Children’s Media Lives
Sample Specification

SAMPLE SPECIFICATION

- **18 x children and young people** who fall into the following age ranges

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>AGE RANGE</th>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8 - 11</td>
<td>9 individuals</td>
</tr>
<tr>
<td>B</td>
<td>12 - 15</td>
<td>9 individuals</td>
</tr>
</tbody>
</table>

- The research is looking to include 18 children and young people in a **broad range of different situations**, across three main variables:
  - Household make-up / family situation
  - Device access and competition for device time
  - Attitudes and perceptions of digital competence and online ‘savviness’

OVERALL SAMPLE CHARACTERISTICS

All respondents **must** be able to go online at home (including broadband connection and device access).

All child and young people respondents must be confident and happy talking to adults.

**Gender & Age:** At least one **boy** and one **girl** of every age within the age range.

**Geography:** Broad spread across England with the inclusion of the other three nations of the UK (Scotland, Wales and Northern Ireland)
  - To include a mix of **urban and rural locations**

**Vulnerable groups:** Overarching sample to include two respondents with learning difficulties / disabilities:
  - 1 x dyslexia / other learning difficulty
  - 1 x mild learning disability

HOUSEHOLD MAKE-UP

**Social-economic status:** Overarching sample to include a spread of the following social economic indicators across all three age categories:
  - Social grade (mix of AB, C1, C2DE)
  - Household income (broad range)
  - Housing tenure (mix of social housing, private rented, home owners)
  - Ethnicity / religion to be broadly representative of the UK population. To include at least three BME respondents
Family set-up: Overarching sample to include a range of different household types and sizes across all three categories, including:

- Two parents, two children
- Large family (5+ people)
- Single parent
- Only child
- Mixed siblings – step / half siblings / foster children living in the home (either full-time or part-time)
- ‘Two families’ – divorced/separated parents with child’s time spent between two households

DEVICE ACCESS

Mobile phone ownership:
- To include at least 9 respondents with their own smartphone (expected to be aged 11+)
- To include at least 4 respondents with a mobile phone that isn’t a smart phone (across the sample)
- To include at least 3 respondents with no mobile phone – including 1 respondent aged 14+ (across the sample)

Tablet ownership: To include at least 6 households that have a tablet computer within the house. To include at least 4 households that do not own a tablet computer.

Device competition: To include at least 3 households that share 1 or 2 devices for going online (inc. shared smartphones, tablets, laptop/PC or games console) and where children frequently compete or argue to access to these devices.

Online usage: A broad spread of online usage (on tablets, smartphones, laptops, PCs and games consoles) across the sample, including:
- At least 4 respondents who go online less than once a week, across the age range, including at least 1 respondent aged 13+
- At least 4 respondents who go online 1-3 times weekly, across the age range, including at least 1 respondent aged 13+
- At least 4 respondents who go online every day, across the age range, including at least 1 respondent aged under 11

TV access: Mix of access to freeview, satellite and cable TV at home [record only]

ATTITUDES (INC. DRAFT STATEMENTS)

Parental attitude statements: Spread of attitudes across the sample

Parental perceptions of child's media use: Parents understanding of child/ren’s media common behaviours, [aim for a spread of different activities]
- Please choose the top 3 activities from the following list that your child does most often when not at school?
  - Listening to music
  - Sport
  - Art
  - Homework
  - Watching TV
  - Playing / learning music
- Drama
- Using social networks (such as Facebook, Twitter or Snapchat)
- Watching YouTube
- Playing with toys with siblings
- Socialising with friends
- Shopping (online or offline)
- Watching movies (DVD, Netflix or other)
- Reading books
- Digitally communicating with friends
- Reading comics
- Playing computer / video games

- **Parental confidence:** Parents assessment of their own online competence.
  - How confident do you feel about going online for everyday tasks and activities?
    - Very confident
    - Quite confident
    - Neither confident nor unconfident
    - Not very confident
    - Not at all confident

- **Parental rules:** Parents approach to setting rules and monitoring their child’s media usage (TV, online, mobile, gaming).
  - Which if any of the following measures do you have in place relating the use of the digital media (PC/laptop, tablet, mobile phone, gaming, TV) at home by your child?
    - Rules about the kinds of things they can look at or do when they are using the TV/laptop/tablet/mobile/games console
    - Rules about when and/or for how long they are allowed to use the their mobile TV/laptop/tablet/mobile/games console
    - Using technical controls, like parental controls on the PC or laptop, pin protection on the TV service or games console, adjusting the settings on the smart phone etc
    - Making sure they are always supervised when they are going online
    - Regularly talk to my child about staying safe online