



Research amongst Children in Ethnic Minority Homes

Research Report

Prepared for: The BBC Trust

October 2008

Contents

	Section	Page Number
1	<i>Background and Objectives</i>	4
2	<i>Research Methodology and Sample Structure</i>	6
3	<i>Executive Summary</i>	9
4	<i>Family Life, Religion and Culture</i>	14
4.1	<i>Family Life and Culture</i>	14
4.2	<i>Religion</i>	16
4.3	<i>Identity Issues</i>	18
4.4	<i>Free Time and Play</i>	19
4.5	<i>Key Learnings</i>	20
5	<i>Television Consumption</i>	23
5.1	<i>General Viewing Patterns</i>	23
5.2	<i>Favourite Programmes</i>	23
5.3	<i>Channel Personalities – Children’s TV</i>	24
5.4	<i>Consumption of Specialist Ethnic Television Channels</i>	26
5.5	<i>Parental Supervision</i>	28
6	<i>Views of CBBC and Other BBC Output</i>	30
6.1	<i>Favourite CBBC Programmes</i>	30
6.2	<i>Good and Bad Points About CBBC</i>	30
6.3	<i>Children’s Suggestions for Improvement</i>	32
6.4	<i>Parents’ Views of CBBC and BBC Output in General</i>	33
7	<i>Internet Usage</i>	34
7.1	<i>Internet Access and Supervision</i>	34
7.2	<i>Key Internet Activities</i>	34
7.3	<i>Pros and Cons of the Internet</i>	35
7.4	<i>The Internet in Education</i>	36
7.5	<i>Views of BBC Websites</i>	36

Contents (cont'd)

	Section	Page Number
8	<i>Music and Radio Consumption</i>	38
8.1	<i>Music Preferences</i>	38
8.2	<i>Radio Consumption</i>	38
9	<i>Consumption of Religious Media</i>	40
10	<i>Key Conclusions</i>	42

	<i>Appendices:</i>	43
	<i>Discussion Guides</i>	

1. **Background and Objectives**

The BBC Trust is responsible for ensuring that the BBC provides high quality output and good value for all UK citizens. It also protects the independence of the BBC. Under the terms of the BBC Agreement, the Trust is required to conduct reviews of BBC services once every five years and whenever the Trust considers that the public interest demands it. This time the Trust has decided to review BBC provision for children aged 12 and under on television, radio and online.

The Trust identified ethnic minority children as one of the audience groups who may be currently under-served, as BARB data suggests that on average, children from a 'non-white' background watch less BBC children's content than white children.

This research was commissioned to feed into the overall Children's Review by providing information on children living in ethnic minority homes in terms of their lifestyle and media consumption, as well as their propensity to view BBC children's programming. It complements analysis conducted by the BBC Trust Unit, which will be reported separately.

The overall research objectives were to explore the lifestyles of children in ethnic minority homes and to assess the impact of ethnicity and cultural background on media behaviour and consumption.

More specifically, the research aimed to:

- Establish the extent to which family background plays a part in the children's media choices and ultimately on their behaviour and consumption.
- Assess attitudes to the BBC and in particular to BBC's Children's Services.
- Explore attitudes to competitor children's broadcasters.
- Assess impact of religious background on take-up of media.
- Explore influences in their lives e.g. parents, peers, siblings, school etc. and how they may influence media behaviour.
- Explore differences by both gender and age.
- Assess factors which affect what they plan to watch, listen to or go online for – how do they plan what they are going to do.
- Explore the role of media in their lives i.e. how important is it to them? Who regulates this if regulated?
- Understand how the BBC can deliver more value to this audience.
- Investigate the impact that the rapidly changing media world has had on audiences from ethnic minority communities.

- Explore if there is a generational impact on behaviour and media use – does how long they have been in the country, or how many generations of their family are here, have an impact on media consumption and use.
- Assess if their media habits differ to white communities.

2. Research Methodology and Sample Structure

The project employed a mix of qualitative research methods.

The first of these was '**creative journeys**'. This involved the research team setting up a 'journey' with a series of 'stops' in halls and community centres in London, Birmingham and Manchester. Each 'stop' represented a particular theme to be discussed with the children and was illustrated by collages and various relevant stimulus material, such as toys and games in the 'Free Time and Play' section. The objects and collages were used to trigger the children's imagination and sustain their interest during the interview.

The six 'stops' (or themes) agreed with the BBC Trust for this project were:

- Family and Friends
- TV
- The Internet
- Free Time and Play
- Music
- Religion and Culture

Connect recruited friendship triads of children to come to the locations. The children were in school years 4-7 (i.e., 8-12 year olds). The interview process was explained to each triad of children as they arrived. They were told that they would have to go to all the 'stops' in the room, but that they could choose the order in which to make their journey. At each stop on the journey, the moderator sat with the children and interviewed them on that subject before moving on to their next choice. Each creative journey triad lasted 60 minutes in total.

A total of 30 triads were conducted (see below for the full sample details).

The triads were supplemented by **12 in-home observations**. These were conducted to provide deeper insight into ethnic minority children within their home/family setting. They also provided the researchers with the opportunity to interview parents about what their children watch, as well as talking to parents about their own media preferences (e.g. for specialist Asian TV channels).

The in-home work involved the researchers spending an afternoon and evening (4 – 5 hours) with a family, observing the media consumption patterns in the home and conducting informal interviews with family members about their attitudes to the different media and in particular, to the BBC and CBBC.

This part of the project focused on children aged 5-7 years old. However, most of the families also had children of other ages who the team were able to observe at the same time.

In addition, the children taking part in the in-home observations were set a pre-task to complete prior to the research team's visit. They were given a disposable camera and asked to take pictures of things which are important to them in their lives – these pictures were then used as stimulus materials to discuss lifestyle issues.

The sample included respondents from the following ethnic minority backgrounds:

- Bangladeshi
- Pakistani
- Indian
- Black African
- Black Caribbean

The sample included a mix by social class, by usage of multi-channel TV and by parental generation (i.e. some of the parents were British-born and some were born overseas). All of the children were English speaking. Some of the parents and grandparents were non-English speakers so these interviews were carried out by bilingual moderators. For the in-home observations, the sample was split between children aged 5-7 years old who watch CBBC on a regular basis and those who do not.

The full sample breakdown of the creative journey triads was as follows:

No.	Ethnicity	Gender	School Year	Location
1	Black African	Boys	4	North London
2	Black African	Girls	6	South London
3	Black Caribbean	Girls	6	North London
4	Indian Hindu	Girls	5	South London
5	Indian Hindu	Boys	5	East London
6	Indian Sikh	Girls	4	East London
7	Pakistani	Boys	4	South London
8	Pakistani	Boys	6	East London
9	Bangladeshi	Girls	4	South London
10	Bangladeshi	Boys	6	South London
11	Black African	Girls	5	Birmingham
12	Black African	Boys	7	Birmingham
13	Black Caribbean	Boys	4	Birmingham
14	Black Caribbean	Girls	7	Birmingham
15	Indian Hindu	Boys	7	Birmingham
16	Indian Sikh	Boys	6	Birmingham
17	Indian Sikh	Girls	7	Birmingham
18	Pakistani	Girls	4	Birmingham
19	Pakistani	Boys	7	Birmingham
20	Bangladeshi	Girls	6	Birmingham
21	Black African	Boys	6	Manchester
22	Black Caribbean	Girls	4	Manchester
23	Black Caribbean	Boys	5	Manchester
24	Indian Hindu	Boys	4	Manchester
25	Indian Hindu	Girls	6	Manchester
26	Indian Sikh	Girls	5	Manchester
27	Indian Sikh	Boys	7	Manchester
28	Pakistani	Girls	5	Manchester
29	Bangladeshi	Boys	5	Manchester
30	Bangladeshi	Girls	7	Manchester

The sample profile for the in-home observations was as follows:

No.	Ethnicity	5-7 year old watches CBBC	Location
1	Black African	Yes	London
2	Black African	No	London
3	Black Caribbean	Yes	Birmingham
4	Black Caribbean	No	London
5	Indian Hindu	Yes	Leicester
6	Indian Hindu	No	Middlesex
7	Indian Sikh	Yes	Slough
8	Indian Sikh	No	Birmingham
9	Pakistani	Yes	Croydon
10	Pakistani	No	Bradford
11	Bangladeshi	No	London
12	Bangladeshi	Yes	Birmingham

The locations were chosen to reflect areas with high ethnic minority populations.

Fieldwork was conducted between 4th – 28th July 2008.

Copies of the discussion guides used in the research are included in the Appendices to this report.

3. Executive Summary

This research was commissioned to feed into the BBC Trust's Children's Review by providing additional information about children living in ethnic minority homes.

The overall research objectives were to explore the lifestyles of children in ethnic minority homes and to assess the impact of ethnicity and cultural background on media behaviour and consumption.

The study was undertaken among children aged 5-12 years old from the following backgrounds:

- Bangladeshi
- Pakistani
- Indian
- Black African
- Black Caribbean

The study was qualitative, involving 30 triads with children aged 8-12 years (approximately 90 children) and 12 in-home observations with families with at least one child aged 5-7 years. The fieldwork was undertaken in July 2008.

The findings indicate that the ethnic minority children who took part in the research are firmly rooted in their family, ethnic and cultural background. Family life and family values were key to all of the children interviewed, including respect for parents and appreciation of the debt that children owe their parents. Most had visited their parents' (or grandparents') country of origin and the family's cultural heritage was generally maintained in the home by, for example, eating traditional meals or speaking mother tongue languages. As such, most of the children considered themselves to have a dual cultural identity - part British and part 'ethnic'. As a result, the children were very interested in watching programmes with an international outlook (particularly those which featured their parents' country of origin) and programmes which featured different religions. The findings also suggest that the BBC could add value for ethnic minority children by incorporating more multicultural elements into existing shows – for example, the presenters on 'Big Cook Little Cook' could make more dishes from other cultures such as Indian cuisine.

Religion was an important aspect of the children's lives, among both Christians and non-Christians - children from Muslim, Hindu and Sikh families were represented in the sample. They enjoyed practising their religion and going to places of worship with their families. Religious tuition was very common among the children in the study, particularly among Muslim children who usually studied the Qur'an or attended Arabic lessons after school, typically finishing around 6.30-7pm on weekdays. This had an impact on their ability to watch CBBC programmes, given that the channel stops broadcasting at 7pm.

The home environment inhabited by the ethnic minority children in the sample was characterised by:

- Large family size (large families were common in the study with, for example, five or six siblings of varying ages within the household. This was particularly true for Muslim families)

- Multi-generational households (many of the children lived within an extended family set-up – for example with grandparents, aunts, uncles or cousins living in the same house as their immediate family)
- Space/privacy issues (in that the majority of the children shared a bedroom and they often did not have access to media in their room in case they disturbed the other person or people who shared the space).

Overall, ethnic minority children shared a great deal in common with white British children in terms of their leisure interests and media use. Key differences in media consumption were found in the following areas:

- **High consumption of specialist ethnic media, particularly of Asian TV channels** - thus, Asian children tended to switch between mainstream children's programming and programmes on Asian channels such as subtitled cartoons. This means that Asian channels compete directly with mainstream channels, including the BBC, in family viewing space.
- **Time spent on religious education**, particularly by Muslim children (as mentioned above)
- **Regular consumption of religious media within both black and Asian households** – religion not only impacted the time that some children had available to consume media, but in a few cases, it also dictated what they were allowed to watch – for example, some Muslim children were forbidden to listen to pop music and some Christian children were not allowed to watch programmes with a supernatural theme.
- **Individual vs. family media consumption** - which was sometimes tricky to balance out within the larger households. Media consumption was often fragmented with different family members consuming different media at the same time, either in different places around the home or in one room. We also found that the children often used technology to increase their choices by, for example, playing music on their mobile (with headphones) to avoid disturbing other people in the room. Thus, the BBC should continue to use as many platforms as possible to reach ethnic minority children.

All the children had a repertoire of TV channels which they watched regularly. Their favourite programmes were chosen from within this range of channels, rather than from one channel alone.

Overall, the Disney Channel, Nickelodeon and Cartoon Network were the most popular channels among those living in multi-channel homes. These were felt to offer programmes more suited to older children (9+ years) and Disney, in particular, was associated with high production values and glamour. Although CBBC as a channel lagged behind these three in terms of popularity, various individual CBBC programmes appeared in the list of the children's favourites, such as 'Tracy Beaker' and 'Basil Brush'. However, CBBC seemed to lack a strong brand identity, in that many of the children were not clear on:

- Who the brand is (is it part of the BBC? Is it different from CBeebies?)

- What the brand stands for (how is CBBC different to other channels?)
- Who the channel is aimed at (some older children perceived it to be a channel for pre-school children)

Diversity and representation issues were not top of mind for the children in the study and were not key factors in their decision making about which channels or programmes to watch. However, when pressed, CBBC was thought to do well in this area. Sikh children were the only group to feel under represented (on children's TV in general, not just CBBC). The channel was also considered to cater equally for boys and girls.

The children came up with a number of suggestions for improving CBBC programming, which the non-viewers among them said would increase their likelihood of watching. Children suggested the following:

- Reduce the number of repeats
- Introduce more programmes for older children i.e. 9 years and above
- Shorten or remove the breaks between programmes
- Develop more programmes within the following genres:
 - Comedies
 - Adventure
 - Activity/creative
 - Mysteries/discovery (where the viewer would have to solve puzzles or clues)
 - Shows with fun and learning combined
- Produce more programmes with an international outlook which feature different cultures and religions in the UK and abroad
- Produce children's equivalents of the adult programmes that they like most – for example a children's 'Eastenders' or 'Apprentice'
- Buy key programmes from other channels e.g. 'Spongebob Squarepants'
- Broadcast more shows at breakfast time (e.g. 7-9am on weekdays) for children to enjoy before going to school

Across the sample, internet use was quite high and not particularly driven by ethnic or cultural factors. The CBBC and BBC Bitesize websites were well known and liked. Most had been introduced to the BBC Bitesize website at school, and occasionally by a parent. The CBBC website was popular even amongst those who do not watch CBBC on television very often so it may be possible to use the website to draw children into the TV programmes more overtly.

In addition, a great deal of positive sentiment was expressed towards the internet among ethnic minority parents who saw it primarily as an educational tool. The children also enjoyed spending time on educational websites and did so at home as well as at school.

The majority of ethnic minority children enjoyed listening to music and they used a variety of platforms to do so. However, their radio consumption was low and focused on music stations. Only one child in the sample knew that children's radio existed. This would seem to suggest that there may be little demand for this service among ethnic minority children; however, this is a finding which would need to be tested further since awareness of children's radio is currently low.

Recommendations

The findings indicate that CBBC is currently felt to perform well in the area of diversity. It would seem that age (i.e. the perception that a number of older children held that CBBC is not 'for them') has more bearing than ethnicity or gender on the children's decision whether or not to watch CBBC programmes.

To maintain its current reputation for diversity, we would suggest that CBBC considers the following:

- Continues to ensure that ethnic minority children feature in prominent roles in flagship shows e.g. Tracy Beaker
- Continues to employ presenters from a range of ethnic backgrounds.

If, however, the aim is to gain a competitive advantage over other terrestrial channels, CBBC might wish to consider the following:

- Developing a show with a black or Asian child in a leading role (likely to be recognised and appreciated particularly by parents)
- Casting more Sikh children in major roles, since this audience currently feels it is not well represented on mainstream television
- Adding value to existing programmes (shown on CBBC and the BBC more generally) by better reflecting the reality of how ethnic minority children live. This might include portraying:
 - Multigenerational households
 - Siblings of varying ages
 - Families speaking to each other in mother tongue
 - Children going to church/mosque/temple

In addition, there appears to be an opportunity to increase awareness of the CBBC 'brand' among both parents and children, particularly relating to the age of the channel's target audience. Since education was a key priority for many families, one way to do this might be to promote the learning benefits of CBBC programmes to parents since they will then encourage their children to watch. The children themselves also valued programmes which teach in a fun way.

While we recognise the funding constraints, the appeal of the channel could be further enhanced by developing more programmes to appeal to older children (9+ years), by reducing the number of repeats and by shortening the breaks between programmes. The children reported that they would like to see more programmes from a wider range of genres on CBBC, including comedies, adventure and activity-based programmes.

The findings further suggest that the BBC Bitesize and CBBC websites are key properties within BBC Children's provision. The Bitesize website appealed to parents and children alike and had been recommended to a number of children by their teachers. There were only a couple of suggested improvements, namely to:

- Add information and news on countries of ethnic minority interest
- Include more literacy games, exercises and quizzes

The CBBC website was also popular. The children would like its games to be updated more regularly and also stressed the need for the BBC to make the games easier to access and more challenging.

The BBC might also wish to consider launching a Punjabi site, specifically aimed at British Sikhs, since there seemed to be demand for it.

4. Family Life, Religion and Culture

This section provides background information on the children in the study in terms of their family life, culture, religion and leisure interests. The final part of this section discusses the impact of these on their media consumption and the key learnings for the BBC.

4.1 Family Life and Culture

Family life and family values were key to all of the children interviewed. It was striking how many spoke spontaneously about the need to show respect to parents, about wanting to look after their parents in their old age and about spending their spare time with siblings and cousins rather than school friends.

Large families were common across the board. Many of the children had several siblings of varying ages, from babies and toddlers through to adult brothers and sisters (in their twenties). In addition, a high proportion of the children lived in multi-generational households, including grandparents, aunts and uncles or cousins. This was particularly true of Muslim households. For example, one of the Bangladeshi Muslim children who took part in the in-home observations lived at home with 12 other people – his parents and brother, plus various members of his extended family. Some Indian Sikh, Hindu and African children also reported living in extended family households.

Household size meant that privacy, space and money were tight for some of the families. Most of the children in the observations shared their bedroom – either with one or more siblings, or with their parents. Consequently, bunk beds were a common feature of the homes observed. Some of the parents and younger children shared a bedroom because other rooms in the house were rented out or occupied by extended family.

Across all ethnic groups, all of the children were very much in touch with their cultural background. This was true of both second and third generation children.

Traditional culture was maintained in a number of ways, namely by:

- Eating traditional meals
- Speaking mother tongue languages in the home
- Religious observance (see 4.2)
- Visiting the parents' country of origin
- Consuming specialist ethnic media (see 5.4)
- Celebrating religious and cultural festivals e.g. Diwali for Hindus and Sikhs, Ramadan and Eid for Muslims, carnival for Black Caribbeans

For example, the children interviewed generally ate the same meals as the adults in the family in the evening and these were often traditional South Asian, African or Caribbean dishes. However, a couple of nights a week, the families might eat a takeaway or a 'European' meal such as pasta.

The researchers found that all of the Asian children were able to speak their family's mother tongue language, albeit to varying levels of fluency. There were various patterns of language use in the South Asian households. For example, in some families, the children spoke to their grandparents in English and the grandparents would reply in mother tongue, while parents and children would speak to each other in English. In other families, the children spoke to one parent in English and the other in mother tongue. In other families, the children spoke mother tongue to parents and grandparents, but spoke English among themselves. Overall, siblings usually spoke to each other in English.

In addition, a few of the African children spoke African mother tongue languages with their older relatives.

The vast majority of the children were easily able to pinpoint their parents' country of origin on a globe and most had been there at least once. The children had usually found this a positive experience. They spoke with delight about the sense of freedom they felt during their time away and they seemed to enjoy the outdoor life. A few had small complaints which were mainly about the heat, insects and people begging.

Comments included:

"It [India] is nice because it is open and there are lots of animals roaming around. You don't need to keep pets because you can actually see them freely. But it gets very hot there – that is what I don't like"

Indian Hindu boy, year 5, London

"Once I stayed at somebody's house and the garden was like an actual farm! I think it would be quite fun to live in Jamaica"

Black Caribbean boy, year 5, Manchester

"[Bangladesh] is good because you can catch up with your family. You can visit different places and see new things, but it is dirty there"

Bangladeshi boy, year 6, London

"Gambia is nice and hot. You know loads of people and you know loads of kids, so it's more fun"

Black African boy, year 7, Birmingham

4.2 Religion

Religion clearly played an important role in the lives of the ethnic minority children in the study, both for Christian and non-Christian children. Many mentioned religion spontaneously and naturally during the interviews - for example, by telling the researchers about their week and mentioning that they go to church on a Sunday or to mosque after school on weekdays.

Religious tuition was very common among the children in the study. Nearly all of the Muslim children study the Qur'an or learn Arabic after school. The norm was to spend 1-2 hours on Islamic studies several times a week, typically starting between 4.30-5pm and finishing around 6.30-7pm on weekdays. Quite often, this was informal and home-based, in that it might be a family member or neighbour providing the tuition rather than an imam or someone from the mosque. Some of the Hindu children also went to 'religion class' to learn about their religion, usually on Saturday or Sunday mornings. Younger Christians spoke about going to Sunday school while their parents attended the main church service.

The children seemed to enjoy practising their religion. They were generally very positive about going to places of worship because specific activities were usually provided for children and because it gave them an additional opportunity to socialise with friends. Comments included:

“At my church, they realise that the children might get a bit bored so they leave when the pastor is going to speak. They call it Children’s Church and what the children do is they go out and they do colouring. They may have a little corner where they may have to read a Bible or they might go to another person to learn about the religion”
Black Caribbean boy, year 5, Manchester

“I like going to mosque because I learn about my religion. You get to know about who your God is and things you need to do. They also tell you about history and other things”
Pakistani girl, year 5, Manchester

“Religion means a lot to me. When I get fed up and stressed, I go to the temple and sit there and take things into my heart. Then I feel better and get back to normal”
Indian Hindu boy, year 7, Birmingham

“Some people say church is boring but it depends which church you go to. My church is really fun. The songs are good and everything”
Black African boy, year 4, London

In many families, it was the grandparents who took responsibility for instilling religion and culture within younger children. For example, in the Sikh households, grandma was often the main person who explained Sikh prayers to her grandchildren. In some African and Caribbean families, the parents would drop the children off at grandmas on a Saturday evening so that she could take the children to church with her the following day. Similarly, some of the Muslim grandparents encouraged the children to sit down with them to watch the Islam Channel.

Having said this, it was clearly difficult for children of this age to fully grasp what religion means in a broad sense. Thus, when asked to describe what it means to be a Christian, Muslim, Hindu or Sikh, the children generally focused on the things that people of their religion should and should not do, for example:

- Christians should follow the Ten Commandments, go to church on a Saturday/Sunday, pray before going to bed
- Muslims should pray five times a day, fast during Ramadan, only eat halal food
- Hindus should not eat meat from a cow, they should not wear shoes to temple and they should pray at home
- Sikhs are not allowed to eat beef or halal, they have to grow their hair

Thus, they tend to understand religion as a set of rules and practices. They were not able to explain the philosophy behind their religion or the rationale for some of the practices that they listed. However, some children had a slightly wider understanding in that they also discussed the morals and human values that they felt people should live by such as being kind to others, showing respect to people (particularly parents),

being a good person and not lying, cheating or stealing. The same or similar values were shared by children across the religious spectrum.

It was evident that children have considerable knowledge of other religions (beside their own), perhaps because they are exposed to other religions in school and through the media. The research team were struck by how well informed Christian children were about Islam, Hinduism and Sikhism and vice versa. All of the children said they wanted to see more about religion on TV and that they wanted to see all religions represented because otherwise it would not be fair. Interestingly, comments were made by Sikh and non-Sikh children about the invisibility of Sikhism on mainstream TV. This feeling was echoed by one of the Sikh parents from the in-home work who said that broadcasters always assume that 'Indian' means 'Hindu' which means that Sikhs are never represented.

"We would like to see about other cultures and religions so that it is all equal. Otherwise it is not fair"

Pakistani boy, year 7, Birmingham

"We don't want to see too much Indian because that will then be racist. We need to be watching about other religions and cultures. It has to be a balancer"

Hindu boy, year 7, Birmingham

"You never see anything about Sikhs on TV"

Black Caribbean boy, year 5, Manchester

"You never see a children's TV character wearing a top knot or a turban and even when an Asian character is featured, it's always an Indian one"

Indian Sikh parent, Slough

4.3 Identity Issues

In order to explore identity issues, the children were asked how they would respond if someone asked 'where do you come from?'

In the majority of cases, the children would include some mention of their family/cultural background in answer to the question. None identified solely with 'English' or 'British' as this would not take into account their family life and it would ignore an important part of the way they live their lives. Thus, they clearly saw themselves as having a dual identity, in that they feel British, but they are also proud of their ethnic and cultural heritage. Example quotations included:

"I would say I was born in England, but I'm from Nigeria. I'm from Nigeria because of my parents"

Black African boy, year 4, London

"I would describe myself as 'Indish' or 'Britda' – 'ind' for India and 'ish' for British and 'Brit' for Britain and 'da' for India"

Indian Sikh boy, year 7, Manchester

"I feel I am a mix. I feel I am half from Pakistani because my parents come from there and I am half from England because I was born here"

Pakistani boy, year 6, London

In a few cases, the children identified most with an overseas country. This was particularly true in London, where about half the children defined themselves

exclusively in terms of their family's origins, despite being born in Britain. When pressed on this, they felt that their family's culture was more important in shaping who they are than their British nationality. In addition, a small minority of the children were born overseas and they tended to mention their place of birth, even if this was not related to their ethnicity. Examples were:

"I would say I am Indian because we aren't really English in culture and it's about where your parents are from"

Indian Hindu girl, year 5, London

"I would say I'm Jamaican. I can't really say I'm English because I'm not just English. I know most about people from the Caribbean"

Black Caribbean girl, year 6, London

"I would say I'm from Pakistan because if your mum's from there then it's kind of like you're from there"

Pakistani boy, year 5, London

Finally, a handful of children said they would mention their religion first if asked where they come from. This was true of a small number of Sikh and Muslim children:

"I would say Sikh religion first, although we do some things like the English. I like Christmas and do their festivals. I am multicultural"

Indian Sikh boy, year 7, Manchester

4.4 Free Time and Play

The children were asked to describe their typical weekday (after school) routine and how they usually spend their time at the weekend.

First, children usually mentioned studying and homework as most did theirs straight after coming in from school. Education was clearly a key priority among many of the parents. Having tuition outside school was very common which meant that many children spent a large proportion of their spare time busy with learning activities. For example, some did exam practice papers at home at the weekend and had to re-do them if they gave too many incorrect answers. A number of children spoke about needing to study hard for their SATs, which suggested that they were starting to feel the pressure to perform well in their exams. In addition, as mentioned earlier, a number of children also receive religious tuition after school and at weekends.

Beyond studying, the children also engaged in a range of extracurricular activities after school, such as:

- Playing sports e.g. football, karate, cricket
- Music lessons e.g. learning the piano
- Bollywood dancing, drama etc.

These activities appeared to be the children's equivalent of 'me time' and was an unmissable part of their weekly schedule. Sport in general was more popular among boys than girls, but it was interesting to hear that some of the Asian girls played football after school.

At home, children indulged in both outdoor and indoor play. Outdoor play emerged as important for fun, exercise and competition (note that the research was conducted

during the summer period so it is likely that this received more emphasis during fieldwork than it might have done if the research was conducted at another time of year). A number of the children played sport in their spare time as part of a team or informally with friends. Children loved to spend time playing outside in their garden (if they had one) and all seemed to enjoy going to local parks and playgrounds.

Indoors, children liked to play with toys and games. Games consoles such as Playstation and X-Box were very popular, particularly among boys. However, low tech toys were also mentioned, such as board games (Operation, Monopoly), jigsaw puzzles and dolls. Both boys and girls played games on the internet. Some of the children also liked to role play with their friends, especially girls. Gaming in various forms was a big part of life for all children.

Media consumption revolved mainly around television and the internet (see section 5 for more information on TV viewing and section 7 for more details of internet use). There was some consumption of films at the cinema, on DVD and on TV movie channels. Perhaps surprisingly, a handful of children reported that they had never been to the cinema. None of the children mentioned radio (see section 8).

A few of the girls liked to read in their spare time.

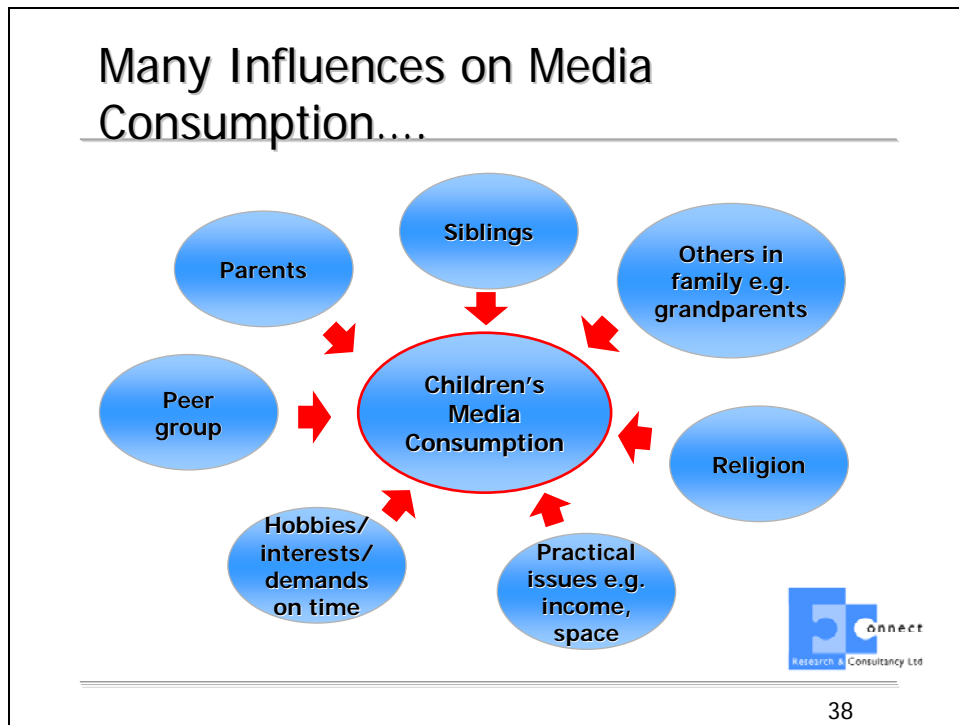
In addition, some of the children's weekends were taken up with visiting family and helping with household chores.

As mentioned earlier, most of the Asian children reported spending little time with school friends outside school. They mainly played with their siblings and cousins. By contrast, African and Caribbean children saw their friends regularly. They spoke of playing football and cricket with friends (boys only), visiting each other's houses and going out to various places such as shopping, to the park and to the cinema.

Interestingly, although the children interacted with a range of cultures and ethnic groups in school, the majority reported that their closest friends come from the same ethnic background as themselves. This may be a function of where they live and/or of their parents' friendships given that those who were allowed to visit school friends' houses often reported that the two mums were also friends.

4.5 *Key Learnings*

Prior to discussing the details of the children's viewing, online and radio listening behaviour, this section discusses the impact of their culture, living arrangements and religion on their media consumption overall. These key learnings provide the context for the details to follow and are (we believe) more relevant to media consumption among ethnic minority audiences than among white UK audiences.



The chart above shows the range of influences on ethnic minority children's media consumption, namely their family, faith, accommodation, leisure time and friends.

In terms of home and family, the children's media landscape was characterised by:

- **Competition for consumption** – in that there were often a number of people competing for media within the household, so it was difficult for parents to decide whose individual preferences should prevail. Some of the parents used a rota system to give each child an equal opportunity to take charge of the remote control (e.g. different time slots during the afternoon or different days when one child might get their viewing preferences over their siblings). In other families, the parents only allowed the children to watch TV until 6-7pm to give other members of the household the opportunity to select programmes in the evening.
- **Media fragmentation** – much media consumption within the households was fragmented, with different family members consuming different media at the same time, either in different places around the home or in one room.

As a result, those living in larger houses might split off into different media 'zones'. For example, in one Indian Sikh household visited during the research, grandma sat listening to Sikh prayers on Raaj Radio on the TV in the dining room, while mum was listening to a small radio in the kitchen, the youngest daughter was upstairs with a cousin playing games on the internet and dad and the other children were outside playing in the garden.

Those living in smaller homes or more confined spaces (e.g. if rooms are occupied by tenants) may consume more media as a family as they spend more time in the same room.

Very often, where space and privacy were hard to come by, we found that children used technology to help increase their choices – for example, a child might play music on their mobile (with headphones) while in bed so as not to disturb their brother or sister asleep in the same bedroom, or two siblings might both be in the living room with one playing a game on a Nintendo DS while the other watched television.

- **Exposure to a range of media** – with different family members of different ages within the household, ethnic minority children were exposed to a wide range of programming. For example, as many of the children had siblings of varying ages, they sometimes watched programmes for pre-schoolers and teens as well as those aimed at their own age group. Similarly, those living with grandparents or other elderly relatives were more exposed to religious and specialist ethnic media than might have been the case if they were just living with their parents (see below).
- **Exposure to specialist ethnic media** – In this study, we have found that specialist and mainstream media now compete directly in family viewing space. Our experience of conducting media research among ethnic minorities over the last ten years suggests that this is a major shift from a few years ago, when there were fewer specialist channels available and a narrower choice of programming. Nowadays, there is a much wider range of specialist output in terms of movies, serials, cartoons, music channels etc. Also, the programmes which are shown on channels like Star Plus have a greater appeal to younger British-born generations. For example, Indian serials such as ‘Kahani Ghar Ghar Ki’ and ‘Kayamat’ are the Asian equivalent of major British soaps such as ‘Coronation Street’ and ‘Eastenders’ as they are extremely popular and watched by all the family. Second and third generation children have grown up with these programmes and they can follow the storylines very easily now that many are broadcast with English subtitles.

The demands on children’s time also had considerable impact on how much media they consumed and when. There was a general sense that the children were kept very busy during term time to the point where they did not have much spare time available to consume media. As mentioned earlier, most of the children were involved in a number of extra curricular activities as well as spending time on homework and tuition outside school. This is particularly pertinent in the case of Muslim children, the vast majority of whom undertake Islamic studies until 6-7pm on week-nights. As a result, they were not in a position to watch much CBBC output given that CBBC stops broadcasting at 7pm.

Thus, religion was important in shaping the amount of time some children had available to consume media. In a few cases, it also dictated *what* they were allowed to consume – for example, some Muslim children were forbidden to listen to pop music (see section 8.1) and some Christian children were not allowed to watch horror movies or programmes with a supernatural theme (see section 5.5).

Finally, the peer group also played a role in influencing children’s media preferences, although perhaps less so among Asian children who spent less time with friends outside school than did African and Caribbean children. A number of children reported that they first started watching a particular programme because other children at school were talking about it and they did not want to be left out of the conversation. In this way, whole cohorts of children might move from liking, say, ‘Ed Edd and Eddy’ to liking ‘Ben 10’ (both on Cartoon Network).

Comments included:

“Me and my brother have a rota. Monday’s his turn because I’ve got tuition. On Tuesday, he goes to after school club so I watch it. Wednesday’s his turn. Thursday’s mine. Friday and Saturday are his and Sunday’s mine”
Indian Hindu girl, year 5, London

“I am not allowed to watch TV for more than 2 hours a day because my little brother needs to have a turn”
Pakistani girl, year 4, Birmingham

“I go to the mosque on weekdays from 5-7pm. We do the Qur’an for half an hour, then we spend another half hour studying about Islamic teaching. The last hour is about religious history”
Bangladeshi boy, year 6, London

“Star Plus has programmes in Hindi but they have English subtitles so even English children can watch their programmes”
Indian Sikh girl, year 7, Birmingham

“We watch these [Asian channels] because our parents watch them. Now we find it interesting and enjoy watching the programmes”
Hindu boy, year 5, London

5. Television Consumption

This section contains information on the respondents' specific TV viewing habits in terms of their favourite channels and programmes. It also explores consumption of specialist ethnic television within South Asian, African and Caribbean households.

5.1 General Viewing Patterns

In the majority of cases, the children in the household were in charge of the remote control after school until around 6pm when parents would take over. Often, dad or both parents would watch the news between 6-7pm (mainstream news broadcasts plus news on specialist channels in Asian and African households). Mothers would usually take charge of the remote in time for the soaps from around 7.30pm onwards and often the family would watch these together. In most Asian households, the whole family watched Asian serial dramas (see 5.4.1 below), while in all black and some Asian households, the family watched mainstream soaps such as 'Eastenders'.

Most households had one large television with multi-channel access in the living room, plus one or more smaller televisions elsewhere in the home which had access to terrestrial channels. However, it was interesting to note that most of the children had no or very little media in their bedrooms. A few had a TV which was used exclusively for playing games consoles or for DVDs and a handful had internet access. When asked about this during the in-home observations, parents explained that they were keen for the children to go to bed on time without any distractions. In addition, it may relate to the fact that most of the children shared a room – therefore, if the siblings had different bed times, the parents might wish to ensure that one child did not disturb the other by switching on a TV or listening to music on a stereo.

5.2 Favourite Programmes

The children's feedback showed that individual programmes were more important to them than channels. As a result, their favourite shows were plucked from a variety of channels and all the children had a repertoire of channels that they watched regularly, which they often identified by number rather than name. For example:

"I watch every channel from 601 to 612"
Pakistani boy, year 6, London

Little TV planning was evident as the children generally knew when their favourite programmes were on and where to find them.

Overall, the children's favourite programmes were:

- Spongebob Squarepants (Nickelodeon)
- Tracy Beaker (CBBC)
- Scooby Doo (Cartoon Network and Boomerang)
- High School Musical (Disney Channel)
- Ben 10 (Cartoon Network)
- Suite Life of Zack and Cody (Disney Channel)

- Hannah Montana (Disney Channel)
- That's So Raven (Disney Channel)
- Drake and Josh (Nickelodeon)
- Tom & Jerry (Boomerang)
- Basil Brush (CBBC)
- Stupid (CBBC)
- Zoey 101 (Nickelodeon)
- Horrid Henry (CITV)

There was no significant gender divide in respondents' choice of favourite programming. Boys watched shows with female leading characters and vice versa. So, for example, many boys watched 'Hannah Montana' and 'Tracy Beaker', while many of the girls watched 'Ben 10' and 'The Suite Life of Zack and Cody'. Also, quite a number of the girls were football fans and watched 'Match of the Day'.

However, there was a clear age divide in that certain channels were associated with younger children, such as 'CBeebies', 'Nick Junior' and 'Playhouse Disney'. A number of the older children (aged 9 and over) also put CBBC in this category.

In terms of the evening schedules, the children's favourite programmes were:

- Eastenders
- The Simpsons
- Doctor Who
- Match of the Day and other sports programmes
- News
- The Apprentice
- Dragon's Den
- Top Gear
- Wildlife programmes
- Hollyoaks
- Coronation
- WWE Wrestling on Sky Sports

Representation issues were not mentioned by the children spontaneously. Indeed, when asked directly, all described the channels and programmes they watch as being for all types of people, whether black, white or Asian (their list of favourite programming seems to support this view). It was evident that they did not consciously seek out programmes which featured people from the same ethnic background as themselves and when they did talk about shows with, for example, a predominantly black cast, it was clear that they were not watching the show with the ethnicity of the cast in mind (i.e. black children watched shows like 'That's So Raven' just because they found it funny). However, after prompting, all agreed that it would be nice to see a range of different cultures and lifestyles on television.

Parents were also comfortable with the diversity of children's programming and seemed to feel it was one of the most diverse genres.

5.3 Channel Personalities – Children's TV

In all triad sessions, the children were given a large selection of buttons (of different colours, sizes, shapes etc.). They were then asked to select those they felt best represented particular children's channels and to give reasons for their selections.

This exercise was used to uncover the perceived personalities and competitive strengths and weaknesses of the various channels in an indirect (and hopefully more thought provoking) way than just asking the question direct.

Overall, the children's preferred channels were:

- Disney Channel
- Nickelodeon
- Cartoon Network

The button exercise revealed that these three channels were perceived to have stronger brand personalities than either CBBC or CITV.

Disney Channel led the way and had the widest range of associations. The buttons chosen to represent this channel reflected the following perceptions of its output and image:

- Variety/wide range of programmes
- Fun/comedy/wacky
- Fashion
- Musical
- Luxury/glamour/high quality production values

For example:

"In 'The Suite Life of Zack and Cody', where they live in the hotel is really posh. In every programme that I watch on Disney Channel, they've got something that's a bit luxury"

Black Caribbean boy, year 5, Manchester

"I chose a gold button because the Disney Channel is magical and the presentation of the shows makes you want to go to the places"

Indian Hindu boy, year 7, Birmingham

"The bright colours [of this button] remind me of 'High School Musical' because the show is colourful, lively and fun"

Black African girl, year 5, Birmingham

For many of the children, Disney was seen as the ultimate children's channel and it was the only channel where the children's selections were driven primarily by views of its output rather than the colours of its logo.

By contrast, for Nickelodeon, the children most commonly chose orange buttons to reflect the channel's logo and corporate branding. However, many also strongly associated the channel with 'Spongebob Squarepants' so they chose buttons to represent this programme e.g. yellow (the colour of the main character), blue (to represent the sea) or a novelty button which featured an anchor (also reflecting the underwater scenery which features in the programme). This suggests that Nickelodeon's brand is strong due to the success of 2-3 hit shows – namely 'Spongebob Squarepants', 'Drake and Josh' and 'Zoey 101'.

"I chose a sparkly button because Spongebob is a lot of silliness and fun!"

Black Caribbean girl, year 7, Birmingham

“Nickelodeon’s my best one [channel] because it has the best programmes that suit us, like ‘Drake and Josh’, ‘Spongebob’ and ‘Kenan and Kel’”

Black African boy, year 4, London

Cartoon Network was primarily associated with its black and white logo, Scooby Doo and with pirates/buried treasure. The children’s comments indicated that they see this channel as good for adventure and fantasy programmes and their choice of buttons reflected this:

“There are a lot of fighty and adventure programmes on Cartoon Network”

Black Caribbean boy, year 5, Manchester

“They have programmes to do with pirates and gold treasure”

Black African girl, year 5, Birmingham

Views of CBBC and CITV were less well rounded.

CITV seemed to evoke few specific associations. Mostly, the children chose red and yellow buttons to represent the channel’s logo and yellow on-screen lettering respectively. A few chose multicoloured buttons to reflect the channel’s broad range of programming. However, no specific programmes stood out and the children did not have a strong view of what made CITV different from other channels.

Similarly for CBBC, top of mind associations mainly related to green – the colour of the channel’s logo, of Oucho the talking cactus and of the set used by the presenters who introduce the programmes. Like CITV, CBBC was seen as broadcasting a variety of programmes. However, there was some confusion about the positioning of the channel, with many of the older children describing it as a channel for “babies”. Also, some CITV and CBeebies programmes were wrongly attributed to CBBC (‘Jungle Run’, ‘LazyTown’, ‘Clifford’) suggesting a lack of awareness of its specific output. This feedback suggests that although some individual CBBC programmes were popular among the children in the research, CBBC as a brand lacks a clear identity and distinctive proposition.

More detailed information on perceptions of CBBC follow in section 6.

5.4 Consumption of Specialist Ethnic Television Channels

5.4.1 Asian Households

In Asian households, as mentioned earlier, specialist and mainstream media now compete directly. This is partly because other members of the family often watch these channels so the children become drawn into viewing them. It is also because there is more choice of Asian channels these days and some channels cater directly for children. Thus, Asian children watch a range of channels and flit between Asian language and mainstream programming.

The most popular programmes/genres on the Asian channels were:

- History and mythology-related shows such as ‘Ramayan’ on Star Plus
- Detective shows such as ‘Special Squad’ on Star Plus
- Asian cartoons with English subtitles, shown on Zee TV and ATN Bangla

- Asian family dramas, which are the equivalent to British soaps and shown on Indian channels such as Star Plus and NDTV Imagine.

The popularity of Asian family dramas was such that many Pakistani and Bangladeshi families watched them, even though they originate from India and appear on Indian TV channels. Similarly, children from a range of backgrounds watched Bollywood music channels, including two African girls (one in Birmingham and one in Manchester) who had been introduced to Bollywood music by Asian school friends.

One Indian boy reported that he watches Indian soaps on the internet, as this gives him access to the serials which are not shown on British TV.

South Asian channels mentioned in the research:

- **Star Plus** (Indian channel) which is very popular and is often watched by South Asians from all backgrounds. Specific shows mentioned were:
 - Ramayan (religious mythology)
 - Prithi Raj Chauhan (historical drama)
 - Kahani Ghar Ghar Ki (serial)
 - Kis Desh (serial)
 - Kasam Se (serial)
 - Kayamat (serial)
 - Phir Koi Hain (serial)
 - Special Squad (detective drama)
- **Zee TV** (Indian channel) which runs Asian cartoons with English subtitles
- Bollywood music channels such as **B4U and Zee Music** which broadcast music from the top Bollywood movies
- **NDTV Imagine** is a new Indian channel which is similar to Star Plus
- **Noor TV** – a Pakistani channel which broadcasts from Birmingham. It focuses on Muslim lifestyle, history and heritage as well as religious aspects of Islam
- **Geo TV** – is the fastest growing TV channel in Pakistan, broadcasting in English and Urdu and renowned for its world-class production values. Its independent news coverage and quality entertainment programmes have ensured its popularity among Pakistanis in Britain
- **Prime TV** – a Pakistani channel which is mainly aimed at adults and broadcasts news and current affairs
- **ATN Bangla** – a Bangladeshi channel which shows Bangladeshi programmes and films, plus cartoons dubbed in Bengali
- **Channel S** – a Bangladeshi channel
- **Channel I** – a Bangladeshi channel

Please note this is not an exhaustive list. Channels mentioned by respondents

5.4.2 African and Caribbean Households

In African households, the parents often watched specialist channels (see below for details), but the children rarely watched them. The children said that there was little on these channels to interest them, apart from some of the music videos featuring African artists. However, the children sometimes watched African movies on DVD with their parents.

In Caribbean families, TV consumption was almost entirely mainstream, given that there are no specialist Caribbean channels in the UK. However, a couple of the children mentioned watching BET on Sky (which features African American content), plus some watched black American comedies on Trouble TV, such as 'My Wife and Kids' and 'Fresh Prince of Bel Air'. In addition, some parents bought DVDs of Jamaican comedies and films, which the family watched together e.g. 'Oliver at Large' (a TV comedy series featuring a Jamaican comedian called Oliver Samuels).

Black African and Caribbean channels mentioned in the research:

- **OBE** (African channel) which broadcasts a range of current affairs, lifestyle and music programmes
- **BEN** (African channel) which features British African programming, Nollywood films (from the Nigerian film industry) and content from Africa Independent Television
- **AIT Movistar** (African channel) which is a film channel from Africa Independent Television which shows African movies and soaps
- **BET** (Black Entertainment Television) – not a specific African or Caribbean channel, but an African American channel which has recently launched in the UK. It broadcasts music, reality shows, documentaries, films and news specials with an emphasis on African American content
- **Trouble TV** – aimed at teenagers rather than African or Caribbeans specifically, but it is known for broadcasting black American comedies such as 'My Wife and Kids', 'All of Us', 'Fresh Prince of Bel Air'. It also shows repeats of 'Desmond's'

Please note this is not an exhaustive list. Channels mentioned by respondents

5.5 Parental Supervision

There appeared to be very little regulation of children's television consumption by parents in terms of content. Although almost all parents banned their children from watching 18 certificate movies, they seemed to be much more relaxed about television output. This may be due to the fact that most of the children were in bed before the 9pm watershed.

The few examples which were given where parents had banned particular programmes were:

- Programmes with bad language e.g. 'Tracy Beaker' and 'Family Guy' were perceived by a few parents to contain language which was inappropriate for children.
- Programmes which featured badly behaved children e.g. 'Horrid Henry', 'Tracy Beaker', 'Grange Hill'
- Programmes with sexual content/kissing e.g. 'Eastenders', 'Little Britain'
- Programmes featuring horror/the supernatural e.g. a cartoon on Cartoon Network called 'The Grim Adventures of Billy and Mandy' which features the Grim Reaper (two Christian boys said their parents would not allow them to watch it because as Christians, they do not believe in the supernatural)

In other instances, parents expressed their disapproval or dislike of certain programmes, but they did not actually prevent their children from watching it. 'Big Brother' was one example given.

6. Views of CBBC and Other BBC Output

The children and their parents were asked specifically about CBBC programming, the pros and cons of the channel and its appeal to children between 5-12 years old. BBC provision for children was also discussed more widely with parents and their views on the consultation issues were sought. This section also describes what the children felt could be done to improve CBBC output.

6.1 Favourite CBBC Programmes

A number of CBBC programmes were popular with the children in the research.

Favourite programmes mentioned spontaneously were:

- Tracy Beaker
- Newsround
- Whizz Whizz Bang Bang
- Basil Brush
- Stupid
- Best of Friends
- Roman Mysteries
- Beat The Boss
- MI High
- Prank Patrol
- Hider in the House
- Raven
- Freefonix

Comments included:

"[Tracy Beaker] I like how she acts...like how she throws things around!"
Black Caribbean boy, year 5, Manchester

"[Newsround] It teaches you about what's happening in the world. It's kids-like so we understand it a bit more. Instead of saying complicated words, they shorten it down for us"
Indian Hindu girl, year 5, London

"There is a show called Whizz Whizz Bang Bang where they show you how you can make things in science. I think it does help you to learn"
Bangladeshi girl, year 4, London

"Raven teaches you skills like climbing, running and dodging things"
Black African boy, year 6, Manchester

6.2 Good and Bad Points About CBBC

The children praised the following aspects of CBBC:

- It has a good mix of cartoons and programmes with actors
- 'Newsround' is informative, interesting and helps children to learn
- The channel has some good adventure shows, particularly 'Raven'
- The channel caters equally for boys and girls
- CBBC programmes are multicultural (this was not an issue for the children spontaneously but was considered one of the channel's plus points after prompting)
- Some of the programmes help children to learn e.g.
 - 'Roman Mysteries' teaches history
 - 'Whizz Whizz Bang Bang' teaches science
 - Some dramas such as 'Tracy Beaker' have a moral which teach children about, for example, friendship or the importance of telling the truth
- It broadcasts British programmes (which, for some, made the programmes more involving and relevant e.g. because they might be able to appear on a programme)
- The shows are on at the right time

The children commented as follows:

"I think CBBC is good because they have cartoons and programmes like 'Best of Friends' which show a lot of good activities"

Pakistani boy, year 6, London

"They always come up with new ideas to impress children and make them watch the shows"

Bangladeshi girl, year 6, Birmingham

"They make programmes for everyone. You can't say that the programmes belong to Christians or Muslims – they are for everyone. They are trying to make it fair"

Pakistani boy, year 6, London

"It is multicultural because sometimes they talk about Ramadan. Sometimes they talk about Diwali and tell us about fireworks and stuff like that. I feel it is for everyone. They celebrate all faiths"

Indian Hindu boy, year 7, Birmingham

However, negative comments were made regarding the following:

- There are too many repeats
- Some of the shows are childish, such as 'Shaun The Sheep' (this comment came from children in years 6 and 7)
- The channel needs a wider range of programmes
- There are too many breaks
- The presenters Ed and Oucho break the flow of the programmes (many compared this unfavourably with the Disney Channel which does not have presenters)
- The presenters are not funny
- CBBC does not show the latest series of shows like 'Ben 10' and 'Galactic Football'
- It does not have long runs of its programmes (compared with channels like 'Nickelodeon' which shows 'Spongebob Squarepants' all year round)
- Smart is not as good since the presenter has changed

- It broadcasts British programmes (which, for some, are not as good quality as American programmes)

“They show repeats a lot...the same thing again and again!”

Bangladeshi girl, year 4, London

“They show cartoons teaching about manners and things which is a bit childish for our age. Also programmes like ‘Shaun the Sheep’ are boring”

Indian Hindu boy, year 7, Birmingham

“The presenters are trying to be funny but they are not. It is a bit silly”

Indian Sikh girl, year 7, Birmingham

“I like Disney because the breaks are so short, but on CBBC, there is too much advert time”

Black African boy, year 4, London

“The American programmes look like they spent a lot of time on them and they don’t get anything wrong. You see in ‘Tracy Beaker’ that sometimes they say something wrong”

Bangladeshi girl, year 6, Birmingham

6.3 Children’s Suggestions for Improvement

The children came up with a number of suggestions for improving CBBC programming, which the non-viewers among them said would increase their likelihood of watching.

The main suggestions were to:

- Reduce the number of repeats
- Introduce more programmes for older children i.e. 9 years and above
- Shorten or remove the breaks between programmes
- Develop more programmes within the following genres:
 - Comedies
 - Adventure
 - Activity/creative
 - Mysteries/discovery (where the viewer would have to solve puzzles or clues)
 - Shows with fun and learning combined
- Produce more programmes with an international outlook which feature different cultures and religions in the UK and abroad
- Produce children’s equivalents of the adult programmes that they like most – for example a children’s ‘Eastenders’ or ‘Apprentice’
- Buy key programmes from other channels e.g. ‘Spongebob Squarepants’

- Broadcast more shows at breakfast time (e.g. 7-9am on weekdays) for children to enjoy before going to school

6.4 *Parents' Views of CBBC and BBC Output in General*

Among parents, awareness of the BBC's provision for children under 12 was highest for CBeebies and Schools programming. Few parents were specifically aware of CBBC as a brand.

Therefore, while many parents were able to name various CBeebies programmes which their children had enjoyed when they were very young, fewer were aware of specific CBBC programmes. It seems likely that the higher awareness of CBeebies stems from the fact that parents tend to sit and watch television with very young children, while older children are allowed to watch TV after school by themselves.

Parents were most aware of 'Tracy Beaker' and 'Newsround' on CBBC. Some were disapproving of 'Tracy Beaker' because the central character is quite feisty. However, all were full of praise for 'Newsround' and its success in introducing children to current affairs.

As with the children, the researchers found that parents were not particularly concerned about diversity issues in relation to children's TV. This was partly because parents considered children's programming to be sufficiently diverse already and also because they were satisfied that the children would learn their culture from elsewhere – within the family primarily and/or from specialist ethnic channels. However, one Bangladeshi mother said a friend informed her that watching CBBC was *gunaah* ('a sin'). She could not remember what reason the friend had given her for this and so could not explain why CBBC was sinful, but she had banned her children from watching the channel as a result.

In general, however, the BBC enjoyed a good reputation among parents, particularly in the field of educational programming. Given the importance that many of them attached to education, this was a key attribute.

A number of parents discussed the BBC website as they were regular visitors to the site. They used it for leisure and information purposes, on their own and their children's behalf. Most were impressed by its coverage and accuracy and by the range of educational resources available online. The only criticism of the website came from one of the Indian Sikh parents who commented on the lack of a specific Punjabi site.

Most parents had little to say on the consultation issues as they had never thought about the BBC's remit in this way and were generally very positive about the Corporation.

7. Internet Usage

This section looks at how and where ethnic minority children access the internet and their online activities. It also covers their attitude towards the internet, in terms of what they see as its main benefits and drawbacks and their specific views of the CBBC and BBC Bitesize websites.

7.1 Internet Access and Supervision

The vast majority of the children in the research had internet access at home, but this was not universal. Those without a connection at home used the internet at their local library or at a friend's or relative's house.

Typically, those with internet access at home reported that there were 1-2 desktop PCs or laptops in the house. These were usually situated upstairs – in their parents' or an older sibling's bedroom or in a spare room – rather than a family space like a living room or dining room. Sometimes in larger households, there were several laptops available if the older siblings in the family were working or studying at college/university.

In general, the children in the study said that their parents monitored how much time they spent on the internet and whether or not they were using that time productively (i.e. to do their homework). Most said they were not allowed to spend more than one hour a day online. This was partly due to household demand for the PC and partly because parents worried that too much time at the computer might damage their children's eyesight.

In terms of specific usage, however, parental supervision appeared to be minimal. A few parents had installed parental control software on the family PC, but very few, if any, sat with their children when they were online. If anything, it was left to teenage siblings and cousins to take on this role. Given that the household PC was shared, the teenagers in the family were in a position to check the younger children's web histories and cookies to see which pages they had viewed. However, all the children assured us *"I don't go on rude things."*

7.2 Key Internet Activities

Key internet activities varied by age group, with those aged 5-7 years barely using the internet at all. If they did, it was only for games and usually they were only able to access games websites with an older sibling's or parent's help.

Among 8-12 year olds, the key activities were (in rank order):

- MSN
- Homework/education
- Games
- YouTube
- Downloading music, games, videos, software
- Email

- Video on demand/iplayer
- Shopping/swapping e.g. Ebay and www.swapitshop.com
- Visiting TV show websites

In our sample, there was virtually no use of social networking sites like Bebo or Facebook, as the children told us they were not allowed to sign up to these sites. However, a few used www.clubpenguin.com - which has a social networking element to it – with their parents' permission.

7.3 *Pros and Cons of the Internet*

Respondents were asked to list the good points and bad points that they associate with the internet.

First and foremost, the internet was said to be educational and very informative, thereby saving children the trouble of going to the library and reading books. All of the children used the internet to help with homework assignments and many visited educational websites in their own time (see 7.4).

The internet also gives young people access to the latest games, music and films. Having 'the latest' and being up to date with trends was very important to children from all ethnic groups.

Others liked being able to talk to their friends online and to catch up with programmes that they had missed. As a result, BBC iPlayer and the Channel 4 equivalent were very popular and were used on a regular basis. Some also used the internet to watch programmes which are not shown in the UK (such as Indian serial dramas) or to access episodes of American programmes before they were broadcast on TV in the UK.

There was a good deal of consensus on the negative aspects of the internet and here, it was interesting to note how many children used adult language to describe the bad points of going online. Thus, many talked about the risk of children going on to "*inappropriate*" websites and talked about "*predators*" and "*paedophiles*" online. However, not all of the children knew precisely what these terms meant.

The internet was also criticised for:

- Viruses
- Rude pop ups
- Fraud (again, it was not clear if the children really understood the meaning of 'fraud')
- "*Dirty stuff*"

Several also said that going on to the internet could damage one's eyesight.

Comments included:

"You can learn interesting things on it. If you went on Maths, you could do loads of different activities for every different subject"

Black Caribbean boy, year 5, Manchester

"It lets you chat to your friends for free"

Pakistani girl, year 5, Manchester

“There’s a website – I can’t remember what it’s called – where you get to see movies before they come out. I got to see ‘Transformers’ before it even came out”
Black African boy, year 4, London

“Perverts...I’ve been seeing things on the news and it’s just not on. I don’t chat to people I don’t know because something might happen”
Black Caribbean girl, year 7, Birmingham

“YouTube is bad because it brings up swear words”
Black Caribbean girl, year 6, London

“People can con you...like do fraud”
Pakistani girl, year 5, Manchester

7.4 *The Internet in Education*

The internet has become a major part of the educational landscape. Teachers encourage their pupils to refer to internet sources and they use the internet in class to illustrate some of the topics – for example, to show YouTube clips of scientific experiments. As a result, the children mentioned several educational websites that they had been directed to and taught how to use by their teachers, e.g.

- BBC Bitesize
- SAM Learning
- Mathsletics

The children all enjoyed their ICT classes at school. They discussed using the internet in these classes and also being allowed free time at the end of other lessons when their teacher would allow them to go online.

Parents and children considered the internet to be a key study tool. All the children reported using Google and Wikipedia to help them complete their homework and they enjoyed using educational websites, particularly if the learning was presented in a games format. It was evident during the in-home observations that many children visit educational websites in their spare time because they found them fun.

The children visited at home showed the following educational websites to the research team:

- Mad4maths.com
- Mathsletics
- Who Wants To Be A Mathionaire
- Education City

7.5 *Views of BBC Websites*

Overall, most of the children in the research had visited the CBBC and BBC Bitesize websites from home. A few had also visited the CBeebies website when surfing the internet with younger siblings and cousins.

Feedback on the CBBC and BBC Bitesize websites is detailed below.

7.5.1 Views of the CBBC Website

The CBBC website was popular across the age range. Several children said they liked the games on the CBBC website but that they never watched CBBC programmes on television. Thus, the website could be a useful tool in drawing children to the TV programmes if used more overtly to do so.

The CBBC website was mainly visited for:

- Games
- Catching up on missed shows
- Ideas for activities/building things/making things

The children suggested the following improvements to the site:

- Update the games more frequently
- Make the games more challenging by including more levels within them
- Add more puzzles and quizzes
- Improve the graphics on some of the games
- Make it easier to access the games (some of the children complained that it was a time consuming process to register for/log on to some of the games at present)

7.5.2 Views of the BBC Bitesize Website

Most had been introduced to the BBC Bitesize website at school, occasionally by a parent.

It was liked for:

- Providing an easy and fun environment in which to learn
- Offering a variety of ways in which to learn

There were very few improvements suggested to the website as the children were generally positive about it in its current form. Many said that the only thing the BBC should do is promote it more.

Other than this, the following suggestions were made:

- Place more emphasis on literacy, not just maths and science
- Run creative writing competitions
- Add more challenging tasks
- Add more information on countries of interest to British ethnic minority children e.g. information on Bangladesh, India

8. Music and Radio Consumption

This section looks at ethnic minority children's music preferences and the ways in which they access music, including radio.

8.1 Music Preferences

The importance of music in the children's lives varied slightly by ethnic group.

Music was very important to most of the black children and some of the Asian children. However, some of the Muslim children said that it is *haram* (forbidden) to listen to pop music within their religion and so they only listened to religious music such as *naats* (poetry which praises the Islamic prophet Muhammad) and *nasheeds* (Islamic songs which are sung a capella). However, this view was not shared by all the Muslim children, suggesting that banning pop music was a matter of interpretation by some of the parents.

Across the sample, there was a shared love of R&B, hip hop, garage and rap music. Artists such as Rihanna, Beyoncé, Chris Brown and Leona Lewis were very popular, regardless of age, gender or ethnicity.

In addition, the children often had more specific musical tastes which were influenced by their parents and their cultural background. For example, Asian children often liked bhangra and Bollywood music. Some of the Bangladeshi children said they liked some of the Bengali folk music that their parents play at home. Similarly, among black children, most liked reggae, soca, African music and jazz.

8.2 Radio Consumption

The children accessed music in a variety of ways, namely:

- On their mobile phone
- On MP3 players/iPods
- Via music TV stations e.g. MTV Base, Channel U
- Watching music videos on YouTube
- Via radio stations on satellite TV
- On their Playstation
- Downloading from pirate websites e.g. Limewire, Bearshare
- On radio

Radio was generally less popular than other methods of listening to music. Children mainly listened to radio in the car when travelling to and from school. They rarely listened to the radio at home.

In keeping with their stated music preferences, the main radio stations that the children listened to were 'urban' stations such as:

- Choice FM, Kiss FM, pirate radio (London)
- Galaxy radio (Birmingham and Manchester)

- Key 103 (Manchester)

Club Asia was also mentioned by South Asian children.

Few of the children listen to BBC radio, with the exception of a handful who listen to Radio 1 occasionally. One Black Caribbean boy listens to children's radio on Radio 4, but he was the only respondent who knew that children's radio existed.

9. Consumption of Religious Media

This final section lists the various media sources that the children accessed for religious purposes.

The religious media mentioned by respondents in the study are shown in the table below*:

	Muslim (Pakistani/ Bangladeshi)	Indian Hindu	Indian Sikh	Christian (Black African/ Caribbean)
TV	<ul style="list-style-type: none"> • Islam Channel • Peace TV • ATN Bangla • Noor TV • Al-Jazeera Children 	<ul style="list-style-type: none"> • Programmes with religious content on Star Plus e.g. 'Ramayan' • (Religious DVDs) 	<ul style="list-style-type: none"> • Programme on Brit Asia TV about Sikhs abroad 	<ul style="list-style-type: none"> • The God Channel
Internet	<ul style="list-style-type: none"> • A couple of the children visit Islamic websites to hear readings of the Qur'an 	<ul style="list-style-type: none"> • Nothing mentioned 	<ul style="list-style-type: none"> • Nothing mentioned 	<ul style="list-style-type: none"> • Nothing mentioned
Radio	<ul style="list-style-type: none"> • Ramadan Radio (short licence station which broadcasts during Ramadan only) 	<ul style="list-style-type: none"> • Nothing mentioned 	<ul style="list-style-type: none"> • Nothing mentioned 	<ul style="list-style-type: none"> • Premier Christian Radio • Some urban stations play gospel music on Sunday morning

* Please note this is not an exhaustive list. The table only contains the religious media mentioned by respondents

Thus, Muslim children were the most likely to consume religious media and Indian Sikh children were the least likely, perhaps reflecting a difference in provision and availability within the UK.

Example comments included:

"I watch Peace TV because it has Dr Zakir Naik and he has some really good lectures that can be funny because he sometimes jokes and it's really nice to watch them"

Bangladeshi girl, year 6, Birmingham

"On Al-Jazeera Kids, sometimes they teach the letters that you need to read the Safira and the Qur'an. They teach kids how to read"

Bangladeshi girl, year 6, Birmingham

"I watch a gospel programme on Sunday morning before I go to church. My mum puts it on. It's on one of the God channels"
Black Caribbean boy, year 5, Manchester

10. Key Conclusions

- Ethnic minority children are firmly rooted into their family's ethnic and cultural background. As such, most consider themselves to have a dual cultural identity – part British and part 'ethnic'. Ideally, the BBC should aim to reflect this by incorporating more multicultural elements into BBC Children's provision.
- Religion was a key aspect of ethnic minority children's lives, both for Christian and non-Christian children. In keeping with this, most would like to see more religious programming, covering a range of different faiths around the world.
- Key factors within the home and family environment related to media consumption were:
 - The consumption of specialist ethnic channels – particularly Asian channels – by the whole family
 - Time spent on religious education which in the case of Muslim children, in particular, left little spare time available to consume children's television
 - The consumption of religious media within both black and Asian households
 - Media fragmentation within many ethnic minority households, borne out of the difficulty some children faced in consuming the media of their choice at a time of their choosing (particularly within large families).
- Diversity and representation issues were not top of mind for the children in the study and were not key factors in their decision making about which channels or programmes to watch. However, after prompting, CBBC was felt to perform well in this area. The channel was also considered to cater equally well for boys and girls.
- CBBC appeared to have a weaker channel identity than key competitors such as the Disney Channel, Nickelodeon and Cartoon Network. Their output was felt to be higher quality, more exciting and more suited to older children (9+ years). By contrast, perceptions of CBBC's brand personality were fairly generic and there was low awareness of the age of its target audience (many older children thought it was a channel for pre-schoolers).
- Across the sample, Internet use was quite high and not particularly driven by ethnic or cultural factors. The CBBC and BBC Bitesize websites were well known and well liked, with few improvements suggested.
- Awareness of BBC children's radio is currently low. It is difficult to gauge at this stage whether there is demand for this provision among ethnic minority children since so few children know about it.

**Appendices:
Discussion Guides**

**Children's Research
Final Discussion guide,
Connect Research JN1240
June-July 2008**

Introduction and Background

- Introduce self and Connect Research
- Explain how journey will work – can choose which stop to visit first, second etc. but have to visit all the stops
- Will spend about 10 minutes at each one
- I need to understand what you like and don't like about TV, the Internet and the other things around the room. I want to understand what it's like to be a boy/girl of your age, what your life is like and how things like TV fit into your life. I need you to be really helpful and sensible so that I can give the people I am working for some good information.
- Set ground rules – speak one at a time, each child to talk for him/herself, try to stay in your seat unless I ask you to move around
- There are no right or wrong answers, but it is really important for you to say what you really think
- Explain tape recording and presence of observers

Respondents to introduce themselves:

- First name
- Age
- Name of school and school year; do they like school
- Favourite subject at school
- Tell me about the two friends who are here with you today...

Family and Friends

- Who lives at home with you? (prompt: parent(s), siblings and their ages, other family members e.g. grandparents)
- Which country does your mummy come from? Which country does your daddy come from?
- IF PARENT OR PARENTS BORN OVERSEAS
- Have you ever been there?
- What is it like? How is it different from England?
- Do you like it there? Would you like to go back?
- IF NOT BEEN THERE, Would you like to visit _____ (parent's home country)? Why do you say that?
- If someone asked you where you come from, what would you say? Why?
- Which language(s) do your parents speak at home? Can you speak _____ too? Do you only speak it at home or anywhere else?
- Do you get to spend much time with your friends? Why/why not?

- What do you talk about together?
- Are your friends mainly Asian/black or a mix of different backgrounds?
- Do you ever watch something on TV, listen to particular music or visit a particular website because of something your friends have said?
 - IF YES, Tell me about the last time this happened?
- And do your parents or grandparents ever ask or encourage you to watch particular programmes on TV? Which? Why do you think this is?
 - Repeat question above for radio programmes and websites

TV

- How important is TV in your life? (e.g. very, a little, not very....etc.) Why is it important/not important?
- Which are your favourite TV shows? What channels are they on? Why do you like them?
- How did you find out about your favourite shows/channels?
- Some children I've spoken to only like programmes on CBBC. Others only like the Disney Channel. Are you like that, or do you choose your favourite programmes from lots of different channels?
- We're going to play a little game now. I have a big bag of buttons here and I would like you to choose a button which reminds you of:
 - CBBC
 - CITV
 - Disney Channel
 - Nickelodeon
 - Cartoon Network
 - Jetix

Children select the buttons and explain the reasons for their choices

- You said that this button reminds you of CBBC. Do you like their programmes or dislike them? Why?
- Would you say that the programmes on CBBC help you to learn, or not? Why do you say that?
 - IF YES, What sorts of things do they help to learn?
- Do CBBC make programmes for all sorts of people – Asian, black and white? Why do you say that?
 - Do you think it is important for children's programmes to have lots of different types of people in them? Why do you say that?
- Can you think of any people who you think are like you and your family on children's TV? Do you see people with similar lives to you?

- What sorts of programmes would you like to see on CBBC?
 - What makes CBBC different to other channels that you watch?
 - What do you think is not so good about CBBC?
 - Are CBBC programmes on at the right time?
 - Does the BBC do a good job for girls and boys? For children who are older/younger than you?
 - What does the BBC do well?
 - Can you think of anything that the BBC could do better?
 - Does the BBC provide a good range of subjects for children like you? (probe on areas – drama, entertainment, comedy, cartoons, news and informative programmes)

- When you are at home, do you ever watch programmes that someone else has chosen? How do you feel about that?

- Do you ever do anything else when you're watching TV e.g. homework, eating dinner, surfing the Internet?

- Does your mummy or daddy ever stop you watching certain programmes
 - Probe examples and reasons that parents give for censoring these programmes
 - How do you feel about that?

- Do you ever watch TV in another language (not English)? Which and why? What do you like about these programmes?

Internet

- How important is the Internet in your life? (e.g. very, a little, not very....etc.) Why is it important/not important?

- Do you have the Internet at home?

- Where is the PC or laptop in your house?

- How much time do you spend on the Internet each day?

- Does mummy or daddy watch what you are doing when you are on the Internet?
 - IF SO, Why do you think they watch what you do?

- What are the **good things** about the Internet?

- And what are the **bad things** about the Internet?

- Which are your favourite websites?
 - How did you hear about them?
 - What do you like about them?
 - How often do you visit them?

- What are the main things you like to do on the Internet

PROBE:

- Downloading (what?)
 - Email
 - MSN Messenger
 - Bebo/Facebook/Myspace etc.
 - Youtube
 - Shopping
 - Homework
 - Play games
 - Other
- Do you ever see something on the TV and go onto the Internet to find out more? Can you give me an example?

IF NOT ALREADY MENTIONED

- Do you ever go on the BBC, CBBC, Cbeebies or Bitesize websites?
 - IF SO, What do you think of them? How could the BBC make them better? What would you change about these sites if you were in charge of them?
 - Do they help children to learn, or not? Why do you say that?
 - IF YES, What sorts of things do they help you to learn?

Free Time and Play

- What time do you get in from school and what time do you go to bed?
 - What do you do in between, during the week?
 - FOR EACH ACTIVITY MENTIONED, ASK: How much time do you spend doing x?
- And what do you like to do at weekends?
 - PROBE: time spent with family vs. time spent with friends

PROMPT AS NECESSARY ON:

- Technology e.g. mobiles, games consoles (including Xbox, Playstations, Nintendo etc)
 - Cinema/DVDs/movies on satellite channels
 - Live events e.g. concerts, stage shows, live sport
 - Travel – in UK and overseas
 - Magazines/books
 - Sport
 - Whether they collect anything e.g. stamps, dolls etc.
- What do you like to do with your friends?
 - Are there things that your parents make you do in your spare time that you wish you didn't have to do? What sorts of things? What would you rather be doing instead?
 - If you didn't have to go to school, what would you do all day? Why?
 - Which of these things (items at venue) would you most like to play with if we gave you some time? Why?

Music

- How important is music in your life? (e.g. very, a little, not very....etc.) Why is it important/not important?
- What types of music do you like best?
- Which are your current favourite singers or songs?
- How do you listen to music – CDs, MP3 player/Ipod, Internet, stereo or radio?
- What kinds of music does your mum or dad play at home? Do you like the same music as them? Why/why not?
- Which radio stations do you like and why?
IF NOT ALREADY MENTIONED
 - Do you listen to any BBC radio stations? Which and what do you like about them?
- Do you ever listen to children's radio programmes?
 - IF SO, Which? What do you like about them?
 - PROBE: views of Radio 4's Go4it if not already mentioned
- Which radio stations do your mum or dad listen to? And what about your brothers and sisters?
- When and where do you listen to the radio?
- What could the BBC do to make their radio programmes (even) better?

Religion and Home Life

- What religion are you and your family?
- What do you think it means to be a Christian/Hindu/Sikh/Muslim (select as appropriate)?
 - What are the most important things that a Christian/Hindu/Sikh/Muslim should and should not do? Why do you say that?
- Do you go to church/temple/mosque? How often do you go? Do you like going there? Why/why not? What do you do there?

ASK MUSLIM CHILDREN ONLY

- Do you go to the mosque/Qur'an lessons after school or at weekends?
 - Why do you think your parents send you there?
 - How do you feel about having these lessons? Would you rather be doing something else instead? If so, what?

ASK ALL

- Do you watch or read anything religious at home?
 - IF YES, Can you give me some examples?
- Would you like to see more programmes about Christianity/Hinduism/Sikhism/Islam on TV? Why do you say that?
 - IF YES, What sorts of things should they show on TV?
 - Which channels are best to show religious programmes? (probe: mainstream vs. specialist) Why?
 - Would you like to see more about other religions on TV, not just yours? Why would this be interesting?
- Which religious festivals do you celebrate?
 - Tell me what you and your family do during these festivals and what you do to celebrate
 - Would you like to see these festivals celebrated more on TV? Why/why not?
 - What types of family/community events do you go to? What do you enjoy about them?

PROMPT AS NECESSARY

 - Family weddings
 - Parties
 - Christenings
 - Naming ceremonies
 - Melas
 - Carnivals etc.
- Are there any particular times in the day (or year) when you are not allowed to watch TV/listen to the radio/go online, for religious reasons? If so, ask children to explain why this is

Conclusion

- Do you have anything more you would like to say about the BBC or CBBC? What other changes would you like to see to make these channels better for children of your age?

Thank you very much for coming along today. I hope you have had fun.

THANK AND CLOSE

**Observation Schedule for Children's Research
Final
Connect JN1240**

This is an observation schedule, not a discussion guide. It contains suggestions for what the researchers will look out for and explore, but they will need to be guided by the respondents' activities and home environment. The overall objectives of these sessions are:

- To observe the programmes which ethnic minority children watch and their response to the programming they see
- To explore parents' views of children's TV and of the BBC's provision in particular
- To understand the extent to which ethnicity and cultural background influence the children's media choices and ultimately their behaviour and consumption

GENERAL POINTS FOR OBSERVATIONS

- Don't ask too many questions – as a general principle, observe first and ask later;
- Try to include any family members who are present at the time in your general observation of the family/home environment
- Ask questions about what they are actually doing – use their activities as a stimulus;
- Ask very general questions such as:
 - How are you deciding what to watch now?
 - What do you like/dislike about this programme?
 - Which other programmes do you watch which are similar to this one?
 - (If child is online) Why have you decided to look at this particular website?
- Take notes and where possible, take photos or film the home environment esp. any rooms which feature a TV, radio or PC
- Try to capture some footage of the child or parents talking directly to camera about children's TV – this will be very helpful for use in the presentation

Introduction

When you first arrive:

- Introduce yourself (and your colleague, if accompanied);
- Explain the purpose of the research
- Explain the process (see below)
- Explain whole exercise will last 4 or 5 hours;
- Explain about anonymity and MRS Code of Conduct

Explain key points about the process:

- They should not change anything which they would normally do – they should do their normal activities, we do not need to be treated as guests
- They don't need to ask their children to "behave themselves" – just carry on as normal;
- You'd like to take photographs and video record parts of the interview so you have a good record of what happened;
- The video will be used by the researchers to explain children's lifestyles and TV viewing habits to our clients and may be used by the client internally; no names will be attached to the video clips used (use aliases if necessary)
- The video won't be publicly available e.g. on national TV or broadcast to the general public

Background information and questions for parents

Background:

- Family composition; ethnic background, religion
- Who is home at the moment?
- What would the family normally be doing on an afternoon/evening like this?
- What are their hobbies and interests? What do they like to do in their spare time?
- Which languages are spoken in the home and by whom?
- At some point, ask the child to talk through the **pre-task** – which photos have they taken and why.

Questions for Parents:

- How do they feel about the amount of time their child//ren spend watching TV? How do they regulate this, if at all?
- Do they watch children's programmes with their child? Which programmes/channels do they watch with their child?
- Which other programmes (not aimed at children) does their child like to watch in the evenings e.g. soaps, comedies, entertainment etc.?
- Does their child watch any specialist ethnic programmes/channels? Which? What do they like about them?
- What do they think of the content of what their child watches?
 - Probe differences between viewing, listening, online habits of 5-7 year old vs. other children in the family
- When deciding what to allow their children to watch, what are the most important factors that influence their decision?
- To what extent do they feel that the programmes their child watches are:
 - Educational
 - Multicultural
 - Inspirational (in terms of inspiring children's interest in creative activities and culture)
- How important is it for children's programming to be:
 - Educational
 - Multicultural
 - Inspirational (in terms of inspiring children's interest in creative activities and culture)
- Which channels do they tend to watch ?
- Which radio stations do they tend to listen to?
- How well do they feel different channels meet the needs of children under 12?
 - PROBE: views of CBBC and CBeebies in particular

- How familiar are they with the BBC's provision for primary school children – online and on TV (e.g. BBC Schools web pages, CBBC Class TV)?
 - If familiar, what do they think of it? Good and bad points? What improvements would they like to see made?
- How well do they think the BBC caters for children from different ethnic backgrounds? Why do you say that?
 - If perceive ethnic children are not served well, ask how they would like to see this improved
- Do you think BBC children's channels including radio and online help your children to learn?
- Do they encourage children's interest in cultural or creative activities
- Do they reflect different groups, cultures and communities – if they do, how do they do this? And if they don't – could they suggest ways that this could be done.
- How does the BBC compare to other channels in terms of providing a range of programming for children e.g. drama, entertainment, comedy, cartoons, news and informative programmes?
- Are BBC children's programmes on TV and radio broadcast at suitable times? Why/why not?
- Do they feel BBC online provision is safe for children aged under 12? Why/why not?
- Do you feel the BBC provides good value for money for the licence fee payer? Why/why not?
- What further comments do they have on anything else that the BBC should be doing differently to meet children's needs better in the future?
- Ask if the BBC was not there, would they (the parents) miss it and do they think their children would miss it?
- Explore if possible, the effect that parents think the media and changing technology have had on their children's lives – do they approve? Do they accept? Do they resent it etc – does media take their children away from other things that they should be doing – or is it an integrated part of their lives?

SOME THINGS TO LOOK OUT FOR/ASK ABOUT:

(This is not exhaustive; be guided by what you observe happening)

Observation of home:

Take photos and video anything interesting. Things to observe include:

- What media channels are available in different rooms e.g. multichannel TV, non-multichannel TV, stereos, CDs, DVDs, games consoles, PC or laptop
- Which, if any, specialist ethnic media are consumed?
- Is there any association of particular media with particular spaces e.g. Internet in the living room, games consoles in the children's bedrooms etc.
- Is there any association of family members with particular spaces e.g. mum in the kitchen, dad in the living room
- Radio consumption? Music consumption?
- Which magazines and newspapers are lying around and who reads what?
- Are there any religious artefacts/books/DVDs/music etc. in the home?
- What activities are the rest of the family engaged in during the time you are there? Does everyone sit together, or are they spread out around the house?
- What is the 5-7 year old's bedroom like? Do they share? What sorts of things do they keep in their bedroom (as opposed to more 'public' areas like the living room)?

Observation of viewing habits/media consumption

- What TV programmes/channels do the family watch? And the child?
- How engaged is the child in their media choices? Are they fully engaged or is the TV/radio just background? Are they doing anything else at the same time e.g. surfing the Internet, reading, etc.? (Watch body language cues etc.)
 - What about the rest of the family?
- At what time does the child watch TV e.g. as soon as they get in? After they have done their homework? Later in the evening, after dinner?
- How are programmes selected? Who is making the decisions and how?
 - Do any decisions appear to be driven by cultural or religious factors?
- Who controls the remote control throughout the afternoon/evening – whose 'property' is it? Check whether dad/mum/older siblings take charge at different times
- Does the child/family plan their viewing or just turn on and see what's on?
- Do they channel surf frequently? When do they channel surf, in what order, looking for what?
- How does the child navigate digital or multichannel TV – how do they find out what's on among all the choice?
- Who is present when particular media are being consumed? What are the differences between family viewing, viewing by child/ren alone, viewing by parents alone?
- How do people react to interruptions e.g. arrival of parent from work, dinner being ready?
- How much influence do the parents have on the child's viewing behaviour?

- How far are people exposed to other family members' media choices e.g. do parents watch children's programmes? Do daughters watch Asian soaps with their mothers?

Observation of online behaviour

- How many PCs does the family have? Who uses it/them? Do they use broadband, a webcam etc.?
- At what time does the child surf the Internet e.g. as soon as they get in? Later in the evening, after dinner?
- Who else in the family uses the PC and when?
- How are websites selected? How are they making the decision on which sites to visit?
- Ask the child what makes a good website and get them to show you examples
- In what order are they doing things and why e.g. do they check their email before doing anything else?
- Range of online activities e.g. MSN, downloading, email etc.
- What, if anything, do they download while you are there and why?
- To what extent do they visit sites specifically aimed at children? Which and why?
 - How do respondents know/decide if a website is aimed at a young audience?
 - How do they respond to different websites – watch body language cues and so on?
- How do they navigate their way around the Web and any Web searches they are doing?
- How much influence do other family members have on the child's online behaviour?
 - Also try to get a sense of the influence of the peer group on websites viewed etc.
- Use of any BBC online sites? Ever use and why?

Post Interview/conclusion

- Ask them if they feel that was a normal evening/afternoon in their household?
 - If not, how did it differ?
- As appropriate, ask the child/parents about anything you observed which seemed to contradict anything they said when you asked questions earlier

Thank them and reinforce the points about the use of the video/photographic data

Give them the incentive