A Message from Girls Incorporated

From June Cleaver, who effortlessly managed an immaculate home, to the blond bombshells who patrol the beaches on *Baywatch*, girls have turned on their TVs and tuned in to unachievable standards of stereotypical female perfection. Women are often seen as perfect homemakers or as too-beautiful-to-be-true sex symbols. Real women who juggle work, family and finances are too often absent from the screen. So are real girls who try to make sense of school, friends and puberty, and struggle against complex pressures.

At Girls Incorporated we have been helping girls grow up strong, smart and bold for over fifty years. Through carefully researched programs and advocacy efforts, we prepare girls for success in science and math, enable them to avoid unintended pregnancy and substance abuse, and give them unique opportunities to develop their athletic abilities. A consistent message to girls runs through all of these programs: you *can* achieve your goals.

Because television is so prevalent in the lives of children today, we cannot fulfill our mission without its help. As you will read in the following pages, young people watch an average of 21 hours of TV every week. For many it's the first thing they do when they come home from school. TV has the power to show girls that they are capable, interesting, and able to take charge of their lives.

In ***Recasting TV: Girls Views*** you will read the responses of 2000 school-age children who answered questions about their TV preferences and viewing habits. Girls were far more likely than boys to criticize TV and more likely to say that they would create very different female characters if they were in charge. Girls want to see characters who look like them, who share their aspirations and fears, and who deal realistically with the issues they face every day.

Girls also told us that they want more programs that help young people deal with the pressures surrounding sex, suicide, drugs, AIDS, divorce and violence. They want more realistic and educational programs. They want TV to show more ethnic diversity, more adventures for girls and more programs with a message.

In response to this call for change, Girls Incorporated is launching **Girls Re-Cast TV**, a comprehensive media literacy and advocacy campaign that will teach girls to evaluate what they see and hear on television. **Girls Re-Cast TV** helps girls realize that the stereotypes depicted on TV do not always reflect or define their lives.

Girls Re-Cast TV provides girls and other media consumers with the opportunity to voice their opinions about programming directly to the networks and Hollywood studios. We hope to build a demand for more female characters who demonstrate the strength, intelligence and daring that characterize the lives of so many girls and women.

Girls have spoken: they want to see positive and realistic programming and more thoughtful portrayals of girls their age. They want TV's help in growing up to become strong, smart and bold women, and they will watch shows that give them that help. Girls Incorporated is committed to bringing their voices to the public and industry leaders who can respond to their concerns.

One thirteen year old girl who participated in our survey wrote: "There are kids all over the world watching TV now-a-days. You as adults need to use more discernment about what you put on TV for their sake."

Listen up TV, because girls have something to say.

Introduction

Regardless of the many points of controversy surrounding the topic of children and TV, one point is rarely disputed -- children, both girls and boys, watch a lot of television. And though we often hear the opinions of policy-makers, educators, and parents about what kids watch, it is less common to hear the opinions of the kids themselves.

Re-Casting TV: Girls' Views breaks new ground in this area by giving more than 1,000 girls in grades 3 through 12 from schools across America the opportunity to **voice their opinions** about what they're watching on TV, and to **create the types of television shows they want to see.** The result is a rich source of information providing tremendous insight into the images girls and young women have about females and their portrayal on television.

Beyond documenting the opinions about TV, ***Re-Casting TV: Girls' Views*** measures the importance of television in girls' lives, it examines how much and what they watch, and it looks at TV viewing within the household (including parental rules about TV).

Also included in ***Re-Casting TV: Girls' Views*** are the views of boys in grades 3 through 12. In some cases the opinions are similar, but more often they are different, and it is these differences that shed light on the unique experiences of television viewing that girls have.

Methodological Overview All interviewing for this survey was conducted in school classrooms between April 4 and May 4, 1995, using the Harris Scholastic methodology. Every school containing grades 3 through 12 had an equal chance of being drawn into the sample. In total, more than two thousand students were interviewed (1,075 girls and 1,017 boys). This final sample, which includes students from public, private and parochial schools, is representative of children in grades 3 through 12 nationwide. In other words, the 2,092 respondents in this survey speak for children across the country.

A detailed survey methodology is provided in Appendix A; a description of the students who participated in this survey is found in Appendix B; and questionnaires with marginal frequencies for each response are contained in Appendix C.

A Note on Interpreting the Results

The base for each question is the total number of students answering that question. All base sizes shown in the report are unweighted; percentages are weighted. An asterisk (*) on a table signals a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add to 100 because of computer rounding or the acceptance of multiple answers from respondents. Note that in some cases results may be based on small sample sizes (N<50). This is typically true when sub-group comparisons are made. Caution should be used in drawing any conclusions from the results based on these small samples.

Finally, reference numbers located in the bottom left corner of the tables and figures in this report refer to specific tables in the full set of cross-tabulations.

Public Release of Survey Findings

All Louis Harris and Associates, Inc. surveys are designed to adhere to the code of conduct of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available.

Acknowledgments

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Responsibility for the survey questions, the findings and their interpretation rests solely with Louis Harris and Associates, Inc.

Executive Summary

1. Overall, children in grades 3 through 12 say they spend nearly 21 hours each week watching television (females 19.9 hours; males 21.5 hours). More than six in ten girls (64%), along with 58% of boys, say they "watch television every day" and nearly six out of ten children in grades 3 through 12 (58%) say they have a TV set in their bedroom.

When it comes to imitating what they see on TV, girls are more likely than are boys to say they "wear clothes" (30% v. 23% for boys) and "wear [their] hair" (25% v. 14% for boys) like a character they've seen on television. Boys, on the other hand, are more likely to say they "talk like" or "behave like" characters they've seen on television (60% and 43% v. 45% and 28% for girls).

Forty-one percent of females and 45% of males say they "get upset when [they've] missed [their] favorite show."

More than a third of females (34%) and four out of ten males (40%) say "the first thing [they] usually do when [they] get home from school, is turn on the television."

Nearly twice as many girls as boys say they have "dieted or exercised to look like a character [they've] seen on TV" (15% v. 8%).

2. More females than males are critical about the negative aspects of television and dissatisfied with the low frequency of programs about important and serious issues. White females, and females in grades 7 through 12, are especially likely to hold these views. Overall, these findings suggest that the pervasiveness of television in children's lives is by no means an indication that children are satisfied with what they are watching.

Females are much more likely than are males to say "most kids watch too much TV" (68% v. 54%), that "too much television is bad for children" (56% v. 45%), that there is "too

much sex on television" (45% v. 22%), that "most video games are too violent" (40% v. 15%), and that "television is too violent" (37% v. 19%).

Majorities of both sexes, but more females than males, say there are "too few" programs that help young people deal with the pressures surrounding sex (60% females, 55% males), suicide (60% females, 48% males), drugs (59% females, 49% males), AIDS (59% females, 48% males), divorce (52% females, 44% males), and violence (ranging from 57% to 62% of females, and from 47% to 51% of males for shows about violence in their neighborhoods, schools, and homes).

Females are also more likely to say there are "too few" news programs for people their age (57% females, 50% males) and "too few" realistic programs (48% females v. 42% males). Four in ten females (40%) say there are "too few" educational programs, while males lean toward saying there are "too many" (33%).

More than half (54%) of the girls and young women surveyed say they have watched something on television that has upset them or made them angry. Significantly fewer boys and young men feel this way (43%).

Females are far more likely than are males to say television does not contain enough programs about children with disabilities (58% v. 39% among males). The gap between the sexes on this subject is especially notable among young women and young men in grades 7 through 12 (66% among females v. 38% among males).

3. Females are more likely than are males to voice dissatisfaction with respect to whether television currently has too few, too many, or just the right amount of programs about characters of their sex and their age.

Between 43% and 55% of girls and young women say there are "too few" programs about females their age and "too few" programs about girls having adventures and women in challenging careers, compared to 31% to 44% of males who say this about programs about males.

4. Girls and young women who watch less rather than more television are more likely to feel that their world is rarely portrayed on television and that television does not have enough realistic TV.

Nearly half (48%) of all girls and young women who watch less than 15 hours of TV each week say their world is "hardly ever" or "never" portrayed on television. This figure drops to 27% for girls who watch TV 25 hours or more each week.

Girls and young women who watch less TV (less than 15 hours/week) are also more likely than those who watch more (25 or more hours/week) to feel TV currently has "too few" realistic programs (53% v. 44%).

Kids Create TV

In a dramatic demonstration of the images that children have about females and males on television, students in grades 3 through 12 were given the opportunity to create their own TV shows. Girls and boys in grades 3 through 6 created shows about a 12-year-old girl and a 12-year-old boy. Young women and men in grades 7 through 12 created shows about an 18-year-old female and an 18-year-old male.

The various elements that the kids were asked to create included: the type of program, what the show would be about, what the main character would be like, the kinds of things that would be important to the main character, the race and ethnicity of the main character, the career aspirations of the main character, and whether the show would have a message or whether it would be just for fun.

Although many options were provided, the children converged on a number of interesting themes that tell us a lot about what children are thinking and about what children say they want to see on television.

5. "Celebrity" careers are popular choices by girls and boys for their 12-year-old girl (most chose "model") and their 12-year-old boy (most choose "professional athlete") TV characters. This preference continues for males into grades 7 through 12, while females shift toward "professional" careers for their 18-year-old TV characters.

Close to one third of both girls (32%) and boys (33%) create TV shows where the 12-year-old girl grows up to be a celebrity (19% of girls and 16% of boys specifically select a "model"). As a career choice for the 12-year-old boy, nearly three out of ten girls (28%) and boys (27%) also select a "celebrity" career with most specifically choosing a "professional athlete" (girls 12%, boys 12%).

"Professional" careers gain in popularity among young women (grades 7-12), with 28% choosing occupations such as lawyer (9%), doctor (7%), teacher (6%) and business executive (5%) as the career for the 18-year-old female character compared to 24% overall who choose some sort of "celebrity" career (such as model 13%, movie star 5%, professional athlete 4% and rock star 2%).

"Professional" careers (25%; 10% specifically select doctor) and "celebrity" careers (26%, 16% specifically select professional athlete) are equally popular among young women for the 18-year-old male character.

Males in grades 7 through 12 strongly lean toward "celebrity" careers for both the 18-year-old female and 18-year-old male characters -- but especially for the female character. More than twice as many males select a "celebrity" career over a "professional" career for the 18-year-old female (38% v. 15%, with 26% of males specifically choosing a "model"), and 25% compared to 14% showed the same tendency for the 18-year-old male character.

6. Very few females say they would like to pursue a "celebrity" career when they get older. Significantly more males, however, especially those in grades 3 through 6, mention a "celebrity" career as a future goal.

Nearly half of the girls in grades 3 through 6 (48%) and 55% of young women in grades 7 through 12 say they want to pursue "professional" careers when they finish school. Far fewer say they want to pursue "celebrity" careers (7% and 2%, respectively).

In contrast, 31% of boys in grades 3 through 6, and 12% of young men in grades 7 through 12 say they would like to be a "celebrity" (most say "professional athlete"). Young men in grades 7 through 12 do, however, mention "professional" careers more than "celebrity" careers (32% v. 12%) when asked what they'd like to do when they finish school.

7. The types of shows that girls and young women created relate in a number of ways to the frequency with which they watch television with realism more evident among children who watch less TV.

The fewer number of hours of TV watched the more likely they are to create TV shows about an 18-year-old female who was "athletic," "acts like a leader," "cheerful," and "sensitive to the needs of others." Their female character is also more likely to be concerned with "friends" and "religion," and more likely to want to pursue a "professional" career.

In contrast, the more TV girls and young women watch, the more likely they are to create a female main character who was "rich" and "thin," "concerned about popularity," "clothes," "money," and "looking attractive," and who wants to be a "model" or "movie star."

8. In general, an emphasis on physical appearance is a predominant theme of the TV shows created about 18-year-old characters -- especially the shows created by males about 18-year-old females.

Both females and males want TV characters of the other sex to look attractive. More males than females describe the 18-year-old female as "attractive" (64% v. 43%), while more females than males describe the 18-year-old male as "attractive" (43% v. 10%).

Females are consistent in their emphasis on attractiveness for both the 18-year-old female (43%) as well as the 18-year-old male (43%). Most males, on the other hand, want the 18-year-old female to be attractive (64%) but the 18-year-old male to be strong (35%) and athletic (34%).

Nearly three times as many males as females say "looking attractive" would be important to the 18-year old female (36% v. 13%) and more than twice as many males as females choose "model" as her career (26% v. 13%). Considering that there were 23 career options from which to choose, it is highly significant that more than one in four (26%) young men want their 18-year-old female character to grow up to be a "model."

9. Action adventure themes including shows about "fighting crime" and about characters who are "good fighters" dominate the stories created by boys and young men but not those created by girls and young women.

Though action adventure appears to be a very popular type of TV show for both boys and girls, boys are more likely to create this type of TV show than are girls (33% v. 23% for the girl character, and 41% v. 26% for the boy character) and more likely to create an action adventure for the 12-year-old boy than for the 12-year-old girl (41% v. 33%).

For the show about a 12-year old girl, 23% of boys versus 6% of girls say the show would be about fighting crime, and 26% of the boys versus 10% of the girls say the main character would be a good fighter. Similarly, in the show about a 12-year old boy, 29% of boys versus 11% of girls say the show would be about fighting crime, while 39% of the boys compared to only 15% of the girls say the main character would be a good fighter.

Action adventure remains the most popular type of program among males, including those in grades 7 through 12. It is the most frequently selected type of program for the show about the 18-year old male (44%), and the second most frequently selected response for the

type of program about the 18-year old female (26%, with 29% saying "comedy").

In contrast, only 6% of young women choose action adventure as the type of show about an 18-year-old female, and only 19% choose it as the type of show about an 18-year-old male. They are more likely to select a "comedy" as the type of show for both the 18-year-old female (35%) and the 18-year-old male (37%).

10. Most children in grades 3 through 12 say they want diversity and variety on television, though their views suggest that television is not delivering in this area. When asked to select the race and ethnicity for the main characters in the shows they created, however, the majority of Whites, African Americans, and close to four in ten Hispanics choose main characters of their own race and ethnicity.

Nearly eight out of ten kids (78%) want to see television shows that have both men and women (or boys and girls) in them and 74% want to watch programs that have characters from a variety of races and ethnic backgrounds.

The preference for diversity notwithstanding, the majority of Whites want the main characters in the TV shows they create to be White (female characters 68%, male characters 62%), and the majority of African Americans want the main characters to be African American (female characters 75%, male characters 64%). And 35% to 44% of Hispanics want the main characters in the shows they created to be Hispanic (female characters 44%, male characters 35%).

Although 47% of Whites feel that TV has "just the right amount" of programs about White Americans, close to half of African Americans and Hispanics disagree (52% and 49%, respectively, say there are "too many"). Moreover, 50% of African Americans and 54% of Hispanics feel that TV does not have enough shows about their race and ethnic groups. And while the majority of Whites (44%) agree that TV does not have enough shows about Hispanics, when it comes to shows about African Americans, Whites are just as inclined to say that there are "too few" (35%) as they are to say that there is "just the right amount" (35%).

11. African American females appear to be among TV's biggest fans.

African American girls in grades 3 through 12 report more hours of television viewing than do White or Hispanic females (28.5 hours per week, v. 23.0 hours for Hispanics, and 17.7 hours for Whites).

Two thirds (67%) of African American girls and young women "watch TV every day," 64% "get upset if [they've] missed [their] favorite show" and 55% say that the first thing "[they] usually do when [they] get home from school is turn on the television."

Twice as many African American girls as White or Hispanic girls say that "television is a very important part of [their] day" (36% v. 18% for Hispanics and 16% for Whites).

12. Compared to White and Hispanic females, African American females are more likely to create shows with smart characters who aspire to "professional" careers.

When creating a show for the female character, African American girls and young women select "smart" more frequently than any other characteristic and more often than White or Hispanic girls do to describe what the main character would be like (39% v. 32% for "funny," 30% for "attractive"; 31% of White girls choose "smart," 32% of Hispanic girls choose "smart").

African American females in grades 3 through 12 are also more likely than White or Hispanic females to say that "doing well in school" would be important to the female character (37% v. 30% among Hispanic girls, and 29% among White girls).

And in terms of their career selections, 36% of African American girls and young women select a "professional" career for the 18-year-old female, compared to 24% and 23% among White and Hispanic girls, respectively.

African American females are also more likely to say there are "too few" educational programs on TV now (46% v. 40% among Hispanic females and 38% among White females).

13. Kids who qualify for a free lunch at school appear to watch more television, and TV viewing appears to be more important to them. These findings point to the link between socio-economic status and the prevalence of TV in kids' lives.

Among females, those who do qualify for a free lunch watch an average of 23.7 hours each week compared to 19.3 hours among females who don't qualify for a free lunch. The comparable figures for males are 24.5 hours and 20.0 hours.

Greater numbers of both boys and girls who qualify for a free lunch say that more of the statements pertaining to the importance of television described them than did those who do not qualify for a free lunch.

14. *Full House* (17%), *Fresh Prince* (16%), and *Home Improvement* (15%) are mentioned most frequently when children in grades 3 through 12 are asked to name their top three favorite shows. Comparisons by sex, grade level, and race/ethnicity, however, reveal a number of differences.

Girls in grades 3 through 6 are particularly fond of *Full House* (named by 42% as one of their top three favorites).

The favorite TV shows among African Americans appear to be: *Martin* and *Fresh Prince* (named by 47% and 24%, respectively, as one of their top three favorite programs)

Given a list of 28 options from which to select their favorite channel, one in five children (20%) select Fox.

Comedies are a universal favorite among children in grades 7 through 12, chosen by one in five (20%) as their favorite type of program.

15. Children and parents provide a very different picture of how often they talk to one another about what kids see on television. Parents are nearly five times as likely to say they talk to their kids as kids are to say that they talk to their parents.

Close to half of the kids surveyed say they "hardly ever" (35%) or "never" (14%) talk to their parents about what they've seen on television. Less than one in five (19%) parents (of children in grades 3-12) would agree.

Moreover, 42% of parents say they talk to their kids "a lot," though only 9% of kids say they talk to their parents "a lot."

16. More than seven out of ten children (71%) appear to have at least one rule about watching TV in their household and most of those (68%) say they agree with their parents about these rules. As kids get older, household rules are less common.

The most frequently identified rule, regardless of grade level, is "no television while doing homework" (61% of kids in grades 3-6 and 36% of kids in grades 7-12 say this rule is "usually" true in their homes).

Not surprisingly, across all rules examined, kids in grades 3 through 6 are more likely to say such rules are true in their homes than were kids in grades 7 through 12.

17. Once again, parents and children paint different pictures about who makes the decisions about what to watch on TV.

The majority of parents (63%) say that "they or their spouse" make the decision as to what to watch on TV when they are watching with their kids. Far fewer say that the kids make the decision (17%) or that the decision is made together with the kids (15%).

In contrast, only 26% of children in grades 3 through 12 say that these decisions are made by the parents, and 33% say that the decision is a collaborative one (33%).

Nearly one in five kids (17%) in grades 3 through 12 said that they don't watch TV with their parents, though only 1% of parents of children in this same grade range said they don't watch TV with their kids.

18. When children watch TV with their siblings, boys appear to take charge more often than girls.

According to children in grades 3 through 12, when watching TV with their siblings, boys are more likely than girls to say that "they" make the decision as to what to watch (38% v. 27%).

1 A World of Television

The statistics are well-documented:

- 99% of American households have a television set;
- 85% of homes contain a VCR[1] (96% in homes with children); and
- 65% of households have cable television[2].

What may be less well-known, however, is that 58% of children say they have a TV set in their bedrooms. This figure, which is higher among males than among females, and higher among kids in grades 7 through 12 than among kids in grades 3 through 6, is highest among males in grades 7 through 12 with nearly seven out of ten (69%) saying that they have a TV set in their bedrooms (Table 1.1).

Time Spent Watching TV

Overall, kids say they spend nearly 21 hours each week watching television. For females this figure is slightly lower at 19.9 hours, while for males it is slightly higher at 21.5 hours[3,4] (Table 1.2a).

The amount of time females spend watching television remains fairly consistent across grade level, though girls do watch more TV on Saturdays than do young women[5] (4.1 hours v. 3.6 hours).

African-Americans females report more hours of television watching than do White or Hispanic females (28.5 hours per week v. 23.0 hours for Hispanics and 17.7 hours for Whites) (Table 1.2b).

Notes:

1. *The Role of Technology in American Life*, Times Mirror Center for The People & The Press, May 1994.
2. *Interactive Services, Consumer, and Privacy*, Louis Harris & Associates, Inc. October, 1994.
3. *America's Children & The Information Superhighway*, A Publication of The Children's Partnership, September, 1994.
4. *Children and The Media* (Fall, 1994; By The Numbers -- What Kids Watch), Nielsen (1992-1993).
5. Throughout this report, "girls" and "boys" will refer to students in grades 3 through 6, and "older girls" and "older boys," "young women" and "young men" will refer to students in grades 7 through 12. "Females" and "males" refer to children in grades 3 through 12.

Relationship with Socio-Economic Status All kids in this survey were asked whether or not they qualify for a free lunch at school. In total, 24% indicate that they do qualify. Using this question as an indicator of household income level, and comparing those who do qualify for a free lunch with those who do not, this survey points to a relationship between socio-economic status and the amount of time in front of the TV. Among females, those who do qualify for a free lunch watch an average of 23.7 hours each week compared to 19.3 hours among females who do not qualify for a free lunch. The comparable figures for males are 24.5 hours and 20.0 hours (Table 1.2c).

Observation: *The lack of activities and entertainment options combined with the risks of violence in low-income neighborhoods may make TV-watching more prevalent in the lives of low-income children.*

The Importance of Television in Children's Lives

More than six in ten girls (64%), along with 58% of boys, say they "watch television every day." This statement along with five other statements were presented to kids in order to gauge the importance of television in their lives. By all indications, television is very important in many children's lives.

Forty-one percent of females and 45% of males say they "get upset when [they've] missed [their] favorite show." More than a third of females (34%) and four out of ten males (40%) say that "the first thing [they] usually do when [they] get home from school, is turn on the television." Overall, 18% of girls and 22% of boys say at least four out of the six statements describe them (Figure 1.1a).

When females in different grades and of different races and ethnicities are compared, the findings, not surprisingly, mirror those found for amount of television watched. Overall, television appears to be more important to girls in grades 3 through 6 than it does to those in grades 7 through 12, with 21% of the younger group saying that at least four out of the six statements would describe them (compared to 16% from the older group).

Interestingly, older girls are more likely to say they "watch TV every day" (62% v. 53% for girls in grades 3-6), but are less likely to say that it is a "very important part of [their] day" (17% v. 24% for younger girls) (Figure 1.1b).

A comparison of White, African American, and Hispanic females reveals a more dramatic difference with 37% of African American girls saying that four out of the six statements are true for them. Two thirds (67%) of African American girls "watch TV every day," 64% "get upset if [they've] missed [their] favorite show" and 55% say that the first thing "[they] usually do when [they] get home from school is turn on the television." And twice as many African American girls as White or Hispanic girls say that "television is a very important part of [their] day" (36% v. 18% for Hispanics and 16% for Whites) (Figure 1.1c).

Once again, socioeconomic factors figure into television viewing. Greater numbers of both boys and girls who qualify for a free lunch endorse at least four of the six statements (Figure 1.1d).

The Imitation of Television in Children's Lives

Children watch an average of 21 hours of television each week and TV certainly appears (at least for some kids) to be an important element in their lives. But to what extent does television influence their behavior away from the TV set? To answer this question, kids were asked to read a series of statements about the imitation of television and to indicate whether these statements describe them or not.

Boys were more likely than girls to say that they "talk like" or "behave like" characters they have seen on television (60% and 43% v. 45% and 28% for girls). Girls, on the other hand, are more likely to say that they "wear clothes" (30% v. 23% for boys) and "wear [their] hair" (25% v. 14% for boys) like a character they've seen on television. And nearly twice as many girls as boys say that they have "dieted or exercised to look like a character [they've] seen on TV" (15% v. 8%) (Figure 1.2a).

Younger girls are more likely to imitate TV than are older girls (22% v. 17% say that at least four out of seven statements describe them) (Figure 1.2b). Differences are only marginal when White, African American, and Hispanic girls are compared. One out of four (25%) African Americans say they do at least four out of the seven behaviors, compared to 21% for Hispanic girls and 17% for White girls (Figure 1.2c).

Finally, a relationship between socioeconomic status and TV imitation is evident for boys only who are much more likely to "wear a t-shirt with a TV character's picture or saying on it" (48% v. 34% for boys who do not qualify for a free lunch), "wear clothes [they've] seen TV characters wear" (32% v. 20%), "wear [their] hair like a character [they've] seen on television" (21% v. 10%), and "dress like a character [they've] seen on television" (26% v. 13%) (Figure 1.2d).

Predicting Television Viewing

As a means of gaining further insight into children's TV-watching behavior, a regression analysis was conducted. The purpose of this particular analysis was to see which, if any, of the variables included in this survey might explain (i.e., predict) the amount of TV watched, the importance of TV, and the imitation of TV.

Among the variables included as predictors in this analysis were: sex, race, qualification for a free lunch, who the child lives with, membership in a youth group, and location of home.

Although race and qualification for a free lunch were among the strongest predictors of the amount of TV watched, and the importance and imitation of TV, the correlations between these variables and what they were predicting were not particularly high (in most cases less than .2). These results indicate that other variables are necessary to actually predict these TV behaviors.

Pervasive -- but Far From Perfect

Although girls are watching a lot of television, and despite the importance of television in their lives, there are clear signs they are less than satisfied with what they are seeing.

Children in this survey were asked to give their opinions about five issues central to the many discussions about television and children. With respect to all of the issues examined, more criticism was voiced by girls than by boys.

Specifically, females in grades 3 through 12 are more likely than are males to say that "most kids watch too much TV" (68% v. 54%), that "too much television is bad for children" (56% v. 45%), that there is too much sex on television (45% v. 22%), that "most video games are too violent" (40% v. 15%), and that "television is too violent" (37% v. 19%) (Table 1.3a).

Young women in grades 7 through 12 are even more likely to think that "most kids watch too much television" (73%). And greater numbers of White girls than African American or Hispanic girls say that "most kids watch too much television" (71% v. 54% and 66%) and that "too much television is bad for children" (62% v. 41% and 47%).

Only in response to the question "Are most video games too violent?" are Hispanic girls more likely to say "yes" (49% v. 42% for Whites and 31% for African Americans) (Table 1.3b).

TV That Angers and Upsets

More than half of the girls and young women surveyed (54%) said that they have watched something on television that has upset them or made them angry. This figure is significantly higher than it is for boys (43%). For both groups, the likelihood of watching something that angered or upset them increases with grade level to a high of 65% for young women in grades 7-12 and a high of 49% for young men in grades 7-12 (Table 1.4a).

African American females are also more likely than White or Hispanic females to say that they have watched something on TV that has upset or angered them (63% v. 53% and 50%) (Table 1.4b).

The source of the anger and distress includes:

- News-related stories (e.g., bad news, injustice on the news, etc.) (mentioned by 13% of females and 19% of males in grades 3 through 12),
- Incidences of, or shows about, racism or prejudice (mentioned by 18% of girls and 11% of boys), and
- Violence-related programs (mentioned by 12% of girls and 9% of boys).

The Portrayal of Children's Lives on TV

When children are asked to name the most important concern that affects them and other kids their age, the number one response is "drugs" (mentioned by 28% of females and 23% of males). Violence is mentioned by 16% of children (17% females and 15% males).

Although sex-related concerns such as teen pregnancies and sexually-transmitted diseases are mentioned by 11% of children overall, these issues appear to be a much bigger concern for females than for males (16% v. 5%) (Table 1.5a).

And as to how often concerns like "drugs," "violence," and "sex" are addressed on television, nearly half of the females (47%) and more than a third of males (36%) say that TV needs to address these concerns more often. Notably, 23% of the kids indicate that they are "not sure" how TV is doing (Table 1.5b).

Consistent with the above results is the finding that significant numbers of girls (39%) and boys (38%) say that their world -- their family, friends, the people in their neighborhood, and the kind of things they like to do and the problems that they face -- is "hardly ever" or "never" portrayed on television (Tables 1.6a and 1.6b).

Q.A2c

Table 1.1

Percentage of Children Who Have A TV Set in Their Bedroom

Q.: Do you have a television in your bedroom -- Yes or No?

Base: Household has Television

	Total	Females		Males	
Grade:	3-12	3-6	7-12	3-6	7-12
Base:	(2075)	(401)	(604)	(470)	(595)
	%		%	%	%
Yes	58	47	56	55	69
No	41	52	43	43	31
Not Sure	*	1	*	1	*

Ref.: B.1/T.4

Q.A3/4a/5

Table 1.2a

Mean Number of Hours Children Spend Watching Television

Q. A3: On a regular school day, how much time do you spend watching television? Do NOT include the time you spend playing video games.

Q. 4a: On a regular Saturday, how much time do you spend watching television? Be sure to include morning, afternoon, and evening, but do NOT include the time you spend playing video games.

Q. A5: On a regular Sunday, how much time do you spend watching television? Be sure to include morning, afternoon, and evening but do NOT include the time you spend playing video games.

	Total	Females	Males
Grade:	3-12	3-12	3-12
Base:	(2092)	(1075)	(1017)
Weekdays	2.7	2.6	2.8
Saturdays	4.0	3.8	4.2
Sundays	3.1	2.8	3.3
Weekly Total	20.7	19.9	21.5

Ref.: B.1/T.5,T.6, T.8, T.9

Q.A3/4/5a

Table 1.2b

Mean Number of Hours Girls and Young Women Spend Watching Television: By Grade and Race/Ethnicity

Q. A3: On a regular school day, how much time do you spend watching television? Do NOT include the time you spend playing video games.

Q. 4a: On a regular Saturday, how much time do you spend watching television? Be sure to include morning, afternoon, and evening, but do NOT include the time you spend playing video games.

Q. A5: On a regular Sunday, how much time do you spend watching television? Be sure to include morning, afternoon, and evening but do NOT include the time you spend playing video games.

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075)	(459)	(616)	(768)	(160)	(151)
Weekdays	2.6	2.7	2.6	2.3	4.1	3.0
Saturdays	3.8	4.1	3.6	3.4	5.4	4.2
Sundays	2.8	2.7	2.9	2.5	3.7	3.7
Weekly Total	19.9	20.3	19.6	17.7	28.5	23.0

Ref.: B.1,2/T.5, T.6, T.8, T.9

Q.A3/4/5a

Table 1.2c

Mean Number of Hours Children Spend Watching Television: By Socioeconomic Status

Q. A3: On a regular school day, how much time do you spend watching television? Do NOT include the time you spend playing video games.

Q. 4a: On a regular Saturday, how much time do you spend watching television? Be sure to include morning, afternoon, and evening, but do NOT include the time you spend playing video games.

Q. A5: On a regular Sunday, how much time do you spend watching television? Be sure to include morning, afternoon, and evening but do NOT include the time you spend playing video games.

		Qualify For Free Lunch			
		Females		Males	
Grade:	**Total 3-12**	**Yes 3-12**	**No 3-12**	**Yes 3-12**	**No 3-12**
Base:	(2092) %	(235) %	(680) %	(272) %	(621) %
Weekdays	2.7	3.2	2.6	3.2	2.6
Saturdays	4.0	4.8	3.6	4.8	3.8
Sundays	3.1	3.4	2.7	3.7	3.1
Weekly Total	20.7	23.7	19.3	24.5	20.0

Ref.: B.3/T.5, T.6, T.8, T.9

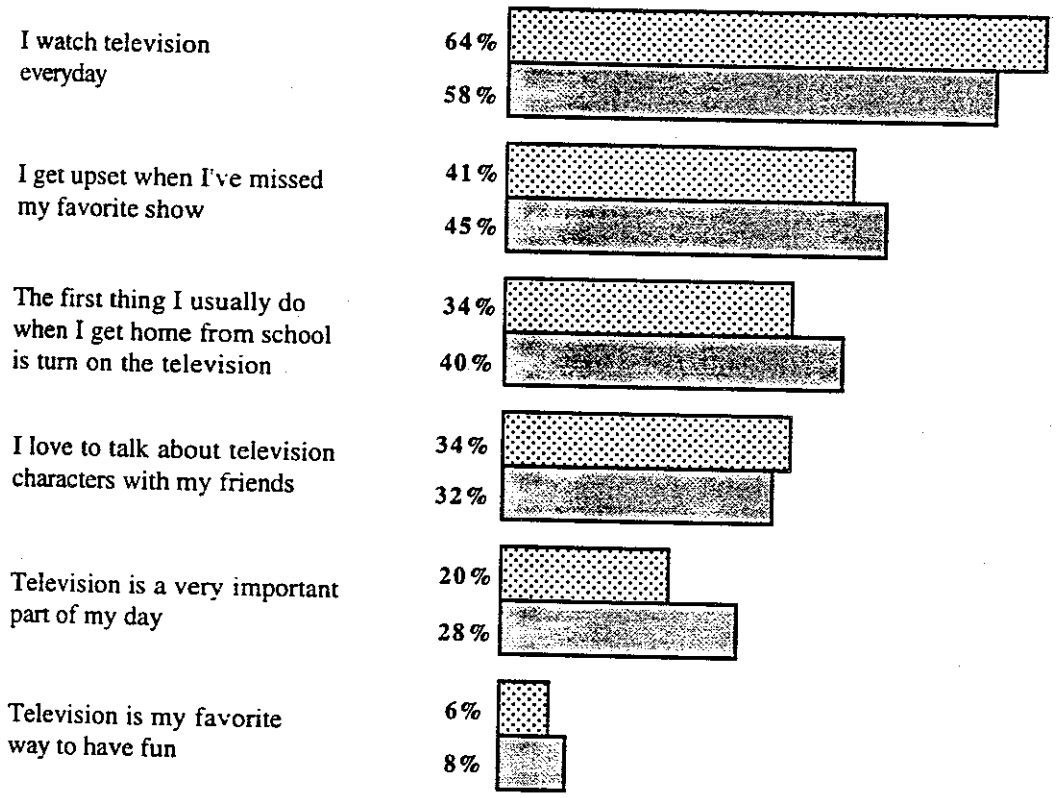
Q.A7

Figure 1.1a

The Importance of Television Among Children

Q: Please tell us for each statement whether that statement describes you most of the time or not.

% saying "Yes, describes me"



Total:	Base:		High (Yes to 4 or More of 6)	Medium (Yes to 2 or 3 of 6)	Low (Yes to 0 or 1 of 6)
Females (Grades 3-12)	(1075)		18%	40%	42%
Males (Grades 3-12)	(1017)		22%	36%	42%

Ref.: B.1 / T.19

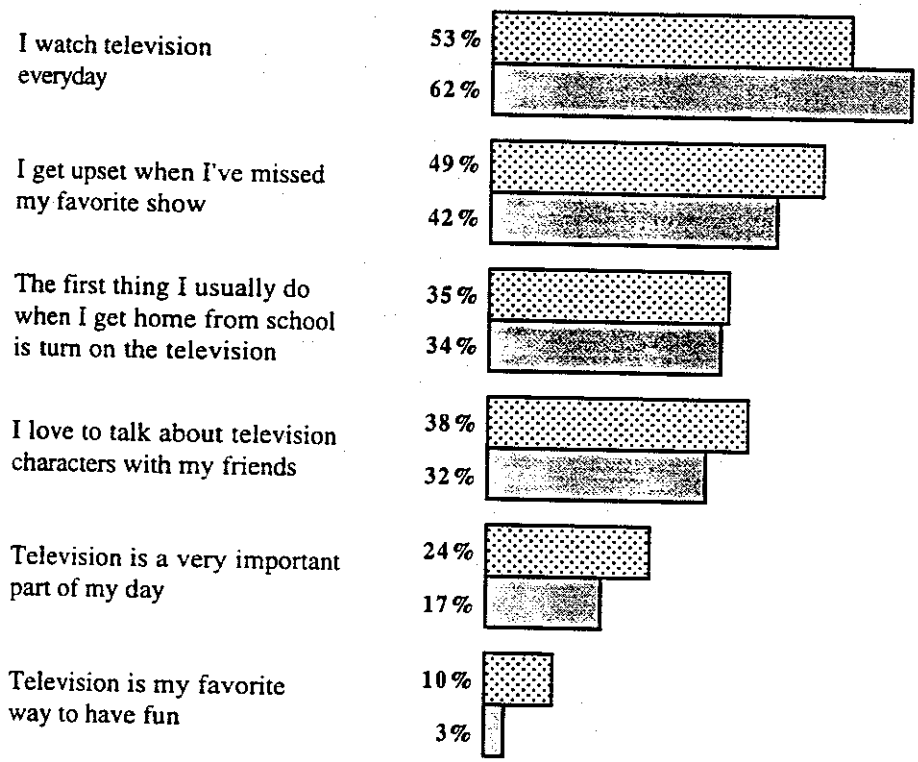
Q.A7

Figure 1.1b

The Importance of Television Among Girls and Young Women

Q: Please tell us for each statement whether that statement describes you most of the time or not.

% saying "Yes, describes me"



Females:	Base:		High (Yes to 4 or More of 6)	Medium (Yes to 2 or 3 of 6)	Low (Yes to 0 or 1 of 6)
Girls (Grades 3-6)	(459)		21%	40%	40%
Young Women (Grades 7-12)	(616)		16%	40%	44%

Ref.: B.1 / T.19

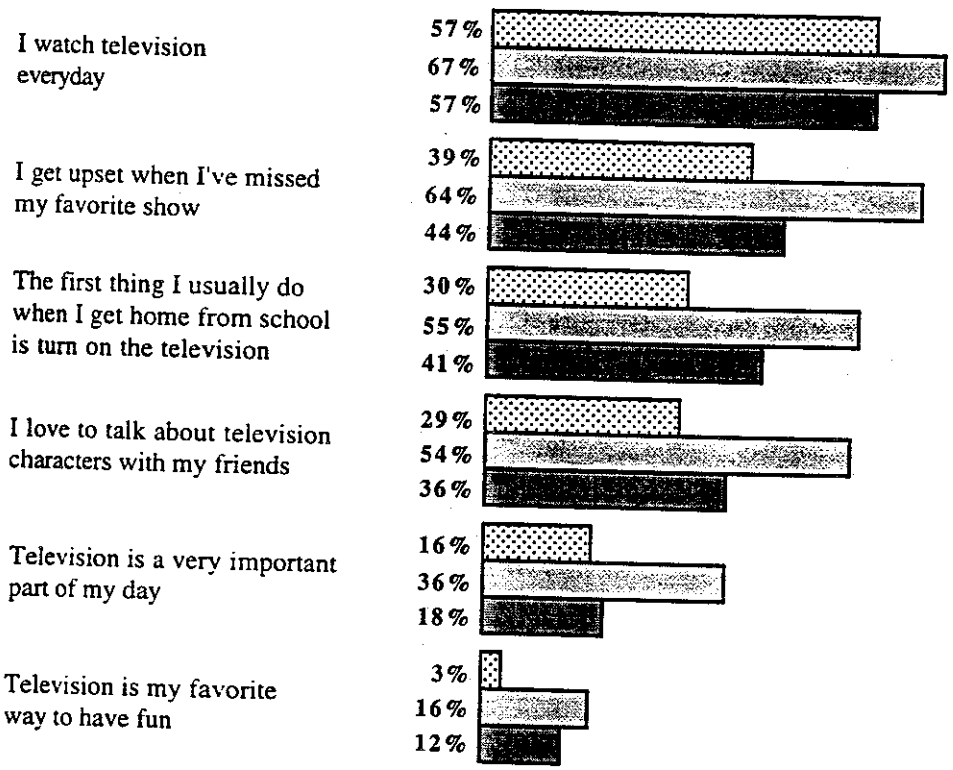
Q.A7

Figure 1.1c

The Importance of Television Among Girls and Young Women: By Race and Ethnicity

Q: Please tell us for each statement whether that statement describes you most of the time or not.

% saying "Yes, describes me"



Females:	Base:	High (Yes to 4 or More of 6)	Medium (Yes to 2 or 3 of 6)	Low (Yes to 0 or 1 of 6)
White (Grades 3-12)	(768)	13%	39%	48%
Afr. American (Grades 3-12)	(160)	37%	41%	22%
Hispanic (Grades 3-12)	(151)	18%	46%	35%

Ref.: B.2 / T.19

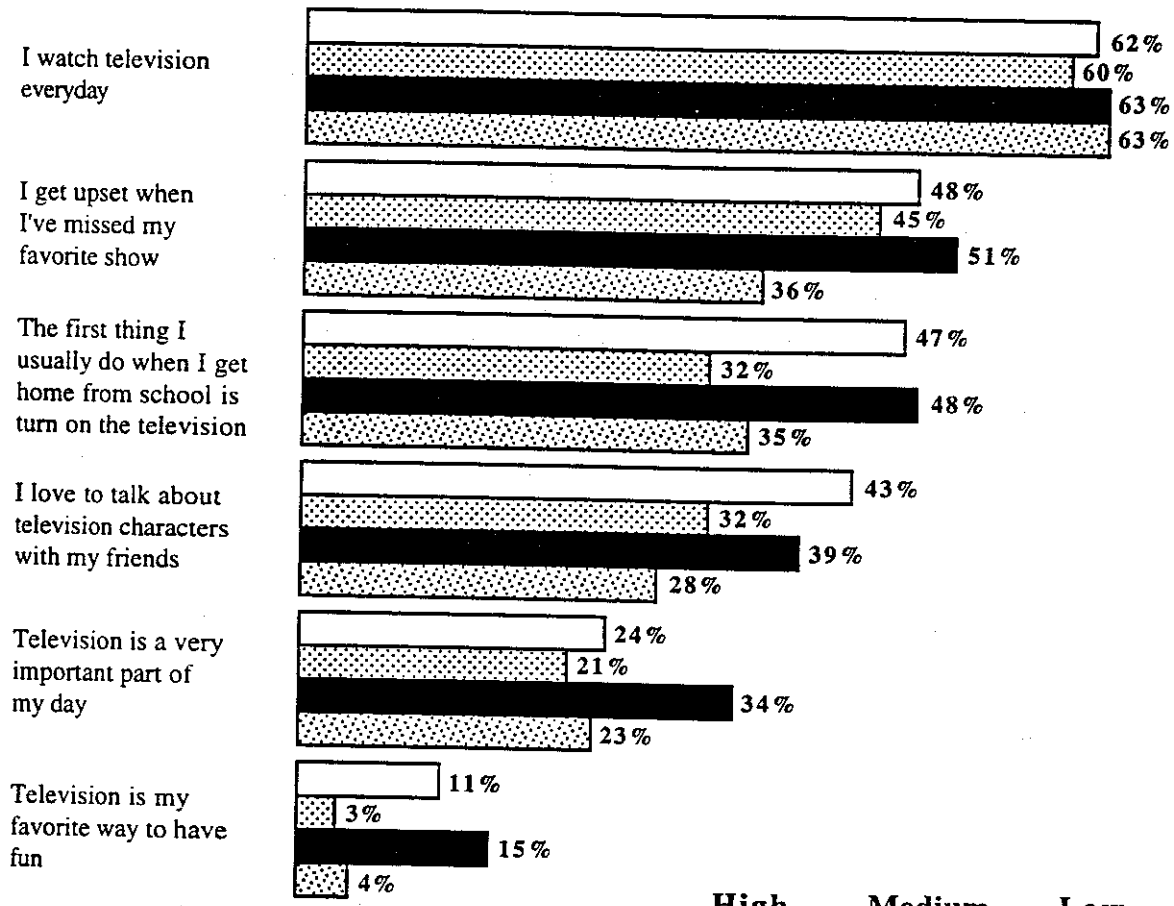
Q.A7

Figure 1.1d

The Importance of Television Among Children: By Socioeconomic Status

Q: Please tell us for each statement whether that statement describes you most of the time or not.

% saying "Yes, describes me"



	Base:		High (Yes to 4 or More of 6)	Medium (Yes to 2 or 3 of 6)	Low (Yes to 0 or 1 of 6)
Females: (Grades 3-12)					
Qualify for free lunch	(235)	□	26%	41%	33%
Do not qualify for free lunch	(680)	▒	17%	40%	44%
Males: (Grades 3-12)					
Qualify for free lunch	(272)	■	30%	35%	34%
Do not qualify for free lunch	(621)	▒	17%	37%	46%

Ref.: B.3 / T.19

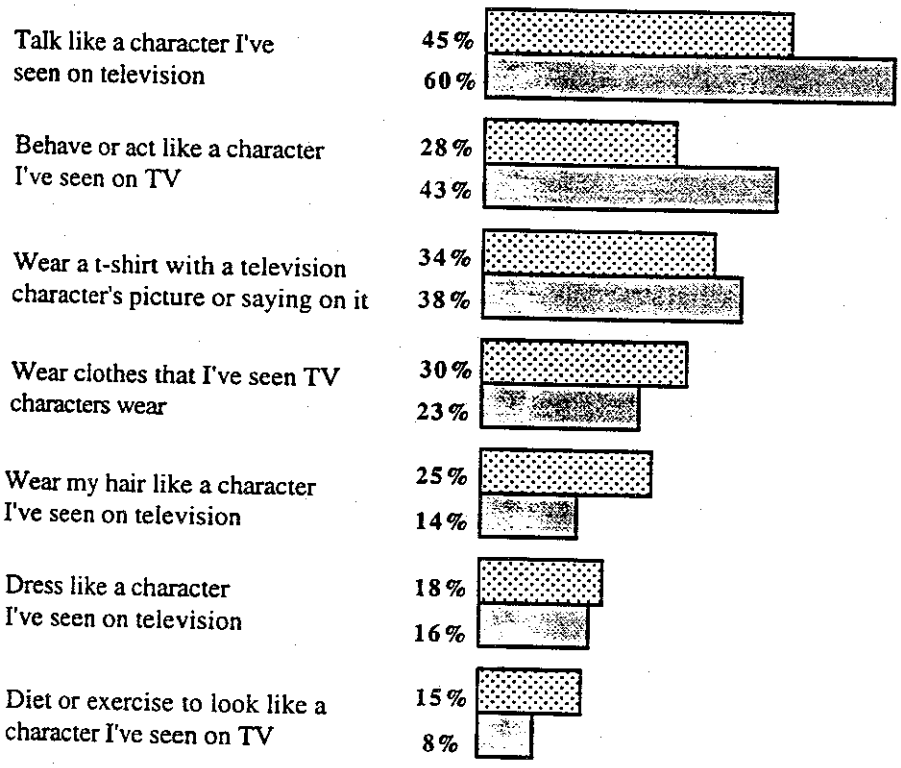
Q.C6

Figure 1.2a

The Imitation of Television Among Children

Q: Do you ever do the following?

% saying "Yes"



Total:	Base:		High (Yes to 4 or More of 7)	Medium (Yes to 2 or 3 of 7)	Low (Yes to 0 or 1 of 7)
Females (Grades 3-12)	(1075)		18%	34%	47%
Males (Grades 3-12)	(1017)		20%	35%	45%

Ref.: B.1 / T.47

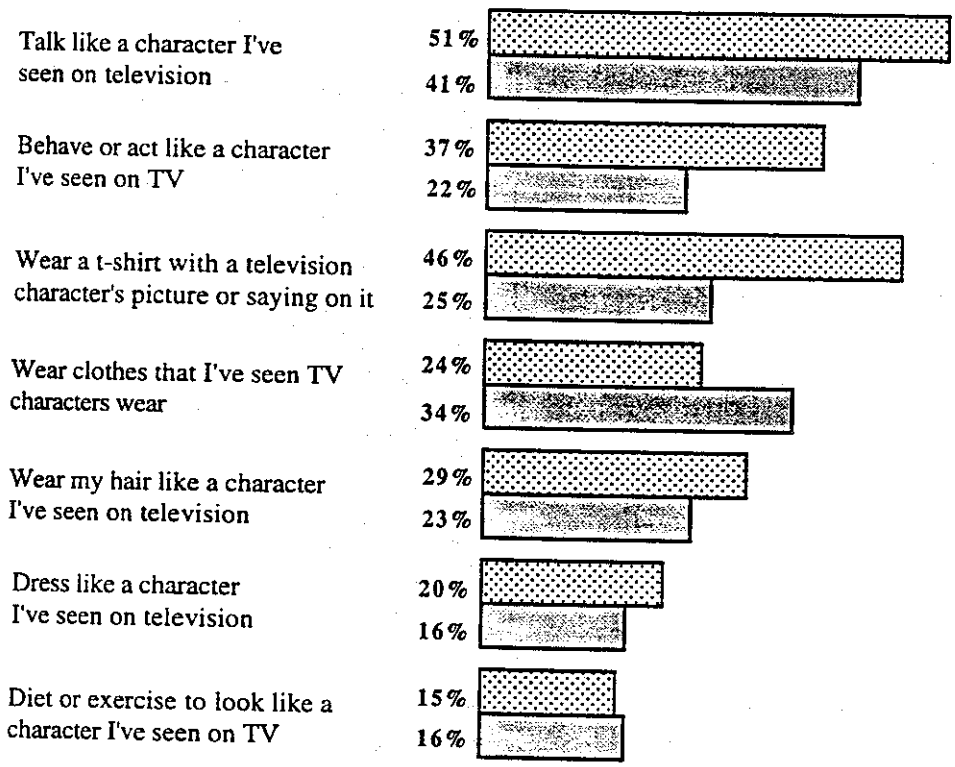
Q.C6

Figure 1.2b

The Imitation of Television Among Girls and Young Women

Q: Do you ever do the following?

% saying "Yes"



Females:	Base:	High (Yes to 4 or More of 7)	Medium (Yes to 2 or 3 of 7)	Low (Yes to 0 or 1 of 7)
Girls (Grades 3-6)	(459)	22%	37%	41%
Young Women (Grades 7-12)	(616)	16%	33%	51%

Ref.: B.1 / T.47

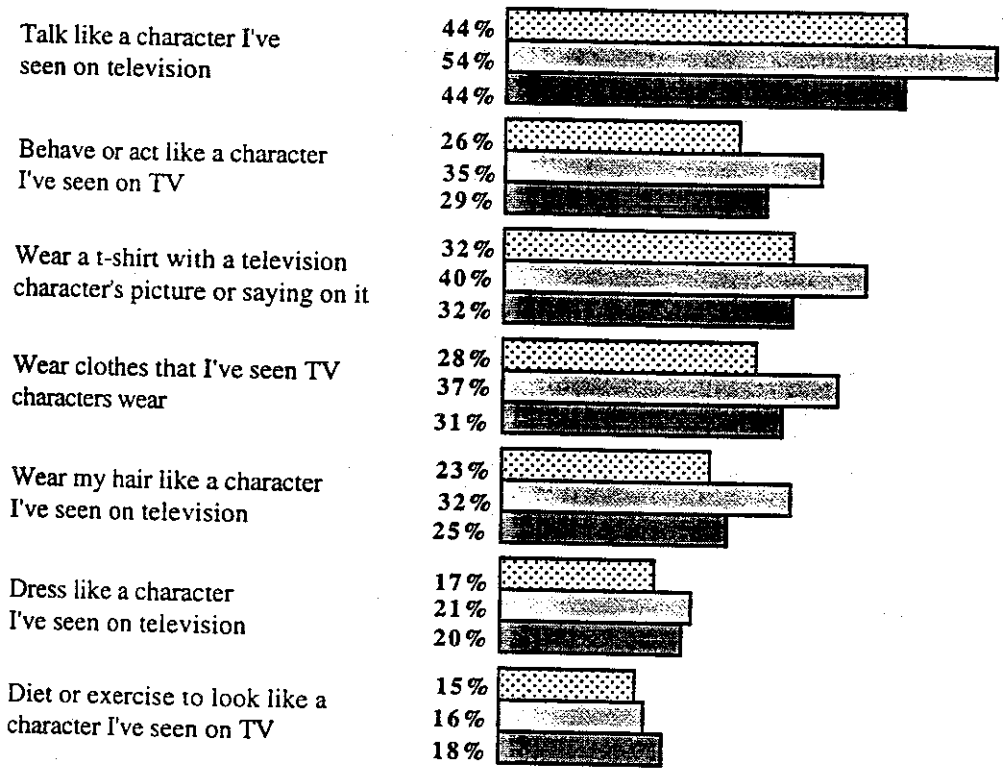
Q.C6

Figure 1.2c

The Imitation of Television Among Girls and Young Women: By Race

Q: Do you ever do the following?

% saying "Yes"



Females:	Base:	High (Yes to 4 or More of 7)	Medium (Yes to 2 or 3 of 7)	Low (Yes to 0 or 1 of 7)
White (Grades 3-12)	(768)	17%	34%	49%
Afr. American (Grades 3-12)	(160)	25%	35%	40%
Hispanic (Grades 3-12)	(151)	21%	30%	49%

Ref.: B.1,2 / T.47

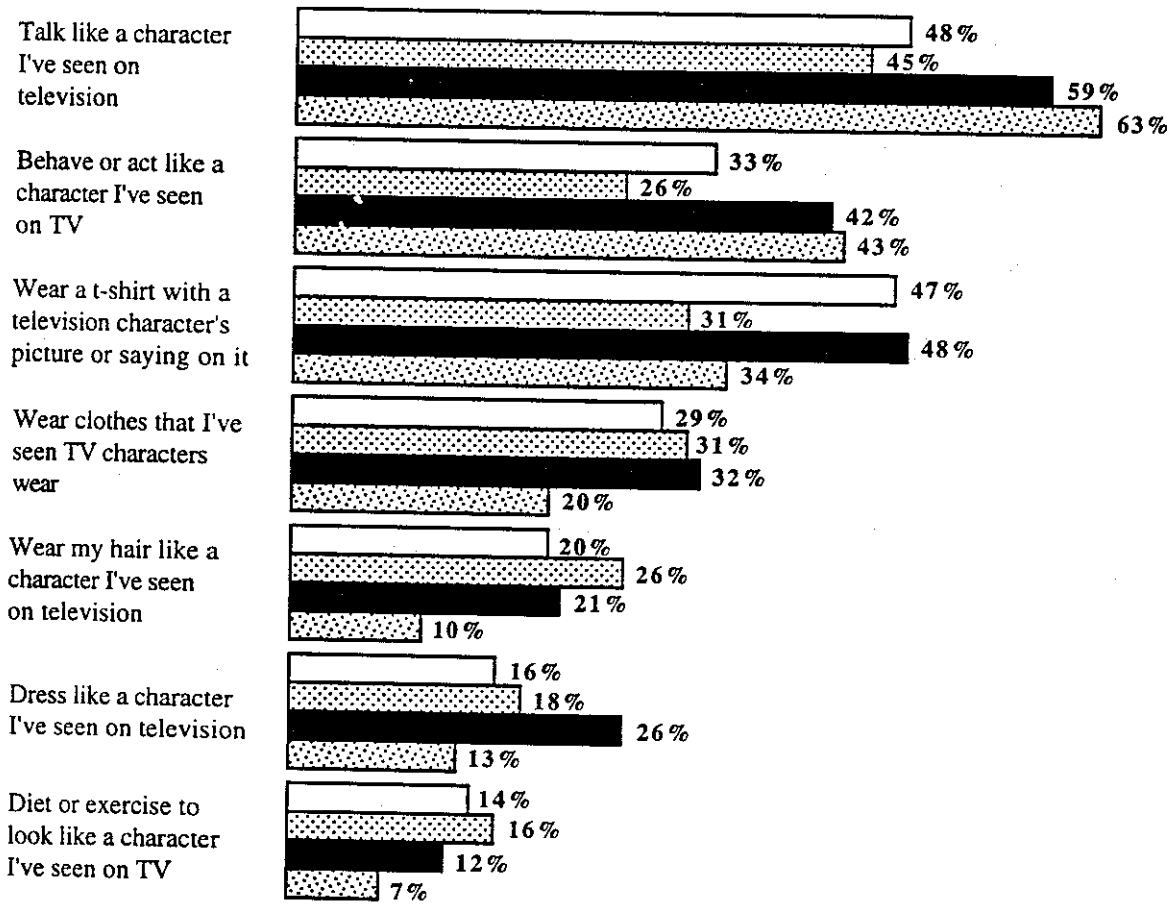
Q.C6

Figure 1.2d

The Imitation of Television Among Children: By Socioeconomic Status

Q: Do you ever do the following?

% saying "Yes"



	Base:		High (Yes to 4 or More of 6)	Medium (Yes to 2 or 3 of 6)	Low (Yes to 0 or 1 of 6)
Females: (Grades 3-12)					
Qualify for free lunch	(235)	□	18%	40%	42%
Do not qualify for free lunch	(680)	▒	19%	33%	48%
Males: (Grades 3-12)					
Qualify for free lunch	(272)	■	31%	23%	46%
Do not qualify for free lunch	(621)	▒	16%	40%	44%

Ref.: B.3 / T.47

Q.H1

Table 1.3a

The Opinions of Children about Television:
(% saying "Yes")

Q.: For each of the following questions, please answer YES if you agree, and NO if you don't agree.

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Do most kids watch too much television?	61	68	54
Is too much television bad for children?	50	56	45
Is there too much sex on television?	33	45	22
Are most video games too violent?	28	40	15
Is television too violent?	28	37	19

Ref.: B.1/T.93-T.97

Q.H1

Table 1.3b

The Opinions of Girls and Young Women about Television: By Grade and Race/Ethnicity

(% saying "Yes")

Q.: For each of the following questions, please answer YES if you agree, and NO if you don't agree.

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075)	(459)	(616)	(768)	(160)	(151)
	%	%	%	%	%	%
Do most kids watch too much television?	68	61	73	71	54	66
Is too much television bad for children?	56	56	57	62	41	47
Is there too much sex on television?	45	49	42	46	42	41
Are most video games too violent?	40	39	42	42	31	49
Is television too violent?	37	36	37	40	28	29

Ref.: B.1,2/T.93-T.97

Q.D4a

Table 1.4a

Percentage of Children Who Have Watched Something on Television That Has Upset Them or Made Them Angry: By Sex and Grade

Q.: Have you ever watched something on television that upset you or made you angry--yes or no?

	Total	Females		Males	
Grade:	3-12	3-6	7-12	3-6	7-12
Base:	(2092) %	(459) %	(616) %	(491) %	(525) %
Yes, have	49	39	65	36	49
No, have not	36	43	19	47	39
Not sure	15	18	16	17	12

Ref.: B.1/T.65

Q.D4a

Table 1.4b

Percentage of Girls and Young Women Who Have Watched Something on Television That Has Upset Them or Made Them Angry: By Race and Ethnicity

Q.: Have you ever watched something on television that upset you or made you angry – Yes or No?

	Total Females	Girls and Young Women		
		White	Afr.Am.	Hispanic
Grade:	3-12	3-12	3-12	3-12
Base:	(1075) %	(768) %	(160) %	(151) %
Yes, have	54	53	63	50
No, have not	29	30	24	31
Not Sure	16	17	13	19

Ref.: B.1,2/T.65

Q.D6a **Table 1.5a**

Top Concerns Affecting Children Today
(% who listed concern as their main concern)

Q.: What would you say is the most important concern that affects you and other kids your age?

	Total	Females	Males
Grade:	**3-12**	**3-12**	**3-12**
Base:	(2092)	(1075)	(1017)
	%	%	%
Drugs	25	28	23
Violence, crime	16	17	15
Sex/teen pregnancies/STDs	10	14	5
Peer pressure	5	6	4
Drinking	4	7	3
Doing well in school/graduating	4	4	5
Gangs	4	3	5
AIDS	4	4	3

Ref.: B.1/T.68

Q.D6b **Table 1.5b**

Whether Television Adequately Addresses the Concerns of Children

Q.: Would you like to see television programs address this concern more often, or do you think television is doing a good job now?

Base: Answered Q.D6a

	Total	Females		Males	
Grade:	**3-12**	**3-6**	**7-12**	**3-6**	**7-12**
Base:	(1728)	(381)	(546)	(385)	(416)
	%	%	%	%	%
TV needs to address concerns more often	42	36	54	34	38
TV is doing a good job now	35	35	27	45	37
Not sure	23	29	19	21	26

Ref.: B.1/T.69

Q.D5

Table 1.6a

How Often Child's World is Portrayed on Television?

Q.: Think about your world -- your family, your friends, the people in your neighborhood, and the kinds of things you like to do and the problems that you face. How often is your world portrayed on television?

	Total	Females		Males	
Grade:	3-12	3-6	7-12	3-6	7-12
Base:	(2092)	(459)	(616)	(491)	(525)
	%	%	%	%	%
A lot/Sometimes	49	41	54	47	50
A lot	14	12	16	18	12
Sometimes	34	29	38	29	38
Hardly ever/Never	39	39	39	38	39
Hardly ever	26	26	30	20	26
Never	13	13	9	18	13
Not Sure	13	21	7	16	11

Ref.: B.1/T.67

Q.D5

Table 1.6b

How Often Child's World is Portrayed on Television?: By Race and Ethnicity for Females

Q.: Think about your world -- your family, your friends, the people in your neighborhood, and the kinds of things you like to do and the problems that you face. How often is your world portrayed on television?

	Total Females	Girls and Young Women		
		White	Afr. Am.	Hispanic
Grade:	3-12	3-12	3-12	3-12
Base:	(1075)	(768)	(160)	(151)
	%	%	%	%
A lot/Sometimes	49	47	56	50
A lot	14	13	23	16
Sometimes	34	35	33	34
Hardly ever/Never	39	41	32	34
Hardly ever	26	31	26	21
Never	13	11	6	13
Not Sure	13	11	12	17

Ref.: B.1,2/T.47

2 TV Favorites: What are Children Watching?

Favorite TV Shows

Children watch an average of 21 hours of television each week. What are they watching? When asked to name their three favorite television shows, 17% of children mention *Full House*, followed closely by *Fresh Prince* at 16%, and *Home Improvement* at 15%.

It is more revealing, however, to look at the differences in programming choices when examined by other factors. For example, 47% of African Americans mention *Martin* as one of their favorite three programs (African American females, 53%; African American males, 40%). And one out of four (24%) African Americans in grades 3 through 12, mention *Fresh Prince* as one of their top three favorites.

Girls in grades 3 through 6 are particularly fond of *Full House* (42% mention it as one of their top three favorites).

Finally, *The Simpsons* appears to be particularly popular among Hispanic males in grades 3 through 12 with 21% saying it is one of their top three favorite shows[1] (Table 2.1).

Favorite Channel

Given a list of 28 options from which to choose their favorite channel, one in five children (20%) selected Fox. Viewership is particularly high among African American (25%) and Hispanic (24%) children in grades 3 through 12 .

MTV, selected as the favorite by 13% of females and 12% of males in grades 3 through 12, is slightly more popular among kids in grades 7 through 12 (15%).

Note:

1. See Tables C-1 and C-2 (Appendix C) for an expanded list of the TV shows mentioned as favorites.

ABC also warrants mentioning with 10% of females and 7% of males selecting it as their favorite channel. Nickelodeon follows at 6% overall (7% female, 6% male) with a higher viewership among girls in grades 3 through 6 (14%).

Although ESPN is chosen as the favorite by only 1% of females, it is the favorite for 10% of males with White males in grades 3 through 12 being among the biggest fans (12% select it as their favorite channel) (Table 2.2).

Observation: *Fifteen percent of females (23% among those in grades 10 through 12), but only 5 % of males, could not identify a favorite channel. Such a finding may indicate that girls are less satisfied than males with current programming.*

Favorite Type of Program

Comedies are a universal favorite among children in grades 7 through 12, chosen by one in five (20%) as their favorite type of program. Overall, 12% of kids in grades 7 through 12 select sports programs, though this figure is much higher among males (22%) and much lower among females (3%).

Action adventure and comedy/variety are each mentioned by one out of ten kids (10%) in grades 7 through 12. Action adventure is more popular among young men than it is among young women (15% v. 6%), while comedy/variety is more popular among young women (12% v. 8% for males). Music programs are the favorite for 7% of kids in grades 7 through 12 (9% among young women and 5% of young men) (Table 2.3).

Favorite TV Shows That Have Been Canceled

Nearly six in ten (58%) children say that a television show they have liked has been canceled or taken off the air. Females, especially those in grades 7 through 12, are more likely than males to say this has been the case (61% v. 55% for males; 68% among females

in grades 7-12). African American girls in grades 3 through 12 are especially likely to say that a show they've liked has been canceled (77%) (Tables 2.4a and 2.4b).

When asked which TV show it was that was canceled or taken off the air, 10% of the children mention *My So Called Life*, 4% name *The Cosby Show,* and 3% say *In Living Color*. Racial and grade level comparisons, however, reveal interesting differences.

My So Called Life,which is named by 17% of girls in grades 3 through 12, jumps to 23% among females in grades 7 through 12, while *The Cosby Show* and *South Central* register mentions by 14% and 13% of African American children in grades 3 through 12.

Observation: *Children appear to have definite tastes in television programming and they seem to notice not only what's on TV but what's been taken off, and they appear to have distinct preferences in many aspects of television viewing. Far from being passive viewers of television, they seem to have very strong opinions and make very definite choices in terms of the channels watched and the content of their viewing.*

Q.B1a

Table 2.1

Favorite Shows Among Children[1]
(Mentioned as 1 of the Top 3 Favorites)

Q.: What are your three favorite television shows? Write the name of your favorite show in the space beside #1, your second favorite beside #2, and your third favorite show in the space beside #3. MAKE SURE YOU WRITE DOWN TV SHOWS, NOT MOVIES.

Grade:	Total 3-12	Females 3-12	Males 3-12	Particularly High Among:
Base:	(2092) %	(1075) %	(1017) %	(Varies) %
Full House	17	24	10	Girls (3-6) / 42%
Fresh Prince	16	15	17	Afr.Am.(3-12) / 24%
Home Improvement	15	14	16	White (3-12) / 20%
The Simpsons	11	6	15	Hisp.Males (3-12)/ 21%
Martin	10	11	9	Afr.Am.(3-12) 47% Females 53% Males 40%

Note:
1. See Table D-2 (Appendix D) for an expanded list of the TV shows mentioned as favorites.

Ref.: B.1,2/T.22

Q.B5

Table 2.2

Favorite Channels Among Children
(% who selected channel as favorite)

Q.: What is your favorite channel? Read through the list and circle the number beside the name of your favorite channel. If you have a favorite and it's not on this list, please write it in below next to "Other".

	Total	Females	Males	Particularly High Among:
Grade:	3-12	3-12	3-12	
Base:	(2092) %	(1075) %	(1017) %	(Varies) %
Fox	20	17	22	Afr.Am.(3-12) / 25% Hisp. (3-12) / 24%
MTV	12	13	12	7-12 / 15%
ABC	8	10	7	-
Nickelodeon	6	7	6	Girls (3-6) / 14%
ESPN	6	1	10	White males (3-12) / 12%
I don't have a favorite channel	10	15	5	Females (10-12) / 23%

Ref.: B.1,2/T.33

Q.B6

Table 2.3

Favorite Types of TV Programs Among Young Women and Young Men
(% who selected type of program as favorite)

Q.: What is your favorite type of television program to watch? Circle the number under FAVORITE that matches your favorite type of program. Make sure you read through the list before you make your choice.

	Total	Young Women	Young Men
Grade:	7-12	7-12	7-12
Base:	(1142) %	(616) %	(525) %
Comedies	20	21	19
Sports	12	3	22
Action Adventure	10	6	15
Comedy/Variety	10	12	8
Music Programs	7	9	5

Ref.: B.1/T.34

Q.B2a

Table 2.4a

Percentage of Children Who Say that A TV Show They've Liked Has Been Canceled

Q.: Has a television show that you liked ever been canceled or taken off the air – Yes or No?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Yes	58	61	55
No	26	23	29
Not Sure	16	16	16

Ref.: B.1/T.29

Q.B2a

Table 2.4b

Percentage of Girls and Young Women Who Say that A TV Show They've Liked Has Been Canceled: By Grade and Race

Q.: Has a television show that you liked ever been canceled or taken off the air – Yes or No?

				Girls/Young Women		
Grade:	Total Females 3-12	Girls 3-6	Young Women 7-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(1075) %	(459) %	(616) %	(768) %	(160) %	(151) %
Yes	61	51	68	58	77	52
No	23	30	19	25	12	30
Not Sure	16	20	14	17	11	18

Ref.: B.1,2/T.29

3 TV and the Family

Who Decides What To Watch?

Children in grades 3 through 12 were asked: "When you watch TV with your parents, who decides what to watch?" One in four kids (26%) say these decisions are made by their parents, and 33% say they make these decisions with their parents. Only 13% say that they make that decision themselves.

A recent Harris poll[1] paints a slightly different picture, however, of who makes these decisions. The majority (63%) of parents with children in grades 3 through 12 say they or their spouse make the decision as to what to watch on TV when they are watching with their kids. Far fewer say that kids make the decision (17%) or that the decision is made together with the kids (15%).

And compared to the 17% of kids who say that they don't watch TV with their parents, only 1% of parents said they don't watch TV with their kids (Figure 3.1).

When watching with their siblings 31% of children say "they" decide what to watch, 21% state they decide with "their sisters or brothers," and 14% state that "an older sibling" makes the choice (Figure 3.2a). An interesting difference emerges, however, when looked at by sex.

Twenty-seven percent of girls (grades 3-12) indicate "they" make the decision as to what show to watch when they watch TV with their siblings. Among boys, however, this figure is 38% (Figure 3.2b).

Observation: *In light of the sex differences in preferences for television shows, channels, and types of programs, it becomes extremely noteworthy that boys say they play a bigger role in deciding what to watch.*

Note:

1. Harris Poll #951402, conducted by Louis Harris and Associates, Inc. (Total number of parents = 260), April, 1995.

Rules About Watching Television

More than seven out of ten children (71%) in grades 3 through 12 have at least one rule in their household regarding TV watching. Not surprisingly, however, children in grades 3 through 6 are more likely than kids in grades 7 through 12 to say certain rules are "usually true" in their homes.

The most frequently endorsed rule for both grade levels is "No television while doing homework." Among children in grades 3 through 6, 61% say this is usually true in their homes with 36% among grades 7 through 12 agreeing that they have this rule in their households.

The rules "no television if you've done something bad or if you're being punished" and "no television until homework is finished" are true for 54% and 56%, respectively, of children in grades 3 through 6, and 32% and 30% for children in grades 7 through 12.

Nearly four in ten children in grades 3 through 6 say that there is "no television during meals" (37%) and "no television after a certain time" (38%) in their homes. The comparable figures for kids in grades 7 through 12 are 22% and 18%.

Far fewer children say that the rules "no television on school nights," "no television on Sundays," and "no television on Saturdays" are true in their homes (11%, 11%, 9%, respectively, for kids in grades 3-6; 3%, 2%, 2% for kids in grades 7-12) (Figure 3.3).

Overall, most children appear to be comfortable with the parameters surrounding television viewing set by their parents, with nearly half the kids (47%) saying they agree with the rules their parents have about watching television. This is felt equally by females (47%) and males (48%) (Table 3.1).

Talking to Parents About TV

Nearly half (49%) of all children in grades 3 through 12 say they "hardly ever" (35%) or "never" (14%) talk to their parents about what they've seen on television.

Although differences are only marginal for females, for both sexes the frequency of talking to parents about TV decreases with age. Forty-five percent of girls in grades 3 through 6 say they "hardly ever" or "never" talk to their parents about what they've seen on TV compared to 49% among girls in grades 7 through 12. For males, however, the jump is from 47% to 54% who say they "hardly ever" or "never" talk to their parents about TV (Table 3.2).

To get the parents' perspective on this issue, parents with children in grades 3 through 12 were asked how often they talk to their children about what the children have seen on television.[1] Compared to the 9% of kids who say they talk to their parents "a lot," 42% of parents say they talk to their kids "a lot." Only 19% say they "hardly ever" or "never" talk to their kids (compared to 49% of kids who say this).

Observation: *There are at least two possible explanations for the significant difference in response to the question of how often parents and kids talk to one another about TV. There may be a difference in the perception of how often such conversations or discussions take place, or it may reflect a social desirability bias on the part of the parents.*

Note:

1. Harris Poll #951402, conducted by Louis Harris and Associates, Inc. (Total number of parents = 260), April, 1995.

Q.C1/B2*

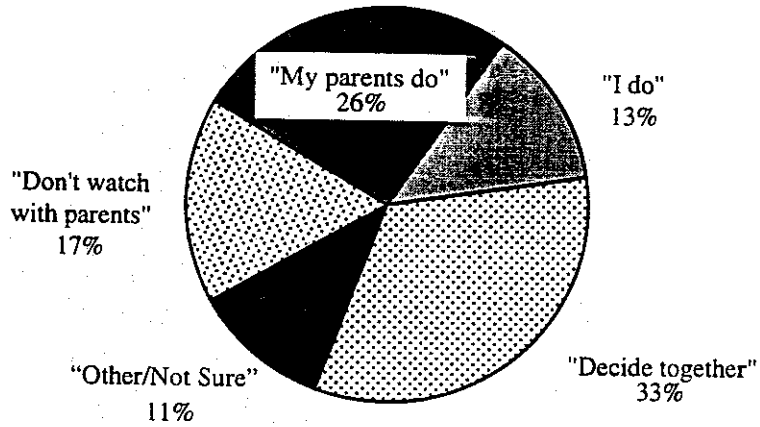
Figure 3.1

Who Decides What to Watch on TV - Children or Their Parents?

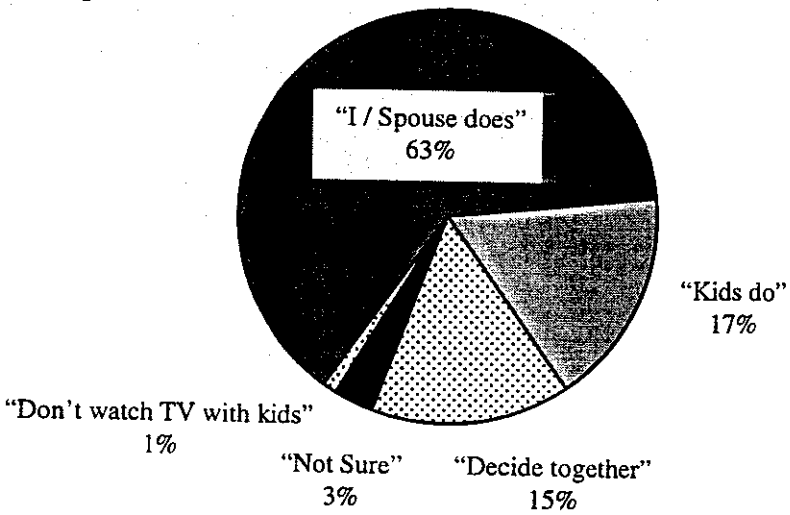
Q.: When you watch television with your parents, who usually gets to decide what show you're going to watch?

Q.: When you watch television with your children, who usually gets to decide what show you're going to watch?

According to children:



According to parents:



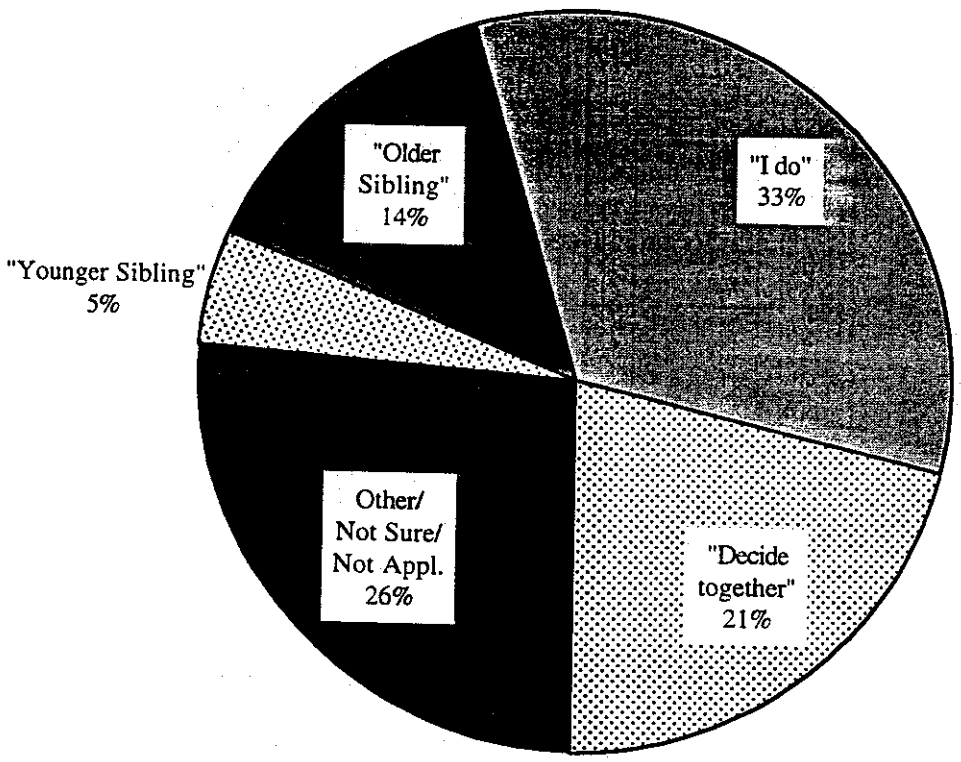
*Harris Poll, April, 1995
Ref.: B.1 / T.35

Q.C2

Figure 3.2a

Who Decides What to Watch on TV - Children or Their Siblings?

Q.: When you watch TV with your brothers and sisters, who usually gets to decide what show you're going to watch?



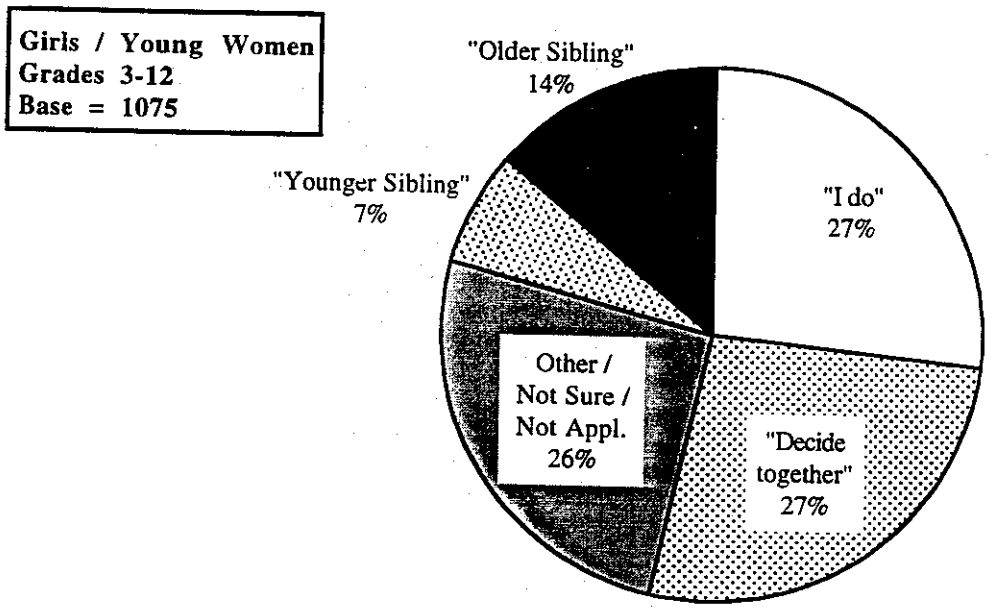
Ref.: B.1 / T.36

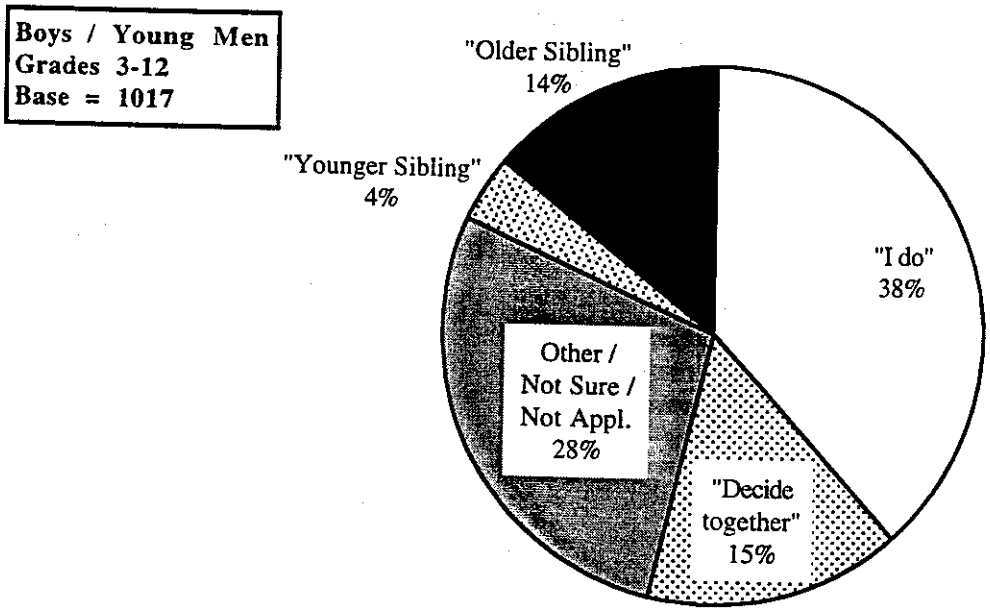
Q.C2

Figure 3.2b

Who Decides What to Watch on TV - Children or Their Siblings?: By Sex

Q.: When you watch TV with your brothers and sisters, who usually gets to decides what show you're going to watch?





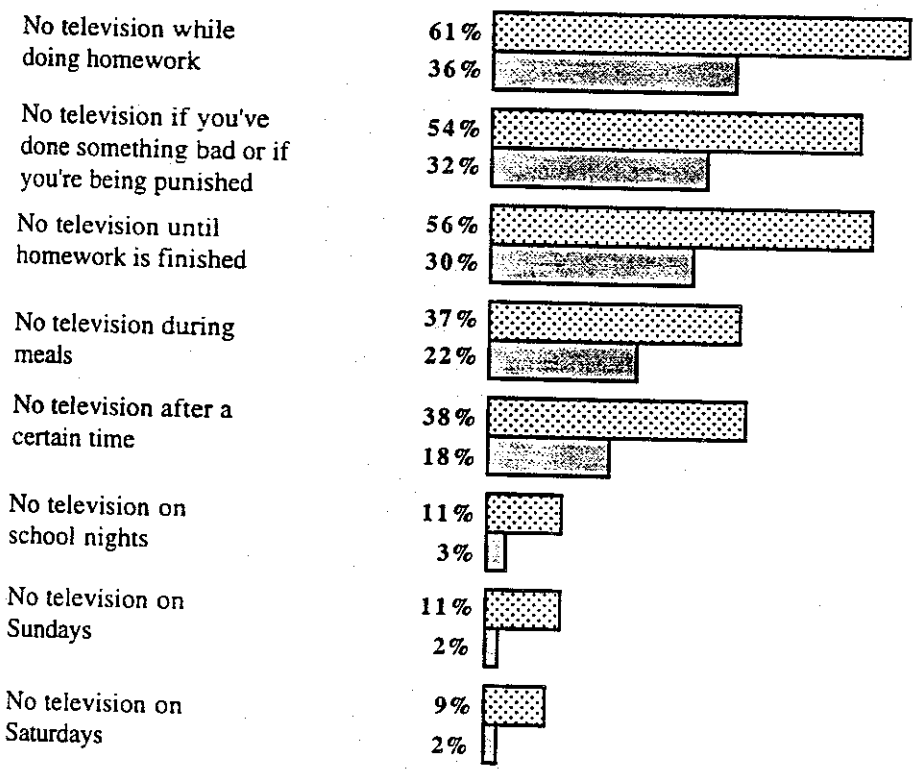
Ref.: B.1 / T.36

Q.C7b

Figure 3.3
Household Rules About Watching Television

Q.: Please say for each of the following, whether it is usually true at your home or not.

% saying usually true in their home



Total	Base:		High (Yes to 4 or More of 7)	Medium (Yes to 2 or 3 of 7)	Low (Yes to 0 or 1 of 7)
Grades 3-6	(950)		36%	36%	28%
Grades 7-12	(1142)		13%	29%	59%

Ref.: B.1 / T.58

Q.C8

Table 3.1

Agreement with Parents' Rules About TV

Q.: Do you agree with the rules your parents have about watching television -- Yes or No? (CIRCLE ONE NUMBER ONLY)

	Total	Females	Males
Grade:	3-12	3-12	3-12
Base:	(2092) %	(1075) %	(1017) %
Yes, agree	47	47	48
No, do not agree	13	11	15
Parents don't have rules	31	33	29
Not Sure	8	9	9

Ref.: B.1/T.60

Q.C5

Table 3.2

How Often Children Talk to their Parents About Television

Q.: How often do you talk to your parents about what you've seen on television?

	Total	Females		Males	
	3-12	3-6	7-12	3-6	7-12
Base:	(2092) %	(459) %	(616) %	(491) %	(525) %
A lot/Sometimes	47	48	51	49	43
A lot	9	11	7	13	6
Sometimes	39	36	44	36	37
Hardly ever/Never	49	45	49	47	54
Hardly ever	35	31	35	29	41
Never	14	14	14	18	13
Not Sure	4	7	1	4	4

Ref.: B.1/T.39

4 Kids Critique TV

The majority of children in grades 3 through 12 want diversity and variety on television. Nearly eight out of ten kids (78%) want to see television shows that have both men and women (or boys and girls) in them and 74% want to watch programs that have characters from a variety of races and ethnic backgrounds (Figure 4.1).

Notably, nearly one in five males (18%) would like to watch television shows containing just females (Figure 4.2), and 15% of African Americans would rather watch a TV show that had characters from the same race and ethnic background (Figure 4.3).

Programs About Females and Males

Females are significantly more likely than males to voice dissatisfaction with respect to whether television currently has "too few," "too many," or "the right amount" of programs about characters of their sex and their age. Between 43% and 55% of girls and young women say there are "too few" programs about females their age and "too few" programs about girls having adventures and women in challenging careers, compared to 31% to 44% of males who say this about programs about males. In fact, one out of four males (24%) in grades 7 through 12 say there are "too many" programs about males (Table 4.1a and Table 4.1b).

Programs About Different Racial and Ethnic Groups

Although 47% of Whites feel that TV has "just the right amount" of programs about White Americans, similar proportions of African Americans and Hispanics disagree (52% and 49%, respectively, say there are "too many"). Moreover, 50% of African Americans and 54% of Hispanics feel that TV does not have enough shows about their race and ethnic groups. And while the majority of Whites (44%) agree that TV does not have enough shows about Hispanics, when it comes to shows about African Americans, Whites are just as inclined to say that there are "too few" (35%) as they are to say that TV has "just the right amount" (35%).

Finally, majorities of Whites, African Americans, and Hispanics agree television has "too few" programs about Asian Americans and American Indians, though between 20% and 29% are "not sure" (Table 4.2).

Television Shows About Children with Disabilities

It is of interest to note that females are far more likely than are males to say television does not contain enough programs about children with disabilities (58% v. 39%). The gap between the sexes is especially notable among kids in grades 7 through 12. Close to two thirds of young women (66%) feel there are "too few" programs about children with disabilities compared to only 38% of young men who feel this way (Table 4.3).

Observation: *Unlike their responses to the other types of shows, children are more likely to answer "not sure" about whether TV currently has "too few," "too many," or "just the right amount" of TV programs about Asian Americans, American Indians, and children with disabilities (between 20% and 29% said "not sure").*

Cartoons

In contrast to the opinions about the frequency of other types of programs, nearly half the children surveyed (46%) think there are "too many" cartoons on TV now. Young women are especially likely to feel this way (52% of females in grades 7-12 think there are "too many" cartoons on TV) (Table 4.4).

Educational, Realistic, and News Programs

Although majorities of both females and males say there are "too few" news programs for people their age (57% females, 50% males) and "too few" realistic programs (48% females, 42% males), females are significantly more likely to do so. Moreover, four in ten (40%) females say there are "too few" educational programs, while males lean toward saying there are "too many" (33%) (Table 4.5a).

The feeling that television is not doing its job with respect to these types of programs is more likely to be voiced by older rather than younger females, and by White as opposed to African American or Hispanic females. More African American females, however, say that there are "too few" educational programs (46% v. 40% among Hispanic females and 38% among White) (Table 4.5b).

Programs About Sex, Drugs, Violence and Other Pressures

Majorities of both sexes, but more females than males, say there are "too few" programs that help young people deal with the pressures surrounding sex (60% females, 55% males), suicide (60% females, 48% males), drugs (59% females, 49% males), AIDS (59% females, 48% males), divorce (52% females, 44% males), and violence (ranging from 57%-62% of females, 47%-51% of males for shows about violence in their neighborhoods, schools, and homes) (Tables 4.6a, 4.6b, 4.7a, 4.7b).

Females in general, and older (grades 7-12) and White females in particular, are more likely to say that TV isn't providing enough programs dealing with these important issues (Table 4.6b and Table 4.7b).

These findings are consistent with children's views about whether television is doing a good job of addressing the main concerns of kids their age. Recall that drugs, violence, and sex are mentioned as their top concerns and that a minimum of 34% of boys in grades 3 through 6 to a high of 54% of young women in grades 7 through 12 feel that TV needs to address these concerns more often (Table 1.6b).

The Relationship Between the Amount of TV Watched and Opinions about Television

In exploring whether females' TV-watching behavior reflects their views about television, girls and young women were segmented according to the average number of hours of TV watched each week (i.e., 25+ hours/week, 15-24 hours/week, and <15 hours/week).

WHERE ?

Across each of the five questions that delve into the controversial elements of TV, girls and young ~~women who~~ watch less TV are more likely to express opinions critical of what they see (Figure 4.8a).

In addition, girls and young women who watch less TV are more likely to say that TV "hardly ever" or "never" portrays their world ~~on TV, and~~ are more likely to say that there are "too few" realistic programs on television (Figure 4.8b).

Q.B3/B4

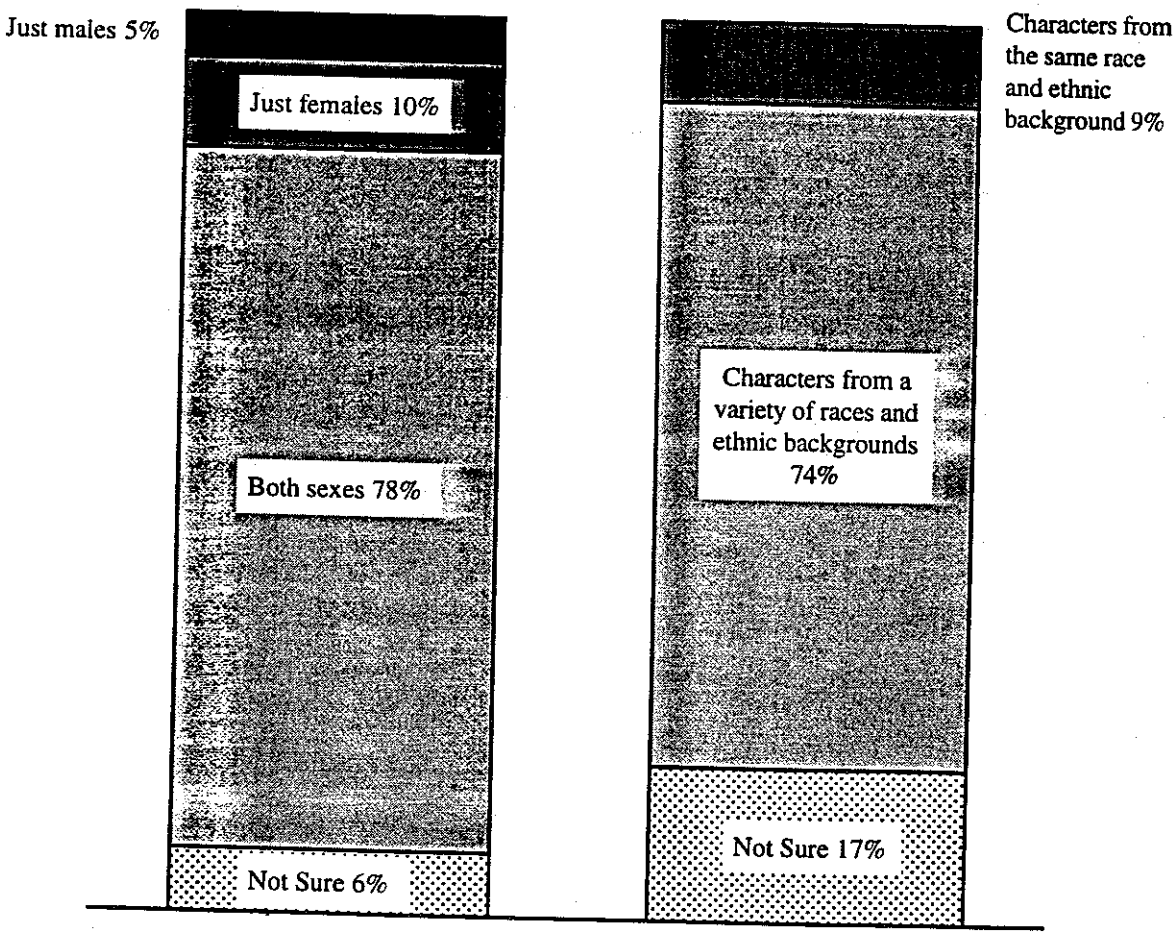
Figure 4.1

Children's Preferences for Shows with Diversity

Q:B3 What would you rather watch -- a television show that had just males in it, just females, or both males and females?

Q:B4 Would you rather watch a show where the characters are all of the same race and ethnic background, or a show where the characters are from a variety of races and ethnic backgrounds?

% Who would rather watch a TV show with...



Total Grades 3-12

Base = 2092

Total Grades 3-12

Base = 2092

Ref.: B.1 / T.31, T.32

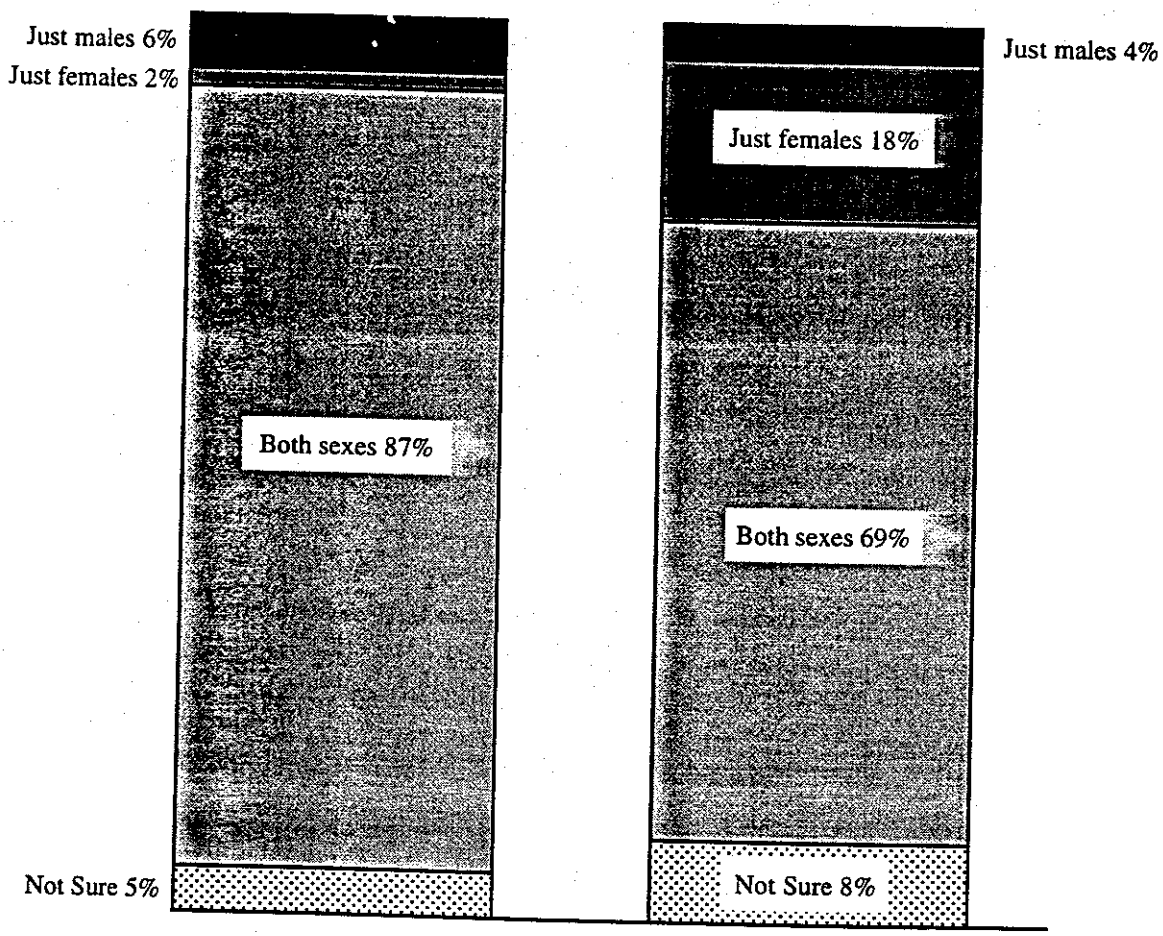
Q.B3

Figure 4.2

Children's Preferences for Shows that have Males, Females, or Both Sexes: By Sex

Q:B3 What would you rather watch -- a television show that had just males in it, just females, or both males and females?

% Who would rather watch a TV show with...



Total Females
Grades 3-12

Base = 1075

Total Males
Grades 3-12

Base = 1017

Ref.: B.1 / T.31

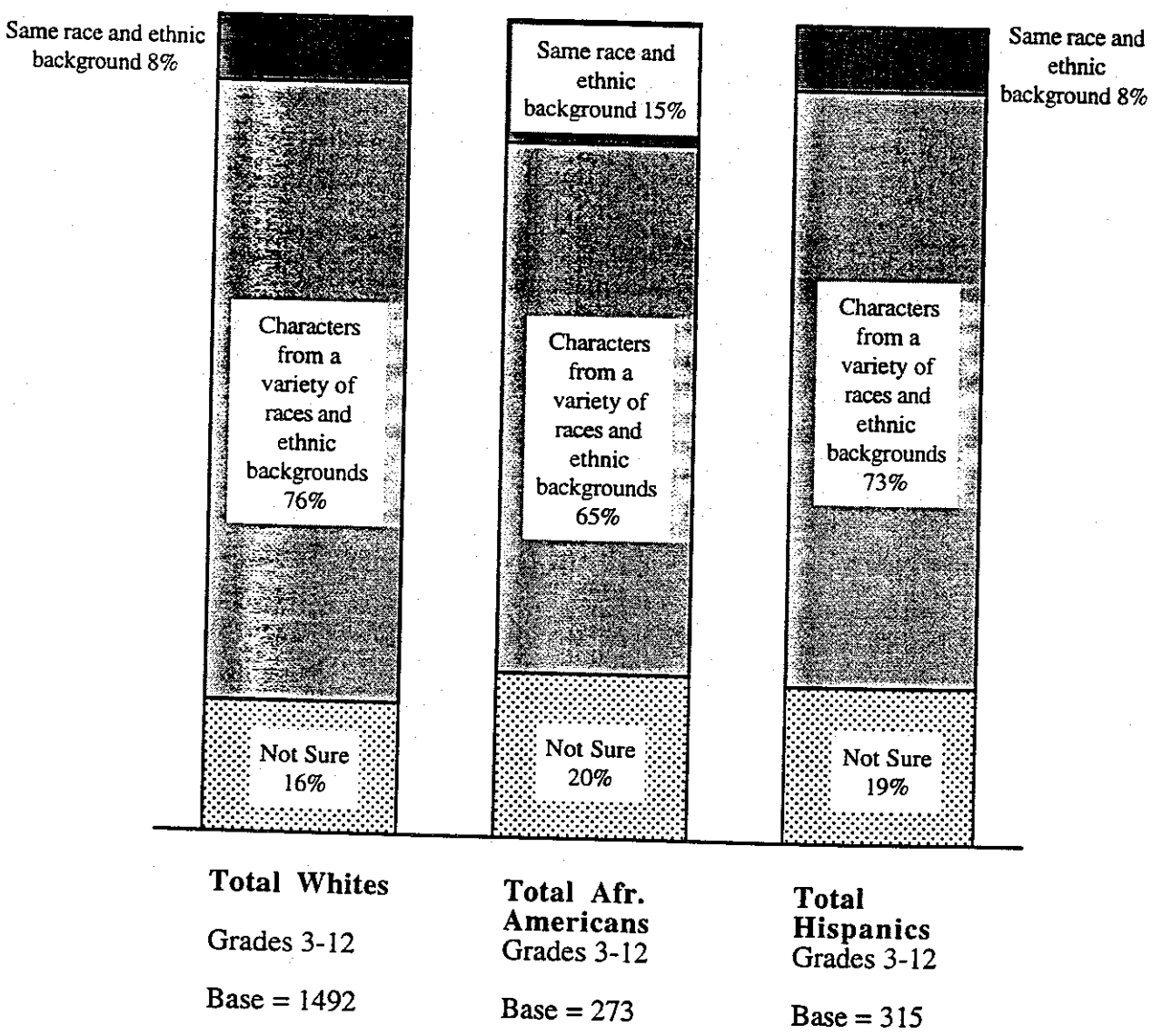
Q.B4

Figure 4.3

Children's Preferences for Shows that have Characters from the Same Race and Ethnicity or a Variety of Backgrounds: By Race and Ethnicity

Q:B4 Would you rather watch a show where the characters are all of the same race and ethnic background, or a show where the characters are from a variety of races and ethnic backgrounds?

% Who would rather watch a TV show with...



Ref.: B.2 / T.32

Q.H3/H4 Table 4.1a

Girls and Boys Critique TV: Programs About Boys and Girls

Q.H3: Thinking about most television shows that are on television now, do you think there are too many, too few, or just the right amount of each of the following groups?

Q.H4: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

	Programs About Girls Your Age?		Programs About Boys Your Age?	
Grade:	Girls 3-6	Boys 3-6	Girls 3-6	Boys 3-6
Base:	(459) %	(491) %	(459) %	(491) %
Too few	43	33	31	33
Just right	36	31	30	37
Too many	7	19	19	16
Not sure	13	17	21	15

	Programs About Girls Having Adventures?		Programs About Boys Having Adventures?	
Grade:	Girls 3-6	Boys 3-6	Girls 3-6	Boys 3-6
Base:	(459) %	(491) %	(459) %	(491) %
Too few	52	40	27	44
Just right	23	20	24	28
Too many	8	25	29	16
Not sure	16	16	20	12

Ref.: B.1/T.104, T.105, T.117, T.118

Q.H3/H4

Table 4.1b

Young Women and Young Men Critique TV: Programs About Young Women and Young Men

Q.H3: Thinking about most television shows that are on television now, do you think there are too many, too few, or just the right amount of each of the following groups?

Q.H4: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

	Programs About Females Your Age?		Programs About Males Your Age?	
Grade:	Young Women 7-12	Young Men 7-12	Young Women 7-12	Young Men 7-12
Base:	(616) %	(525) %	(616) %	(525) %
Too few	55	56	56	32
Just right	33	21	27	29
Too many	4	8	7	24
Not sure	8	14	10	16

	Programs About Women in Challenging Careers?		Programs About Men in Challenging Careers?	
Grade:	Young Women 7-12	Young Men 7-12	Young Women 7-12	Young Men 7-12
Base:	(616) %	(525) %	(616) %	(525) %
Too few	44	31	27	31
Just right	23	25	28	24
Too many	11	23	19	24
Not sure	22	21	26	21

Ref.: B.1/T.104, T.105, T.117, T.118

Q.H3

Table 4.2

Kids Critique TV: Programs About Different Racial and Ethnic Groups

Programs About White Americans?

Grade:	Total 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(2092) %	(1492) %	(273) %	(315) %
Too Few	13	14	11	13
Just Right	40	47	18	25
Too Many	34	28	52	49
Not Sure	13	11	19	14

Programs About African Americans?

Grade:	Total 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(2092) %	(1492) %	(273) %	(315) %
Too Few	38	35	50	38
Just Right	31	35	21	22
Too Many	16	16	12	20
Not Sure	16	15	16	19

Programs About Hispanic Americans?

Grade:	Total 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(2092) %	(1492) %	(273) %	(315) %
Too Few	45	44	44	54
Just Right	21	21	18	17
Too Many	11	12	9	11
Not Sure	24	23	29	18

Q.H3

Table 4.2 (con't)

Programs About Asian Americans?

Grade:	Total 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(2092) %	(1492) %	(273) %	(315) %
Too Few	46	46	46	49
Just Right	19	20	15	19
Too Many	10	10	10	11
Not Sure	24	24	29	22

Programs About American Indians?

Grade:	Total 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(2092) %	(1492) %	(273) %	(315) %
Too Few	52	52	49	52
Just Right	18	20	14	14
Too Many	8	8	8	11
Not Sure	22	20	29	23

Ref.: B.1,2/T.106-T.110

Q.H3

Table 4.3

Kids Critique TV: Programs About Children with Disabilities

Q.: Thinking about most television shows that are on television now, do you think there are too many, too few, or just the right amount of each of the following groups?

Grade:	Total 3-12	Females 3-6	Females 7-12	Males 3-6	Males 7-12
Base:	(2092) %	(459) %	(616) %	(491) %	(525) %
Too Few	48	45	66	40	38
Just Right	18	17	12	21	21
Too Many	11	9	5	14	18
Not Sure	23	22	16	18	22

Ref.: B.1/T.111

Q.H4

Table 4.4

Kids Critique TV: Cartoons

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

Grade:	Total 3-12	Females 3-6	Females 7-12	Males 3-6	Males 7-12
Base:	(2092) %	(459) %	(616) %	(491) %	(525) %
Too Few	17	14	10	22	22
Just Right	32	35	34	31	30
Too Many	46	43	52	42	44
Not Sure	5	7	4	6	4

Ref.: B.1/T.115

Q.H4

Table 4.5a

Kids Critique TV: Educational, Realistic, and News Programs

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

News Programs for People Your Age?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Too Few	54	57	50
Just Right	19	20	18
Too Many	16	10	21
Not Sure	11	13	11

Realistic Programs?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Too Few	45	48	42
Just Right	30	30	29
Too Many	15	10	19
Not Sure	11	12	10

Educational Programs?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Too Few	35	40	30
Just Right	30	33	26
Too Many	25	16	33
Not Sure	10	11	10

Ref.: B.1/T.113/T.114, T.116

Q.H4

Table 4.5b
Girls and Young Women Critique TV: Educational, Realistic, and News Programs

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

News Programs for People Your Age?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075) %	(459) %	(616) %	(768) %	(160) %	(151) %
Too Few	57	51	62	59	50	54
Just Right	20	20	20	18	24	17
Too Many	10	14	8	10	13	16
Not Sure	13	15	11	12	13	13

Realistic Programs?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075) %	(459) %	(616) %	(768) %	(160) %	(151) %
Too Few	48	35	57	49	45	38
Just Right	30	33	29	31	30	26
Too Many	10	15	6	9	12	16
Not Sure	12	17	8	9	13	20

Educational Programs?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075) %	(459) %	(616) %	(768) %	(160) %	(151) %
Too Few	40	41	38	38	46	40
Just Right	33	28	37	34	30	27
Too Many	16	17	16	17	15	21
Not Sure	11	14	8	10	9	12

Ref.: B.1,2/T.113,T.114, T.116

Q.H4

Table 4.6a

Kids Critique TV: Programs about Sex, Drugs, and Other Pressures

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

Programs that teach kids how to deal with pressures around sex?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Too Few	57	60	55
Just Right	15	17	13
Too Many	14	9	19
Not Sure	13	14	13

Programs that teach kids how to deal with suicide?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Too Few	54	60	48
Just Right	12	12	13
Too Many	15	9	20
Not Sure	19	19	18

Programs that teach kids how to deal with pressures around drugs?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Too Few	54	59	49
Just Right	19	20	19
Too Many	16	10	21
Not Sure	11	12	10

Q.H4 Table 4.6a (con't)

Kids Critique TV: Programs about Sex, Drugs, and Other Pressures

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

Programs that teach kids how to deal with AIDS?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Too Few	53	59	48
Just Right	16	15	18
Too Many	16	10	21
Not Sure	14	16	13

Programs that teach kids how to deal with divorce?

Grade:	Total 3-12	Females 3-12	Males 3-12
Base:	(2092) %	(1075) %	(1017) %
Too Few	48	52	44
Just Right	16	18	15
Too Many	17	11	23
Not Sure	19	19	18

Ref.: B.1/T.119-T.123

Q.H4

Table 4.6b

Girls and Young Women Critique TV: Programs about Sex, Drugs, and Other Pressures

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

Programs that teach kids how to deal with pressures around sex?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075) %	(459) %	(616) %	(768) %	(160) %	(151) %
Too Few	60	46	69	62	53	55
Just Right	17	18	16	16	20	15
Too Many	9	14	6	9	12	12
Not Sure	14	22	9	13	15	18

Programs that teach kids how to deal with suicide?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075) %	(459) %	(616) %	(768) %	(160) %	(151) %
Too Few	60	42	72	62	53	50
Just Right	12	14	10	11	14	16
Too Many	9	18	4	9	12	13
Not Sure	19	27	13	18	21	21

Programs that teach kids how to deal with pressures around drugs?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075) %	(459) %	(616) %	(768) %	(160) %	(151) %
Too Few	59	54	62	60	52	55
Just Right	20	21	19	19	24	21
Too Many	10	11	10	10	12	14
Not Sure	12	14	9	11	12	10

Q.H4

Table 4.6b (con't)

Girls and Young Women Critique TV: Programs about Sex, Drugs, and Other Pressures

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

Programs that teach kids how to deal with AIDS?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075)	(459)	(616)	(768)	(160)	(151)
	%	%	%	%	%	%
Too Few	59	48	67	62	51	51
Just Right	15	17	13	13	21	19
Too Many	10	13	8	10	13	14
Not Sure	16	22	12	15	16	17

Programs that teach kids how to deal with divorce?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075)	(459)	(616)	(768)	(160)	(151)
	%	%	%	%	%	%
Too Few	52	47	56	55	46	45
Just Right	18	14	20	18	18	20
Too Many	11	15	9	11	9	12
Not Sure	19	25	15	16	27	23

Ref.: B.1,2/T.119-T.123

Q.H4

Table 4.7a

Kids Critique TV: Programs About Violence

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

Programs that help kids deal with violence or abuse at home?

	Total	Females	Males
Grade:	3-12	3-12	3-12
Base:	(2092)	(1075)	(1017)
	%	%	%
Too Few	56	62	51
Just Right	15	15	16
Too Many	14	7	20
Not Sure	15	15	13

Programs that help kids deal with violence in their schools?

	Total	Females	Males
Grade:	3-12	3-12	3-12
Base:	(2092)	(1075)	(1017)
	%	%	%
Too Few	52	58	47
Just Right	18	18	19
Too Many	15	9	20
Not Sure	14	15	14

Programs that help kids deal with violence in their neighborhoods?

	Total	Females	Males
Grade:	3-12	3-12	3-12
Base:	(2092)	(1075)	(1017)
	%	%	%
Too Few	52	57	48
Just Right	18	18	18
Too Many	15	9	21
Not Sure	15	16	13

Ref.: B.1/T.124-T.126

Q.H4

Table 4.7b

Girls and Young Women Critique TV: Programs About Violence

Q.: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

Programs that help kids deal with violence or abuse at home?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075)	(459)	(616)	(768)	(160)	(151)
	%	%	%	%	%	%
Too Few	62	49	71	65	53	58
Just Right	15	20	12	14	20	15
Too Many	7	10	6	7	7	12
Not Sure	15	20	11	14	20	14

Programs that help kids deal with violence in their schools?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075)	(459)	(616)	(768)	(160)	(151)
	%	%	%	%	%	%
Too Few	58	48	65	60	50	55
Just Right	18	19	17	17	22	19
Too Many	9	11	7	9	12	11
Not Sure	15	21	11	14	16	15

Programs that help kids deal with violence in their neighborhoods?

	Total Females	Girls	Young Women	Girls and Young Women		
				White	Afr.Am.	Hispanic
Grade:	3-12	3-6	7-12	3-12	3-12	3-12
Base:	(1075)	(459)	(616)	(768)	(160)	(151)
	%	%	%	%	%	%
Too Few	57	48	64	59	50	52
Just Right	18	18	17	16	21	17
Too Many	9	12	7	8	14	11
Not Sure	16	22	12	16	15	20

Ref.: B.1,2/T.124-T.126

Q.H1

Table 4.8a

The Opinions of Females about Television: By Amount of Television Watched
(% saying "Yes")

Q.: For each of the following questions, please answer YES if you agree, and NO if you don't agree.

		Amount of TV Watched/Females		
Grade:	**Total Females 3-12**	**High 25+Hrs/Wk 3-12**	**Medium 15-24Hrs/Wk 3-12**	**Low < 15 Hrs/Wk 3-12**
Base:	(1075) %	(293) %	(343) %	(339) %
Do most kids watch too much television?	68	55	72	77
Is too much television bad for children?	56	42	57	69
Is there too much sex on television?	45	40	43	52
Are most video games too violent?	40	39	41	43
Is television too violent?	37	28	39	44

Ref.: B.1,2/T.93-T.97

Q.D5/H4.2

Table 4.8b

Females' Opinions about Relevancy and Realism on TV: By Amount of Television Watched

Q.D5: Think about your world -- your family, your friends, the people in your neighborhood, and the kinds of things you like to do and the problems that you face. How often is your world portrayed on television?

Q.H4: Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following?

		Amount of TV Watched/Females		
Grade:	Total Females 3-12	High 25+Hrs/Wk 3-12	Medium 15-24Hrs/Wk 3-12	Low < 15 Hrs/Wk 3-12
Base:	(1075) %	(293) %	(343) %	(339) %
A lot/Sometimes	49	66	45	44
A lot	14	23	13	11
Sometimes	35	43	33	33
Hardly ever/Never	39	27	46	48
Hardly ever	29	21	35	34
Never	10	6	11	14
Not Sure	12	7	8	8
Feel that there are "too few" realistic programs	48	44	50	53

Ref.: B.1,2/T.67, 114

5 Kids Create TV

If it were up to children, would a TV show about the president of the United States who is married and has three young children have a woman or a man in the role of the president? The answer depends on whom you ask.

Slightly more than half (54%) of the females in grades 3 through 12 would select a woman to play the part of the President, while two thirds (63%) of males in the same grade range would select a man.

The responses are more evenly divided when kids were asked to select a man or a woman to play the part of a natural science teacher who goes exploring in the mountains. Nearly half of the females (47%) would choose a woman and 41% would choose a man. Among males, 45% would choose a man and 43% would prefer that a woman play the part.

Both sexes lean toward putting a woman in the role of a single parent who works for a newspaper and has two children in elementary school. Fifty-seven percent of females and 54% of males select a woman for this part.

Finally, for a show about an inventor who builds new machines with the assistance of neighborhood children, more than six in ten females (61%) and males (64%) prefer to see a man in the part (Figure 5.1).

These responses indicate that children do indeed have opinions about the people they see on television. They also show that females and males do not always agree in their opinions. In a dramatic demonstration of these points, children in the current survey were asked to create their own television shows about females and males their age. Their responses are sometimes disturbing, sometimes entertaining, but in all cases interesting and important.

The Opportunity to Create TV

If girls in grades 3 through 12 had the opportunity, what types of TV shows would they create? We gave more than 1,000 girls (and more than 1,000 boys) in this survey the opportunity to tell us.

Both girls and boys in grades 3 through 6 were asked to create two TV shows: one about a 12-year old girl and another TV show about a 12-year old boy. Females and males in grades 7 through 12 were also asked to create two TV shows: one about an 18-year old female and another about an 18-year old male. The elements of the shows included:

- The type of program (1 response permitted from a list of 8),
- What the TV show would be about (2 responses permitted from a list of 17),
- What the main character would be like (3 responses permitted from a list of 24),
- The kinds of things that would be important to the main character (3 responses permitted from a list of 16),
- The race and ethnicity of the main character (1 response permitted from a list of 5),
- The career aspirations of the main character (1 response permitted from a list of 23), and
- Whether the show would have a message, or whether it would just be for fun.

The option of writing a response not listed was made available, through rarely used by the children. Kids were encouraged to be creative and to put together whatever they would like to see -- even if they had never seen it on television before.

What follows is a summary of the most frequently selected responses by girls and boys and young women and young men. It is important to note that although the discussion and tables that follow concentrate on the most popular answers, children were given a wide range of responses from which to create their shows. That children do converge on certain themes is extremely compelling in light of the many options they were given. (To gain a sense of what children did not select, the reader is directed to Appendix C, which contains the questionnaires showing marginal frequencies for each option).

Creating a TV Show About a 12-Year Old Girl

What Do Girls Want to See? Girls in grades 3 through 6 would like to see an action adventure (23%) or a comedy program (23%), about friendships (31%) and dating (29%). The 12-year old girl would be smart (36%), funny (33%), and attractive (28%) and family (36%), animals and pets (32%), and friends (31%) would be important to her. Nearly one third (32%) of the girls choose a celebrity career for this character (with the majority selecting a model, 19%). Another 23% of girls would select a professional career for the 12-year-old female character. Girls are split as to whether this show would have a message (47%) or whether it would be just for fun (45%) (Tables 5.1a-5.1f).

What Do Boys Want to See? One third of boys in grades 3 through 6 create an action adventure (33%) for this 12-year-old girl, saying that the show would be about fighting crime (23%), dating (21%), and playing sports (20%). The 12-year-old girl would be funny (32%), smart (30%), and a good fighter (26%). Similar to the TV shows girls create, boys also say animals and pets (31%), family (29%), and friends (26%) would be important to this main character and that she would want to be a "celebrity" when she grows up (33% total with 16% specifically choosing "model"). More than half (53%) of the boys say this show would be just for fun, while 38% say it would have a message (Table 5.1a-5.1f).

Creating a TV Show About a 12-Year Old Boy

What Do Girls Want to See? One out of four girls (26%) in grades 3 through 6 create an action adventure TV show for this 12-year old boy. The show would be about dating (28%), friendships (23%), and playing sports (20%). The 12-year old boy would be strong (29%), funny (28%), and smart (26%); and sports (32%), doing well in school (28%), and family (27%) would be important to him. When he grows up, this boy would want to have a celebrity career (28%, with 12% specifically selecting "professional athlete") or a professional career (24% with 12% specifically selecting "doctor"). Similar to the show they create for the 12-year old girl, girls are divided as to whether this show would be just for fun (44%) or whether it would have a message (43%) (Tables 5.1a-5.1f).

What Do Boys Want to See? Similar to girls, but in greater numbers, 41% of boys in grades 3 through 6 create an action adventure TV show for the 12-year old boy. The show would be about fighting crime (29%) and playing sports (27%) and the main character would be strong (48%), a good fighter (39%), and athletic (31%). Sports (37%), family (26%), and money (24%) would be important to this 12-year old boy who wants to be either a professional athlete (12%, total celebrity = 27%) or a police officer (11%, total traditional male = 23%) when he grows up. Most boys (47%) say the show would be just for fun (v. 38% who say it would have a message) (Tables 5.1a-5.1f).

The Similarities and Differences

The Similarities Action adventure is the most popular type of TV show chosen by both girls and boys in grades 3 through 6 for both a 12-year old girl and a 12-year old boy.

Equal numbers of girls and boys choose a celebrity career for the 12-year-old girl character (32% and 33%, both dominated by "model") and for the 12-year-old boy character (28% and 27% dominated by "professional athlete").

The Differences While action adventure appears to be the most popular type of TV show for both boys and girls, boys are more likely to create this type of TV show than are girls (33% v. 23% for the girl character, and 41% v. 26% for the boy character) and more likely to create an action adventure for the 12-year old boy than for the 12-year old girl (41% v. 33%).

"Fighting crime" and having a main character who is "a good fighter" figure prominently in the stories created by boys but not in the stories created by girls. For the show about a 12-year old girl, 23% of boys versus 6% of girls say the show would be about fighting crime, and 26% of the boys versus 10% of the girls say the main character would be a good fighter. Similarly, in the show about a 12-year old boy, 29% of boys versus 11% of girls say the show would be about fighting crime, while 39% of the boys compared to only 15% of the girls say the main character would be a good fighter.

Girls are much more likely than boys to select a "professional " career for both the 12-year-old girl character (23% v. 13% among boys) and for the 12-year-old boy character (24% v. 9% among boys). Boys, on the other hand, are much more likely to select traditional male careers for both 12-year-old characters (11% v. 5% for the girl character, and 23% v. 14% for the boy character, dominated by "police officer" for both characters).

Creating a TV Show About an 18-Year-Old Female

What Do Females Want to See? Females in grades 7 through 12 are most likely to choose a comedy (35%), or a serious drama (22%), as the type of show they would create about an 18-year-old female. The show would be about friendships (41%), dating (33%), and peer pressure (21%), the main character would be attractive (43%), funny (31%), and smart (31%), and friends (43%), dating and romance (41%), and family (39%) would be important to her. This 18-year-old female would want to have a professional career (28%) or would want to be a celebrity of some sort (24% with 13% saying "model") when she finishes school. Slightly more than half the females say this TV show would have a message (52%), while 47% say it would be just for fun (Tables 5.2a-5.2f).

What Do Males Want to See? Nearly one in three (29%) males in grades 7 through 12 choose a comedy for a show about an 18-year old female. Another 26% say the show would be an action adventure. The show would be about dating (33%), friendships (19%), and fighting crime (14%). The main character would be attractive (64%), funny (29%), and smart (24%); and dating and romance (44%), looking attractive (36%), and friends (30%) would be important to her. More than twice as many males choose a celebrity career over a professional career for this female character (38% v. 15%, with 26% specifically choosing "model"). Two thirds of the males (65%) say the show would be just for fun (Tables 5.2a-5.2f).

Creating a TV Show About an 18-Year Old Male

What Do Females Want to See? Consistent with the type of program they choose for the 18-year-old female, more than one third of females (37%) in grades 7 through 12 choose a "comedy" for the TV show about an 18-year-old male. The show would be about dating (34%), and friendships (32%). The main character would be attractive (43%), athletic (31%), and funny (31%); and dating and romance (43%), friends (41%), and family (34%) would be important to him. Equal numbers of females choose a celebrity career (26%, with 16% choosing "professional athlete") and a professional career (25%, with 10% choosing "doctor") for this 18-year-old female. Most females agree that the show would be just for fun (66%) (Tables 5.2a-5.2f).

What Do Males Want to See? More than four out of ten males (44%) choose action adventure as the type of program about the 18-year-old male. This TV show would be about fighting crime (24%), and playing sports (21%). The main character would be strong (35%), athletic (34%), and a good fighter (31%). Sports (33%), friends (30%), and money (29%) would be important to this 18-year old male. Similar to the show they created for the 18-year-old female, males are again twice as likely to choose a celebrity career over a professional career for the 18-year-old male character (25% v. 14%). Three out of four males (74%) said that this show would be just for fun (Tables 5.2a-5.2f).

The Similarities and Differences

The Similarities Both females and males want main characters of the opposite sex to be attractive. More males than females describe the 18-year old female as attractive (64% v. 43%), while more females than males describe the 18-year old male as attractive (43% v. 10%). And both females and males would like to see the male character become a "professional athlete" when he finishes school (16% of both groups selected this career).

The Differences Although looks are important to both females and males when describing the opposite sex, males place more emphasis on appearance when describing the 18-year-old female. Nearly three times as many males as females say looking attractive would be important to the 18-year old female (36% v. 13%). Females are nearly twice as

likely as males to choose a professional career over a celebrity career for both 18-year-old characters (28% v. 15% for the female character, and 25% v. 14% for the male character). And whereas females select "celebrity" and "professional" careers with equal frequency, males are much more likely to select a celebrity career for both 18-year-old characters (38% v. 15% for the female character, and 25% v. 14% for the male character). Females are consistent in their emphasis on attractiveness for both the 18-year-old female (43%) as well as the 18-year-old male (43%). Most males, on the other hand, want the 18-year-old female to be attractive (64%) but the 18-year-old male to be strong (35%) and athletic (34%).

Similar to boys in grades 3 through 6, action adventure remains the most popular type of program among males in grades 7 through 12. It is the most frequently selected type of show for the 18-year-old male character (44%), and the second most frequently selected response for the type of program about the 18-year-old female character (26%). In contrast, only 6% of females choose it as the type of show about an 18-year-old female, and only 19% choose it as the type of show about an 18-year-old male. Shows about fighting crime and about characters who are good fighters are also more frequently created by males than they are by females.

The Race and Ethnicity of the Main Character

The preference for diversity notwithstanding, the majority of Whites want the main characters in their TV shows to be White (62% - 72%), and the majority of African Americans want the main characters to be African American (63% - 82%). Between 31% and 44% of Hispanics want the main characters in the shows they create to be Hispanic.

African American females in grades 3 through 12 are especially likely to want a TV show with African American characters. In particular, more than eight in ten (82%) African American females, higher than in any other group, would prefer the female character to be African American (Table 5.3).

Other Comparisons by Race and Ethnicity

The responses given by African American girls are also noteworthy with respect to three very critical features of their TV shows. When creating a show for the female character, African American girls and young women select smart more frequently than any other characteristic and more often than White or Hispanic girls to describe what the main character would be like (39% v. 32% for funny, 30% for attractive; 31% of White girls chose smart, 32% of Hispanic girls chose smart) (Table 5.4a).

African American girls in grades 3 through 12 are also more likely than White girls or Hispanic girls to say that "doing well in school" (37% v. 29% among White girls, and 30% among Hispanic girls) and "money" (34% v. 11% and 18%) would be important to the female character (Table 5.4b). And they are also more likely to select a professional career for her (36% v. 24% and 23% among Whites and Hispanics) (Table 5.4c).

The Relationship Between What Girls Want to See and the Amount of TV They Watch

What may be the most powerful predictor of the types of TV shows that girls and young women create, however, is the amount of time they currently spend watching television. The fewer hours of television girls watch, the more likely they are to create TV shows about females who are athletic, act like leaders, are cheerful, and who are sensitive to the needs of others. Their female characters are also more likely to be concerned with friends and religion, and more likely to want to pursue a professional career (Tables 5.5a-5.5c).

In contrast, the more TV girls watch, the more likely they are to create a female main character who is rich and thin, concerned about popularity, clothes, money, and looking attractive, and who wants to be a celebrity, especially a model or a movie star (Tables 5.5a -5.5c).

Observation: *Is TV influencing the images that girls and young women have about females? Or are girls who watch a lot of TV more likely to hold these images and are therefore more attracted to television because it validates the images that they hold?*

The Relationship Between the Career Chosen for the TV Character and What Kids Want to Be When They Grow Up

The popularity of "professional" careers among females and "celebrity" careers among males, evident in the careers that kids choose for their TV characters, is also evident in their own career aspirations. Nearly half of girls in grades 3 through 6 (48%) and 55% of young women in grades 7 through 12 say they want to pursue professional careers when they finish school. These figures are significantly higher than they are for boys (15%) and young men (32%).

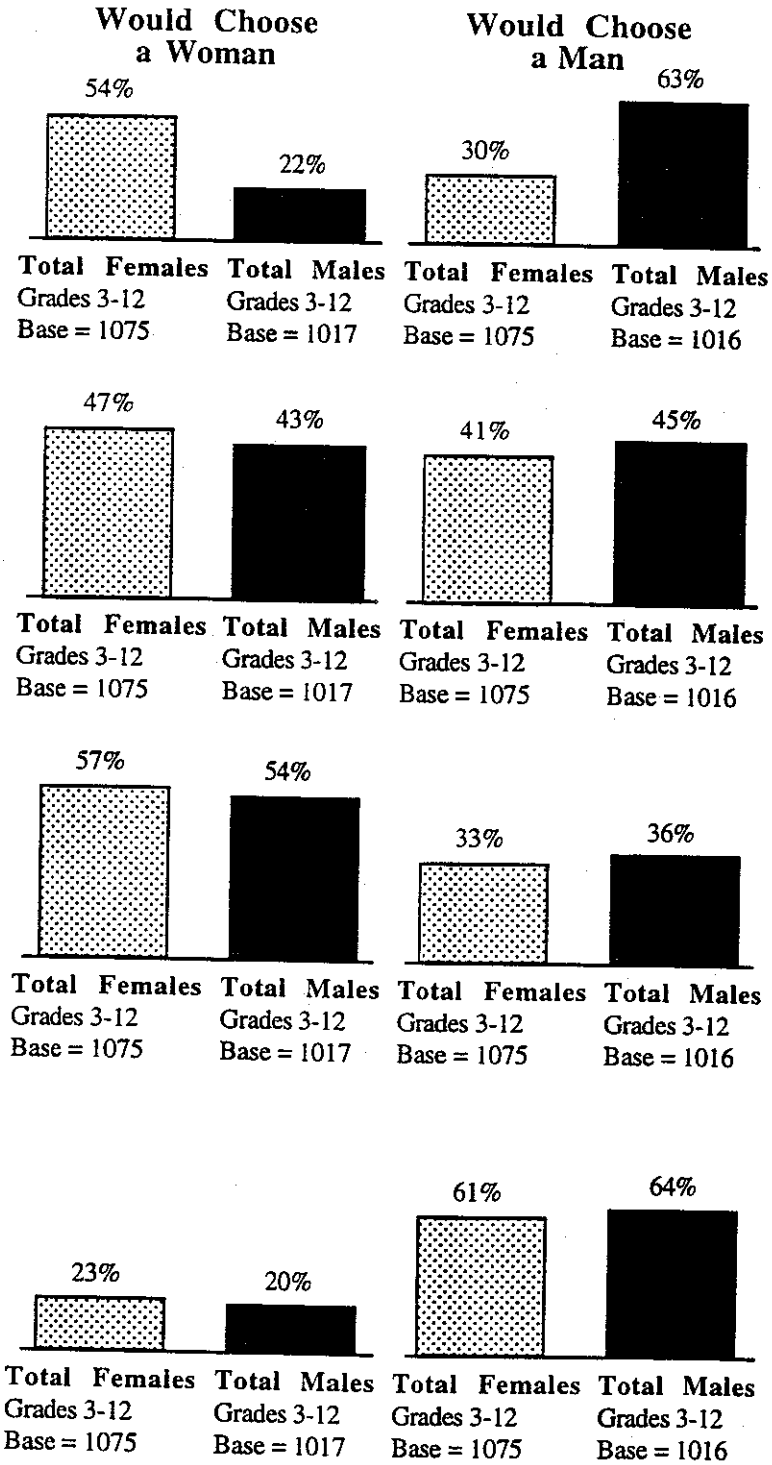
Consistent with their television creations, 28% of boys in grades 3 through 6 say they want to be a "professional athlete" when they grow up. Young men in grades 7 through 12, however, prefer professional (32%) over celebrity careers (12%), though this preference is not expressed as strongly as it is by females.

It is worth noting that very few children chose "full-time parent" as the career for their TV characters or for themselves (<5% for TV characters, only 1% for self) (see Tables 5.1e and 5.1f and Table B-7 in Appendix B).

Q.G1

Figure 5.1

Casting Call: Selecting a Man or A Women to Play the Part



Ref.: B.1 / T.89 - T.92

Q.E1/F1

Table 5.1a

Kids Create TV: What Type of Program Would It Be?

Main Character: 12-Year Old Girl

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Action Adventure	28 1	23 1	33 1
Comedy (Sitcom)	20 2	23 2	19 2
Cartoon	12 3	12 3	12
Horror/Suspense	12	11	13 3

Main Character: 12-Year Old Boy

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Action Adventure	34 1	26 1	41 1
Comedy (sitcom)	18 2	22 2	14 2
Horror/Suspense	15 3	17 3	13 3

Ref.: B.1/T.71,T.80

Q. E6/F6

Table 5.1b

Kids Create TV: What Would The TV Show Be About?

Main Character: 12-Year Old Girl

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Dating	25 1	29 2	21 2
Friendships	23 2	31 1	16
Playing Sports	15 3	11	20 3
Teaching younger kids to stay away from drugs	13	15 3	12
Fighting crime	15	6	23 1

Main Character: 12-Year Old Boy

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Playing sports	24 1	20 3	27 2
Dating	22 2	28 1	17 3
Fighting crime	21 3	11	29 1
Friendships	17	23 2	12

Ref.: B.1/T.77, 86

Q. E3/F3

Table 5.1c

Kids Create TV: What Would The Main Character Be Like?

Main Character: 12-Year Old Girl

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Smart	33 1	36 1	30 2
Funny	32 2	33 2	32 1
Attractive	25 3	28 3	22
Good Fighter	19	10	26 3

Main Character: 12-Year Old Boy

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Strong	40 1	29 1	48 1
Athletic	28 2	26	31 3
Good Fighter	28 3	15	39 2
Funny	28	28 2	28
Smart	25	26 3	24

Ref.: B.1/T.73, T.82

Q. E5/F5

Table 5.1d

Kids Create TV: What Kinds Of Things Are Important To Her/Him?

Main Character: 12-Year Old Girl

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Family	32 [1]	36 [1]	29 [2]
Animals/Pets	32 [2]	32 [2]	31 [1]
Friends	28 [3]	31 [3]	26 [3]
Doing well in school	25	30	20

Main Character: 12-Year Old Boy

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Sports	34 [1]	32 [1]	37 [1]
Family	26 [2]	27 [3]	26 [2]
Friends	24 [3]	25	23
Doing well in school	24	28 [2]	20
Money	20	15	24 [3]

Ref.: B.1/T.76, T.85

Q. E7/F7

Table 5.1e

Kids Create TV: What Does She/He Want to do When She/He Grows Up?

	Main Character: 12-Yr Old Girl			Main Character: 12-Yr Old Boy		
Grade:	Total 3-6	Girls 3-6	Boys 3-6	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %	(950) %	(459) %	(491) %
Celebrity	32	32	33	28	28	27
Model	17	19	16	4	4	3
Movie Star	8	8	8	8	8	7
Professional Athlete	4	3	5	12	12	12
Rock Star	2	1	4	4	4	4
Professional	18	23	13	16	24	9
Teacher	7	10	5	2	3	1
Doctor	5	7	3	8	12	4
Lawyer	3	5	2	5	7	3
Business Executive	2	2	2	1	2	1
The Arts/Literature	13	17	9	10	11	10
Artist	6	8	4	5	4	6
Dancer	4	6	2	2	3	1
Musician/Singer	2	2	2	2	2	2
Writer Journalist	1	1	1	1	2	1
Traditional Male	8	5	11	19	14	23
Police Officer	5	3	8	9	6	11
Firefighter	1	1	1	3	3	3
Auto Mechanic	1	*	2	5	4	5
Pilot	1	1	1	2	1	4
Computer/Science	5	2	8	7	6	9
Scientist	3	2	5	4	3	5
Computer programmer	2	*	3	3	3	4
Traditional Female	4	4	5	1	*	2
Nurse	3	3	3	*	*	*
Secretary	1	1	2	*	*	*
Flight Attendant	*	-	1	1	-	1
Full-time Parent	4	3	4	2	2	1
Political	*	*	-	*	1	-
All Other	14	13	14	13	11	15

Ref.: B.1/T.78a, T.87a

Q. E

Table 5.1f

Kids Create TV: Would The Show Have A Message Or Would It Just be For Fun?

Q.E

Main Character: 12-Year Old Girl

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Would have a message	42	47	38
Would just be for fun	49	45	53
Not sure	8	8	9

Main Character: 12-Year Old Boy

Grade:	Total 3-6	Girls 3-6	Boys 3-6
Base:	(950) %	(459) %	(491) %
Would have a message	40	43	38
Would just be for fun	45	44	47
Not sure	14	14	15

Ref.: B.1/T.79

Q.E1/F1

Table 5.2a

Kids Create TV: What Type of Program Would It Be?

Main Character: 18-Year Old Female

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Comedy(Sitcom)	32 [1]	35 [1]	29 [1]
Serious Drama	16 [2]	22 [2]	11 [3]
Action Adventure	16 [3]	6	26 [2]
Soap Opera	7	11 [3]	3

Main Character: 18-Year Old Male

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Action Adventure	32 [1]	19 [2]	44 [1]
Comedy (sitcom)	31 [2]	37 [1]	25 [2]
Serious Drama	9 [3]	13 [3]	4
Horror or Suspense	8	7	9 [3]

Ref.: B.1/T.71, T.80

Q.E6/F6

Table 5.2b

Kids Create TV: What Would The TV Show Be About?

Main Character: 18-Year Old Female

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Dating	33 1	33 2	33 1
Friendships	30 2	41 1	19 2
Peer pressure	17 3	21 3	12
Fighting crime	9	5	14 3

Main Character: 18-Year Old Male

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Dating	24 1	34 1	15 3
Friendships	22 2	32 2	12
Playing sports	20 3	19 3	21 2
Fighting crime	17	10	24 1

Ref.: B.1/T.77

Q.E3/F3

Table 5.2c

Kids Create TV: What Would The Main Character Be Like?

Main Character: 18-Year Old Female

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Attractive	53 [1]	43 [1]	64 [1]
Funny	30 [2]	31 [2]	29 [2]
Smart	28 [3]	31 [3]	24 [3]

Main Character: 18-Year Old Male

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Athletic	32 [1]	31 [2]	34 [2]
Strong	30 [2]	26	35 [1]
Funny	27 [3]	31 [2]	23
Attractive	27	43 [1]	10
Good Fighter	21	11	31 [3]

Ref.: B.1/T.73, T.82

Q.E5/F5

Table 5.2d

Kids Create TV: What Kinds Of Things Are Important To Her/Him?

Main Character: 18-Year Old Female

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Dating/Romance	43 1	41 2	44 1
Friends	37 2	43 1	30 3
Family	32 3	39 3	25
Looking attractive	24	13	36 2

Main Character: 18-Year Old Male

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Friends	36 1	41 2	30 2
Dating/Romance	35 2	43 1	28
Sports	31 3	28	33 1
Family	28	34 3	22
Money	22	16	29 3

Ref.: B.1/T.76, T.85

Q.E7/F7

Table 5.2e

Kids Create TV: What Does She/He Want To Do When She/He Finishes School?

	Main Character: 18-Yr-Old Female			Main Character: 18-Yr-Old Male		
Grade:	Total 7-12	Young Women 7-12	Young Men 7-12	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %	(1142) %	(616) %	(525) %
Celebrity	31	24	38	26	26	25
Model	20	13	26	2	3	1
Movie Star	6	5	7	6	6	5
Professional Athlete	4	4	4	16	16	16
Rock Star	1	2	1	2	1	3
Professional	21	28	15	19	25	14
Teacher	5	6	3	3	4	2
Doctor	6	7	4	7	10	3
Lawyer	7	9	5	6	7	5
Business Executive	4	5	4	4	4	4
The Arts/Literature	18	19	16	10	13	7
Artist	4	5	4	3	4	2
Dancer	6	4	8	1	1	1
Musician/Singer	4	5	2	3	4	2
Writer Journalist	4	6	2	2	4	1
Traditional Male	6	4	7	19	16	21
Police Officer	2	2	3	9	8	11
Pilot	1	2	1	2	2	1
Firefighter	1	*	1	3	4	2
Auto Mechanic	1	1	2	5	3	7
Computer/Science	4	3	5	6	5	7
Scientist	2	2	2	3	2	3
Computer programmer	2	2	2	4	4	3
Traditional Female	7	8	6	1	*	2
Nurse	5	6	3	1	*	1
Secretary	1	2	1	*	-	*
Flight Attendant	1	*	1	*	*	*
Full-time Parent	1	1	2	1	1	1
Political	*	1	*	3	3	3
All Other	10	10	10	11	8	15

Ref.: B.1/T.78a T.87a

Q.E8/F8

Table 5.2f

Kids Create TV: Would The Show Have A Message Or Would It Just Be For Fun?

Main Character: 18-Year Old Female

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Would have a message	43	52	33
Would just be for fun	56	47	65
Not sure	1	1	2

Main Character: 18-Year Old Male

Grade:	Total 7-12	Young Women 7-12	Young Men 7-12
Base:	(1142) %	(616) %	(525) %
Would have a message	28	32	24
Would just be for fun	70	66	74
Not sure	2	2	2

Ref.: B.1/T.79

Q.E2/F2

Table 5.3

Kids Create TV: What Is The Race And Ethnic Background Of The Main Character?

Main Character: 12-Year Old Girl/18-Year Old Female

	Total	Girls and Young Women			Boys and Young Men		
Grade:	Females 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(2092) %	(768) %	(160) %	(151) %	(724) %	(113) %	(164) %
White	49	64	6	27	72	11	30
Afr. Amer./Black	21	8	82	10	9	67	12
Hispanic/Latino	8	5	2	44	3	6	38
American Indian or Alaskan Native	8	10	3	5	6	8	6
Asian/Pacific Islander	4	5	1	2	3	2	2
Other	7	6	6	7	5	4	7

Main Character: 12-Year Old Boy/18-Year Old Male

	Total	Girls and Young Women			Boys and Young Men		
Grade:	Females 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12	White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(2092) %	(768) %	(160) %	(151) %	(724) %	(113) %	(164) %
White	49	62	13	24	62	23	23
Afr. Amer/Black	25	17	65	17	19	63	23
Hispanic/Latino	10	6	6	39	5	4	31
American Indian or Alaskan Native	5	5	5	4	4	6	7
Asian/Pacific Islander	4	3	5	5	3	1	1
Other	5	4	7	5	4	1	9

Ref.:B.1,2/T.72, T.81

Q. E3

Table 5.4a

Kids Create TV: What Would The Main Character Be Like?

Main Character: 12-Year Old Girl/18-Year Old Female

	Total Females	Girls and Young Women		
		White	Afr.Am.	Hispanic
Grade:	**3-12**	**3-12**	**3-12**	**3-12**
Base:	(1075)	(768)	(160)	(151)
	%	%	%	%
Attractive	37 1	37 1	30 3	34 1
Smart	33 2	31 3	39 1	32 2
Funny	32 3	33 2	32 2	29 3

Ref.: B.1,2/T.73

Q. E5

Table 5.4b

Kids Create TV: What Kinds Of Things Are Important To Her?

Main Character: 12-Year Old Girl/18-Year Old Female

	Total Females	Girls and Young Women		
		White	Afr.Am.	Hispanic
Grade:	**3-12**	**3-12**	**3-12**	**3-12**
Base:	(1075)	(768)	(160)	(151)
	%	%	%	%
Friends	38 1	43 1	18	33 2
Family	37 2	38 2	34 2	42 1
Dating/Romance	34 3	35 3	33 3	33 2
Doing well in school	31	29	37 1	30

Ref.: B.1,2/T.76

Q. E7

Table 5.4c

Kids Create TV: What Does She Want To Do When She Grows Up/Finishes School?

Grade:	Total Females 3-12	Girls and Young Women: White 3-12	Afr.Am. 3-12	Hispanic 3-12
Base:	(1075)	(768)	(160)	(151)
Celebrity	27	26	29	24
Model	16	15	15	14
Movie Star	7	5	11	4
Professional Athlete	4	4	3	4
Rock Star	1	2	-	*
Professional	26	24	36	23
Teacher	8	8	9	7
Doctor	7	6	13	8
Lawyer	7	7	7	4
Business Executive	4	3	7	3
The Arts/Literature	18	20	10	26
Artist	6	7	5	6
Dancer	5	5	1	8
Musician/Singer	4	4	4	8
Writer/Journalist	4	5	1	3
Traditional Male	4	4	2	8
Police Officer	2	2	*	5
Pilot	1	1	*	1
Firefighter	1	*	*	2
Auto Mechanic	1	1	1	*
Computer/Science	3	3	3	1
Scientist	2	2	-	1
Computer programmer	1	1	3	*
Traditional Female	6	6	8	7
Nurse	5	4	7	5
Secretary	1	1	1	2
Flight Attendant	*	*	-	*
Full-time Parent	2	3	*	2
Politician	1	1	1	-
All Other	11	12	10	8

Ref.: B.1,2/T.78a

Q.E3

Table 5.5a

Kids Create TV: What Would the Main Character Be Like?

Main Character: 12-Year Old Girl/18-Year Old Female

		Amount of TV Watched/Females		
Grade:	Total Females 3-12	High 25+Hrs/Wk 3-12	Medium 15-24Hrs/Wk 3-12	Low < 15 Hrs/Wk 3-12
Base:	(1075) %	(293) %	(343) %	(339) %
Attractive	37	42	33	37
Smart	33	34	32	33
Funny	32	32	32	30
Athletic	18	16	19	21
Rich	17	25	16	9
Acts as a leader	15	14	15	18
Cheerful	15	13	15	18
Sensitive to needs of others	14	11	15	16
Loves children	11	12	10	10
Strong	11	11	10	10
Thin	9	12	8	7

Ref.: B.1,2/T.73

Q.E5

Table 5.5b

Kids Create TV: What Kinds Of Things Are Important To Her?

Main Character: 12-Year Old Girl/18-Year Old Female

		Amount of TV Watched/Females		
Grade:	Total Females 3-12	High 25+Hrs/Wk 3-12	Medium 15-24Hrs/Wk 3-12	Low < 15 Hrs/Wk 3-12
Base:	(1075) %	(293) %	(343) %	(339) %
Friends	38	29	38	47
Family	37	35	40	36
Dating/Romance	34	36	34	38
Doing well in school	31	29	28	34
Animals/pets	21	17	25	19
Being popular	16	21	19	11
Clothes	16	24	15	12
Money	16	21	15	9
The environment	14	11	17	13
Looking attractive	13	17	12	9
Sports	13	9	13	7
Religion	10	9	9	15

Ref.: B.1,2/T.76

Q. E7

Table 5.5c

Kids Create TV:
What Does She Want To Do When She Grows Up/Finishes School?

		Amount of TV Watched/Females		
	Total Females	High 25+Hrs/Wk	Medium 15-24Hrs/Wk	Low < 15 Hrs/Wk
Grade:	3-12	3-12	3-12	3-12
Base:	(1075)	(293)	(343)	(339)
	%	%	%	%
Celebrity	27	33	26	22
Model	16	19	17	12
Teacher	7	11	4	3
Professional Athlete	4	3	3	5
Rock Star	1	*	2	2
Professional	26	23	24	31
Teacher	8	5	7	10
Doctor	7	7	6	8
Lawyer	7	7	7	8
Business Executive	4	4	4	5
The Arts/Literature	18	19	18	18
Artist	6	6	6	5
Dancer	5	4	5	5
Musician/Singer	4	5	4	5
Writer/Journalist	4	4	4	4
Traditional Male	4	4	5	5
Police Officer	2	3	1	3
Pilot	1	1	2	1
Firefighter	1	*	1	*
Auto Mechanic	1	*	1	1
Computer/Science	3	3	3	3
Scientist	2	1	2	2
Computer programmer	1	2	1	1
Traditional Female	6	6	8	5
Nurse	5	5	5	4
Secretary	1	1	2	-
Flight Attendant	*	-	*	*
Full-Time Parent	2	1	2	3
Politician	1	*	1	1
All Other	11	11	12	9

Ref.: B.1,2/T.78a

6 Messages from Children to the People in Charge of Television

In the final segment of the survey, children were given the change to give their opinions -- in their own words -- about what they see on television. The question presented was: "If you could send a message to the people in charge of what you see on television, what would you tell them? Write whatever you like. It might be a compliment, a criticism, or just a comment." The responses that children provide speak very loudly.

Aside from the minority of females (16%) and males (17%) who say that "TV's great, I like it" most kids have less flattering messages. Nearly three in ten girls and young women (28%) say something about the excesses seen on TV. Nineteen percent say there is "too much violence," 11% say there is "too much sex," 3% say "too much bad language," and 2% say "too much drugs." And more than two in ten girls and young women (22%) made requests for more realistic and relevant programming.

In comparison, only 17% of boys and young men made comments about the excesses of TV and only 13% had requests for more realistic TV.

Observation: *In total, 84% of females have something to say to the decision-makers in television (among males this figure is 75%). This result along with their specific messages are consistent with the patterns observed throughout this survey -- girls are more vocal and critical about television content. These patterns may be due to a lack of programming for their specific interests and it might also indicate a greater sensitivity to the portrayals of women on television.*

The following are just a few of the more revealing quotations from the girls and young women in this survey:

A 15-year-old White girl writes:

> "Keep the show realistic. Use people who look average and aren't drop dead gorgeous. Let someone have a pimple on their face for once. Relate the show to what happens in everyday life."

Another 15-year-old White girl comments:

> "I know that TV producers and stars make millions, so why not forget about money and ratings sometimes and give serious, unpopular, and weird shows a chance now and then?"

A 9-year-old-White girl says:

> "Hi! You should put girls on the sport teams! And girl(s) not to be boy toys and dumb!"

One White girl (10-years old) asks:

> "The(re) are to(o) many shows with boys going on adventures. Can you make more with girls."

An 18-year-old White female writes:

> "There is way too much pre-marital sex on TV. Our biggest fear now-a-days is the spread of AIDS and I feel all this does (sex) is help promote death."

A 16-year-old White female has a lot to say:

> "There are too many shows filled with violence without sending a positive message. Instead it causes more violence within the greater community. I am also sick of seeing WASPY shows like *90210* and *Melrose*. Networks should be ashamed to broadcast things like that. Also, it upsets me when a high-quality show like *My So Called Life* gets canceled without giving it a fair chance. Television is degenerating. Networks should at least have one show that they think is a good show and beneficial to the public regardless of how much money it makes."

A 14-year-old White female observes:

> "That every time I turn on a TV program it's got a g(uy) and girl getting ready to go into bed, getting up from going to bed together, or fighting about whether or not to."

A 15-year-old White/Black female says:

> "Show TV shows about life as it is, not how everyone wishes it was."

A 13-year-old White girl demands:

> "Stop judging people by their skin! There are no White people, no Black people, no Hispanic people. There are just people."

A White/American Indian female, 12-year-old, says:

> "There are too many shows about men beating women and I think there should be more equal roles for men and women on TV."

A female African-American, age 13, says:

> " There are kids all over the world watching TV now a days. You as adults need to use more discernment about what you put on TV for their sake."

A 12-year-old Hispanic girl writes:

> "You put too much commercials on and the educational programs are boring and the O.J. trial is on too many channels."

An African American 11-year-old girl observes:

> " There are to(o) many shows about boys having adventures."

Another African American 13-year-old girl says:

> "Wake up! There is not enough educational shows. There is not enough culture for women, not enough done about women, just about Black males."

A 17-year-old White female says:

> "I like most of what's on TV, but most everything is comedy and doesn't really send out any positive messages. Also, I think we should see more respectable, interesting, professional women."

A 17-year-old White female writes:

> "I think there is too much sex. Why do you always use women's bodies to show off things? Give us some respect."

A 12-year-old White girl requests:

> "I think television is great! I love mysteries so you should have some about teenage detective Nancy Drew, author, Carolyn Keene."

An 11-year-old White girl writes:

> "You should be more realistic. There's to(o) many cartoons. On cartoons people have perfect lives and life isn't that way. Open your eyes and take a look around!"

A young girl (White, 9 years old) says:

> "I think there is to(o) much violence on TV. And put (on) more girl's adventures!"

Q.H5

Table 6.1

Kids' Messages To TV Decision-Makers

Q.: If you could send a message to the people in charge of what you see on television, what would you tell them? Write whatever you like. It might be a complement, a criticism, or just a comment.

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(491) %	(525) %
"Too Much" Mentions	23	28	39	21	17	25	11
Too much violence	15	19	26	14	11	18	6
Too much sex	8	11	14	9	6	9	3
Too much bad language	2	3	5	2	1	2	*
Too much drugs	1	2	2	1	1	2	1
Too much ... (all others)	4	5	3	6	3	2	4
Requests for more realistic and relevant TV shows (Total)	17	22	11	29	13	8	17
TV should be more realistic	7	10	1	17	5	1	8
More shows about how to solve problems in today's world	7	9	6	10	6	4	7
More shows about/for kids our age	4	6	4	8	3	3	3
TV's great/I like it	16	16	18	14	17	22	14
More Shows (Total)	12	11	11	11	14	13	14
More shows like ... (specific show not mentioned)	6	4	4	4	8	6	9
More shows like... (specific show mentioned)	4	4	4	3	5	5	5
More educational programs (not specified)	2	3	3	3	1	2	1
More religious shows	1	1	1	1	*	-	*

Q.H5

Table 6.1 (cont'd)

Kids' Messages To TV Decision-Makers

Q.: If you could send a message to the people in charge of what you see on television, what would you tell them? Write whatever you like. It might be a complement, a criticism, or just a comment.

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(491) %	(525) %
More/better representation of non-whites	2	3	*	4	1	1	2
Too many commercials	2	2	2	1	1	2	1
Cartoon Comments	1	1	2	*	2	3	*
Comments on the times/ days shows are on	1	1	1	1	1	2	1
More sex	1	*	*	*	2	2	2
"Remember the children are watching."	1	2	1	2	*	*	-
More beautiful women/men	1	*	-	*	1	*	2
Make it more interesting	1	*	*	*	1	1	1
All other general comments	9	9	8	10	9	8	10
All other negative comments	6	6	5	6	6	4	7
Don't Know	9	7	9	5	11	11	11
No Answer	12	9	7	11	14	13	15

Ref.:B.1./T.128

Appendix A:

Methodology

Methodology

Re-Casting TV: Girls' Views was conducted by Louis Harris and Associates for **Girls Incorporated** during April and May 1995. The survey included girls and boys in grades 3-12 in public, private and parochial schools. Schools were selected to be nationally representative samples.

The Student Sample

In total, 2,091 interviews were conducted with students in grades 3 through 12 throughout all states of the contiguous U.S. (including the District of Columbia, excluding Hawaii and Alaska). Among these, 1,075 were girls and 1,017 were boys.

Selection of the Schools and Students

The Harris/Scholastic National Probability sample of schools and students is based on a two stage, clustered, and stratified sample design. This design employs features similar to the sample design used in various samples of students and schools that are conducted by the U.S. National Center of Education Statistics. Stratification dimensions include grade enrollment, region, race/ethnicity, gender and average class size.

In the first stage, a sample of public, parochial and private schools was selected from a list of all U.S. schools covering grades 3 through 12. Special procedures were employed to assure that the sample adequately represents the full range of schools nationwide. Particular care was given to replacing initially selected schools that were unable or unwilling to participate in the second stage selection of students.

One class of students was selected within each school. If possible, an English class was selected at random within a desired grade. In lower grades, where students may not have classes by subject matter, a class was selected at random by the teacher, within the desired grade.

Interviewing Procedures for Students

Questionnaires were self-administered by students in the classroom setting under the close supervision of a teacher. In addition to the questionnaires, each school received a set of teacher instructions, a primer on opinion polling as well as individual envelopes for each student's completed questionnaire. The teachers were asked to read instructions to their students. Once completing the survey, students were asked to put the completed survey in the envelope and seal it. The sealed envelopes containing the questionnaires were collected by the teacher and sent directly to Harris for data entry.

Sample Disposition and Weighting for Students

The sample disposition for this group is shown in Table A-1. A total of 120 schools were invited to participate, of which 118 are included in the study sample. The average class size is 20, with an average of 10 girls and 9 boys per class. A total of 487 schools were contacted, yielding 2,121 interviews with students. Of these, 30 were incomplete.

Weights are applied so that the sample of students in grades 3 through 12 is projectable to the total population nationally. The weighting variables included race, sex and average class size. Final interviews were also weighted to region within the Grade ranges 3 to 6, 7 to 9, and 10 to 12.

See Table A-2 for a Sample Profile showing unweighted and weighted percentages for breaks within the demographic weighting categories, as well as unweighted and weighted percentages for breaks within grade level and type of school.

Processing the Data

All completed questionnaires were edited, coded, key punched and verified. The data were tabulated, checked for internal consistency and processed by computer. The output process is a series of computer tables for the sample of all students showing the results of each survey question, both by the total number of respondents and by important subgroups.

Table A-1

Disposition of the Student Sample Principal Consents

A.	Schools that Consented	120
B.	Schools that Completed Survey	118
C.	Refusals (Principals)	152
D.	Schools requesting Call Backs	74
E.	Non-eligible - No Class in Selected Grade	12
	Total Number Of Contacts	**630**
	Total Number Of Complete Interviews	**2,092**

Table A-2
Sample Profile[1]

	1995		
	Number In Sample #	Unweighted Percentage %	Weighted Percentage[3] %
Total	2,092	100	100
Race			
White	1,526	73	70
Black/African American	250	12	16
Hispanic	316	15	12
Sex			
Female	1,075	51	49
Male	1,017	49	51
Region			
East	510	24	21
Midwest	553	26	25
South	627	30	34
West	402	19	21
Grade Level			
Grades 3-6	950	45	42
Grades 7-12	1,142	55	58
Type of School			
Public	1,849	88	85
Private	156	8	12
Parochial	85	4	3

Notes:

1. Sub-group totals may not add to Overall Total and percentages may not add to 100% due to non-responses.

2. Sub-groups not mutually exclusive.

3. The final results were also weighted to class size which averaged 20 students per class, average number of girls per class was 10; the average number of boys per class was 9.

Reliability of Survey Percentages

It is important to bear in mind that the results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table A-3 shows the possible sample variation that applies to percentage results for this survey. The chances are 95 in 100 that a survey result does not vary, plus or minus, by more than the indicated number of percentage points from the result that would have been obtained if interviews had been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 1,500 is 30%, then in 95 cases out of 100 the response in the total population would be between 28% and 32%. Note that survey results based on subgroups of small size can be subject to large sampling error.

Table A-3

Approximate Sampling Tolerances (at 95% Confidence Level) to Use in Evaluating Percentage Results Appearing in this Report

Number Of People Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Significance of Difference Between Proportions

Sampling tolerances are also involved in the comparison of results from different surveys or from different parts of a sample from the same survey (subgroup analysis). Table A-4 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence level.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of six percentage points. According to the table, this difference is subject to a potential sampling error of five percentage points. Since the observed difference is greater than the sampling error, the observed difference is significant.

The errors noted above account for sampling error only. Survey research is also susceptible to other errors, such as refusals to be interviewed (non-response), question-wording and question order, interviewer bias, and weighting by demographic control data. Although difficult or impossible to quantify the errors that may result from these factors, the procedures followed by Louis Harris and Associates keep errors of these kinds to a minimum.

Table A-4

Approximate Sampling Tolerances (at 95% Confidence Level) to Use in Evaluating Differences Between Two Percentage Results Appearing in this Report

Approximate Sample Size Of Two Groups Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	4	4	4
800	3	3	4	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4	5	5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Appendix B:

A Description of the Students in the Survey

A Description Of The Students In The Survey

About The Kids In This Survey

The children surveyed in ***Re-Casting TV: Girls' Views*** represent a national cross-section of children in grades 3 through 12. In addition to the information contained in the main report and in Table A-2 (see Appendix A: Methodology) the children were asked a number of other questions including where and with whom they live, what they like to do, and what they want to be when they grow up. The tables in this appendix summarize their responses to those questions.

Q. 4

Table B-1

Where Children Live and With Whom

Q. Who are you currently living with?

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Both mother and father	61	58	59	56	65	63	67
Mother only	13	16	14	17	11	12	10
Mother and Stepfather	10	11	11	11	9	12	8
Mother some of the time/ father some of the time	3	3	5	2	2	3	1
Grandparents, aunts uncles	2	3	2	3	2	1	2
Father and Stepmother	2	1	1	1	3	2	4
Father only	2	2	1	3	2	1	2
One parent and parent's companion	2	2	2	2	1	2	1
Someone else	4	5	4	5	4	3	4
No Answer	1	1	2	1	1	1	1

Ref: B.1/T.132

Q.5a

Table B-2

School Grades

Q. What grades do you usually get?

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Mostly A's (numerical average of 90-100)	25	28	26	29	22	24	20
Mostly A's and B's	35	38	41	36	32	36	28
Mostly B's (80-84)	9	8	7	9	11	8	12
Mostly B's and C's (75-79)	15	13	10	15	17	14	19
Mostly C's (70-74)	4	3	2	3	5	4	6
Mostly C's and D's (65-69)	4	3	2	4	5	3	7
Mostly D's and F's (64 and below)	2	1	1	1	3	1	4
Not sure	4	4	7	2	4	6	2
No Answer	2	2	3	*	2	3	1

Ref:B.1/T.133

Q.5b

Table B-3

Favorite Subjects

Q. What is your favorite subject in school?

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Gym	19	12	19	8	26	32	21
Arithmetic/Mathematics	19	19	14	22	18	17	20
Art	13	13	23	7	13	18	9
Science	7	6	9	5	8	9	7
History	6	7	2	10	6	4	7
English/Language Arts	6	10	6	12	2	1	3
Social Studies	4	3	2	4	4	4	5
Biology	3	4	-	6	2	-	4
Writing	3	5	6	4	1	2	*
Spelling	3	4	8	1	2	4	*
Geography	2	1	2	1	2	2	3
Foreign Language	2	3	*	4	1	*	2
Chemistry	2	1	-	2	2	-	4
Literature	1	2	1	2	1	*	1
Religion	1	1	2	1	1	*	1
Other	9	9	7	10	10	6	12
Not sure/No answer	3	3	2	3	3	3	3

Ref: B.1/T.134

Q.6

Table B-4

Favorite Activities and Hobbies

Q. What are your three favorite types of activities or hobbies?

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Hanging out with friends	47	47	35	56	47	33	57
Playing sports	41	26	24	27	56	57	55
Listening to music	24	25	16	31	23	15	29
Shopping	16	30	23	35	4	3	4
Arts and Crafts	16	18	29	11	15	21	9
Playing video games	14	4	6	3	23	28	19
Watching movies	13	10	6	12	16	14	17
Talking on the phone	13	19	17	21	7	5	8
Dancing	13	21	24	18	5	5	5
Playing or working outdoors	12	8	7	9	16	15	17
Working or playing on the computer	12	8	9	8	15	16	14
Reading	9	12	12	12	6	9	3
Babysitting	8	16	24	10	2	3	1
Gymnastics	7	10	18	4	4	7	2
Singing	7	10	11	10	3	3	4
Spending time with your family	6	7	7	7	5	8	3
Playing a musical instrument	6	6	5	6	6	4	7
Doing scientific experiments	4	1	2	*	7	11	4
Chess	4	1	2	*	7	9	5
Studying	2	2	2	2	3	4	2
Participating in a youth club or organization	2	3	2	4	2	2	2
Other	11	9	8	9	13	10	16
No answer	1	1	*	1	1	1	1

Ref: B.1/T.135

Q.8

Table B-5a

Membership in Youth Organizations
(% saying currently a member)

Q. Please circle a "1" next to any group you belong to now. Circle a "2" next to any group that you used to belong to

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Sport teams	36	29	25	32	43	46	40
YMCA	9	6	7	6	12	15	10
Big Brothers/Big Sisters	8	8	12	5	8	11	7
4-H Clubs	7	6	9	5	8	11	5
Boy Scouts of America	7	1	1	1	13	18	8
Boys and Girls Clubs of America	5	3	5	2	7	10	5
Girl Scouts of the U.S.A.	5	7	14	3	3	3	2
Junior Achievement	4	4	4	3	4	5	4
Exploring	4	2	4	1	5	8	3
Learning for Life	3	2	4	1	4	5	3
Camp Fire Boys and Girls	3	2	4	2	4	5	3
Girls Incorporated	3	3	5	1	3	3	3
Jack and Jill of America	3	1	2	*	4	5	4
YWCA of the U.S. A.	2	2	3	1	3	3	3
Other	10	11	10	12	9	9	9
No answer (not a current member)	43	47	40	53	38	30	45

Ref:B1/T.152

Q.8

Table B-5b

Membership in Youth Organizations
(% saying currently a member or used to be a member)

Q. Please circle a "1" next to any group you belong to now. Circle a "2" next to any group that you used to belong to

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Sport teams	51	43	38	47	57	58	57
Boy Scouts of America	21	5	6	4	36	36	37
Girl Scouts of the U.S.A.	21	35	36	34	8	9	7
YMCA	20	17	19	16	22	23	22
4-H Clubs	19	18	21	16	20	21	18
Big Brothers/Big Sisters	15	13	19	9	17	19	15
Boys and Girls Clubs of America	15	12	13	11	17	20	15
Junior Achievement	11	9	11	9	12	12	12
Camp Fire Boys and Girls	10	9	11	7	12	15	9
Exploring	10	7	11	4	13	17	10
Learning for Life	8	6	10	4	10	14	7
YWCA of the U.S. A.	7	5	8	3	9	10	8
Girls Incorporated	7	7	12	4	7	9	6
Jack and Jill of America	6	4	7	2	8	11	6
Other	14	14	15	14	14	17	12
No answer (not a current or past member)	21	23	23	23	19	17	21

Ref:B1/T.153

Q.11

Table B-6

What Children Say They Want to be When They Grow Up

Q. What do you want to be when you grow up?/What job or career do you plan to pursue when you've finish school?

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Professional (Total)	26	36	40	33	16	13	19
Teacher	10	16	22	13	3	3	4
Doctor	8	11	10	11	5	6	5
Lawyer	7	9	8	10	6	4	8
Business Executive	2	1	*	2	2	*	3
Professional (Other)	12	16	8	22	8	2	13
Celebrity (Total)	12	4	7	2	20	31	12
Professional Athlete	10	1	3	*	19	28	11
Model	1	2	2	1	*	*	*
Rock Star	1	*	1	-	1	2	1
Movie Star	1	*	1	*	1	1	*
The Arts/Literature (Total)	7	8	11	7	6	7	6
Artist/illustrator	3	2	2	2	5	5	5
Musician/singer	2	3	5	3	1	1	1
Author/journalist	1	2	2	2	1	*	1
Dancer	1	1	3	*	*	-	*
Computer/Science (Total)	6	5	3	6	8	6	9
Computer related careers	3	2	*	3	5	1	8
Scientist/biologist	3	3	3	4	3	5	2
Traditional Male (Total)	6	2	2	2	9	13	6
Police Officer	4	1	1	1	7	10	5
Pilot	1	*	*	*	1	3	*
Firefighter	*	*	*	-	1	1	*
Auto Mechanic	*	1	1	1	*	-	*
Traditional Male (Other)	1	-	-	-	2	2	2

cont'd

Q.11

Table B-6
cont'd

What Children Say They Want to be When They Grow Up

Q. What do you want to be when you grow up?/What job or career do you plan to pursue when you've finish school?

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Traditional Female (Total)	4	9	6	11	*	*	*
Nurse	3	6	6	7	*	-	*
Secretary	1	2	*	4	*	*	-
Flight Attendant	-	-	-	-	-	-	-
Traditional Female (Other)	1	1	2	1	*	-	1
Broadcasting/film	2	2	*	3	1	-	2
Environmental Professions	1	*	*	1	1	*	1
Religious Professions	*	*	*	*	1	1	*
Full-time Parent	1	1	3	*	*	*	-
All Other	13	13	10	15	13	11	15
Not sure/No Answer	16	13	17	11	19	17	21

Ref: B.1/T.157a

Appendix C:

Children's Favorite TV Shows

Q.B1a

Table C-1

Favorite Shows Among Children: By Grade Level And Sex
(Mentioned as 1 of the Top 3 Favorites)

Q.B1a: What are your favorite three favorite television shows?

Grade:	Total 3-12	Total Females 3-12	Girls 3-6	Young Women 7-12	Total Males 3-12	Boys 3-6	Young Men 7-12
Base:	(2092) %	(1075) %	(459) %	(616) %	(1017) %	(492) %	(525) %
Full House	17	24	42	11	10	17	4
Fresh Prince	16	15	14	15	17	13	21
Home Improvement	15	14	15	14	16	13	18
The Simpsons	11	6	7	4	15	16	15
Martin	10	11	7	14	9	6	11
Saved by the Bell	8	11	17	6	6	9	4
Family Matters	7	8	13	5	7	8	5
Seinfeld	7	6	1	9	9	1	14
Beverly Hills 90210	7	12	8	15	2	1	2
ER	7	9	1	15	4	1	7
Married...With Children	6	2	1	2	11	5	16
Sister, Sister	6	10	17	6	2	3	1
Friends	6	7	2	11	4	1	6
NY Undercover	5	5	2	7	4	3	5

Ref.:B.1/T.22

Q.B1a

Table C-2

Favorite Shows Among Children: By Race/Ethnicity
(Mentioned as 1 of the Top 3 Favorites)

Q.B1a: What are your favorite three favorite television shows?

	Total	Girls and Young Women			Boys and Young Men		
		White	Black/ Afr. Am.	Hispanic	White	Black/ Afr. Am.	Hispanic
Grade:	**3-12**	**3-12**	**3-12**	**3-12**	**3-12**	**3-12**	**3-12**
Base:	(2092) %	(768) %	(160) %	(151) %	(724) %	(113) %	(164) %
Full House	17	26	14	20	11	5	14
Fresh Prince	16	13	24	13	15	25	22
Home Improvement	15	19	1	9	21	2	9
The Simpsons	11	5	9	9	15	14	21
Martin	10	1	53	8	2	40	13
Saved by the Bell	8	12	5	15	7	1	8
Family Matters	7	5	18	11	3	20	10
Seinfeld	7	8	-	*	11	-	2
Beverly Hills 90210	7	13	3	16	2	-	-
ER	7	12	1	1	5	2	2
Married...With Children	6	2	*	6	10	10	18
Sister,Sister	6	7	25	7	1	6	3
Friends	6	9	-	5	5	-	3
NY Undercover	5	2	19	5	2	10	3

Ref.:B.2/T.22

Appendix D:

The Questionnaires

7LOUIS HARRIS AND ASSOCIATES, INC.
111 Fifth Avenue
New York, New York 10003

FOR OFFICE USE ONLY:
Questionnaire No.: _____
(1-5)

Study No. 953004
(8-14)

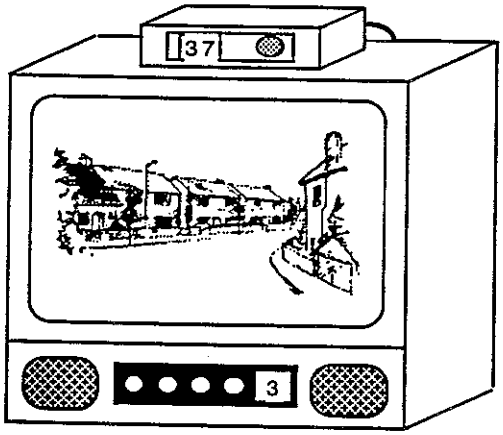
Card Number (6,7)

Sample Point No. / / / / / / / / / / /
1* (18-27)

Version: 036 - FINAL
1* (15-17)

ALL ABOUT TELEVISION
April, 1995

1* (28-40Z)



ALL ABOUT TELEVISION

Marginal Frequencies for Grades 3-6

Note: Unless indicated, base for girls = 459, base for boys = 492. All base sizes shown are unweighted. Percentages are weighted. An asterisk (*) = less than one half percent = (0.5%). A dash (–) represents a value of zero.

THANK YOU for taking part in this important nationwide survey.

We want to learn more about what students think about television. Your school and all of the other schools participating in this project have been carefully selected to represent schools from across the country. **Your participation is extremely important to us.**

It is very important that you answer ALL questions truthfully and completely.

Please **complete the questions in the order** that they appear in the questionnaire. Do not skip ahead.

This is not a test. There are no right or wrong answers. We know that some kids watch television more than other kids, and that some kids like to do things other than watch television. We also know that not all kids like the same television programs. **We need to know what YOU think.** Please be honest.

All of your answers will remain private and will **not** be shared with your teachers or your parents. When you have finished this questionnaire, please put it in the envelope we have provided and seal the envelope. At no time will we ask you to give us your name.

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A. MEDIA HABITS (Grades 3-6)

***A1. Does your household have a television -- Yes or No?**

		Girls	Boys
Yes, we do ..... (141(	1	97	99
No, we don't	2	1	–
Not sure	3	1	*

> ***A2a. Does your household have cable television -- Yes or No?**
Base: Girls = 451, Boys = 488

Yes, we do ..... (142(	1	65	64
No, we don't	2	31	34
Not sure	3	4	2

> ***A2b. Do you have a VCR (Video Cassette Recorder), in your household -- Yes or No?**
Base: Girls = 451, Boys = 488

Yes, we do ..... (143(	1	94	94
No, we don't	2	4	5
Not sure	3	2	1

> **A2c. Do <u>you</u> have a television in <u>your</u> bedroom -- Yes or No?**
Base: Girls = 451, Boys = 488

Yes, I do ..... (144(	1	47	55
No, I don't	2	52	43
Not sure	3	*	1

A3. On a regular <u>school day</u>, how much time do you spend watching television? Do NOT include the time you spend playing video games.

1 hour or less ..... (145(	1	
About 2 hours	2	**<u>Girls</u>**
About 3 hours	3	Mean = 2.7 hrs./day
About 4 hours	4	Median = 1.9 hrs./day
About 5 hours	5	Not sure = 16%
About 6 hours	6	
About 7 hours	7	**<u>Boys</u>**
About 8 hours or more	8	Mean = 3.0 hrs./day
I don't watch television on school days	9	Median = 2.0 hrs./day Not sure = 10%
Not sure ..... (146(	0	

MAKE SURE YOU COMPLETE BOTH SIDES OF THE PAGE.

A5. On a regular Sunday, how much time do you spend watching television? Be sure to include morning, afternoon, and evening but do NOT include the time you spend playing video games.

1 hour or less . . . . . (150(	1	**Girls**
About 2 hours	2	Median = 2.7 hrs.
About 3 hours	3	Mean = 1.8 hrs.
About 4 hours	4	Not sure = 12%
About 5 hours	5	
About 6 hours	6	**Boys**
About 7 hours	7	Median = 3.3 hrs.
About 8 hours or more	8	Mean = 2.4 hrs.
I don't watch television on Sundays	9	Not sure = 9%
Not sure . . . . . (151(	0	

***A6a. Thinking back to yesterday, from the time you got home from school to the time you went to sleep, about how many hours did you spend watching television? If yesterday was a Sunday, think back to Friday.**

_____ hours		(152-153)	**Girls** Mean = 2.5 hrs.
. . . . .			Median = 2.2 hrs.
			Not sure = 14%
Less than 1 hour	00	(152-153)	**Boys** Mean = 2.8 hrs.
Not sure	Y	(152) (153)Z	Median = 2.2 hrs.
			Not sure = 16%

A6b. Thinking back to yesterday, from the time you got home from school to the time you went to sleep, about how many hours did you spend playing video games? If yesterday was a Sunday, think back to Friday. Do NOT include the time you might have spent playing computer games.

			Girls
			Mean = 1.1 hrs.
_____ hours		(154-155)	Median = –
			Not sure = 6%
Less than 1 hour	00	(154-155)	**Boys**
I don't play video games	99		Mean = 1.4 hrs.
Not sure	Y	(154) (155)Z	Median –
			Not sure = 8%

B. TV FAVORITES AND PREFERENCES (Grades 3-6)

DUPE (201-205)
CC 02 (206-207)

B1a. What are your three favorite television shows? Write the name of your favorite show in the space beside #1, your second favorite beside #2, and your third favorite show in the space beside #3. MAKE SURE YOU WRITE DOWN TV SHOWS, NOT MOVIES.

	Girls		Boys		
1.	Full House	42%	Full House	17%	(208-209)
2	Saved By The Bell	17%	The Simpsons	16%	(210-211)
3.	Sister, Sister	17%	Home Improvement	13%	(212-213)

*Percentages reflect show mentioned as 1 of Top 3 favorites.

B1b. Think about the show you wrote down as your #1 favorite show. Why is that your favorite? (TRY TO BE AS SPECIFIC AS POSSIBLE.)

Regardless of show, 47% (53% Girls, 44% Boys) said "It's funny" (214-215) ____ (216-217) ____

22% (30% Girls, 20% Boys) said "I like the characters" (218-219) ____ (220-221) ____

19% (14% Girls, 21% Boys) said "Subject is of interest to me" (222-223) ____ (224-225) ____

19% (16% Girls, 17% Boys) said "It's exciting/dramatic/interesting" (226-227) ____ (228-229) ____

B2a. Has a television show that you liked ever been canceled or taken off the air -- Yes or No?

		Girls	Boys
Yes	(230(	51	51
No		30	32
Not sure		18	16

> **B2b. If you said "Yes" to the last question, which TV show was it that was canceled or taken off the air?**

Base: Girls = 233 Boys = 257 (231-232)

FullHouse	9%	No one mention 5% or more
My So Called Life	6%	
Saved By The Bell	5%	
All other mentions	<5%	

B5. What is your favorite channel? Read through the list and circle the number beside the name of your favorite channel. If you have a favorite and it's not on this list, please write it in below next to "Other".

		Girls	Boys
ABC	(235-236)	9	8
CBS		3	1
NBC		1	2
Fox		18	23
UPN (United Paramount Network)		1	1
WB (Warner Bros. Television Network)		1	1
PBS (Public Broadcasting System)		1	*
A&E (Arts and Entertainment)		–	*
BET (Black Entertainment Television)		2	*
CNN (Cable News Network)		–	–
The Cartoon Network		3	2
Comedy Central		1	1
Court TV		*	–
The Discovery Channel		1	2
E! Entertainment TV		–	*
ESPN		*	8
The Family Channel		2	1
fX		–	*
The Learning Channel		1	*
Lifetime		1	*
MTV (Music Television)		8	10
Nickelodeon		14	12
Sci-Fi Channel		*	*
Sports Channel		–	5
TNN (The Nashville Network)		*	1
Univision		*	–
USA Network		*	2
VH1		2	1
I don't have a favorite channel		10	3
Other: (Please write in) _____		9	7
Not sure		9	6

(237-280)Z

C4. What is your favorite television program to talk about with your friends?

_____ (314-315)

I don't talk about TV programs with my friends . . . 00
Not sure . . . . . Y

C5. How often do you talk to your parents about what you've seen on television? (CIRCLE ONE ANSWER ONLY.)

		Girls	Boys
A lot	(316(	11	13
Sometimes		36	36
Hardly ever		31	29
Never		14	18
Not sure		6	3

C6. Do you ever do the following? (CIRCLE ONE NUMBER FOR EACH ITEM.)

		YES		NO		NOT SURE	
		G	B	G	B	G	B
Talk like a character I've seen on television	(317(	51	65	38	26	7	4
Dress like a character I've seen on television	(318(	20	22	65	66	8	3
Wear a t-shirt with a television character's picture or saying on it	(319(	46	52	41	36	7	4
Wear my hair like a character I've seen on television	(320(	29	21	58	67	8	3
Wear clothes that I've seen TV characters wear	(321(	24	25	56	60	7	5
Behave or act like a character I've seen on TV	(322(	37	48	47	36	9	6
Diet or exercise to look like a character I've seen on TV	(323(	15	11	73	76	6	2

(324-326)Z

[D.] IMAGES AND ASPIRATIONS (Grades 3-6)

DUPE (401-405)
CC 04 (406-407)

D1. **If you were to choose a television character to have as a best friend -- who would you choose and what TV show is this person from? (MAKE SURE YOU CHOOSE SOMEONE FROM TELEVISION, NOT THE MOVIES.)**

Name of Character (408-409) _____ Name of TV Show (410-411) _____

(412-427)Z

D2. **If you could live the life of any television character, whose life would you like to live and what TV show is this person from? (MAKE SURE YOU CHOOSE SOMEONE FROM TELEVISION.)**

Name of Character (428-429) _____ Name of TV Show (430-431) _____

(432-447)Z

D3. **If you had to pick one person from a current television show that has the kind of job or career that you would like to have -- who would you pick, what TV show is this person from, and what is that person's job or career? (MAKE SURE YOU CHOOSE SOMEONE FROM TELEVISION.)**

TV Character (448-449) _____

Name of TV Show (450-451) _____ Their Job or Career (452-453) _____

(454-467)Z

D4a. **Have you ever watched something on television that upset you or made you angry -- Yes or No?**

		Girls	Boys
Yes . . . . . (468(	1	39	36
No	2	43	47
Not sure	3	18	14
No Answer		*	3

> **D4b.** **If you answered YES to the last question, what is it that you saw that upset you or made you angry? (TRY TO BE AS SPECIFIC AS POSSIBLE.)**

	Girls	Boys	
Scenes or themes from individual shows	28	21	(469-470) ____
			(471-472) ____
Bad news/violence/injustice on the news	15	14	(473-474) ____
			(475-476) ____
Incidence of or shows about racism	8	3	(477-478) ____
Violence (not specified)	10	11	(479-480) ____

[E.] IT'S YOUR SHOW! -- PART I

DUPE (601-605)
CC06 (606-607)

Now it's your chance to tell us what kind of television show you'd put together if you were the producer. The main character in this show is a 12-year old girl and what we'd like you to do is to create the details of the TV show by answering the questions that follow.

Be sure to read all of the choices for each question carefully before you select your answers. Be creative! Feel free to put together whatever you would like to see – even if you've never seen it on television before.

The main character of this TV show is:

A 12-YEAR OLD GIRL

E1. What type of program would this be? (Circle ONE number only.)

		Girls	Boys
Action Adventure	(608-609(	23	33
Cartoon		12	12
Comedy (Sitcom)		23	19
Educational		6	3
Serious Drama		9	5
Horror or Suspense		11	13
Science Fiction		3	5
Soap Opera		7	4
Other (Please write in):		6	5

_____

E2. What is the race and ethnic background of this 12-year old girl?

		Girls	Boys
White	(610(	45	52
African American/Black		23	18
Latino/Hispanic		6	5
Asian/Pacific Islander		5	4
American Indian or Alaskan Native		12	11
Other (Please write in):		8	7

_____

E4a. Does this girl have any type of disability? For example, does she have a physical disability, a seeing, hearing or speech impairment, an emotional or mental disability, or a learning disability?

		Girls	Boys
Yes	(616(	14	13
No		82	81

> **E4b. If YES, what is the disability:** _____ (617-618)

[E5.] What kinds of things are <u>important</u> to her? (READ THROUGH THE LIST AND SELECT 3 ITEMS BY CIRCLING THE NUMBERS THAT MATCH YOUR CHOICES.)

		Girls	Boys
Animals/Pets	(619(	32	31
Being popular		21	16
Clothes		17	12
Computers		3	9
Dating/Romance		25	20
Doing well in school		30	20
Family		36	29
Friends		31	26
Helping around the house		5	3
Looking attractive	(620(	14	19
Money		17	21
Music		8	8
Power		5	13
Religion		7	7
Sports		13	23
The environment		17	11
Other: (Please write in)		5	7

_____

(621)Z

[E7.] **What does this girl want to be when she grows up? (READ THROUGH THE ENTIRE LIST AND CIRCLE ONE NUMBER.)**

		Girls	Boys
Auto Mechanic	(625-626)(	*	2
Artist		8	4
Business Executive		2	2
Computer Programmer		*	3
Dancer		6	2
Doctor		7	3
Firefighter		1	1
Flight Attendant		–	1
Full-Time Parent		3	4
Lawyer		5	2
Model		19	16
Movie Star		8	8
Musician or Singer		2	2
Nurse		3	3
Pilot		1	1
Police Officer		3	8
Politician		*	–
Professional Athlete		3	5
Rock Star		1	4
Scientist		2	5
Secretary		1	2
Teacher		10	5
Writer/Journalist		1	1
Other (Please write in):		13	14

_____

E8. Would the show have a message for kids, or would it just be for fun? Circle ONE number only.

		Girls	Boys
The show would have a message	(627(	47	38
The show would just be for fun		45	53

(628-680)Z

F3. **What would the main character be like? How would you describe him? Pick THREE characteristics from the list below by circling the three numbers that match your choices. Make sure you read the entire list before you select your choices.**

		Girls	Boys
Acts as a leader	(711(	14	19
Affectionate		2	*
Aggressive		5	12
Ambitious		2	3
Attractive		21	8
Athletic		26	31
Cheerful		15	5
Clumsy		12	5
Competitive		6	6
Dishonest	(712(	4	2
Funny		28	28
Generous		9	5
Good fighter		15	39
Loves children		7	6
Plump		6	3
Poor		5	4
Rich		21	23
Selfish		7	3
Sensitive to the needs of others		4	2
Shy	(713(	6	3
Smart		26	24
Strong		29	48
Thin		5	2
Weak		4	1
Other (Please write in): _____		4	3

(714-715)Z

[F6.] **What would the TV show be about? (READ THROUGH THE LIST AND CIRCLE THE TWO NUMBERS THAT MATCH YOUR CHOICES.)**

		Girls	Boys
Dating	(722(	28	17
Family relationships		10	5
Fighting crime		11	29
Friendships		23	12
Getting in trouble at school or at home		12	6
Inventing interesting and exciting things		4	5
Peer pressure		10	4
Performing on stage		3	3
Playing sports		20	27
Rescuing people in danger	(723(	6	13
Running a business		4	3
Saving lives		9	14
Solving mysteries		13	11
Taking care of younger brothers and sisters		7	3
Teaching younger kinds to stay away from drugs		11	8
Traveling to other countries		5	4
Traveling to outer space		3	5
Other (Please write in): _____		9	10

(724)Z

G. CASTING CALL

DUPE (801-805)
CC08 (806-807)

G1. There is a show about a president of the United States who is married and has three very young children.

Would you choose a woman or a man to play this part?

		Girls	Boys
Woman	(808(	50	22
Man		31	60
Not sure		18	18

G2. A natural science teacher decides after school lets out for summer vacation to go exploring in the mountains. The trip will take several days and everyone on the trip will live in tents and fix their own food. The teacher is also a photographer and wants to take pictures of animals in their natural habitat.

Would you choose a woman or a man to play this part?

		Girls	Boys
Woman	(809(	51	39
Man		36	52
Not sure		12	9

G3. A single parent with two children in elementary school has a new job in a big city writing for a newspaper. The person is very good at this job, but also spends time with their children playing and doing new things together.

Would you choose a woman or a man to play this part?

		Girls	Boys
Woman	(810(	63	52
Man		23	38
Not sure		13	9

G4. An inventor who has a place in a garden shed behind the house for making new machines decides to have neighborhood children help build the inventions.

Would you choose a woman or a man to play this part?

		Girls	Boys
Woman	(811(	22	19
Man		63	65
Not sure		14	16

(812-880)Z

[H4.] **Still thinking about the types of television shows that are on television now, do you think that there are too many, too few, or just the right amount of each of the following? MAKE SURE YOU CIRCLE ONE NUMBER FOR EACH TYPE OF PROGRAM.**

			Too Many		Too Few		Just the Right Amount		Not Sure	
			G	B	G	B	G	B	G	B
1.	Educational programs	(936(	17	30	41	32	28	27	10	10
2.	Realistic programs	(937(	15	22	35	43	33	23	13	9
3.	Cartoons	(938(	43	42	14	22	35	31	3	3
4.	News programs for people your age	(939(	14	24	51	45	20	17	9	11
[5.]	Programs about boys having adventures	(940(	29	16	27	44	24	28	14	8
[6.]	Programs about girls having adventures	(941(	8	25	52	40	23	20	11	12
7.	Programs that help kids deal with pressures around drugs	(942(	11	21	54	48	21	20	9	8
8.	Programs that teach kids how to deal with pressures around sex	(943(	14	18	46	54	18	12	18	11
9.	Programs about dealing with divorce	(944(	15	24	47	45	14	11	19	15
10.	Programs about dealing with suicide	(945(	18	25	42	41	14	13	20	16
11.	Programs about AIDS	(946(	13	21	48	47	17	15	16	13
12.	Programs that help kids deal with violence or abuse at home	(947(	10	22	49	48	20	15	4	12
13.	Programs that help kids deal with violence in their neighborhoods	(948(	12	22	48	49	18	14	16	11
14.	Programs that help kids deal with violence in their schools	(949(	11	23	48	44	19	17	16	12

(950-955)

I. ABOUT YOU

DUPE (1001-100
CC10 (1006-100

[1.] **Are you...**

		Total
A boy	(1008(	51
A girl		49

2. **Are you of Hispanic origin or descent (that is, Spanish or Latin American), or not?**

		Girls	Boys
Yes	(1009 (	10	12
No		87	87

3. **What is your race or ethnic background?**

		Girls	Boys
White	(1010(	70	72
African American/Black		19	16
American Indian or Alaskan native		1	2
Asian/Pacific Islander		1	3
Other (Please write in):		7	5

_____

4. **Who are you currently living with? CIRCLE ONE NUMBER ONLY.**

		Girls	Boys
Both your mother and father	(1011(	59	63
Your mother and a stepfather		11	12
Your father and a stepmother		1	2
Your mother only		14	12
Your father only		1	1
Your mother some of the time, your father some of the time		5	3
One of your parents and his or her companion		2	2
Grandparents, aunts, uncles, etc.		2	1
Someone else (Please write your answer below):		4	3

_____

(1012)Z

6. **What are your three favorite types of activities and hobbies? READ THROUGH THE LIST AND CIRCLE THREE NUMBERS.**

		Girls	Boys
Arts and crafts	(1017(	29	21
Babysitting		24	3
Chess		2	9
Dancing		24	5
Doing scientific experiments		2	11
Gymnastics		18	7
Hanging out with friends		35	33
Listening to music		16	15
Participating in a youth club or organization		2	2
Playing a musical instrument	(1018(	5	4
Playing sports		24	57
Playing video games		6	28
Playing or working outdoors		7	15
Reading		12	9
Shopping		23	3
Singing		11	3
Spending time with your family		7	8
Studying		2	4
Talking on the phone		17	5
Watching movies	(1019(	6	14
Working or playing on the computer		9	16
Other (Please write in):		8	10

_____

(1020)Z

7. **Are you currently dieting to lose weight -- Yes or No?**

		Girls	Boys
Yes	(1021(	23	12
No		59	65
Not sure		10	7

9. How would you describe the place where your home is? (CIRCLE ONE NUMBER ONLY)

		Girls	Boys
A large city or town	(1050(	28	28
A small town		34	32
A village		5	5
Just a few houses		8	9
A farm		3	5
Some other kind of place		10	11
Not sure		11	8

10. Do you qualify for a free lunch at school? CIRCLE ONE NUMBER ONLY.

		Girls	Boys
Yes	(1051(	25	35
No		57	49
School does not have a lunch program		5	8
Not sure		11	6

[11.] What do you want to be when you grow up?

See appendix (1052-1053)Z

12. Finally, how old are you?

	Girls	Boys
Mean	10.3	10.4
Median	10.3	10.3

(1054-1055)

(1056-1080Z

THIS IS THE END OF THE QUESTIONNAIRE.

Please Make Sure You Have Answered All Of The Questions.
When You Are Finished, Please Put The Questionnaire In The Envelope And Seal It.

THANK YOU FOR HELPING US OUT ON THIS IMPORTANT PROJECT!