common sense®

# THE COMMON SENSE CENSUS:
# MEDIA USE BY TWEENS AND TEENS

Common Sense is grateful for the generous support and underwriting that funded this report.

The Honorable John Delaney and
April McClain-Delaney

**Delaney Family Fund**

THRIVE FOUNDATION FOR YOUTH

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# INTRODUCTION

The purpose of this study is to offer a comprehensive picture of the use of media by young people in the U.S., including the level of enjoyment, frequency of use, and amount of time devoted to a wide array of media activities and devices.

As far as we know, this study is the only large-scale, probability-based[1] survey to explore young people's use of the full range of media:

- It is based on a large national sample of more than 2,600 young people;
- It uses a probability-based, nationally representative sample, making the results as reliable as possible;
- It includes both "tweens" (broadly defined as 8- to 12-year-olds) and teens (13- to 18-year-olds);
- It includes screen-based media activities (such as watching TV shows, playing video games, and using social media) as well as non-screen media activities (such as reading books or listening to music);
- It documents both the activities engaged in (e.g., using social media) and the devices used (e.g., computers, smartphones, and tablets); and
- It includes detailed measures of the amount of time young people spend on these activities and on these devices.

With the explosion of devices and forms of content in today's media landscape, it is increasingly challenging to measure the time youth spend and the things they do with media and technology. Media devices are portable, ubiquitous, and integrated as essential tools in young people's lives, and what counts as "media use" or even "screen time" is harder to define. It is no longer simple to define what "TV" or even "reading" is. And measuring how much *time* is spent on a particular activity is not straightforward either, since many media are used in short bursts throughout the day, while others may be on in the background all the time.

It can also be argued that the variety of activities that fall under the rubric of media use—especially screen media use—makes it less important to measure the "total time" spent with these media. If "screen media use" can mean writing a short story on a computer, video-chatting with relatives, watching videos, reading the news online, or playing games, what is the point of documenting the total amount of time teens spend using screens? This study recognizes the variety of activities young people engage in via screen media; in fact, the study offers the first national-level documentation we are aware of regarding the functional purposes for which multi-use digital devices are being used, including consumption, communication, and content creation. It also offers a "typology" of young people's media use, noting the different patterns of usage we found: gamers, social networkers, readers, and the like.

**From 1999-2010, the Kaiser Family Foundation conducted a series of landmark studies, called the Generation M studies, that tracked media use among 8- to 18-year-olds, upon which *The Common Sense Census* builds. However, because of substantial changes in methodology and age groups studied (see the "Methodology" section), the findings from *The Common Sense Census* cannot be compared to those of previous studies, including the Kaiser Foundation's Generation M reports. Common Sense Media plans to repeat this media use census periodically, so that trends in tweens' and teens' media habits can be identified.**

*1. See the Methodology section for a fuller discussion of probability vs. convenience samples in survey research.*

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The primary focus of the study is documenting the basic facts about the media activities young people engage in (such as playing video games and using social media) and the devices they use (such as computers and smartphones). The purpose is to document the *frequency* of young people's use of media; the *amount of time* devoted to these activities and devices per day; how much young people *enjoy* each media activity; and the *differences* among young people by age, gender, race/ethnicity, and socioeconomic status (SES).

There are many perspectives from which to view, document, and measure young people's use of media. In this report, data are presented from several angles to help illuminate young people's media habits as fully as possible. The report's "Methodology" section includes an important subsection titled "Types of data presented in this report," which should be reviewed before delving into the findings.

Among the questions the study seeks to answer are:

- Which media activities are young people engaging in most often, and how much time are they spending on those activities?
- Which devices do they use to engage in these activities? For example, how much of young people's media content is consumed on mobile devices? And how much TV viewing takes place online?
- How do media preferences and the amount of time spent on various activities differ by age, gender, race/ethnicity, income, or parent education?
- To what degree do young people use screen media for homework?
- How often are young people multitasking with media while doing their homework? How do they think this affects their work?

Our goal is to provide a reliable set of data to help inform the work of those concerned with young people's health and well-being: content creators who are providing high-quality entertainment or educational media for youth; organizations trying to reach young people with positive information through the media; researchers attempting to study the effects of various types of media on young people's cognitive, creative, physical, or social-emotional well-being; policy makers who are crafting public policies concerning youth and media; and parents who are seeking to understand the bigger picture regarding the patterns of media use among young people today.

**This study recognizes the variety of activities young people engage in via screen media; in fact, the study offers the first national-level documentation we are aware of regarding the functional purposes for which multi-use digital devices are being used, including consumption, communication, and content creation.**


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# METHODOLOGY

This report is based on a nationally representative survey of 2,658 U.S. children age 8 to 18 years old, conducted from February 6 to March 9, 2015. The project was directed by Seeta Pai, vice president of research at Common Sense Media, and Vicky Rideout, president of VJR Consulting. Data analyses were conducted by Melissa Saphir of Saphir Research. The survey was administered by GfK, using their KnowledgePanel©, a probability-based Web panel designed to be representative of the United States. The report was written by Ms. Rideout and edited by Dr. Pai and Dr. Saphir. A copy of the complete questionnaire is provided in the appendix to this report. The survey was offered in English or Spanish.

## Media included in the study

***Overview of media covered.*** The media *activities* covered in the survey included: watching television, movies, and videos; playing video/computer/mobile games; listening to music; using social media; reading; and using digital devices for other purposes (such as browsing websites, video-chatting, or creating digital art or music). Definitions of the major media activities are included in Table 1. The media *devices* covered in the survey included: books, newspapers, magazines, CD players, radios, MP3 players, video game consoles, handheld video game players, TV sets, computers, tablets, smartphones, e-readers, and other mobile devices. Total time spent on devices such as computers, tablets, and smartphones includes time spent on any of the media activities listed above, plus time spent on any "other" activities such as emailing, instant messaging, shopping, coding, checking directions or weather, or using apps.

***A note about texting.*** Texting is by nature episodic, and people text at various times throughout the day, often in very short bursts. Pilot tests conducted in preparation for this study indicated that respondents could not accurately estimate the time they spent texting on a given day. Accordingly, texting is measured by estimates of the *number* of texts sent in a day rather than time spent texting.

***Entertainment vs. educational media.*** The bulk of the study concerns the use of media for entertainment purposes only; however, use of media for homework was also explored, and those results are reported separately. The term "entertainment media" is occasionally used in the report, to distinguish media used for school or homework from media used for other purposes. It is not meant to imply that the content being consumed is not educational; in fact it is likely that some portion of the media young people are consuming is educational or informational. It is also likely that some media use is "functional," such as looking up directions or checking the weather before an outing.

## Types of data presented in this report

There are many perspectives from which to view, document, and measure young people's use of media. In this report, data are presented from several angles.

***Frequency: proportion who are "daily" users.*** One media-usage variable we report is the frequency with which tweens and teens engage in certain activities (e.g., watching TV shows) or use certain devices (e.g., a tablet). This number is young people's estimates of how often they do or use these things (ranging from "never" to "every day"). Through this lens, one can see, for example, that 62 percent of tweens say they watch TV "every day" and that TV watching tops the list of daily activities among this age group.

***Proportion who use each medium on any given day.*** The report also documents the percent of young people who engage in a particular activity—or use a particular device—on any given day in this country. In the survey, respondents indicated whether they had done each activity "yesterday"—that is, the day prior to completing the survey—and if so, how much time they spent doing it and on what device(s). Since the survey was administered evenly across the seven days of the week over a period of four weeks, this measure creates a useful index of what happens on any given day in this country. By this measure, one would see, for example, that on any given day 75 percent of tweens watch TV. The proportion of respondents who watch TV on any given day should be higher than the percent who say they are "daily" viewers (62 percent), because that percentage also likely includes some of the tweens who say they watch "several times a week."

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TABLE 1. DEFINITIONS OF MAJOR MEDIA ACTIVITY AND DEVICE CATEGORIES

## TOTAL TV/DVD/VIDEO

**Total television**

**Watching TV on a set**

- *As broadcast:* Includes TV shows or movies viewed on a TV set at the time they were broadcast. Movies are included because so much of "TV" content is movies that are aired on television networks.
- *Time-shifted:* Includes TV shows or movies watched on a TV set but recorded earlier on a DVR, watched "on demand," or streamed on a TV set through a program such as Netflix.

**Watching TV online**

Includes TV shows or movies downloaded or streamed to a computer, tablet, or smartphone.

**DVDs**

Includes TV shows or movies watched on a DVD.

**Online videos**

Includes watching videos (other than TV shows or movies) online, at websites such as YouTube. Could include how-to videos, video podcasts, webisodes, music videos, or funny pet videos.

## MUSIC

Listening to music includes all time spent listening to music downloaded to a computer, tablet, iPod, smartphone, or other MP3 player, through a service such as iTunes; streamed through an app or a service such as Pandora or Spotify on a computer, tablet, iPod Touch, or phone; on a radio, such as a car radio, transistor radio, or stereo system; or on CDs. Watching music videos is counted in "online videos."

## SOCIAL MEDIA

Includes the use of social-networking sites and mobile apps such as Facebook, Twitter, or Instagram.

## TOTAL GAMING

**Video games**

- *Console:* Includes games played on a console video-game player such as a Wii, Xbox, or PlayStation.
- *Handheld:* Includes games played on handheld devices made specifically for gaming, such as a Nintendo DS, Game Boy, LeapPad, or similar portable game player.

**Mobile games**

Includes any games played on a tablet, smartphone, or iPod Touch.

**Computer games**

Includes any games played on a computer, whether "casual" games such as *Solitaire* or massively multiplayer online games (MMOGs) such as *World of Warcraft*.

## READING

Reading includes time spent reading "for your own enjoyment" and not for homework or a school assignment. It includes reading in print (books, newspapers, and magazines); reading ebooks; or reading online (including stories, articles, news, and blogs).

## TOTAL SCREEN MEDIA

Total screen media includes time spent engaging in visual media activities on screen devices, including watching TV or videos, playing games, video chatting, searching the Internet, and reading or writing on a computer, tablet, or smartphone. It does not include time spent listening to music through screen devices.

## TOTAL MOBILE MEDIA

Total mobile media includes media activities on tablets, smartphones, iPod Touches, other iPod/MP3 players, and handheld gamers such as Nintendo DS or Game Boy. For purposes of this study, laptops are not considered "mobile" devices. Total mobile *screen* media excludes time spent listening to music through mobile devices.


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***Among those who do each activity or use each device, average time spent on the activity/using the device per day.*** For example, one can say that on any given day in this country, 75 percent of tweens watch TV, and *those who watch* spend an average of 2:21 doing so ("2:21" means two hours and 21 minutes; see *Notation of hours and minutes,* pg. 12). Some tweens may have spent all day watching, and others may have watched for only an hour; but the *average* among all those who watched was 2:21. This can be a useful way of understanding, for example, that although black and white teens are equally likely to watch TV on any given day, the black teens who *do* watch average an hour more in viewing time than the white teens who watch.

***Average time per day among all.*** Another basic measure presented in the report is the average ("mean") amount of time spent on each activity "among all" tweens or teens. The amount of time spent with any activity or device per day "among all" reflects both the percent who engaged in those activities and the length of time spent doing them. For example, on a typical day 75 percent of tweens watch TV, and those who watch spend an average of 2:21 watching; therefore the average among *all* tweens is 1:47 per day. Obviously not all tweens are sitting down and watching TV for precisely 1:47 each day. Many aren't watching at all, some are watching for an hour, some are watching for several hours, and some are watching for many hours. But this average among all gives us a quick way to assess where a particular media activity or device stands in relation to other activities, in terms of both penetration and popularity. For example, tweens spend an average of 1:47 a day watching TV, compared with 28 minutes a day playing console video games and 29 minutes a day reading. Unless otherwise specified, when a time is given for a particular activity (e.g., "teens spend an average of 1:54 a day listening to music"), it is the average among all.

***Incremental times.*** Finally, for each activity or device, we bring some of these data together to report what happens on any given day in *increments.* For example, on any given day 25 percent of tweens don't watch any TV at all, 24 percent watch up to an hour, 25 percent watch one to two hours, 18 percent watch two to four hours, and 8 percent watch more than four hours. While based on the same data as the "average time spent among all" and the "average time spent among those who did the activity," this formulation offers a different perspective that gives us an idea whether the "average" is being heavily influenced by a few heavy users or represents the entire sample more evenly.

The reason we present multiple measures of media use among young people is that the use of any one measure (such as mean time spent among all) may not provide a full, accurate picture of the *distribution* or *spread* of that variable. For example, the national average time spent playing console video games on any given day among *all* teens is 32 minutes. However, only 27 percent of teens play console video games on any given day, and among these, the average time spent is 2:09. Looking at the time spent in increments gives us another window onto the distribution of this variable, which we would say is positively skewed—that is, on any given day in this country, most teens aren't playing video games, some are, and a few are spending a lot of time doing so. The high values of the few pull the national average among all teens higher, which, unless balanced with other ways of viewing the data, may make it appear that every young person is playing console video games for around a half hour a day, when in reality most aren't playing at all.

## Thinking about "time spent with media" and media multitasking

The fact that young people spend a certain amount of time each day with media does not mean that they spend that time doing *nothing else* but using media. If a teen spends an hour watching TV, an hour listening to music, an hour reading, and an hour using social media, she will have a total of four hours of media use. But it is important to remember that for a portion of the time she is using media, she may be doing other activities at the same time. For example, she may be watching TV while getting dressed or cleaning her room, browsing social media while on the bus to school, and listening to music while working out. This study documents the amount of time young people spend with media, but it does not determine whether the time was spent *only* with media.

In addition, many young people often use more than one medium at the same time. For example, a teen who spends an hour playing mobile games and an hour listening to music has a total of two hours of media use. But he may have done the activities simultaneously—listening to music while playing a mobile game. In other words, he may have used two hours' worth of media in one hour, due to simultaneous media use. The survey did not ask what proportion of young people's media time is spent "media multitasking" (using more than one medium at a time).

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## Aspects of media use that are not included in the survey

This survey collected the most detailed data available concerning the time young people spend with media and the devices they use, striving for a comprehensive portrait across a wide variety of devices and activities. Due to limitations on the length and complexity of the survey, some aspects of young people's media use are not covered. This includes the genres of media used (e.g., sitcoms vs. educational documentaries for television, *The Sims* vs. *Grand Theft Auto* for video games, or country vs. rap for music), the location in which media are used (e.g., in a family room, in a car, in bed), the time of day media are used (e.g., before school, after school, or late at night), and whether media are used alone or with parents, siblings, or friends. To ensure the reliability and validity of the data we collected, we had to limit the length and complexity of the survey; thus, there were several topics we could not explore in depth. We hope the broad landscape we do present inspires further research into these topics.

## Survey sample

***The use of a probability sample.*** Unlike the members of most other online survey panels, KnowledgePanel© members were recruited using probability-based methods such as address-based sampling and random-digit-dial telephone calls. Households that were not already online were provided with a notebook computer and dial-up Internet access for the purpose of participating in

TABLE 2. U.S. BENCHMARKS AND DEMOGRAPHIC PROFILE OF SURVEY SAMPLE

| Demographic | Benchmark | Unweighted percent | Weighted percent | Unweighted *n* | Weighted *n* |
|---|---|---|---|---|---|
| **Age** | | | | | |
| • 8- to 12-year-olds (tweens) | 45% | 47% | 45% | 1,259 | 1,196 |
| • 13- to 18-year-olds (teens) | 55% | 53% | 55% | 1,399 | 1,462 |
| **Gender** | | | | | |
| • Boys | 51% | 50% | 51% | 1,333 | 1,366 |
| • Girls | 49% | 50% | 49% | 1,325 | 1,292 |
| **Race/ethnicity** | | | | | |
| • White | 54% | 56% | 54% | 1,482 | 1,482 |
| • Hispanic | 23% | 24% | 23% | 648 | 648 |
| • Black | 14% | 10% | 13% | 275 | 275 |
| • Other | 6% | 4% | 6% | 114 | 154 |
| • 2+ races | 3% | 5% | 4% | 139 | 94 |
| **Income**† | | | | | |
| • <$25,000 | 16% | 18% | 16% | 479 | 421 |
| • $25-49,999 | 21% | 23% | 21% | 606 | 556 |
| • $50-74,999 | 17% | 20% | 18% | 522 | 465 |
| • $75,000+ | 45% | 40% | 46% | 1,051 | 1,215 |
| **Internet access**‡ | | | | | |
| • Yes | 83% | 94% | 86% | 2,510 | 2,287 |
| • No | 17% | 6% | 14% | 148 | 371 |
| **Total sample** | | | | **2,658** | 2,658 |

† Income breaks used in data analysis were less than $35,000, $35,000-$99,999, and $100,000 or more.
‡ Other than the dial-up access provided by GfK for purposes of participating in KnowledgePanel© surveys.

Source of demographic benchmarks: March 2014 Supplemental Data, Current Population Survey, U.S. Census Bureau. Benchmarks for Internet access are from October 2012 Supplemental Data.


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surveys. The use of a probability sample means the results are substantially more generalizable to the U.S. population than are results based on so-called "convenience" samples. Convenience samples include only respondents who are already online and who volunteer through word of mouth or advertising to participate in surveys.

***Parental consent and respondent compensation.*** Parental permission was obtained for all respondents. Respondents received a cash equivalent of $5 for their participation; some African-American respondents received an additional $5 equivalent to improve response rates among this lower-incidence demographic group.

***Margin of error.*** The margin of error for the full sample for a 50 percent statistic is +/-1.9 percentage points. The margin of error for subgroups is higher.

***Weighting.*** The use of probability-based recruitment methods for the KnowledgePanel© is designed to ensure that the resulting sample properly represents the population of the U.S., including geographically, demographically (e.g., age, gender, race/ethnicity, income), and in terms of home Internet access. Study-specific post-stratification weights were applied once the data were finalized, to adjust for any survey nonresponse and to ensure the proper distributions for the specific target population (in this case, 8- to 18-year-olds). Geo-demographic distributions for 8- to 18-year-olds were obtained from the most recently available supplemental data from the U.S. Census Bureau's Current Population Survey.

***Treatment of outliers.*** Six respondents reported time estimates that were not deemed credible or valid, and these respondents were removed as outliers. For example, one outlier reported spending 20 or more hours on each of nine different media activities in a single day. Another reported spending 22 hours using a smartphone for homework, 21 hours engaged in "other" activities on a smartphone, and 23 hours video-chatting on a phone, all on the same day. In addition, 11 respondents reported spending 24 or more hours on a particular media activity or 20 or more hours in physical activity, but the rest of their time estimates appeared credible. In these cases, the questionable estimates were replaced with the mean time spent in that activity among respondents of the same age, gender, and (where possible) race, but the rest of the respondents' answers were included in the data set.

## Descriptions and definitions of demographic groups

***Income categories.*** For the purposes of this report, lower-income families are defined as those with incomes of less than $35,000 a year; middle-income families are those earning from $35,000 to $99,999 a year; and higher-income families are those earning $100,000 a year or more.

***Age groups.*** The report uses the word "tweens" to describe the age group of 8- to 12-year-olds. There is no formal definition of "tweens," and usage of the term varies widely. The term is used as shorthand and does not reflect a belief about developmental stages of childhood and adolescence. The report also uses "teens" or "teenagers" to refer to the age group of 13- to 18-year-olds.

***Race/ethnicity.*** Where findings are broken out by race/ethnicity, results are presented for white, black, and Hispanic youth; respondents in the "other" category are included in the total sample but not in findings that are broken out by race (the cell sizes of each individual group in the "other" category are not large enough for us to examine differences between them).

***Cell sizes.*** Many findings are reported for subsets of the full survey sample. For example, the report provides the average amount of time spent playing video games among all teens who use them but also breaks down those findings by gender, race, and other demographic variables. If a subgroup has fewer than 50 members—for example, if fewer than 50 teen girls played video games—we don't report those results because the sample size is deemed too small for reliable results. Any cell sizes with 50-74 respondents are noted so that results can be interpreted with caution.

***Non-media variables.*** The survey included several non-media-related measures designed to provide insight into the types of young people engaging in various media activities and to explore possible relationships between these variables and media use. These measures include a series of questions on social-emotional well-being and on levels of physical activity.

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## Presentation of data in the text

***Statistical significance.*** Where relevant, differences among demographic groups have been tested for statistical significance. Findings are referred to in the text in a comparative manner (e.g., "more than," "less than") only if the differences are statistically significant at the level of $p<.05$. (i.e., differences as great as those noted would occur by chance no more than five times in 100). In tables where statistical significance has been tested, superscripts indicate whether results differ at $p<.05$. Items that share a common superscript, or that have no superscript, do not differ significantly.

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

| | Column 1 | Column 2 | Column 3 |
|---|---|---|---|
| **Row 1** | :22 | :25 | :27 |
| **Row 2** | 20%[a] | 35%[b] | 50%[c] |
| **Row 3** | :10[a] | 1:25[b] | :17[a] |
| **Row 4** | 13%[a] | 17%[ab] | 23%[b] |

***Notation of hours and minutes.*** Throughout the report, time spent with media is presented in hours:minutes. For example, "two hours and 10 minutes" is sometimes presented as "2:10"; "10 minutes," when in parenthesis, is presented as ":10" and, when outside of parenthesis, as "10 minutes." Total times will not always sum properly, and percentages will not always add up to 100 percent due to rounding or multiple response options or because answers of "don't know" or "didn't respond" are not included.

## Analysis methods

We followed a three-step analysis process. First, data were examined for outliers, missing data, or other anomalies and prepared for analysis, including the creation of composites or recoding of variables. Next, we explored distributions of each major variable (each major question/sub-question), using descriptive statistics such as the mean, median, quartiles, and frequencies in terms of increments. The bulk of the data presented in this report rely on these descriptive statistics. Finally, we conducted bivariate or multivariate analyses where appropriate. In particular, we carried out the following procedures:

- Bivariate analyses to test for associations between a media-use variable (such as time spent or percent who are users) and a demographic variable (such as gender or household income);
- Bivariate or correlational analyses to test for associations between a media-use variable and some other variable, such as parent engagement with media;
- Multivariate analyses to test for differences in the average or distribution of a media-use variable and the combination of two demographic variables (such as income groups within race/ethnicity), where cell sizes allowed such analyses; and
- Factor analysis to examine whether there were identifiable dimensions in the way the media-use variables (especially time spent) were related to each other. For example, do all young people have the same "profile" of media use, with heavy/medium/light users across devices and activities, or are there different profiles of media use?


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# KEY FINDINGS

## 1

## On any given day, American teenagers (13- to 18-year-olds) average about nine hours (8:56) of entertainment media use, excluding time spent at school or for homework. Tweens (8- to 12-year-olds) use an average of about six hours' (5:55) worth of entertainment media daily.

This includes watching TV, movies, and online videos; playing video, computer, and mobile games; using social media; using the Internet; reading; and listening to music. Tweens average more than four and a half hours (4:36) of *screen* media use a day and teens more than six and a half hours (6:40) a day. A majority of teens (57 percent) spend more than four hours per day with screen media. (The non-screen portion of young people's media use includes listening to music and reading print.)

Of course, averages can mask big differences in screen time use among youth. Among tweens, for example, on any given day 6 percent don't use screen media at all, and 28 percent use it for two hours or less; on the other hand, 27 percent spend between four and eight hours with screen media and 11 percent more than eight hours. Among teens, on any given day 6 percent don't use screen media at all, and 17 percent use it for two hours or less; meanwhile, 31 percent of teens spend four to eight hours with screen media, and 26 percent spend more than eight hours.

**Figure 1. On any given day, proportion of tweens who spend ... with screen media**

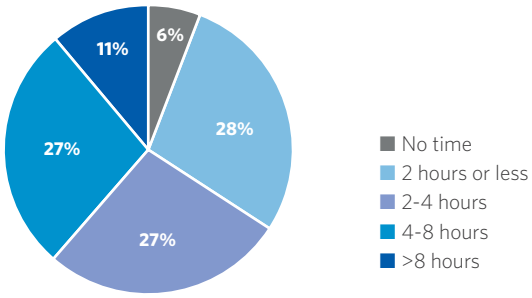
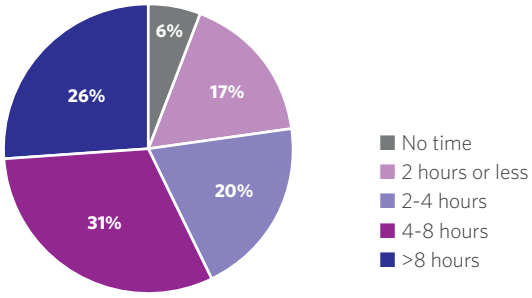



**Figure 2. On any given day, proportion of teens who spend ... with screen media**




Note: Segments may not add to 100% due to rounding.

## 2

## From gamers to social networkers, patterns of use vary widely among young media users.

There are substantial variations in the types of media-related activities young people engage in and how they use devices. Almost all tweens and teens spend some time watching TV and listening to music on any given day; but beyond that, there are distinct types of media "diets" and users. Young people who use similar amounts of screen time spend that time doing very different things on their screens.

The study identified six distinct types of media users among tweens, and five among teens, according to the patterns of their media use. For example, among teens, Social Networkers and Gamers/Computer Users both spend about seven hours a day with screen media (7:03 and 6:57 respectively); but the Social Networkers spend more than three hours a day (3:17) using social

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media and only 44 minutes playing games, while the Gamers/Computer Users average two and a half (2:27) hours playing games and 53 minutes on social media. Neither the Social Networkers nor the Gamers/Computer Users spend much time watching TV and videos—about an hour and a half a day. But the Heavy Viewers average nearly six and a half hours (6:24) of TV and video viewing a day, contributing to their incredible total of more than 13 hours a day (13:20) with screen media.

Similarly, among tweens, Mobile Gamers average just under two hours (1:44) playing mobile games but only four minutes playing video games; Video Gamers average more than two hours (2:10) playing video games; and Heavy Viewers average five hours (5:08) a day watching TV and videos but only three minutes playing video games. All three groups of tweens spend a lot of time with screen media, but they spend it doing different things (a total of 4:48 of screen time among Mobile Gamers, 5:55 among Heavy Viewers, and 6:42 among Video Gamers).

**Figure 3. Tween media profiles**

TIME SPENT WITH EACH TYPE OF MEDIA

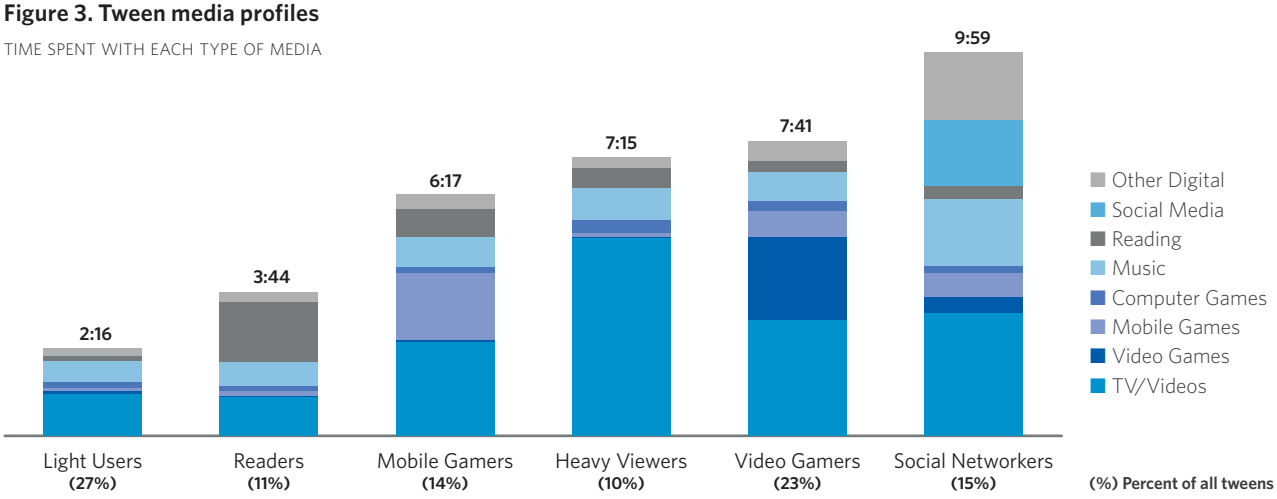
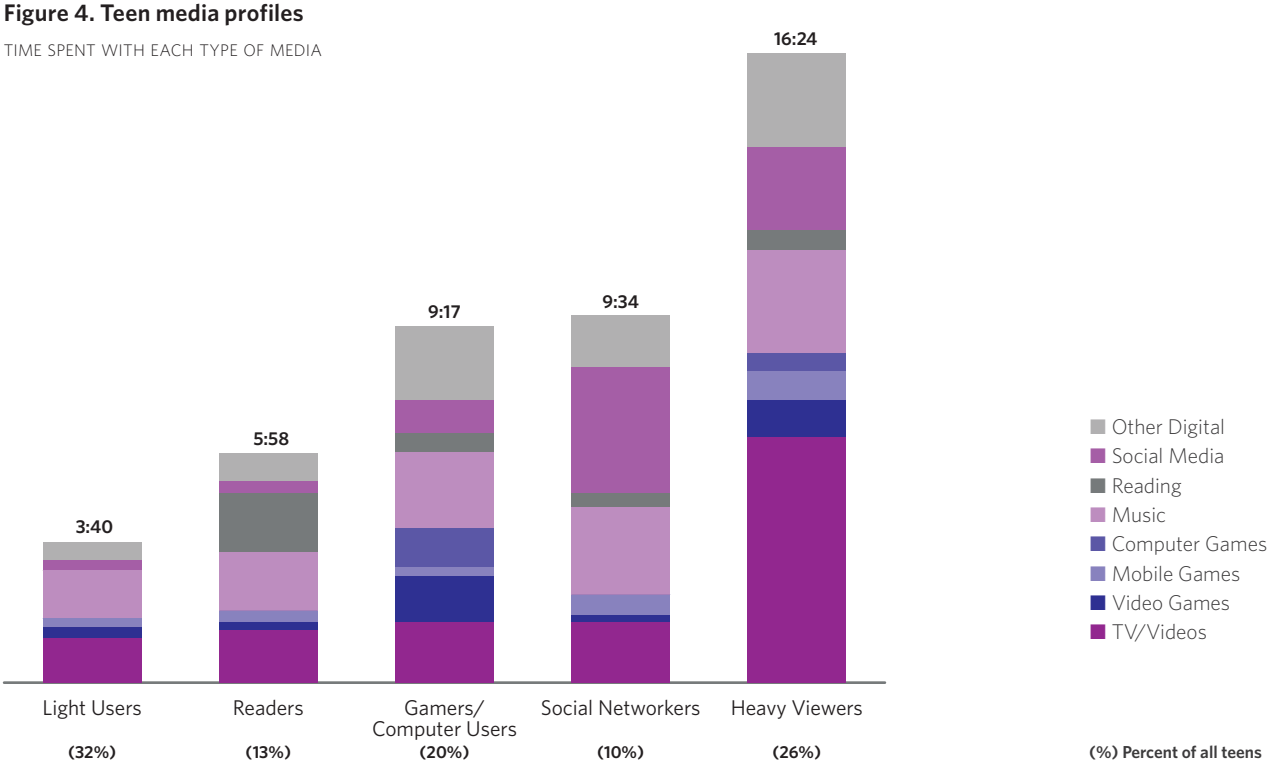



**Figure 4. Teen media profiles**

TIME SPENT WITH EACH TYPE OF MEDIA





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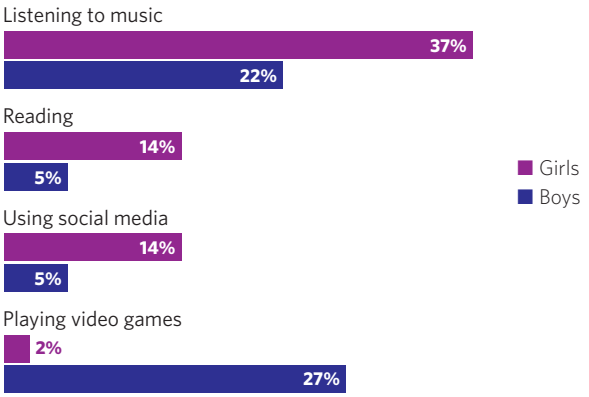
# 3

## Boys and girls have very different media preferences and habits.

There are stark differences in the media preferences and habits of boys and girls, in both the tween and teen years. The biggest difference is in console video game playing: Most boys like console games a lot and play them frequently, and most girls don't. Girls like reading more than boys do and devote more time to it. Both boys and girls enjoy listening to music and using social media "a lot," but girls enjoy those activities more and spend quite a bit more time doing them. For example, among teens, 27 percent of boys say playing video games is their favorite media activity; only 2 percent of girls do. Teen boys average 56 minutes a day playing video games, compared with only seven minutes for girls. On the other hand, teen girls spend about 40 minutes more a day with social media than boys on average (1:32, compared with :52 among boys). And teen girls spend more time reading than boys too: an average of 33 minutes a day, compared with 23 for boys (41 percent of teen girls say they enjoy reading "a lot," compared with 19 percent of boys that age).

**Figure 5. Among teens, percent who say each media activity is their "favorite," by gender**




# 4

## Despite the variety of new media activities available to them, watching TV and listening to music dominate young people's media diets.

Tweens and teens have a plethora of choices when it comes to media-related activities, from watching YouTube videos to using *Instagram*, from playing *Angry Birds* on a smartphone to playing *World of Warcraft* on a computer. But when asked which activities they enjoy "a lot" and which they engage in "every day," watching TV and listening to music dominate. Among tweens, the top activity is watching TV: Nearly two-thirds (62 percent) say they watch "every day" (by comparison, 24 percent watch online videos and 27 percent play mobile games every day). Among teens, music is No. 1: Two-thirds (66 percent) listen to music "every day" (by comparison, 45 percent use social media and 27 percent play mobile games every day).

TABLE 3. TOP MEDIA ACTIVITIES, BY AGE

| Among Tweens | | Among Teens | |
|---|---|---|---|
| **Percent who enjoy this activity "a lot"** | | | |
| Watching TV | 61% | Listening to music | 73% |
| Listening to music | 54% | Watching TV | 45% |
| Playing video games | 52% | Watching online videos | 45% |
| Playing mobile games | 51% | Playing video games | 42% |
| Watching online videos | 46% | Using social media | 36% |
| **Percent who do this activity "every day"** | | | |
| Watch TV | 62% | Listen to music | 66% |
| Listen to music | 37% | Watch TV | 58% |
| Play mobile games | 27% | Use social media | 45% |
| Read | 27% | Watch online videos | 34% |
| Watch online videos | 24% | Play mobile games | 27% |

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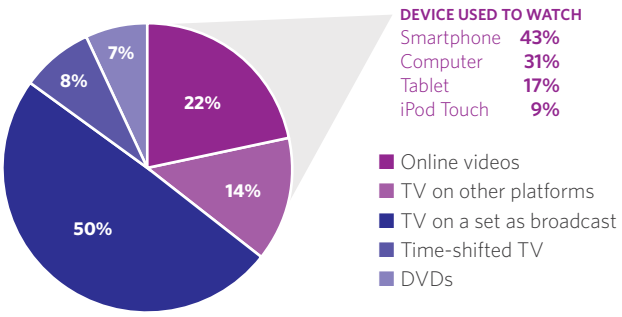
# 5

## Tween and teen media consumption is highly mobile.

Even though "traditional" media activities such as watching TV and listening to music still dominate, new methods of accessing that content are widely used. Overall, mobile devices now account for 41 percent of all screen time among tweens and 46 percent among teens. Both tweens and teens now interact with media content across a diverse set of devices. For example, among teens only half (50 percent) of all TV- and video-viewing time consists of watching TV programming on a TV set at the time it is broadcast; 8 percent involves time-shifted viewing on a TV set; 22 percent involves watching online videos on platforms such as YouTube; 7 percent involves watching DVDs; and 14 percent involves watching TV shows or movies on another device such as a computer, tablet, or smartphone. The time spent watching videos or TV shows online is divided such that 43 percent is watched on a phone, 31 percent on a computer, 17 percent on a tablet, and 9 percent on an iPod Touch.

**Figure 6. TV and video viewing among teens, by platform**




Note: Percentages may not add to 100% due to rounding.

# 6

## Even among teens, social media use still lags behind traditional media use.

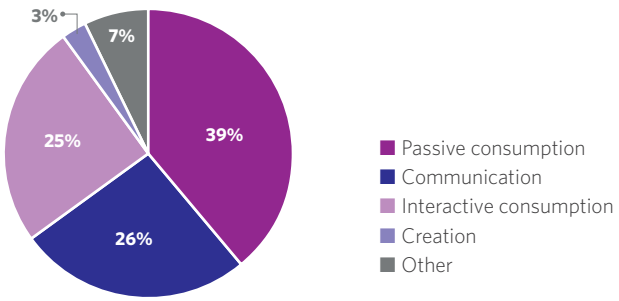
There is no question that social media have become an integral part of most teens' lives; an average of 1:11 a day is devoted to using social media among this age group. But for a generation often defined by its use of social media, it is interesting that it doesn't get the same devotion that listening to music or watching TV do. A significant number of teens say they use social media "every day" (45 percent), but that's far less than the proportion that listens to music (66 percent) or watches TV (58 percent) that often. A third of teens (36 percent) say they enjoy using social media "a lot," but that is substantially less than those who say the same about listening to music (73 percent) or watching TV (45 percent). Only 10 percent of teens choose using social media as their "favorite" media-related activity, compared with 30 percent who choose listening to music.

# 7

## Digital screen media are used for many purposes: reading, watching, playing, listening, communicating, and creating.

Computers, tablets, and smartphones are multipurpose devices that can be used for any of these activities; designating their use simply as "screen time" can miss some important variations. So, for the first time that we are aware of, this study quantifies the time spent using these devices for different functional purposes: what we call "passive consumption," which includes watching TV or videos, reading, or listening to music (using the word "passive" is not meant to imply that the consumer is unengaged); "interactive consumption," which includes playing games and browsing the Internet; "communication," which includes video-chatting and using social media; and "content creation," which includes writing or creating digital art or music. Among teens, on any given day 39 percent of their time spent using computers, tablets, and smartphones is devoted to passive consumption, 26 percent is communication, 25 percent is interactive consumption, and 3 percent is creating content (7 percent is "other" unclassifiable activities).

**Figure 7. Proportion of computer, tablet, and smartphone use devoted to various activities, among teens**





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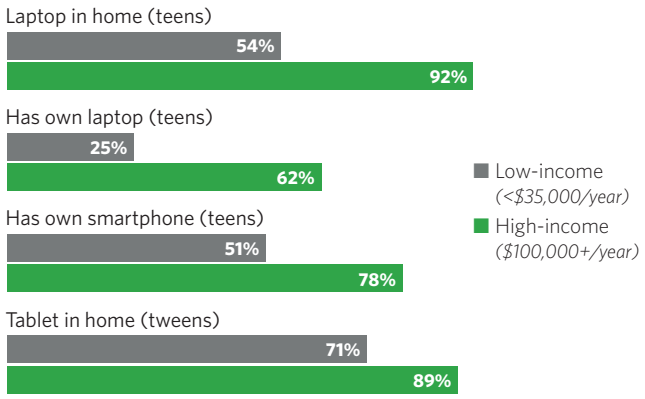
# 8

## There is a large "digital equality gap" in ownership of computers, tablets, and smartphones.

Children in lower-income families are significantly less likely than their wealthier peers to live in homes with digital technologies. For example, 54 percent of lower-income teens (whose families make less than $35,000 a year) have a laptop in the home, compared with 92 percent of higher-income teens ($100,000 a year or more). One in 10 lower-income teens has only dial-up Internet at home, compared with none of the higher-income teens in our sample. And lower-income teens are much less likely to have their own smartphones as well (51 percent, compared with 78 percent of higher-income teens).

**Figure 8. Digital inequality: Ownership of devices, by family income**




# 9

## More parents are concerned about the type of media content their children use than how much time they spend using it.

Over half (53 percent) of teens and 72 percent of tweens say their parents have talked with them about how much time they can spend with media. But even more young people (66 percent of teens and 84 percent of tweens) say their parents have spoken with them about the content of the media they use. Most young people say their parents know "a lot" or at least "some" about the types of media content they use (e.g., which shows they watch or games they play), but 25 percent of teens who go online say their parents know only "a little" or "nothing" about what they do or say online, and 30 percent say the same about the social media they use.

# 10

## Many teens multitask with media while doing their homework, and most think this has no effect on the quality of their work.

Half of teens say they "often" or "sometimes" watch TV (51 percent) or use social media (50 percent) while doing homework, and more say the same about texting (60 percent) and listening to music (76 percent). But most teens say they don't think these practices affect the quality of their work (for better or worse): Among those who engage in each type of multitasking, nearly two-thirds say they don't think watching TV (63 percent) or texting (64 percent) while doing homework makes any difference to the quality of their work; just over half (55 percent) say the same about using social media; and 44 percent say the same about listening to music. In fact, far more teens think listening to music helps their work (50 percent) than hurts it (6 percent).

# 11

## There are substantial differences in the amount of time young people spend with media, based on family income, parent education, and race/ethnicity.

There is significant overlap among demographic factors such as family income, parent education, and race/ethnicity in the U.S., and this is reflected in our survey sample. The data do not indicate a causal relationship between any of these demographic variables and media consumption, but there are substantial differences that are worth noting for further investigation. In general, black youth and children from lower socioeconomic groups tend to spend more time with media than Hispanic, white, or higher-SES youth do.

***Income.*** Tweens and teens from lower-income families spend more time with media than those from higher-income homes.

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Among teens, it's a difference of two hours and 45 minutes a day on average (10:35 vs. 7:50 of total media use). For the most part, it's not that lower-income youth are more likely to engage in media-related activities such as watching TV, listening to music, or using social media than their peers; rather, it's that those who do use media spend more time doing so. For example, 80 percent of lower-income teens and 82 percent of higher-income teens watch TV or videos on any given day; but the lower-income teens who watch do so for an hour and a half more than the higher-income teens who watch (4:14 vs. 2:41).

***Parent education.*** Tweens and teens whose parent has no more than a high school education spend more time with media than those whose parent graduated from college, although the differences are a bit smaller than those by income. Among teens, the difference is an average of 1:50 per day in time spent with all media (9:39 among those whose parent has a high school education, compared with 7:49 among those whose parent has a college degree). Following the same pattern seen for income, the difference is not one of greater likelihood of using media on any given day but of a tendency to spend more time using them.

***Race/ethnicity.*** Black youth report spending substantially more time with media than white or Hispanic youth. For example, among teens, blacks use an average of 11:10 worth of media a day, compared with 8:51 among Hispanics and 8:27 among whites (a difference of 2:19 between blacks and Hispanics and 2:43 between blacks and whites). In general, teens from all three racial/ethnic groups are equally likely to engage in each media-related activity on any given day, but black youth spend more time doing so. For example, while black, white, and Hispanic teens are equally likely to use social media on any given day, black teens who use social media average about an hour more doing so than white or Hispanic users (2:59 among blacks, compared with 2:00 among Hispanics and 1:54 among whites).

**There are many perspectives from which to view, document, and measure young people's use of media. In this report, data are presented from several angles, to help illuminate young people's media habits as fully as possible.**


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# OVERALL MEDIA USE

***Total media.*** On any given day in this country, tweens (8- to 12-year-olds) spend an average of about six hours (5:55) and teens (13- to 18-year-olds) spend about nine hours (8:56) with media—outside of school or homework—including TV, video games, social media, the Internet, print, and music.

As discussed in the "Methodology" section, these averages reflect wide variations among young people in terms of the amount of time they spend with media on any given day and in the patterns of their media use. Very few tweens (2 percent) or teens (3 percent) report not using *any* type of media the previous day; but 17 percent of tweens and 8 percent of teens report less than two hours of media use, while 13 percent of tweens and 31 percent of teens report more than 10 hours of use. (This does not account for the simultaneous use of multiple media, so the 10 hours' worth of media content may have been consumed in a shorter amount of time.)

***Total screen media.*** All told, 8- to 12-year-olds spend an average of about four and a half hours a day (4:36) with screen media, while teens spend just over six and a half hours a day with screens (6:40). Again, these averages reflect substantial diversity in screen time. For example, while almost all (94 percent) teens use screen media on a typical day, 16 percent use them for two hours or less and 26 percent for more than eight hours.

***Most popular media activities.*** The most popular media activities among both age groups are watching TV and videos, and listening to music. But beyond that, young people's tastes are incredibly diverse. When it comes to picking a "favorite" media activity, no one activity gets more than 30 percent of young people's votes. For example, among tweens, 22 percent like playing video games best, and reading is the favorite for the next largest group (16 percent), followed by watching TV (13 percent), listening to music (10 percent), watching online videos (10 percent), and playing mobile games (8 percent). Among teens, listening to music is the favorite of the largest group (30 percent), followed by playing video games (15 percent), reading (10 percent), using social media (10 percent), and watching TV (9 percent). The diversity in tastes and preferences is clear.

TABLE 4. TIME SPENT WITH MEDIA, IN INCREMENTS

| | Among Tweens | Among Teens |
|---|---|---|
| **Total Media** *On any given day, percent who use for:* | | |
| • No time | 2% | 3% |
| • 1 hour or less | 6% | 3% |
| • 1-2 hours | 11% | 5% |
| • 2-4 hours | 25% | 17% |
| • 4-6 hours | 25% | 17% |
| • 6-8 hours | 12% | 13% |
| • 8-10 hours | 7% | 10% |
| • More than 10 hours | 13% | 31% |
| Percent who use any media | 98% | 97% |
| Average time *among those who use* | 6:03 | 9:12 |
| Average time *among all* | 5:55 | 8:56 |
| **Screen Media** *On any given day, percent who use for:* | | |
| • No time | 6% | 6% |
| • 1 hour or less | 13% | 6% |
| • 1-2 hours | 15% | 10% |
| • 2-4 hours | 27% | 20% |
| • 4-6 hours | 17% | 18% |
| • 6-8 hours | 9% | 13% |
| • 8-10 hours | 5% | 8% |
| • More than 10 hours | 6% | 18% |
| Percent who use any screen media | 94% | 94% |
| Average time *among those who use* | 4:53 | 7:07 |
| Average time *among all* | 4:36 | 6:40 |

Note: 1-2 hours includes from 61 minutes up to and including two hours; 2-4 hours includes from 121 minutes up to four hours; and so on.

***Tweens.*** Tweens' interest in TV is reflected in the fact that nearly two-thirds (62 percent) say they watch TV every day (the next most popular activity is listening to music, with 37 percent saying they do this every day). Watching TV is also the activity most tweens say they enjoy "a lot," at 61 percent, followed by listening to music at 54 percent. Gaming is also very popular among

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tweens, with about half saying they enjoy playing video (52 percent) and mobile (51 percent) games "a lot." Children in this age group average 2:26 a day watching TV and videos, 1:19 a day playing games, and 51 minutes listening to music.

*Teens.* While watching TV and videos (at 2:38 a day on average) and gaming (1:21 per day) are still popular among teens, listening to music (1:54 per day) and using social media (1:11 per day) appear to gain importance once young people enter the teenage years, adding to the total amount of time teens spend with media. Teens' love of music can be seen in the fact that two-thirds (66 percent) say they listen to music "every day," and 73 percent say they enjoy listening to music "a lot." Many teens are also daily users of TV (58 percent) and social media (45 percent) and say they enjoy these media "a lot" (45 percent for TV and 36 percent for social media).

*Devices.* Both tweens and teens use a wide variety of devices to engage with the TV shows, videos, music, games, and social media that they use. The television set still occupies the largest chunk of time among 8- to 12-year-olds, but among teens it now ranks third in terms of media devices, after smartphones and computers. Among both age groups, mobile now accounts for a large proportion of all screen time—nearly half among tweens and nearly two-thirds among teens. But young people still haven't totally turned their backs on the older devices. Television sets, radios, and print still occupy a substantial amount of young people's time. Among tweens, for example, 83 percent of TV-viewing time still occurs on a TV set (although some of that is through time-shifting or streaming); 90 percent of reading occurs with print; and 39 percent of music listening happens through a radio.

TABLE 5. MEDIA ENJOYMENT
PERCENT WHO ENJOY EACH ACTIVITY "A LOT"

| Among Tweens | | Among Teens | |
|---|---|---|---|
| Watching TV | 61% | Listening to music | 73% |
| Listening to music | 54% | Watching TV | 45% |
| Playing video games | 52% | Watching online videos | 45% |
| Playing mobile games | 51% | Playing video games | 42% |
| Watching online videos | 46% | Using social media | 36% |
| Reading | 41% | Reading | 30% |
| Playing computer games | 39% | Playing mobile games | 27% |
| Using social media | 13% | Playing computer games | 26% |

TABLE 6. DAILY USERS
PERCENT WHO ENGAGE IN EACH ACTIVITY "EVERY DAY"

| Among Tweens | | Among Teens | |
|---|---|---|---|
| Watching TV | 62% | Listening to music | 66% |
| Listening to music | 37% | Watching TV | 58% |
| Playing mobile games | 27% | Using social media | 45% |
| Reading | 27% | Watching online videos | 34% |
| Watching online videos | 24% | Playing mobile games | 27% |
| Playing computer games | 14% | Reading | 19% |
| Playing video games† | 12% | Playing computer games | 17% |
| Using social media | 10% | Playing video games† | 15% |

† Console video games

TABLE 7. TIME SPENT IN EACH MEDIA ACTIVITY: AVERAGE TIME SPENT PER DAY

| Among Tweens | | Among Teens | |
|---|---|---|---|
| Watching TV/DVDs/videos | 2:26 | Watching TV/DVDs/videos | 2:38 |
| Playing video, computer, or mobile games | 1:19 | Listening to music | 1:54 |
| Listening to music | :51 | Playing video, computer, or mobile games | 1:21 |
| Reading | :29 | Using social media | 1:11 |
| Using social media | :16 | Doing other activities on computer/mobile device | :32 |
| Doing other activities on computer/mobile device | :13 | Browsing websites | :36 |
| Browsing websites | :12 | Reading | :28 |
| Video-chatting | :06 | Video-chatting | :13 |
| Going to the movies | :02 | Going to the movies | :03 |
| **Total screen media** | **4:36** | **Total screen media** | **6:40** |
| **Total media** | **5:55** | **Total media** | **8:56** |


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TABLE 8. TIME SPENT WITH EACH MEDIA DEVICE
AVERAGE TIME SPENT PER DAY

| Among Tweens | | Among Teens | |
|---|---|---|---|
| Television set | 1:29 | Smartphone | 2:42 |
| Tablet | :56 | Computer | 1:37 |
| Smartphone | :48 | Television set | 1:31 |
| Computer | :31 | Tablet | :45 |
| Video game console | :28 | iPod/iPod Touch | :36 |
| iPod/iPod Touch | :27 | Video game console | :32 |
| Print | :26 | Radio | :27 |
| Radio | :20 | Print | :20 |
| DVD player | :14 | DVD player | :11 |
| Handheld gamer | :07 | Handheld gamer | :05 |
| CD player | :04 | CD player | :05 |
| E-reader | :02 | E-reader | :03 |
| Movie theater | :02 | Movie theater | :03 |
| *Total mobile media* | *2:21* | *Total mobile media* | *4:12* |
| *Total mobile screen media* | *1:53* | *Total mobile screen media* | *3:01* |
| **Total screen media** | **4:36** | **Total screen media** | **6:40** |
| **Total media** | **5:55** | **Total media** | **8:56** |

TABLE 9. FAVORITE MEDIA ACTIVITY

| Activity | Among Tweens | Among Teens |
|---|---|---|
| Playing video games | 22% | 15% |
| Reading | 16% | 10% |
| Watching TV | 13% | 9% |
| Listening to music | 10% | 30% |
| Watching online videos | 10% | 6% |
| Playing mobile games | 8% | 2% |
| Using social media | 4% | 10% |
| Playing computer games | 5% | 5% |
| Creating digital art/graphics | 2% | 1% |
| Writing | 1% | 1% |
| Making videos | 1% | 1% |

Note: Other options in the survey for "favorite" activities included taking/editing photos, creating/modifying games, coding, and creating digital music, but only activities that received at least 1 percent in each age group are included in this table. Therefore, totals do not add up to 100%.

***Consumption, creation, and communication.*** With the diversity of media now available, and the multiple purposes for which digital devices such as tablets, smartphones, or computers can be used, it can be argued that there are better ways of classifying young people's use of media beyond simply "screen" or "non-screen." Screen media activities can include reading, playing games, researching topics online, communicating via Skype, or watching videos, among other things. In addition, digital media devices can be used as tools for young people to create their own content—for example, writing blogs or creating digital art or music. This study offers a chance to document the degree to which digital media are used for these purposes at the national level.

Overall, the largest proportion of digital device time (time spent using computers, tablets, smartphones, and iPod Touches) is devoted to what can be considered "passive" consumption, such as watching TV, reading, or listening to music. (Of course,

TABLE 10. CONSUMPTION, COMMUNICATION, AND CREATION: TIME SPENT USING DIGITAL MEDIA, BY ACTIVITY

| Activity | Among Tweens | Among Teens |
|---|---|---|
| **Passive consumption** | **1:02 (41%)** | **2:06 (39%)** |
| • Watching online videos | :25 | :35 |
| • Watching TV | :18 | :22 |
| • Reading | :01 | :05 |
| • Listening to music | :18 | 1:04 |
| **Interactive consumption** | **:56 (37%)** | **1:19 (25%)** |
| • Playing games | :44 | :44 |
| • Browsing websites | :12 | :36 |
| **Communication†** | **:22 (14%)** | **1:24 (26%)** |
| • Using social media‡ | :16 | 1:11 |
| • Video-chatting | :06 | :13 |
| **Creation** | **:05 (3%)** | **:09 (3%)** |
| • Making art or music | :04 | :06 |
| • Writing | :01 | :04 |
| **Other§** | **:08 (5%)** | **:23 (7%)** |
| **Total** | **2:33** | **5:21** |

Note: This table includes time spent on computers, tablets, smartphones, and iPod Touches. † Excludes time spent talking or texting. ‡ Some would consider posting pictures or comments on social media "content creation," but we are classifying those activities as "communication." § Respondents noted the time they spent doing "anything else" on a computer, tablet, iPod Touch, or smartphone, beyond the specific activities asked about in the survey. These times have been included here in the "other" category. It is not possible to determine whether these activities should be considered consumption, creation, or communication.

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"passive" doesn't mean the user is mentally disengaged with the content; it simply means the user doesn't have to be actively interacting with it.) "Interactive" consumption, such as playing games or browsing websites, occupies a large chunk of time among both tweens (39 percent) and teens (26 percent). Among 13- to 18-year-olds, a substantial amount of time is devoted to communication[2] (28 percent, with 15 percent among tweens). Only a small portion of time spent with these devices is devoted to content creation (3 percent in both age groups). Another 6 percent among tweens and 7 percent among teens is classified as "other" activities, and it is not possible to know what portion is passive, interactive, or creative.

These national averages can obscure the fact that many young people across the country are making extensive use of digital media as tools to create outstanding art, write elaborate computer programs, create apps or games, record music, establish and run businesses, direct movies, or produce news reports. But national data offer an excellent way to assess the overall degree to which digital media are being used for these various purposes among young people as a whole. It should also be noted that this study concerns use of media *outside of school*; many young people may be making substantial use of media for content creation in the classroom.

Content creation may be more episodic than content consumption. Therefore, in addition to measuring the *time* spent on content creation, the survey also documented the proportion of young people who say they "often" or "sometimes" use media to create content through means such as writing computer programs, creating or modifying video or computer games, writing, or creating digital art or music. These questions do not cover all possible ways young people might use digital devices to create content, but they do help give an idea of the frequency of youth-generated content. A total of 8 percent of tweens and 10 percent of teens "often" do at least one of these activities (there are no demographic differences by gender, race/ethnicity, income, or parent education). Among teens (the age at which these activities are more common), 19 percent "often" or "sometimes" use a computer or mobile device to create digital art or graphics, 12 percent often or sometimes create digital music, 11 percent often or sometimes create or modify video or computer games, and 10 percent "often" or "sometimes" write computer programs.

In addition, 28 percent of teens "often" or "sometimes" write things for their own pleasure; sometimes that involves using a computer or similar device to type (although the most common way of writing among young people is by hand). Many young people also use digital media to help them learn how to "create"

TABLE 11. CONTENT CREATION: FREQUENCY OF WRITING, CODING, AND CREATING DIGITAL ART OR MUSIC

| Percent who "often" or "sometimes"... | Among Tweens | Among Teens |
|---|---|---|
| Write something for pleasure (stories, articles, blogs)† | 34% | 28% |
| Create digital art or graphics | 19% | 19% |
| Create or modify ("mod") video or computer games | 11% | 11% |
| Create digital music | 9% | 12% |
| Write computer programs (or "code") | 6% | 10% |

† This includes writing that is not done on digital media (most writing is done by hand).

TABLE 12. MEDIA IN THE HOME

| Device | Among Tweens | Among Teens |
|---|---|---|
| TV set | 94% | 95% |
| Video game console | 81% | 83% |
| Smartphone | 79% | 84% |
| Tablet | 80% | 73% |
| Laptop computer | 73% | 77% |
| Desktop computer | 56% | 63% |
| Portable game player | 53% | 45% |
| DVR | 44% | 48% |
| iPod | 37% | 43% |
| iPod Touch | 32% | 31% |
| E-reader | 26% | 29% |

content elsewhere in their lives. For example, about half of all teens (47 percent) and tweens (50 percent) say they "often" or "sometimes" watch videos about how to "make, build, or do something" they are interested in.

***Media in the home and personal device ownership.*** Nearly all homes with children age 8 to 18 have a TV set (94-95 percent, depending on the child's age), and the vast majority have a video game player (81-83 percent), smartphone (79-84 percent), tablet (73-80 percent), and laptop (73-77 percent). Many young people have their own devices. For example, among tweens, more than half (53 percent) have their own tablets, and nearly half (47 percent) have TVs in their bedrooms. Among teens, two-thirds (67 percent) have their own smartphones, and more than

*2. "Communication" includes using social media and video-chatting; the survey did not ask about time spent talking on the phone or texting.*


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TABLE 13. PERSONAL MEDIA OWNERSHIP

| Device | Among Tweens | Among Teens |
|---|---|---|
| Tablet | 53% | 37% |
| TV set (bedroom) | 47% | 57% |
| Portable game player | 42% | 32% |
| Smartphone | 24% | 67% |
| Video game console (bedroom) | 22% | 34% |
| iPod Touch | 21% | 20% |
| Laptop computer | 19% | 45% |
| iPod | 15% | 23% |
| E-reader | 7% | 9% |
| Desktop computer (bedroom) | 6% | 11% |

TABLE 14. MEDIA OWNERSHIP AMONG 8- TO 18-YEAR-OLDS, BY FAMILY INCOME

| Media Type | Lower Income | Middle Income | Higher Income | %-point difference |
|---|---|---|---|---|
| **In the home:** | | | | |
| • Smartphone | 65%[a] | 85%[b] | 93%[c] | -28 |
| • Tablet | 62%[a] | 77%[b] | 87%[c] | -25 |
| • E-reader | 13%[a] | 28%[b] | 41%[c] | -28 |
| • Video game player | 71%[a] | 84%[b] | 88%[c] | -17 |
| • TV set | 89%[a] | 96%[b] | 98%[b] | -9 |
| **Have their own:** | | | | |
| • Laptop (among teens) | 25%[a] | 44%[b] | 62%[c] | -37 |
| • Smartphone (among teens) | 51%[a] | 69%[b] | 78%[c] | -27 |
| • Tablet (among tweens) | 48%[a] | 53%[ab] | 56%[b] | -8 |
| • TV in bedroom (among all) | 68%[a] | 52%[b] | 39%[c] | +29 |
| • Video game player in bedroom (among all) | 37%[a] | 30%[b] | 20%[c] | +17 |

Note: "Lower income" is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. "%-point difference" indicates the degree to which the lower-income group differs from the higher-income group. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

half (57 percent) have TVs in their bedrooms. In addition, just under half (45 percent) have their own laptops. In almost all cases, teens are more likely than tweens to have their own media devices; but tweens are more likely to have their own tablets (53 percent vs. 37 percent) and portable game players (42 percent vs. 32 percent).

***Media devices and income.*** Children in lower-income families are significantly less likely than their wealthier peers to live in homes with computers, high-speed Internet access, or newer digital technologies.

Among teens, 41 percent of those in lower-income families (making less than $35,000 a year) have a desktop computer in the home and 54 percent have a laptop in the home, compared with 76 percent with a desktop and 92 percent with a home laptop among their peers from higher-income families (making $100,000 a year or more). One in 10 lower-income teens has only dial-up Internet at home, compared with no higher-income teens in this nationally representative sample.

There are also substantial differences by income in ownership of smartphones (65 percent of lower-income vs. 93 percent of higher-income families), tablets (62 percent vs. 87 percent), and e-readers (13 percent vs. 41 percent), and there are smaller differences in ownership of more "traditional" media such as video game consoles (71 percent vs. 88 percent) and even TV sets in the home (89 percent vs. 98 percent).

Personal ownership of Internet-enabled devices among tweens and teens varies substantially by income as well. For example, higher-income teens are more than twice as likely to have their own laptops (62 percent, compared with 25 percent of lower-income teens) and much more likely to have their own smartphones (78 percent, compared with 51 percent of lower-income teens). There is also a divide in personal ownership of tablets, but it's smaller: Among tweens (where tablet use is the highest), 48 percent of lower-income tweens have their own tablets, compared with 56 percent of their higher-income peers.

However, when it comes to media in the bedroom—TV sets and video game players—lower-income children are *more* likely to have those items in their rooms than higher-income youth (for example, 68 percent of lower-income youth have bedroom TV sets, compared with 39 percent of higher-income youth). This could be because they are more likely to share rooms with older siblings or to sleep in a multipurpose room that is used as a living room and bedroom; or it could be due to differences in family preferences or the lack of availability of other entertainment options.

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TABLE 15. AVERAGE TIME SPENT WITH EACH MEDIA ACTIVITY AND DEVICE PER DAY

| Activity | Average time *among all* | | Percent who use | | Average time *among those who use* | |
|---|---|---|---|---|---|---|
| | Tween | Teen | Tween | Teen | Tween | Teen |
| **Watching TV/videos** | **2:26** | **2:38** | **85%[a]** | **81%[b]** | **2:51[a]** | **3:15[b]** |
| **TV on TV set** | **1:29** | **1:31** | **71%[a]** | **64%[b]** | **2:05[a]** | **2:21[b]** |
| • Live[‡] | — | 1:19 | — | 58% | — | 2:15 |
| • Time-shifted[‡] | — | :12 | — | 14% | — | 1:23 |
| **TV on other device** | **:18** | **:22** | **15%[a]** | **19%[b]** | **2:03** | **1:59** |
| • Computer | :04[a] | :09[b] | 4%[a] | 9%[b] | 1:49[§] | 1:37 |
| • Smartphone | :04 | :08 | 3%[a] | 6%[b] | † | 2:16 |
| • iPod Touch | :03 | :02 | 2% | 1% | † | † |
| • Tablet | :07[a] | :04[b] | 7%[a] | 4%[b] | 1:37 | 1:49[§] |
| **Online videos** | **:25[a]** | **:35[b]** | **35%[a]** | **45%[b]** | **1:12** | **1:18** |
| • Computer | :06[a] | :11[b] | 10%[a] | 17%[b] | :58 | 1:07 |
| • Smartphone | :05[a] | :15[b] | 8%[a] | 22%[b] | 1:02 | 1:08 |
| • iPod Touch | :04 | :02 | 4% | 3% | 1:41[§] | † |
| • Tablet | :11[a] | :06[b] | 16%[a] | 8%[b] | 1:07 | 1:10 |
| **Other** | | | | | | |
| • DVDs | :14 | :11 | 14%[a] | 9%[b] | 1:46 | 1:57 |
| **Watching movies (in theater)** | **:02** | **:03** | **2%** | **3%** | **†** | **†** |
| **Listening to music** | **:51[a]** | **1:54[b]** | **57%[a]** | **81%[b]** | **1:29[a]** | **2:20[b]** |
| • Computer | :02[a] | :16[b] | 3%[a] | 12%[b] | † | 2:11[b] |
| • Smartphone | :10[a] | :41[b] | 12%[a] | 40%[b] | 1:25 | 1:41 |
| • Tablet | :06 | :07 | 10% | 8% | :57[a] | 1:36[b] |
| • Radio | :20[a] | :27[b] | 34% | 34% | :58[a] | 1:20[b] |
| • CDs | :04 | :05 | 5% | 6% | 1:13[§] | 1:16[§] |
| • iPod/MP3 player | :09[a] | :18[b] | 12%[a] | 17%[b] | 1:17[a] | 1:46[b] |
| **Gaming** | **1:19** | **1:21** | **66%[a]** | **56%[b]** | **2:00[a]** | **2:25[b]** |
| **Video games** | **:35** | **:37** | **33%[a]** | **28%[b]** | **1:46[a]** | **2:13[b]** |
| • Console | :28 | :32 | 27% | 25% | 1:44[a] | 2:09[b] |
| • Handheld | :07 | :05 | 11%[a] | 6%[b] | 1:07[a] | 1:31[b] |
| **Computer games** | **:11[a]** | **:19[b]** | **13%** | **14%** | **1:29[a]** | **2:14[b]** |
| **Mobile games** | **:33[a]** | **:25[b]** | **45%[a]** | **34%[b]** | **1:13** | **1:12** |
| • Smartphone | :09[a] | :15[b] | 14%[a] | 23%[b] | 1:05 | 1:04 |
| • Tablet | :19[a] | :07[b] | 27%[a] | 9%[b] | 1:12 | 1:12 |
| • iPod Touch | :05 | :03 | 7%[a] | 4%[b] | 1:02 | 1:15[§] |
| **Using social media** | **:16[a]** | **1:11[b]** | **15%[a]** | **58%[b]** | **1:43** | **2:04** |
| • Computer | :01[a] | :13[b] | 2%[a] | 14%[b] | † | 1:35 |
| • Smartphone | :10[a] | :45[b] | 9%[a] | 40%[b] | 1:56 | 1:52 |
| • Tablet | :03[a] | :08[b] | 4%[a] | 8%[b] | † | 1:43 |
| • iPod Touch | :01[a] | :06[b] | 2%[a] | 4%[b] | † | 2:21[§] |


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| Activity | Average time *among all* | | Percent who use | | Average time *among those who use* | |
|---|---|---|---|---|---|---|
| | Tween | Teen | Tween | Teen | Tween | Teen |
| **Reading** | **:29** | **:28** | **43%[a]** | **29%[b]** | **1:07[a]** | **1:37[b]** |
| • Books (print) | :24[a] | :15[b] | 36%[a] | 17%[b] | 1:07[a] | 1:28[b] |
| • Books (electronic) | :02 | :03 | 5% | 4% | :49[§] | 1:28[§] |
| • Magazines | :01[a] | :03[b] | 4% | 5% | † | :56[b] |
| • Newspapers | ⋆[a] | :02[b] | 2%[a] | 3%[b] | † | † |
| • Computer | ⋆[a] | :02[b] | 1%[a] | 5%[b] | † | :45 |
| • Tablet | :01 | :01 | 2% | 1% | † | † |
| • iPod Touch | ⋆ | ⋆ | ⋆ | 1% | † | † |
| • Smartphone | ⋆[a] | :02[b] | ⋆[a] | 4%[b] | † | :52[§] |
| **Other digital activities** | | | | | | |
| **Computer (other)** | **:07[a]** | **:27[b]** | **10%[a]** | **25%[b]** | **1:09[a]** | **1:48[b]** |
| • Browsing websites | :04[a] | :14[b] | 7%[a] | 21%[b] | :50[a] | 1:09[b] |
| • Making art/music | :01 | :02 | 2% | 2% | † | † |
| • Video-chatting | :01[a] | :04[b] | 1%[a] | 4%[b] | † | 1:54[§] |
| • Writing | ⋆[a] | :02[b] | 1%[a] | 3%[b] | † | |
| • Anything else | :01[a] | :04[b] | 2%[a] | 8%[b] | † | :59 |
| **Smartphone (other)** | **:10[a]** | **:36[b]** | **10%[a]** | **37%[b]** | **1:39** | **1:36** |
| • Browsing websites | :03[a] | :15[b] | 5%[a] | 22%[b] | † | 1:06 |
| • Making art/music | :01 | :02 | 2% | 2% | † | † |
| • Video-chatting | :03 | :06 | 3%[a] | 7%[b] | † | 1:18 |
| • Writing | ⋆[a] | ⋆[b] | ⋆[a] | 1%[b] | † | † |
| • Anything else | :03[a] | :13[b] | 4%[a] | 22%[b] | :57[§] | 1:01 |
| **Tablet (other)** | **:10** | **:13** | **13%** | **12%** | **1:17** | **1:45** |
| • Browsing websites | :04 | :05 | 6%[a] | 9%[b] | 1:16[§] | :54 |
| • Making art/music | :01[a] | ⋆[b] | 3%[a] | 1%[b] | † | † |
| • Video-chatting | :01 | :02 | 2% | 2% | † | † |
| • Writing | ⋆ | :02 | 1% | 1% | † | † |
| • Anything else | :02 | :04 | 5% | 4% | :39[§] | 1:40[§] |
| **iPod Touch (other)** | **:05** | **:05** | **4%** | **4%** | **2:01[§]** | **1:57[§]** |
| • Browsing websites | :01 | :02 | 2% | 2% | † | † |
| • Making art/music | ⋆ | ⋆ | 1% | 1% | † | † |
| • Video-chatting | :01 | :01 | 2% | 1% | † | † |
| • Writing | ⋆ | ⋆ | ⋆ | ⋆ | † | † |
| • Anything else | :03 | :02 | 2% | 3% | † | † |
| **Total screen media** | **4:36[a]** | **6:40[b]** | **94%** | **94%** | **4:53[a]** | **7:07[b]** |
| **Total media** | **5:55[a]** | **8:56[b]** | **98%** | **97%** | **6:03[a]** | **9:12[b]** |

* Indicates more than zero but less than one-half minute. † Indicates sample size of users is too small for reliable results (n=<50). ‡ Question asked only of teens.
§ Small cell size: n=50-74.

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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# MEDIA USAGE TYPOLOGY

Young people differ widely in their media preferences and patterns of use. On their own, the measures for "total media time" or "total screen time" can mask substantial variations in the types of media young people are devoting their time to. Almost all young people spend some time watching TV and listening to music, but beyond that, their media "diets" look very different from one another. In many cases, those who report spending a lot of time using one particular medium spend far less than their peers using other types of media—for example, they might devote a great deal of time to mobile games but almost none to video games. The study identifies several distinct patterns of media use among young people, which we call media-use profiles.

Media profiles were created based on factor analysis of time spent in various media activities. Our rationale was that there may be underlying dimensionality to the data—that time spent on a particular medium may be related to time spent on another medium, but not on a third, and so forth. We wanted to uncover these relationships to see if we could classify youth into "profiles" of media use based on the types of media activities they tended to engage in and devices they tended to use the most.

Factor analysis is a statistical method that allows one to look at underlying relationships among a large number of variables, and it indicates how much of the variation in those variables can be explained by each grouping (or "factor"). Within each age group, we identified a number of key distinct factors in the data. After examining the factor loadings alongside the univariate distributions of the time-spent measures, we identified cut points in the time-spent variables that produced distinct groups of youth with different media-use "profiles." We then assigned individual cases to a single profile using mutually exclusive definitional criteria based on the factors, so that every tween or teen would fall into a single category based on the pattern of his or her activities. Once a case was assigned to one category, it could not also be assigned to another; the categories and thus profiles are mutually exclusive.

***Definition of the categories.*** We tried to begin either with the most extreme definition (those who spent a lot of time in the activity) of a very common category (shared by many cases), or with a relatively rare category, so we would be sure to capture tweens/teens who exhibited that behavior preferentially and not everyone who had any instance of that behavior. In this way, we were able to distinguish six profiles among tweens, and five among teens.

For example, among teens, we first identified Heavy Viewers as those who were at least at the 75th percentile in terms of time spent watching TV or videos (210 minutes). We then defined Gamers/Computer Users as those who spent at least 180 minutes (75th percentile) on console/handheld (but not mobile) gaming, or any computer game time (a rare occurrence) and a significant amount of computer use. The remaining teens were then classified to be Social Networkers if they spent 85 minutes (75th percentile) or more on social media; Readers if they spent 30 minutes or more on reading or any writing time; or Light Users if they didn't fall into any of the other categories. We then further validated these categories by examining how they were associated with various demographic variables, and how they compared to other media use indicators' relationships with similar demographics. In the end, this analysis indicated that youth can be categorized into mutually exclusive profiles of media use, presented below.

***Tweens.*** Among tweens, the study identified six media profiles: heavy video gamers ("Video Gamers," 23 percent of all tweens), social media users ("Social Networkers," 15 percent), heavy mobile gamers ("Mobile Gamers," 14 percent), heavy readers ("Readers," 11 percent), heavy TV and video viewers ("Heavy Viewers," 10 percent), and the rest of this age group, classified as light media users ("Light Users," 27 percent).

- **Video Gamers.** These 8- to 12-year-olds average more than two hours a day (2:10) playing video games and three hours a day (3:00) watching TV and videos. They also play almost an hour's worth (:57) of mobile and computer games. All told, they spend an average of nearly seven hours a day (6:42) with screen media. The Video Gamers are mostly boys (68 percent), spend less time reading than most of the other media profiles (:17 a day), and are the most likely of any group of tweens to have video game players in their bedrooms (41 percent). More of them say they enjoy playing video games "a lot" (83 percent) than any other activity (the next

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closest is watching TV, which 68 percent say they enjoy "a lot"). No other group of young people enjoys playing video games nearly as much as these tweens do (the closest are the Mobile Gamers; 54 percent of them enjoy playing video games "a lot").

- **Social Networkers.** Most tweens don't use social media yet, but those who do are quite devoted to social networking and to screen media in general. They spend an average of 1:43 a day using social media and are more likely to say they enjoy social networking "a lot" (57 percent) more than any other activity except listening to music. (None of the other tween media profiles is even in the double digits in terms of enjoyment of social media.) This is also the only tween group in which a majority has their own smartphones (60 percent, compared, for example, with 9 percent of Readers and 15 percent of Video Gamers). The Social Networkers are predominantly girls (70 percent) and are more likely than the Mobile Gamers and Readers to be from families earning less than $35,000 a year (34 percent). These tweens are the heaviest screen users of all—all told, they spend an average of nearly eight hours a day (7:55) with screen media.
- **Mobile Gamers.** Mobile Gamers love playing mobile games (75 percent enjoy it "a lot," and it's the most popular activity among this group by far, well above the level of enjoyment any other tween group expresses for mobile gaming). These tweens spend nearly two hours a day (1:44) playing mobile games, but they hardly play video games at all, averaging only four minutes a day. They are more likely to be female than the Video Gamers (46 percent vs. 32 percent), and in addition to gaming, this group also reads for a significant amount of time (:43 a day, compared with :17 among the Video Gamers). All told, the Mobile Gamers average 4:48 a day with screen media, about two hours less than the Video Gamers. This category demonstrates why it's not possible to paint all children who play games with the same brush.
- **Readers.** Tween Readers love reading more than any other type of media activity—85 percent of them enjoy it "a lot," with their second favorite activity being watching TV, at a distant 51 percent. There is no other group of tweens that comes close to this level of enjoyment of reading; the next closest is the Mobile Gamers, at 43 percent. More than half (57 percent) of readers say they read "every day," and they average more than an hour and a half a day (1:35) reading. They use far less screen media than other kids their age (an average of 1:34 a day, compared with 4:36 among all tweens). Nearly two-thirds (62 percent) of Readers have a parent with a college or advanced degree (compared, for example, with 31 percent of the Video Gamers and Heavy Viewers). Just over half (57 percent) of tween Readers are girls.
- **Heavy Viewers.** Tweens in the Heavy Viewers group watch TV and videos for five hours a day (5:08), and this is by far their dominant media activity (they hardly play video games at all, but they do play mobile/computer games for an average of :26 a day). All told they average about six hours (5:55) a day with screen media. These tweens tend to live in media-centric homes: Two-thirds (64 percent) have TVs in their rooms (compared with 22 percent of the Readers), and half (52 percent) say the TV is left on in their homes all or most of the time (compared, for example, with 15 percent of Readers and 18 percent of Light Users). They are somewhat more likely to be girls than boys (57 percent vs. 43 percent), and they are less likely than Readers and Light Users to have a parent with a college degree (31 percent for Heavy Viewers vs. 62 percent of Readers and 44 percent of Light Users).
- **Light Users.** More than one in four tweens belongs to the Light User group. These children spend the least amount of time with media of any group, 2:16 a day, including a total of an hour and a half (1:35) with screen media. The only medium that a majority of Light Users enjoys using "a lot" is TV (56 percent). These tweens read far less than any other group, averaging nine minutes a day. They also average the least amount of time per day listening to music, at only about a half hour (:33) a day. They are fairly evenly split by gender (54 percent are male) and are less likely than other tweens to have their own tablet devices (44 percent), compared, for example, with 68 percent of Mobile Gamers and 61 percent of Social Networkers.

**The 6 profiles for tweens are: Video Gamers, Social Networkers, Mobile Gamers, Readers, Heavy Viewers, and Light Users.**


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*Teens.* Among teens, five distinct profiles of users were identified: heavy video viewers ("Heavy Viewers," 26 percent of all teens), heavy gamers and computer users ("Gamers/Computer Users," 20 percent), heavy readers ("Readers," 13 percent), heavy social media users ("Social Networkers," 10 percent), and light media users ("Light Users," 32 percent).

- **Heavy Viewers.** The Heavy Viewers—one in four of all teens—have the highest media usage among either age group. Teen Heavy Viewers average more than 13 hours a day (13:20) with screen media, including nearly six and a half hours (6:24) watching TV and videos, two hours (2:09) using social media, over an hour playing mobile/computer games (1:14), and about an hour (:57) playing video games. They also listen to music for 2:40 and read for about a half hour (:32). Heavy Viewers are more likely than other teens to come from lower-income homes, to have TVs and video game players in their rooms, and to live in homes where the TV is left on all the time. Not surprisingly, they are also more likely than other teens to say they enjoy watching TV and online videos "a lot."
- **Gamers/Computer Users.** Gamers/Computer Users—one in five of all teens—also spend a lot of time with screen media, averaging nearly seven hours (6:56) a day. A lot of this time is spent playing games (2:27), but they also watch TV and videos for an hour and a half (1:34) a day and use computers for things other than gaming for nearly three hours a day (2:42), mainly browsing websites (:39), listening to music (:37), and using social media (:25). Gamers/Computer Users are mostly boys (70 percent) and are more likely than most other teens to have a parent with a college or advanced degree. And they are more likely than other teens to enjoy playing video or computer games "a lot."
- **Readers.** Readers (13 percent of all teens) spend an average of an hour and a half (1:31) reading, far more than other teens. (The other media profiles range from less than a minute a day among the Light Users up to :32 a day among the Heavy Viewers.) Readers don't eschew screen media; they spend an average of three hours a day with screens, including 1:22 watching TV and videos, 20 minutes using social media, and 18 minutes playing mobile games. The vast majority of their reading is done in print (1:13 a day, compared with :18 for digital reading). Readers are more likely than the other media profile groups to be female (62 percent) and to have a parent with a college or advanced degree (45 percent), and they are a lot less likely to have TVs in their bedrooms (33 percent) (in contrast, 73 percent of the Heavy Viewers have bedroom TVs). Half of them (49 percent) say they read "every day," far more than other teens. Seven in 10 (71 percent) say they enjoy reading "a lot," which is also much higher than other teens, who range from 17 percent among the Light Users to 31 percent among the Gamers/Computer Users.
- **Social Networkers.** Social Networkers—10 percent of all teens—spend more than three hours a day (3:17) using social media, far more than other teens. They are more likely to say they enjoy using social media (70 percent) than other teens (for example, 29 percent of Light Users do, and 42 percent of Heavy Viewers do). They watch TV for about an hour and a half (1:34) a day and are on their smartphones for two and a half hours (2:34) for things *other* than social media or gaming. All told, these young people spend seven hours a day (7:03) with screen media, on average. They tend to be female (66 percent), and almost all of them have their own smartphones (84 percent).
- **Light Users.** Nearly a third (32 percent) of teens are in the Light User group. These young people spend an average of 3:40 using media on any given day, including about two and a half hours (2:26) a day with screen media. They use a mix of media, aren't very passionate about any one type of media, and don't tend to use any particular medium for very long each day. The exception to this generalization is listening to music: 70 percent say they enjoy listening to music "a lot," and they average 1:15 a day doing it. They watch TV or videos for an average of just over an hour a day (1:09), play video games for an average of 18 minutes, use social media for an average of 15 minutes, and play mobile games for an average of 14 minutes.

**The 5 profiles for teens are: Heavy Viewers, Gamers/ Computer Users, Readers, Social Networkers, and Light Users.**

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TABLE 16. TWEEN MEDIA PROFILES

| | All | Light Users | Video Gamers | Social Networkers | Mobile Gamers | Readers | Heavy Viewers |
|---|---|---|---|---|---|---|---|
| **Percent of all tweens** | **100%** | **27%** | **23%** | **15%** | **14%** | **11%** | **10%** |
| **Total screen media** | **4:36** | **1:35[a]** | **6:42[b]** | **7:54[b]** | **4:48[c]** | **1:34[a]** | **5:55[b]** |
| **Total media** | **5:55** | **2:16[a]** | **7:41[b]** | **9:59[b]** | **6:17[c]** | **3:44[d]** | **7:15[bc]** |
| **Average time per day with each media activity:** | | | | | | | |
| • Watching TV/DVDs/videos | 2:26 | 1:05[a] | 3:00[b] | 3:12[b] | 2:26[c] | 1:00[a] | 5:08[d] |
| • Playing games | 1:19 | :18[a] | 3:06[b] | 1:12[c] | 1:57[d] | :18[a] | :29[a] |
| • *Video* | *:35* | *:04[a]* | *2:10[b]* | *:24[c]* | *:04[a]* | *:02[a]* | *:03[a]* |
| • *Computer* | *:11* | *:08* | *:16* | *:10* | *:09* | *:09* | *:20* |
| • *Mobile* | *:33* | *:06[a]* | *:41[b]* | *:39[b]* | *1:44[c]* | *:07[a]* | *:06[a]* |
| • Listening to music | :51 | :33[a] | :45[ac] | 1:44[b] | :48[c] | :36[ac] | :50[ac] |
| • Reading | :29 | :09[a] | :17[b] | :21[b] | :43[b] | 1:35[c] | :31[b] |
| • Using social media | :16 | — | — | 1:43 | — | — | — |
| **Percent who enjoy each media activity "a lot":** | | | | | | | |
| • Watching TV | 61% | 56%[a] | 68%[bc] | 51%[a] | 65%[b] | 51%[a] | 77%[c] |
| • Playing video games | 52% | 50%[a] | 83%[b] | 31%[c] | 54%[a] | 34%[c] | 41%[ac] |
| • Playing mobile games | 51% | 44%[a] | 54%[a] | 49%[a] | 75%[b] | 32%[c] | 48%[a] |
| • Reading | 41% | 39%[ab] | 31%[a] | 30%[a] | 43%[b] | 85%[c] | 36%[b] |
| • Using social media | 13% | 5%[a] | 7%[a] | 57%[b] | 2%[a] | 4%[a] | 3%[a] |
| **Demographic characteristics: Percent who are:** | | | | | | | |
| • Female | 49% | 46%[a] | 32%[b] | 70%[c] | 46%[a] | 57%[a] | 57%[ac] |
| • Lower income (<$35,000/year) | 25% | 24%[ac] | 26%[ac] | 34%[a] | 15%[b] | 21%[bc] | 34%[ac] |
| • White | 51% | 48%[ac] | 53%[abc] | 45%[ac] | 61%[b] | 58%[ab] | 44%[c] |
| • Black | 13% | 11% | 16% | 16% | 9% | 10% | 19% |
| • Hispanic | 24% | 25% | 21% | 30% | 20% | 22% | 28% |
| **Media environment and ownership: Percent who have:** | | | | | | | |
| • Bedroom TV | 47% | 38%[a] | 57%[bc] | 57%[ce] | 48%[abe] | 22%[d] | 64%[bc] |
| • TV on all/most of the time in home | 34% | 18%[a] | 45%[b] | 41%[b] | 42%[b] | 15%[a] | 52%[b] |
| • Their own tablets | 53% | 44%[a] | 54%[ac] | 61%[bc] | 68%[bc] | 43%[a] | 48%[ac] |
| • Their own smartphones | 24% | 21%[a] | 15%[ac] | 60%[b] | 15%[ac] | 9%[c] | 20%[a] |
| **Parents: Percent whose parent has:** | | | | | | | |
| • A college degree | 40% | 44%[a] | 31%[b] | 33%[ab] | 40%[ab] | 62%[c] | 31%[b] |
| • Spoken to them a lot about media[†] | 58% | 63%[a] | 56%[a] | 48%[b] | 65%[a] | 64%[a] | 51%[ab] |
| **Physical activity:** | | | | | | | |
| • Physically active "every day" | 36% | 34% | 36% | 33% | 38% | 43% | 32% |
| • Average time in physical activity | 1:07 | :59[a] | 1:14[b] | 1:10[b] | 1:05[b] | 1:13[b] | 1:03[b] |

Note: A dash ("—") indicates that the mean is zero minutes by definition of the media type. Superscripts (a,b,c,d,e) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. † The survey asked whether parents had talked with their children about five issues related to media: when they can use media, how much time they can spend with media, which types of media they can use, staying safe online, and being responsible and respectful online. This item reflects the proportion whose parents have spoken with them about all these issues.


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TABLE 17. TEEN MEDIA PROFILES

| | All | Light Users | Heavy Viewers | Gamers/ Computer Users | Readers | Social Networkers |
|---|---|---|---|---|---|---|
| **Percent of all teens** | **100%** | **32%** | **26%** | **20%** | **13%** | **10%** |
| **Total screen media** | **6:40** | **2:26[a]** | **13:20[c]** | **6:57[b]** | **3:00[d]** | **7:03[b]** |
| **Total media** | **8:56** | **3:40[a]** | **16:24[c]** | **9:17[b]** | **5:58[d]** | **9:34[b]** |
| **Average time per day with each media activity:** | | | | | | |
| • Watching TV/DVDs/videos | 2:38 | 1:09[a] | 6:24[b] | 1:34[c] | 1:22[c] | 1:34[c] |
| • Listening to music | 1:54 | 1:15[a] | 2:40[b] | 1:59[c] | 1:32[ac] | 2:16[bc] |
| • Playing games | 1:21 | :32[a] | 2:11[b] | 2:27[b] | :30[a] | :44[a] |
| • *Video* | *:37* | *:18[a]* | *:57[b]* | *1:12[b]* | *:12[a]* | *:12[a]* |
| • *Computer* | *:19* | — | *:28[a]* | *1:00[b]* | — | — |
| • *Mobile* | *:25* | *:14[a]* | *:46[b]* | *:15[a]* | *:18[ac]* | *:31[bc]* |
| • Using social media | 1:11 | :15[a] | 2:09[b] | :53[c] | :20[d] | 3:17[e] |
| • Reading | :28 | *[a] | :32[b] | :29[b] | 1:31[c] | :22[b] |
| **Percent who enjoy each media activity "a lot":** | | | | | | |
| • Watching TV | 45% | 40%[a] | 62%[b] | 35%[a] | 42%[a] | 41%[a] |
| • Playing video games | 42% | 37%[a] | 49%[b] | 56%[b] | 31%[ac] | 25%[c] |
| • Using social media | 36% | 29%[a] | 42%[b] | 27%[a] | 31%[a] | 70%[c] |
| • Reading | 30% | 17%[a] | 24%[b] | 31%[b] | 71%[c] | 27%[b] |
| • Playing mobile games | 27% | 26%[a] | 31%[a] | 24%[a] | 25%[a] | 24%[a] |
| **Demographic characteristics: Percent who are:** | | | | | | |
| • Female | 48% | 47%[a] | 51%[a] | 30%[b] | 62%[ac] | 66%[c] |
| • Lower income (<$35,000/year) | 24% | 22%[a] | 33%[b] | 17%[a] | 16%[a] | 25%[a] |
| • White | 57% | 55%[ac] | 48%[c] | 66%[b] | 58%[abc] | 64%[ab] |
| • Black | 13% | 11%[a] | 23%[b] | 9%[a] | 9%[a] | 12%[a] |
| • Hispanic | 22% | 27%[a] | 21%[ab] | 15%[b] | 25%[a] | 18%[b] |
| **Media environment and ownership: Percent who have:** | | | | | | |
| • Bedroom TV | 57% | 51%[a] | 73%[b] | 56%[a] | 33%[c] | 62%[a] |
| • TV on all/most of the time in home | 37% | 31%[a] | 52%[b] | 35%[a] | 20%[c] | 39%[a] |
| • Their own tablets | 37% | 33%[a] | 42%[b] | 35%[ab] | 41%[ab] | 33%[ab] |
| • Their own smartphones | 67% | 67%[a] | 65%[ab] | 68%[a] | 57%[b] | 84%[c] |
| **Parents: Percent whose parent has:** | | | | | | |
| • A college degree | 34% | 32%[a] | 26%[a] | 41%[b] | 45%[b] | 30%[a] |
| • Spoken to them a lot about media† | 43% | 43%[ab] | 37%[b] | 44%[ab] | 54%[a] | 42%[ab] |
| **Physical activity:** | | | | | | |
| • Physically active "every day" | 32% | 34%[a] | 32%[ab] | 24%[b] | 36%[ab] | 34%[ab] |
| • Average time in physical activity | 1:01 | 1:08[a] | :54[ab] | :47[b] | 1:08[a] | 1:13[a] |

Note: A dash ("—") indicates that the mean is zero minutes by definition of the media type. Superscripts (a,b,c,d,e) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. * Less than one minute but greater than zero. † The survey asked whether parents had talked with their children about five issues related to media: when they can use media, how much time they can spend with media, which types of media they can use, staying safe online, and being responsible and respectful online. This item reflects the proportion whose parents have spoken with them about all these issues.

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# TELEVISION AND VIDEO VIEWING

These days "watching television" can mean many things: watching TV shows or movies on a TV set as they are aired; time-shifting TV programming, either by recording shows for viewing at a later time or by watching on the TV set "on demand" or through a proprietary service such as Netflix; or watching shows or movies online (on a laptop, tablet, or smartphone). In addition to this "television" viewing, many young people watch online videos (on sites such as YouTube), including everything from how-to videos to music videos to funny pet videos. This study measures all these types of viewing. First we explore television, including watching on a TV set and watching TV shows online.

***Popularity of television and time spent watching.*** Despite all the new types of media available to young people today, television continues to be one of the most popular and widely used. On any given day, 75 percent of tweens and 71 percent of teens say they "watch TV" (either on a TV set or online), and those who do watch spend an average of 2:21 and 2:40 doing so, respectively. This is an average of 1:47 a day among all tweens and 1:53 a day among all teens.

Far more tweens say they watch TV "every day" (62 percent) than they do any other activity (listening to music is second at 37 percent). Among teens, TV has the third-highest number of "daily" users (58 percent) after listening to music and using smartphones, more than those who use social media (45 percent) or computers (41 percent) daily and far more than those who play video games on a daily basis (15 percent). Sixty-one percent of tweens and 45 percent of teens enjoy watching TV "a lot"; among tweens, no other medium is enjoyed more, and among teens watching TV places second, after listening to music.

***TV in the home.*** Nearly all (95 percent of) 8- to 18-year-olds have TV sets in the home, and the presence of TV does not vary between tweens and teens. But more than one in 10 lower-income children *doesn't* have a TV in the home (89 percent do, compared with 96 percent of middle-income and 98 percent of higher-income children).

Many young people have TVs in their rooms, including just under half of all tweens (47 percent) and 57 percent of all teens. Interestingly, lower-income children are much *more* likely than higher-income ones to have TVs in their rooms, despite the fact that they are slightly *less* likely to have a TV in the home. Among tweens, 66 percent of lower-income children have bedroom TVs, compared with 29 percent of higher-income children; among teens, 69 percent of lower-income and 46 percent of higher-income youth have TVs in their rooms. (This may be because lower-income youth are more likely to share a room; the survey did not explore whether or not that is the case.) Among higher-income youth, there is a large difference in the prevalence of bedroom TVs between the tween (29 percent) and teen (46 percent) years.

Many young people live in homes where the TV is often left on as background, whether anyone is explicitly "watching" it or not. Among all 8- to 18-year-olds, 8 percent say the TV is on "all" the time and 27 percent say "most" of the time. Fourteen percent say the TV is "hardly ever" or "never" left on when no one is watching. There are some demographic differences in the homes where TV is left on all the time; twenty percent of black children say the TV is on "all" the time, compared with 6 percent of Hispanic and 7 percent of white children. There are similar but smaller differences by income and parent education.

**TABLE 18. WATCHING TV:** TIME SPENT IN INCREMENTS

| On any given day ... | Among Tween | Among Teens |
|---|---|---|
| Percent who watch TV for: | | |
| • No time | 25% | 29% |
| • 1 hour or less | 24% | 20% |
| • 1-2 hours | 25% | 20% |
| • 2-4 hours | 18% | 19% |
| • More than 4 hours | 8% | 11% |
| Total who watch TV | 75% | 71% |
| Average time *among those who watch* | 2:21 | 2:40 |
| Average time *among all* | 1:47 | 1:53 |

Note: 1-2 hours includes from 61 minutes up to and including two hours; 2-4 hours includes from 121 minutes up to four hours. Table includes TV/movies watched on a TV set and online but does not include time spent watching DVDs or non-TV/movie online videos, at websites such as YouTube.

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TABLE 19. TOTAL TV VIEWING: DEVICES AND TIME-SHIFTING

| Device | Among Tweens | | Among Teens | | |
|---|---|---|---|---|---|
| | Average time spent watching | Proportion of all TV time | Average time spent watching | Proportion of all TV time | Proportion of TV-set time |
| TV set | 1:29 | 83% | 1:31 | 81% | — |
| • *Time-shifted** | — | — | *:12* | *11%* | *13%* |
| • *Live** | — | — | *1:19* | *70%* | *87%* |
| Computer, tablet, or smartphone | :18 | 17% | :22 | 19% | — |
| **Total** | **1:47** | **100%** | **1:53** | **100%** | **100%** |

* Question only asked of teens.

***Time-shifted viewing and watching TV on other devices.*** Although many young people watch TV on computers, tablets, or smartphones, this is still far less common than watching TV on a TV set. For example, on any given day 71 percent of tweens watch TV on a TV set, while only 14 percent watch on any other device; among teens, 64 percent watch on a TV set and 19 percent watch on another device. In terms of the amount of time spent watching TV or movies on each device, 83 percent of tweens' viewing and 81 percent of teens' viewing occurs on a TV set. For teens, the results of the survey also document the proportion of viewing on a TV set that is time-shifted, as opposed to viewed "as broadcast."[3] Of all teen viewing on a TV set, 13 percent is time-shifted and 87 percent is not. Therefore, among teens, total TV viewing (online and on a TV set) is now divided such that 70 percent is watching TV as it is broadcast on a TV set, 11 percent is watching time-shifted TV on a TV set, and 19 percent is watching on other devices.

***Demographic differences in TV viewing.*** There are substantial differences in young people's use of television by race/ethnicity, income, and parent education. In general, black youth and those in lower-income homes or homes with parents without a college degree are more likely to have TVs in their bedrooms, to watch TV "every day," and to watch for longer. (There is a lot of overlap in these groups, and due to the limited number of higher-income black youth in the survey sample, it is not possible to determine whether race would be a predictor independently of income or parent education.) For example, among teens who watch TV, those with a high school-educated parent watch for 16 minutes longer than those with a college-educated parent (this measure includes watching on a TV set and watching TV shows online); lower-income teens watch 59 minutes more than higher-income teens; and black teens watch for 29 minutes more than white teens. In addition, black youth of both age groups are more likely to say they enjoy watching TV "a lot" than their white or Hispanic

TABLE 20. TV ENJOYMENT AND USE, BY AGE AND GENDER

| Watching Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | All | Boys | Girls | All | Boys | Girls |
| TV in the bedroom | 47% | 48% | 47% | 57% | 60%[a] | 53%[b] |
| TV on "all" the time at home | 9% | 9% | 9% | 8% | 9% | 7% |
| Enjoy watching "a lot" | 61% | 62% | 60% | 45% | 43% | 48% |
| Watch "every day" | 62% | 58%[a] | 65%[b] | 58% | 58% | 59% |
| On any given day, percent who watch | 75% | 75% | 76% | 71% | 71% | 70% |
| Average time *among those who watch* | 2:21 | 2:13 | 2:30 | 2:40 | 2:24[a] | 2:57[b] |
| Average time *among all* | 1:47 | 1:40 | 1:54 | 1:53 | 1:43[a] | 2:04[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

*3. In our piloting, we found that tweens could not reliably distinguish between the different modalities of TV programming. Thus, the survey did not ask this age group to make these distinctions.*


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TABLE 21. TV ENJOYMENT AND USE, BY AGE AND RACE/ETHNICITY

| Watching Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | White | Black | Hispanic | White | Black | Hispanic |
| TV in the bedroom | 37%[a] | 77%[b] | 59%[c] | 54%[a] | 76%[b] | 58%[a] |
| TV on "all" the time at home | 7%[a] | 20%[b] | 9%[a] | 8%[a] | 19%[b] | 4%[a] |
| Enjoy watching "a lot" | 59%[a] | 73%[b] | 59%[a] | 44%[a] | 54%[b] | 41%[a] |
| Watch "every day" | 62% | 70% | 64% | 57%[a] | 70%[b] | 59%[a] |
| On any given day, percent who watch | 74%[a] | 87%[b] | 77%[a] | 70% | 74% | 73% |
| Average time *among those who watch* | 2:02[a] | 2:59[b] | 2:35[b] | 2:23[a] | 3:34[b] | 2:52[ab] |
| Average time *among all* | 1:30[a] | 2:35[a] | 1:59[b] | 1:40[a] | 2:39[b] | 2:05[ab] |

TABLE 22. TV ENJOYMENT AND USE, BY AGE AND FAMILY INCOME

| Watching Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Lower | Middle | Higher | Lower | Middle | Higher |
| TV in the bedroom | 66%[a] | 47%[b] | 29%[c] | 69%[a] | 57%[b] | 46%[c] |
| TV on "all" the time at home | 13%[a] | 8%[b] | 5%[b] | 15%[a] | 8%[b] | 3%[c] |
| Enjoy watching "a lot" | 61% | 60% | 64% | 49%[a] | 42%[b] | 46%[ab] |
| Watch "every day" | 65%[a] | 63%[a] | 55%[b] | 65%[a] | 57%[b] | 56%[b] |
| On any given day, percent who watch | 81%[a] | 74%[b] | 72%[b] | 70% | 70% | 72% |
| Average time *among those who watch* | 2:37[a] | 2:08[a] | 1:50[b] | 3:21[a] | 2:35[b] | 2:13[b] |
| Average time *among all* | 2:07[a] | 1:50[a] | 1:19[b] | 1:22[a] | 1:50[b] | 1:35[b] |

Note: "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more.

TABLE 23. TV ENJOYMENT AND USE, BY AGE AND PARENT EDUCATION

| Watching Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | High School | Some College | College Degree | High School | Some College | College Degree |
| TV in the bedroom | 66%[a] | 60%[a] | 23%[b] | 67%[a] | 64%[a] | 39%[b] |
| TV on "all" the time at home | 16%[a] | 7%[b] | 4%[b] | 13%[a] | 8%[b] | 4%[c] |
| Enjoy watching "a lot" | 59% | 64% | 60% | 41%[a] | 49%[b] | 45%[ab] |
| Watch "every day" | 69%[a] | 64%[a] | 54%[b] | 61%[a] | 63%[a] | 52%[b] |
| On any given day, percent who watch | 79%[a] | 78%[a] | 71%[b] | 71%[a] | 75%[a] | 66%[b] |
| Average time *among those who watch* | 2:40[a] | 2:27[a] | 1:59[b] | 2:59[a] | 2:42[a] | 2:15[b] |
| Average time *among all* | 2:06[a] | 1:55[a] | 1:24[b] | 2:07[a] | 2:02[a] | 1:30[b] |

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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peers. While there are no statistically significant differences among tweens in enjoyment of TV by income or parent education, teens from lower-income homes and those whose parents have lower educational attainment enjoy TV more than teens from higher-income homes and those with a college-educated parent. With regard to gender, there are no differences between tween or teen boys and girls in terms of the percent who watch TV on a typical day, but teen girls watch for about 20 minutes longer than teen boys.

***Online videos.*** Many young people also like watching online videos on sites such as YouTube, whether it's music videos, how-to videos, funny pet videos, or video podcasts. Just under half of all tweens (46 percent) and teens (45 percent) say they enjoy doing this "a lot." A quarter (24 percent) of tweens and a third (34 percent) of teens watch online videos "every day." On any given day, 35 percent of tweens and 45 percent of teens do so, and those who do average 1:12 and 1:18 respectively (that's an average of 25 minutes and 35 minutes among all). Enough tweens and teens watch non-television programming on YouTube that 34 percent of tweens and 31 percent of teens can name a favorite YouTube show, channel, or star. Tweens are most likely to watch on a tablet (16 percent, on any given day), and teens are most likely to watch on a smartphone (22 percent) or computer (17 percent).


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# MUSIC

For all the societal focus on young people's screen media use, listening to music continues to have a powerful and enduring appeal, especially among teenagers. This section of the report pulls together survey data on music, including enjoyment, frequency of use, time spent listening, devices used for listening, and demographic differences in music-listening habits.[4]

***Popularity and time spent.*** Listening to music is at or near the top of young people's media-activity preferences. Among teens, music dominates. Nearly three-quarters (73 percent) of teens say they enjoy listening to music "a lot," far more than those who say that about any other activity (watching TV is a distant second, at 45 percent, and using social media is at 36 percent). And while there is a great deal of diversity as far as which activity teens name as their "favorite," 30 percent choose listening to music, twice as many as the next most popular activity—playing video games—which garners 15 percent. On any given day, far more teens listen to music than engage in any other media activity—an overwhelming 81 percent, compared with 58 percent who use a smartphone for anything and 71 percent who watch TV on any device. On average, among all teens, nearly two hours a day is devoted to listening to music (1:54).

***Devices used to listen to music.*** Among tweens, radios are the most common way of listening to music (accounting for 39 percent of listening time), followed by smartphones (20 percent), iPods (18 percent), and tablets (12 percent). Among teens, smartphones (40 percent) are the dominant device, followed by radios (24 percent), iPods (16 percent), and computers (14 percent).

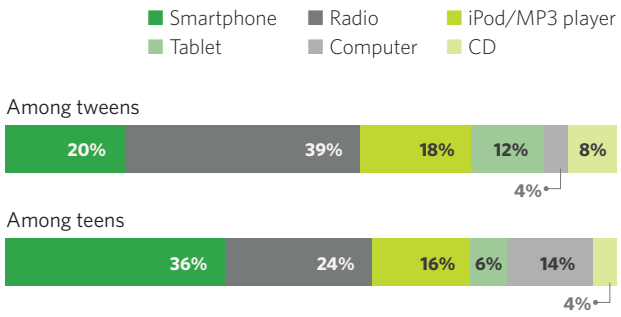
***Gender and music.*** Both boys and girls like listening to music a lot, and they both listen frequently and for fairly substantial amounts of time. But there is no question that girls like music even more than boys do. Among tweens, listening to music is the activity girls enjoy the most (64 percent enjoy it "a lot"); for tween boys, listening to music comes after playing video games, watching TV, and playing mobile games (45 percent enjoy listening to music "a lot"). Among teens, fully 80 percent of girls say they enjoy listening "a lot," with watching TV a distant second at 48 percent and

TABLE 24. LISTENING TO MUSIC:
TIME SPENT IN INCREMENTS

| On any given day ... | Among Tweens | Among Teens |
|---|---|---|
| Percent who listen for: | | |
| • No time | 43% | 19% |
| • 1 hour or less | 37% | 32% |
| • 1-2 hours | 10% | 21% |
| • 2-4 hours | 7% | 17% |
| • More than 4 hours | 4% | 12% |
| Total who listen to music | 57% | 81% |
| Average time *among those who listen* | 1:29[a] | 2:20[b] |
| Average time *among all* | :51[a] | 1:54[b] |

Note: 1-2 hours includes from 61 minutes up to and including two hours, and 2-4 hours includes from 121 minutes up to and including four hours.

**Figure 9. Proportion of time spent on various devices listening to music, by age**




Note: Segments may not add to 100% due to rounding.

*4. Time spent watching music videos is counted under online videos.*

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using social media third at 44 percent. Listening to music tops teen boys' media-activity preferences as well (66 percent enjoy it "a lot"), but playing video games is a very close second (at 62 percent).

When teens were asked to choose their "favorite" media activity, 37 percent of girls picked listening to music more than any other activity; reading and using social media are tied for second at 14 percent each. Three-quarters (74 percent) of teen girls say they listen to music "every day," compared with 58 percent of teen boys. Both boys and girls devote a substantial amount of time to music, even as tweens but especially as teens. On average, 8- to 12-year-old boys spend 40 minutes a day listening to music, while girls this age spend just over an hour (1:03). Among teens, boys listen to music for over an hour and a half (1:37), while teen girls listen for more than two hours a day (2:12) on average.

***Race/ethnicity, income, and music.*** There are no differences by race/ethnicity or by income in how much teens and tweens enjoy listening to music (there are substantial differences when it comes to some other activities, such as watching TV). Nor are there differences by race or income in the likelihood of listening on a given day. But black youth tend to spend more time listening to music than other young people do. Among teens who listen to music on any given day, black youth spend an average of 1:05 more than white youth do listening (Hispanics fall in the middle).

TABLE 25. MUSIC ENJOYMENT AND USE, BY AGE AND GENDER

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| **Listening Habits/Opinions** | **All** | **Boys** | **Girls** | **All** | **Boys** | **Girls** |
| Enjoy it "a lot" | 54% | 45%[a] | 64%[b] | 73% | 66%[a] | 80%[b] |
| Say it is their "favorite" activity | 10% | 7%[a] | 13%[b] | 30% | 22%[a] | 37%[b] |
| Listen "every day" | 37% | 31%[a] | 44%[b] | 66% | 58%[a] | 74%[b] |
| On any given day, percent who listen | 57% | 50%[a] | 65%[b] | 81% | 77%[a] | 86%[b] |
| Average time *among those who listen* | 1:29 | 1:19 | 1:37 | 2:20 | 2:06[a] | 2:34[b] |
| Average time *among all* | :51 | :40[a] | 1:03[b] | 1:54 | 1:37[a] | 2:12[b] |

Note: Statistical significance should be read within each age group. Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

TABLE 26. DEVICES USED TO LISTEN TO MUSIC: ON ANY GIVEN DAY, TIME SPENT LISTENING TO MUSIC ON EACH DEVICE

| | Among Tweens | | Among Teens | |
|---|---|---|---|---|
| **Device** | **Average time among all** | **Proportion of time spent listening** | **Average time among all** | **Proportion of time spent listening** |
| Computer | :02 | 4% | :16 | 14% |
| Smartphone | :10 | 20% | :41 | 36% |
| Tablet | :06 | 12% | :07 | 6% |
| Radio | :20 | 39% | :27 | 24% |
| CD | :04 | 8% | :05 | 4% |
| iPod/MP3 player | :09 | 18% | :18 | 16% |
| **Total** | **:51** | **100%** | **1:54** | **100%** |

Note: Columns may not total due to rounding.


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# SOCIAL MEDIA

This section of the report pulls together the survey data regarding social media use, including the degree to which young people enjoy using social media, the frequency of their use, the average amount of time they spend using social media, the devices they use to access social media, what parents know about their social media activities, and the use of social media during and as part of homework. In addition, this section explores demographic differences in social media use, including by age, gender, and race/ethnicity.

***Popularity and time spent.*** There is no question that using social media is a very popular activity among teens in this country—especially girls. On any given day, almost six in 10 (58 percent of) teens use social media, and those who do use it spend an average of about two hours (2:04) doing so. (Among all teens, that is an average of 1:11 per day.) Just under half (45 percent) of teens say they use social media "every day." But given the societal attention paid to teens and social media, it is somewhat surprising to learn that only about a third (36 percent) of teens say they enjoy using social media "a lot" and that only 10 percent say it's their "favorite" media activity. (By comparison, 73 percent of teens enjoy music "a lot," and 30 percent say it's their favorite type of media.) And it is somewhat surprising that on any given day 42 percent of teens don't use social media at all.

***Age and social media.*** Some tweens—especially girls—use social media, but this activity really takes hold during the teen years. On any given day, 15 percent of 8- to 12-year-olds say they use social media (9 percent of boys and 22 percent of girls). By the time they're teenagers, on any given day 58 percent of youth use social media, and the average time spent of two hours (2:04) a day among users is quite substantial.

TABLE 28. SOCIAL MEDIA USE: TIME SPENT IN INCREMENTS

| On any given day ... | Among Tweens | Among Teens |
|---|---|---|
| Percent who use social media for: | | |
| • No time | 85% | 42% |
| • 1 hour or less | 10% | 32% |
| • 1-2 hours | 3% | 11% |
| • 2-4 hours | 2% | 8% |
| • More than 4 hours | 1% | 7% |
| Total who use social media | 15% | 58% |
| Average time *among those who use* | 1:43 | 2:04 |
| Average time *among all* | :16[a] | 1:11[b] |

Note: 1-2 hours includes from 61 minutes up to and including two hours; 2-4 hours includes from 121 minutes up to and including four hours.

***Gender and social media.*** Girls plainly enjoy using social media more—and use it more often and for longer—than boys. Among teens, social media is popular with both boys and girls, but the disparity is clear. Forty-four percent of teen girls enjoy it a lot, compared with 29 percent of boys. (Again, this is far fewer than the proportion of girls who say they enjoy music "a lot" [80 percent], or boys who say they enjoy video games "a lot" [62%].)

TABLE 27. SOCIAL MEDIA ENJOYMENT AND USE, BY AGE AND GENDER

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| Social Media Habits/Opinions | All | Boys | Girls | All | Boys | Girls |
| Enjoy it "a lot" | 13% | 7%[a] | 18%[b] | 36% | 29%[a] | 44%[b] |
| Say it is their "favorite" activity | 4% | 1%[a] | 7%[b] | 10% | 5%[a] | 14%[b] |
| Use it "every day" | 10% | 7%[a] | 14%[b] | 45% | 38%[a] | 52%[b] |
| On any given day, percent who use it | 15% | 9%[a] | 22%[b] | 58% | 51%[a] | 64%[b] |
| Average time *among those who use* | 1:43 | 1:09 | 1:57 | 2:04 | 1:42[a] | 2:22[b] |
| Average time *among all* | :16 | :06[a] | :26[b] | 1:11 | :52[a] | 1:32[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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More than half (52 percent) of teen girls say they use social media "every day," compared with 38 percent of boys. On any given day, two-thirds (64 percent) of teen girls use social media, compared with 51 percent of boys. Among those who do use social media, boys spend an average of 1:42 a day, and girls spend 2:22 (this means the average among *all* teens is :52 a day for boys and 1:32 for girls).

***Race/ethnicity and social media.*** Using social media is a popular activity among teens regardless of race/ethnicity; on any given day, 58 percent of white teens, 57 percent of black teens, and 55 percent of Hispanic teens use social media. And teens of all three races/ethnicities are equally likely to say they enjoy using social media "a lot": 35 percent of whites and 38 percent of black and Hispanic teens. But there are some signs that social media use is especially popular among black teens. Eighteen percent of black teens say using social media is their "favorite" media activity, compared with only 8 percent of whites and 9 percent of Hispanics. And among those who use social media on any given day, black teens spend about an hour more using it (2:59 a day, compared with 1:54 among whites and 2:00 among Hispanics).

***Devices.*** Teens are far more likely to access social media on their smartphones than through any other device. In terms of time spent with social media, 63 percent of teens' social media time is spent on smartphones, 18 percent on computers, 11 percent on tablets, and 8 percent on iPod Touches. (It is worth remembering that only 67 percent of teens own a smartphone capable of accessing a social-networking site.)

TABLE 29. SOCIAL MEDIA ENJOYMENT AND USE, BY AGE AND RACE/ETHNICITY

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| **Social Media Habits/Opinions** | **White** | **Black** | **Hispanic** | **White** | **Black** | **Hispanic** |
| Enjoy it "a lot" | 10%[a] | 17%[b] | 15%[ab] | 35% | 38% | 38% |
| Say it is their "favorite" activity | 3%[a] | 10%[b] | 4%[a] | 8%[a] | 18%[b] | 9%[a] |
| Use it "every day" | 8%[a] | 15%[b] | 13%[b] | 46%[a] | 49%[a] | 37%[b] |
| On any given day, percent who use it | 13% | 18% | 19% | 58% | 57% | 55% |
| Average time *among those who use* | :59 | † | 2:10[§] | 1:54[a] | 2:59[b] | 2:00[a] |
| Average time *among all* | :08[a] | :35[ab] | :24[b] | 1:06[a] | 1:43[b] | 1:06[ab] |

† Cell size too small for reliable results. § Small cell size: n=50-74.

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

TABLE 30. DEVICES USED TO ACCESS SOCIAL MEDIA
ON ANY GIVEN DAY, TIME SPENT USING SOCIAL MEDIA ON EACH DEVICE

| | Among Tweens | | Among Teens | |
|---|---|---|---|---|
| **Device** | **Average time among all** | **Proportion of social media time** | **Average time among all** | **Proportion of social media time** |
| Smartphone | :10 | 65% | :45 | 63% |
| Computer | :01 | 8% | :13 | 18% |
| Tablet | :03 | 20% | :08 | 11% |
| iPod Touch | :01 | 8% | :06 | 8% |
| **Total** | **:16** | **100%** | **1:11** | **100%** |

Note: Columns may not total due to rounding.


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***Social media and homework.*** Two issues have arisen concerning social media and homework. One is the possible benefit of young people using social media to connect with one another (and teachers) about homework; the other is the possible distraction that results from youth using social media while they are doing their homework. The survey measured the prevalence of both practices. On any given day, only a small proportion of young people use social media for something related to their homework: 1 percent of tweens and 6 percent of teens. On the other hand, 12 percent of tweens and 50 percent of teens say they often or sometimes use social media while they're doing their homework, including 21 percent of teens who say they "often" do this. Most who do this say they don't think it affects the quality of their work (55 percent of teens), although more say it mainly hurts their homework (31 percent) than those who say it mainly helps (14 percent).

***Parents and social media.*** The vast majority of young people say their parents have spoken with them about staying safe online (87 percent of tweens and 86 percent of teens) and about being "responsible, respectful, and kind" online (86 percent of tweens and 85 percent of teens). However, not all parents know what happens on their children's social media platforms. Among teens who use social media, about a third (32 percent) say their parents know "a lot" about what they do on sites such as Facebook, Twitter, and Instagram. Another third (32 percent) say their parents know "some" about what they do on those sites, and 30 percent say they know "only a little" or "nothing." Among tweens who use social media, parental awareness is higher, with more than half (54 percent) saying their parents know "a lot" about what they do on such sites and 16 percent saying they know only a little or nothing.

TABLE 31. HOMEWORK AND SOCIAL MEDIA

| Percent who ... | Among Tweens | Among Teens |
|---|---|---|
| **Use social media during homework:** | | |
| • Often | 4% | 21% |
| • Sometimes | 8% | 29% |
| • Hardly ever | 7% | 17% |
| • Never | 80% | 32% |
| **Say using social media during homework†:** | | |
| • Mainly helps the quality of their work | 13% | 14% |
| • Mainly hurts the quality of their work | 31% | 31% |
| • Doesn't make a difference | 56% | 55% |

† Among those who do this.

TABLE 32. PARENTS AND SOCIAL MEDIA

| Percent who say their parents ... | Among Tweens | Among Teens |
|---|---|---|
| **Have talked to them about:** | | |
| • Staying safe online | 87% | 86% |
| • Being "responsible, respectful, and kind" online | 86% | 85% |
| **Know ... about what they do on social media†:** | | |
| • A lot | 54% | 32% |
| • Some | 22% | 32% |
| • Only a little | 11% | 21% |
| • Nothing | 5% | 9% |
| • Not sure | 8% | 5% |

† Among those who "often"/"sometimes" use social media.

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# VIDEO, COMPUTER, AND MOBILE GAMES

In one sense, the category of "gaming" can be seen as a distinct type of media activity: engaging interactively with a game through a digital device, be it a video, mobile, or computer game. But of course "gaming" covers a wide range of activities, from casual gaming with *Solitaire* or *Angry Birds* played by a single player on a mobile device, to video gaming played with a partner on a console, to playing massively multiplayer online games involving intricate virtual worlds populated by a global citizenry.

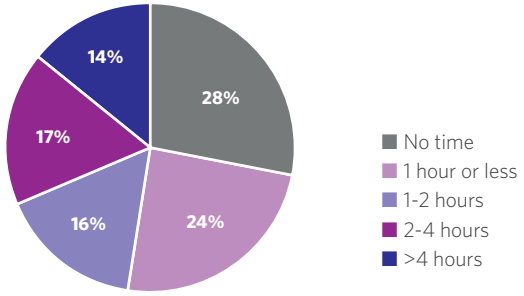
While the survey did not delve into details concerning the genres of games played, it did explore differences by device. And as it turns out, different types of gaming attract quite different audiences. Broadly speaking, console video games are played heavily by boys of all ages and races and avoided by most girls; mobile games are played by both genders; and computer games are most popular among white males.

In the sections below, the report explores each type of gaming individually, but first we provide a brief overview of gaming as a whole.

***Overview of gaming.*** Gaming is popular, and when looking at all types of gaming combined, on any given day 66 percent of tweens and 56 percent of teens play games, and those who play spend an average of 2:00 and 2:25 doing so, respectively. This is an average of 1:19 a day among all tweens and 1:21 a day among all teens.

The most common type of gaming among young people is mobile gaming (on a tablet, smartphone, or iPod Touch). For example, on any given day 34 percent of teens play mobile games, 25 percent play console video games, and 14 percent play computer games. Although fewer youth play video or computer games, those who play do so for longer. Teens who play console video games play

**Figure 10. On any given day, time spent by teen boys playing video, computer, or mobile games**




Note: 1-2 hours includes from 61 minutes up to and including two hours; 2-4 hours includes from 121 minutes up to four hours; and so on. Segments don't add to 100% due to rounding.

TABLE 33. TOTAL GAMING: TIME SPENT IN INCREMENTS, BY AGE AND GENDER

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| **On any given day ...** | **All** | **Boys** | **Girls** | **All** | **Boys** | **Girls** |
| Percent who play games for: | | | | | | |
| • No time | 34% | 31%[a] | 37%[b] | 44% | 28%[a] | 62%[b] |
| • 1 hour or less | 31% | 25%[a] | 37%[b] | 23% | 24%[a] | 22%[b] |
| • 1-2 hours | 15% | 14% | 16% | 12% | 16%[a] | 7%[b] |
| • 2-4 hours | 14% | 20%[a] | 7%[b] | 12% | 17%[a] | 6%[b] |
| • More than 4 hours | 7% | 10%[a] | 4%[b] | 9% | 14%[a] | 4%[b] |
| Total who play electronic games | 66% | 69% | 63% | 56% | 72%[a] | 38%[b] |
| Average time *among those who play* | 2:00 | 2:25[a] | 1:31[b] | 2:25 | 2:48[a] | 1:41[b] |
| Average time *among all* | 1:19 | 1:40[a] | :57[b] | 1:21 | 2:01[a] | :39[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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TABLE 34. DEVICES USED FOR GAMING

| On any given day, time spent playing ... | Among Tweens | | Among Teens | |
|---|---|---|---|---|
| | Average time among all | Proportion of total gaming time | Average time among all | Proportion of total gaming time |
| **Video games** | **:35** | **44%** | **:37** | **46%** |
| • Console | :28 | 35% | :32 | 40% |
| • Handheld | :07 | 9% | :05 | 6% |
| **Computer games** | **:11[a]** | **14%** | **:19[b]** | **23%** |
| **Mobile games** | **:33** | **42%** | **:25** | **31%** |
| • Smartphone | :09[a] | 11% | :15[b] | 19% |
| • Tablet | :19[a] | 24% | :07[b] | 9% |
| • iPod Touch | :05 | 6% | :03 | 4% |
| **Total** | **1:19** | **100%** | **1:21** | **100%** |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

for an average of 2:09 a day, and those who play computer games average 2:14, while those who play mobile games average 1:12.

Some gamers (mainly boys) play for long periods of time. On any given day, one in 10 tween boys and one in seven teen boys plays video, computer, or mobile games for more than four hours. Among teen boys, 6 percent play video games for more than four hours, 3 percent play computer games that long, and 1 percent play mobile games (the rest play a combination of types of games).

***Gaming devices.*** More than eight in 10 tweens (81 percent) and teens (83 percent) have video game consoles at home. Many have video game consoles in their bedrooms, especially among boys (29 percent of tween boys and 48 percent of teen boys). The next most widely owned device that can be used for gaming is a tablet (80 percent of tweens and 73 percent of teens have these in their households), followed by smartphones, portable game players such as the Game Boy or Nintendo DS, and devices such as the iPod Touch.

TABLE 35. OWNERSHIP OF GAMING DEVICES

| Device | Among Tweens | | Among Teens | |
|---|---|---|---|---|
| | In home | Have their own | In home | Have their own |
| Console game player | 81% | 22% | 83% | 34% |
| Portable game player | 53% | 42% | 45% | 32% |
| Tablet | 80% | 53% | 73% | 37% |
| Smartphone | 79% | 24% | 84% | 67% |
| iPod Touch | 32% | 21% | 31% | 20% |


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TABLE 36. MOBILE GAME ENJOYMENT AND USE, BY AGE AND GENDER

| Playing Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | All | Boys | Girls | All | Boys | Girls |
| Enjoy playing "a lot" | 51% | 55%[a] | 46%[b] | 27% | 35%[a] | 18%[b] |
| Say it is their "favorite" activity | 8% | 9% | 8% | 2% | 3% | 1% |
| Play "every day" | 27% | 24%[a] | 29%[b] | 27% | 29%[a] | 24%[b] |
| On any given day, percent who play | 45% | 45% | 44% | 34% | 39%[a] | 29%[b] |
| Average time *among those who use* | 1:13 | 1:19 | 1:06 | 1:12 | 1:15 | 1:09 |
| Average time *among all* | :33 | :36 | :29 | :25 | :29[a] | :20[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

***Mobile games.*** Among tweens, mobile gaming is primarily a tablet-based activity, while among teens it's primarily a smartphone-based activity. Regardless of whether games are played on a phone, a tablet, or an iPod Touch, the amount of time spent playing is roughly the same, among those who do play (about an hour and a quarter). Among both tweens and teens, boys spend more time playing mobile games than girls do (13 minutes more among tweens and six minutes more among teens, on average), but the differences are not nearly as extreme as they are with console video games.

***Console video games.*** On any given day, 27 percent of tweens and 25 percent of teens play console video games; but the gender gap in gaming is large. In fact, 38 percent of tween boys and 41 percent of teen boys play console video games on any given day, compared with 16 percent of tween and 7 percent of teen girls. Among those who do play, tweens play for an average of 1:44 a day, while teens who play do so for somewhat longer (2:09). This averages out to about a half hour a day among all tweens (:28) or teens (:32).

There is a remarkably large gender gap when it comes to enjoyment of and time spent playing video games, a larger gap than is seen for any other media activity. For example, among tweens, 71 percent of boys say they enjoy playing video games "a lot," compared with 34 percent of girls. Among teens, the difference is 62 percent of boys compared with only 20 percent of girls. In fact, playing video games is the favorite media activity among both tween and teen boys, but only a handful of girls say playing video games is their favorite (among tweens, 38 percent of boys and 6 percent of girls say video games are their favorite, and among teens 27 percent of boys and only 2 percent of girls do). On average, teen boys play for 56 minutes a day, compared with

TABLE 37. MOBILE GAMES: TIME SPENT IN INCREMENTS

| On any given day ... | Among Tweens | Among Teens |
|---|---|---|
| Percent who play for: | | |
| • No time | 55% | 66% |
| • 1 hour or less | 32% | 26% |
| • 1-2 hours | 7% | 5% |
| • 2-4 hours | 4% | 3% |
| • More than 4 hours | 1% | 1% |
| Total who play mobile games | 45% | 34% |
| Average time *among those who play* | 1:13 | 1:12 |
| Average time *among all* | :33 | :25 |

TABLE 38. CONSOLE VIDEO GAMES
TIME SPENT IN INCREMENTS

| On any given day ... | Among Tweens | Among Teens |
|---|---|---|
| Percent who play for: | | |
| • No time | 73% | 75% |
| • 1 hour or less | 14% | 9% |
| • 1-2 hours | 6% | 7% |
| • 2-4 hours | 5% | 5% |
| • More than 4 hours | 1% | 3% |
| Total who play console video games | 27% | 25% |
| Average time *among those who play* | 1:44[a] | 2:09[b] |
| Average time *among all* | :28 | :32 |

Note: 1-2 hours includes from 61 minutes up to and including two hours; 2-4 hours includes from 121 minutes up to and including four hours.

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TABLE 39. CONSOLE VIDEO GAME ENJOYMENT AND USE, BY AGE AND GENDER

| Playing Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | All | Boys | Girls | All | Boys | Girls |
| Video game player in bedroom | 22% | 29%[a] | 16%[b] | 34% | 48%[a] | 20%[b] |
| Enjoy playing "a lot" | 52% | 71%[a] | 34%[b] | 42% | 62%[a] | 20%[b] |
| Say it is their "favorite" activity | 22% | 38%[a] | 6%[b] | 15% | 27%[a] | 2%[b] |
| Play "every day" | 12% | 19%[a] | 5%[b] | 15% | 23%[a] | 5%[b] |
| On any given day, percent who play | 27% | 38%[a] | 16%[b] | 25% | 41%[a] | 7%[b] |
| Average time *among those who play* | 1:44 | 1:55[a] | 1:16[b] | 2:09 | 2:16 | † |
| Average time *among all* | :28 | :43[a] | :12[b] | :32 | :56[a] | :07[b] |

TABLE 40. CONSOLE VIDEO GAME ENJOYMENT AND USE, BY AGE AND RACE/ETHNICITY

| Playing Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | White | Black | Hispanic | White | Black | Hispanic |
| Video game player in bedroom | 15%[a] | 40%[b] | 32%[b] | 32%[a] | 44%[b] | 33%[a] |
| Enjoy playing "a lot" | 54% | 54% | 49% | 43% | 46% | 39% |
| Say it is their "favorite" activity | 20%[a] | 30%[b] | 23%[ab] | 16% | 10% | 13% |
| Play "every day" | 11% | 15% | 12% | 15% | 15% | 14% |
| On any given day, percent who play | 30% | 31% | 24% | 24% | 28% | 25% |
| Average time *among those who play* | 1:29 | † | 2:05 | 2:18 | † | 2:09 |
| Average time *among all* | :26[a] | :38[b] | :30[ab] | :32 | :30 | :32 |

TABLE 41. CONSOLE VIDEO GAME USE, BY AGE AND FAMILY INCOME

| Playing Habits | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Lower | Middle | Higher | Lower | Middle | Higher |
| On any given day, percent who play | 28% | 27% | 26% | 25% | 25% | 24% |
| Average time *among those who play* | 1:50 | 1:44 | 1:37[§] | 2:09 | 2:09 | 2:09 |
| Average time *among all* | :30 | :28 | :26 | :33 | :32 | :31 |

Note: "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000+. There are no statistically significant differences in this table.

TABLE 42. CONSOLE VIDEO GAME USE, BY AGE AND PARENT EDUCATION

| Playing Habits | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | High school or less | Some college | College degree | High school or less | Some college | College degree |
| On any given day, percent who play | 28%[a] | 29%[ab] | 23%[b] | 25%[ab] | 29%[a] | 21%[b] |
| Average time *among those who play* | 1:51 | 1:51 | 1:30 | 2:07 | 2:22 | 1:58 |
| Average time *among all* | :34[a] | :32[a] | :20[b] | :31[ab] | :41[a] | :25[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. † Sample size too small for reliable results. § Small cell size: n=50-74.


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only seven minutes a day among teen girls. There are no differences by race/ethnicity in the level of enjoyment of video games or in the percent who play on any given day, among either age group. However, among tweens, white youth play for a shorter amount of time than their black or Hispanic peers. There are also no differences by income in the percent who play or the length of time they play; but there are some nonlinear differences by parent education.

***Computer games.*** Playing computer games is much less common among young people than playing either mobile or console video games. On any given day, 13 percent of tweens and 14 percent of teens play computer games; but those who play average 1:29 among tweens and over two hours (2:14) among teens, a fairly substantial amount of time (this is an average of 11 minutes a day among all tweens and 19 minutes among all teens). Although the proportion of boys who play computer games is much smaller than the proportion of those who play video games, there is still a substantial gender divide. For example, among teens, 21 percent of boys and 7 percent of girls play computer games on any given day, and the average time spent playing is 30 minutes a day for teen boys and seven minutes for girls. There are also differences by race/ethnicity, with white youth playing computer games more often than their black or Hispanic peers. One in five white teens plays computer games "every day," compared with 13 percent of black and 10 percent of Hispanic teens; and on any given day, 16 percent of white tweens and 18 percent of white teens play, compared with 8 percent among black tweens and teens. On average, white teens play computer games for 24 minutes a day, compared with nine minutes among blacks and 13 minutes among Hispanics. There are no differences in time spent playing computer games by income or parent education.

TABLE 43. COMPUTER GAMES
TIME SPENT IN INCREMENTS

| On any given day... | Among Tweens | Among Teens |
|---|---|---|
| Percent who play for: | | |
| • No time | 87% | 86% |
| • 1 hour or less | 8% | 6% |
| • 1-2 hours | 3% | 3% |
| • 2-4 hours | 2% | 3% |
| • More than 4 hours | 1% | 2% |
| Total percent who play | 13% | 14% |
| Average time *among those who play* | 1:29[a] | 2:14[b] |
| Average time *among all* | :11 | :19 |

TABLE 44. COMPUTER GAME ENJOYMENT AND USE, BY AGE AND GENDER

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| Playing Habits/Opinions | All | Boys | Girls | All | Boys | Girls |
| Enjoy playing "a lot" | 39% | 45%[a] | 33%[b] | 26% | 38%[a] | 13%[b] |
| Say it is their "favorite" activity | 5% | 6% | 4% | 5% | 9%[a] | 1%[b] |
| Play "every day" | 14% | 15% | 13% | 17% | 23%[a] | 10%[b] |
| On any given day, percent who play | 13% | 14% | 12% | 14% | 21%[a] | 7%[b] |
| Average time *among those who play* | 1:29 | 1:37 | 1:18 | 2:14 | 2:26 | 1:38[§] |
| Average time *among all* | :11 | :14 | :09 | :19 | :30[a] | :07[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. § Small cell size: n=50-74.

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TABLE 45. COMPUTER GAME ENJOYMENT AND USE, BY AGE AND RACE/ETHNICITY

| Playing Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | White | Black | Hispanic | White | Black | Hispanic |
| Enjoy playing "a lot" | 41%[a] | 45%[a] | 31%[b] | 28%[a] | 27%[ab] | 22%[b] |
| Say it is their "favorite" activity | 6% | 2% | 4% | 7%[a] | *[b] | 3%c |
| Play "every day" | 16% | 15% | 10% | 21%[a] | 13%[b] | 10%[b] |
| On any given day, percent who play | 16%[a] | 8%[b] | 11%[ab] | 18%[a] | 8%[b] | 9%[b] |
| Average time *among those who play* | 1:37[a] | † | † | 2:16 | † | † |
| Average time *among all* | :15[a] | :08[ab] | :07[b] | :24[a] | :09[b] | :13[ab] |

TABLE 46. COMPUTER GAME USE, BY AGE AND FAMILY INCOME

| Playing Habits | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Lower | Middle | Higher | Lower | Middle | Higher |
| On any given day, percent who play | 11%[ab] | 15%[a] | 10%[b] | 13% | 13% | 17% |
| Average time *among those who play* | † | 1:21 | † | † | 2:19 | 2:08[§] |
| Average time *among all* | :10 | :12 | :10 | :17 | :18 | :21 |

Note: "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more.

TABLE 47. COMPUTER GAME USE, BY AGE AND PARENT EDUCATION

| Playing Habits | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | High school or less | Some college | College degree | High school or less | Some college | College degree |
| Play on any given day | 11%[ab] | 10%[a] | 16%[b] | 13% | 13% | 16% |
| Average time *among those who play* | † | † | 1:20 | † | 1:58[§] | 2:11 |
| Average time *among all* | :10 | :11 | :13 | :20 | :16 | :21 |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. * Less than one percent but greater than zero. † Sample size not large enough for reliable results. § Small cell size: n=50-74.


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# READING AND WRITING

In addition to asking about young people's use of screen media and music, the survey explored reading and writing among tweens and teens. (Writing is counted as "media use" only if it is done on a computer, tablet, or smartphone.) This section of the report brings those data together, including enjoyment of reading and writing, frequency, time devoted to those activities, devices used to read and write, and differences by age, gender, race/ethnicity, income, and parent education. Unless otherwise specified, all findings concern reading and writing for pleasure outside of school and not as part of a school assignment. However, the survey also asked about time spent reading for homework, and those findings are included separately.

***Popularity of reading, and time spent.*** Many tweens (41 percent) and teens (30 percent) say they enjoy reading "a lot," although they enjoy other media activities more (watching TV, listening to music, playing video and mobile games, and—for teens—using social media). When young people are pushed to name their "favorite" media activity, 16 percent of tweens and 10 percent of teens name reading (reading ranks second after playing video games among tweens and is tied for third with using social media among teens, after listening to music and playing video games).

Despite the plethora of other activities available to them, both tweens and teens still read for fun. One in four (27 percent of) tweens and one in five (19 percent of) teens report reading for fun "every day." On any given day, nearly half (43 percent) of 8- to 12-year-olds and one in three (29 percent of) teens spend at least some time reading for fun. Although fewer teens than tweens read on any given day, those teens who do read spend more time at it than their younger peers (an average of 1:37 compared with 1:07 among tweens who read). Among all young people, this averages out to about a half hour a day reading for fun (:29 among tweens and :28 among teens).

***Print vs. electronic reading.*** When it comes to reading for fun, print books still dominate among both tweens and teens. Very few young people read ebooks. When looked at from the perspective of the amount of time devoted to reading on various devices, including reading online, 83 percent of reading time among tweens is spent with print books (:24 a day, on average). Only two minutes a day, on average, is spent reading ebooks or reading online among tweens, and they spend an average of one minute a day reading magazines. Teens also devote more time to reading print books than doing any other type of reading (54 percent of their reading time, or :15 a day). Among this age group, online reading takes up only five minutes a day and ebooks only three minutes.

TABLE 48. READING: TIME SPENT IN INCREMENTS

| On any given day ... | Among Tweens | Among Teens |
|---|---|---|
| Percent who read for: | | |
| • No time | 57% | 71% |
| • 1 hour or less | 31% | 15% |
| • 1-2 hours | 7% | 8% |
| • 2-4 hours | 4% | 4% |
| • More than 4 hours | 1% | 2% |
| Total percent who read | 43% | 29% |
| Average time *among readers* | 1:07 | 1:37 |
| Average time *among all* | :29 | :28 |

Note: 1-2 hours includes from 61 minutes up to and including two hours; 2-4 hours includes from 121 minutes up to and including four hours.

***Age and reading.*** Reading for pleasure is clearly a more popular activity among 8- to 12-year-olds than it is among teenagers. The proportion who enjoy reading "a lot" is lower in the teen years (41 percent of tweens vs. 30 percent of teens), as is the percent who read "every day" (27 percent vs. 19 percent) and on any given day (43 percent vs. 29 percent). It is not possible to know from this survey why this is. It may be that the abundance of other types of media available to teens takes time away from reading or makes reading less attractive; or perhaps teens spend so much time reading for school that they simply don't have the inclination (or don't need) to read for fun on their own. It could also be that teens are engaging in several other life activities that leave less time for reading. But another critical point emerges from the data: When teens *do* read for pleasure, they spend a longer time doing so than their younger counterparts—about a half hour more per day. So

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TABLE 49. DEVICES USED FOR READING

| On any given day, time spent reading: | Among Tweens | | Among Teens | |
|---|---|---|---|---|
| | Average time among all | Proportion of reading time | Average time among all | Proportion of reading time |
| **Print** | | | | |
| • Book | :24 | 83% | :15 | 54% |
| • Magazine | :01 | 3% | :03 | 11% |
| • Newspaper | * | 1% | :02 | 7% |
| **Electronic** | | | | |
| • Ebook | :02 | 7% | :03 | 11% |
| • Computer | * | 1% | :02 | 7% |
| • Tablet | :01 | 3% | :01 | 4% |
| • Smartphone | * | 1% | :02 | 7% |
| **Total** | **:29** | **100%** | **:28** | **100%** |

* Denotes more than zero but less than half a minute.

Note: In the survey, online reading (on a computer, tablet, or smartphone) was defined as "articles, stories, news, or blogs." It is likely that respondents also encounter text online in other venues, which could also be considered "reading," such as when they read a post on a social-networking site and browse websites.

in the end, the average amount of time devoted to leisure reading is the same among both age groups.

***Gender and reading.*** Starting at a young age, and continuing through the teenage years, girls enjoy reading more than boys do, and they do it more often. Among tweens, half (50 percent) of girls say they enjoy reading "a lot," compared with 33 percent of boys; among teens, 41 percent of girls and 19 percent of boys enjoy reading "a lot." On any given day, girls are more likely to read for fun than boys, by a margin of 13 percentage points among tweens (50 percent vs. 37 percent) and 10 percentage points among teens (34 percent vs. 24 percent). However, among those tweens and teens who do read for fun, boys and girls spend an equal amount of time doing so—just over an hour a day among tweens and a little over an hour and a half a day among teens.

***Parent education, race/ethnicity, and income.*** When exploring the data by race/ethnicity and socioeconomic status, the variable that is most clearly related to children's reading is parent education, although the association is not always linear or consistent across age groups. Young people with at least one parent with a college degree are more likely to enjoy reading and to spend time reading for pleasure than those whose parents have no more than a high school education. For example, there is a 10- to 15-

TABLE 50. READING ENJOYMENT AND USE, BY AGE AND GENDER

| Reading Habits/Opinions | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | All | Boys | Girls | All | Boys | Girls |
| Enjoy reading "a lot" | 41% | 33%[a] | 50%[b] | 30% | 19%[a] | 41%[b] |
| Say it is their "favorite" activity | 16% | 10%[a] | 21%[b] | 10% | 5%[a] | 14%[b] |
| Read "every day" | 27% | 23%[a] | 31%[b] | 19% | 14%[a] | 23%[b] |
| On any given day, percent who read | 43% | 37%[a] | 50%[b] | 29% | 24%[a] | 34%[b] |
| Average time *among readers* | 1:07 | 1:11 | 1:04 | 1:37 | 1:36 | 1:37 |
| Average time *among all* | :29 | :27 | :31 | :28 | :23[a] | :33[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.


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percentage-point difference in the proportion of youth saying they enjoy reading "a lot" between those with a high school-educated parent and those whose parent has a college degree (10 percentage points among tweens, 15 among teens). Similarly, there is a 16-percentage-point difference in the proportion of tweens and teens who read on any given day, based on the parent's level of education.

The age groups differ in terms of the association between parent education and time spent reading *among readers*. Tweens who read for fun on any given day spend about the same amount of time doing so, regardless of the parent's level of education. In contrast, among teen readers, there is a nonlinear association: Teen readers with the least educated parents read the longest (1:58); those whose parent has some college read for the shortest

TABLE 51. READING ENJOYMENT AND USE, BY AGE AND RACE/ETHNICITY

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| **Reading Habits/Opinions** | **White** | **Black** | **Hispanic** | **White** | **Black** | **Hispanic** |
| Enjoy reading "a lot" | 44%[a] | 34%[b] | 38%[ab] | 31% | 23% | 27% |
| Say it is their "favorite" activity | 17%[a] | 10%[b] | 15%[ab] | 10% | 7% | 8% |
| Read "every day" | 31%[a] | 25%[ab] | 24%[b] | 18% | 20% | 18% |
| On any given day, percent who read | 44% | 41% | 41% | 30%[a] | 18%[b] | 27%[a] |
| Average time *among readers* | 1:10 | 1:00[§] | 1:07 | 1:37 | † | 1:26 |
| Average time *among all* | :31 | :25 | :27 | :30 | :22 | :24 |

† Sample size not large enough for reliable results. § Small cell size: n=50-74.

TABLE 52. READING ENJOYMENT AND USE, BY AGE AND FAMILY INCOME

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| **Reading Habits/Opinions** | **Lower** | **Middle** | **Higher** | **Lower** | **Middle** | **Higher** |
| Enjoy reading "a lot" | 36%[a] | 44%[b] | 40%[ab] | 25%[a] | 30%[ab] | 33%[b] |
| Say it is their "favorite" activity | 17% | 14% | 17% | 8% | 9% | 11% |
| Read "every day" | 22%[a] | 30%[b] | 28%[ab] | 18% | 19% | 19% |
| On any given day, percent who read | 36%[a] | 45%[b] | 46%[b] | 23%[a] | 30%[b] | 31%[b] |
| Average time *among readers* | :58 | 1:11 | 1:05 | 1:46 | 1:37 | 1:31 |
| Average time *among all* | :21[a] | :32[b] | :31[ab] | :24 | :29 | :28 |

Note: "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more.

TABLE 53. READING ENJOYMENT AND USE, BY AGE AND PARENT EDUCATION

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| **Reading Habits/Opinions** | **High school or less** | **Some college** | **College degree** | **High school or less** | **Some college** | **College degree** |
| Enjoy reading "a lot" | 36%[a] | 42%[ab] | 46%[b] | 23%[a] | 28%[a] | 38%[b] |
| Say it is their "favorite" activity | 14%[a] | 13%[a] | 19%[b] | 8%[a] | 8%[a] | 13%[b] |
| Read "every day" | 22%[a] | 27%[ab] | 32%[b] | 14%[a] | 20%[b] | 23%[b] |
| On any given day, percent who read | 36%[a] | 40%[b] | 52%[b] | 22%[a] | 37%[b] | 38%[b] |
| Average time *among readers* | 1:09 | 1:04 | 1:08 | 1:58[a] | 1:23[b] | 1:32[ab] |
| Average time *among all* | :25[ab] | :26[a] | :35[b] | :26[ab] | :23[a] | :35[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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time (1:23); and teen readers with the most educated parents fall in between (and are not significantly different from the other two groups). When considering the mean reading time *among all*, both age groups exhibit a nonlinear pattern of differences by parent education. Among *all* youth in both groups, those with a college-educated parent read more (:35 for tweens and for teens) than those with a parent who has some college education (:26 for tweens, :23 for teens). However, this association is nonlinear in that reading times of tweens and teens whose parents have the least education are statistically no different from those of their same-age peers whose parents have more education.

***Reading for homework.*** Of course, many young people read for school as part of a homework assignment. Because so much time is spent reading for school, those data were also collected, to help paint a fuller picture of young people's reading lives. Tweens are equally likely to read for homework (46 percent) or for pleasure (44 percent) on any given day; but teens are more likely to read for homework (44 percent) than for fun (29 percent). Among those who do read for homework on any given day, tweens spend an average of 45 minutes doing so, and teens spend an hour (1:00). Among all youth, this averages out to 21 minutes a day among tweens and 26 minutes among teens.

TABLE 54. READING FOR HOMEWORK

| Homework Reading Habits | Among Tweens | Among Teens |
|---|---|---|
| On any given day, percent who read for homework | 46% | 44% |
| Average time spent reading for homework, *among those who do* | :45[a] | 1:00[b] |
| Average time spent reading for homework, *among all* | :21 | :26 |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

***Writing.*** Some children enjoy writing things for their own pleasure, such as stories or blogs. Roughly one in 10 say they enjoy writing "a lot" (13 percent of tweens, 9 percent of teens). Eight percent of tweens and 7 percent of teens say they "often" write things that aren't for school, and on any given day about 12 percent of tweens and 9 percent of teens do so.

While some young people do their writing on their digital devices, this is not the preferred medium; they are more likely to do their writing by hand than to type on a computer, tablet, or smartphone. On any given day, 11 percent of tweens and 5 percent of teens write something for fun by hand, but only 1 percent and 3 percent respectively use a computer to do so, and fewer still use other devices. Overall, the average amount of time spent writing for pleasure on any digital device on any given day is less than a minute among tweens and four minutes among teens.

Girls like writing more than boys do (19 percent vs. 7 percent enjoy it "a lot" among tweens, and 13 percent vs. 6 percent among teens). On any given day, 19 percent of tween girls and 7 percent of tween boys write something for their own pleasure; among teens, 12 percent of girls and 6 percent of boys do.


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# COMPUTERS

In addition to exploring the degree to which young people engage in various media activities (such as listening to music or playing games), the survey also asked how young people use various media devices (such as computers and tablets). In this section, the report brings together data regarding computers in young people's lives: ownership, frequency of use, types of activities engaged in, and demographic differences in use. Unless otherwise specified, all findings concern using a computer for something other than school or homework. However, the survey did ask about time spent using a computer for homework, and those findings are included separately in the section of this report titled "Media and Homework."

***Time spent using computers.*** On average, tweens spend a half hour each day (:31) using computers for non-homework purposes, while teens spend three times as long (1:37 on average). On any given day, 22 percent of tweens and 38 percent of teens use a computer for non-school purposes; those who do spend an average of 2:26 among tweens and 4:14 among teens using a computer (either laptop or desktop).

TABLE 55. COMPUTER USE: TIME SPENT IN INCREMENTS

| On any given day ... | Among Tweens | Among Teens |
|---|---|---|
| Percent who use a computer for: | | |
| • No time | 78%[a] | 62%[b] |
| • 1 hour or less | 9% | 9% |
| • 1-2 hours | 6% | 7% |
| • 2-4 hours | 4%[a] | 10%[b] |
| • More than 4 hours | 3%[a] | 13%[b] |
| Total percent who use a computer | 22%[a] | 38%[b] |
| Average time *among those who use* | 2:26[a] | 4:14[b] |
| Average time *among all* | :31[a] | 1:37[b] |

Note: 1-2 hours includes from 61 minutes up to and including two hours; 2-4 hours includes from 121 minutes up to four hours. Table does not include time spent using a computer at school or for homework. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

***Activities on the computer.*** Among tweens, computers are most commonly used for playing games, followed by watching videos. Among teens, the most common activity on a computer is browsing websites (21 percent do this on any given day), followed by watching online videos (17 percent) and playing games and using social media (tied at 14 percent). Also, 12 percent of teens listen to music on a computer on any given day. In terms of time spent on various activities, the largest amount of teens' computer time is devoted to playing computer games (:19), followed by listening to music (:16), browsing websites (:14), and using social media (:13). Relatively few young people say they enjoy coding; a total of 8 percent of tweens and 9 percent of teens say they enjoy it "a lot" or "somewhat." The proportion who enjoy coding does not vary significantly by age, gender, or race/ethnicity. Fewer than 1 percent say coding is their "favorite" thing to do, among various media activities.

***Demographic differences in computer use.*** Older children are much more likely to use computers than their younger counterparts. Teens are twice as likely as tweens to say they use a computer for something other than homework "every day." Four in 10 teens and two in 10 tweens use computers on a daily basis. Among teens, there is a small difference by gender: Boys are slightly more likely than girls to be daily users (44 percent vs. 38 percent), probably because they are playing computer games. In terms of race and ethnicity, Hispanic youth are least likely to use computers on an everyday basis, and white teens are the most likely to do so. White teens spend an average of about a half hour more per day using computers than Hispanic teens. Higher-income teens (from families earning $100,000 a year or more) and teens whose parent has a college degree are most likely to use a computer "every day," compared with those from lower-income homes and whose parents have less education.

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TABLE 56. COMPUTER USE: TIME SPENT IN SPECIFIC ACTIVITIES

| On any given day, time spent using a computer to ... | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Average among all | Percent who do activity | Average among those who do | Average among all | Percent who do activity | Average among those who do |
| Play computer games | :11 | 13% | 1:23 | :19 | 14% | 1:56 |
| Watch online videos | :06 | 10% | :53 | :11 | 17% | 1:03 |
| Watch TV online | :04 | 4% | 1:38 | :09 | 9% | 1:22 |
| Browse websites | :04 | 7% | :50 | :14 | 21% | 1:09 |
| Listen to music | :02 | 3% | 1:22 | :16 | 12% | 2:11 |
| Use social media | :01 | 2% | 1:00 | :13 | 14% | 1:35 |
| Make digital art/music | :01 | 2% | :51 | :02 | 2% | 1:33 |
| Video-chat | :01 | 1% | 1:10 | :04 | 4% | 1:54 |
| Write | * | 1% | :28 | :02 | 3% | 1:19 |
| Read | * | 1% | :35 | :02 | 5% | :45 |
| Do anything else | :01 | 2% | :28 | :04 | 8% | :48 |
| **Any computer use** | **:31** | **22%** | **2:26** | **1:37** | **38%** | **3:08** |

* Less than one minute but more than zero.

Note: Table does not include use of a computer at school or for homework.

TABLE 57. COMPUTER OWNERSHIP AND USE, BY AGE AND GENDER

| Computer Access/Habits | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | All | Boys | Girls | All | Boys | Girls |
| Desktop in the home | 56% | 57% | 55% | 63% | 66%[a] | 59%[b] |
| Laptop in the home‡ | 73% | 71% | 74% | 77% | 78% | 76% |
| Either desktop or laptop in the home | 84% | 83% | 86% | 88% | 89% | 87% |
| Have their own laptop | 19% | 18% | 20% | 45% | 41%[a] | 48%[b] |
| Use a computer "every day" | 20% | 19% | 21% | 41% | 44%[a] | 38%[b] |
| On any given day, percent who use | 22% | 21% | 22% | 38% | 42%[a] | 34%[b] |
| Average time *among those who use* | 2:26 | 2:24 | 2:28 | 4:14 | 4:08 | 4:21 |
| Average time *among all* | :31 | :31 | :32 | 1:37 | 1:45 | 1:29 |

‡ Other than the one provided for participation in the research panel.

Note: Table does not include use of a computer at school or for homework. Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.


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TABLE 58. COMPUTER OWNERSHIP AND USE, BY AGE AND RACE/ETHNICITY

| Computer Access/Habits | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | White | Black | Hispanic | White | Black | Hispanic |
| Desktop in the home | 61%[a] | 46%[b] | 46%[b] | 70%[a] | 49%[b] | 53%[b] |
| Laptop in the home‡ | 79%[a] | 66%[b] | 60%[b] | 82%[a] | 70%[b] | 68%[b] |
| Either desktop or laptop in the home | 90%[a] | 76%[b] | 73%[b] | 93%[a] | 80%[b] | 80%[b] |
| Have their own laptop | 20% | 17% | 16% | 48%[a] | 35%[b] | 38%[b] |
| Use a computer "every day" | 22%[a] | 21%[ab] | 15%[b] | 47%[a] | 36%[b] | 27%[c] |
| On any given day, percent who use | 24%[a] | 17%[ab] | 17%[b] | 43%[a] | 28%[b] | 29%[b] |
| Average time *among those who use* | 2:21 | † | 2:41 | 4:07 | † | 4:26 |
| Average time *among all* | :34 | :24 | :27 | 1:46[a] | 1:12[ab] | 1:18[b] |

TABLE 59. COMPUTER OWNERSHIP AND USE, BY AGE AND FAMILY INCOME

| Computer Access/Habits | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Lower | Middle | Higher | Lower | Middle | Higher |
| Desktop in the home | 37%[a] | 59%[b] | 69%[c] | 41%[a] | 65%[b] | 76%[c] |
| Laptop in the home‡ | 53%[a] | 75%[b] | 88%[c] | 54%[a] | 80%[b] | 92%[c] |
| Either desktop or laptop in the home | 67%[a] | 89%[b] | 94%[b] | 70%[a] | 91%[b] | 98%[c] |
| Have their own laptop | 16% | 19% | 21% | 25%[a] | 44%[b] | 62%[c] |
| Use a computer "every day" | 17%[a] | 19%[a] | 24%[b] | 34%[a] | 41%[b] | 47%[b] |
| On any given day, percent who use | 17%[a] | 23%[b] | 23%[ab] | 30%[a] | 39%[b] | 44%[b] |
| Average time *among those who use* | 3:29[a] | 2:20[b] | 1:51§ | 5:13 | 4:05 | 3:53 |
| Average time *among all* | :35 | :33 | :25 | 1:34 | 1:35 | 1:44 |

Note: "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more.

TABLE 60. COMPUTER OWNERSHIP AND USE, BY AGE AND PARENT EDUCATION

| Computer Access/Habits | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | High school or less | Some college | College degree | High school or less | Some college | College degree |
| Desktop in the home | 40%[a] | 59%[b] | 68%[c] | 51%[a] | 65%[b] | 72%[c] |
| Laptop in the home‡ | 55%[a] | 73%[b] | 88%[c] | 68%[a] | 83%[b] | 83%[b] |
| Either desktop or laptop in the home | 70%[a] | 87%[b] | 95%[c] | 80%[a] | 91%[b] | 94%[b] |
| Have their own laptop | 20% | 19% | 17% | 38%[a] | 47%[b] | 49%[b] |
| Use a computer "every day" | 18% | 21% | 21% | 34%[a] | 42%[b] | 49%[b] |
| On any given day, percent who use | 17%[a] | 22%[ab] | 26%[b] | 33%[a] | 36%[a] | 46%[b] |
| Average time *among those who use* | 2:34§ | 2:38 | 2:14 | 4:30[ab] | 4:55[a] | 3:33[b] |
| Average time *among all* | :26 | :34 | :35 | 1:30 | 1:45 | 1:38 |

Note: Tables do not include use of a computer at school or for homework. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. † Sample size too small for reliable results. ‡ Other than the one provided for participation in the research panel. § Small cell size: n=50-74.

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***Collecting data about computers in an online survey.*** Because this survey was conducted using an online panel, all participants have at least one computer in the home. The research firm, GfK, used probability-based methods to recruit participants to join their panel, including address-based sampling and random-digit-dial telephone calls. Using these methods means that participants *without* computers or Internet access were likely to be contacted in equal proportion with their representation in the general population. Those who were not already online but agreed to join the panel were given a notebook computer and dial-up Internet access. Once participants joined GfK's survey panel, the computers and Internet access provided to those who lacked them could be used for any purpose in addition to participating in surveys. Since originally joining the research panel, these participants may well have obtained additional computers or upgraded their Internet access. As compared with traditional online convenience panels—in which anyone can sign up, participants are recruited online, and heavy Internet users tend to be overrepresented—the sample used for this survey does a better job of accurately representing the broader population. However, because all participants were now online, the sample is not truly representative of homes with no computers or Internet access.

In this survey, for all questions about computer ownership (discussed in the following section), the phrase "other than the one provided to you by GfK in exchange for your participation in these surveys" was added for those respondents whose families did not have a computer or Internet access at the time they joined the panel. Therefore we can identify any homes that were not online when recruited to participate in the panel and that have not purchased any new computers or updated their Internet access from the dial-up service provided to them at that time.

***Computers in the home.*** Among both tweens and teens, laptops are more prevalent than desktop computers. About nine out of 10 children from higher-income families have a laptop at home (88 percent of tweens and 92 percent of teens), and about seven in 10 have a desktop (69 percent of tweens and 76 percent of teens). But these rates drop substantially among lower-income youth, where half have a laptop at home (53 percent of tweens and 54 percent of teens) and four in 10 have a desktop (37 percent of tweens and 41 percent of teens). And lower-income children are far less likely to have their own laptops (as opposed to having one in the home) than higher-income youth are. Among teens, nearly two-thirds (62 percent) of higher-income youth have their own laptops, compared with only a quarter (25 percent) of lower-income teens—a 37-percentage-point difference.

There are still some young people who live in homes with neither a laptop nor a desktop computer. Sixteen percent of tweens and 12 percent of teens say they don't have either type of computer at home (other than the notebook-style computer given to them to take surveys). This includes three in 10 children from lower-income homes (33 percent of tweens and 30 percent of teens). There are also some young people whose only home Internet access is through a dial-up connection. One in 10 lower-income teens still connects to the Internet through dial-up at home, compared with 1 percent of middle-income and no higher-income teens in our sample (only teens were asked this question).


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# TABLETS

Tablet devices are clearly no longer a novelty in young people's homes: Eighty percent of tweens and 73 percent of teens have tablets in the home. Tablets have penetrated quickly, and they have become more identified with younger children than with teenagers, probably because so many teens have their own smartphones and can more easily use those while they're out and about.

***Age differences.*** Tweens are more likely to own their own tablets than teens are, and on any given day far more tweens than teens use one. More than half (53 percent) of tweens have their own tablets, compared with 37 percent of teens. On any given day, 37 percent of tweens use a tablet, compared with 19 percent of teens. Those teens who do use a tablet, however, do so for longer than tweens—an average of 3:57 a day compared with 2:34 among tweens.

TABLE 61. TABLET OWNERSHIP AND USE

| Tablet Access/Habits | Among Tweens | Among Teens |
|---|---|---|
| Tablet in the home | 80%[a] | 73%[b] |
| Have their own tablets | 53%[a] | 37%[b] |
| Use a tablet "every day" | 29%[a] | 21%[b] |
| On any given day, percent who use | 37%[a] | 19%[b] |
| Average time *among those who use* | 2:34[a] | 3:57[b] |
| Average time *among all* | :56 | :45 |

***Demographic differences in tablet ownership and use.*** There are some differences in tablet ownership and use by gender; for example, tween girls are 6 percentage points more likely to have their own tablets than boys, and girls who use tablets tend to do so for longer than boys (3:00 vs. 2:05 among tweens). But there are no differences in ownership of tablets by race within either age group. It is not possible to compare times spent with tablets among children of different racial and ethnic groups, due to low sample sizes of users. But there are significant differences by family income. Because tweens are the primary users of tablets, and because educational content providers may be targeting tweens on this device, the table below presents differences in ownership and use of tablets among tweens by income. Even among lower-income tweens, a large majority (71 percent) do have tablets in the home, and nearly half (48 percent) have their own tablets. But higher-income tweens have much greater access: Eighty-nine percent have one in the home, 56 percent have their own, and 71 percent use one at least weekly.

***Activities on the tablet.*** Both tweens and teens use tablets for a large variety of activities, from watching TV shows to using social media. Among teens, no single activity dominates. Among tweens, playing games and watching online videos (on websites such as YouTube) are the main ways kids use their tablets. On any given day, 27 percent of tweens play games and 16 percent watch online videos on a tablet, and those who do so spend an average of about an hour on each activity (1:12 for games, and 1:07 for videos); the average among all tweens is 11 minutes a day for videos and 19 minutes a day for games.

TABLE 62. TABLET OWNERSHIP AND USE AMONG TWEENS, BY FAMILY INCOME

| Tablet Access/Habits | All Tweens | Lower | Middle | Higher |
|---|---|---|---|---|
| Have a tablet in the home | 80% | 71%[a] | 80%[b] | 89%[c] |
| Have their own tablets | 53% | 48%[a] | 53%[ab] | 56%[b] |
| Use a tablet at least weekly | 63% | 55%[a] | 64%[b] | 71%[c] |

Note: "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more.

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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TABLE 63. TABLET USE: TIME SPENT ON SPECIFIC ACTIVITIES: TIME SPENT PER DAY USING A TABLET FOR EACH ACTIVITY

| Activity | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Average among all | Percent who do activity | Average among those who do | Average among all | Percent who do activity | Average among those who do |
| Watching TV | :07 | 7% | 1:37 | :04 | 4% | 1:49 |
| Watching online videos | :11 | 16% | 1:07 | :06 | 8% | 1:10 |
| Using social media | :03 | 4% | † | :08 | 8% | 1:43 |
| Playing games | :19 | 27% | 1:12 | :07 | 9% | 1:12 |
| Browsing websites | :04 | 6% | 1:16 | :05 | 9% | :54 |
| Making digital art/music | :01 | 3% | † | * | 1% | † |
| Video-chatting | :01 | 2% | † | :02 | 2% | † |
| Writing | * | 1% | † | :02 | 1% | † |
| Listening to music | :06 | 10% | :57 | :07 | 8% | 1:36 |
| Reading | :01 | 2% | † | :01 | 1% | † |
| Doing anything else | :02 | 5% | :39 | :04 | 4% | 1:40 |
| **Any tablet use** | **:56** | **37%** | **2:34** | **:45** | **19%** | **3:57** |

* Less than one minute but greater than zero. † Sample size too small for reliable results.

Note: Table does not include time spent using a tablet at school or for homework.


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# SMARTPHONES

The vast majority of young people live in homes where at least one person has a smartphone (79 percent of tweens and 84 percent of teens). A quarter (24 percent) of tweens and two-thirds (67 percent) of teens have their own smartphones. In a time when the common perception is that all teens are using smartphones all the time, it is useful to remember that more than three in 10 teens don't have smartphones. Almost all of those who do have smartphones say they use them "every day." On any given day, those who use smartphones say they spend an average of between 3:35 (among tweens) and 4:38 (among teens) doing so. (This includes listening to music, watching videos, playing games, and using social media, but it does not include time spent talking on the phone or texting.) Among *all* youth, that's an average of 48 minutes a day among tweens and 2:42 a day among teens.

TABLE 64. SMARTPHONE OWNERSHIP AND USE

| Smartphone Access/Habits | Among Tweens | Among Teens |
|---|---|---|
| Smartphone in the home | 79%[a] | 84%[b] |
| Have their own smartphone | 24%[a] | 67%[b] |
| Use a smartphone "every day" | 21%[a] | 64%[b] |
| On any given day, percent who use | 22%[a] | 58%[b] |
| Average time *among those who use* | 3:35 | 4:38 |
| Average time *among all* | :48[a] | 2:42[b] |

***Demographic differences in smartphone ownership and use.*** Because only a small proportion of tweens own smartphones, this section will focus on demographic differences in smartphone ownership and use among teens. There is no difference in the proportion of teens with a smartphone in the home, or in their rates of personal ownership of smartphones, based on gender or race. However, there are substantial differences in smartphone ownership by income. Almost all (94 percent of) teens in higher-income families say someone in their home has a smartphone, while only 65 percent of lower-income teens do. Three-quarters (78 percent) of higher-income teens have their own smartphones, compared with 51 percent of lower-income teens.

But interestingly, lower-income teens who use smartphones on any given day spend far more time doing so than their higher-income peers (possibly because they have fewer other Internet-capable devices such as laptops, desktop computers, and tablets). Almost half (47 percent) of lower-income teens use smartphones on any given day, and those who do spend an average of 6:18 doing so. This is well above the 4:50 spent by middle-income teens who use smartphones (57 percent do so on any given day) and far more than the 3:03 average among the 69 percent of higher-income teens who use smartphones on any given day.

***Activities on smartphones.*** Using social media and listening to music are the two activities that dominate teens' use of their smartphones (excluding texting and talking, which were not

TABLE 65. SMARTPHONE OWNERSHIP AND USE AMONG TEENS, BY INCOME

| Smartphone Access/Habits | All Teens | Lower | Middle | Higher |
|---|---|---|---|---|
| Smartphone in the home | 84% | 65%[a] | 87%[b] | 94%[c] |
| Have their own smartphone | 67% | 51%[a] | 69%[b] | 78%[c] |
| Use a smartphone "every day" | 64% | 48%[a] | 65%[b] | 76%[c] |
| On any given day, percent who use | 58% | 47%[a] | 57%[b] | 69%[c] |
| Average time *among those who use* | 4:38 | 6:18[a] | 4:50[b] | 3:03[c] |
| Average time *among all* | 2:42 | 3:18[a] | 2:45[a] | 2:07[b] |

Note: "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more.

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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TABLE 66. SMARTPHONE USE AMONG TEENS
TIME SPENT IN SPECIFIC ACTIVITIES

| On any given day, time spent using a smartphone to ... | Average among all | Percent who do activity | Average among those who do |
|---|---|---|---|
| Use social media | :45 | 40% | 1:52 |
| Listen to music | :41 | 40% | 1:41 |
| Play games | :15 | 23% | 1:04 |
| Watch online videos | :15 | 22% | 1:08 |
| Browse websites | :15 | 22% | 1:06 |
| Watch TV | :08 | 6% | 2:16 |
| Video-chat | :06 | 7% | 1:18 |
| Make digital art or music | :02 | 2% | † |
| Read | :02 | 4% | :52 |
| Write | * | 1% | † |
| Do anything else‡ | :13 | 22% | 1:01 |
| **Any smartphone use** | **2:42** | **58%** | **4:38** |

*Indicates more than zero but less than one-half minute. † Sample size too small for reliable results. ‡ Other than texting or talking.

measured in terms of time spent on these activities). On any given day, 40 percent of teens use a social-networking site on their phones or listen to music through their phones. Other popular activities, engaged in by about one in five teens each day, include playing games, browsing websites, and watching online videos. Many teens (22 percent) engage in phone-based activities other than those listed in the survey. The survey did not ask teens to try to capture a total amount of time spent texting, but data on how many teens text on any given day, and on the average number of texts sent, are included in the next section.

***Frequency and amount of texting.*** The results of the survey document the proportion of young people who text on any given day and the number of texts they send. While this generation of young people is widely perceived as being near-constant texters, only about half (53 percent) of all teens send text messages on any given day (by comparison, for example, 81 percent listen to music and 64 percent watch TV). Not all young people have their own smartphones—67 percent of teens have one—which limits the proportion who text.

Among those teens who text, the average number of texts sent in a day is 55, but as with media time, the average masks some real diversity in how many texts young people send. Many texters (28 percent) send 10 or fewer texts in a day, and another third sends between 11 and 30. Another third sends more than 30 texts, including 21 percent who send 51 or more.

***Demographic differences in texting.*** Because of the relatively small number of tweens who text, the study explores demographic differences in texting among teens only. On any given day, boys and girls are equally likely to send text messages, but girls do so far more times throughout the day. On average, teen girls send 69 texts a day, compared with 39 among boys. The biggest difference in texting is by income, probably because lower-income teens are less likely to have smartphones than those from higher-income homes. On any given day, 66 percent of higher-income teens send text messages, compared with 36 percent of lower-income teens.

TABLE 67. TEXTING AMONG TEENS, BY GENDER, RACE/ETHNICITY, AND FAMILY INCOME

| Texting Habits | All | Gender | | Race/Ethnicity | | | Family Income | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Boys | Girls | White | Black | Hispanic | Lower | Middle | Higher |
| On any given day, percent who text | 53% | 50% | 56% | 54% | 50% | 51% | 36%[a] | 54%[b] | 66%[c] |
| Among texters, percent who send: | | | | | | | | | |
| • 1-10 texts | 28% | 34%[a] | 22%[b] | 30% | 27% | 23% | 27% | 27% | 28% |
| • 11-30 texts | 34% | 35% | 34% | 29%[a] | 35%[ab] | 41%[b] | 35% | 33% | 36% |
| • 31-50 texts | 15% | 13% | 18% | 18% | 12% | 16% | 13% | 14% | 18% |
| • 51+ texts | 21% | 17%[a] | 24%[b] | 22% | 21% | 18% | 22% | 23% | 17% |
| Average number of texts sent, among those who text | 55 | 39[a] | 69[b] | 52 | 80 | 50 | 55[ab] | 64[b] | 41[a] |

Note: "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.


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# GENDER AND MEDIA

Overall, there is not a statistically significant difference in the total amount of time boys and girls spend with entertainment media, nor with screen media more specifically. But it is clear that boys and girls have very different preferences for media activities and different patterns of use, and the results of this survey document those differences quite concretely.

The single biggest difference between boys' and girls' media preferences is in video games: Most boys like them a lot and play them frequently, and most girls don't. Girls like reading more than boys do and read more often than boys. Boys and girls both enjoy listening to music and using social media a lot and spend a good deal of time in those activities, but girls like them better and spend quite a bit more time doing them.

***Video games.*** Playing video games is boys' favorite media activity: Thirty-eight percent of tween boys say playing video games is their favorite media activity, compared with only 6 percent of tween girls; among teens, 27 percent of boys say gaming is their favorite, compared with only 2 percent of girls.

On any given day, 38 percent of tween and 41 percent of teen boys play console video games, compared with 16 percent of tween girls and only 7 percent of teen girls. Video gaming is the only medium with anywhere near such a large difference in usage between the genders. For example, among tweens, 53 percent of boys and 55 percent of girls play some type of *non*-video game (a computer or mobile game) on a typical day; yet when it comes to console video games, there is a 22-percentage-point difference between tween boys and girls.

The gender difference in video gaming starts when kids are young and grows larger when they're in the teen years. Among tweens, boys average 43 minutes a day playing and girls average 12 minutes. As teens, boys average even more time playing video games (:56), but girls average even less (:07). Among tweens, girls who do play video games spend 39 minutes less doing so, on average, than boys. (Fewer than 50 teen girls in our sample, a number too small for reliable comparisons, reported playing any video games the day before.)

***Social media.*** Among teenagers, both boys and girls spend a large chunk of time with social media, but girls spend about 40 minutes more a day on average (:52 a day among all boys, compared with 1:32 among girls). More than half (52 percent) of teen girls say they use social media "every day," compared with 38 percent of boys. And 44 percent of teen girls say they enjoy using social media "a lot," compared with 29 percent of boys.

Tweens are much less likely than teenagers to use social media at all, but even in the 8- to 12-year-old age group, girls spend an average of nearly a half hour (:26) a day with social media, compared with :06 among boys. On any given day, 22 percent of tween girls and 9 percent of tween boys use social media. By the time both are in their teens, that's grown to 64 percent of teen girls and 51 percent of teen boys. Among those who do use social media, teen boys spend an average of 1:42 on it a day, while teen girls spend 2:22. That's an average of 52 minutes a day among all teen boys, and 1:32 among all teen girls.

***Music.*** Both boys and girls like listening to music a lot, and both listen frequently and for fairly substantial amounts of time. But girls are even more engaged with music than boys are. Among tweens, two-thirds (64 percent) of girls say they like listening to music "a lot," more than any other activity. For tween boys, 45 percent say they like it "a lot," and listening to music comes after playing video games (71 percent), watching TV (62 percent), and playing mobile games (55 percent) in levels of enjoyment. Among teenage girls, listening to music is even more popular, with 80 percent saying they enjoy it "a lot"; watching TV is a distant second, at 48 percent, and using social media is third at 44 percent. Listening to music tops teenage boys' preferences as well, with 66 percent saying they enjoy it "a lot," but it barely edges out playing video games at 62 percent (watching online videos is third at 49 percent). Among teens, 37 percent of girls pick listening to music as their favorite media activity, as do 22 percent of boys. But for boys, listening to music is second to playing video games. For girls, it's a runaway favorite; the next closest activities are reading and using social media, tied at 14 percent.

Three-quarters (74 percent) of teen girls say they listen to music "every day," and it is the media activity they engage in most frequently (58 percent of teen boys listen to music "every day"). Both boys and girls devote a substantial amount of time to music,

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even as tweens but especially as teens: Eight- to 12-year-old boys spend an average of 40 minutes a day listening to music, while girls this age spend just over an hour (1:03). Teen boys listen to music for over an hour and a half (1:37), while teen girls listen for more than two hours a day, on average (2:15).

***Reading.*** Girls tend to enjoy reading more than boys, and they read for fun more often—but the gender differences are smaller than those seen in the use of video games, music, and social media. Among 8- to 12-year-olds, half (50 percent) of girls say they enjoy reading "a lot," compared with 33 percent of boys. Enjoyment of reading drops quite a bit among both boys and girls as they move into their teen years, but the gender disparity remains: Forty-one percent of 13- to 18-year-old girls say they enjoy reading "a lot," compared with 19 percent of boys that age.

More tween girls pick reading as their favorite media activity than any other (21 percent), followed by watching TV (15 percent), listening to music (13 percent), and watching online videos (11 percent). Ten percent of tween boys pick reading as their favorite, but it is far surpassed by playing video games at 38 percent. By the time both are in their teen years, reading is a favorite of only 14 percent of girls and even fewer boys (5 percent).

Neither boys nor girls read for fun as frequently as they use most other media, but girls read more often than boys. As tweens, 31 percent of girls are daily readers, compared with 23 percent of boys; in the teenage years, 23 percent of girls and 14 percent of boys are daily readers. Both boys and girls spend about the same amount of time reading when they are in the 8- to 12-year-old age range (27 minutes for boys, and 31 for girls), but boys' reading drops to 23 minutes a day on average among 13- to 18-year-olds, while teenage girls average 33 minutes a day. On a typical day, 37 percent of tween boys and 50 percent of tween girls spend some time reading for something outside of their school work; among teens, 24 percent of boys and 34 percent of girls read on a typical day. But among those who do read on any given day, boys and girls spend the same amount of time doing so on average (a little over an hour among tweens and about an hour and a half among teens).

TABLE 68. ENJOYMENT OF MEDIA, BY AGE AND GENDER
PERCENT WHO ENJOY EACH MEDIA ACTIVITY "A LOT"

| Among Tweens | Boys | Girls |
|---|---|---|
| Watching TV | 62% | 60% |
| Listening to music | 45%[a] | 64%[b] |
| Playing video games | 71%[a] | 34%[b] |
| Playing mobile games | 55%[a] | 46%[b] |
| Watching online videos | 48% | 43% |
| Reading | 33%[a] | 50%[b] |
| Playing computer games | 45%[a] | 33%[b] |
| Taking/editing photos | 13%[a] | 22%[b] |
| Using social media | 7%[a] | 18%[b] |
| Writing | 7%[a] | 19%[b] |
| Making/editing videos | 11% | 12% |
| Making digital art/graphics | 8%[a] | 13%[b] |
| Creating/modifying games | 7%[a] | 3%[b] |
| Coding | 5%[a] | 3%[b] |
| Making digital music | 3% | 4% |

| Among Teens | Boys | Girls |
|---|---|---|
| Watching TV | 43% | 48% |
| Listening to music | 66%[a] | 80%[b] |
| Playing video games | 62%[a] | 20%[b] |
| Playing mobile games | 35%[a] | 18%[b] |
| Watching online videos | 49%[a] | 40%[b] |
| Reading | 19%[a] | 41%[b] |
| Playing computer games | 38%[a] | 13%[b] |
| Taking/editing photos | 12%[a] | 22%[b] |
| Using social media | 29%[a] | 44%[b] |
| Writing | 6%[a] | 13%[b] |
| Making/editing videos | 10%[a] | 5%[b] |
| Making digital art/graphics | 8% | 7% |
| Creating/modifying games | 6%[a] | 1%[b] |
| Coding | 4%[a] | 2%[b] |
| Making digital music | 7%[a] | 3%[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.


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TABLE 69. DAILY MEDIA ACTIVITIES, BY AGE AND GENDER
PERCENT WHO ENGAGE IN EACH ACTIVITY "EVERY DAY"

| Among Tweens | Boys | Girls |
|---|---|---|
| Watching TV | 58%[a] | 65%[b] |
| Listening to music | 33%[a] | 44%[b] |
| Playing mobile games | 24%[a] | 29%[b] |
| Reading | 23%[a] | 31%[b] |
| Watching online videos | 24% | 23% |
| Playing computer games | 15% | 13% |
| Playing video games† | 19%[a] | 5%[b] |
| Using social media | 7%[a] | 14%[b] |

| Among Teens | Boys | Girls |
|---|---|---|
| Watching TV | 58% | 59% |
| Listening to music | 58%[a] | 74%[b] |
| Playing mobile games | 29%[a] | 24%[b] |
| Reading | 14%[a] | 23%[b] |
| Watching online videos | 37%[a] | 31%[b] |
| Playing computer games | 23%[a] | 10%[b] |
| Playing video games† | 23%[a] | 5%[b] |
| Using social media | 38%[a] | 52%[b] |

† Console games.

TABLE 70. FAVORITE MEDIA ACTIVITY, BY AGE/GENDER
PERCENT WHO SAY EACH ACTIVITY IS THEIR "FAVORITE"

| | Among Tweens | | Among Teens | |
|---|---|---|---|---|
| Activity | Boys | Girls | Boys | Girls |
| Watching TV | 10%[a] | 15%[b] | 9% | 9% |
| Listening to music | 7%[a] | 13%[b] | 22%[b] | 37%[a] |
| Playing mobile games | 9% | 8% | 3%[a] | 1%[b] |
| Reading | 10%[a] | 21%[b] | 5%[b] | 14%[a] |
| Watching online videos | 10% | 11% | 6% | 6% |
| Playing computer games | 6% | 4% | 9%[b] | 1%[a] |
| Playing video games | 38%[a] | 6%[b] | 27%[b] | 2%[a] |
| Using social media | 1%[a] | 7%[b] | 5%[b] | 14%[a] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

**"It is clear that boys and girls have very different preferences for media activities and different patterns of use, and the results of this survey document those differences quite concretely."**

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TABLE 71. KEY GENDER DIFFERENCES IN MEDIA USE

| Activity | Among Tweens | | Among Teens | |
|---|---|---|---|---|
| | Boys | Girls | Boys | Girls |
| **Video games**‡ | | | | |
| • Enjoy playing "a lot" | 71%[a] | 34%[b] | 62%[a] | 20%[b] |
| • On any given day, percent who play video games | 38%[a] | 16%[b] | 41%[a] | 7%[b] |
| • Average time *among video game players* | 1:55[a] | 1:16[b] | 2:16 | † |
| • Average time *among all* | :43[a] | :12[b] | :56[a] | :07[b] |
| **Social media** | | | | |
| • Enjoy using social media "a lot" | 7%[a] | 18%[b] | 29%[a] | 44%[b] |
| • On any given day, percent who use social media | 9%[a] | 22%[b] | 51%[a] | 64%[b] |
| • Average time *among social media users* | 1:09[§] | 1:57 | 1:42[a] | 2:22[b] |
| • Average time *among all* | :06[a] | :26[b] | :52[a] | 1:32[b] |
| **Music** | | | | |
| • Enjoy listening to music "a lot" | 45%[a] | 64%[b] | 66%[a] | 80%[b] |
| • On any given day, percent who listen to music | 50%[a] | 65%[b] | 77%[a] | 86%[b] |
| • Average time *among listeners* | 1:19 | 1:37 | 2:06[a] | 2:34[b] |
| • Average time *among all* | :40[a] | 1:03[b] | 1:37[a] | 2:12[b] |
| **Reading** | | | | |
| • Enjoy reading "a lot" | 33%[a] | 50%[b] | 19%[a] | 41%[b] |
| • On any given day, percent who read | 37%[a] | 50%[b] | 24%[a] | 34%[b] |
| • Average time *among readers* | 1:11 | 1:04 | 1:36 | 1:37 |
| • Average time *among all* | :27 | :31 | :23[a] | :33[b] |
| **Total screen media** | **4:31** | **4:41** | **6:41** | **6:39** |
| **Total media** | **5:37** | **6:13** | **8:35** | **9:19** |

† Cell size too small for reliable results. ‡ Console games. § Small cell size: n=50-74.

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.


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# RACE/ETHNICITY, SOCIOECONOMIC STATUS, AND MEDIA

There are important reasons for examining media use along socioeconomic and demographic lines: to understand how best to reach different groups with educational content or health messages, to help inform research examining possible differential effects of media use, and to inform public policies on issues such as the digital divide or media literacy education.

In the U.S. today, and reflected in our survey sample, there is substantial overlap between parent education and family income, and between both these variables and race/ethnicity. Families in which parents have a lower level of education are also more likely to have lower incomes; and historically disadvantaged groups such as black and Hispanic families are more likely to have lower incomes and parent education levels.

In this study, we have explored differences in media-use patterns along all of these lines—race/ethnicity, income, and parent education—and we find numerous examples of relationships between young people's socio-demographic groups and their media use. But because of the substantial overlap in these groups, it is not possible to discern which variable—race/ethnicity, income, or parent education—is most strongly related to various outcomes. Comprehensive multivariate analyses that examine the interplay between multiple variables could greatly enhance our understanding of the predictors associated with young people's media habits, but they are beyond the scope of this report. Accordingly, we present data across all three variables and note when one or the other is more or less significant a predictor than others.

## Media use differences by race/ethnicity and socioeconomic status among tweens

***TV/video viewing.*** Among tweens, there are differences across race/ethnicity and both measures of socioeconomic status—income and parent education—in terms of TV/video viewing. The largest differences are by race/ethnicity. Black tweens are somewhat more likely than whites to watch TV/videos on any given day (92 percent vs. 84 percent, with Hispanics falling in between). Among tweens who do watch, there are significant differences in how long they spend doing so across all three socio-demographic variables. Once again, the largest difference is by race (black tweens who watch average 1:37 more than white tweens who watch, with Hispanics falling in between). On average among all tweens, this combination of a greater likelihood of watching and a tendency to watch for a longer period of time results in substantial differences in time spent watching across race, income, and parent education, with the largest difference being by race. On average, black tweens devote 3:22 to watching TV and videos each day, compared with 2:05 among white tweens (Hispanics fall in between).

***Gaming.*** There are smaller and less consistent differences among tweens by race, income, and parent education when it comes to gaming than there are with regard to watching TV and videos. On any given day, white tweens are more likely to play some type of video, computer, or mobile game than Hispanic tweens (71 percent vs. 61 percent, with blacks falling in between). Among those tweens who do play some type of digital game, there are no differences by race or income, but there are by education, with gamers whose parent has no more than a high school education averaging 36 minutes more in play than those whose parent has a college education. Therefore on average among all tweens, looking at all types of gaming combined, the only difference in average amount of time spent playing is by parent education (a 24-minute difference between tweens with the least- and most-educated parents).

- **Video games.** When it comes to the likelihood of a tween playing console video games on any given day, the only difference across the three socio-demographic variables is by parent education (31 percent of tweens whose parent has no more than a high school education will play, compared with 23 percent of those whose parent has a college degree). In terms of how *long* kids who play video games spend doing so, the biggest difference is by race: Hispanic tweens who play stay at it longer than white youth do (2:05 among Hispanic tween gamers, compared with 1:29 among whites; there were too few black tween console gamers for a reliable estimate of this mean). On average among *all* tweens, black and Hispanic tweens average 38 minutes and 30 minutes, respectively, both of which are longer time periods than those that white

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tweens average, at 26 minutes. But the largest difference in playing time among all tweens is by parent education: Those whose parent has a college education spend the least time with console games (:20), which is 12 to 14 minutes less than tweens whose parents are less educated.

- **Computer games.** Fewer tweens play computer games, but on any given day white tweens are more likely than others to do so (this was the largest socio-demographic difference; 16 percent of white tweens will play compared with 8 percent of blacks). In terms of average time among all tweens, the only statistically significant difference is by race, with white tweens averaging 15 minutes a day and Hispanics seven minutes (blacks fall in between).
- **Mobile games.** Many tweens play mobile games, and there are significant differences across all three socio-demographic measures in terms of how likely it is that they will play on any given day, with whites and those from higher SES groups more likely to do so. The largest difference is by income (on any given day, 51 percent of higher-income tweens will play, compared with 40 percent of lower-income ones). Among those who do play, the largest difference in time devoted to mobile game playing is by parent education, with tweens at the lower end of the SES scale spending *more* time playing than those at the higher end (1:30 among tween players whose parent has no more than a high school education, compared with 1:01 among those whose parent graduated from college). Among *all* tweens, therefore, these two trends cancel each other out, and there are no statistically significant differences in average time playing by any of our socio-demographic measures.

***Music.*** Music is popular across all race/ethnicity and SES groups among tweens, with no differences in the likelihood of tweens listening on any given day. But there are differences in how long tweens spend listening. Among tweens who listen to music, tweens from lower-income families average 54 minutes more per day than higher-income tweens; tweens with a high school-educated parent average 38 minutes more per day than tweens with a college-educated parent; and Hispanic tweens average 22 minutes more per day than white tweens. On average among *all* tweens, this means there are differences by all our socio-demographic variables, with the largest differences being by income and race (the higher-income tweens and white tweens listen up to 33 minutes less per day than lower-income tweens and tweens of other ethnicities).

***Reading.*** There are no differences among tweens by race in terms of the likelihood that they will read on any given day, but there are differences by income and especially by parent education; fifty-two percent of tweens whose parent has a college degree read on any given day, compared with 36 percent of those whose parent has no more than a high school education. But among those tweens who do read each day, there are no socioeconomic differences in the amount of time they devote to reading. On average among all tweens, therefore, there are differences by income and education but not by race in the average time spent reading per day.

***Computer use.*** Among this age group, white children, those from higher-income families, and those with more highly educated parents are more likely to use a computer on any given day, with the biggest difference being by parent education (23 percent of those whose parent has some college or more education vs. 17 percent of those whose parent has no more than a high school education). Among all tweens, the average amount of time spent per day using a computer does not vary by race/ethnicity, income, or parent education.

***Total media use.*** Overall, there are substantial differences by race/ethnicity and by socioeconomic status in terms of the amount of time tweens spend using media. Among those who use screen media on any given day, black and Hispanic children and those in the lower SES groups spend more time doing so, with that difference being most pronounced when examined by race and ethnicity. Black tweens who use screen media spend an average of 2:38 more and Hispanics spend 1:20 more than white tweens who use screen media. Among *all* tweens, that's an average of 6:22 a day with screen media among blacks, 5:18 among Hispanics, and 4:00 among whites. When non-screen media are included, the totals are 8:02 among black tweens, 6:44 among Hispanics, and 5:14 among whites.

## Media use differences by race/ethnicity and socioeconomic status among teens

***TV/videos.*** Among teens, watching TV and videos is so universal that there are no differences in the percent who do so on any given day based on race/ethnicity or socioeconomic status, except for a non-linear difference by parent education. (Teens whose parent has some college are 8 percentage points more likely to watch than other teens.) But among those who watch, black teens and those in the lowest SES group spend considerably more time watching than their peers, with the race difference being slightly larger than the differences by income and parent


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education. On any given day, black teens who watch TV or videos spend an average of four and a half hours (4:33) doing so, compared with 2:56 for whites and 3:22 for Hispanics. Similarly, the lower-income teens watch an average of 4:14, compared with 3:07 for middle-income viewers and 2:41 for higher-income viewers. Thus there are also significant differences in the average time spent watching TV/videos among *all* teens, with the difference by race again being slightly larger than by the socioeconomic variables: 3:41 per day watching TV and videos among black teens, compared with 2:22 among whites and 2:47 among Hispanics.

***Music.*** Listening to music is another activity that is so common among teens that there are no significant differences in the proportion who do so on any given day by race, income, or parent education. As with watching television, however, black teens who listen to music spend more time doing so than their white peers who listen (2:58 vs. 2:10). There are no other significant differences in time spent among teens who listen, but among *all* teens there are differences. For example, among all teens, blacks average 2:27 and Hispanics average 2:04 per day listening, compared with 1:44 among whites. There are no linear differences by income or parent education.

***Reading.*** Among teens, reading is related to socioeconomic status, especially parent education. On any given day, 38 percent of teens whose parent has a college degree will spend some time reading for pleasure, compared with 22 percent of those whose parent has no more than a high school education and 27 percent of those whose parent has some college. Parent education is related to how long teens read, both among *all* teens and among those who read on any given day (income and race/ethnicity are not related to either measure). Overall, teens of high school-educated parents average 26 minutes a day reading, while those of college-educated parents average 35 minutes.

***Gaming.*** Socioeconomic status and race/ethnicity are not related to the likelihood of teens playing games on any given day, with the exception that whites are more likely than their black or Hispanic peers to play computer games. In terms of the amount of time gamers spend playing, the only difference is in mobile gaming, where those in the lower SES groups spend more time playing. The biggest difference is by parent education: Mobile gamers with a high school-educated parent play for an average of 1:33, compared with 52 minutes for those with a college-educated parent. Among teens as a whole, there are no statistically significant differences in the average amount of time spent playing all types of games combined by race, income, or parent education. But there are small differences in average time spent playing video games among all teens (a five- to nine-minute difference between teens with college-educated parents and other teens) and a larger difference by race for computer gaming (:24 among white teens vs. :09 among blacks).

***Computer use.*** White teens and those from higher SES groups are more likely to use a computer on any given day. For example, 43 percent of white teens vs. 28 percent of black teens and 29 percent of Hispanic teens use a computer on a typical day for something other than school-related work. Among computer users, there are no linear differences by race or SES in the amount of time teens spend at the keyboard, nor any statistically significant differences in the average time spent using a computer among teens.

***Total media use.*** Among teens who use screen media on any given day, those from low-SES families and blacks spend more time doing so than their peers, with the largest difference being by family income. On any given day, the lower-income teens who use screen media spend an average of about three hours more than their higher-income peers (8:56 vs. 5:55) doing so. The average time spent with screen media per day among *all* teens also differs across all three categories, with the largest difference being by income (8:07 vs. 5:42). When non-screen media are added to the mix, the total time spent with media is 11:10 among black teens, 8:51 among Hispanic teens, and 8:27 among white teens.

**In this study, we have explored differences in media-use patterns along all of these lines—race/ethnicity, income, and parent education—and we find numerous examples of relationships between young people's socio-demographic groups and their media use.**

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TABLE 72. MEDIA USE, BY RACE/ETHNICITY, FAMILY INCOME, AND PARENT EDUCATION

ON ANY GIVEN DAY, PERCENT WHO DO EACH ACTIVITY/USE EACH DEVICE

| Among Tweens ... | All | Race/Ethnicity | | | Family Income | | | Parent Education | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | White | Black | Hispanic | Lower | Middle | Higher | High school | Some college | College degree |
| **Percent who do each activity:** | | | | | | | | | | |
| • Watch TV/DVDs/videos | 85% | 84%[a] | 92%[b] | 87%[ab] | 87% | 85% | 84% | 87%[ab] | 88%[a] | 82%[b] |
| • Play games (total) | 66% | 71%[a] | 62%[ab] | 61%[b] | 60%[a] | 69%[b] | 67%[ab] | 66% | 66% | 66% |
| • *Console video* | *27%* | *30%* | *31%* | *24%* | *28%* | *27%* | *26%* | *31%[a]* | *28%[ab]* | *23%[b]* |
| • *Computer* | *13%* | *16%[a]* | *8%[b]* | *11%[ab]* | *11%[ab]* | *15%[a]* | *10%[b]* | *11%[ab]* | *10%[a]* | *16%[b]* |
| • *Mobile* | *45%* | *49%[a]* | *41%[ab]* | *38%[b]* | *40%[a]* | *44%[ab]* | *51%[a]* | *39%[a]* | *47%[ab]* | *48%[b]* |
| • Listen to music | 57% | 57% | 59% | 61% | 57% | 59% | 54% | 57% | 59% | 57% |
| • Read | 43% | 44% | 41% | 41% | 36%[a] | 45%[b] | 47%[b] | 36%[a] | 40%[a] | 52%[b] |
| • Use social media | 15% | 13% | 18% | 19% | 20% | 13% | 14% | 19% | 14% | 13% |
| • Browse websites | 19% | 17% | 27% | 18% | 22% | 17% | 19% | 18% | 20% | 18% |
| **Percent who use each device:** | | | | | | | | | | |
| • Smartphone | 22% | 17%[a] | 32%[b] | 24%[ab] | 26% | 22% | 19% | 26% | 22% | 19% |
| • Computer | 22% | 24%[a] | 17%[ab] | 17%[b] | 17%[a] | 23%[b] | 23%[ab] | 17%[a] | 22%[ab] | 26%[b] |
| • Tablet | 37% | 38% | 35% | 33% | 31%[a] | 37%[ab] | 42%[b] | 30%[a] | 40%[b] | 40%[b] |
| **Any media** | **98%** | **98%** | **98%** | **98%** | **97%** | **98%** | **98%** | **98%** | **97%** | **99%** |
| **Any screen media** | **94%** | **95%** | **93%** | **95%** | **94%** | **95%** | **94%** | **95%** | **95%** | **92%** |

| Among Teens ... | All | Race/Ethnicity | | | Family Income | | | Parent Education | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | White | Black | Hispanic | Lower | Middle | Higher | High school | Some college | College degree |
| **Percent who do each activity:** | | | | | | | | | | |
| • Watch TV/DVDs/videos | 81% | 81% | 81% | 83% | 80% | 81% | 82% | 79%[a] | 87%[b] | 79%[a] |
| • Play games (total) | 56% | 56% | 60% | 54% | 54% | 54% | 60% | 54% | 56% | 57% |
| • *Console video* | *25%* | *24%* | *28%* | *25%* | *25%* | *25%* | *24%* | *25%[ab]* | *29%[a]* | *21%[b]* |
| • *Computer* | *14%* | *18%[a]* | *8%[b]* | *9%[b]* | *13%* | *13%* | *17%* | *13%* | *13%* | *16%* |
| • *Mobile* | *34%* | *33%* | *40%* | *35%* | *30%[a]* | *34%[ab]* | *39%[b]* | *31%* | *35%* | *37%* |
| • Listen to music | 81% | 79% | 83% | 83% | 82% | 81% | 81% | 81% | 81% | 82% |
| • Read | 29% | 30%[a] | 18%[b] | 27%[a] | 23%[a] | 30%[b] | 31%[b] | 22%[a] | 27%[a] | 38%[b] |
| • Use social media | 58% | 58% | 57% | 55% | 50%[a] | 59%[b] | 62%[b] | 56% | 58% | 59% |
| • Browse websites | 47% | 46% | 45% | 46% | 41%[a] | 47%[ab] | 52%[b] | 41%[a] | 48%[ab] | 53%[b] |
| **Percent who use each device:** | | | | | | | | | | |
| • Smartphone | 58% | 57% | 64% | 58% | 47%[a] | 57%[b] | 69%[c] | 52%[a] | 61%[b] | 63%[b] |
| • Computer | 38% | 43%[a] | 28%[b] | 29%[b] | 30%[a] | 39%[b] | 44%[b] | 33%[a] | 36%[a] | 46%[b] |
| • Tablet | 19% | 17%[a] | 26%[b] | 20%[ab] | 18% | 19% | 21% | 16%[a] | 19%[ab] | 23%[b] |
| **Any media** | **97%** | **96%[a]** | **100%[b]** | **98%[ab]** | **97%** | **97%** | **98%** | **95%[a]** | **98%[a]** | **100%[b]** |
| **Any screen media** | **94%** | **93%** | **95%** | **95%** | **91%[a]** | **94%[ab]** | **96%[b]** | **91%[a]** | **96%[b]** | **95%[b]** |

Note: This table does not list all subcategories of media activities and devices, but all activities and devices are included in totals. "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.


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TABLE 73. *AMONG USERS,* MEDIA TIME SPENT, BY RACE/ETHNICITY, FAMILY INCOME, AND PARENT EDUCATION
AVERAGE TIME PER DAY FOR EACH ACTIVITY/DEVICE

| Among Tweens ... | All | Race/Ethnicity | | | Family Income | | | Parent Education | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | White | Black | Hispanic | Lower | Middle | Higher | High school | Some college | College degree |
| **Who did each activity, average time spent:** | | | | | | | | | | |
| • Watching TV/DVDs/videos | 2:51 | 2:29[a] | 3:40[b] | 3:14[b] | 3:17[a] | 3:00[a] | 2:09[b] | 3:20[a] | 2:55[a] | 2:22[b] |
| • Playing games (total) | 2:00 | 1:52 | 2:18 | 2:16 | 2:17 | 1:54 | 1:55 | 2:17[a] | 2:03[ab] | 1:42[b] |
| • *Console video* | *1:44* | *1:29* | † | *2:05* | *1:50* | *1:44* | *1:37§* | *1:51* | *1:51* | *1:30* |
| • *Computer* | *1:29* | *1:37* | † | † | † | *1:21* | † | † | † | *1:20* |
| • *Mobile* | *1:13* | *1:05* | *1:12§* | *1:38* | *1:23* | *1:10* | *1:10* | *1:30[a]* | *1:13[ab]* | *1:01[b]* |
| • Listening to music | 1:29 | 1:17[a] | 2:11[ab] | 1:39[b] | 1:59[a] | 1:25[a] | 1:05[b] | 1:47[a] | 1:34[a] | 1:09[b] |
| • Reading | 1:07 | 1:10 | 1:00§ | 1:07 | :58 | 1:11 | 1:05 | 1:09 | 1:04 | 1:08 |
| • Using social media | 1:43 | :59 | † | 2:07§ | 2:36§ | 1:29§ | † | 2:34§ | † | :54§ |
| • Browsing websites | :12 | :07 | † | :18§ | :18§ | :12 | † | :16§ | :15§ | :07 |
| **Who used each device, average time spent:** | | | | | | | | | | |
| • Smartphone | 3:35 | 2:11[a] | † | 4:14[b] | 6:25 | 2:27 | 2:15§ | 5:31[a] | 2:41[ab] | 2:02[b] |
| • Computer | 2:26 | 2:21 | † | 2:45§ | 3:29[a] | 2:20[b] | 1:51§ | 2:34§ | 2:38 | 2:14 |
| • Tablet | 2:34 | 2:03[a] | † | 4:04[b] | 3:03 | 2:31 | 2:17 | 3:33[a] | 2:41[a] | 1:50[b] |
| **Total media time** | **6:03** | **5:22[a]** | **8:10[b]** | **6:53[b]** | **7:14[a]** | **6:00[a]** | **4:58[b]** | **7:09[a]** | **6:14[a]** | **4:58[b]** |
| **Total screen media time** | **4:53** | **4:14[a]** | **6:52[b]** | **5:34[b]** | **5:54[a]** | **4:47[a]** | **4:01[b]** | **5:51[a]** | **4:57[a]** | **3:58[b]** |

| Among Teens ... | All | Race/Ethnicity | | | Family Income | | | Parent Education | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | White | Black | Hispanic | Lower | Middle | Higher | High school | Some college | College degree |
| **Who did each activity, average time spent:** | | | | | | | | | | |
| • Watching TV/DVDs/videos | 3:15 | 2:56[a] | 4:33[b] | 3:22[a] | 4:14[a] | 3:07[b] | 2:41[b] | 4:04[a] | 3:16[a] | 2:42[b] |
| • Playing games (total) | 2:25 | 2:34 | 2:12 | 2:12 | 2:42 | 2:26 | 2:11 | 2:40[a] | 2:34[a] | 2:04[b] |
| • *Console video* | *2:09* | *2:18* | † | *2:09* | *2:09* | *2:09* | *2:09* | *2:07* | *2:22* | *1:58* |
| • *Computer* | *2:14* | *2:16* | † | † | † | *2:19* | *2:08§* | † | *1:58§* | *1:11* |
| • *Mobile* | *1:12* | *1:13* | *1:25§* | *1:08* | *1:33[a]* | *1:13[ab]* | *:59[b]* | *1:33[a]* | *1:14[a]* | *:52[b]* |
| • Listening to music | 2:20 | 2:10[a] | 2:58[b] | 2:31[ab] | 2:36 | 2:19 | 2:10 | 2:26 | 2:31 | 2:05 |
| • Reading | 1:37 | 1:38 | † | 1:26 | 1:46 | 1:37 | 1:31 | 1:58[a] | 1:23[b] | 1:32[b] |
| • Using social media | 2:04 | 1:54[a] | 2:59[b] | 2:00[a] | 2:56[a] | 2:06[b] | 1:26[c] | 1:32[a] | 2:02[ab] | 1:36[b] |
| • Browsing websites | :36 | :32 | :43§ | :40 | :44 | :33 | :33 | :40 | :35 | :32 |
| **Who used each device, average time spent:** | | | | | | | | | | |
| • Smartphone | 4:38 | 3:52[a] | 6:32[b] | 5:24[ab] | 6:58[a] | 4:50[a] | 3:03[b] | 6:16[a] | 4:19[b] | 3:28[c] |
| • Computer | 4:14 | 4:07 | † | 4:26 | 5:13 | 4:05 | 3:53 | 4:30[ab] | 4:55[a] | 3:33[b] |
| • Tablet | 3:57 | 3:51 | † | 4:10§ | 6:05§ | 3:50 | 2:37 | 5:01[a] | 4:12[ab] | 2:58[b] |
| **Total media time** | **9:12** | **8:48[a]** | **11:13[b]** | **9:03[ab]** | **10:56[a]** | **9:05[b]** | **7:59[b]** | **10:12[a]** | **9:34[a]** | **7:51[b]** |
| **Total screen media time** | **7:07** | **6:46[a]** | **8:53[b]** | **6:51[a]** | **8:56[a]** | **6:58[b]** | **5:55[c]** | **8:07[a]** | **7:21[a]** | **5:53[b]** |

† Sample size too small for reliable results (n=<50). § Small cell size (n=50-74).

Note: This table does not list all subcategories of media activities and devices, but all activities and devices are included in totals. "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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TABLE 74. *AMONG ALL*, MEDIA TIME SPENT, BY RACE/ETHNICITY, FAMILY INCOME, AND PARENT EDUCATION
AVERAGE TIME PER DAY FOR EACH ACTIVITY/DEVICE

| Among All Tweens ... | All | Race/Ethnicity | | | Family Income | | | Parent Education | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | White | Black | Hispanic | Lower | Middle | Higher | High school | Some college | College degree |
| **Average time spent in each activity:** | | | | | | | | | | |
| • Watching TV/DVDs/videos | 2:26 | 2:05[a] | 3:22[b] | 2:49[b] | 2:51[a] | 2:33[a] | 1:49[b] | 2:54[a] | 2:35[a] | 1:57[b] |
| • Playing games (total) | 1:19 | 1:20 | 1:26 | 1:23 | 1:22 | 1:19 | 1:17 | 1:31[a] | 1:22[a] | 1:07[b] |
| • *Console video* | *0:28* | *:26* | *:38* | *:30* | *:30* | *:28* | *:26* | *:34[a]* | *:32[a]* | *:20[b]* |
| • *Computer* | *0:11* | *:15[a]* | *:08[ab]* | *:07[b]* | *:10* | *:12* | *:10* | *:10* | *:11* | *:13* |
| • *Mobile* | *0:33* | *:32* | *:30* | *:38* | *:33* | *:31* | *:36* | *:35* | *:34* | *:29* |
| • Listening to music | 0:51 | :44[a] | 1:17[b] | 1:00[b] | 1:08[a] | :50[a] | :35[b] | 1:01[a] | :56[a] | :39[b] |
| • Reading | 0:29 | :31 | :25 | :27 | :21[a] | :32[b] | :31[b] | :25[a] | :26[a] | :35[b] |
| • Using social media | 0:16 | :08[a] | :36[b] | :24[b] | :32[a] | :12[b] | :07[b] | :29[a] | :11[b] | :07[b] |
| • Browsing websites | 0:12 | :07[a] | :24[b] | :18[b] | :18[a] | :12[ab] | :07[b] | :16[a] | :15[a] | 7:0[b] |
| **Average time spent using each device:** | | | | | | | | | | |
| • Smartphone | 0:48 | :22[a] | 2:06[ab] | 1:01[b] | 1:41[a] | :32[ab] | :26[b] | 1:25[a] | :35[ab] | :24[b] |
| • Computer | 0:31 | :34 | :24 | :27 | :35 | :33 | :25 | :26 | :34 | :35 |
| • Tablet | 0:56 | :47 | 1:02 | 1:22 | :56 | :56 | :58 | 1:05[ab] | 1:04[a] | :44[b] |
| **Total media** | **5:55** | **5:14[a]** | **8:02[b]** | **6:44[b]** | **7:00[a]** | **5:53[a]** | **4:52[b]** | **6:59[a]** | **6:02[a]** | **4:54[b]** |
| **Total screen media** | **4:36** | **4:00[a]** | **6:22[b]** | **5:18[b]** | **5:32[a]** | **4:32[a]** | **3:46[b]** | **5:35[a]** | **4:43[a]** | **3:41[b]** |

| Among All Teens ... | All | Race/Ethnicity | | | Family Income | | | Parent Education | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | White | Black | Hispanic | Lower | Middle | Higher | High school | Some college | College degree |
| **Average time spent in each activity:** | | | | | | | | | | |
| • Watching TV/DVDs/videos | 2:38 | 2:22[a] | 3:41[b] | 2:47[c] | 3:24[a] | 2:32[b] | 2:12[b] | 2:58[a] | 2:51[a] | 2:07[b] |
| • Playing games (total) | 1:21 | 1:27 | 1:19 | 1:11 | 1:27 | 1:19 | 1:19 | 1:27 | 1:26 | 1:11 |
| • *Console video* | *:32* | *:32* | *:30* | *:32* | *:33* | *:32* | *:31* | *:31[ab]* | *:41[a]* | *:25[b]* |
| • *Computer* | *:19* | *:24[a]* | *:09[b]* | *:13[b]* | *:17* | *:18* | *:21* | *:20* | *:16* | *:21* |
| • *Mobile* | *:25* | *:24[ab]* | *:34[a]* | *:23[b]* | *:28* | *:25* | *:23* | *:29[a]* | *:25[ab]* | *:20[b]* |
| • Listening to music | 1:54 | 1:44[a] | 2:27[b] | 2:04[b] | 2:08[a] | 1:52[ab] | 1:45[b] | 1:58[ab] | 2:02[a] | 1:43[b] |
| • Reading | :28 | :30 | :22 | :24 | :24 | :29 | :28 | :26[a] | :23[a] | :35[b] |
| • Using social media | 1:11 | 1:06[a] | 1:43[b] | 1:06[a] | 1:28[a] | 1:14[a] | :54[b] | 1:25[a] | 1:11[ab] | :56[b] |
| • Browsing websites | :36 | :32 | :43 | :40 | :44 | :33 | :33 | :40 | :35 | :32 |
| **Average time spent using each device:** | | | | | | | | | | |
| • Smartphone | 2:42 | 2:12[a] | 4:11[b] | 3:07[ab] | 3:18[a] | 2:45[a] | 2:07[b] | 3:15[a] | 2:38[ab] | 2:10[b] |
| • Computer | 1:37 | 1:46 | 1:12 | 1:18 | 1:34 | 1:35 | 1:44 | 1:30 | 1:45 | 1:38 |
| • Tablet | :45 | :39 | 1:01 | :49 | 1:05[a] | :43[ab] | :32[b] | :48 | :47 | :40 |
| **Total media** | **8:56** | **8:27[a]** | **11:10[b]** | **8:51[a]** | **10:35[a]** | **8:47[b]** | **7:50[c]** | **9:39[a]** | **9:21[a]** | **7:49[b]** |
| **Total screen media** | **6:40** | **6:18[a]** | **8:26[b]** | **6:29[a]** | **8:07[a]** | **6:31[b]** | **5:42[c]** | **7:21[a]** | **7:02[a]** | **5:36[b]** |

Note: This table does not list all subcategories of media activities and devices, but all activities and devices are included in totals. "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.


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# PARENTS AND MEDIA

The survey included two measures exploring how parents and their children communicate about media. One item asked tweens and teens whether their parents have talked with them about various issues concerning media, and the other asked young people who engage in a particular media activity how much they think their parents know about it.

***Talking with children about media.*** The vast majority of youth report that their parents have talked with them about their media use. Young people are far more likely to have heard from their parents about online safety and responsibility than about how much time they spend using media. For example, more than eight in 10 teens say their parents have spoken with them about staying safe online (86 percent) or being responsible and respectful online (85 percent), but just over half (53 percent) say their parents have spoken with them about how much time they can spend using media.

TABLE 75. PARENT-CHILD CONVERSATIONS ABOUT MEDIA

| Percent who say their parents have talked with them about ... | Among Tweens | Among Teens |
|---|---|---|
| Staying safe online | 87% | 86% |
| Being responsible/respectful online | 86% | 85% |
| The types of media they can use | 84%[a] | 66%[b] |
| When they can use media | 79%[a] | 59%[b] |
| How long they can spend using media | 72%[a] | 53%[b] |

***What parents know about the media their children use.*** The majority of tweens say their parents know "a lot" about the various media they use, ranging from 54 percent who say their parents know "a lot" about what they do on social media (among those who use it) to 78 percent who say their parents know "a lot" about the TV shows they watch. Parental familiarity with the games they play, what they see and do online, the songs they listen to, and the apps they use fall in between. On the other hand, most *teens* say their parents *don't* know a lot about the media they use, with the exception of the TV shows they watch (58 percent of teens who watch TV shows say their parents know "a lot" about them). Indeed, only about a third of teens say their parents know "a lot" about what they do online (32 percent), the apps they use (29 percent), or what they do on social media (32 percent). In fact, just about as many teens (30 percent) say their parents know "only a little" or "nothing" about the social media they use, and 25 percent say the same about what they do and see online.

***Demographic differences in parental talk about and awareness of children's media.*** The biggest differences in parent communication and awareness about media are by age, with tweens reporting that their parents know and talk more about media than the parents of teens do. Within each age group, youth from different socio-demographic groups are relatively consistent in the degree to which they report parents talking about and being familiar with the media they're using, although there are a few significant differences, as described below.

TABLE 76. PARENTAL AWARENESS ABOUT THE MEDIA TWEENS AND TEENS USE

| Among those who "often"/"sometimes" do each activity, percent whose parents: | Know "a lot" about | | Know "only a little" or "nothing" about | |
|---|---|---|---|---|
| | Among Tweens | Among Teens | Among Tweens | Among Teens |
| The TV shows they watch | 78%[a] | 58%[b] | 6%[a] | 12%[b] |
| The video/computer games they play | 69%[a] | 43%[b] | 8%[a] | 19%[b] |
| The songs they listen to | 65%[a] | 40%[b] | 11%[a] | 20%[b] |
| What they do/see online | 61%[a] | 32%[b] | 10%[a] | 25%[b] |
| The apps they use | 63%[a] | 29%[b] | 11%[a] | 31%[b] |
| The social media they use | 54%[a] | 32%[b] | 16%[a] | 30%[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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In both age groups, Hispanic youth are the most likely to report that their parents talk about when they can use media (for example, only after homework or chores are done), how much time they can spend using media, and being responsible and respectful online. For example, 81 percent of Hispanic tweens say their parents have talked about how much time they can spend with media, compared with 62 percent of black and 70 percent of white tweens. Similarly, 71 percent of Hispanic teens say their parents have talked about the types of media they can use (e.g., which shows they can watch or games they can play), compared with 64 percent of white teens (black teens fall in between). The differences in parent discussion of media are less consistently associated with family income and parent education. For example, among tweens, it is middle-income parents who are most likely to talk about media, and there are almost no differences by parent education. Among teens, in contrast, it is higher-income and more educated parents who are the most likely to have these conversations.

When it comes to parental awareness, young people who have more highly educated and higher-income parents are consistently *less* likely than other youth to report that their parents know "a lot" about the media they use. For example, 73 percent of lower-income tweens report that their parents know "a lot" about the video or computer games they play, compared with 62 percent of higher-income tweens; and 65 percent of tweens with a high school-educated parent report their parents know "a lot" about what they do or see online, compared with 57 percent of tweens with a college-educated parent. Among teens, this trend is even more pronounced. Teens from lower-income homes and those who have less highly educated parents are more likely to say their parents know "a lot" about what they do and see online, the songs they listen to, the social media they use, and the apps they use; and teens whose parents are less highly educated are also more likely to say their parents know "a lot" about the video/computer games they play. For example, among teens, 38 percent of those with a high school-educated parent say that their parents know "a lot" about what they do or see online, compared with 24 percent of teens with a college-educated parent. Similarly, 48 percent of lower-income teens say their parents know "a lot" about the music they listen to, compared with 33 percent of higher-income teens.

**The biggest differences in parent communication and awareness about media are by age, with tweens reporting that their parents know and talk more about media than the parents of teens do.**


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TABLE 77. PARENTAL TALK ABOUT AND AWARENESS OF MEDIA CHILDREN USE, BY RACE/ETHNICITY, FAMILY INCOME, AND PARENT EDUCATION

| Among Tweens ... | Race/Ethnicity | | | Family Income | | | Parent Education | | |
|---|---|---|---|---|---|---|---|---|---|
| | White | Black | Hispanic | Lower | Middle | Higher | High school | Some college | College degree |
| **Percent whose parents have talked to them about:** | | | | | | | | | |
| • When they can use media | 77%[a] | 79%[a] | **83%[b]** | 74%[a] | **82%[b]** | 78%[ab] | 76% | 81% | 80% |
| • How long they can spend using media | 70%[a] | 62%[a] | **81%[b]** | 66%[a] | **75%[b]** | 71%[ab] | 71% | 72% | 73% |
| • The types of media they can use | 83% | 80% | 87% | 79%[a] | **87%[b]** | 84%[ab] | 84% | 85% | 83% |
| • Staying safe online | 87% | 92% | 89% | 82%[a] | **91%[b]** | 84%[a] | 86%[a] | **91%[b]** | 86%[a] |
| • Being responsible and respectful online | 83%[a] | **92%[b]** | **92%[b]** | 87%[ab] | **88%[a]** | 82%[b] | 90% | 85% | 83% |
| **Who do each activity, percent whose parents know "a lot" about:** | | | | | | | | | |
| • What they do/see online | 60% | 66% | 60% | **64%[a]** | **63%[a]** | 53%[b] | **65%[a]** | 61%[ab] | 57%[b] |
| • Video/computer games they play | 71% | 70% | 66% | **73%[a]** | **71%[a]** | 62%[b] | 71% | 73% | 66% |
| • TV shows they watch | **81%[a]** | 77%[ab] | 73%[b] | 75% | 81% | 76% | 77% | 81% | 78% |
| • Songs they listen to | **67%[a]** | 67%[ab] | 58%[b] | 66% | 65% | 63% | 66%[ab] | **69%[a]** | 61%[b] |
| • Social media they use | 52% | † | 50% | 56% | 55% | 51% | **59%[a]** | 58%[ab] | 47%[b] |
| • Apps they use | 63% | 69% | 60% | 65% | 64% | 60% | 64% | 67% | 60% |

| Among Teens ... | Race/Ethnicity | | | Family Income | | | Parent Education | | |
|---|---|---|---|---|---|---|---|---|---|
| | White | Black | Hispanic | Lower | Middle | Higher | High school | Some college | College degree |
| **Percent whose parents have talked to them about:** | | | | | | | | | |
| • When they can use media | 58%[ab] | 54%[a] | **64%[b]** | 57%[a] | 56%[a] | **65%[b]** | 55%[a] | 56%[a] | **65%[b]** |
| • How long they can spend using media | 50%[a] | 57%[ab] | **59%[b]** | 53% | 52% | 55% | 52%[ab] | 49%[a] | **58%[b]** |
| • The types of media they can use | 64%[a] | 66%[ab] | **71%[b]** | 65%[ab] | 63%[a] | **71%[b]** | 64% | 65% | 69% |
| • Staying safe online | **88%[a]** | 82%[b] | 82%[b] | 81%[a] | 87%[b] | **90%[b]** | 82%[a] | **87%[b]** | **90%[b]** |
| • Being responsible and respectful online | 86% | 85% | 86% | 85% | 83% | 88% | 83% | 86% | 85% |
| **Who do each activity, percent whose parents know "a lot" about:** | | | | | | | | | |
| • What they do/see online | 32%[a] | **42%[b]** | 32%[ab] | **43%[a]** | 32%[b] | 26%[c] | **38%[a]** | **35%[a]** | 24%[b] |
| • Video/computer games they play | 43% | 45% | 42% | 45% | 44% | 39% | **44%[a]** | **47%[a]** | 37%[b] |
| • TV shows they watch | 61% | 52% | 60% | 60% | 57% | 60% | 57% | 59% | 59% |
| • Songs they listen to | 41%[ab] | 35%[a] | **47%[b]** | **48%[a]** | 41%[b] | 33[c] | **46%[a]** | 39%[b] | 36%[b] |
| • Social media they use | 31% | 34% | 32% | **38%[a]** | 31%[b] | 28%[b] | **34%[a]** | **34%[a]** | 26%[b] |
| • Apps they use | 28% | 31% | 31% | **35%[a]** | 27%[b] | 27%[b] | **31%[a]** | **32%[a]** | 23%[b] |

† Sample size too small for reliable results (n=<50).

Note: Where there are statistically significant differences, the group that is most likely to talk about/know "a lot" about the media their children use is bolded. "Lower" income is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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# PHYSICAL ACTIVITY AND MEDIA

The survey included two questions about physical activity. The first asked how *frequently* young people are physically active, and the second asked how much *time* they spent being physically active the previous day. Physical activity was defined as doing something such as playing sports, going for a run, taking a gym class, dancing, or working out for at least 20 minutes "at a level that makes you breathe hard."

***Levels of physical activity.*** About a third of tweens (36 percent) and teens (32 percent) say they are physically active every day. Another 49 percent of tweens and 41 percent of teens report being physically active several times a week. The main difference in physical activity by age is that on any given day, a smaller proportion of teens (68 percent) than tweens (81 percent) report being physically active. Those who are physically active spend an average of just under an hour and a half at their activities (1:23 among tweens, and 1:29 among teens). Among all tweens and teens, this is an average of about an hour of physical activity a day (1:07 for tweens, and 1:01 for teens).

***Screen time and physical activity.*** This study also explores whether there is a relationship between the time respondents spend with screen media and their physical activity on any given day. We did this in two ways: by comparing the means of time spent in physical activity among High, Medium, and Low screen media users[5]; and by examining correlations between physical activity and total media use excluding listening to music, which can be used during physical activity.

Taken together, these analyses indicate that the quantity of media use is negatively associated with young people's likelihood of engaging in any physical activity on any given day. There is a small but statistically significant negative correlation between total media use (excluding listening to music) and whether teens engage in physical activity on any given day. In both age groups, the High screen users are significantly less likely to engage in physical activity. Tweens who are High screen users are less likely (by 10 to 11 percentage points) than tweens who are Medium and Low screen users to be active on a given day. The negative association is stronger among teens: Compared with the Low screen users, Medium screen users and High screen users are less likely to be active (by 11 and 18 percentage points, respectively).

TABLE 78. PHYSICAL ACTIVITY
TIME SPENT IN INCREMENTS

| On any given day ... | Among Tweens | Among Teens |
|---|---|---|
| Percent who are physically active for: | | |
| • No time | 19%[a] | 32%[b] |
| • 30 minutes or less | 24%[a] | 17%[b] |
| • 31-60 minutes | 25%[a] | 21%[b] |
| • 1-2 hours | 18% | 18% |
| • 2-4 hours | 11% | 10% |
| • More than 4 hours | 3% | 2% |

Note: 1-2 hours includes from 61 minutes up to and including two hours; 2-4 hours includes from 121 minutes up to four hours. Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

TABLE 79. PHYSICAL ACTIVITY
FREQUENCY AND AVERAGE TIME

| On any given day ... | Among Tweens | Among Teens |
|---|---|---|
| Percent who say they are physically active... | | |
| • Every day | 36%[a] | 32%[b] |
| • A few times a week | 49%[a] | 41%[b] |
| • Once a week | 6%[a] | 10%[b] |
| • A few times a month | 4%[a] | 6%[b] |
| • Once a month or less | 4%[a] | 10%[b] |
| On any given day, percent who are physically active | 81%[a] | 68%[b] |
| Average time in physical activity *among those who are active* | 1:23 | 1:29 |
| Average time in physical activity *among all* | 1:07[a] | 1:01[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

*5. High users are those who spend an average of more than seven hours with screen media in a day; Medium users are those who spend between two and seven hours; and Low users are those who spend less than two hours.*

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In terms of *time spent* being physically active, associations with media use were inconsistent between age groups and not always in the direction expected (i.e., that youth who use more media would be less active). Among tweens who engage in physical activity on a given day, those who spend the least time with screens spend *less* time being active (1:15) than those who spend the most time with screens (1:35), with the Medium screen users falling in between.

Among teens who engage in physical activity on a given day, in contrast, those who spend the least time with screens spend *more* time being active (1:42) than the Medium screen users (1:20), while the High screen users fall in between.

TABLE 80. PHYSICAL ACTIVITY, BY AGE AND SCREEN MEDIA USE

| | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Low screen users | Medium screen users | High screen users | Low screen users | Medium screen users | High screen users |
| On any given day, percent who are physically active | 83%[a] | 82%[a] | 72%[b] | 78%[a] | 69%[b] | 60%[c] |
| Average time in physical activity *among those who are active* | 1:15[a] | 1:25[ab] | 1:35[b] | 1:42[a] | 1:20[b] | 1:33[ab] |
| Average time in physical activity *among all* | 1:02 | 1:10 | 1:08 | 1:19[a] | :55[b] | :56[b] |

Note: High users are those who spend an average of more than seven hours with screen media in a day; Medium users are those who spend between two and seven hours; and Low users are those who spend less than two hours. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.


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# SOCIAL-EMOTIONAL WELL-BEING AND MEDIA

The survey included a series of questions designed to get a general sense of social-emotional well-being among tweens and teens. The scale the survey used is short and does not offer an in-depth or highly nuanced measure of mental health or well-being. It asked respondents "how true" a series of statements about them are, including three positive statements ("I get along well with my parents"; "I have a lot of friends"; and "I have been happy at school this year") and three negative statements ("I am often bored"; "I often feel sad and unhappy"; and "I get into trouble a lot"). Scores on this scale have been referred to as a young person's "contentment level" or "social and emotional well-being." We compared media use among young people who scored high, medium, or low on this scale to see whether they use media differently.

Most young people score very high on this scale. For example, 97 percent of tweens and 96 percent of teens say it is "very" or "somewhat" true that they get along well with their parents; 90 percent of tweens and 84 percent of teens say it is "very" or "somewhat" true that they have been happy at school this past year; and 88 percent of tweens and 78 percent of teens say it is "very" or "somewhat" true that they have a lot of friends.

TABLE 81. SOCIAL AND EMOTIONAL WELL-BEING

| Percent who say each statement is "very" or "somewhat" true of them ... | Among Tweens | Among Teens |
|---|---|---|
| I get along well with my parents. | 97% | 96% |
| I have been happy at school this year. | 90%[a] | 84%[b] |
| I have a lot of friends. | 88%[a] | 78%[b] |
| I am often bored. | 53%[a] | 58%[b] |
| I am often sad or unhappy. | 16%[a] | 22%[b] |
| I get into trouble a lot. | 16%[a] | 10%[b] |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

We divided respondents into higher, middle, and lower groups with regard to their combined responses to all of the items on the scale. Respondents received a score of one to four for each item, with a four meaning the positive items were "very" true for them or the negative items were "not true at all." Since there were six items in the scale, the top score was 24. The "higher" group includes anyone who scored 22 or above—that is, they got the top score on almost all items. The "middle" group includes those who scored between 18 and 21 points on the scale, meaning that the positive items were, on average, at least "somewhat" true about them and the negative items "not very" true. The "lower" group includes those who scored 17 or less. Among tweens, the higher group includes 27 percent of all respondents, the middle group 50 percent, and the lower group 23 percent. Among teens, the higher group includes 20 percent, the middle group 49 percent, and the lower group 31 percent of all respondents.

There are significant differences between youth in the different social and emotional well-being groups in terms of the amount of time they spend with media on a given day. Overall, tweens on the lower end of the scale spend an average of over two hours (2:05) more with screen media per day than those at the high end of the scale, while among teens the difference is an average of two and a half hours of screen media a day (2:32).

The relationships between non-screen media use (listening to music and reading) and this scale are neither consistent between age groups nor always linear. For listening to music, there are no differences among tweens, but among teens those on the lower end of the scale average 37 minutes more with music per day than teens on the higher end. For reading, tweens in the lower group average less time reading per day than those in the higher group (by 16 minutes), while among teens the middle group spends less time reading than those at the top or bottom of the scale (by nine to 10 minutes).

We also explored whether tweens and teens from the higher and lower ends of the scale enjoyed certain types of media activities more than others. The one activity in which there is a substantial difference in preferences among both age groups is reading. Between tweens who score low versus high on the socio-emotional well-being scale, there is a 22-percentage-point difference

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in the proportion who enjoy reading "a lot." Among teens, there is a 13-percentage-point difference in reading enjoyment between these two groups. In both cases, the happier kids enjoy reading more.

But for activities other than reading, there are no more than minor differences in enjoyment between young people at opposite ends of the scale. For example, there are no statistically significant differences in the percent who enjoy using social media or playing computer or mobile games "a lot," according to their scores on the contentment scale. It does not appear that those in the lower-contentment groups simply enjoy media more than others and thus spend more time with it; the enjoyment level seems to be relatively equal across the groups, but the higher-contentment youth simply spend less time with media.

In summary, in a context in which most young people score highly on this particular measure of social-emotional well-being, there is a *negative* correlation between well-being and time spent with screen media and a smaller but *positive* correlation between well-being and reading time. There is also a positive correlation between well-being and enjoyment of reading.

As with every correlation presented in this report, what the results of this cross-sectional survey can't tell us is whether these correlations are *causal* relationships, and if so, which direction the causality flows. Are some children happier or less bored, do they have more friends and get along better with their parents, *because* they spend less time with screen media? Or is the reverse true: Do they spend less time with media because they have more friends, get along better with their parents, and enjoy school more? Similarly, with regard to the fact that youth at the lower end of the social-emotional well-being scale enjoy reading less than other youth do, it could be that young people who have trouble reading—and thus enjoy it less—also end up with other problems that make them enjoy school less, be sad or bored, or have other related problems. Or there may be some other factor at work that explains all of these phenomena, such as socioeconomic status.

For example, a plausible hypothesis might be that parent income is the other factor that explains both well-being and amount of media use, because living in a home with greater economic resources supports well-being, and such homes also tend to de-emphasize TV viewing (which constitutes the bulk of screen media time) while emphasizing reading. To test this simple hypothesis, we compared means in the high, medium, and low well-being groups separately among lower-income, medium-income, and higher-income youth.

Among both age groups, controlling for parent income in this way erases the positive correlation between well-being and reading. The result was somewhat different for time spent using screen media, however. Among tweens, controlling for parent income erased the negative correlation between well-being and time spent with screen media. Among teens, controlling for parent income weakened the correlation but did not erase it. (Specifically, among lower-income teens, well-being was unrelated to time spent with screen media. Among middle- and higher-income teens, the negative correlation remained, but the only statistically significant difference was between the teens scoring the lowest and teens scoring highest on the well-being scale.) This suggests that something more complicated is going on in the correlation between screen-media time and well-being, which is beyond the scope of this report. In any case, the data do provide an enticing sense of a divide among young people in which social-emotional well-being is related in some way to screen media consumption.


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TABLE 82. TIME SPENT WITH MEDIA, BY SOCIAL-EMOTIONAL WELL-BEING SCORE

AVERAGE TIME SPENT IN EACH ACTIVITY

| Activity | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Lower score | Middle score | Higher score | Lower score | Middle score | Higher score |
| **Total screen-media activities** | **5:32[b]** | **4:48[b]** | **3:27[a]** | **7:47[c]** | **6:35[b]** | **5:15[a]** |
| • Watching TV/videos/DVDs | 2:58[c] | 2:27[b] | 1:59[a] | 2:48[b] | 2:43[b] | 2:15[a] |
| • Playing console video games | :34[b] | :30[b] | :19[a] | :35[b] | :34[b] | :23[a] |
| • Playing all games (video, computer, mobile) | 1:35[b] | 1:25[b] | :55[a] | 1:30[b] | 1:23[b] | 1:03[a] |
| • Using social media | :18[b] | :19[b] | :08[a] | 1:27[b] | 1:08[a] | :55[a] |
| **Listening to music** | **:51** | **:54** | **:45** | **2:16[b]** | **1:47[a]** | **1:39[a]** |
| **Reading** | **:19[b]** | **:31[a]** | **:35[a]** | **:32[a]** | **:23[b]** | **:33[a]** |

TABLE 83. ENJOYMENT OF MEDIA, BY AGE AND SOCIAL-EMOTIONAL WELL-BEING SCORE

PERCENT WHO ENJOY EACH ACTIVITY "A LOT"

| Activity | Among Tweens | | | Among Teens | | |
|---|---|---|---|---|---|---|
| | Lower score | Middle score | Higher score | Lower score | Middle score | Higher score |
| Watching TV | 59% | 62% | 61% | 41%[b] | 46%[ab] | 51%[a] |
| Listening to music | 47%[b] | 56%[a] | 57%[a] | 71% | 73% | 77% |
| Reading | 32%[b] | 39%[b] | 54%[a] | 28%[b] | 26%[b] | 41%[a] |
| Using social media | 16% | 12% | 11% | 37% | 36% | 39% |
| Playing video games | 51% | 54% | 52% | 39%[b] | 45%[a] | 41%[ab] |
| Playing computer games | 42% | 39% | 37% | 25% | 28% | 24% |
| Playing mobile games | 53% | 52% | 47% | 27% | 27% | 27% |
| Watching online videos | 53%[b] | 50%[b] | 33%[a] | 48% | 45% | 42% |

Note: Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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# MEDIA AND HOMEWORK

The bulk of this report concerns young people's use of media for purposes other than school or homework. However, the survey included a series of questions about tweens' and teens' use of various types of media for homework, as well as questions about multitasking with media while doing homework.[6] This section reports those data.

***Use of media for homework.*** The data indicate that use of computers for homework is commonplace (at least among teens) but that use of mobile digital devices for homework (tablets, smartphones) is far less common. Combining use of computers and mobile devices, teens spend an average of 46 minutes a day using these screen platforms for homework (versus 15 minutes a day among tweens).

- Tweens. Among 8- to 12-year-olds, 43 percent use computers for homework at least once a week or more (11 percent say they do so "every day," and 32 percent say weekly). A total of 37 percent of tweens say they "often" or "sometimes" watch videos about how to do something for school. On any given day, 15 percent of tweens use a computer for homework, 6 percent use a tablet, and 7 percent use a smartphone for something to do with homework. The results of the survey also document some of the specific ways young people use these devices for homework. On any given day, 5 percent of tweens play digital games as part of their homework, while 3 percent watch online videos, 3 percent send text messages, and 1 percent use social media for a homework-related purpose. Among all tweens, an average of eight minutes a day is spent using a computer for homework, four on a tablet, and three on a smartphone.
- Teens. Among 13- to 18-year-olds, nearly three-quarters (73 percent) use computers for homework once a week or more (29 percent every day and 44 percent every week). A total of 48 percent of teens say they "often" or "sometimes" watch videos about how to do something for school. On any given day, 38 percent of teens use a computer for homework, 22 percent use a smartphone, and 7 percent use a tablet. Some teens say they send text messages having to do with homework (17 percent on any given day). Smaller numbers watch online videos (6 percent), use social media (6 percent), or play electronic games (4 percent) as part of their homework on any given day. Among all teens, an average of almost a half hour a day (:29) is spent using a computer for homework, 11 minutes using a smartphone, and six minutes using a tablet.

***Income variation in use of computers for homework.*** The frequency with which teens use computers for homework does not vary by gender or by race/ethnicity, but it does vary significantly by income. For example, 22 percent of lower-income teens use computers for homework "every day," compared with 39 percent of higher-income teens. And 39 percent of lower-income teens use computers for homework only monthly or less often, compared with 17 percent of higher-income teens.

TABLE 84. FREQUENCY OF COMPUTER USE FOR HOMEWORK AMONG TEENS, BY FAMILY INCOME

| | Lower income | Middle income | Higher income |
|---|---|---|---|
| Daily | 22%[a] | 27%[a] | 39%[b] |
| Weekly | 39% | 47% | 44% |
| Monthly | 19%[a] | 14%[ab] | 9%[b] |
| Less than monthly/never | 20%[a] | 12%[b] | 8%[c] |

Note: "Lower income" is defined as <$35,000; "middle" is $35,000-99,999; and "higher" is $100,000 or more. Superscripts (a,b,c) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

*6. We chose to ask about "homework" rather than "educational purposes" or "learning" because our pilot testing revealed that this is how youth think about categories of use. It's entirely possible (and likely) that some of young people's so-called "entertainment" media use at home is educational even if it is not associated with homework at all. This section documents young people's own reports of use of media specifically for school-related work, i.e., homework.*

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TABLE 85. USE OF MEDIA FOR HOMEWORK

| | Among Tweens | Among Teens |
|---|---|---|
| **Percent who use a computer for homework:** | | |
| • Every day | 11%[a] | 29%[b] |
| • Every week | 32% | 44% |
| • Every month | 21% | 14% |
| • Less than once a month/never | 36%[a] | 13%[b] |
| **On any given day, percent who use each device or do each activity as part of their homework:** | | |
| • Use a computer | 15%[a] | 38%[b] |
| • Use a tablet | 6% | 7% |
| • Use a smartphone | 7%[a] | 22%[b] |
| • Watch online videos | 3%[a] | 6%[b] |
| • Play a computer/video/mobile game | 5% | 4% |
| • Use social media | 1% | 6% |
| • Send text messages | 3% | 17% |
| • Read | 46% | 44% |
| **Average time spent on each device or activity for homework, *among those who use*:** | | |
| • Computer | :55[a] | 1:17[b] |
| • Tablet | 1:14[§] | 1:20 |
| • Smartphone | :40 | :50 |
| • Watching online videos | † | :40 |
| • Playing computer, video, or mobile games | :45[§] | 1:28[§] |
| • Using social media | † | :54 |
| • Reading | :45[a] | 1:00[b] |
| **Average time spent on each homework-related activity, *among all*:** | | |
| • Watching online videos | :02 | :02 |
| • Playing computer, video, or mobile games | :02 | :04 |
| • Using social media | :01 | :03 |
| • Reading | :21 | :26 |
| **Average time spent doing homework with each device, *among all*:** | | |
| • Computer | :08[a] | :29[b] |
| • Tablet | :04 | :06 |
| • Smartphone | :03 | :11 |
| **Total time spent with screen media for homework** | **:15** | **:46** |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant (p<.05). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly. † Sample size too small for reliable results. § Small cell size (n=50-74).

***Multitasking with media during homework.*** Many young people—especially teens—use media while they are doing their homework. This multitasking includes listening to music, having a TV on in the background, texting friends, or checking social media.

Listening to music while doing homework is extremely common and is something young people believe is a benefit to the quality of their work. Just under half (45 percent) of teens say they "often" listen to music while doing their homework, and a total of 76 percent "often" or "sometimes" do so. In addition, 60 percent of teens "often" or "sometimes" text, and half "often" or "sometimes" watch TV (51 percent) or use their social-networking sites (50 percent) while doing homework. Among tweens, the numbers are much lower, although a third say they "often" or "sometimes" listen to music (35 percent) or watch TV (34 percent) while doing homework.

TABLE 86. FREQUENCY OF MEDIA MULTITASKING DURING HOMEWORK

PERCENT WHO DO EACH ACTIVITY DURING HOMEWORK

| Activity/frequency | Among Tweens | Among Teens |
|---|---|---|
| **Watch TV** | | |
| • Often | 12% | 23% |
| • Sometimes | 22% | 27% |
| • Often/sometimes | 34% | 51% |
| **Use social networking** | | |
| • Often | 4% | 21% |
| • Sometimes | 8% | 29% |
| • Often/sometimes | 12% | 50% |
| **Listen to music** | | |
| • Often | 12% | 45% |
| • Sometimes | 23% | 31% |
| • Often/sometimes | 35% | 76% |
| **Send text messages** | | |
| • Often | 4% | 27% |
| • Sometimes | 8% | 33% |
| • Often/sometimes | 12% | 60% |

Note: All differences shown in this table between tweens and teens are statistically significant.


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Most young people who use media while doing their homework think it doesn't make a difference to the quality of their work. Among teens who watch TV while doing their homework, 63 percent say it doesn't make a difference one way or another to the quality of their work (19 percent say it mainly hurts their work and 17 percent say it mainly helps their work). Similarly, 64 percent of teens who text while doing homework say this practice doesn't affect their work one way or the other, while 24 percent think it hurts and 12 percent think it helps.

But there is one exception to teens' sense that using media while doing homework doesn't affect their work: Many young people think listening to music *helps* the quality of their work. Half (50 percent) of teens who do this say they think it mainly helps their work, and only 6 percent say they think it hurts (44 percent say it doesn't make a difference either way).

TABLE 87. ATTITUDES TOWARD MEDIA MULTITASKING DURING HOMEWORK: AMONG THOSE WHO "OFTEN" OR "SOMETIMES" DO EACH ACTIVITY DURING HOMEWORK

| Percent who say each activity helps/hurts the quality of their work | Among Tweens | Among Teens |
|---|---|---|
| **Watching TV** | | |
| • Helps | 10%[a] | 17%[b] |
| • Hurts | 30%[a] | 19%[b] |
| • No difference | 60% | 63% |
| **Social networking** | | |
| • Helps | 13% | 14% |
| • Hurts | 31% | 31% |
| • No difference | 56% | 55% |
| **Listening to music** | | |
| • Helps | 40%[a] | 50%[b] |
| • Hurts | 7% | 6% |
| • No difference | 53%[a] | 44%[b] |
| **Sending text messages** | | |
| • Helps | 19%[a] | 12%[b] |
| • Hurts | 21% | 24% |
| • No difference | 60% | 64% |

Note: Superscripts (a,b) are used to denote whether differences between groups are statistically significant ($p<.05$). Items with different superscripts differ significantly. Items that do not have a superscript, or that share a common superscript, do not differ significantly.

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# CONCLUSION

After absorbing and analyzing the enormous amount of data collected through this survey, we are left with five overarching conclusions.

**First is the vast diversity of ways young people interact with media—the remarkable variety in their preferences and patterns of use.** Of course there are common threads, such as the popularity of music and television across all ages, regardless of gender or race/ethnicity or socioeconomic status. But the fragmentation in media preferences is notable. When young people are asked to name their "favorite" media activities, what is most noticeable is that among neither age group is one particular activity the favorite of a majority of young people. Among tweens, for example, playing video games tops the list of favorite media activities but is the favorite of less than a quarter (22 percent) of tweens, followed by reading (16 percent), watching TV (13 percent), listening to music (10 percent), watching online videos (10 percent), and playing mobile games (8 percent). Among teens, listening to music tops the list but is the favorite of less than a third (30 percent) of teens, followed by playing video games (15 percent), reading (10 percent), using social media (10 percent), and watching TV (9 percent). The diversity in tastes and preferences is clear.

There is diversity in media use between boys and girls, and among younger and older, richer and poorer, and black, white, and Hispanic youth. This diversity can perhaps be appreciated most clearly when considering the different media "profiles" identified in this study. There are young people who are Video Gamers and others who are Mobile Gamers; some who are Readers and spend very little time (comparatively) with screen media; some who are Heavy Viewers; and others who are devoted Social Networkers. Most of the media profiles have no more than 20 percent of young people in them; no one pattern of use clearly dominates. And the differences among these profiles are quite strong. For example, tween Heavy Viewers average five hours a day watching TV and videos but only three minutes playing video games. In contrast, tween Video Gamers average two hours a day playing video games and three hours watching TV and videos. And tween Mobile Gamers spend nearly two hours a day playing *mobile* games but only four minutes playing *video* games. And to this diversity in the types of *activities* kids prefer we can add variety in the *devices* they use to engage in those activities. The best examples of this are listening to music, watching TV and videos, and playing games, all of which are consumed via a multitude of devices.

**But our second overarching conclusion is that underneath all this diversity, tweens and teens today place an enduring value on two media activities in particular: watching TV and listening to music.** Whether downloaded, streamed, or watched or listened to "live," or whether it comes through a transistor radio, a television set, a tablet, or a smartphone, there is something inherent in the nature of a TV show, a movie, or a song that seems to have an abiding appeal for youth. Watching TV and listening to music are the activities they enjoy the most and dedicate the most time to, and the appeal crosses boundaries of age, gender, race/ethnicity, and socioeconomic status. They are also among the "oldest" and most accessible media activities, in the sense that virtually everyone has access to the means to view television content and listen to music, and devices for engaging in these activities have been around for a relatively long time compared with the newer digital media.

**A third conclusion we reach from our exploration of these data is that young people's engagement with media still consists primarily of consumption rather than creation.** For all the promise about the potential of digital media to facilitate user-generated content, the vast majority of media time (78 percent among tweens and 64 percent among teens) is still devoted to what we broadly call "passive consumption" and "interactive consumption": watching, listening, reading, and playing with media content created by someone else. While there are young people who use their computers and tablets and smartphones to code, write, or make art or music, the time devoted to such activities pales in comparison to the time spent watching TV and videos, listening to music, or playing games. The specific content youth are interacting with may well be engaging, uplifting, and informative (or not); but this study documents that the digital

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"tools" of computers, tablets, and smartphones are primarily being used for some type of media consumption rather than its creation.

**Fourth, the socioeconomic and racial/ethnic differences in children's media use patterns are inescapable and concerning.** Children from lower-income homes and black and Hispanic children spend far more time with media—especially screen media—than white children and children from higher- and middle-income homes. Lower-income teens average more than eight hours a day (8:07) with screen media compared with 5:42 among higher-income teens, a difference of two hours and 25 minutes a day. Similarly, black teens average 8:26 a day with screen media, compared with 6:29 among Hispanics and 6:18 among whites. While "screen media" use can include many types of activities—Skyping, reading, playing games, watching educational videos—we know that they are primarily watching TV and videos, playing games, and using social media. These are not necessarily negative activities, but the sheer amount of time devoted to them, and the difference among groups, is certainly noteworthy and deserves much deeper examination and discussion.

**And finally, although it almost goes without saying, we are struck anew by the ubiquity of entertainment media in young people's lives.** Of course "entertainment media" is a very broad category, including everything from music, TV shows and videos, books, and websites to computer, video, and mobile games. But the fact that tweens and teens in the U.S. are using an average of six to nine hours' worth of media a day is still astounding. As discussed elsewhere, this does not mean they are stopping all other activity and attending only to media during this time; but it is still a large amount of time spent absorbing a large amount of content. That content is replete with messages that help shape young people's views of the world around them and their place in it. And although "screen" media usage now encompass a range of disparate activities, it is still worth noting that tweens are spending an average of four and a half hours a day and teens an average of more than six and a half hours a day with screen media. These averages obscure vast differences among youth, but on any given day fully one in five 8- to 12-year-olds in this country is using more than six hours of screen media, and nearly as many teens (18 percent) are using more than *10 hours* of screen media.

In sum, media are an enormous presence in young people's lives, a huge claim on their time and attention, and an element of their lives that is well worth our continued attention.

**In sum, media are an enormous presence in young people's lives, a huge claim on their time and attention, and an element of their lives that is well worth our continued attention.**


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# APPENDIX: QUESTIONNAIRE

**Q1. Which of the following items do you or someone else in your family have in your home?**

a. Television set

b. Tablet (such as iPad, iPad Mini, Galaxy Tab, Nexus tablet, Kindle Fire, or similar product)

c. Smartphone (such as iPhone, Galaxy, Nexus or other phone that connects to the Internet)

d. Video game player (such as X-Box, Wii, Playstation)

e. DS, Game Boy, LeapPad, or similar portable game player

f. iPod or other MP3 player (besides your phone or tablet)

g. iPod Touch (can take pictures, play games, use apps)

h. e-reader (such as Kindle or Nook)

i. Desktop computer

j. Laptop computer
[*IF ppnet=0:* Other than the one provided to you by GfK/KN in exchange for your participation in these surveys]

k. DVR, such as TiVo or through your cable company, to record TV shows and watch them later

*[IF Q1=b,c,e,f,g,h,j]*

**Q2. Which of the following items do YOU PERSONALLY have? (Not one that belongs to someone else in your house.)**

a. *[IF Q1=b]* Tablet (such as iPad, iPad Mini, Galaxy Tab, Nexus tablet, Kindle Fire, or similar product)

b. *[IF Q1=c]* Smartphone (such as iPhone, Galaxy, Nexus or other phone that connects to the Internet)

c. *[IF Q1=e]* DS, Game Boy, LeapPad, or similar portable game player

d. *[IF Q1=f]* iPod or other MP3 player (besides your phone or tablet)

e. *[IF Q1=g]* iPod Touch (can take pictures, play games, use apps)

f. *[IF Q1=h]* e-reader (such as Kindle or Nook)

g. *[IF Q1=j]* Laptop

h. None of the above

*[IF Q1=a,d,i]*

**Q3. Which of the following items do you have in your bedroom?**

a. *[IF Q1=a]* A TV set

b. *[IF Q1=i]* A desktop computer

c. *[IF Q1=d]* A video game player (such as X-Box, Wii, Playstation)

d. None of the above

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*[IF Q1=a]*

**Q4. How often is a TV on in your home, even if no one is watching it?**

a. All the time
b. Most of the time
c. Some of the time
d. Hardly ever
e. Never
f. No TV in home

*[IF Q1=a and AGE=11-18]*

**Q5. Are any of the TVs in your home connected to the Internet so you can "stream" TV shows or videos on it?**

a. Yes
b. No
c. Don't know

*[IF AGE=11-18]*

**Q6. At home, how do you connect to the internet ON YOUR COMPUTER OR LAPTOP?**

a. DSL
b. Cable
c. Satellite
d. WiFi (wireless)
e. Dial-up telephone connection (connect computer or laptop to home phone line)
f. Fiber optic
g. Other
h. Don't know

**Q7. How often do you do each of the following activities? Every day, a few times a week, once a week, a few times a month, once a month, less than once a month, or never:**

a. Use a computer for homework
b. Use a computer for something other than school or homework
c. Play computer games
d. Use social media [***ROLLOVER:*** such as Facebook, Twitter or Instagram]
e. Use a tablet [***ROLLOVER:*** such as iPad, iPad Mini, Galaxy Tab, Nexus tablet, Kindle Fire, or similar product]
f. Use a smartphone [***ROLLOVER:*** such as iPhone, Galaxy, Nexus or other phone that connects to the Internet]
g. Play games on a DS, Game Boy, LeapPad or similar portable game player
h. Play video games (such as on an X-Box, Wii, or Playstation)
i. Play mobile games (such as on a phone or tablet)
j. Watch TV


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k. Watch videos online (such as YouTube)

l. Listen to music

m. Read for your own enjoyment, not for school or homework (such as books, e-books, magazines, newspapers, online articles)

n. Use apps on a tablet, smartphone, or similar device

**Q8. How often do you engage in physical activity that lasts at least 20 minutes and makes you breathe hard, such as playing sports, going for a run, taking gym class, dancing, or working out?**

a. Every day

b. A few times a week

c. Once a week

d. A few times a month

e. Once a month

f. Less than once a month

g. Never

**Q9. This next question is about what you did YESTERDAY. We want to know whether you did any of the following activities yesterday. Which of the following activities, if any, did you do YESTERDAY?**

a. *[IF Q7a=1-6]* Use a computer for homework

b. *[IF Q7b=1-6]* Use a computer for something other than school or homework

c. *[IF Q7e=1-6]* Use a tablet [***ROLLOVER:*** such as iPad, iPad Mini, Galaxy Tab, Nexus tablet, Kindle Fire, or similar product]

d. *[IF Q7f=1-6]* Use a smartphone [***ROLLOVER:*** such as iPhone, Galaxy, Nexus or other phone that connects to the Internet]

e. Use an iPod Touch (can take pictures, play games, use apps)

f. *[IF Q7g=1-6]* Play games on a DS, Game Boy, LeapPad, or similar portable game player

g. *[IF Q7h=1-6]* Play video games on a console player (such as X-Box, Wii, Playstation)

h. Watch DVDs

i. *[IF Q7j=1-6]* Watch TV on a TV set

j. Go to the movies in a movie theater

k. Write something, such as a story, article, or blog (just for fun, not for school or homework)

l. *[IF Q7f=1-6]* Send text messages

*[IF Q9=j]*

**Q10. About how long was the movie you saw in a movie theater yesterday?**

a. 1 hour

b. 1 and a half hours

c. 2 hours

d. 2 and a half hours

e. 3 hours

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*[IF Q9=k]*

**Q11. When you wrote a story, article, blog, or similar item yesterday (not for school or homework), what did you use to write it?**

a. *[IF Q9=b]* Computer

b. *[IF Q9=c]* Tablet

c. *[IF Q9=d]* Smartphone

d. *[IF Q9=e]* iPod Touch

e. Wrote it by hand

f. Other

*[IF Q7m=1-6]*

**Q12. Did you spend any time reading for your own enjoyment yesterday, not for school or homework? (such as books, magazines, e-books, newspapers, online articles)**

a. Yes

b. No

*[IF Q12=a]*

**Q13. Which of the following did you read yesterday (do not include anything you read for school or homework)?**

a. Print books

b. Books on an e-reader (such as a Nook or Kindle)

c. Magazines

d. Newspapers

e. Online articles, stories, news, or blogs (on a computer, tablet, or smartphone)

*[IF Q7l=1-6]*

**Q14. Did you listen to music yesterday?**

a. Yes

b. No

*[IF Q14=a]*

**Q15. Which of the following ways did you listen to music yesterday:**

a. *[IF Q9=b]* On a computer (such as through Pandora, Spotify, or iTunes)

b. *[IF Q9=c]* On a tablet (such as through Pandora, Spotify, or iTunes)

c. *[IF Q9=d]* On a smartphone (such as through Pandora, Spotify, or iTunes)

d. On an iPod or other MP3 player

e. On the radio (including while riding in a car)

f. On CDs


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*[IF MORE THAN ONE ITEM SELECTED AMONG THE FOLLOWING: Q9b,c,d,e]*

**Q16. Which of the following activities did you do for fun yesterday (not for school or homework)?**

| | **I did do this...** | | | |
|---|---|---|---|---|
| | *[IF Q9=b]* **On a computer*** | *[IF Q9=c]* **On a tablet** | *[IF Q9=d]* **On a smartphone** | *[IF Q9=e]* **On an iPod Touch** |
| a. ***[IF Q7d=1-6]*** Use social media (such as Facebook, Twitter, or Instagram) | | | | |
| b. ***[IF Q7c,h,i=1-6]*** Play games | | | | |
| c. Browse websites | | | | |
| d. Video chat (such as Skype or Face Time) | | | | |
| e. ***[IF Q7k=1-6]*** Watch videos online, such as YouTube | | | | |
| f. Watch TV shows or movies online (such as Hulu or Netflix) | | | | |
| g. Make your own art or music (such as painting, graphics, video editing, making digital music) | | | | |
| h. ***[IF Q13=e]*** Read online (such as articles, stories, news, or blogs) | | | | |
| i. Anything else (don't count texting, but do count anything else such as email, IM, SnapChat, coding, apps, directions, weather) | | | | |

*Don't count if you only did it for school or homework.

Now we'd like to know how much TIME you spent doing each activity YESTERDAY.

For example, if you spent about a half-hour doing the activity, you would fill out the boxes like this: [0] Hours [30] Minutes

If you spent about two hours doing the activity, you would fill out the boxes like this: [2] Hours [0] Minutes

If you spent about an hour and 15 minutes doing the activity, you would fill out the boxes like this: [1] Hours [15] Minutes

*[PROMPT ONCE "If you did not spend any time yesterday on the activities listed, please enter 0 in the number boxes."]*
*[IF Q9=i,h,g,f or Q15=d,f,e or Q12=a or Q13=a,b,c,d]*

**Q17. Thinking JUST ABOUT YESTERDAY, how much time did you spend doing each of the following:**

a. ***[IF Q9=I]*** Watching TV on a TV set

b. ***[IF Q9=h]*** Watching DVDs

c. ***[IF Q9=g]*** Playing video games on a console player (such as a Wii, X-Box, or Playstation)

d. ***[IF Q9=f]*** Playing games on a DS, Game Boy, LeapPad, or similar portable game player

e. ***[IF Q15=d]*** Listening to an iPod or other MP3 player (besides a phone or tablet)

f. ***[IF Q15=f]*** Listening to CDs

g. ***[IF Q15=e]*** Listening to the radio

h. Left intentionally blank

i. ***[IF Q13=a]*** Reading books in print (for something other than school or homework)

j. ***[IF Q13=b]*** Reading books on an e-reader (for something other than school or homework)

k. ***[IF Q13=c]*** Reading magazines (for something other than school or homework)

l. ***[IF Q13=d]*** Reading newspapers (for something other than school or homework)

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*[IF Q9=b and (any of Q16a to Q16i=1 or Q15=a or Q11=a)]*

**Q18. Still thinking just about what you did yesterday, how much time did you spend USING A COMPUTER for something other than school or homework:**

a. *[IF Q16a=1]* Using social media on a computer (such as Facebook, Twitter, or Instagram)

b. *[IF Q16b=1]* Playing computer games

c. *[IF Q16c=1]* Browsing websites on a computer

d. *[IF Q16d=1]* Video chatting on a computer (such as Skype or Face Time)

e. *[IF Q16e=1]* Watching videos on a computer, such as YouTube

f. *[IF Q16f=1]* Watching TV shows or movies on a computer (such as Hulu or Netflix)

g. *[IF Q15=a]* Listening to music on a computer (such as through Pandora, Spotify, or iTunes)

h. *[IF Q16g=1]* Make your own art or music (such as painting, graphics, video editing, making digital music)

i. *[IF Q16h=1]* Reading articles, stories, news, or blogs on a computer (not for school)

j. *[IF Q11=a]* Writing something on a computer like a story, diary, blog, or article (not for school)

k. *[IF Q16i=1]* Doing anything else on the computer (such as email, IM, shopping, coding)

*[IF Q9=c and (Q16a-i=2 or Q15=b or Q11=b)]*

**Q19. Continuing to think just about what you did yesterday, how much time did you spend using A TABLET for something other than school or homework:**

a. *[IF Q16a=2]* Using social media on a tablet (such as Facebook, Twitter, or Instagram)

b. *[IF Q16b=2]* Playing games on a tablet

c. *[IF Q16c=2]* Browsing websites on a tablet

d. *[IF Q16d=2]* Video chatting on a tablet (such as Skype of Face Time)

e. *[IF Q16e=2]* Watching videos on a tablet, such as YouTube

f. *[IF Q16f=2]* Watching TV shows or movies on a tablet (such as Hulu or Netflix)

g. *[IF Q15=b]* Listening to music on a tablet (such as through Pandora, Spotify, or iTunes)

h. *[IF Q16g=2]* Making your own art or music on a tablet (such as painting, graphics, video editing, making digital music)

i. *[IF Q16h=2]* Reading articles, stories, news, blogs, or information on a tablet (not for school)

j. *[IF Q11=b]* Writing something on a tablet, like a story, diary, blog, or article (not for school)

k. *[IF Q16i=2]* Doing anything else on a tablet (such as using apps, email, etc.)

*[IF Q9=e and (Q16a-i=4 or Q11=d)]*

**Q20. Still thinking about yesterday, how much time did you spend using AN IPOD TOUCH for:**

a. *[IF Q16a=4]* Using social media on (such as Facebook, Twitter, or Instagram)

b. *[IF Q16b=4]* Playing games

c. *[IF Q16c=4]* Browsing websites

d. *[IF Q16d=4]* Video chatting on (such as Skype of Face Time)

e. *[IF Q16e=4]* Watching videos, such as YouTube

f. *[IF Q16f=4]* Watching TV shows or movies (such as Hulu or Netflix)

g. *[IF Q16g=4]* Making your own art or music (such as painting, graphics, video editing, making digital music)


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h. *[IF Q16h=4]* Reading articles, stories, news, blogs, or information (not for school)

i. *[IF Q11=d]* Writing something, like a story, diary, blog, or article (not for school)

j. *[IF Q16i=4]* Doing anything else (such as using other apps, SnapChat, email, etc.)

*[IF Q9=d and (Q16a-i=3 or Q15=c or Q11=d)]*

**Q21. Finally, how much time did you spend using A SMARTPHONE yesterday to:**

a. *[IF Q16a=3]* Using social media on a smartphone (such as Facebook, Twitter, Instagram)

b. *[IF Q16b=3]* Playing games on a smartphone

c. *[IF Q16c=3]* Browsing websites on a phone

d. *[IF Q16d=3]* Video chatting on a phone (such as Skype of Face Time)

e. *[IF Q16e=3]* Watching videos on a smartphone, such as YouTube

f. *[IF Q16f=3]* Watching TV shows or movies on a smartphone (such as Hulu or Netflix)

g. *[IF Q15=c]* Listening to music on a smartphone (such as through Pandora, Spotify, or iTunes)

h. *[IF Q16g=3]* Making your own art or music on a smartphone (such as painting, video editing, making digital music)

i. *[IF Q16h=3]* Reading articles, stories, or news on a smartphone

j. *[IF Q11=c]* Writing something on a smartphone, such as a story, blog, or article (not for school)

k. *[IF Q16i=3]* Anything else on a smartphone (don't count texting, but do count time spent on other activities such as SnapChat, directions, weather, other apps)

*[IF AGE=11-18 and NOT MISSING/REFUSED Q17a]*

**Q22. You said you spent about [INSERT TIME FROM Q17a] watching TV or movies on a television set yesterday. About how much of that time, if any, did you spend watching:**

a. *[IF Q1=k]* Programs you recorded earlier on a DVR

b. Programs through OnDemand, NetFlix, or similar service on your TV set (not on a laptop, computer, smartphone, or tablet)

**Q23. Still thinking just about YESTERDAY, how much time did you spend being physically active, such as playing sports, taking gym class, going for a run, dancing, working out, or other physical activity?**

*[IF Q9=l]*

**Q24. Still thinking just about yesterday, about how many text messages did you send? Your best guess is fine.**

**Q25. Thinking just about yesterday, did you do any of the following?**

a. *[IF Q9=c]* Use a tablet for homework

b. Read for homework

c. *[IF Q9=a,c,d,e]* Watch online videos for homework

d. *[IF Q9=a,c,d,e]* Play a computer, video, or mobile game for homework

e. *[IF Q16a=1-4]* Use social media for something to do with homework

f. *[IF Q9=l]* Text about homework

g. Talk to people on the phone about homework

h. *[IF Q9=d]* Use a smartphone to do homework (for something other than texting or talking about homework)

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*[IF Q9=a or Q25=a,b,c,d,e,f,g,h]*

**Q26. Thinking just about yesterday, how much TIME did you spend doing each activity?**

a. *[IF Q9=a]* Using a computer for homework

b. *[IF Q25=a]* Using a tablet for homework

c. *[IF Q25=d,e,f,g,h]* Using a smartphone for homework

d. *[IF Q25=b]* Reading for homework

e. *[IF Q25=c]* Watching online videos for homework

f. *[IF Q25=d]* Play a computer, video, or mobile game for homework

g. *[IF Q25=e]* Using social media for something to do with homework

**Q27. How often, if ever, do you:**

| | Often | Sometimes | Hardly ever | Never |
|---|---|---|---|---|
| a. *[IF Q7a,b=1-6]* Write computer programs (code) | | | | |
| b. *[IF Q7a,b,e,f=1-6]* Do digital art or graphics on a computer, tablet, or smartphone | | | | |
| c. *[IF Q7a,b,e,f=1-6]* Make digital music on a computer, tablet, or smartphone (don't count times you just listen to music) | | | | |
| d. Write things for your own pleasure, such as stories, articles, or blogs | | | | |
| e. *[IF Q7k=1-6]* Watch videos about how to do something you need to know for school | | | | |
| f. *[IF Q7k=1-6]* Watch videos about how to make, build, or do something you are interested in | | | | |
| g. *[IF Q7c,h,i=1-6]* Create or modify ("mod") video or computer games | | | | |

*[IF Q7c,d,h,i,j,k,n=1-6]*

**Q28. We want to know what your favorite media are. Please put only one show or game name per box. If you only have one favorite, that's okay too — just leave the other boxes blank. If you don't have any favorites, just skip to the next question. What are your favorite:**

| | | | |
|---|---|---|---|
| a. *[IF Q7j=1-6]* TV shows | | | |
| b. *[IF Q7h=1-6]* Video games | | | |
| c. *[IF Q7d=1-6]* Social networking sites | | | |
| d. *[IF Q7n=1-6]* Apps | | | |
| e. *[IF Q7k=1-6]* YouTube stars, channels or shows | | | |
| f. *[IF Q7c=1-6]* Computer games | | | |
| g. *[IF Q7i=1-6]* Mobile games | | | |

**Q29. When you do homework how often do you: Often, sometimes, hardly ever, or never.**

a. Have TV on at the same time

b. Do social networking at the same time (such as Facebook, Twitter, Instagram)

c. Listen to music while doing homework

d. Text while doing homework


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*[IF Q29a,b,c,d=1-2]*

**Q30. Do you think doing these activities while you do your homework mainly helps, hurts, or doesn't make a difference to the quality of your work?**

a. *[IF Q29a=1 or 2]* Having the TV on at the same time

b. *[IF Q29b=1 or 2]* Doing social networking at the same time (such as Facebook, Twitter, Instagram)

c. *[IF Q29c=1 or 2]* Listening to music while doing homework

d. *[IF Q29d=1 or 2]* Texting while doing homework

**Q31. What grades do you usually get?**

a. Mostly A's

b. Mostly B's

c. Mostly C's

d. Mostly D's

e. My school does not use letter grades

f. I'm not in school

g. I'm home schooled

**Q32. Now we want to learn more about you and your personality. How true are each of the following statements? Are they very true, somewhat true, not very true, or not true at all?**

a. I get along well with my parents

b. I am often bored

c. I often feel sad and unhappy

d. I have a lot of friends

e. I have been happy at school this year

f. I get into trouble a lot

**Q33. Have your parents ever talked to you about: Yes, No**

a. *When* you can use media (such as only on weekends, only after homework or chores)

b. How *long* you can use media for (such as no more than an hour a day)

c. What *types* of media you can use (such as no watching certain types of shows or playing certain games)

d. Staying safe online (such as not giving out personal information)

e. Being responsible, respectful, and kind online (such as not bullying or copying other people's work)

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*[IF Q7b,c,d,h,j,l,n=1-6]*

**Q34. How much do your parents know about:**

| | A lot | Some | Only a little | Nothing | I'm not sure |
|---|---|---|---|---|---|
| a. *[IF Q7b=1-6]* What you do and see online | | | | | |
| b. *[IF Q7c,h=1-6]* The types of video or computer games you play | | | | | |
| c. *[IF Q7j=1-6]* Which TV shows you watch | | | | | |
| d. *[IF Q7l=1-6]* The songs you listen to | | | | | |
| e. *[IF Q7d=1-6]* What you do on social media (such as Facebook, Twitter, or Instagram) | | | | | |
| f. *[IF Q7n=1-6]* Which apps you use | | | | | |

**Q35. How much do you ENJOY doing each of the following activities? A lot, somewhat, only a little, not at all**

a. *[IF Q7m=1-6]* Reading

b. *[IF Q7j=1-6]* Watching TV

c. *[IF Q7k=1-6]* Watching videos online (such as YouTube)

d. *[IF Q7d=1-6]* Using social media (such as Facebook, Twitter or Instagram)

e. *[IF Q7l=1-6]* Listening to music

f. *[IF Q7h=1-6]* Playing video games

g. *[IF Q7c=1-6]* Playing computer games

h. *[IF Q7i=1-6]* Playing mobile games (on a tablet or smartphone)

i. *[IF Q27a=1-3]* Writing computer programs (Coding)

j. *[IF Q27c=1-3]* Making digital music on a computer, tablet, or smartphone

k. *[IF Q27d=1-3]* Writing things such as articles, stories, papers, or blogs

l. *[IF Q27h=1-3]* Making videos with a computer, tablet, or smartphone

m. Taking or editing photos on a computer, tablet, or smartphone

n. *[IF Q27g=1-3]* Creating or modifying ("modding") games

o. *[IF Q27b=1-3]* Doing art or graphics on a computer, tablet or smartphone


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*[IF any of Q35="a lot"]*

**Q36. If you had to pick ONE of these activities as your favorite, which would it be:**

a. *[IF Q35a=1]* Reading

b. *[IF Q35b=1]* Watching TV

c. *[IF Q35c=1]* Watching videos online (such as YouTube)

d. *[IF Q35d=1]* Using social media (such as Facebook, Twitter or Instagram)

e. *[IF Q35e=1]* Listening to music

f. *[IF Q35f=1]* Playing video games

g. *[IF Q35g=1]* Playing computer games

h. *[IF Q35h=1]* Playing mobile games (on a tablet or smartphone)

i. *[IF Q35i=1]* Coding

j. *[IF Q35j=1]* Making digital music on a computer, tablet, or smartphone

k. *[IF Q35k=1]* Writing things such as articles, stories, papers, or blogs

l. *[IF Q35l=1]* Making videos with a computer, tablet, or smartphone

m. *[IF Q35m=1]* Taking or editing photos on a computer, tablet, or smartphone

n. *[IF Q35n=1]* Creating or modifying ("modding") games

o. *[IF Q35o=1]* Doing art or graphics on a computer, tablet or smartphone

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# THE COMMON SENSE CENSUS: MEDIA USE BY TWEENS AND TEENS


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## About Common Sense

Common Sense is a nonprofit, nonpartisan organization dedicated to improving the lives of kids, families, and educators by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology. Our independent research is designed to provide parents, educators, health organizations, and policymakers with reliable, independent data on children's use of media and technology and the impact it has on their physical, emotional, social, and intellectual development. For more information, visit **www.commonsense.org/research**.

For inquiries, contact **research@commonsense.org**.

common sense®


**OUR OFFICES**

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