they can spend playing video games	30%	45% ^a	31% ^b	18% ^c

Note: Statistical significance should be read across rows.

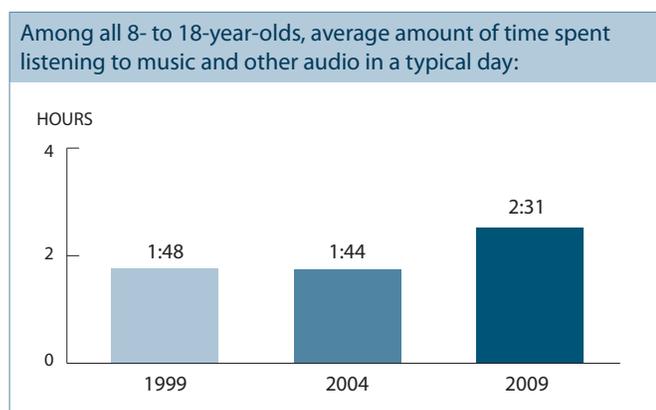
Music and Other Audio

One thing that hasn't changed in the past five or even 10 years is young people's devotion to music. Listening to music continues to be the second most popular media activity among 8- to 18-year-olds (after watching television), and is especially popular among older teens. What *has* changed is *how* young people listen to music—the platforms and devices that carry the music to them. Changes in media technology—the development of the iPod and other MP3 players, and being able to listen on a cell phone or a laptop—have enabled young people to spend more time with music than ever.

Time Spent Listening to Music and Other Audio.

In a typical day, 8- to 18-year-olds spend an average of 2:19 listening to music and another 12 minutes with other audio such as news or talk shows. This is 47 minutes more than was spent with music and other audio five years ago (2:31 in 2009 vs. 1:44 in 2004 and 1:48 in 1999).

Listening to Music, Over Time



Note: Non-music audio not measured for 3rd–6th graders. See Appendix B for a summary of key changes in question wording and structure over time.

Demographic Differences. Music becomes increasingly popular as teens get older. Time spent listening to music climbs from just over an hour (1:08) among 8- to 10-year-olds, to more than three hours (3:03) among 15- to 18-year-olds. Girls spend more time with music than boys (2:33 on average across all age groups, compared to 2:06 among boys). Hispanic and Black youth spend about an hour more per day than their White peers listening to music (2:52 among Hispanics, 2:42 among Blacks, and 1:48 among Whites).

Gender Gap. Earlier studies typically found a gender difference with regard to young people's music consumption, with girls tending to listen more than boys. However, that difference may be starting to diminish now that programs like iTunes and devices like MP3 players have become so popular (today the gap is 27 minutes—2:33 for girls vs. 2:06 for boys). While there continues to be a gender difference in use of the more traditional platforms such as radio (:39 for girls vs. :25 for boys) and CDs (:21 for girls vs. :13 for boys), no such gap appears when it comes to listening on iPods or other MP3 players (:41 for both genders), cell phones (:18 for girls, :16 for boys), or computers (:34 for girls, :31 for boys).

Listening to Music and Other Audio, by Demographic and Platform

In a typical day, average amount of time spent listening to music/audio on:

	Among all	AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION		
		8–10	11–14	15–18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +
Music	2:19	1:08 ^a	2:22 ^b	3:03 ^c	2:06 ^a	2:33 ^b	1:48 ^a	2:42 ^b	2:52 ^b	2:34 ^a	2:44 ^a	2:01 ^b
Radio	:32	:18 ^a	:35 ^b	:37 ^b	:25 ^a	:39 ^b	:29	:34	:39	:36 ^{ab}	:40 ^a	:27 ^b
CD	:17	:14 ^a	:15 ^a	:21 ^b	:13 ^a	:21 ^b	:16	:16	:20	:20 ^a	:20 ^a	:14 ^b
Cell phone	:17	:08 ^a	:18 ^b	:23 ^b	:16	:18	:08 ^a	:35 ^b	:21 ^c	:20	:18	:15
iPod/MP3	:41	:14 ^a	:40 ^b	:59 ^c	:41	:41	:30 ^a	:40 ^{ab}	:54 ^b	:43	:51	:37
Computer	:32	:15 ^a	:34 ^b	:42 ^b	:31	:34	:25 ^a	:37 ^b	:38 ^b	:34	:35	:29
Other audio [†]	:12	~	:14	:18	:13	:12	:08 ^a	:18 ^b	:16 ^{ab}	:14	:17	:09
TOTAL MUSIC/AUDIO	2:31	1:08 ^a	2:36 ^b	3:21 ^c	2:18 ^a	2:45 ^b	1:56 ^a	3:00 ^b	3:08 ^b	2:48 ^a	3:01 ^a	2:11 ^b

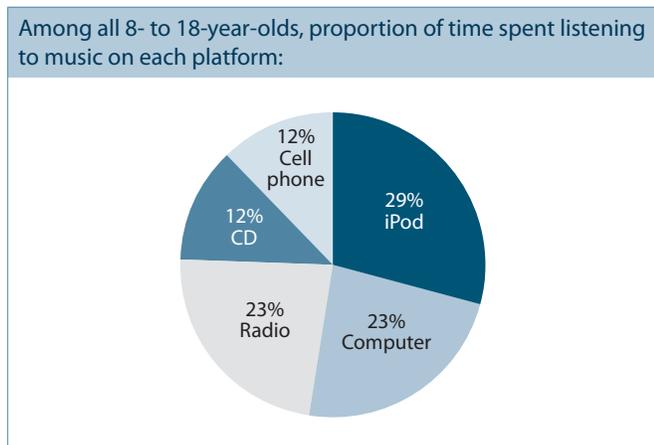
Note: Statistical significance should be read across rows, by section.

[†] Non-music audio not measured for 3rd–6th graders.

Music by Platform. Today, MP3 players such as the iPod—a device that was just coming into widespread use five years ago—have become the primary delivery system for music, with the computer not too far behind (including both iTunes and Internet radio). Radio continues to be a popular platform as well, followed by cell phones and CDs.

Older teens are especially likely to use the newer devices. For example, time spent listening to music on an iPod or other MP3 player goes from :14 a day among 8- to 10-year-olds, to :40 among 11- to 14-year-olds and :59 among 15- to 18-year-olds. Among 15- to 18-year-olds, just under half (45%) say they have ever listened to the radio through the Internet, and eight in ten (81%) say they have downloaded music from the Internet.

Listening to Music, by Platform



Non-music Audio Content. Among the two older groups—11- to 14-year-olds and 15- to 18-year-olds—about a quarter of an hour a day is spent listening to non-music content on the radio or Internet (:14 and :18 respectively).^{*} This time is about evenly split between listening on a traditional radio and listening to radio streamed through the Internet. Black youth report about twice as much time listening to non-music audio as their White counterparts (:18 for Blacks vs. :08 among Whites).

Ownership of Music Platforms. One of the most dramatic changes over the past five years has been the increase in ownership of mobile MP3 players (from 18% up to 76%), and the decrease in ownership of mobile CD players (from 61% down to 16% of all 8- to 18-year-olds). This shift appears to be behind the increasing consumption of music among young people: in 2004, there was an average of :49 a day spent listening to music on CDs, tapes or MP3 players; today, young people spend nearly that much time (:41) listening on iPods and other MP3 players alone, plus another :17 listening on a cell phone and :17 listening to CDs. The number of CD players and radios in the home has also decreased in recent years, although there are still 2–3 of each per household.

^{*}This question was only asked of 7th–12th graders.

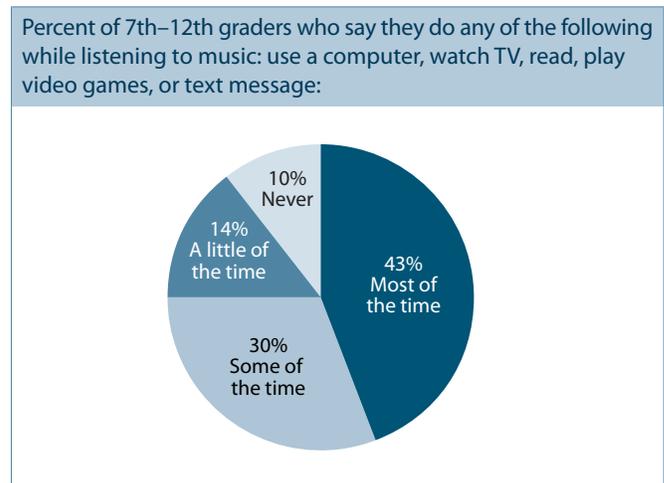
Ownership of Music Devices, Over Time

Among all 8- to 18-year-olds:			
	2009	2004	1999
Average number per home:			
CD player	2.2 ^a	3.6 ^b	2.6 ^c
Radio	2.5 ^a	3.3 ^b	3.4 ^b
Percent with each in their bedroom:			
CD player	68% ^a	86% ^b	88% ^b
Radio	75% ^a	84% ^b	86% ^b
Percent who own mobile devices:			
Mobile CD/tape player	16% ^a	61% ^b	~
iPod or other MP3 player	76% ^a	18% ^b	~

Note: Statistical significance should be read across rows.

Music Multitasking. Young people often use another medium at the same time that they are listening to music—for example, doing something on the computer, reading, or playing video games. Forty-three percent say they use another medium “most of the time” they are listening to music, with another 30% saying they do so at least “some” of the time.

Music Multitasking



Rules About Music. Only a relatively small proportion of 8- to 18-year-olds say they have any rules about music listening: 26% say they have rules about what types of music they’re allowed to listen to, and 10% say they have rules about how much time they can spend listening to music. The proportion with rules about which music they can listen to decreases substantially by age, going from nearly half (47%) of all 8- to 10-year-olds to 27% of 11- to 14-year-olds and just 12% of all 15- to 18-year-olds.

Print Media

The only media activity that *hasn't* increased among young people over the past 10 years is reading traditional print media. Time spent reading books for pleasure has increased slightly, but time spent with magazines and newspapers, which held fairly steady from 1999 to 2004, has declined substantially since then.

Time Spent Reading. The total amount of time 8- to 18-year-olds spend reading hard copies of books, magazines, and newspapers for pleasure has decreased by about five minutes a day (from an average of 43 minutes daily in 1999 and 2004 to 38 minutes in 2009).

Over the past *five* years there has been a marked decline in the proportion who report reading either magazines or newspapers, a continuation of a decline that began at least 10 years ago (the proportion reading books for pleasure has remained stable). For magazines, the drop has been from 55% in 1999, to 47% in 2004, and finally to 35% in 2009; for newspapers there has been a similar decline, from 42% in 1999, to 34% in 2004, to 23% in 2009. The result has been significant drops in time spent reading magazines (from 14 minutes in 2004 to nine minutes in 2009) and newspapers (from six minutes in 2004 to three minutes in 2009). However, those young people who do still read magazines and newspapers spend about the same amount of time doing so that readers their age did five and even 10 years ago.

Print Media Use, Over Time

Print media use among 8- to 18-year-olds in a typical day, over time:			
	Average (Among all)	Percent Who Read	Average Time Among Readers
Magazines			
2009	:09 ^a	35% ^a	:26
2004	:14 ^b	47% ^b	:29
1999	:15 ^b	55% ^c	:27
Newspapers			
2009	:03 ^a	23% ^a	:14 ^a
2004	:06 ^b	34% ^b	:17 ^{ab}
1999	:07 ^b	42% ^c	:17 ^b
Books			
2009	:25 ^a	47%	:54 ^a
2004	:23 ^{ab}	46%	:50 ^{ab}
1999	:21 ^b	46%	:46 ^b
TOTAL PRINT			
2009	:38 ^a	66% ^a	:57
2004	:43 ^{ab}	73% ^b	:58
1999	:43 ^b	80% ^c	:54

Note: Statistical significance should be read down columns, by section. See Appendix B for a summary of key changes in question wording and structure over time.

Reading on the Computer. Of course, young people encounter print and text throughout the day, not just when they sit down with a novel or the latest celebrity magazine. In particular, for some portion of the time that they are online they likely read text on the screen, whether the latest advice column on a fashion website or a classmate's posting on a social networking site. Although in this study we do not have measures of the amount of text young people encounter on the websites they visit, we do explore whether they spend any time reading the online versions of magazines and newspapers.

As noted earlier (see computer section), some young people report that they do read magazines and newspapers online. Ten percent of 8- to 18-year-olds report reading magazines or newspapers online in a typical day, and those who do engage in that activity spend an average of 21 minutes daily. Thus, of the seven-minute drop in magazine and newspaper reading per day over the past five years, about two minutes has been made up for through reading such journals online.

Time Spent Reading Print Media, by Demographic

In a typical day, average amount of time spent reading print media:												
Among all	AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION			
	8-10	11-14	15-18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +	
Magazines	:09	:09	:09	:09	:09	:08	:11	:10	:09 ^{ab}	:06 ^a	:10 ^b	
Newspapers	:03	:03	:04	:04 ^a	:03 ^b	:03	:04	:03	:04	:02	:03	
Books	:25	:33 ^a	:25 ^{ab}	:21 ^b	:20 ^a	:31 ^b	:28 ^a	:18 ^b	:20 ^b	:22 ^a	:21 ^a	:31 ^b
TOTAL PRINT	:38	:46 ^a	:37 ^{ab}	:33 ^b	:33 ^a	:43 ^b	:39	:33	:34	:35 ^a	:30 ^a	:44 ^b

Note: Statistical significance should be read across rows, by section.

Demographic Differences. Reading for pleasure continues to be the only media activity that decreases as children grow older. Eight- to ten-year-olds spend an average of 46 minutes a day reading print media, compared to 33 minutes for 15- to 18-year-olds. This difference is entirely accounted for by the fact that younger children spend more time reading books than their older counterparts do (book-reading for pleasure declines from an average of 33 minutes daily among 8- to 10-year-olds to 21 minutes a day among 15- to 18-year-olds). It may well be that as reading assignments for school become more demanding, the amount of time young people choose to devote to reading *outside* of school work decreases.

Reading is also the only media activity to which White youth devote more time than Black and Hispanic youth (the overall difference in reading is not statistically significant, although the difference in reading books is). Reading is one of two media activities (the second is music listening) to which girls give more time than boys (:43 vs. :33).

Reading Multitasking. Print media are among the least multitasked of all the various media. That is, when young people do sit down to read print materials, they are less likely to also be keeping an eye on the TV or listening to music than they are when they use most other types of media. Nevertheless, 27% of all 8- to 18-year-olds say they use another medium “most of the time” when reading (the only medium less multitasked is video games, where 22% say they multitask most of the time).

Reading and Grades. Contrary to what is found for other media, young people who are heavy readers (those who spend an hour or more per day with print media) are substantially *more* likely to say they earn high grades than those who are light readers (those who report no print reading on a typical day): 72% of heavy readers report high grades, compared to 60% of those in the light-reading group.

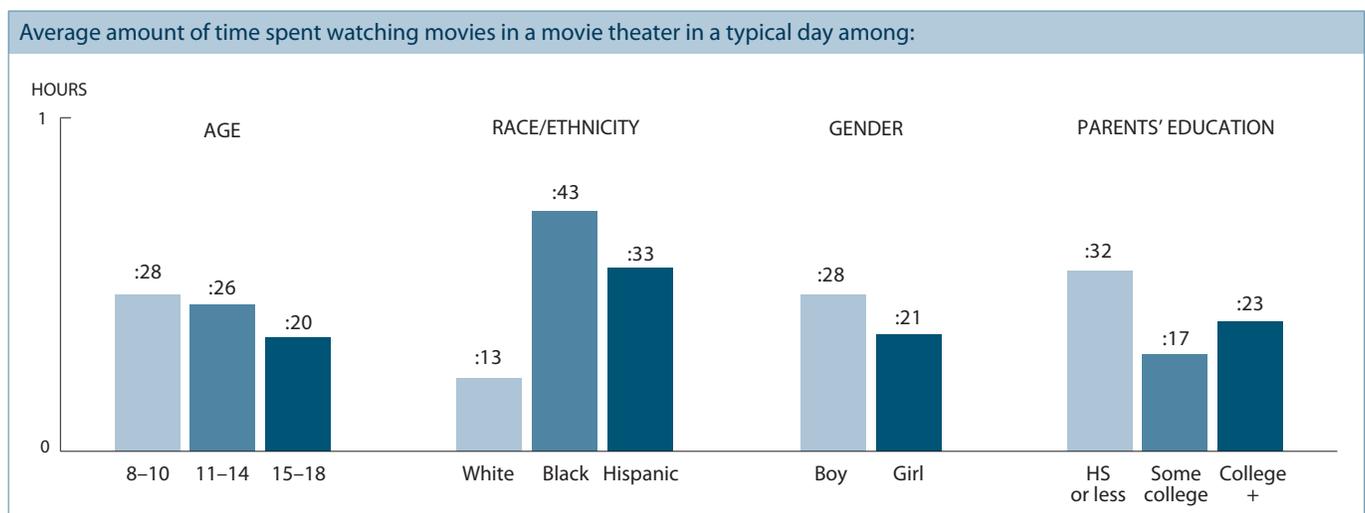
Screen Media and Reading. It does not appear that time spent using screen media (TV, video games and computers) displaces time spent with print media. Young people classed as heavy screen media users (more than 10 hours daily) and those classed as light screen media users (less than two hours daily) report identical amounts of daily reading (41 minutes). Similar results are found for TV viewing time: those who spend the most time watching TV spend just as much time reading as those who spend the least time watching TV. On the other hand, those youth who do not have a TV in their bedroom and those who live in homes where the TV is not often left on in the background, *do* spend more time reading than other children do (:46 vs. :34 for bedroom TV; :46 vs. :35 with regard to TV on in the home). This may be an indication of the type of emphasis the parents place on reading vs. TV, which is likely to influence the child’s own reading habits.

Movies

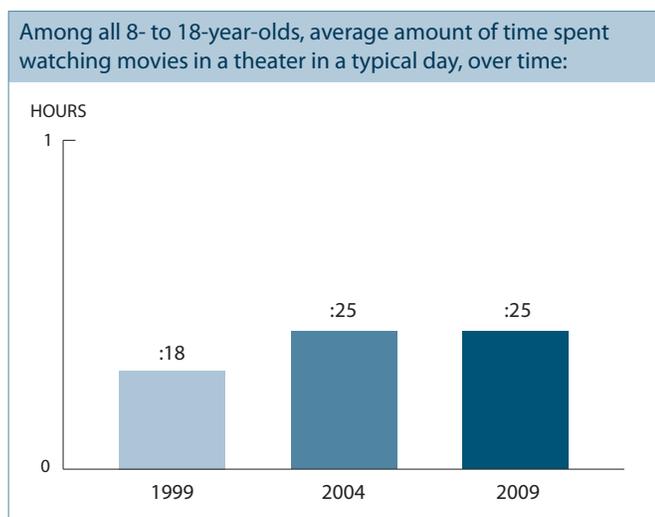
Despite technological advances such as HDTV, On Demand, and Blu-ray™ (and expanding access to the latest DVD releases through venues such as Netflix®), watching movies in a movie theater continues to appeal to children and teenagers. On any given day about 12% of all 8- to 18-year-olds report watching a film in a theater. Those who do go to a movie theater spend a little over three hours (3:16) there (producing an average of 25 minutes daily across all young people). Over the past five years, there has been no change in either the proportion of 8- to 18-year-olds who watch movies in theaters, or in the amount of time spent watching.

Movie attendance cuts across age groups and is engaged in equally by both boys and girls. But Black and Hispanic youth are far more likely than White youth to go to the movie theater (19% of Black and 17% of Hispanic youth report seeing a movie in the theater in a typical day, compared to 7% of White youth). Because of this disparity in attendance, White youth average :13 daily at the movies, Blacks report :43 of movie attendance, and Hispanics report :33.

Time Spent Going to the Movies, by Demographic



Time Spent Going to the Movies, Over Time



Media Multitasking

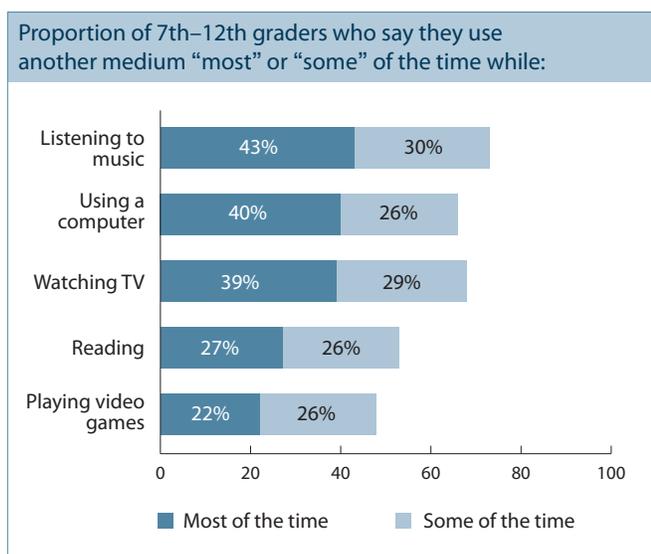
The image of the multitasking teenager is rapidly becoming ingrained in the public consciousness, as parents and other adults simultaneously marvel at and worry about young people juggling two, three, or four different media activities concurrently.

Earlier waves of this study were the first to systematically document the amount of time that young people spend using more than one medium at a time—a phenomenon we call media multitasking. By having a subset of the study’s respondents keep detailed, week-long media use diaries, we are able to calculate the proportion of time that is spent, on average, using multiple media concurrently. This not only allows us to better quantify the media multitasking phenomenon, but also helps guard against overestimating the amount of time young people spend with media, a danger inherent in simply totaling the time reported for each individual medium without accounting for simultaneous use of more than one medium at a time. The result is a more accurate estimate of both the total amount of media content young people consume (what we call total media exposure) and the actual number of hours out of the day they spend using media (what we call total media use).

Time Spent Multitasking. According to our media use diaries, more than a quarter (29%) of the time young people use media, they use two or more media concurrently—that is, watching TV while flipping through a magazine, or IMing, listening to music, and surfing the Web all at the same time (the multitasking measure in the diary does *not* include time spent texting, to maintain consistency with previous waves of the survey).

The survey results also indicate a good deal of media multitasking. The proportion of young people who say they multitask “most of the time” or “some of the time” when using each of five specific media varies from a low of 48% for video games to a high of 73% for listening to music (questions in the *survey* about multitasking were asked only of 7th–12th graders, and texting *is* included).

Media Multitasking, by Medium



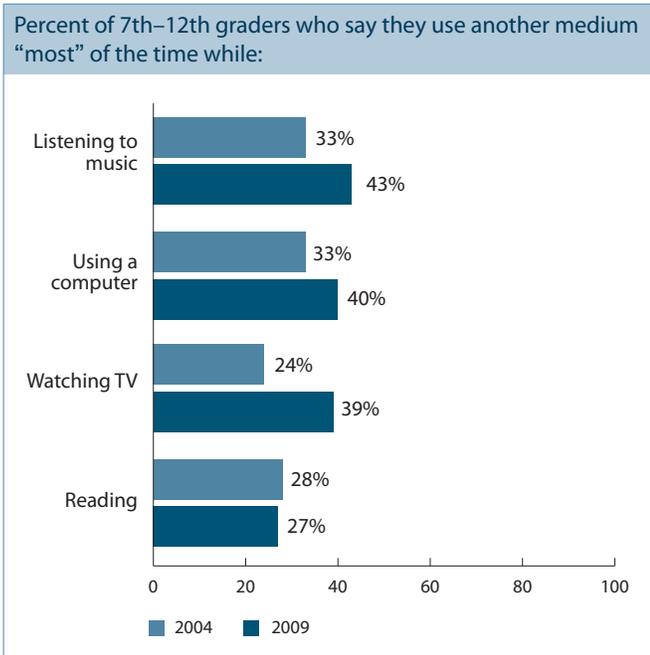
Differences in Multitasking. A little over half (58%) of 7th–12th graders say they multitask “most” of the time for at least *one* of the media in the study, but only a relatively small proportion (7%) say they multitask “most” of the time for *all* of the media in the study. On the other hand, one in three (34%) never report multitasking “most” of the time for *any* of the media.

For purposes of comparison, respondents were grouped as high, medium or low multitaskers. Not surprisingly, those 7th–12th graders who live in a highly media-saturated environment are more likely to be media multitaskers: for example, those with a TV or a computer in their bedroom, who own a cell phone, or have wireless Internet access are all more likely to be high media multitaskers.

The only significant demographic difference revealed by the analyses is that 7th–12th grade boys are less likely than girls to multitask: 11% of boys compared to 17% of girls are high multitaskers, while 13% of girls and 20% of boys are low multitaskers. Although some dramatic differences emerge among White, Black and Hispanic youth in media ownership and consumption, there are no statistically significant differences in the proportion of each ethnic group saying they multitask “most of the time” with any of the media.

Changes in Multitasking Over Time. The advent and growth of texting over the past five years appears to have contributed to an increase in the proportion of young people who say they use another medium “most” of the time that they are listening to music, using the computer, or watching TV. Similarly, almost half of kids (47%) report texting someone “often” or “sometimes” about what they are watching on TV—an activity that was almost unheard of five years ago.

Media Multitasking, Over Time



Note: Question wording changed from 2004 to 2009 to include texting and video games (see Appendix B for more details).

Media Multitasking During Homework. While some experts worry about whether multitasking may make young people less able to focus and concentrate when they need to, parents are likely to be less concerned about their children multitasking their *entertainment* media than they are about having them multitask with media while they are supposed to be doing their homework. Indeed, nearly one in three (31%) 8- to 18-year-olds say that “most” of the time they are doing homework, they are also using one medium or another—watching TV, texting, listening to music, and so on. On the other hand, about one in five (19%) say they “never” use other media while doing their homework, and 22% say they do so only “a little” of the time. These numbers have stayed relatively stable over the past five years.

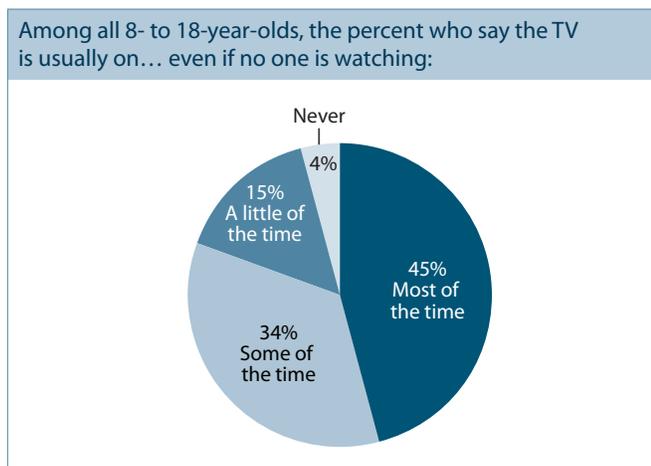
Media Environment and Rules

Parents make numerous decisions about their children’s media environment: how many TVs, computers and video games they buy for the home; whether their kids have cell phones and iPods; whether there are TVs and video game players in their children’s bedrooms; whether the TV is usually on during meals or as daily background; and whether they establish any rules about their children’s media use. All of these decisions, put together, create a media environment for young people, and the type of media environment children grow up in is strongly related to the amount of time they spend with media.

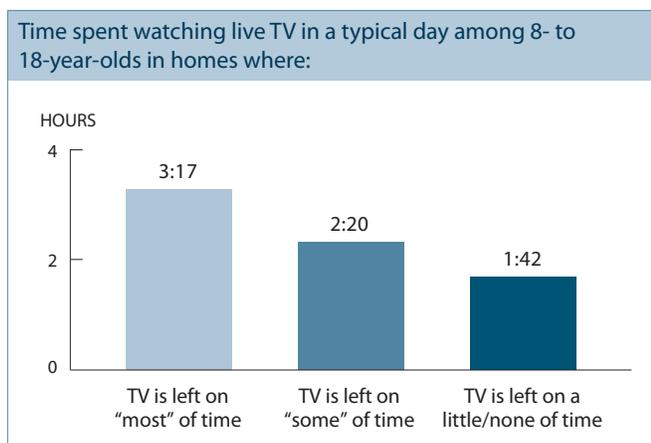
TV on in the Home. Many young people live in homes where the TV is usually on during meals and is often left on in the background, whether anyone is watching or not. Nearly two-thirds (64%) of all 8- to 18-year-olds say the TV is usually on during meals, and just under half (45%) say the TV is left on “most of the time” in their homes, even if no one is watching (another 34% say it’s left on “some of the time” even if no one is watching).

Not surprisingly, those young people who live in these “TV-oriented” homes spend a great deal more time watching live TV than their peers—an average of 3:17 a day among those where the TV is left on “most” of the time, compared to 2:20 for those who say the TV is left on “some” of the time, and 1:42 among those who say the TV is left on only a little or none of the time if no one is watching.

TV in the Home



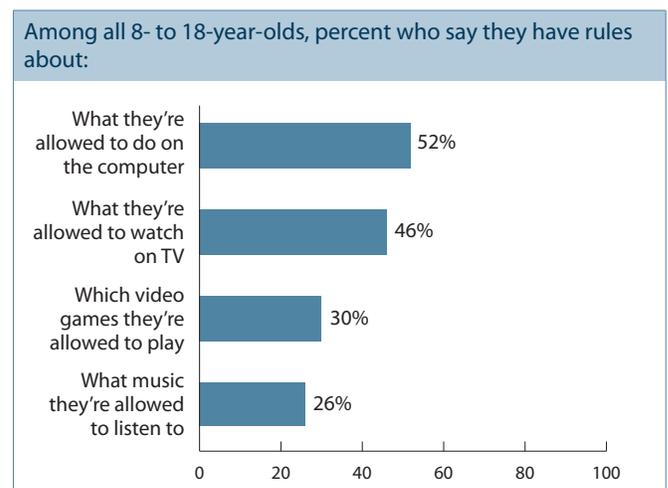
Background TV and Time Spent Watching



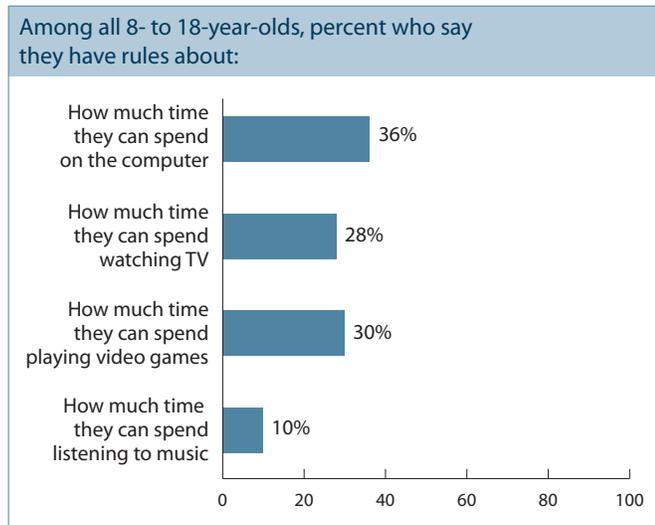
Media Rules. The study asked about media rules for TV, video games, computers and music. In each case, the majority of 8- to 18-year-olds say they don’t have any rules about the type of media content they can use or the amount of time they can spend with the medium (there is one exception—a bare majority of 52% say they have rules about what they’re allowed to do on the computer). After computers, television is the next most regulated medium, with 46% saying they have rules about what they’re allowed to watch. Video games (30%) and music (26%) appear to be far less regulated by most parents.

Overall, 16% of all 8- to 18-year-olds say they don’t have any of the rules about content or amount of time spent with media asked about in the survey. About one in four (26%) report having at least some media rules, and also say their parents generally enforce those rules most of the time. The largest group of young people (39%) report having some rules regarding their media use, but say those rules aren’t always enforced.

Media Rules, Content



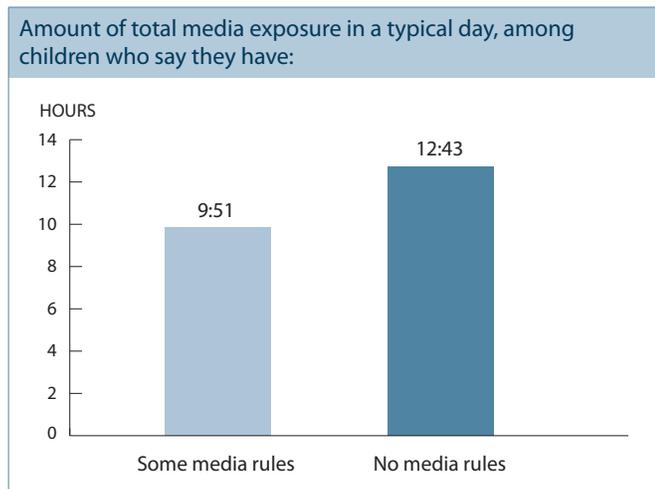
Media Rules, Time



Content vs. Time Spent with Media. In general, parents seem to be a lot more likely to put limits on the types of content their children can consume than on the amount of time they can spend consuming it. For example, 46% of kids say they have rules about what they can watch on TV, compared to 28% who say they have rules about how long they can watch.

The Impact of Media Rules. When parents set limits, children spend less time with media. Those young people who say their parents have some rules about their media use are exposed to an average of nearly three hours (2:52) less media content per day than those who say they don't have rules. Even after accounting for age, young people who have rules report significantly lower exposure to media than children with no rules.

Media Rules and Time Spent with Media



Media Rules by Age. Not surprisingly, the likelihood of parents having media rules is negatively correlated with the child's age. For example, only 3% of all 8- to 10-year-olds report not having *any* rules, compared to 30% of all 15- to 18-year-olds. Indeed, 38% of all 8- to 10-year-olds not only report having some type of media rules, but also say their parents enforce those rules most of the time.

By the time they're in their mid-teens, relatively fewer young people say their parents set any parameters regarding the types of media content they're allowed to access, ranging from a low of 12% who report rules about video games they can play or music they can listen to, to 26% with rules about TV they can or can't watch, and 36% who say their folks have rules about what they are allowed to do on the computer.

Media Rules, by Age

Percent who say they have rules about:		AGE		
	Among all	8-10	11-14	15-18
What they're allowed to do on the computer	52%	64% ^a	60% ^a	36% ^b
What they're allowed to watch on TV	46%	66% ^a	51% ^b	26% ^c
Which video games they're allowed to play	30%	54% ^a	33% ^b	12% ^c
What music they're allowed to listen to	26%	47% ^a	27% ^b	12% ^b
Percent who say they have:				
Any rules, enforced most of the time	26%	38% ^a	29% ^b	16% ^c
Any rules, enforced some of the time or less	39%	43% ^a	43% ^a	33% ^b
No rules	16%	3% ^a	11% ^b	30% ^c

Note: Statistical significance should be read across rows.

Demographic Predictors of Media Use

As we have seen in earlier sections, definite patterns in both the amount and type of media use among young people emerge in relation to the child’s age, gender, and race. This section of the report summarizes the findings on the relationship between selected demographic factors and media use.

Age. The amount of media young people consume in a typical day varies substantially by age. Media consumption shoots up dramatically for the 11- to 14-year-old group, to a total of nearly 12 hours (11:53) of media exposure in a typical day, about four hours more than 8- to 10-year-olds. This includes 1:22 more a day than the younger group watching TV, 1:14 more listening to music, 1:00 more using a computer, and :24 more playing video games. Younger kids (8- to 10-year-olds) spend more time reading than older kids do, and older teens (15- to 18-year-olds) spend more time listening to music.

Time Spent with Media, by Age

In a typical day, average amount of time spent with:			
	AGE		
	8–10	11–14	15–18
TV content	3:41 ^a	5:03 ^b	4:22 ^a
Music	1:08 ^a	2:22 ^b	3:03 ^c
Computers	:46 ^a	1:46 ^b	1:39 ^b
Video games	1:01 ^a	1:25 ^b	1:08 ^{ab}
Print	:46 ^a	:37 ^{ab}	:33 ^b
Movies	:28	:26	:20
TOTAL MEDIA EXPOSURE	7:51^a	11:53^b	11:23^b
Multitasking proportion	30%	27%	30%
TOTAL MEDIA USE	5:29^a	8:40^b	7:58^b

Note: Statistical significance should be read across rows.

Gender. Boys consume more media than girls (11:12 vs. 10:17), with most of the difference coming from time spent playing console video games—42 minutes more than girls per day (:56 vs. :14). Boys also spend more time with computers than do girls (1:37 vs. 1:22), again primarily due to a difference in time spent playing games (:25 vs. :08). On the other hand, girls devote six minutes more a day than boys to social networks. Girls also spend more time than boys with music (27 minutes more a day) and print media (10 minutes more a day). Gender differences in terms of the amount of time listening to music and playing console video games are similar to those found in 2004.

Race. Substantial differences in media consumption emerge between White youth and Black or Hispanic youth, with the latter two groups consuming nearly 4½ hours more media daily (13:00 of total media exposure for Hispanics, 12:59 for Blacks, and 8:36 for Whites). The difference between White and minority youth is largest for TV: Black youth spend an average of 2:18 more per day with TV than White youth. The only medium where there are no racial or ethnic differences is print.

Differences in media use in relation to race are robust. As with previous waves of this study, linear regression analyses controlling for factors such as age, gender, parent education, family structure, grades, and level of personal contentedness were performed. Race-related differences in media use withstood all such controls.

Total Media Exposure, by Race/Ethnicity and Parent Education

In a typical day, average amount of time spent with:							
	Among all	RACE/ETHNICITY			PARENTS' EDUCATION		
		White	Black	Hispanic	HS or Less	Some College	College +
TV content	4:29	3:36 ^a	5:54 ^b	5:21 ^b	4:46 ^a	4:55 ^a	4:07 ^b
Music/audio	2:31	1:56 ^a	3:00 ^b	3:08 ^b	2:48 ^a	3:01 ^a	2:11 ^b
Computer	1:29	1:17 ^a	1:24 ^{ab}	1:49 ^b	1:28	1:40	1:24
Video games	1:13	:56 ^a	1:25 ^b	1:35 ^b	1:17	1:07	1:11
Print	:38	:39	:33	:34	:35 ^a	:30 ^a	:44 ^b
Movies	:24	:13 ^a	:43 ^b	:33 ^b	:32 ^a	:17 ^b	:23 ^{ab}
TOTAL MEDIA EXPOSURE	10:45	8:36^a	12:59^b	13:00^b	11:26^a	11:30^a	10:00^b

Note: Statistical significance should be read across rows, by section.

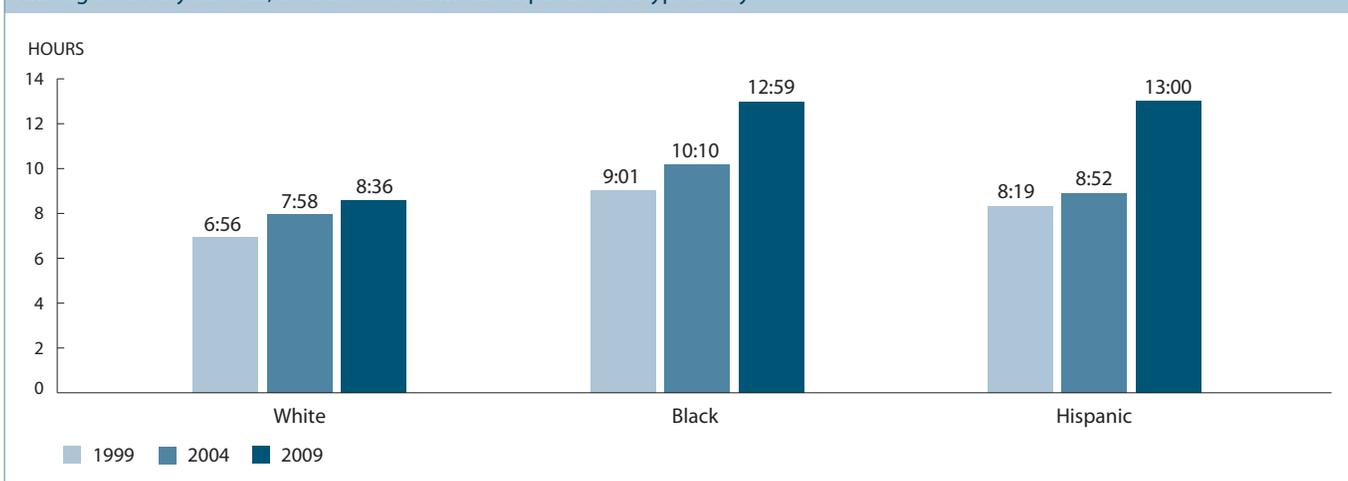
In addition, race-related differences in media use have grown substantially over the past five years. In 1999 and 2004, Black and Hispanic youth spent substantially more time than their White counterparts using media, but the disparity has doubled over the past five years for Blacks, and quadrupled for Hispanics. For example, Black youth reported 2:05 more total media exposure than Whites in 1999 and 2:12 in 2004; in 2009 the difference has grown to 4:23. The difference between Hispanics and Whites was 1:23 in 1999, and :54 in 2004 (the latter difference was not statistically significant); it has now reached 4:24 (which is statistically significant).

Whether looking at time spent with individual media or at total exposure, the amount of time White youth spend with media hasn't changed nearly as much over the past five years. Within this group, a decrease in the use of live TV and videos/DVDs is offset by viewing TV content on new platforms (Internet, cell phone, iPod, and On Demand), and slight increases in the use of computers and handheld video games.

On the other hand, overall time spent with TV content is up among Hispanics, mostly due to "new" forms of TV viewing. In fact, both Black and Hispanic youth spend

Total Media Exposure by Race/Ethnicity, Over Time

Among 8- to 18-year-olds, amount of total media exposure in a typical day:



See Appendix B for a summary of key changes in question wording and structure over time.

Media Exposure Over Time, by Race/Ethnicity and Platform

	WHITE			BLACK			HISPANIC		
	Change	2009	2004	Change	2009	2004	Change	2009	2004
Computer	+:15	1:17 ^a	1:02 ^b	+:32	1:24 ^a	:52 ^b	+:55	1:49 ^a	:54 ^b
Music/audio	+:15	1:56	1:41	+1:17	3:00 ^a	1:43 ^b	+1:27	3:08 ^a	1:41 ^b
Videogames (total)	+:10	:56	:46	+:21	1:25	1:04	+:42	1:35 ^a	:53 ^b
Console video games	+:02	:32	:30	–:08	:32	:40	+:11	:45	:34
Handheld video games	+:09	:24 ^a	:15 ^b	+:29	:53 ^a	:24 ^b	+:30	:50 ^a	:20 ^b
TV Content (total)	+:06	3:36	3:30	+:49	5:54	5:05	+1:13	5:21 ^a	4:08 ^b
Live TV	–:31	2:14 ^a	2:45 ^b	–:42	3:23	4:05	–:15	3:08	3:23
Videos/DVDs	–:07	:27 ^a	:34 ^b	+:01	:35	:34	+:08	:36	:28
Pre-recorded TV	–:02	:09	:11	–:12	:14 ^a	:26 ^b	–:10	:07 ^a	:17 ^b
On Demand		:11	~		:21	~		:11	~
TV on other platforms		:35	~		1:21	~		1:18	~
Print	–:03	:39	:42	–:05	:33	:38	–:13	:34	:47
Movies	–:04	:13	:17	–:05	:43	:48	+:04	:33	:29
TOTAL MEDIA EXPOSURE	+:38	8:36	7:58	+2:49	12:59^a	10:10^b	+4:08	13:00^a	8:52^b

Note: See Appendix B for a summary of key changes in question wording and structure over time. Statistical significance should be read across rows, by section.

more than twice as much time viewing TV on these new platforms as Whites. Likewise, total video game use is up among Hispanics, mostly due to an increase in handheld gaming. Computer use has increased among all groups, but more so among Hispanics than Whites. All of this adds up to fairly large increases in total media exposure for Blacks and Hispanics, thus widening the existing gap between the races when it comes to time spent with media.

Race-related differences in the home media environment are also apparent. Black youth are more likely than White youth to live in homes where the TV is left on most of the

time, even if no one is watching (54% vs. 43%), and both Hispanics and Blacks are more likely to report the TV on during meals (78% for Blacks and 67% for Hispanics, vs. 58% for Whites).

There are very few significant differences between children of different races in the likelihood of their parents imposing rules about how much time they can spend with media. There are, however, quite a few more differences in the likelihood of parents imposing rules about media *content*—that is, which TV shows their kids can watch, which video games they can play, and so on. In general, parents of White children are more likely to attempt to impose controls on content.

Media Rules, by Race/Ethnicity

Among all 8- to 18-year-olds, percent who say they have rules about:						
	TIME WITH MEDIA			MEDIA CONTENT		
	White	Black	Hispanic	White	Black	Hispanic
TV	29%	26%	26%	52% ^a	43% ^b	38% ^c
Music	8% ^a	14% ^b	12% ^{ab}	31% ^a	26% ^b	17% ^c
Computers	37%	34%	33%	60% ^a	44% ^b	43% ^b
Video games	31%	27%	28%	37% ^a	23% ^b	22% ^b
Whether or not they can have a social networking profile:				40% ^a	30% ^b	24% ^c

Note: Statistical significance should be read across rows, by section.

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APPENDIX A: Tables

TABLE 1: Media Use, by Platform and Selected Demographics, 2009

	Among all	AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION		
		8–10	11–14	15–18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +
TELEVISION												
Live TV	2:39	2:26 ^a	3:00 ^b	2:25 ^a	2:46	2:33	2:14 ^a	3:23 ^b	3:08 ^b	2:47 ^{ab}	2:54 ^a	2:27 ^b
Time-shifted TV (total)	:22	:19 ^{ab}	:26 ^a	:18 ^b	:23	:19	:20 ^a	:35 ^b	:19 ^a	:21	:24	:22
On Demand	:12	:11 ^{ab}	:16 ^a	:09 ^b	:13	:11	:11 ^a	:21 ^b	:11 ^a	:11	:15	:12
Self-recorded (TiVo/DVR/VCR)	:09	:09	:10	:09	:10	:08	:09 ^{ab}	:14 ^a	:07 ^b	:09	:09	:10
DVDs/videos (total)	:32	:28	:37	:30	:33	:32	:27 ^a	:35 ^{ab}	:36 ^b	:38 ^a	:34 ^{ab}	:28 ^b
On a TV	:26	:21 ^a	:31 ^b	:24 ^{ab}	:26	:26	:24	:27	:25	:31 ^a	:30 ^{ab}	:22 ^b
On a computer	:06	:07	:06	:06	:07	:06	:03 ^a	:08 ^b	:11 ^b	:08	:05	:06
TV on other platforms (total)	:56	:29 ^a	1:01 ^b	1:08 ^b	:57	:55	:35 ^a	1:20 ^b	1:18 ^b	1:00	1:03	:50
Internet	:24	:16 ^a	:30 ^b	:24 ^b	:25	:23	:17 ^a	:37 ^b	:30 ^b	:25	:23	:23
iPod/MP3 player	:16	:07 ^a	:16 ^b	:23 ^b	:18	:15	:08 ^a	:20 ^b	:29 ^b	:21 ^a	:21 ^a	:12 ^b
Cell phone	:15	:06 ^a	:15 ^b	:22 ^b	:14	:17	:09 ^a	:23 ^b	:19 ^b	:14	:19	:15
TOTAL TV CONTENT	4:29	3:41^a	5:03^b	4:22^a	4:40	4:18	3:36^a	5:54^b	5:21^b	4:46^a	4:55^a	4:07^b
MUSIC/AUDIO												
Music (total)	2:19	1:08 ^a	2:22 ^b	3:03 ^c	2:06 ^a	2:33 ^b	1:48 ^a	2:42 ^b	2:52 ^b	2:34 ^a	2:44 ^a	2:01 ^b
iPod/MP3 player	:41	:14 ^a	:40 ^b	:59 ^c	:41	:41	:30 ^a	:40 ^{ab}	:54 ^b	:43	:51	:37
Radio	:32	:18 ^a	:35 ^b	:37 ^b	:25 ^a	:39 ^b	:29	:34	:39	:36 ^{ab}	:40 ^a	:27 ^b
Computer (iTunes, Internet radio)	:32	:15 ^a	:34 ^b	:42 ^b	:31	:34	:25 ^a	:37 ^b	:38 ^b	:34	:35	:29
CD	:17	:14 ^a	:15 ^a	:21 ^b	:13 ^a	:21 ^b	:16	:16	:20	:20 ^a	:20 ^a	:14 ^b
Cell phone	:17	:08 ^a	:18 ^b	:23 ^b	:16	:18	:08 ^a	:35 ^b	:21 ^c	:20	:18	:15
Other audio [†] (total)	:12	~	:14	:18	:13	:12	:08 ^a	:18 ^b	:16 ^{ab}	:14	:17	:09
Radio	:06	~	:06	:09	:06	:06	:04 ^a	:09 ^b	:07 ^{ab}	:07	:08	:04
Internet	:06	~	:08	:09	:07	:06	:04	:09	:09	:07	:09	:05
TOTAL MUSIC/AUDIO	2:31	1:08^a	2:36^b	3:21^c	2:18^a	2:45^b	1:56^a	3:00^b	3:08^b	2:48^a	3:01^a	2:11^b
COMPUTER												
Social networking	:22	:05 ^a	:29 ^b	:26 ^b	:19 ^a	:25 ^b	:19 ^a	:21 ^{ab}	:29 ^b	:21 ^a	:32 ^b	:18 ^a
Games	:17	:17	:19	:14	:25 ^a	:08 ^b	:18	:12	:15	:16	:17	:17
Video websites (YouTube)	:15	:08 ^a	:18 ^b	:16 ^b	:17 ^a	:12 ^b	:11 ^a	:17 ^b	:18 ^b	:16	:13	:14
Instant messaging	:11	:03 ^a	:14 ^b	:14 ^b	:11	:12	:08 ^a	:12 ^{ab}	:14 ^b	:10	:13	:12
Other websites	:11	:07 ^a	:10 ^b	:13 ^b	:11	:10	:10	:09	:12	:10	:14	:09
Email	:05	:02 ^a	:07 ^b	:06 ^b	:05	:06	:04 ^a	:07 ^{ab}	:07 ^b	:06	:06	:05
Graphics/photos	:04	:03 ^a	:06 ^b	:04 ^{ab}	:04	:05	:04	:03	:05	:04	:04	:04
Reading magazines/newspapers online	:02	:01 ^a	:02 ^{ab}	:03 ^b	:02	:02	:02	:02	:03	:03 ^a	:01 ^b	:02 ^{ab}
Anything else	:02	:00 ^a	:02 ^{ab}	:04 ^b	:03	:02	:01	:01	:05	:02	:01	:03
TOTAL COMPUTER	1:29	:46^a	1:46^b	1:39^b	1:37^a	1:22^b	1:17^a	1:24^{ab}	1:49^b	1:26	1:40	1:24

[†] Asked of 7th–12th graders only; calculated from base of all respondents.

APPENDIX A: TABLES

	Among all	AGE			GENDER		RACE/ETHNICITY			PARENTS' EDUCATION		
		8-10	11-14	15-18	Boy	Girl	White	Black	Hispanic	HS or Less	Some College	College +
VIDEO GAMES												
Console player	:36	:31 ^a	:43 ^b	:31 ^a	:56 ^a	:14 ^b	:32 ^a	:32 ^{ab}	:45 ^b	:36	:31	:35
Handheld player	:21	:25 ^{ab}	:24 ^a	:16 ^b	:24	:18	:15 ^a	:24 ^b	:27 ^b	:22	:17	:22
Cell phone	:17	:06 ^a	:18 ^b	:22 ^b	:17	:16	:09 ^a	:29 ^b	:24 ^b	:19	:19	:14
TOTAL VIDEO GAMES	1:13	1:01^a	1:25^b	1:08^{ab}	1:37^a	:49^b	:56^a	1:25^b	1:35^b	1:17	1:07	1:11
PRINT												
Books	:25	:33 ^a	:25 ^{ab}	:21 ^b	:20 ^a	:31 ^b	:28 ^a	:18 ^b	:20 ^b	:22 ^a	:21 ^a	:31 ^b
Magazines	:09	:09	:09	:09	:09	:09	:08	:11	:10	:09 ^{ab}	:06 ^a	:10 ^b
Newspapers	:03	:03	:03	:04	:04 ^a	:03 ^b	:03	:04	:03	:04	:02	:03
TOTAL PRINT	:38	:46^a	:37^{ab}	:33^b	:33^a	:43^b	:39	:33	:34	:35^a	:30^a	:44^b
MOVIES												
TOTAL MOVIES	:25	:28	:26	:20	:28	:21	:13^a	:43^b	:33^b	:32^a	:17^b	:23^{ab}
TOTAL MEDIA EXPOSURE	10:45	7:51^a	11:53^b	11:23^b	11:12^a	10:17^b	8:36^a	12:59^b	13:00^b	11:26^a	11:30^a	10:00^b
MULTITASKING PROPORTION (FROM DIARY DATA)	29%	30%	27%	30%	30%	26%	26%	25%	29%	29%	30%	28%
TOTAL MEDIA USE	7:38	5:29^a	8:40^b	7:58^b	7:51	7:37	6:22^a	9:44^b	9:14^b	8:07^a	8:03^{ab}	7:12^b

Note: See Methodology section for a definition of terms, explanation of notations, and discussion of statistical significance. Statistical significance should be read across rows, by section. **Total media exposure** is the sum of time spent with all media. **Multitasking proportion** is the proportion of media time that is spent using more than one medium concurrently. **Total media use** is the actual number of hours out of the day that are spent using media, taking multitasking into account. See Methodology section for a more detailed discussion.

TABLE 2: Media Use by Platform, Over Time

	AVERAGE TIME (AMONG ALL)			PERCENT WHO USED IN A TYPICAL DAY			AVERAGE TIME (AMONG THOSE WHO USED)		
	2009	2004	1999	2009	2004	1999	2009	2004	1999
TELEVISION									
Live TV	2:39 ^a	3:04 ^b	3:05 ^b	79% ^a	81% ^a	85% ^b	3:21 ^a	3:48 ^b	3:39 ^b
Time-shifted TV (total)	:22 ^a	:14 ^b	:14 ^b	28% ^a	21% ^b	23% ^b	1:13 ^a	1:06 ^{ab}	:58 ^b
On Demand	:12	~	~	18%	~	~	1:04	~	~
Self-recorded (TiVo/DVR/VCR)	:09 ^a	:14 ^b	:14 ^b	16% ^a	21% ^a	23% ^b	:56	1:06	:58
DVDs/videos (total)	:32 ^a	:32 ^{ab}	:28 ^b	34% ^a	39% ^b	35% ^{ab}	1:32 ^a	1:21 ^b	1:16 ^b
On a TV	:26	~	~	29%	~	~	1:26	~	~
On a computer	:06	~	~	11%	~	~	:51	~	~
TV on other platforms (total)	:56	~	~	50%	~	~	1:49	~	~
Internet	:24	~	~	38%	~	~	1:01	~	~
iPod/MP3 player	:16	~	~	29%	~	~	:54	~	~
Cell phone	:15	~	~	22%	~	~	1:08	~	~
TOTAL TV CONTENT	4:29^a	3:51^b	3:47^b	91%^a	88%^b	90%^{ab}	4:55^a	4:22^b	4:12^b
MUSIC/AUDIO									
Music (total)	2:19	~	~	85%	~	~	2:40	~	~
iPod/MP3 player	:41	~	~	48%	~	~	1:21	~	~
Radio	:32	~	~	55%	~	~	:56	~	~
Computer (iTunes, Internet radio)	:32	~	~	43%	~	~	1:10	~	~
CD	:17	~	~	35%	~	~	:46	~	~
Cell phone	:17	~	~	29%	~	~	:55	~	~
Other audio [†] (total)	:12	~	~	45%	~	~	:42	~	~
Radio	:06	~	~	33%	~	~	:28	~	~
Internet	:06	~	~	25%	~	~	:39	~	~
Previous categories									
Radio (Internet radio added in '04)	~	:55 ^a	:46 ^b	~	74%	76%	~	1:14 ^a	1:01 ^b
CDs/tapes/MP3s (MP3s added in '04)	~	:49	1:02	~	68%	72%	~	1:12 ^a	1:25 ^b
TOTAL MUSIC/AUDIO	2:31^a	1:44^b	1:48^b	85%	85%	86%	2:53^a	2:01^b	2:06^b
COMPUTER									
Social networking	:22	~	~	40%	~	~	:54	~	~
Games	:17 ^a	:19 ^a	:12 ^b	35%	35%	32%	:47 ^a	:50 ^a	:35 ^b
Video websites (YouTube)	:15	~	~	39%	~	~	:36	~	~
Instant messaging	:11 ^a	:17 ^b	~	22%	26%	~	:50	1:02	~
Other websites	:11	~	~	34%	~	~	:30	~	~
Email	:05 ^a	:05 ^{ab}	:04 ^b	26% ^a	25% ^a	18% ^b	:20	:18	:19
Graphics/photos	:04	:04	~	14%	12%	~	:31	:27	~
Reading magazines/newspapers online	:02	~	~	10%	~	~	:21	~	~
Anything else	:02	~	~	3%	~	~	1:12	~	~
Previous categories									
Websites	~	:14 ^a	:07 ^b	~	34% ^a	22% ^b	~	:39 ^a	:30 ^b
Chat	~	:04	:05	~	10%	13%	~	:35	:36
TOTAL COMPUTER	1:29^a	1:02^b	:27^c	64%^a	54%^b	47%^c	2:17^a	1:53^b	:58^c

[†] Asked of 7th–12th graders only; calculated from base of all respondents.

	AVERAGE TIME (AMONG ALL)			PERCENT WHO USED IN A TYPICAL DAY			AVERAGE TIME (AMONG THOSE WHO USED)		
	2009	2004	1999	2009	2004	1999	2009	2004	1999
VIDEO GAMES									
Console player	:36	:32	~	39%	41%	~	1:30 ^a	1:16 ^b	~
Handheld (total)	:38 ^a	:17 ^b	~	47% ^a	35% ^b	~	1:17 ^a	:50 ^b	~
Handheld player	:21	~	~	35%	~	~	1:00	~	~
Cell phone	:17	~	~	26%	~	~	:58	~	~
TOTAL VIDEO GAMES	1:13^a	:49^b	:26^c	60%^a	52%^b	38%^c	1:59^a	1:34^b	1:05^c
PRINT									
Books	:25 ^a	:23 ^{ab}	:21 ^b	47%	46%	46%	:54 ^a	:50 ^{ab}	:46 ^b
Magazines	:09 ^a	:14 ^b	:15 ^b	35% ^a	47% ^b	55% ^c	:26	:29	:27
Newspapers	:03 ^a	:06 ^b	:07 ^b	23% ^a	34% ^b	42% ^c	:14 ^a	:17 ^{ab}	:17 ^b
TOTAL PRINT	:38^a	:43^{ab}	:43^b	66%^a	73%^b	80%^c	:57	:58	:54
MOVIES									
TOTAL MOVIES	:25^a	:25^a	:18^b	12%	13%	10%	3:16	3:06	2:57
TOTAL MEDIA EXPOSURE	10:45^a	8:33^b	7:29^c						
Multitasking proportion	29% ^a	26% ^a	16% ^b						
TOTAL MEDIA USE	7:38^a	6:21^b	6:19^b						

Note: See Methodology section for a definition of terms, explanation of notations, and discussion of statistical significance. See Appendix B for a summary of key changes in question wording and structure over time. **Total media exposure** is the sum of time spent with all media. **Multitasking proportion** is the proportion of media time that is spent using more than one medium concurrently. **Total media use** is the actual number of hours out of the day that are spent using media, taking multitasking into account. See Methodology section for a more detailed discussion. Statistical significance should be read across rows, by section.

TABLE 3: Distribution of the Sample of Students

	TOTAL SAMPLE		Nationwide %
	Weighted %	Unweighted %	
SEX			
Male	51	52	51
Female	49	48	49
RACE/ETHNICITY			
Hispanic	19	21	19
Black	15	16	15
Other	65	62	66
Missing	1	1	–
PARENT EDUCATION: HIGHEST LEVEL			
HS or below	31	28	32
Some college	19	17	20
Finished college	32	35	34
School beyond college	13	15	14
Missing	5	5	–

APPENDIX B: Summary of Key Changes in Question Wording and Structure Over Time

This is the third wave in a series of studies by the Kaiser Family Foundation about media use among 8- to 18-year-olds. The survey is conducted among a separate group of respondents every five years.

Over the years, the survey instrument has been updated to reflect the changing media landscape. This Appendix summarizes some of the key changes in question wording and structure over the years. These changes affect whether it is possible to compare findings over time (particularly changes in time spent with specific media); all such comparisons should be made with caution.

A primary goal of this study is to measure total time spent with various media. Thus, we feel it is reasonable to compare, for example, today's total computer time with the total computer time reported in 1999, even though the specific activities young people engage in—and hence the activities we measure—have changed considerably. That said, because the questionnaires are not identical across the three waves of this study, we provide this summary of key changes over time. In addition, the precise wording of the questionnaires from 1999 and 2004 is available in the online version of this report, at www.kff.org.

1999	2004	2009
COMPUTERS		
Survey asked about time spent using the computer for: school-related activities (not counted as media use), job-related activities (not counted), games, chat, visiting websites, email, or something else.	Dropped job-related activities from the list. Added time spent IMing and time spent doing graphics, such as PowerPoint and photos. Separated out time spent online or offline, for each of the activities.	Dropped chat rooms from the list of computer activities. Added time spent visiting social networking sites, video sites, and reading magazines or newspapers online. Did not ask about whether time spent in these activities was online or offline. Specifically excluded time spent watching DVDs or TV or listening to music from total computer time (these activities are measured elsewhere in the survey).
Asked what kinds of computer games, chat rooms and websites visited, as well as whether visited alone or with someone else and with whom.	Dropped questions about genres of games, chat and websites, and asked only whether computer time overall yesterday was spent alone or with someone else and whom.	Dropped both questions.
Asked whether there was Internet access in the home.	Added question about the <i>type</i> of Internet access in the home—dial-up or high-speed.	Added wireless to the list of types of Internet access.
Included question about whether time spent using the computer was mainly entertaining, killing time, or learning something.	Dropped this question.	
	Added questions about whether respondent can see a TV screen from a computer in their home; and whether there are filters or parental controls on their computers.	Dropped question about filters/parental controls and asked whether respondent can see a TV screen from a computer only of 7th–12th graders.
	Added question asking if respondents had ever gone online.	Dropped this question.

1999	2004	2009
MUSIC/AUDIO		
Survey asked about time spent listening to: – CDs or tapes. – For 7th–12th graders: Each of the following types of radio content: music, news, talk, and other. – For 3rd–6th graders: Asked only how much time spent listening to the radio, without separating out different broadcasts.	Added MP3s to the question about time spent listening to CDs or tapes. Replaced the series of questions about time spent listening to various types of radio with a single question about time spent listening to radio, either on a regular radio or on the Internet.	Asked separate questions about time spent listening to <i>music</i> on a radio, CD, cell phone, iPod/other MP3 player, or computer (for example, iTunes or Internet radio). For 7th–12th graders, asked a separate question about time spent listening to anything besides music on regular radio, and on Internet radio.
Asked about genres of music listened to.	Revised list of genres.	Dropped genre question.
PRINT		
Survey asked about time spent reading: magazines, newspapers, books for homework (not counted), and books for enjoyment.	Dropped questions about reading books for homework.	Added a clause specifying that respondents should not include time spent reading magazines or newspapers online (a question on that topic was included in the computer section of the survey).
Asked about sections of the newspaper and genres of magazines and books read.	Dropped these questions.	
Asked about magazine subscriptions.	Dropped this question.	
TELEVISION		
Survey asked separate questions about time spent watching TV in the morning, afternoon or evening. Directed respondents not to include time spent watching videos or shows they had recorded earlier. Directed respondents to a local TV grid as a memory prompt. Also asked separate questions about time spent watching videos taped earlier, and time spent watching other videos like movies.	Added DVDs to the list of items the respondent should exclude in their estimate of TV viewing. Revised the self-recorded video question to ask about time spent watching TV the respondent had recorded earlier, whether on TiVo or videotape. Revised second video question to include videos or DVDs.	Added On Demand to the list of items to exclude from TV time. Added the phrase “on a TV set” to the question about how much time the respondent spent watching TV. Added DVR to the self-recorded video question. Dropped videotapes from the DVD/ videotape question. Asked separately about time spent watching DVDs on a DVD player, and on a computer. Added questions about time spent watching TV shows or movies on a cell phone, iPod/otherMP3 player, On Demand, and on the Internet.
Asked whether, when watching TV, respondent was mainly watching, or mainly doing something else.	Dropped (evolved into question about media multitasking).	
For each day-part, asked whether mainly watched alone or with someone else and with whom.	Asked for yesterday’s TV viewing as a whole rather than for each day part.	Dropped.
Collected data on genres watched (based on TV grid responses).	Dropped.	
Included questions about how often the TV is left on in the home and during meals.	Kept consistent.	Kept consistent.
Asked whether watching TV is mainly about entertainment, killing time, or learning something.	Dropped.	
	Added question about how often respondents go online to do something related to what they are watching.	Separated out various types of activities respondents might do, such as text, IM, search the Internet, or vote in a poll related to something they watch online.

1999	2004	2009
VIDEO GAMES		
Survey asked single question about time spent playing video games. Instructed respondents not to include time spent playing games on a computer.	Separated into two questions: one about time spent playing console video games, and the other about time spent playing on handheld players (such as Gameboys, cell phones, or PDAs).	Separated cell phones from other types of handheld players. Changed examples of handheld players to Nintendo DS, Sony PSP and iPods. Added examples to console question (Wii and Xbox).
Asked about genres of games played.	Dropped genres question but asked whether respondents had ever played a series of specific games.	Changed list of specific games asked about.
Included question about whether respondent mainly played video games alone or with someone else, and with whom they played.	Dropped these questions.	
MOVIES		
Survey asked respondent how many movies they saw yesterday.	Kept consistent.	Kept consistent.
Included question about genre and whether they went alone or with someone else and whom.	Dropped.	Dropped.
MEDIA OWNERSHIP		
Survey asked whether/how many of each of the following respondents had in their home and bedroom: TV, VCR, cable/satellite TV, premium channels, CD player, tape player, radio, console video game player, computer, computer with a CD-ROM drive, Internet access.	Dropped CD-ROM drive from question. Added DVD players, digital TV recorder (such as TiVo, Replay or Sonic Blue) and Instant Messenger service, and combined CD or tape players. Added non-cell telephones to bedroom question.	Dropped Replay and Sonic Blue from DVR question; dropped tape players; dropped Instant Messenger service.
	Added question about ownership of personal media: cell phone, MP3/iPod, laptop, handheld game player (such as Gameboy), pager, PDA (such as Palm Pilot), any handheld device connecting to the Internet (such as Blackberry), and discman/walkman.	Dropped pager, PDA, and handheld device connecting to the Internet. Changed examples of handheld players to Nintendo DS and Sony PSP.
		Added series of questions about media in the car.
TELEPHONE		
	Added single question for 7th–12th graders about time spent talking on either a “regular” or cell phone.	Separated out cell phone from regular phone. Added questions about number of texts sent, and time spent texting. Questions in other sections of the survey asked about use of cell phone for listening to music, playing games, or watching TV.
CONTENTMENT		
Survey included a series of questions about respondent’s personal contentment, such as whether they have a lot of friends, get along well with their parents, are happy at school, or are bored, sad or get in trouble a lot.	Included additional questions about sensation-seeking and relationship with parents.	Dropped questions about sensation-seeking and some of the parent relationship questions.
TIME WITH NON-MEDIA ACTIVITIES		
	Added question about time spent in various non-media activities, such as hanging out with parents and friends, doing homework or chores, pursuing hobbies, and in physical activity.	Dropped all questions about time spent in other activities, except for physical activity.

1999	2004	2009
MEDIA RULES		
<p>TV section of the survey included a question about whether respondent's parents had any rules about watching TV.</p>	<p>For 7th–12th graders, added detailed series of questions about parental oversight and rules regarding TV, such as finishing homework and chores before watching, use of V-Chip, and parents being aware of what the child watches.</p> <p>Added similar series of questions concerning video games, music and computers. Questions were placed in the sections of the survey concerning time spent in those activities.</p> <p>After each series of questions, respondents were asked how often their parents enforced those rules.</p>	<p>Scaled back list of questions about media rules substantially and asked of all kids.</p> <p>Added question about rules regarding profiles on social networking sites.</p> <p>Placed all rules-related questions at the end of the survey, instead of interspersing them throughout the questionnaire (except for cell phone questions).</p> <p>Included just one overall question about how often parents enforce rules about TV, computers, videogames and music.</p> <p>Asked 7th–12th graders whether they have rules about how many texts they can send or about how much they can talk on a cell phone. Follow-up question asked how often parents make sure they follow those rules.</p>
MULTITASKING		
	<p>Added question about how often respondents use media while doing homework.</p> <p>For 7th–12th graders, added questions about:</p> <ul style="list-style-type: none"> – General multitasking (doing other, non-media activities) while watching TV; – Doing multiple activities on the computer at the same time; – How often they use another medium while watching TV, reading, listening to music, and using the computer. List of “other” media in the question included reading, watching TV, using a computer, or listening to music. 	<p>Dropped questions about non-media multitasking while watching TV, and about doing multiple activities on the computer at the same time.</p> <p>Added question about media multitasking while playing video games.</p> <p>Added playing video games and texting to list of activities multitaskers might do while using other media.</p>

APPENDIX C: Toplines

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Harris Interactive for the Kaiser Family Foundation.

N=2002 students ages 8–18.

Margin of sampling error: plus or minus 3.9 percentage points.

Field period: October 20, 2008 to May 7, 2009.

Notes: 08/09 data in bold. An asterisk (*) indicates a value less than one-half percent (0.5%). A dash (-) represents a value of zero.

A tilde (~) indicates the question was not asked in that year. For questions referring to 'yesterday,' a portion of respondents completing the survey on Monday were asked to report on their Friday or Saturday activities. Percentages may not always add up to 100% due to rounding, the acceptance of multiple answers from respondents, and because the percent who offered no answer (NA) is not shown. Unless otherwise noted the base for each question is all respondents. In the questionnaire, response categories for time spent with media were: no time, 5 minutes, 15 minutes, 30 minutes, 45 minutes, 1 hour, 1½ hours, and continuing on in half-hour increments (respondents were asked to write in the amount if it was above the final response category). In the toplines, these responses have been collapsed into a smaller number of time categories, such as 5-30 minutes.

Trend Information:

- 2004 trends from the Kaiser Family Foundation's *Generation M: Media in the Lives of 8–18 Year-Olds* study conducted October 14, 2003 to March 19, 2004 of 2,032 students ages 8–18. Margin of sampling error is plus or minus 3.8 percentage points.
- 1999 trends from the Kaiser Family Foundation's *Kids & Media @ the New Millennium* study conducted November 10, 1998 to April 20, 1999 of 3,155 children ages 2–17. Data reported here are for 8–18 year-olds. Margin of sampling error is plus or minus 3 percentage points.

BACKGROUND INFORMATION

1. Please write your age here: _____ years

	08/09	03/04	98/99
8–10	24	27	26
11–13	31	32	29
14–18	45	42	42

2. Are you a boy or a girl? (ONE ANSWER ONLY)

	08/09	03/04	98/99
Boy	51	51	51
Girl	49	49	49

3. What grade are you in? (ONE ANSWER ONLY)

	08/09	03/04	98/99
3rd grade	9	10	11
4th grade	9	10	10
5th grade	10	10	10
6th grade	11	10	10
7th grade	10	10	11
8th grade	11	10	9
9th grade	11	11	12
10th grade	11	10	9
11th grade	10	9	9
12th grade	9	8	9

4. Who are the adults you live with? If you live in more than one home, please answer about the home you spend the most time in. (MARK AS MANY ANSWERS AS YOU NEED) *Note: Results may not add up to 100% because multiple answers were allowed.*

	08/09	03/04	98/99
Mother	90	91	91
Father	66	64	69
Stepmother	3	3	3
Stepfather	9	9	10
Some other adults [†]	17	~	~
Parent's girlfriend or boyfriend	~	3	3 ^{††}
Sitter or Nanny	~	2	2
Grandparent(s)	~	12	9
Aunt or Uncle	~	7	3
Brother(s) or Sister(s)	~	5	3
Cousin(s)	~	1	*

[†] The category 'some other adults' was added in 08/09 to replace the individual responses listed below it.

^{††} Parent's girlfriend and parent's boyfriend were asked separately in 98/99.

5. What is the highest level of school that your mother completed? (ONE ANSWER ONLY)

	08/09	03/04	98/99
Some high school or less	13	11	10
Finished high school	26	30	26
Some college or special school after high school	19	17	17
Finished college	27	26	29
School beyond college (like doctor, lawyer, professor, social worker, scientist)	9	7	8
No one fills the role of mother in my family.	1	2	1

6. What is the highest level of school that your father completed? (ONE ANSWER ONLY)

	08/09	03/04	98/99
Some high school or less	13	12	9
Finished high school	28	26	25
Some college or special school after high school	14	16	13
Finished college	26	25	27
School beyond college (like doctor, lawyer, professor, social worker, scientist)	8	8	9
No one fills the role of father in my family.	6	5	5

7. What grades do you usually get? (ONE ANSWER ONLY)

	08/09	03/04	98/99
Mostly A's	12	14	17
Mostly A's and B's	43	36	40
Mostly B's	7	7	7
Mostly B's and C's	22	23	19
Mostly C's	5	5	4
Mostly C's and D's	5	6	5
Mostly D's	*	1	1
Mostly D's and F's	1	3	1
My school does not use grades.	3	2	5

8. What is your race or ethnic background? (ONE ANSWER ONLY)

	08/09	03/04	98/99
White (not Hispanic)	53	55	61
Black or African-American (not Hispanic)	15	17	14
Hispanic/Latino – White	15	13	10
Hispanic/Latino – Black	4	3	2
Asian, Asian Indian, or Pacific Islander	4	8	6
Native American or Alaskan Native	1	1	3
Some other race	7	4	2
Hispanic (unspecified)	1	*	1

9. How well does each of the following statements describe you? Is each statement a lot like you, somewhat like you, not much like you, or not at all like you? (ONE ANSWER NEXT TO EACH ITEM)

	A Lot Like Me	Somewhat Like Me	Not Much Like Me	Not at All Like Me
A. I have a lot of friends				
08/09	57	35	6	1
03/04	53	35	7	3
98/99	61	30	6	2
B. I get along well with my parents				
08/09	50	38	7	2
03/04	48	38	8	3
98/99	53	35	7	2
C. I am often bored				
08/09	23	31	31	13
03/04	22	30	30	15
98/99	16	30	35	15
D. I often feel sad and unhappy				
08/09	6	19	40	32
03/04	11	19	34	34
98/99	7	18	34	38
E. I have been happy at school this year				
08/09	38	41	12	6
03/04	33	42	16	8
98/99	40	39	13	6
F. I get into trouble a lot				
08/09	6	17	33	42
03/04	9	16	33	39
98/99	5	15	27	50

10. Thinking just about yesterday, how much time did you spend being physically active or exercising, such as playing sports, working out, dancing, running, or another activity? (ONE ANSWER ONLY)

	08/09	03/04
Average (among all)	1:46	1:25
Percent who did activity	89	82
Average among those who did activity	1:58	1:42
None	10	16
5 min – less than 30 min	11	10
30 min – 1 hour	31	33
More than 1 hour – 3 hours	29	29
More than 3 hours	18	9

11. Again, thinking only about yesterday, how much time did you spend talking on the telephone?
(ONE ANSWER ONLY)

A. On a cell phone	08/09
Average (among all)	:33
Percent who did activity	56
Average among those who did activity	:56
None	41
5 min – less than 30 min	29
30 min – 1 hour	15
More than 1 hour – 3 hours	8
More than 3 hours	4
B. On a regular phone	08/09
Average (among all)	:18
Percent who did activity	41
Average among those who did activity	:41
None	53
5 min – less than 30 min	26
30 min – 1 hour	9
More than 1 hour – 3 hours	4
More than 3 hours	2
Total time spent talking on a phone [Q11A, B]	08/09
Average (among all)	:51
Percent who did activity	73
Average among those who did activity	1:09
None	26
5 min – less than 30 min	36
30 min – 1 hour	17
More than 1 hour – 3 hours	12
More than 3 hours	8

MEDIA IN THE HOME

12. How many of the following items are there in your home? (ONE ANSWER NEXT TO EACH ITEM) Note: 98/99 numbers for 5 in household reflect households having 5 or more of a particular item.

	Average (Among all)	Percent With Any	0	1	2	3	4	5	6	7	8	9 or More
A. TVs												
08/09	3.8	99	*	5	15	26	28	12	6	3	1	2
03/04	3.5	99	*	7	18	27	24	14	5	3	1	1
98/99	3.1	99	*	6	23	29	26	15				
B. DVD or VCR players												
08/09	2.8	97	2	16	31	24	15	6	2	1	1	1
03/04	2.9	97	2	17	27	23	15	8	3	2	1	1
98/99 (VCRs only)	2.0	98	2	34	39	18	5	3				
C. Digital TV recorders such as TiVo or other DVR												
08/09	1.0	52	42	29	14	5	4	1	*	*	*	*
03/04	.6	34	62	20	8	3	2	1	*	*	-	*
Not asked in 98/99												
D. CD players												
08/09	2.2	87	12	27	24	17	10	3	2	1	1	2
03/04 (CD or tape player)	3.6	98	1	12	20	20	19	13	5	4	2	3
98/99 (CD or tape player)	2.6	95	5	21	26	21	15	11				
E. Radios												
08/09	2.5	94	5	26	26	19	12	5	3	1	1	1
03/04	3.3	97	2	13	21	23	18	13	4	2	1	2
98/99	3.4	98	2	7	18	20	23	30				
F. Computers												
08/09	2.0	93	6	36	30	15	7	3	1	*	*	*
03/04	1.5	86	13	48	24	8	4	1	1	*	*	*
98/99	1.1	73	25	49	17	5	1	2				
G. Video game players that hook up to a TV												
08/09	2.3	87	12	27	23	16	10	3	2	2	1	2
03/04	2.1	83	16	27	25	13	8	6	2	1	*	1
98/99	1.7	81	18	33	25	14	6	4				

13. Do you have any of the following in your home? (ONE ANSWER NEXT TO EACH ITEM)

	Yes	No	Don't Know
A. Internet access			
08/09	84	12	2
03/04	74	19	4
98/99	47	46	4
B. Cable or satellite TV			
08/09	84	11	4
03/04	82	14	2
98/99	74	23	2
C. Premium channels such as HBO or Showtime			
08/09	47	32	20
03/04	55	34	8
98/99	45	47	5

14. What kind of Internet access do you have at home? (MARK AS MANY ANSWERS AS YOU NEED) *Note: Question wording changed slightly from 03/04. Results may not add up to 100% because multiple answers were allowed.*

	08/09	03/04
Dial-up telephone modem access	10	31
High-speed access (such as cable modem or DSL)	43	31
Wireless access	31	~
I don't have Internet access at home	11	6
I don't have a computer at home	~	11
Don't know	22	17

15. Can you see a TV screen when you are at your computer at home? In other words, if you are sitting at the computer, can you see a TV screen at the same time? (MARK AS MANY AS YOU NEED) *Note: Question wording changed slightly from 03/04. Results may not add up to 100% because multiple answers were allowed.*

BASE: GRADES 7–12

	08/09	03/04
Yes, I can see a TV because I have a portable laptop computer.	35	12
Yes, I can see a TV from a desktop home computer.	48	52
No, I cannot see a TV from any computer.	22	26
I do not have a computer at home.	5	~

16. Which of the following items are in your family's car? (MARK AS MANY AS YOU NEED) *Note: Results may not add up to 100% because multiple answers were allowed.*

Has at least one item	37
A built-in DVD player	21
A portable DVD player that you often use in the car	19
A built-in TV set that gets regular TV channels	4
None of these items are in my family's car	60
My family does not have a car	3

17. Do you have any of the following items in your bedroom, or not? (Include portables that you use mainly in your bedroom.) (MARK ONE ANSWER NEXT TO EACH ITEM)

	Have in Bedroom
A. TV	
08/09	71
03/04	68
98/99	65
B. Cable or satellite TV	
08/09	49
03/04	37
98/99	29
C. Premium channels such as HBO or Showtime	
08/09	24
03/04	20
98/99	15
D. DVD or VCR player	
08/09	57
03/04	54
98/99 (VCRs only)	36
E. Digital TV recorder, such as TiVo or other DVR	
08/09	13
03/04	10
Not asked in 98/99	~
F. CD player	
08/09	68
03/04 (CD or tape player)	86
98/99 (CD or tape player)	88
G. Radio	
08/09	75
03/04	84
98/99	86

Question 17 continued

	Have in Bedroom
H. Computer	
08/09	36
03/04	31
98/99	21
I. Internet access	
08/09	33
03/04	20
98/99	10
J. Video game player that hooks up to a TV	
08/09	50
03/04	49
98/99	45

18. Which of the following items do you, personally, have? (MARK AS MANY ANSWERS AS YOU NEED) *Note: Results may not add up to 100% because multiple answers were allowed.*

	08/09	03/04
Cell phone	66	39
A laptop computer	29	12
A handheld videogame player (such as Nintendo DS or Sony PSP)	59	55
iPod or other MP3 player	76	18
Discman or Walkman	16	61
Pager	~	6
A personal digital assistant (such as a Palm Pilot or Handspring)	~	~
Any handheld device that connects to the Internet (a Blackberry, a cell phone with Internet connection, etc.)	~	13
None of these	5	12

CELL PHONE USE

19. How often, if ever, do you do each of the following activities on a cell phone: often, sometimes, rarely, or never? (MARK ONE ANSWER NEXT TO EACH ITEM) *Note: Data analysis indicates that this question was misunderstood by a large-enough proportion of respondents to make the results unreliable; therefore results are not being reported.*

- A. Text message
- B. Take pictures
- C. Take videos
- D. Listen to music
- E. Play games
- F. Connect to the Internet
- G. Go to social networking sites like MySpace or Facebook
- H. Watch TV shows
- I. Watch videos

20. Thinking only about yesterday, about how many text messages did you send? Your best guess is fine. If you did not send any text messages, please write "0".

	08/09
Average (among all)	57
Percent who did activity	46
Average among those who did activity	118
None	50
1–10	11
11–25	6
26–50	8
51–100	8
101+	13

21. Thinking only about yesterday, about how much time did you spend texting on a cell phone? (ONE ANSWER ONLY)

BASE: GRADES 7–12

	08/09
Average (among all)	1:35
Percent who did activity	61
Average among those who did activity	2:33
None	38
5 min – less than 30 min	16
30 min – 1 hour	13
More than 1 hour – 3 hours	12
More than 3 hours – 5 hours	8
More than 5 hours	12

22. Do your parents have any rules about...? (MARK ONE ANSWER NEXT TO EACH ITEM)

BASE: GRADES 7-12

	Yes	No
A. How many text messages you can send	14	84
B. How much you can talk on a cell phone	27	71

23. In general, how often do your parents make sure you follow the rules they have about using a cell phone?
(ONE ANSWER ONLY)

BASE: GRADES 7-12

Most of the time	19
Some of the time	16
A little of the time	13
Never	7
My parents don't have rules about cell phone use	44

PRINT MEDIA USE

Magazines

24. Thinking only about yesterday, about how much time did you spend looking at or reading any magazines? Please do not include time spent reading magazines online. (ONE ANSWER ONLY) *Note: Previous surveys did not ask respondents to exclude time spent reading magazines online.*

	08/09	03/04	98/99
Average (among all)	:09	:14	:15
Percent who did activity	35	47	55
Average among those who did activity	:26	:29	:27
None	65	51	45
5 min – less than 30 min	21	27	32
30 min – 1 hour	11	19	20
More than 1 hour	2	2	3

Newspapers

25. Thinking only about yesterday, about how much time did you spend looking at or reading a newspaper? Please do not include time spent reading newspapers online. (ONE ANSWER ONLY) *Note: Previous surveys did not ask respondents to exclude time spent reading newspapers online.*

	08/09	03/04	98/99
Average (among all)	:03	:06	:07
Percent who did activity	23	34	42
Average among those who did activity	:14	:17	:17
None	77	65	58
5 min – less than 30 min	19	27	32
30 min – 1 hour	3	7	10
More than 1 hour	*	*	*

Books

26. Thinking only about yesterday, about how much time did you spend reading a book that was for your own enjoyment (not a homework assignment)? (ONE ANSWER ONLY)

	08/09	03/04	98/99
Average (among all)	:25	:23	:21
Percent who did activity	47	46	46
Average among those who did activity	:54	:50	:46
None	52	53	53
5 min – less than 30 min	16	16	17
30 min – 1 hour	22	24	22
More than 1 hour	9	7	8

SUMMARY TABLE: TOTAL TIME SPENT READING [Q24, 25, 26]

	08/09	03/04	98/99
Average (among all)	:38	:43	:43
Percent who did activity	66	73	80
Average among those who did activity	:57	:58	:54
None	34	26	20
5 min – less than 30 min	24	27	30
30 min – 1 hour	26	28	29
More than 1 hour – 3 hours	12	15	19
More than 3 hours – 5 hours	3	3	2
More than 5 hours	1	1	1

27. When you read books, magazines, or newspapers, how often do you do any of the following activities at the same time: use a computer, watch TV, play video games, text message, or listen to music? (ONE ANSWER ONLY)

Note: 03/04 question didn't include text messaging or video games in question wording.

BASE: GRADES 7-12

	08/09	03/04
Most of the time	27	28
Some of the time	26	30
A little of the time	24	26
Never	23	16

TELEVISION VIEWING

Morning TV Viewing (7:00 a.m. – Noon)

28. Thinking only about yesterday morning, from 7:00 a.m. until noon, did you watch TV on a TV set? (ONE ANSWER ONLY) *Note: 03/04 survey question did not include the phrase “on a TV set.”*

	08/09	03/04
Yes	44	43
No	56	57

IF YOU WATCHED TV, PLEASE GO TO THE ATTACHED MORNING TV GRID. PLEASE CIRCLE EVERY TV SHOW THAT YOU WATCHED YESTERDAY MORNING. ONLY CIRCLE ONE SHOW IN EACH TIME PERIOD. ONLY CIRCLE A SHOW IF YOU WATCHED MOST OF THAT SHOW.

29. Thinking only about yesterday morning between 7:00 a.m. and noon, about how much time did you spend watching TV on a TV set? Do not include any time spent watching videotapes, DVDs or shows that you recorded earlier or ordered from On Demand. (ONE ANSWER ONLY) *Note: 03/04 survey question did not include the phrase “on a TV set” and did not ask respondents to exclude time spent watching “On Demand.”* See question 34 regarding On Demand and other viewing.

BASE: WATCHED TV YESTERDAY MORNING

	08/09	03/04	98/99
Average among those who did activity	1:08	1:16	1:08
None	1	3	0
5 min – less than 30 min	31	23	25
30 min – 1 hour	40	40	45
More than 1 hour	28	33	31

Afternoon TV Viewing (Noon – 6:00 p.m.)

30. Thinking only about yesterday afternoon, from noon until 6:00 p.m., did you watch TV on a TV set? (ONE ANSWER ONLY) *Note: 03/04 survey question did not include the phrase “on a TV set.”*

	08/09	03/04
Yes	56	59
No	43	40

IF YOU WATCHED TV, PLEASE GO TO THE ATTACHED AFTERNOON TV GRID. PLEASE CIRCLE EVERY TV SHOW THAT YOU WATCHED YESTERDAY AFTERNOON. ONLY CIRCLE ONE SHOW IN EACH TIME PERIOD. ONLY CIRCLE A SHOW IF YOU WATCHED MOST OF THAT SHOW.

31. Thinking only about yesterday afternoon between noon and 6:00 p.m., about how much time did you spend watching TV on a TV set? Do not include any time spent watching videotapes, DVDs or shows that you recorded earlier or ordered from On Demand. (ONE ANSWER ONLY) *Note: 03/04 survey question did not include the phrase “on a TV set” and did not ask respondents to exclude time spent watching “On Demand.”* See question 34 regarding On Demand and other viewing.

BASE: WATCHED TV YESTERDAY AFTERNOON

	08/09	03/04	98/99
Average among those who did activity	1:32	1:44	1:43
None	1	2	0
5 min – less than 30 min	14	8	7
30 min – 1 hour	40	37	38
More than 1 hour – 3 hours	33	41	45
More than 3 hours	11	11	11

Evening TV Viewing (6:00 p.m. – Midnight)

32. Thinking only about yesterday evening, from 6:00 p.m. until midnight, did you watch TV on a TV set? (ONE ANSWER ONLY) *Note: 03/04 survey question did not include the phrase “on a TV set.”*

	08/09	03/04
Yes	64	68
No	35	31

IF YOU WATCHED TV, PLEASE GO TO THE ATTACHED EVENING TV GRID. PLEASE CIRCLE EVERY TV SHOW THAT YOU WATCHED YESTERDAY EVENING. ONLY CIRCLE ONE SHOW IN EACH TIME PERIOD. ONLY CIRCLE A SHOW IF YOU WATCHED MOST OF THAT SHOW.

33. Thinking only about yesterday evening between 6:00 p.m. and midnight, about how much time did you spend watching TV on a TV set? Do not include any time spent watching videotapes, DVDs or shows that you recorded earlier or ordered from On Demand. (ONE ANSWER ONLY) *Note: 03/04 survey question did not include the phrase “on a TV set” and did not ask respondents to exclude time spent watching “On Demand.”* See question 34 regarding On Demand and other viewing.

BASE: WATCHED TV YESTERDAY EVENING

	08/09	03/04	98/99
Average among those who did activity	1:59	2:12	2:10
None	*	1	0
5 min – less than 30 min	10	5	6
30 min – 1 hour	32	31	30
More than 1 hour – 3 hours	39	42	43
More than 3 hours	18	22	22

SUMMARY TABLE: TOTAL TIME SPENT WATCHING LIVE TV ON A TV SET [Q29, 31, 33]

	08/09	03/04	98/99
Average (among all)	2:39	3:04	3:05
Percent who did activity	79	81	85
Average among those who did activity	3:21	3:48	3:39
None	21	19	15
5 min – less than 30 min	5	3	3
30 min – 1 hour	14	11	12
More than 1 hour – 3 hours	27	28	29
More than 3 hours – 5 hours	16	18	18
More than 5 hours	17	20	22

Note: “Live” TV refers to programming watched as it is broadcast, rather than recorded or downloaded.

TV/Movie Viewing on Other Platforms

34. Thinking only about yesterday, about how much time did you spend watching TV shows or movies on any of the following? (MARK ONE ANSWER NEXT TO EACH ITEM)

	Average (Among all)	Percent Who Did Activity	Average Among Those Who Did Activity	None	5 Min – Less than 30 Min	30 Min – 1 Hr	More than 1 Hr
A. A cell phone 08/09	:15	22	1:08	75	9	9	4
B. An iPod or other MP3 player 08/09	:16	29	:54	67	11	14	4
C. "On Demand" 08/09	:12	18	1:04	77	4	10	4
D. The Internet 08/09	:24	38	1:01	58	12	18	7
E. TiVo, DVR, or videotape you had recorded earlier 08/09	:09	16	:56	80	4	10	3
03/04	:14	21	1:06	75	5	10	6
98/99 (VCRs only)	:14	23	:58	71	4	13	6
F. DVD on a computer 08/09	:06	11	:51	82	3	6	2
G. DVD on a DVD player 08/09	:26	29	1:26	67	5	13	12
Total DVD [Q34F, G] 08/09	:32	34	1:32	63	5	13	16
03/04 (video or DVD)	:32	39	1:21	58	6	18	15
98/99 (video or DVD)	:28	35	1:16	61	4	16	15
TOTAL TV ON OTHER PLATFORMS [Q34A–G] 08/09	1:50	69	2:36	30	10	15	44

General TV Use

35. When you watch TV, how often do you do any of the following activities at the same time: use a computer, read, play video games, text message or listen to music? (ONE ANSWER ONLY) *Note: 03/04 question didn't include text messaging or video games.*

BASE: GRADES 7–12

	08/09	03/04
Most of the time	39	24
Some of the time	29	29
A little of the time	19	28
Never	12	19

36. How often, if ever, do you do each of the following activities while you are watching TV? (MARK ONE ANSWER NEXT TO EACH ITEM)

BASE: GRADES 7-12

	Often	Sometimes	Rarely	Never
A. Look up information online about what you are watching (such as going to the show's website or reading a blog)	6	13	18	60
B. Text someone about what you are watching	17	30	15	36
C. Instant Message someone about what you are watching	8	14	17	57
D. Text, go online, or make a call to vote in a poll or contest about the show you are watching (like voting for American Idol)	7	8	11	71

Trend: When you watch TV, how often do you go online on your computer to do something related to what you are watching (such as vote in a poll or check background sports statistics)? (ONE ANSWER ONLY) Note: Question not asked in 98/99.

	Often	Sometimes	Rarely	Never
03/04	10	18	24	48

37. How often is a TV usually on in your home (even if no one is watching)? (ONE ANSWER ONLY)

	08/09	03/04	98/99
Most of the time	45	51	46
Some of the time	34	30	38
A little of the time	15	13	13
Never	4	5	2

38. In your home, is the TV usually on during meals, or not? (ONE ANSWER ONLY)

	08/09	03/04	98/99
Yes, the TV is usually on during meals.	64	63	65
No, the TV is not usually on during meals.	34	36	35

MOVIES

39. Thinking only about yesterday, how many movies did you see in a movie theater? (ONE ANSWER ONLY)

	08/09	03/04	98/99
Average (among all)	:25	:25	:18
Percent who did activity	12	13	10
Average among those who did activity	3:16	3:06	2:57
None, I did not see any movies yesterday.	87	86	88
One movie	7	8	7
Two movies	2	3	2
Three or more movies	3	2	2

VIDEO GAMES

40. Thinking only about yesterday, about how much time did you spend playing video games on each of the following devices? (MARK ONE ANSWER NEXT TO EACH ITEM)

	Average (Among all)	Percent Who Did Activity	Average Among Those Who Did Activity					
				None	5 Min – Less than 30 Min	30 Min – 1 Hr	More than 1 Hr – 3 Hrs	More than 3 Hrs
A. A video game player hooked up to a TV (such as Xbox or Wii)								
08/09	:36	39	1:30	59	7	17	10	5
03/04	:32	41	1:16	58	10	18	10	3
B. A cell phone								
08/09	:17	26	:58	67	14	7	4	1
C. A handheld player such as a Nintendo DS, Sony PSP or an iPod								
08/09	:21	35	1:00	63	12	14	6	2
TOTAL HANDHELD VIDEO GAME USE [Q40B, C]								
08/09	:38	47	1:17	51	17	16	9	5
03/04 †	:17	35	:50	64	14	14	4	*
TOTAL VIDEO GAME USE [Q40 A–C]								
08/09	1:13	60	1:59	38	13	19	16	13
03/04	:49	52	1:34	47	12	13	15	7
98/99 ††	:26	38	1:05	59	9	19	9	2

† 03/04 survey asked about time spent playing video games on handheld players such as a Gameboy, cell phone, or PDA.

†† Question asked differently in 98/99 – did not specify or separate out video game player, handheld or cell phone.

41. Which of the following video game players do you have at home? (MARK AS MANY ANSWERS AS YOU NEED)
Note: Results may not add up to 100% because multiple answers were allowed.

GameCube	23
PlayStation	58
Wii	36
Xbox	36
Other video game player	42
I don't have any video game players at home	10

42. Which of the following games have you ever played? (MARK AS MANY ANSWERS AS YOU NEED) *Note: Results may not add up to 100% because multiple answers were allowed.*

	08/09	03/04
Dance Dance Revolution	45	~
Grand Theft Auto	56	65
Guitar Hero or Rock Band	71	~
Halo	47	~
Madden NFL	47	49
Pokemon	34	~
Super Mario	65	~
Wii Play or Wii Sports	64	~
None of these	4	~

43. When you play video games, how often do you do any of the following activities at the same time: use a computer, watch TV, read, text message, or listen to music? (ONE ANSWER ONLY) *Note: Question about multitasking video games was not asked in 03/04.*

BASE: GRADES 7-12

Most of the time	22
Some of the time	26
A little of the time	21
Never	28

MUSIC AND OTHER AUDIO

People often listen to music while they are doing other things (for example, eating, getting dressed, doing homework, walking or riding in a car or bus).

44. Thinking only about yesterday, how much time did you spend listening to music on each of the following? (MARK ONE ANSWER NEXT TO EACH ITEM)

	Average (Among all)	Percent Who Did Activity	Average Among Those Who Did Activity	None	5 Min – Less than 30 Min	30 Min – 1 Hr	More than 1 Hr – 3 Hrs	More than 3 Hrs
A. A radio	:32	55	:56	42	23	23	6	4
B. A CD	:17	35	:46	60	15	15	3	2
C. A cell phone	:17	29	:55	64	16	8	2	3
D. An iPod or other MP3 player	:41	48	1:21	48	13	21	8	6
E. A computer (for example, through iTunes or Internet radio)	:32	43	1:10	50	13	18	8	4

45. When you listen to music, how often do you do any of the following activities at the same time: use a computer, watch TV, read, play video games or text message? (ONE ANSWER ONLY) *Note: 03/04 question did not include text messaging or video games.*

BASE: GRADES 7–12

	08/09	03/04
Most of the time	43	33
Some of the time	30	30
A little of the time	14	25
Never	10	12

46. Thinking only about yesterday, about how much time did you spend listening to something other than music on the radio (such as a talk show or the news)? (MARK ONE ANSWER NEXT TO EACH ITEM)

BASE: GRADES 7–12

	Average (Among 7th–12th Graders)	Percent Who Did Activity	Average Among Those Who Did Activity	None	5 Min – Less than 30 Min	30 Min – 1 Hr	More than 1 Hr – 3 Hrs	More than 3 Hrs
A. On a regular radio 08/09	:09	33	:28	64	21	10	1	1
B. On the internet 08/09	:10	25	:39	71	10	13	1	*

SUMMARY TABLE: TOTAL AUDIO

	Average (Among all)	Percent Who Did Activity	Average Among Those Who Did Activity	None	5 Min – Less than 30 Min	30 Min – 1 Hr	More than 1 Hr – 3 Hrs	More than 3 Hrs
TOTAL AUDIO								
08/09	2:31	85	2:53	13	14	18	26	27
03/04	1:44	85	2:01	14	14	27	29	16
98/99	1:48	86	2:06	14	11	25	31	19

Note: See Appendix B for a summary of key changes in question wording and structure over time.

COMPUTER USE

47. Did you use a computer yesterday? *Note: 03/04 survey separated out whether respondent had used a computer at home, school, or someplace else; 98/99 survey asked about school or someplace else.*

	08/09	03/04	98/99
Yes	70	62	51
No	29	33	41
Don't know	1	~	~
Never used a computer	~	2	~

IF YOU USED A COMPUTER YESTERDAY, ANSWER THE NEXT QUESTION. IF YOU DID NOT USE A COMPUTER YESTERDAY, GO TO QUESTION 50.

48. Thinking only about yesterday, did you go online or use the Internet at the following places? (MARK ONE ANSWER NEXT TO EACH ITEM)

BASE: ALL RESPONDENTS

	Yes
A. At home	
08/09	57
03/04	45
B. At school	
08/09	20
03/04	19
C. Somewhere else	
08/09	14
03/04	15

49. You already told us about some things you do on a computer such as listening to music and watching DVDs. Now we would like to ask you about other things you do on the computer. Thinking only about yesterday, about how much time did you spend using the computer for the following activities? (MARK ONE ANSWER NEXT TO EACH ITEM) *Note: Question asked differently in previous waves; different in wording, structure and categories. See Appendix B for a summary of key changes in question wording and structure over time.*

	Average (Among all)	Percent Who Did Activity	Average Among Those Who Did Activity	None	5 Min – Less than 30 Min	30 Min – 1 Hr	More than 1 Hr – 3 Hrs	More than 3 Hrs
A. Doing school work								
08/09	:16	33	:49	65	12	18	2	1
03/04 [†]	:14	32	:45	65	11	15	5	*
98/99	:11	35	:32	65	12	15	3	*
B. Playing games								
08/09	:17	35	:47	63	16	15	2	1
03/04 ^{††}	:19	35	:50	60	13	15	7	1
98/99	:12	32	:35	63	13	17	2	0
C. Instant Messaging								
08/09	:11	22	:50	75	9	11	2	1
03/04	:17	26	1:02	70	9	10	5	1
D. Emailing								
08/09	:05	26	:20	72	19	7	*	*
03/04	:05	25	:18	71	19	6	*	0
98/99	:04	18	:19	76	13	5	*	0
E. Reading magazines or newspapers online								
08/09	:02	10	:21	88	7	3	*	*
F. Doing graphics (Powerpoint, photo editing, web design)								
08/09	:04	14	:31	83	6	7	*	*
03/04 ^{†††}	:04	12	:27	84	7	4	1	0
G. Going to social networking sites like MySpace or Facebook								
08/09	:22	40	:54	57	14	21	4	2
H. Going to websites to watch or upload videos (such as YouTube or Google Video)								
08/09	:15	39	:36	58	16	21	2	*
I. Going to any other type of website (such as Yahoo, mtv.com or Wikipedia) for anything besides schoolwork								
08/09	:11	34	:30	63	19	13	1	*
J. Doing something else on the computer (do <u>not</u> include listening to music or watching DVDs or TV shows)								
08/09	:02	3	1:12	96	1	1	*	*

Symbol notes on next page.

Symbol Descriptions for Question 49

- † 03/04 survey asked separately about time spent doing school work online and offline. Those figures have been combined here.
- †† 03/04 survey asked separately about time spent playing games online and offline. Those figures have been combined here.
- ††† 03/04 survey asked about doing graphics “on a computer, but not on the Internet.”

SUMMARY TABLE: TOTAL COMPUTER [Q49 B–J]

	Average (Among all)	Percent Who Did Activity	Average Among Those Who Did Activity	None	5 Min – Less than 30 Min	30 Min – 1 Hr	More than 1 Hr – 3 Hrs	More than 3 Hrs
08/09	1:29	64	2:17	34	10	15	24	15
03/04	1:02	54	1:53	45	11	15	18	10
98/99	:27	47	:58	53	16	16	13	2

Note: Does not include time spent using a computer for school work. 08/09 results exclude time spent listening to music or watching TV/DVDs on a computer; those activities were not specifically excluded in previous years. For 08/09, time spent in those activities is discussed in the Music and TV sections of this survey.

SUMMARY TABLE: TOTAL GLOBAL COMPUTER [Q49 B–J, 34 D&F, 44 E]

	Average (Among all)	Percent Who Did Activity	Average Among Those Who Did Activity	None	5 Min – Less than 30 Min	30 Min – 1 Hr	More than 1 Hr – 3 Hrs	More than 3 Hrs
08/09	2:32	70	3:35	30	8	12	23	27

Note: Includes time spent listening to music or watching TV/DVDs on a computer. These figures cannot be summed with other results to estimate total media exposure, because time spent listening to music or watching TV/DVDs on a computer are already counted elsewhere. Does not include time spent using a computer for schoolwork.

50. When you use a computer how often do you do any of the following activities at the same time: watch TV, read, play video games, text message, or listen to music? (ONE ANSWER ONLY) *Note: 03/04 survey question did not include text messaging or video games, and the base was 7th–12th graders who had ever used a computer.*

BASE: GRADES 7–12

	08/09	03/04
Most of the time	40	33
Some of the time	26	29
A little of the time	17	23
Never	13	14

51. When you do your homework, how often do you do any of the following activities at the same time: use a computer, watch TV, read, play video games, text message, or listen to music? (ONE ANSWER ONLY) *Note: Activities referenced in 03/04 survey were “talking on the phone, Instant Message, watch TV, listen to music, or surf the Web for fun.”*

	08/09	03/04
Most of the time	31	30
Some of the time	25	31
A little of the time	22	19
Never	19	18

52. Which of the following have you ever done? (MARK AS MANY ANSWERS AS YOU NEED) *Note: Results may not add up to 100% because multiple answers were allowed.*

BASE: VARIABLE

	08/09
Downloaded music from the Internet	62
Used Instant Messaging	53
Got information on the Internet about a health issue that affects you or someone you know [†]	55
Listened to the radio through the Internet	28
Visited MySpace or Facebook	60
Created a profile for yourself on MySpace or Facebook	51
Visited some other social networking site besides MySpace or Facebook [†]	47
Created a profile on some other social networking site besides MySpace or Facebook [†]	33
Created your own character or pet online	36
Watched a TV show on the Internet from a <u>computer</u>	48
Watched a TV show on a <u>cell phone</u> or <u>iPod</u> or other MP3 player	30
<u>Read</u> a blog [†]	49
<u>Written</u> a blog [†]	28
<u>Watched</u> a video on a site like YouTube or Google Video	81
<u>Posted</u> a video to a site like YouTube or Google Video [†]	25
None of these	8

[†] BASE: GRADES 7–12

MEDIA RULES

53. Do your parents have any rules about...? (MARK ONE ANSWER NEXT TO EACH ITEM) *Note: In 03/04 survey, questions about rules were interspersed throughout the questionnaire, rather than being grouped together at the end.*

	Yes
A. What you're allowed to watch on TV	
08/09	46
03/04 (7th–12th grade only; 08/09 7th–12th grade only = 35%)	13
B. Which video games you're allowed to play	
08/09	30
03/04	21
C. What music you're allowed to listen to	
08/09	26
03/04 (7th–12th grade only; 08/09 7th–12th grade only = 16%)	16
D. What you're allowed to do on the computer	
08/09	52
03/04 (Base: ever used a computer, 98% of kids)	32
E. Whether or not you can have a profile on a social networking site like MySpace and Facebook	
08/09	34
F. How much <u>time</u> you can spend watching TV	
08/09	28
03/04 (7th–12th grade only; 08/09 7th–12th grade only = 19%)	14
G. How much <u>time</u> you can spend playing video games	
08/09	30
03/04	24
H. How much <u>time</u> you can spend listening to music	
08/09	10
I. How much <u>time</u> you can spend on the computer	
08/09	36
03/04 (Base: ever used a computer, 98% of kids)	28

54. In general, how often do your parents make sure you follow the rules they have about using media, such as TV, computers, video games, and music? (ONE ANSWER ONLY)

Most of the time	27
Some of the time	24
A little of the time	16
Never	7
My parents don't have rules about using media	16

THE END

THANK YOU FOR YOUR TIME AND EFFORT!

APPENDIX D: Sample of Media Use Diary

DIRECTIONS

PLEASE READ ALL OF THE INSTRUCTIONS CAREFULLY

THIS DIARY will be a record of your activities for **seven** days, beginning **today**. In your diary booklet there are seven sections: one for each day. Each section contains an Activities Grid and one end of day question. Please fill in the Activities Grid **throughout the day**. At the end of each day, before you go to sleep, please answer the question at the end of the section and make sure that the Activities Grid is complete.

START DATE:

Before you begin to use the Activities Grid, please fill in the date you are beginning your diary on the next page.

ACTIVITIES GRID:

The Activities Grid is designed to help you keep track of the different kinds of media that you have used throughout the day. Each column is for a different half hour period during the day. There are three different questions.

1. WERE YOU DOING ANY MEDIA ACTIVITIES FOR AT LEAST 15 MINUTES?

(CIRCLE "YES" OR "NO" - PLEASE DO NOT LEAVE BLANK)

Yes - Answer the questions below.

No - Go to the next time slot.

Please see activities listed in Question 2 for examples of media activities.

2. WHAT WAS YOUR MAIN MEDIA ACTIVITY?

(CIRCLE ONLY ONE ANSWER)

1. Listening to music
2. Watching TV
3. Watching DVDs or videotapes
4. Watching a movie (in a theater)
5. Reading for fun (books, magazines, etc.)
6. Playing video games (handheld or player)
7. Playing computer games
8. Doing homework on the computer
9. Instant Messaging
10. Emailing
11. Visiting websites
12. Other computer activities

Please circle the number that matches the **one** media activity that you were paying most attention to.

Then answer the next question about the media activity that you circled.

3. WHAT ELSE WERE YOU DOING?

(CIRCLE AS MANY ANSWERS AS YOU NEED)

1. Nothing else
2. Chores
3. Eating
4. Talking on the phone
5. Text messaging
6. Homework (not on the computer)
7. Homework (on the computer)
8. Listening to music
9. Watching TV, DVDs or videos
10. Reading
11. Playing video games
12. Playing computer games
13. Instant Messaging
14. Emailing
15. Visiting websites
16. Other computer activities
17. Something else: (write in activity)

Please circle the number or numbers that match the other things you were doing when you were reading, listening to music, playing a video game, watching TV or a movie, or using the computer. If you were doing "Something else," please write in your answer.

THANK YOU FOR YOUR HELP ON THIS IMPORTANT PROJECT!

REMEMBER: TODAY IS DAY ONE!

PLEASE RETURN THIS DIARY TO YOUR TEACHER ON _____



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