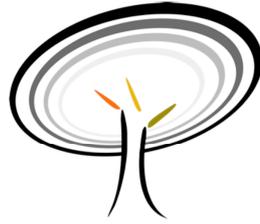


Teachers' Resource Centre



Teachers' Resource Centre
making a difference

Children's Opinions! Media Survey Report

Analysis: Survey Findings & Trends



Teachers' Resource Centre conducted a survey on children's experiences with communications media to provide current, factual information on the role of media in children's lives and what young people have to say about it.

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Introduction

With changes occurring rapidly in the way we access information, we believe that our approach to education must also change to better suit the needs of the present media age. It is no longer enough to be able to read and write on paper. It is becoming increasingly important to be literate in audio/visual media as well. Media literacy is an essential skill for young people to navigate through our media saturated world. It prompts them to ask questions about what they see, hear and read – making them more discerning about the media they interact with. It equips them to find out for themselves what they think and how they feel about the messages they are constantly receiving.

Teachers' Resource Centre conducted a survey on children's experiences with communications media to provide current, factual information on the role of media in children's lives and what young people have to say about it. We asked children what they like to do in their free time, what they like to buy, what media they use at home and how often as well as what television programmes and video/computer games they like/dislike and why.

This is the first survey of its kind in Pakistan. It explores the habits of young people with regards to the media they use and encourages them to think critically about the media in their lives. The survey was conducted anonymously with school heads and teachers being assured that results would not be grouped or examined by school. The sample was taken from male and female students across grades 6-8. This age group was selected because children's personalities and value systems are still being established during the pre-teen and early-teen years, making them more vulnerable to peripheral influences like the media. Additionally, children are very fascinated by media and popular culture in this age group and it accounts for a bulk of their daily experiences.

A selection of TRC member schools from the private sector participated in the survey. The participants in this study are representative of the population on the basis of age, gender, and socio-economic backgrounds because the selected schools are from diverse locations all over Karachi ranging from Clifton to FB Area. The 10 schools that participated represent half the schools that were originally selected.

In this article, we will present a summary of the substantial data generated by the survey along with our analysis of the general trends that emerge regarding young people's interactions with the media. We hope that the *Children's Opinions! Media Survey* will serve as a springboard for understanding Pakistani children's use of and relationship with the media. It is hoped that the results will enable parents, educators and others to act in informed, supportive and creative ways to give young Pakistanis the best that the world of media can offer – providing them with the tools they need to navigate through their media saturated environments.

Home Media Environment

In order to understand the extent of media usage by young people and their daily experience with it, we asked the respondents to shed light on their home media environment. The details are as follows:

Item	I have one for my personal use	We have one which we share	We don't have one in our home
TV	65	275	15
DVD player	25	173	156
VCD player	47	222	85
Radio/ CD player	139	138	77
Game boy/ PSP	139	151	65
Cell phone	154	147	53
Landline phone	24	296	34
Computer without Internet	94	219	42
Computer with Internet	43	71	239
Nintendo, X-box, Wii, Sony Play Station	127	86	142
Magazines/ Newspapers	104	230	21

Final Survey Sample Size

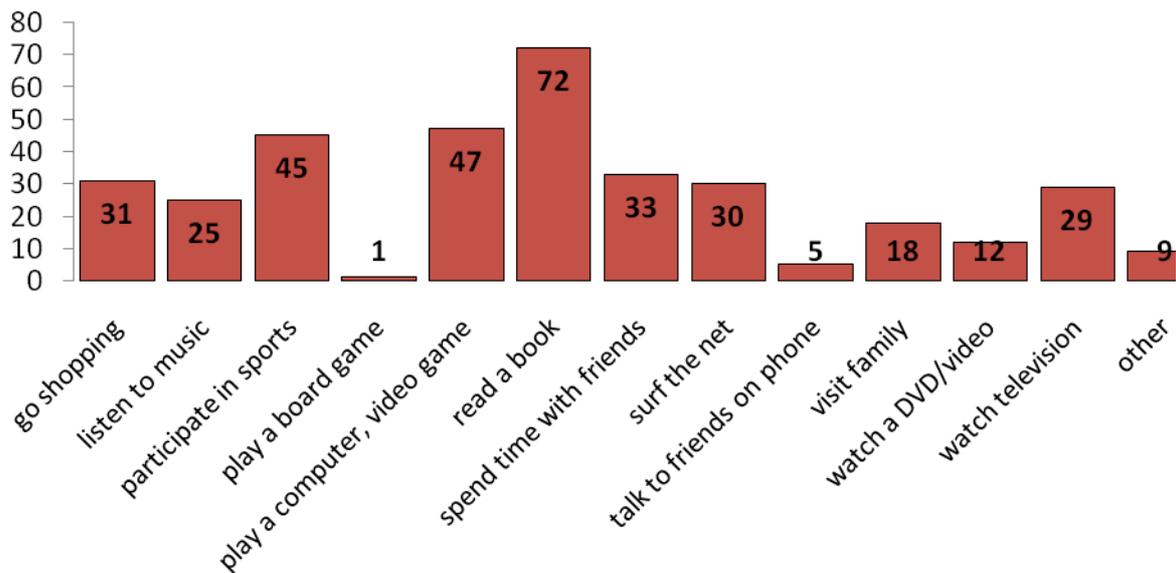
The detailed breakdown of the sample size is as follows:

	Female	Male	Total
Class 6	65	56	121 (34%)
Class 7	67	51	118 (33%)
Class 8	67	50	117 (33%)
Total	199	157	356
%	56%	44%	

It's the Weekend ...

It's the weekend and you have a couple of hours to do whatever you want. What would you do?

The survey began with an engaging set of questions designed to get children to think about the use of media in the context of their own lives. They were asked to choose their favourite and least favourite activities from a list of 12 possible activities for their free time on weekends.

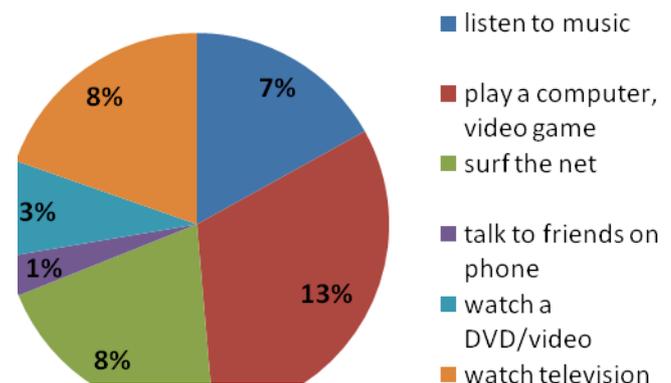


Interestingly, the survey suggests that reading a book is the most popular activity amongst children, with a 20% response rate. The data also shows a preference for reading increasing in class 6, remaining constant in class 7 and then steadily declining in class 8. 13% of the sample also said they prefer to play sports and participate in physical activities on weekends.

A preference for electronic entertainment makes up about 40% of the total set of responses in this section. There is not much change in average media usage from class 6 to class 8.

When asked about what activities they would almost never do, 19% said shopping and 15% responded with playing board games. The survey suggests that participation in indoor activities has declined amongst children today. However, 12% also responded that they would almost never read a book. Upon closer inspection, we found that these are children from households who have easy access to media and have electronic items available for their individual use.

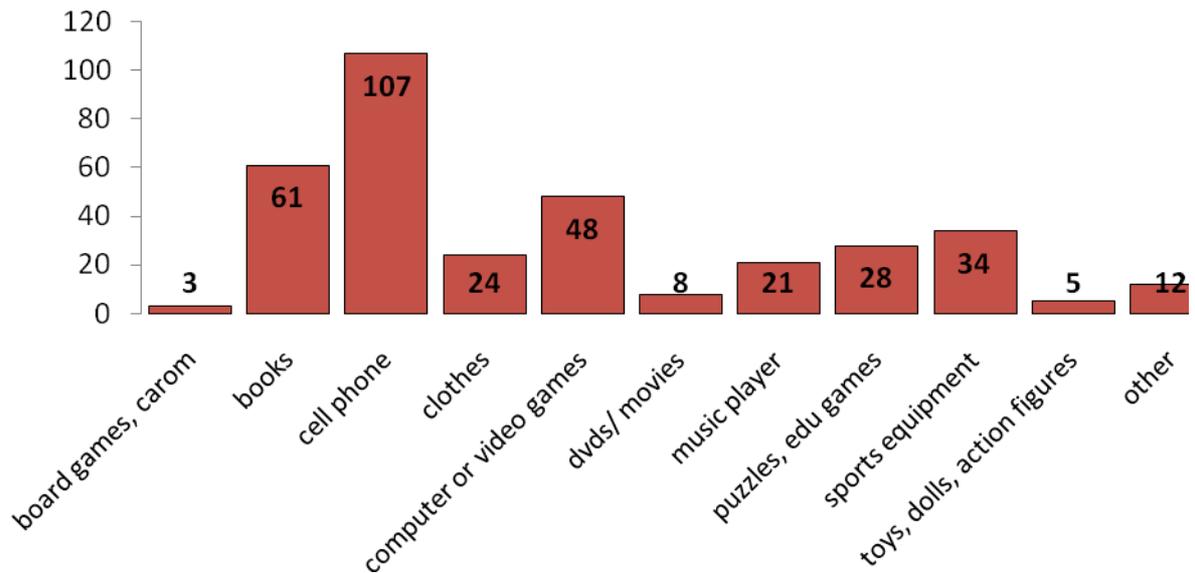
Electronic Entertainment



Happy Birthday!

Your parents want to buy you a birthday gift. What would you ask them to buy?

Next we asked young people what they would like to get as a birthday gift. Birthday gifts have a lot of meaning for children and we felt that these responses would reflect their desires and the things they want the most. They were asked to choose items they were most and least likely to ask for from a list of possible ten items.



30% of the respondents said they were most likely to ask their parents to buy them a cell phone. From the children we surveyed, 154 own a cell phone for their personal use, 147 share one, while 53 don't have one at all. Interestingly we found that out of the 154 who already own a cell phone, 35% would still ask their parents to buy them a new one, 29% want to have a cell phone of their own and 21% of those who don't have a cell phone would ask their parents to buy them one.

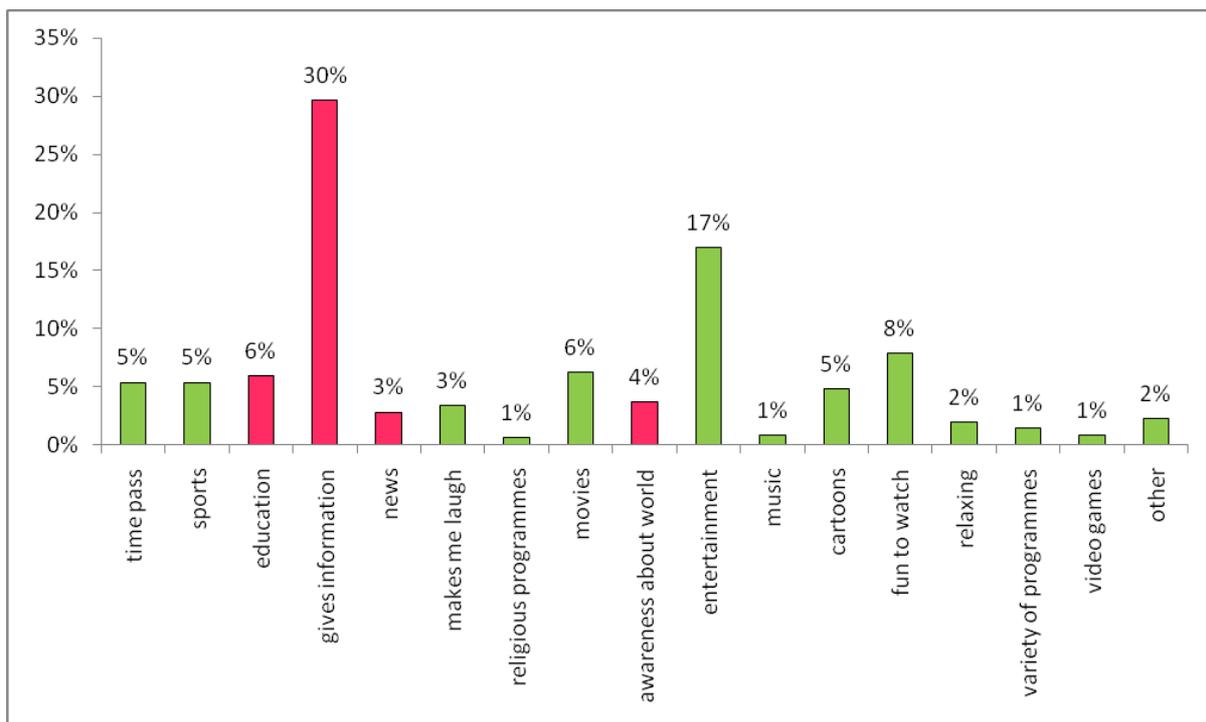
These findings suggest that cell phones with their multimedia features and sophisticated designs are a top buying choice amongst children. This could be reflective of a growing consumerism within the youth. It also draws our attention to the possible role of the media in influencing buying choices. The fascination with cell phones could also suggest that it is a vehicle for socializing, playing games, and a reflection of status. Almost 1/3 said that advertisements for 'cell phones' such as Nokia and Samsung and 'cell phone connections' such as *Warid Zem*, *Telenor Talkshawk*, *Mobilink Jazz* and *Airtel*, and other 'electronics' are their favourite kind of ads.

Books, clothes, computer/video games, and DVDs are amongst the top alternatives in buying choices. 40% of the respondents said that they would never buy a doll, action or toy, suggesting a possible lack of interest in imaginary games/pretend play. However, given the sample's age bracket, it is also possible that such forms of play involving action figures and dolls have been outgrown.

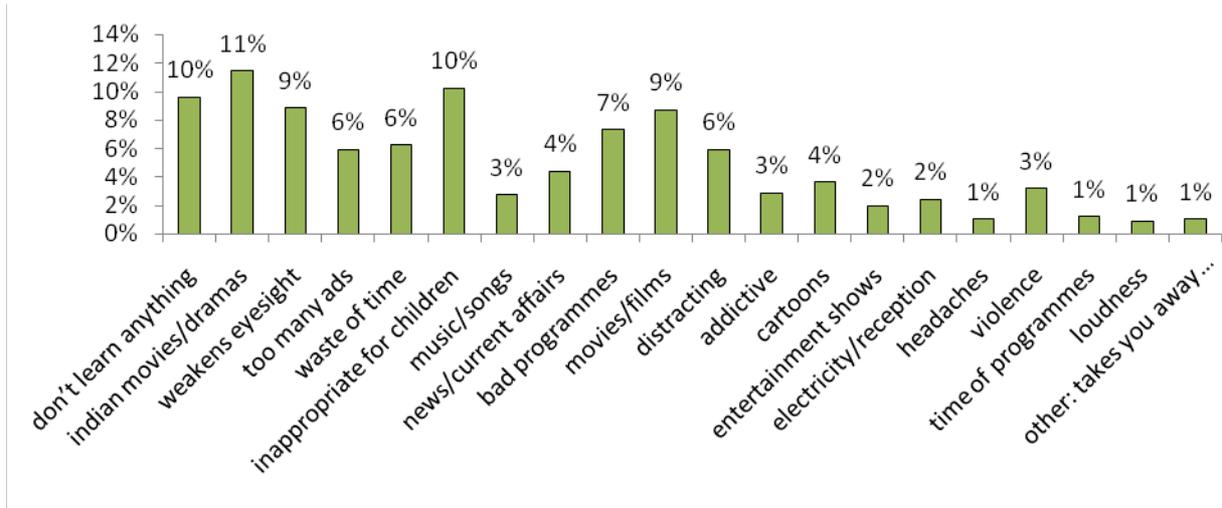
It's TV time!

Write what you like and don't like about television. Name two programmes you like and don't like and describe your favourite programme. Why do you like and dislike such programming on television?

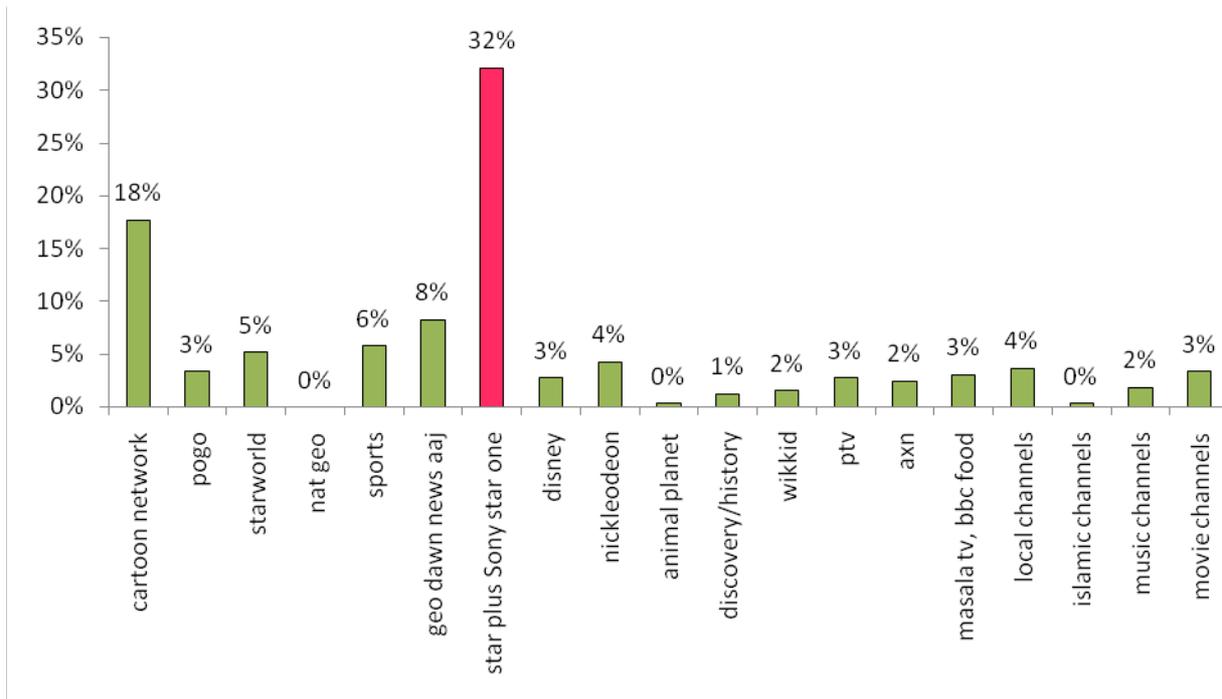
In a series of open ended questions, children were asked to tell us two things they like and dislike about television. We were delightfully surprised to learn that 43% of the children surveyed like TV because it provides new information and knowledge, increases their awareness of the world, and provides educational programmes and news. Children also like TV for the entertainment it provides in the form of music, comedy shows, movies, sports and also because it is an avenue to play video games. Children find TV 'fun to watch' and a good way to relax.

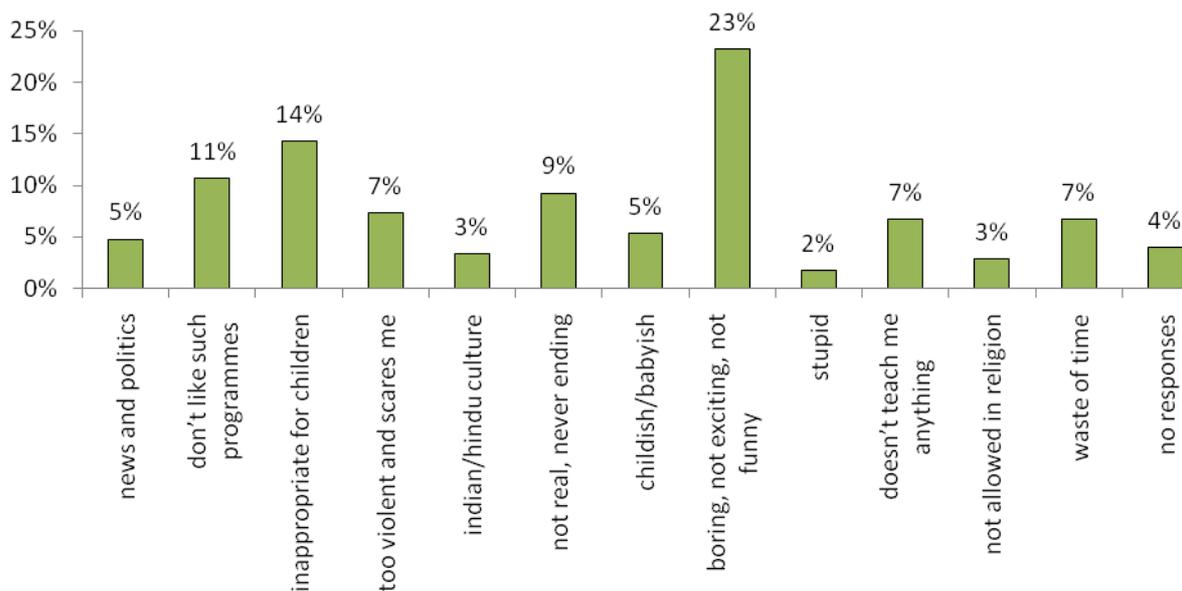


Regardless of grade and gender, children dislike watching television for various reasons. The inappropriate programming content that is available at the click of a button deters them from watching television. They feel nowadays that several readily available programmes don't teach them anything. Children also believe that consistent TV watching weakens eyesight and gives headaches. Young people strongly dislike soap operas and various genres of Indian programming aired on cable and Indian television channels.

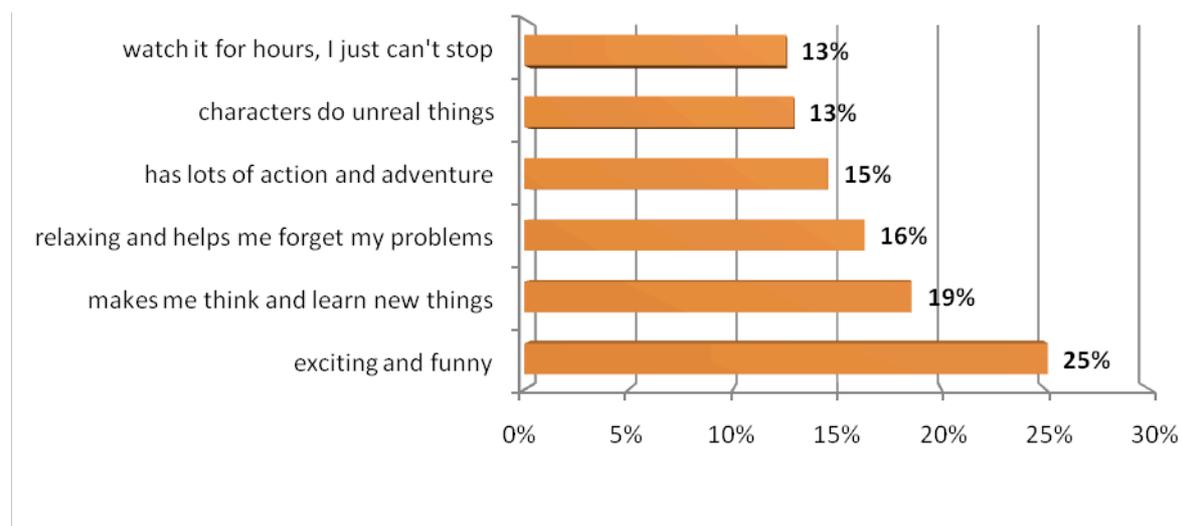


In another set of open-ended questions, children listed two shows they like and two they dislike the most and then identified their favourite one. Young people in Pakistan are watching a wide range of television shows and cited over 200 different programme titles from 18 channels. However, it can be inferred from the sample data that ‘Disney’ and ‘Pogo’ are the most watched channels in this age group. Similarly, Star Plus, Sony and Star One (Indian channels) are the most disliked by children in this age group. Young children cited *Kyunkay Saas Bhi Kabhi Bahu Thi* as the show they don’t like to watch on television. Children don’t like programmes in this category because they find such programmes: inappropriate for children, boring, not educational and a waste of time.





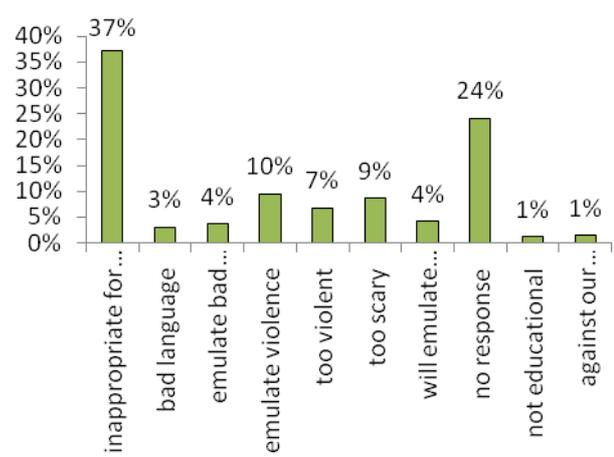
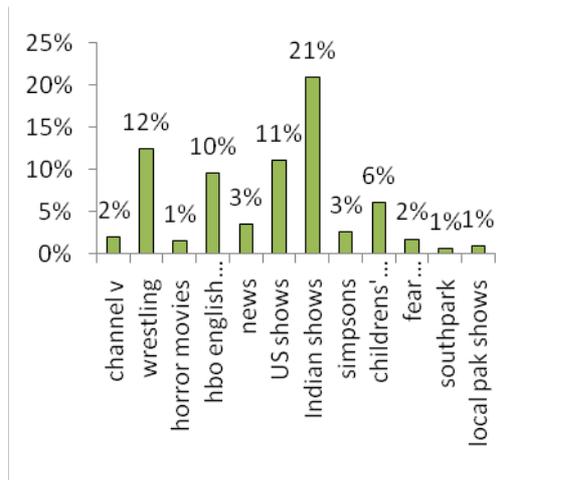
To find out why children like and dislike TV programmes, they were asked to rate their favourite TV programme according to six statements and choose all that applied. Most children chose more than 2 statements to describe their favourite programme. The options were:



A strong preference appears to exist for 'exciting and funny' programmes, which draws our caution because it may reflect a cursory appreciation of far greater advantages of the media. However, a smaller 19% of the sample 'did' share a preference for media that 'makes them think and learn new things' – suggestive of some appreciation, albeit limited, of larger benefits of the media in the form of providing information and increasing awareness of meaningful issues. Watching television is also an escape from reality and makes children forget about any problems they might be facing. Some children like programming that gives them an adrenaline rush with lots of action and adventure. Some female respondents refer to such programming as 'boyish' although both girls and boys show an equal interest in them. Few children reflect a deeper understanding of media literacy where the child is aware that the media world is a world of make-believe and characters can do things the child can't in real life.

We asked children whether there are any television programmes that children younger than them should not be allowed to watch. 73% said 'yes' and most responded with 'all dramas,

Star Plus shows, HBO English movies, and wrestling'. They find these programmes to be inappropriate for younger children to watch.

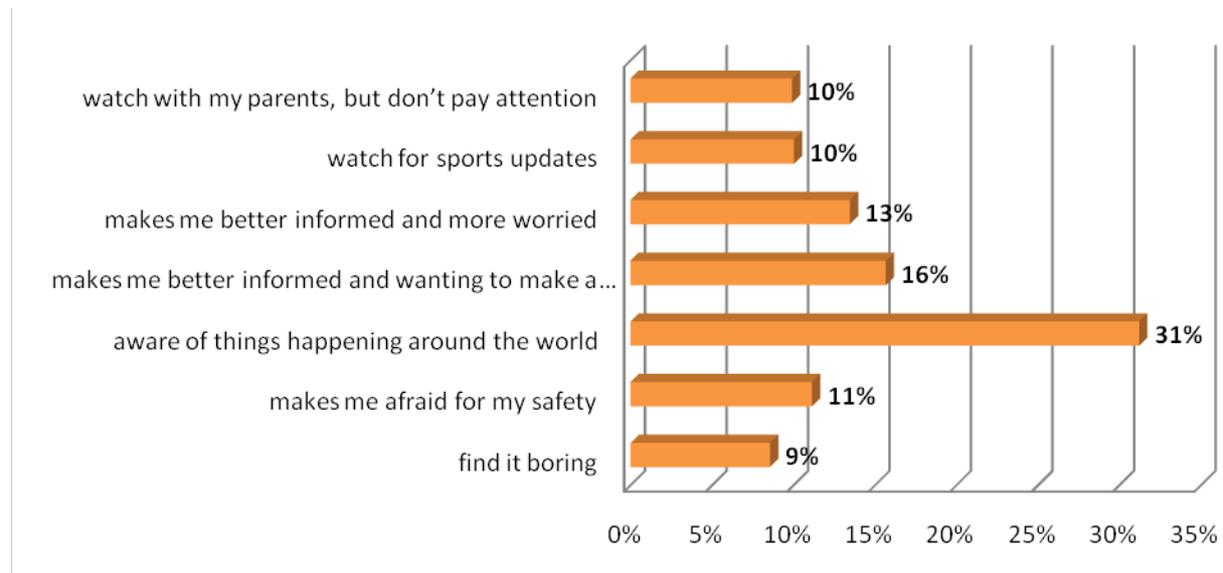


Now A Little about the News ...

The news is on television. Do you watch it? Where do you get most of your news from? What do you think about the news?

When asked if they watch the news on television, most children (67%) responded 'sometimes'. Even though the children surveyed identified the news and current affairs as one of their most disliked programmes on television, children of all ages watch it. Mostly children get news from television, newspapers and sources like the Internet and their family members. Geo News is the most watched local news channel (69%) followed by Dawn News and BBC World, which are watched by children for international news. An astounding 82% read the newspaper, and Dawn Group publications (News, Metropolitan, and Young World) are the most popular among this age group.

We asked children to share how they felt about the purpose and content of the news, according to six statements and choose all that applied. Most children chose more than 2 statements to describe news. The options were:

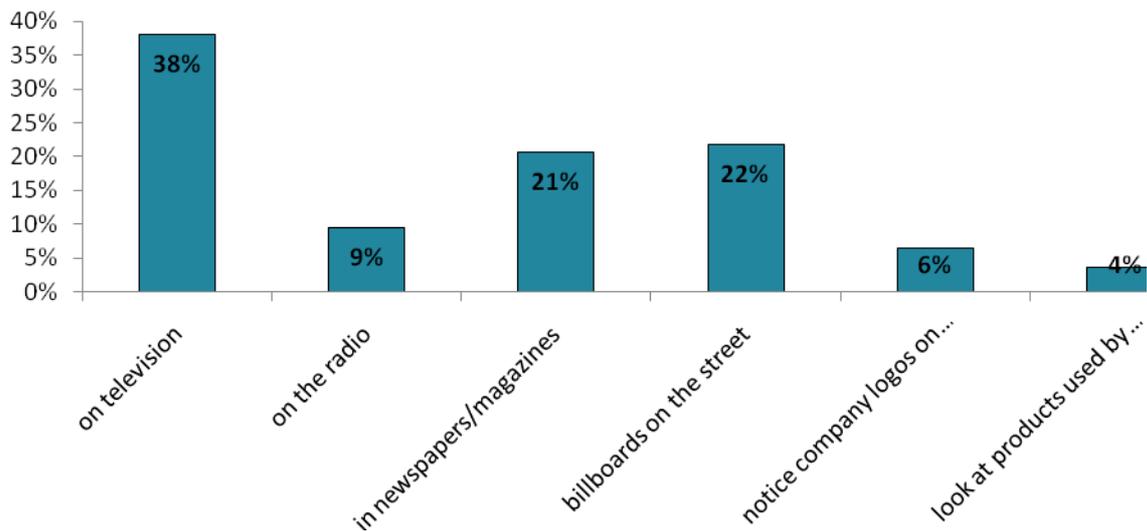


The survey suggests that most children (31%) watch news to gain awareness about the world. Frequent news watchers are greatly affected by the events covered on the news, which makes them afraid for their safety (11%) and worried about the world (13%) but they also feel more motivated to do something about it (16%).

“Advertisements Come in the Way!”

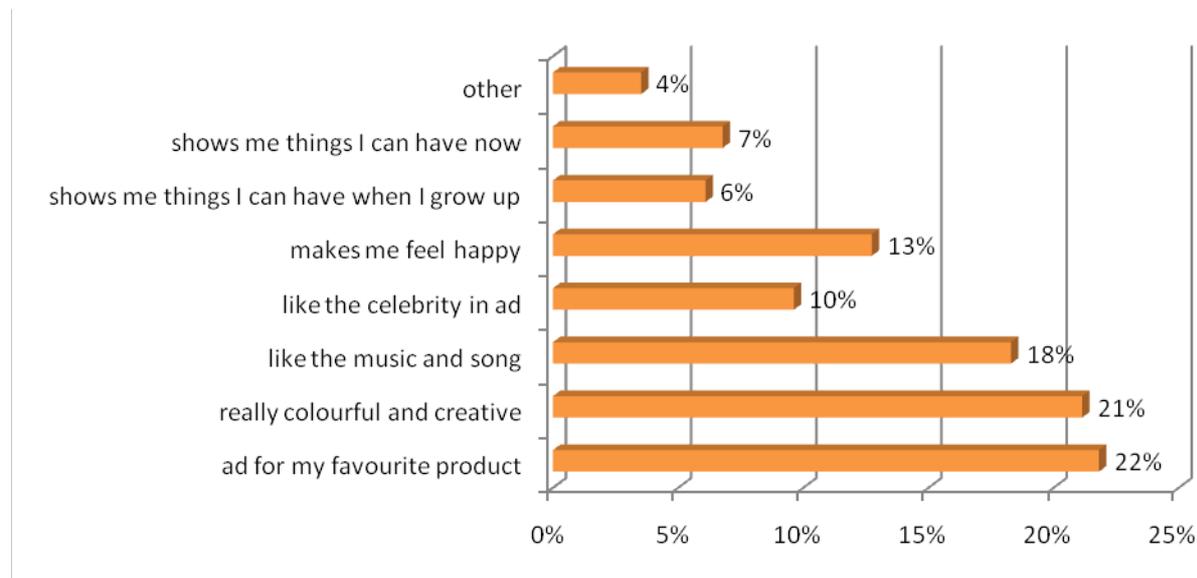
Do you pay attention to ads? Where do you notice ads? Your favourite ad is about... where did you notice it and describe your favourite advertisement.

Given the heavily consumer driven world we live in, we asked children whether they pay attention to ads, and found that 87% of the sample respondents do. A few children also said that “too many ads” is one thing they don’t like about television. Almost half of the respondents notice advertising on television (42%), on billboards (21%), and in newspapers and magazines (19%). 13% notice company logos on t-shirts and products, reflecting brand consciousness and a growing trend of global consumerism. Only 6% replied that they pay attention to products used by characters in movies they watch, reflecting a rudimentary understanding of ‘product placement’. Only 9% hear advertisements on the radio, which suggests that children are more attracted to audio/visual experiences. They don’t really pay attention to things they can only hear. Alternatively, with television available, perhaps children do not listen to the radio, which could also suggest that it is not a very effective medium for advertising to children. Only 4% notice ads on the Internet, which is largely inconclusive since 67% of the respondents do not have Internet at home.



We asked children about their favourite advertisement. Young children’s choices converge on a small set of current ads. Almost 1/3 said that advertisements for ‘cell phones’ such as Nokia and Samsung and ‘cell phone connections’ such as *Warid*, *Telenor Talkshawk*, *Mobilink Jazz* and *Airtel*, and other ‘electronics’ are their top favourite kind of ads.

We then asked them to describe their favourite advertisement according to 8 statements and choose all that applied. The options were:



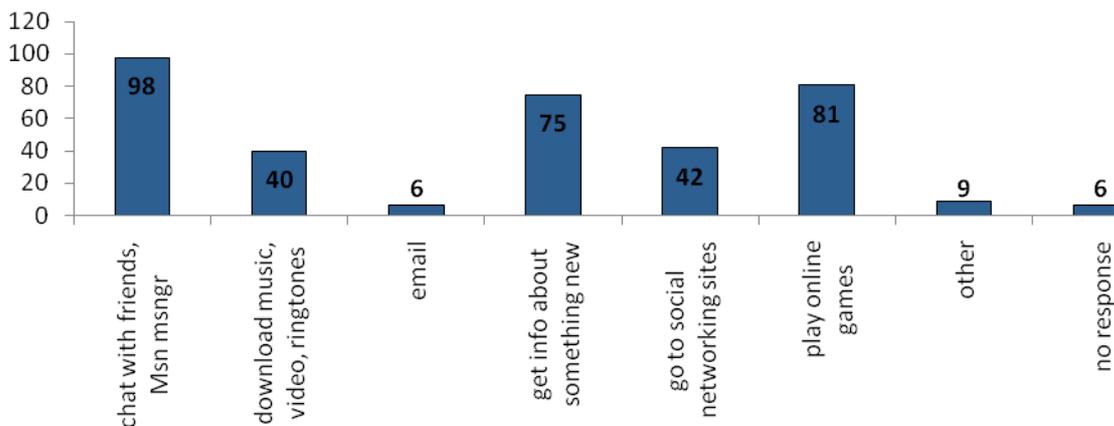
Most children (22%) said they like the ad because it is an ad for their favourite product, reflecting a strong sense of brand loyalty. Many children also appreciate the ‘colourful and creative’ designing and packaging of the ad (21%) and 1/5 of the sample (20%) ‘like the (element of) music and song’. 10% of the children are attracted to the brand ambassador or the celebrity appearing in the advertisement. Incidentally, many respondents mentioned that they particularly like the sports personalities featured in the ads. 13% feel happy when they see the ad. 12% said the ad showed them what they can buy, reflecting growing consumerism. Less than 3% said they like the message in the ad, in the open ended ‘other’ response. Given these percentages, we can suggest, perhaps, that children are not necessarily interested in acquiring the product they see on television, but rather that they see a high entertainment value in advertisements.

Let's Talk about Computers!

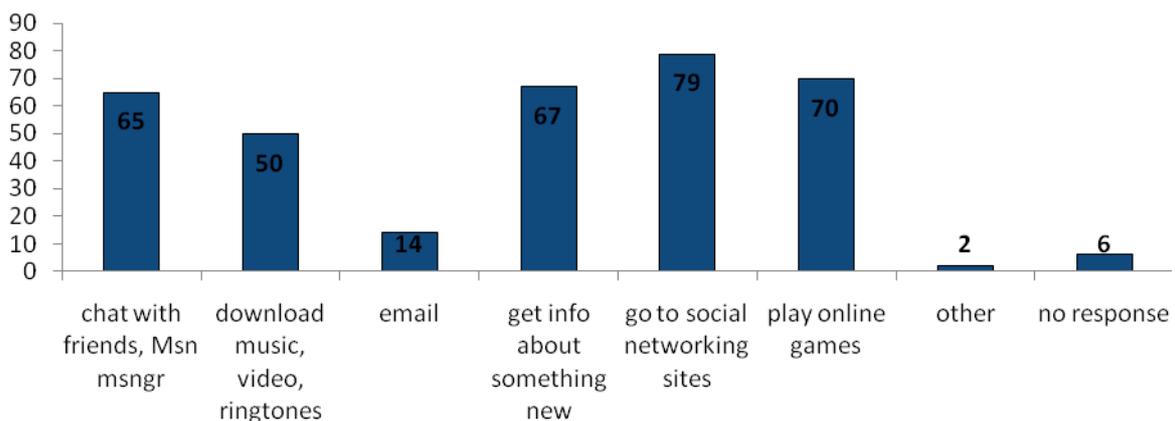
There is a computer connected to the Internet in front of you. What would you do?

We also asked young people what they would do with a computer connected to the Internet in front of them. We were trying to understand their activities on the Internet. The survey sample included 43 households with children having a computer connected to the Internet for their personal use; 71 households with children having to share with others and a significant 239 not having a computer with Internet connection at all. Conversely, there were 94 households with a computer but no Internet, 219 had a computer to share with others at home, and 42 had neither.

What would you most likely do?



What would you most likely not do?



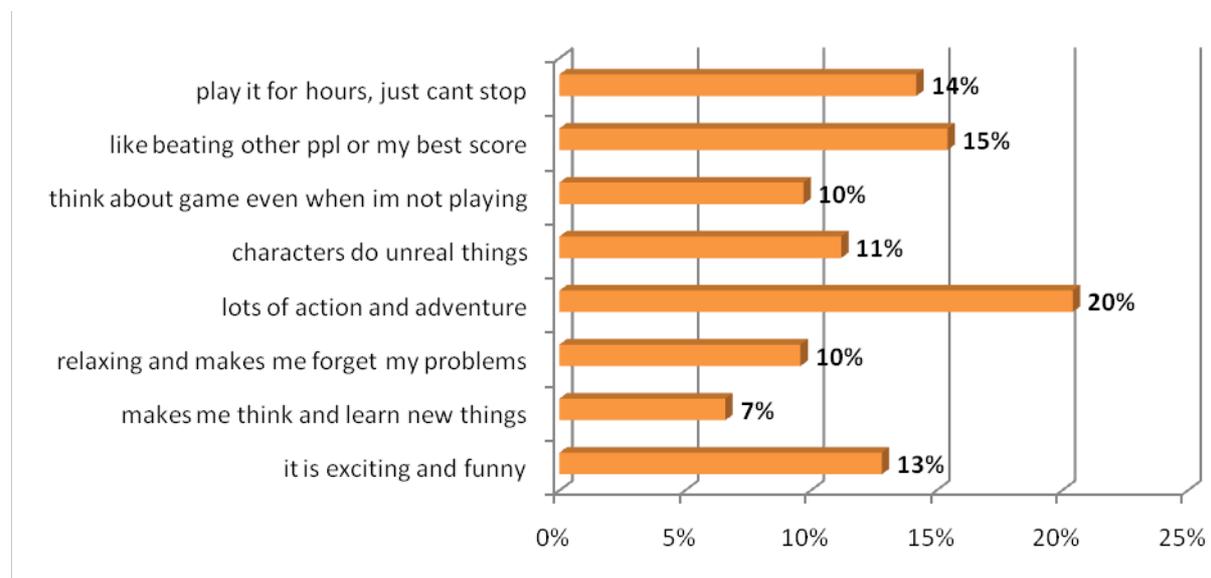
The data in this category is not very conclusive and it can serve to show the diversity of the survey respondents. Activities of top choice when a computer with an Internet connection was available included online gaming, chatting and visiting social networking sites, which incidentally were also the top choices of activities children are not likely to do. However, it can be inferred from the data, that to a large extent, children use the Internet as a portal for online gaming (23%) and networking with peers (39%). Children also see a computer connected to the Internet as a rich source of information and learning (21%) as well as entertainment where they can download the latest songs, videos and ringtones (11%).

Moving On To Video Games ...

Name your favourite video games and describe them.

Many children who do have access to computer/video games left this category blank and unfortunately there were some technical issues with photocopying. Therefore, the findings are somewhat skewed. We asked children to tell us their favourite computer/video games. Top choices in video games for both boys and girls in grades 6-8 include the series “Counter Strike”, “Need for Speed”, “Grand Theft Auto”, “FIFA”, “Cricket” “Raw v/s Smackdown” and simulation games such as “Mario Brothers” and “Bratz”. Broadly speaking the video/computer games can fall into these categories: war simulation, car racing, sports, simulation games and action-oriented games.

We then asked children to describe their favourite video/computer game according to eight statements and choose all that applied. The options were:



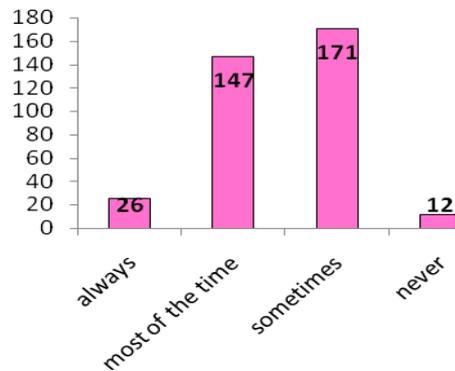
Even though children do not actively look for violence and action in the television shows and films they watch, they rate their favourite video games as having ‘lots of action and adventure’ (20%). Perhaps because they are involved in the action and can control it whereas that control is absent in television shows. Children also like competitive gaming whether it involves play with peers or beating their own previous scores (18%).

Of concern is the top choice of video games for both boys and girls. Most cited is ‘Counter Strike’ -- a tactical first person shooter video game; followed by car racing games such as ‘Need for Speed’ and ‘Grand Theft Auto’, which are both extremely violent, aimed at mature audiences, involving high speed car chases and conflict with policemen as regular features of the game. Children also like to play sports simulation games, in particular football and cricket, due to the realistic graphics and simulated atmosphere. Additionally, children like to play fantasy games such as Mario Brothers in which characters have superpowers and are far removed from reality.

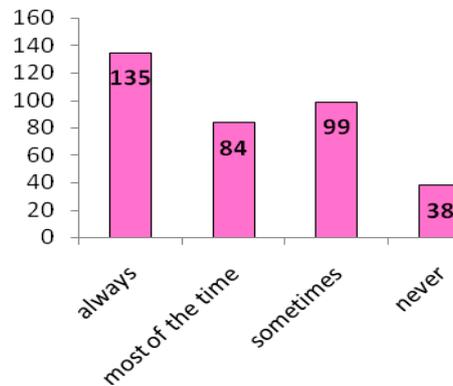
Parental Involvement

We asked a series of questions to find out parents' level of involvement in their children's media experiences. We asked: **Do your parents or the adults who live with you ...**

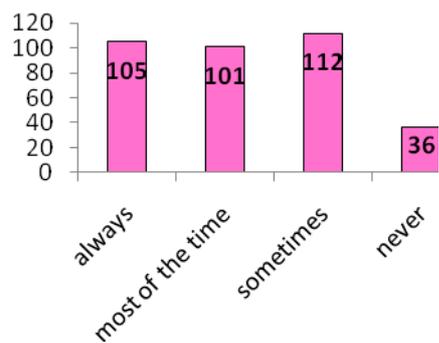
Watch television with you?



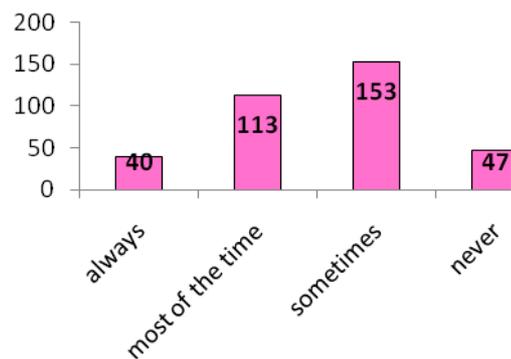
Tell you which programme(s) you can and cannot watch



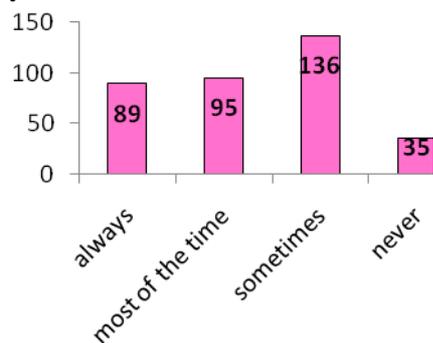
Tell you how long you can watch TV for?



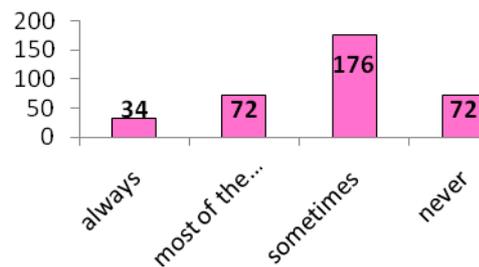
Discuss the programmes you watch together?



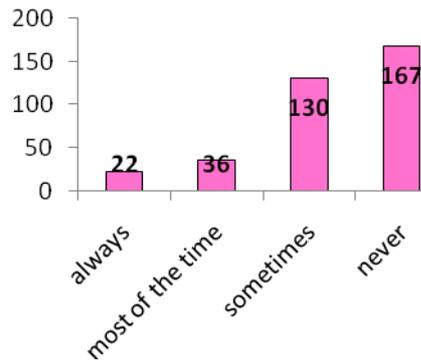
Watch the news with you?



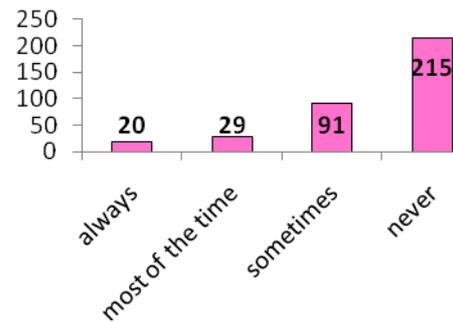
Watch your favourite programme with



Use the internet with you?
you?



Play computer or video games with



The survey findings reflect that parents’ mediation usually takes the form of regulation through establishing rules of how much TV to view, and what programmes their children can and cannot watch. A majority of parents watch their children’s favourite programmes, news, and discuss what they see together “sometimes”. This suggests that some parents are co-viewing and participating in their children’s media experiences with a low percentage not involved at all. Such proportions are still worthy of our concern given how most parents are still not actively engaged with what their children are watching.

In stark contrast, only 49% of parents use the Internet with their children and a mere 39% play computer or video games together with their children. It is clear then that parents do not seem to be mediating or participating in their children’s use of media other than television, which can be dangerous as the Internet and video games frequently expose children to violent and mature content. This reflects that parents’ knowledge of games’ content is either very superficial or negligent and they are not fully aware of the risks of unmediated Internet usage, the risks associated with Internet relay chat, or even the content of online games.

Parents’ lack of awareness of video games may be attributable to their lack of personal exposure i.e. having grown up with television, they are likely to be more comfortable with it, compared to newer forms of media like video games which may seem intimidating. Moreover, new media and electronics are also seen as a young person’s domain, and even if parents are trying to be active participants in their child’s media experiences, they are often met with a lot of resistance. Children see the Internet, chatting and gaming sites as a place where they can be free and in control of their lives without any supervision.

A Little About Your Own Media Habits

In the last section of the survey, we asked children to tell us about their own media habits and reflect on their practical experiences with media. We asked if they have ever spoken to their parents about things they have seen or heard in the media that affect them. 73% said 'yes' and when asked why, responses included 'to find out more, when I get scared, to know my parents' opinions and I like to share how I am feeling'.

24% said 'no' and responses included 'my parents don't have the time, it's not important to discuss, not interested, they'll ask me to stop watching the show and it's my life', while 3% didn't respond to the question at all.

Next, the children were asked about the last film/TV show they saw that made them feel really good. 37% didn't recall and 7 genres accounted for the 76% that did. These included educational programming, English movies and shows, Indian shows and films, cartoons, sports, horror movies, and local programming. The Indian film *Taare Zameen Par* is the most cited feel-good movie amongst children of this age group, followed by various English romantic comedies.

We then asked children about movies or TV shows that made them feel scared. Surprisingly, the discrepancy amongst those who didn't remember (45%) and those who did (51%) wasn't much at all. English language horror movies account for most of the titles in this category. Children have seen films like *The Ring* series, *Child's Play* series, *The Exorcist*, *The Exorcism of Emily Rose*, *Scream*, *Resident Evil* series, *Saw* series, *The Ring* and *House of Wax*- all aimed at mature audiences. These findings are shocking and reflect a surprising laxity on the part of the parents in monitoring films or perhaps are a symptom of the lack of ratings on media available in Pakistan.

Horror movies were followed by news and current affairs programming in this category. Many children mentioned that they were frightened by the media coverage of the unfortunate events of 27th December 2007, the day Benazir Bhutto was assassinated. Children seem to have been really affected by the violence and destruction shown on the news, perhaps because the coverage was of real events.

Conclusions

This survey has provided current, factual information based on a sample on the possible role of media in children's lives and helped us understand what young people themselves have to say about it. We gained some insight into their preferences and found that children spend most of their free time on weekends with electronic media. The data collected has given us a better understanding of the proportional usage of various media. It is clear from this survey that television is the medium of the masses. It can be found across the socio-economic spectrum. It is also most commonly associated with the word 'media'. In addition, TV programmes are the most common form of media experienced throughout the sample.

While children seem to get a lot of entertainment from television, they also look at it as a source of readily available information. Television is a 'window to the world' for most children but we know what is seen on television is only one point of view. Therefore, we must give them analytical tools to sift through the clutter of available information and critically examine what they see and hear, so they can make better and more informed decisions about the media's influence in their lives.

Children's knowledge of the glamorous world of advertising is very limited. They only pay attention to the music, graphics, actors, and products being advertised. Very few are aware of the hidden world of messages in advertising. In this consumer-driven age, it becomes important to study and analyze ads so that children are not lured by all the glitz and glamour of their promotional messages. Of particular concern is the frequent and unmediated involvement in video games. A significant majority of popular video gaming content is violent to say the least. Since video game simulation is so close to real life, there is a slight possibility that young children can become desensitized to violence and think of it as benign. Serious attention should be paid to violence in media by parents and educators alike.

When we asked children for additional comments about the media, they gave us some interesting responses and perspectives. Some children displayed an informed and balanced view of the media and expressed that it was 'good and bad' and that it could both 'help' and 'corrupt' children. Some said thank you to the 'inventors of media' while some prescribed changes in media content, specifically "more educational programmes should be on TV, more articles about other cultures in magazines, newspapers, so we can respect all cultures". Some attributed violence in the country to violence in the news, while others expressed confusion at the role of music in their lives. Some said they cannot live without the media while some expressed a dislike towards it. Overall though, children find the media to be very useful because it gives a lot of information and believe that it should be used in moderation.

Children are typically interacting with some form of media on a daily basis. Through these interactions, each of them possesses some knowledge about media through simple personal experiences. A twelve-year old girl says, "*Media is very important in life. Parents should allow their children to watch and hear so that we can differentiate between right and wrong*". They are aware of inappropriate content on TV but are also mature enough to realize that they should not be watching such programmes. Our children also see media, in particular television, as a source of unique knowledge about the world. Another twelve-year old girl says, "*Media is important for everyone as it gives a lot of information about everything like our environment, safety rules and also makes us laugh*". The young people of Pakistan take media seriously. As educators, we should also tap into the potential of media as a source of information and use its positive influence to enhance how and what our younger generation is being taught in Pakistan's classrooms.

APPENDIX

(A): Children's Opinions!

Some interesting things children had to say about the media:

Advertisements should be removed. Cartoons should be a little mature and Indian dramas and movies should be improved.

6/13/f/St. Michael's School

Because of television, there is a lot of violence in our country.

7/13/f/Shahwilayat Public School

Children under 18 should refrain from watching dramas and movies. We should only watch educational programmes.

7/13/f/St. Michael's School

Depends on how you look at it, media can be both a positive and negative thing.

8/13/m/Generation's School

Don't want media to promote western culture and values.

7/12/m/BVS Boys High School

Media gives information; music relaxes and comforts us, reading newspapers improve our speaking skills.

7/12/m/St. Michael's School

Media gives information, shows us what's going on in the world, not good in excess though.

7/12/f/Mama Parsi Girls School

Media is a good source of information and entertainment if the channels involving violence get finished.

7/12/m/Generation's School

Media have done a great job, turning the unknown word into heaven! I use my idle time for these and learn a lot from them.

7/12/f/Bay View High School

The media help give awareness to the people about what is going on in the world.

8/13/f/Mama Parsi Girls School

I don't want any violence shown on TV because it scares me. I cannot sleep if I see it.

8/13/f/The AMI School

I want some more entertainment, less soaps, less ads, and one newspaper for kids only.

7/12/m/The AMI School

I want to say thank you to the inventors of media.

6/11/m/Bay View Academy

If we use it in a useful way they are really useful but if we see only the negative points then it's not good.

6/11/f/Generation's School

Increase the number of educational programmes, decrease number of bad movies shown, and non-educational programmes on TV.

8/13/m/Karachi Cambridge School

Media is positive and negative and it can bring great revolution in youth if used well.

7/13/f/AES School for Girls

Media is important for everyone as it gives a lot of information about everything like our environment, safety rules and also makes us laugh.

7/12/f/AES School for Girls

Life without the freedom of media would be quite dull and not entertaining.

7/12/f/Mama Parsi Girls School

Media was made for information, but nowadays is being misused and can destroy our minds.

7/12/f/AES School for Girls

Magazines should have funny articles, things about art, tips to write stories, information on space movies-adventure, mystery and fantasy.

7/12/f/The AMI School

Media makes you aware of the world outside and whatever happened in the past.

7/12/f/Generation's School

Media day by day is increasing so the significance of media is also increasing.

7/13/m/BVS Boys High School

Media is a very good resource to learn from if we use it properly.

8/13/f/Generation's School

Media is the voice of the people. It can be good or bad. We should always try to make media so that it comes truly from the heart.

8/13/f/Generation's School

Media is very helpful to all of us sometimes. I like that star movies rates all its movies.

8/13/f/Generation's School

More educational programmes should be on TV, more articles about other cultures in magazines, newspapers, so we can respect all cultures.

8/13/f/Karachi Cambridge School

There should be more programmes about politics and magazines which could help us in research work and some local magazines for teenagers.

7/12/f/The AMI School

Music calms me. With TV I can watch stuff from all over the world.

8/13/f/AES School for Girls

Music is good, even if it is forbidden in Islam, it relaxes me.

6/11/m/Shahwilayat Public School

The news is too violent, it should be censored. Programmes that are violent and vulgar should be controlled.

8/12/f/St. Michael's School

Newspapers improve language skills and give us news about countries all over the world.

7/12/f/St. Michael's School

Media is not good for children, makes their eyesight go bad.

6/11/f/Bay View Academy

Nowadays shows are not as popular as they used to be. There are no funny shows, informative shows, and no exciting shows.

8/13/m/Bay View High School

We should only watch movies and TV programmes that are suitable for us and parents should be aware of the programmes we are watching.

6/11/f/Generation's School

Our country is facing a lot of problems these days. Media should not make people afraid with 'breaking news' but should talk peace and brotherhood so problems can be solved.

8/13/m/Karachi Cambridge School

Parents should discuss what their children watch and learn from TV.

6/11/m/Generation's School

Radios, TV and newspapers tell us amazing things and facts which we do not know about. It also tells us about the universe.

6/11/f/Bay View High School

Media relaxes our mind and helps us rejuvenate.

8/13/m/Bay View Academy

Media are sources of entertainment, but we shouldn't forget that it affects our daily routine.

8/12/f/AES School for Girls

Media are the sources of information so the information should be conveyed positively.
Media does play a huge part in the country's political and economic development.

8/13/f/Generation's School

Stop violent programming in order to stop violence.

6/11/m/Shahwilayat Public School

There should be more stuff about video games on TV.

7/13/m/The AMI School

TV benefits kids to see what's happening in the world. It should be useful; media is an important need for the country.

8/13/m/St. Michael's

TV has stuff that is totally against our religion. Now I want to throw the TV out of my window, it is of no use to me and it is disgusting.

8/13/f/The AMI School

TV is informative. Through the news channels we can get news in a second.

8/13/m/BVS Boys High School

TV is something I cannot live without and music is like my food for the day.

8/14/f/Bay View High School

Media is very important in life. Parents should allow their children to watch and hear so that we can differentiate between right and wrong.

7/12/f/Shahwilayat Public School

We can be entertained, we shouldn't imitate them.

6/11/f/Shahwilayat Public School

We get lots of information from them. They are VERY useful as long as it's not love or horror stuff.

8/13/f/Mama Parsi Girls School

We should use all in moderation. We should concentrate more on the real world than the TV world.

6/12/f/Mama Parsi Girls School

We should only watch things that are suitable for us. We should listen to music on normal volume to not go deaf, and we should read the newspaper to increase our vocabulary.

7/12/f/Mama Parsi Girls School

If there was no media, we would not get to know about a lot of information or what is happening in the world, we would have to read the whole paper.

8/13/f/Bay View Academy

(B) Survey Schools

We would like to extend our deepest gratitude and appreciation to the staff and students of the following schools who participated in our Children's Opinions! Media Survey:

1. AES School for Girls
2. Bay View Academy
3. Bay View High School
4. BVS Boys High School
5. Generation's School
6. Karachi Cambridge School
7. Shahwilayat Public School
8. St Michael's Convent School
9. The AMI School
10. The Mama Parsi Girls' Secondary School