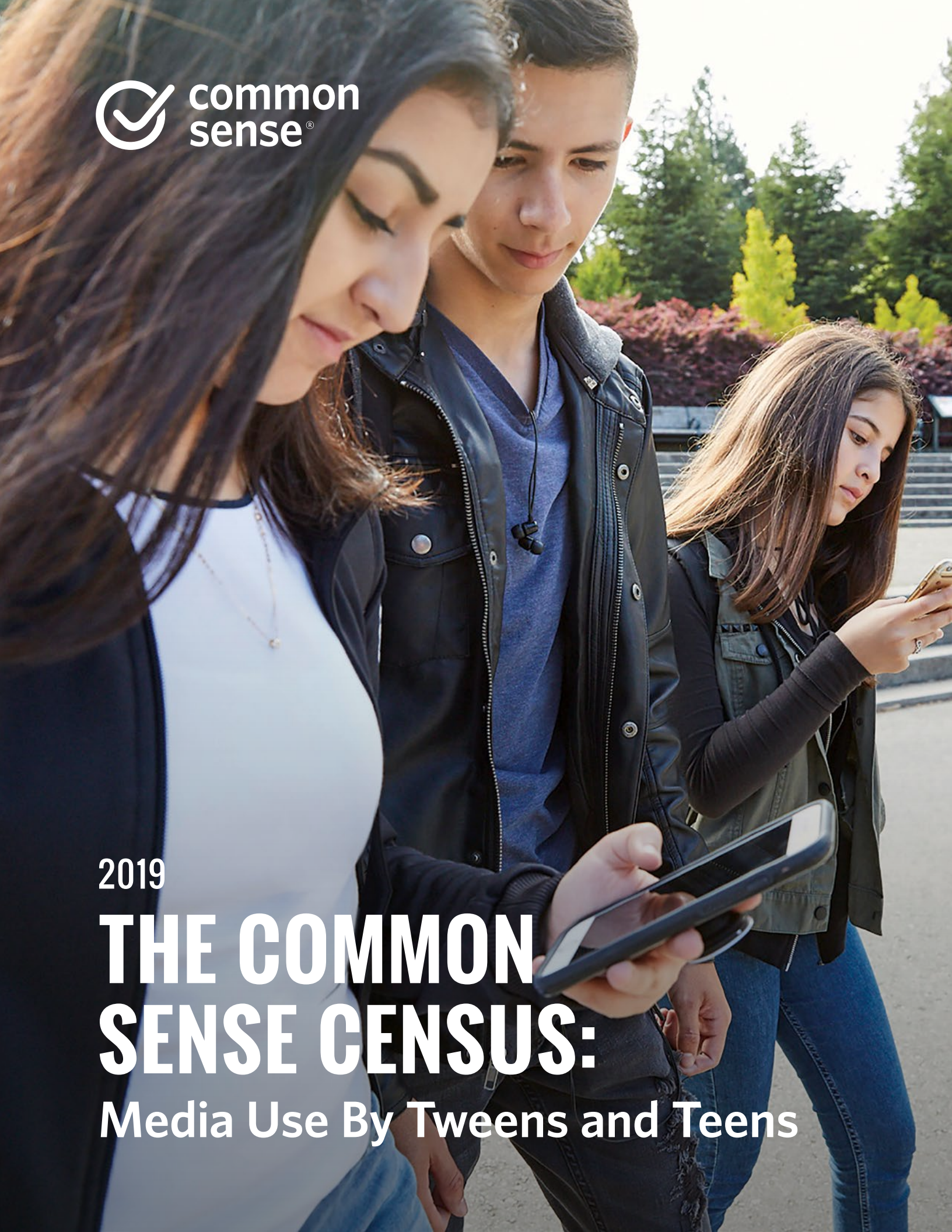

common sense®

2019

THE COMMON SENSE CENSUS:

Media Use By Tweens and Teens

CREDITS

Authors: Victoria Rideout, M.A., VJR Consulting
Michael B. Robb, Ph.D., Common Sense

Copy editor: Jenny Pritchett

Designers: Dana K. Herrick
Emely Vertiz

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A LETTER FROM OUR FOUNDER

James P. Steyer, founder and CEO

As a parent of four, including a teenager, I see the findings of this Common Sense Census playing out at home daily. And they concern me. For all the value and hope we put on and in the promise of technology as a way for kids to learn, connect, and create, kids in 2019 are feeling increasingly anxious and isolated, and very few take advantage of the creative opportunities that access to technology affords them.

At Common Sense we often say that when it comes to media and technology, we are conducting the largest real-time experiment ever on a generation. We simply do not yet know the full social, emotional, and cognitive impacts of our children being increasingly consumed by their devices. But *The Common Sense Census: Media Use by Tweens and Teens 2019*, an update to our 2015 study, shows worrisome indicators as our most vulnerable population—our kids—are navigating the increasingly sophisticated challenges of a digital world shaped by an unregulated industry that has little regard for their health or well-being.

The 2019 census found that young people are spending significant time on screens every day, with 8- to 12-year-olds now on them for an average of about five hours a day, and teens clocking about seven and a half hours of screen time daily—not including at school or for homework. Their habits mirror the new media trends. Television watching is down, and online video viewing is through the roof: More than twice as many young people watch videos every day than did in 2015, and the average daily time spent watching, mostly YouTube, has roughly doubled to an hour each day. Watching online videos is the most popular activity among tweens and ranks second only to listening to music among teens.

It is not surprising that there has been a rise in the use of YouTube, because the platform delivers free entertainment with an algorithmically powered engine that recommends video after video of content that can be inappropriate or even dangerous. Common Sense was founded on the premise that media has tremendous power and influence on children, and in this fractious, user-generated media environment, parents are rightly concerned about what, exactly, children are absorbing from these unregulated platforms.

The jump in media use is also impacting other parts of young people's lives. We know from previous research that a majority of teens sleep with their phones within reach, disrupting vital rest. This census shows that nearly a third of teens in this country say they read for pleasure less than once a month, if at all. And access to tech continues to age down, with the number of 8-year-olds with phones growing from 11% in 2015 to 19% today.

It's easy to get caught up in fleeting digital dramas like the Fortnite frenzy or TikTok mania, but this deeper dive sheds light on some of the larger implications created by the devices that are now in our hands around the clock. We hope that as technology consumes more and more of young people's lives, the data we provide here will help to move industry, educators, policymakers, health providers, parents, and other researchers to action to ensure that this next generation can thrive within a rapidly moving digital world.

INTRODUCTION

THIS REPORT PRESENTS THE results of a nationally representative survey of more than 1,600 U.S. 8- to 18-year-olds, about their use of and relationship with media. The survey covers their enjoyment of various types of media activities, how frequently they engage in those activities, and how much time they spend doing so. The data are presented for two age groups: tweens (8- to 12-year-olds) and teens (13- to 18-year-olds). The survey addresses all types of media: from reading books in print and listening to the radio to using social media, watching online videos, and playing mobile games. And it covers young people's interactions with media technologies ranging from television sets and video game consoles to virtual reality headsets and smart speakers.

The report also tracks changes in tweens' and teens' media behaviors between 2015 and 2019, comparing the current results to those found in the first wave of the survey, conducted four years ago. Each survey used a separate sample of respondents, with the text and format of the current questionnaire staying as close as possible to the previous one (allowing for some modest changes to reflect the changing media environment). As far as we know, this is the only nationally representative survey tracking media use patterns among a truly random sample of U.S. 8- to 18-year-olds.

Among the topics covered are:

- The degree to which tweens and teens enjoy using different types of media, from watching TV to listening to music and playing video games.
- How often they do each of these media activities: daily, weekly, monthly, or less.
- In any given day, how much time they spend engaging in various media activities, with screen or non-screen media.
- To what extent young people or their parents monitor the amount of time spent using screen media.
- How media usage varies by age, gender, race/ethnicity, household income, or parent education.
- Which media technologies young people own or have access to at home, and how that varies based on age or socioeconomic status.
- To what degree young people use media technology to help with their homework, and which devices they use.
- The extent to which young people multitask with entertainment media while doing homework, and what impact they think that has on the quality of their work.

The purpose of this survey is to present a big-picture look at the large trends and patterns of media usage among young people in the U.S. Obviously there is tremendous diversity in how individual children engage with technology or other media; some are inveterate readers and others online gamers. Some spend their time coding or making digital music, while others are devoted to their social media accounts or to watching the latest YouTube videos.

What this study provides is the context in which to situate those disparate media-use patterns. It helps us understand whether the girl who uses her online time to "geek out" or the boy who spends 10 hours of his day playing video games are the norms or the exceptions. Just as the Dow Jones Industrial Average offers a big-picture look at how the stock market is doing on average, this tracking survey offers a big-picture look at how young people, on average, are engaging with media. It tells us whether social media use is up or down, whether video games are more or less popular, and whether disparities in home computer access still exist.

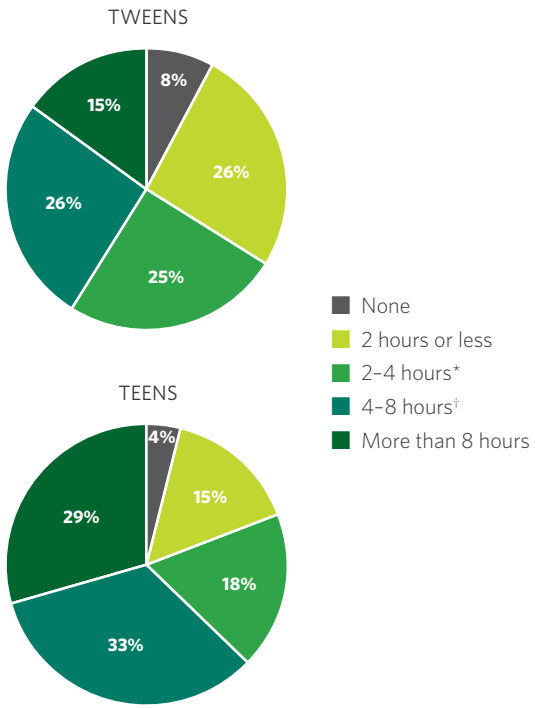
The goal is to provide reliable national data to help content creators, educators, policymakers, health providers, parents, and researchers understand the role of media in young people's lives, as they work to promote the health and well-being of tweens and teens.

KEY FINDINGS

1. On average, 8- to 12-year-olds in this country use just under five hours' worth of entertainment screen media per day (4:44), and teens use an average of just under seven and a half hours' worth (7:22)—not including time spent using screens for school or homework.

Among tweens, the total amount of screen media used has stayed relatively steady over the past four years (an eight-minute increase from 4:36, not a statistically significant difference). Among teens, the amount of time devoted to several individual screen activities has ticked up slightly, leading to an overall difference of 42 minutes per day compared to 2015, when total screen use was 6:40 (this change is not statistically significant). Among teenagers, nearly two-thirds (62%) use more than four hours' worth of screen media, including nearly three in 10 (29%) who use more than eight hours of screen media in a day (see Figure A). Total average media time, including non-screen media activities such as reading books and listening to music, is 5:54 for tweens and 9:49 for teens.

FIGURE A. Screen media: Percent who use for ... hours per day, by age, 2019



*Includes from 2:01 up to and including 4 hours.
†Includes from 4:01 up to and including 8 hours.

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

2. Online video viewing is through the roof: More than twice as many young people watch videos every day than did in 2015, and the average time spent watching has roughly doubled.

The biggest change in young people's media habits over the past four years isn't something brand new like virtual reality; it's the amount of time they spend watching online videos like those found on YouTube. The percent of young people who say they watch online videos "every day" has more than doubled among both age groups, going from 24% to 56% among 8- to 12-year-olds, and from 34% to 69% among 13- to 18-year-olds (see Figure B, page 4). And the amount of time each age group spends watching online videos has gone from about a half hour a day to about an hour a day on average (from 25 to 56 minutes a day among tweens, and from 35 to 59 minutes a day among teens).

YouTube clearly dominates the online video space among both tweens and teens. Despite the fact that YouTube says it is only for those age 13 or older, 76% of 8- to 12-year-olds say they use the site. By comparison, only 23% say they watch YouTube Kids. In fact, 53% of 8- to 12-year-olds say YouTube is the site they watch "the most," compared to just 7% for YouTube Kids.

Watching online videos has become so popular among tweens that it is now the media activity they enjoy the most, with 67% saying they enjoy it "a lot"; four years ago, watching online videos was fifth in enjoyment among tweens, after TV, music, video games, and mobile games. In fact, even among teenagers, watching videos now comes second in enjoyment (topped only by listening to music), beating out video games, TV, and even social media by quite a bit (58% enjoy watching online videos "a lot," compared to 43% for playing video games, 41% for using social media, and 33% for watching TV).

3. There has been a large drop in the amount of time both tweens and teens spend watching TV on a television set.

Despite a renaissance in television programming for adults, TV seems to be losing favor among young people: Among tweens, the percent who say they enjoy watching TV "a lot" has dropped from 61% to 50%, and among teens from 45% to 33%, over the past four years. Both tweens and teens watch about a half hour less of TV on a TV set today than they did four years ago (25 minutes less per day among tweens, and 24 minutes less among teens).

Even among shows watched on a television set, most viewing is now time-shifted (see Figure C). Today teens average 42 minutes a day watching time-shifted TV on a TV set (such as through a DVR, on demand, or a subscription service like Netflix), 38 minutes watching TV on other devices, and just 25 minutes watching programming on a TV set as it is aired (down from 54 minutes a day on average in 2015).

FIGURE B. Online video viewing: Frequency and enjoyment, by age, 2015 vs. 2019

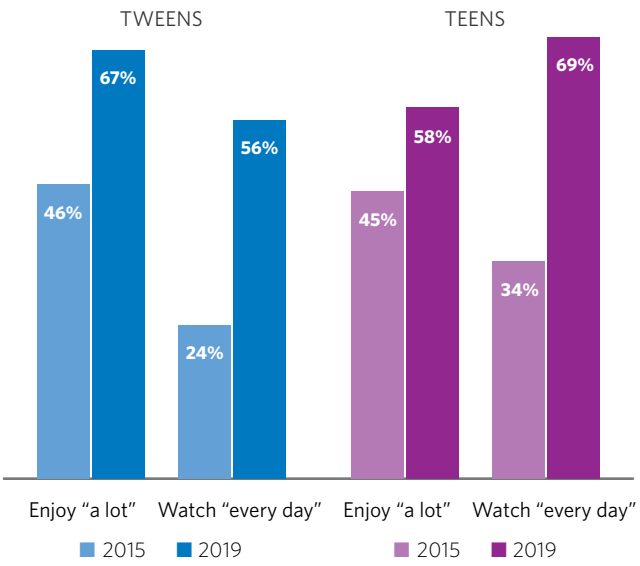
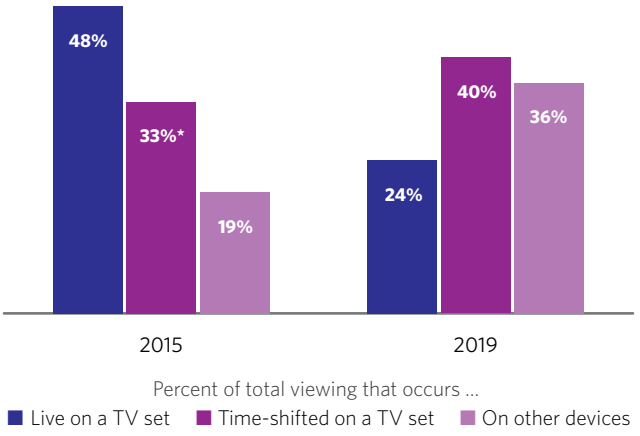


FIGURE C. Mode of television viewing among teens, 2015 vs. 2019



*Finding differs from what was published in the 2015 report, which inadvertently excluded on-demand viewing.

4. By age 11, a majority (53%) of kids have their own smartphone, and by 12 more than two-thirds (69%) do.

Smartphone ownership has risen dramatically, even among the youngest tweens (see Figure D). In fact, nearly one in five 8-year-olds (19%) have their own smartphone, an increase from 11% in 2015. Smartphone ownership has grown substantially over the past four years among all ages, increasing from 24% of all 8- to 12-year-olds in 2015 to 41% today, and from 67% to 84% among 13- to 18-year-olds (see Figure E).

5. There are substantial differences in the amount of screen media young people use based on socioeconomic status.

Tweens from higher-income homes use an hour and 50 minutes less screen media per day than those from lower-income households (3:59 vs. 5:49, as shown in Figure F). The difference among teens is similar (an hour and 43 minutes a day, from 6:49 among higher-income households to 8:32 among lower-income homes). We can't say from the data in this report why this disparity occurs, or whether it has any effect on young people, either positive or negative. But we can affirm that this disparity does exist, and is fairly substantial.

FIGURE D. Smartphone ownership, by age, 2015 vs. 2019

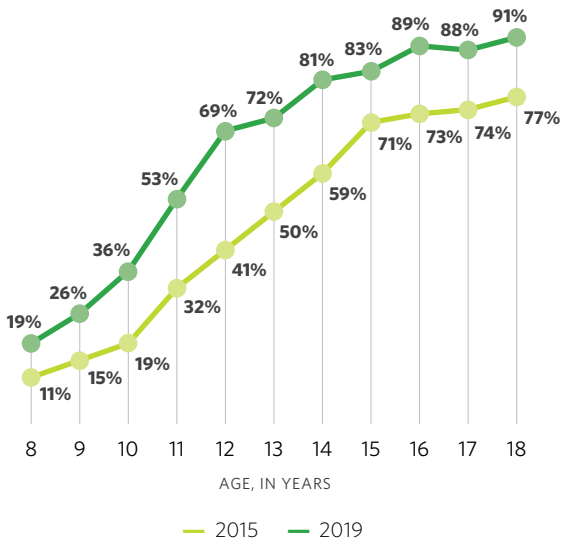


FIGURE E. Smartphone ownership among tweens and teens, 2015 vs. 2019

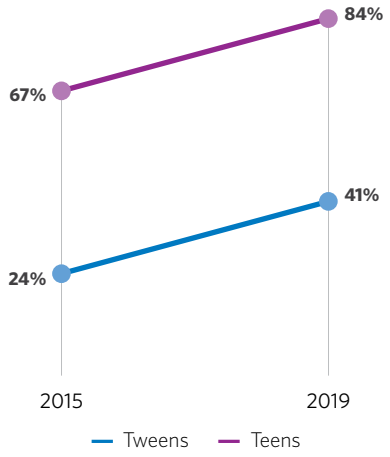
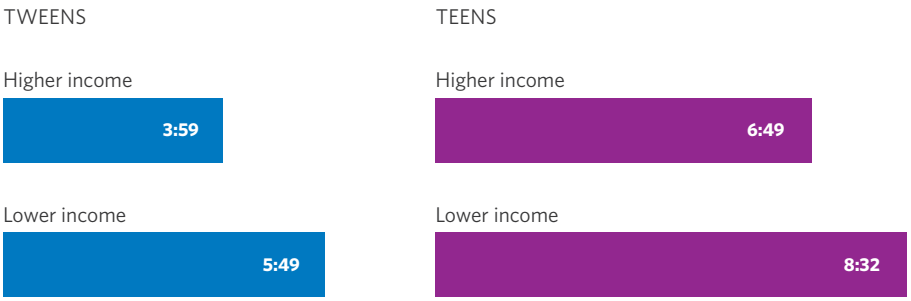


FIGURE F. Average daily screen media use among tweens and teens, by household income, 2019



Note: "Lower income" is <$35,000; "higher income" is $100,000+ per year.

6. The amount of time devoted to social media has remained steady, while the age at which young people first start using social media varies widely.

Among 16- to 18-year-olds who use social media, the median age of first use is 14; twenty-eight percent say they started before age 13, 43% at 13 or 14 years old, and 30% not until they were 15 or older. Overall, the average amount of time teens report spending with social media each day has remained nearly exactly the same: 1:11 a day in 2015 and 1:10 a day in 2019, although the proportion who say they use it "every day" has increased from 45% in 2015 to 63% in 2019.

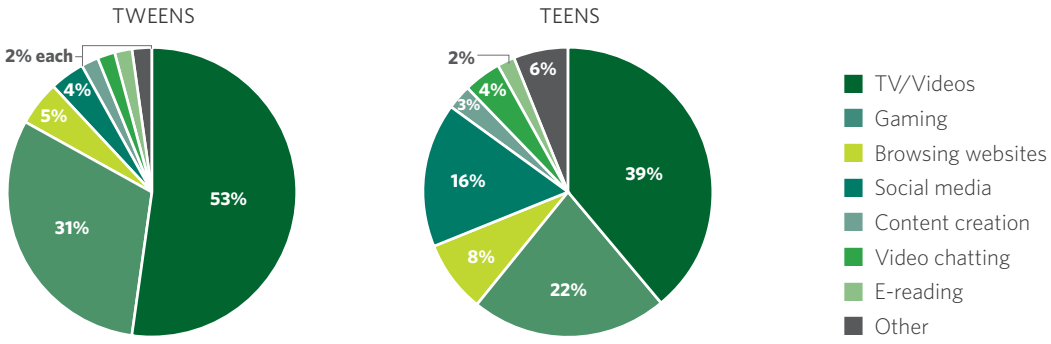
African American teens enjoy using social media more than White teens do (51% enjoy it "a lot," compared to 37% of Whites; Hispanics/Latinos are in between at 43%). And both African American and Hispanic/Latino teens spend more time using social media than their White peers do (among those who use it, Hispanics/Latinos devote an average of 2:23 a day, Blacks 2:15, and Whites 1:35).

7. Despite the new affordances and promises of digital devices, young people devote very little time to creating their own content.

Screen media use continues to be dominated by watching TV and videos, playing games, and using social media; use of digital devices for reading, writing, video chatting, or creating content remains minimal. The vast majority of young people don't enjoy doing the types of activities that involve interacting with their devices to create their own content: No more than one in 10 in either age group say they enjoy "a lot" things like making digital art or graphics (10% of tweens and 9% of teens), creating digital music (4% of tweens and 5% of teens), coding (4% of tweens and 3% of teens), or designing or modifying their own video games (4% of tweens and 6% of teens). By comparison, 67% of tweens and 58% of teens enjoy watching online videos "a lot."

Among tweens, about half (53%) of all screen use is devoted to TV or videos, and 31% to gaming (see Figure G). Just 2% of tweens' screen use is spent video chatting (2%), e-reading (2%), or creating content (such as writing, or making digital art or music, also 2%). These proportions are virtually unchanged since 2015. Among teens, 39% of screen use is devoted to watching TV or videos, 22% to gaming, and 16% to social media. Four percent is spent video chatting, 3% creating their own writing, art, or music, and 2% e-reading. Again, these proportions are virtually unchanged since 2015.

FIGURE G. Proportion of screen time devoted to various media activities, by age, 2019



Notes: "Content creation" includes writing on digital devices, making art, or creating digital music. "Other" includes using GPS or other functional apps, doing email, shopping, and doing any other digital activities not specifically asked about in the survey.

8. Boys and girls have vastly different tastes in media.

This difference is starkest when it comes to gaming (see Figure H). Boys enjoy all types of gaming more than girls do: mobile games, computer games, and especially console video games (the latter are shortened to "video games" here). Video gaming is boys' favorite media activity; for girls, it's one of their least favorite. Seventy percent of boys (age 8 to 18) say they enjoy playing video games "a lot," compared to 23% of girls. Forty-one percent of boys play video games "every day," compared to 9% of girls. And on average, boys spend 1:19 a day playing video games, compared to just 14 minutes a day among girls.

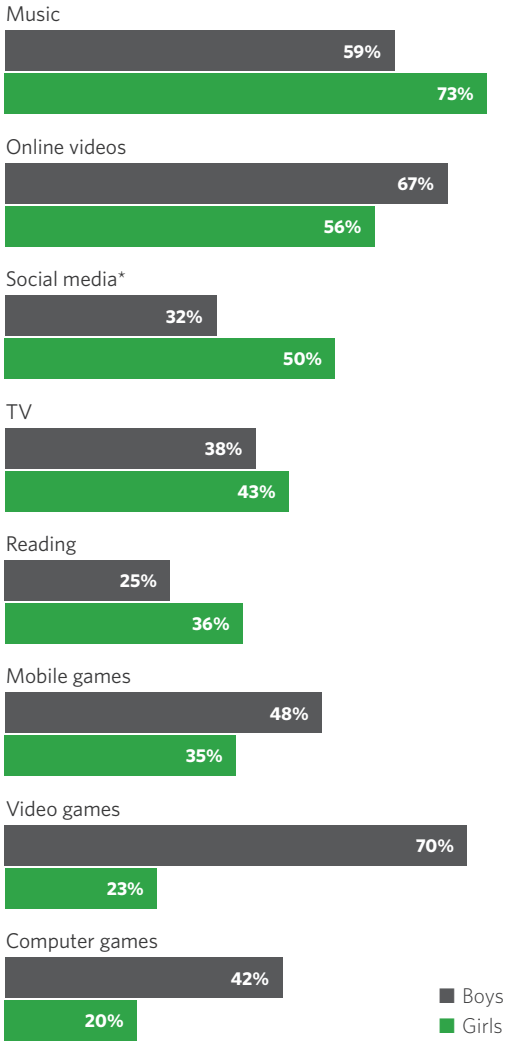
Girls' favorite media activity, by far, is listening to music: Seventy-three percent of girls (age 8 to 18) say they enjoy that "a lot," compared to 59% of boys. Overall, girls enjoy music (a 14-percentage-point gap), reading (11 points), and television (5 points) more than boys; and boys are more likely to enjoy video gaming (a 47-percentage-point difference), computer games (22 points), mobile games (13 points), and watching online videos (11 points).

There continues to be a big difference between boys and girls in terms of enjoyment and use of social media. Among teens, where social media use is most common, half (50%) of all girls say they enjoy using social media "a lot" compared to about a third (32%) of boys. Seventy percent of teen girls say they use social media "every day," compared to 56% of boys. Teen girls average an hour and a half (1:30) a day on social media, compared to 51 minutes a day among teen boys.

9. Young people are more than twice as likely as they were four years ago to say that they use computers for homework every day.

Twenty-seven percent of tweens use computers for homework every day, as do nearly six in 10 teens (59%). This is a substantial increase from just four years ago, when only 11% of tweens and 29% of teens said they used a computer for homework every day. On average, teens spend 41 minutes a day doing homework on computers, a 12-minute increase from 2015.

FIGURE H. Favorite media activities, 8- to 18-year-olds, by gender, 2019



*Among 13- to 18-year-olds

10. The digital divide is still real.

Children from higher-income homes are far more likely than their peers from lower-income homes to have a computer at home or to have their own devices such as a personal laptop or smartphone (see Figures I, J, and K). But the differences are noticeably smaller than they were just four years ago. Among all 8- to 18-year-olds, there is a 21-percentage-point gap between children from lower- and higher-income homes' access to a computer in the home (73% vs. 94%). However, that's down from a gap of 28 percentage points in 2015.

Perhaps as a result of these gaps in device ownership, children from lower-income homes are much less likely than their peers with higher wealth to use a computer for homework. For example, 64% of teens in higher-income homes say they use a computer for homework every day, compared to 51% of teens in lower-income homes. Teens in lower-income homes also spend less time than their peers in higher-income homes using computers for homework (34 vs. 55 minutes a day on average), and more time using their phones for homework (21 minutes a day vs. 12 minutes a day) (See Figure L).

FIGURE J. Laptop ownership among teens, by household income, 2015 vs. 2019

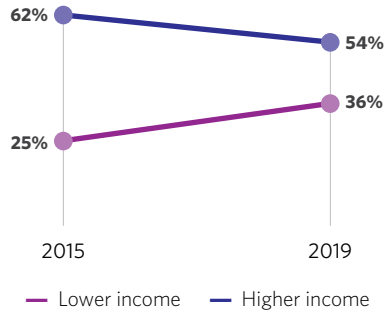


FIGURE K. Smartphone ownership among teens, by household income, 2015 vs. 2019

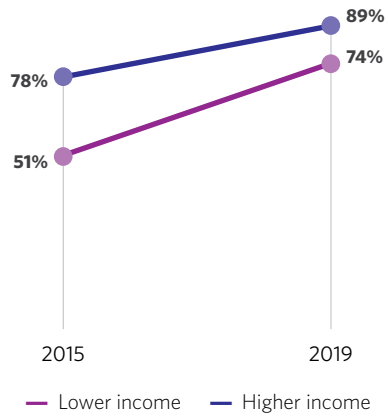


FIGURE I. Computer in the home, 8- to 18-year-olds, by household income, 2015 vs. 2019

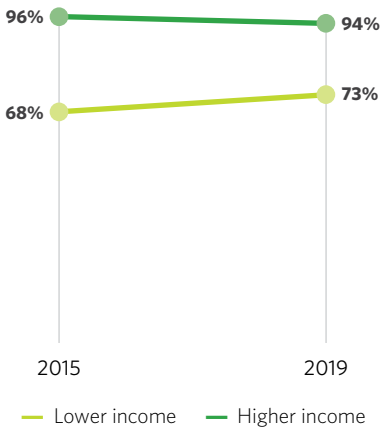
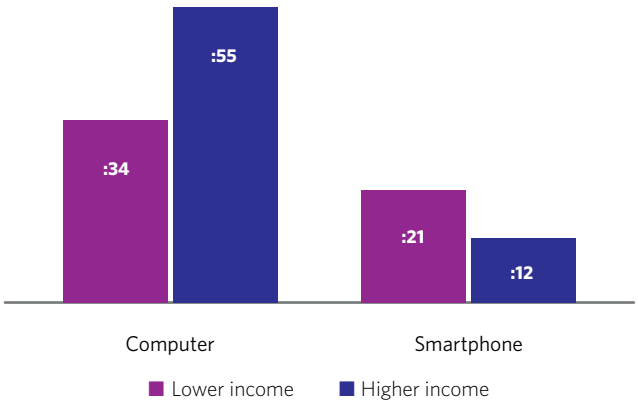


FIGURE L. Average time teens spend using each device for homework per day, by household income, 2019



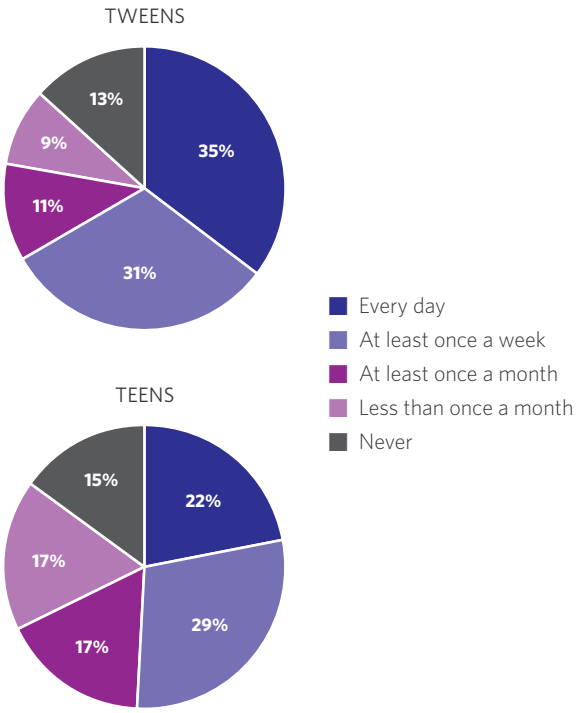
FIGURES I–L:

Note: "Lower income" is <$35,000; "higher income" is $100,000+ per year.

11. Nearly a third (32%) of all teens in this country say they read for pleasure less than once a month, if at all.

Most tweens (66%) and just over half of teens (51%) read for fun at least once a week (see Figure M), but 22% of tweens and nearly a third (32%) of teens say they do so less than once a month (17% of teens say less than once a month, and 15% say never). Young people's enjoyment of reading and their likelihood of doing it for their own pleasure drop substantially as they age: Thirty-eight percent of tweens enjoy reading "a lot," compared to 24% of teens, and 35% of tweens are daily readers, compared to 22% of teens. Children who have a parent with a college degree are more likely to enjoy reading (37% enjoy it "a lot," compared to 24% of those whose parent has no more than a high school education). They are also more likely to be daily readers (34% compared to 20%), and they spend about 11 minutes more per day reading (33 vs. 22 minutes a day on average). The average amount of time spent reading is about a half hour a day among both tweens and teens; this is almost exactly what was reported in 2015.

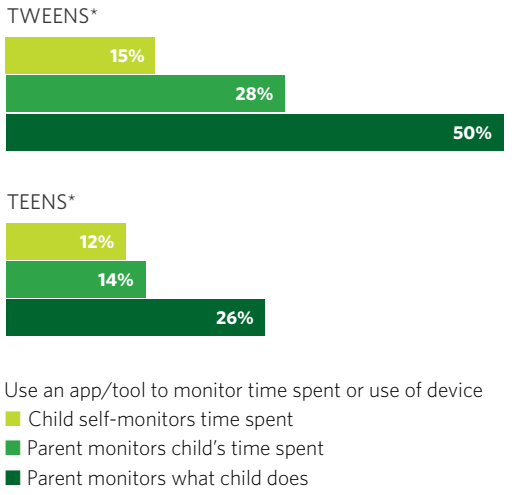
FIGURE M. Frequency of reading: Percent who say they read for pleasure … , 2019



12. The vast majority of young people don't use tools to track their screen time—nor do their parents.

Among those with their own mobile device, just 15% of tweens and 12% of teens say they use an app or a tool to track their device time (see Figure N). Only about one in four tweens (28%) and even fewer teens (14%) with a phone or tablet say their parent uses such a tool to track the child's device time. When it comes to monitoring what young people are doing on their devices, however, parents seem to be more engaged: Among young people who own a mobile device, half (50%) of tweens and a quarter (26%) of teens say their parent uses some type of app or other tool to monitor what they do on those devices.

FIGURE N. Media monitoring: Percent who say they or their parent tracks the child's device use, by age, 2019



*Among those with their own smartphone or tablet.

KEY TABLES

TABLE A. Media use and average time spent with each activity per day among tweens, over time

Among 8- to 12-year-olds	Percent who used		Average time among users		Average time among all	
	2015	2019	2015	2019	2015	2019
WATCHING TV/VIDEOS	**86%**	**84%**	**2:53**	**2:59**	**2:29**	**2:30**
TV on TV set	**71%[a]**	**57%[b]**	**2:05**	**1:52**	**1:29[a]**	**1:04[b]**
• Live	—	—	—	—	—	—
• Time-shifted	—	—	—	—	—	—
• *DVR*	—	—	—	—	—	—
• *On demand*	—	—	—	—	—	—
• *Subscription*	—	—	—	—	—	—
TV on other devices	**15%**	**18%**	**2:03**	**1:42**	**:18**	**:19**
• Computer	4%	4%	1:49	#	:04	:03
• Smartphone	3%[a]	6%[b]	#	1:56	:04	:07
• Tablet	7%	9%	1:37	1:23	:07	:08
• iPod Touch	2%[a]	*[b]	#	#	:03[a]	*[b]
Online videos	**35%[a]**	**54%[b]**	**1:12[a]**	**1:44[b]**	**:25[a]**	**:56[b]**
• Computer	10%	10%	:58[a]	1:18[b]	:06	:08
• Smartphone	8%[a]	27%[b]	1:02[a]	1:45[b]	:05[a]	:28[b]
• Tablet	16%[a]	22%[b]	1:07[a]	1:27[b]	:11[a]	:19[b]
• iPod Touch	4%[a]	2%[b]	1:41	#	:04	:01
Other						
• DVDs	14%[a]	7%[b]	1:46	1:48	:14[a]	:08[b]
• Movies (in theater)	2%	3%	#	#	:02	:04
GAMING	**66%**	**64%**	**2:00[a]**	**2:18[b]**	**1:19**	**1:28**
Video games[†]	**33%**	**30%**	**1:46[a]**	**2:24[b]**	**:35**	**:44**
• Console	27%	N/A	1:44	N/A	:28	N/A
• Hand-held	11%	N/A	1:07	N/A	:07	N/A
Computer games	**13%**	**11%**	**1:29**	**1:36**	**:11**	**:11**
Mobile games	**45%**	**45%**	**1:13**	**1:17**	**:33**	**:34**
• Smartphone	14%[a]	22%[b]	1:05	1:15	:09[a]	:16[b]
• Tablet	27%[a]	22%[b]	1:12	1:13	:19	:16
• iPod Touch	7%[a]	2%[b]	1:02	#	:05[a]	:02[b]

TABLE A. Media use and average time spent with each activity per day among tweens, over time

Among 8- to 12-year-olds	Percent who used		Average time among users		Average time among all	
	2015	2019	2015	2019	2015	2019
LISTENING TO MUSIC	**57%**	**56%**	**1:29**	**1:16**	**:51**	**:43**
• Computer	3%	3%	#	#	:02	:02
• Smartphone	12%[a]	18%[b]	1:25	1:05	:10	:12
• Tablet	10%	10%	:57	1:03	:06	:06
• Radio	34%[a]	27%[b]	:58	:58	:20	:16
• CD	5%	N/A	1:13	N/A	:04	N/A
• iPod/MP3 player	12%[a]	4%[b]	1:17	#	:09[a]	:02[b]
• Smart speaker	N/A	9%	N/A	:53	N/A	:05
READING	**43%**	**44%**	**1:07**	**1:06**	**:29**	**:29**
• Books (print)	36%	36%	1:07	:57	:24	:21
• Books (electronic)	5%	7%	:49	#	:02[a]	:05[b]
• Magazines	4%	2%	#	#	:01	:01
• Newspapers	2%	*	#	#	*	*
• Computer	1%	1%	#	#	*	*
• Smartphone	*[a]	1%[b]	#	#	*[a]	*[b]
• Tablet	2%	1%	#	#	:01	*
• iPod Touch	*	*	#	#	*	*
BROWSING WEBSITES	**19%**	**17%**	**1:05**	**1:23**	**:12**	**:14**
• Computer	7%	7%	:50	1:28	:04	:06
• Smartphone	5%[a]	8%[b]	#	:58	:03	:05
• Tablet	6%	6%	1:16	#	:04	:04
• iPod Touch	2%[a]	*[b]	#	#	:01[a]	*[b]
USING SOCIAL MEDIA	**15%**	**13%**	**1:43**	**1:17**	**:16**	**:10**
• Computer	2%	1%	#	#	:01	*
• Smartphone	9%	11%	1:56	1:21	:10	:09
• Tablet	4%	2%	#	#	:03	:01
• iPod Touch	2%[a]	*[b]	#	#	:01[a]	*[b]
MAKING ART/MUSIC	**8%**	**10%**	**:55**	**1:14**	**:04**	**:07**
• Computer	2%	3%	#	#	:01	:02
• Smartphone	2%[a]	4%[b]	#	#	:01	:03
• Tablet	3%	4%	#	#	:01	:02
• iPod Touch	1%[a]	0%[b]	#	#	*[a]	:00[b]

TABLE A. Media use and average time spent with each activity per day among tweens, over time

Among 8- to 12-year-olds	Percent who used		Average time among users		Average time among all	
	2015	2019	2015	2019	2015	2019
VIDEO-CHATTING	**9%**	**10%**	**1:13**	**:55**	**:06**	**:05**
• Computer	1%	1%	#	#	:01	:01
• Smartphone	3%[a]	6%[b]	#	#	:03	:03
• Tablet	2%	2%	#	#	:01	:02
• iPod Touch	2%	1%	#	#	:01	*
WRITING	**2%[a]**	**1%[b]**	**#**	**#**	**:01**	*****
• Computer	1%	1%	#	#	*	*
• Smartphone	*	0%	#	#	*	:00
• Tablet	1%[a]	*[b]	#	#	*[a]	*[b]
• iPod Touch	*	N/A	#	N/A	*	N/A
ANYTHING ELSE	**13%**	**11%**	**1:04**	**1:01**	**:08**	**:07**
• Computer	2%	3%	#	#	:01	:01
• Smartphone	4%	7%	:57	:54	:03	:04
• Tablet	5%[a]	3%[b]	:39	#	:02	:02
• iPod Touch	2%[a]	0%[b]	#	#	:03	:00
Total screen media	**94%**	**92%**	**4:53**	**5:07**	**4:36**	**4:44**
Total media	**98%**	**98%**	**6:03**	**6:02**	**5:55**	**5:54**

* Indicates more than 0 but less than one-half minute or one-half percent.

† In 2015, console and hand-held gaming were asked about in two separate questions; in 2019 they were asked about in a single combined question.

\# Indicates that the sample size of users is too small for reliable results ($n < 50$).

— Indicates a question asked only of 13- to 18-year-olds.

"N/A" indicates that the question was not asked that year.

Notes: Superscripts (a,b) are used to denote whether differences over time are statistically significant ($p < .05$). Items with different superscripts differ significantly. All times are rounded to the nearest minute. Totals are rounded to the nearest minute after unrounded times are summed. As a result, totals shown in the table may differ slightly from the sum of rounded times shown in the table.

TABLE B. Media use and average time spent with each activity per day among teens, over time

Among 13- to 18-year-olds	Percent who used		Average time among users		Average time among all	
	2015	2019	2015	2019	2015	2019
WATCHING TV/VIDEOS	**81%[a]**	**86%[b]**	**3:18**	**3:21**	**2:41**	**2:52**
TV on TV set	**64%[a]**	**50%[b]**	**2:21**	**2:14**	**1:31[a]**	**1:07[b]**
• Live	44%[a]	20%[b]	2:03	2:07	:54[a]	:25[b]
• Time-shifted[‡]	34%	37%	1:50	1:54	:37	:42
• *DVR*	14%[a]	7%[b]	1:23	1:18	:12[a]	:06[b]
• *On demand/Subscription*	23%[a]	33%[b]	1:47	1:52	:25[a]	:36[b]
• *On demand*[§]	N/A	10%	N/A	1:21	N/A	:08
• *Subscription*[§]	N/A	27%	N/A	1:46	N/A	:28
TV on other devices	**19%[a]**	**33%[b]**	**1:59**	**1:54**	**:22[a]**	**:38[b]**
• Computer	9%	10%	1:37	1:47	:09	:10
• Smartphone	6%[a]	20%[b]	2:16	1:50	:08[a]	:22[b]
• Tablet	4%	5%	1:49	#	:04	:05
• iPod Touch	1%[a]	*[b]	#	#	:02[a]	*[b]
Online videos	**45%[a]**	**61%[b]**	**1:18[a]**	**1:37[b]**	**:35[a]**	**:59[b]**
• Computer	17%[a]	13%[b]	1:07[a]	1:32[b]	:11	:12
• Smartphone	22%[a]	46%[b]	1:08	1:26	:15[a]	:39[b]
• Tablet	8%	8%	1:10	1:35	:06	:07
• iPod Touch	3%[a]	*[b]	#	#	:02[a]	*[b]
Other						
• DVDs	9%[a]	4%[b]	1:57	#	:11[a]	:04[b]
• Movies (in theater)	3%	3%	#	#	:03	:04
LISTENING TO MUSIC	**81%**	**83%**	**2:20**	**2:31**	**1:54**	**2:05**
• Computer	12%[a]	8%[b]	2:11	2:24	:16	:12
• Smartphone	40%[a]	62%[b]	1:41	1:53	:41[a]	1:11[b]
• Tablet	8%[a]	4%[b]	1:36	#	:07	:06
• Radio	34%[a]	28%[b]	1:20	1:27	:27	:24
• CD	6%	N/A	1:16	N/A	:05	N/A
• iPod/MP3 player	17%[a]	4%[b]	1:46	#	:18[a]	:04[b]
• Smart speaker	N/A	8%	N/A	1:39	N/A	:08

TABLE B. Media use and average time spent with each activity per day among teens, over time

Among 13- to 18-year-olds	Percent who used		Average time among users		Average time among all	
	2015	2019	2015	2019	2015	2019
GAMING	**56%**	**56%**	**2:25[a]**	**2:52[b]**	**1:21[a]**	**1:36[b]**
Video games[†]	**28%**	**30%**	**2:13[a]**	**2:43[b]**	**:37[a]**	**:49[b]**
• Console	25%	N/A	2:09	N/A	:32	N/A
• Hand-held	6%	N/A	1:31	N/A	:05	N/A
Computer games	**14%**	**13%**	**2:14**	**2:35**	**:19**	**:19**
Mobile games	**34%**	**35%**	**1:12**	**1:19**	**:25**	**:27**
• Smartphone	23%[a]	30%[b]	1:04	1:10	:15[a]	:21[b]
• Tablet	9%[a]	6%[b]	1:12	1:40	:07	:06
• iPod Touch	4%[a]	*[b]	1:15	#	:03[a]	*[b]
USING SOCIAL MEDIA	**58%**	**61%**	**2:04**	**1:56**	**1:11**	**1:10**
• Computer	14%[a]	6%[b]	1:35	#	:13[a]	:06[b]
• Smartphone	40%[a]	56%[b]	1:52	1:48	:45[a]	1:00[b]
• Tablet	8%[a]	2%[b]	1:43	#	:08[a]	:04[b]
• iPod Touch	4%[a]	*[b]	2:21	#	:06[a]	*[b]
BROWSING WEBSITES	**47%**	**47%**	**1:15**	**1:18**	**:36**	**:37**
• Computer	21%[a]	17%[b]	1:09	1:04	:14	:11
• Smartphone	22%[a]	34%[b]	1:06	1:10	:15[a]	:24[b]
• Tablet	9%[a]	4%[b]	:54	#	:05[a]	:02[b]
• iPod Touch	2%[a]	*[b]	#	#	:02[a]	*[b]
READING	**29%**	**30%**	**1:37**	**1:35**	**:28**	**:29**
• Books (print)	17%	16%	1:28[a]	1:11[b]	:15	:12
• Books (electronic)	4%[a]	9%[b]	1:28	1:29	:03[a]	:08[b]
• Magazines	5%[a]	3%[b]	:56	#	:03	:02
• Newspapers	3%[a]	1%[b]	#	#	:02	:01
• Computer	5%[a]	2%[b]	:45	#	:02[a]	:01[b]
• Smartphone	4%[a]	7%[b]	:52	1:15	:02	:05
• Tablet	1%	1%	#	#	:01	:01
• iPod Touch	1%[a]	*[b]	#	#	*[a]	*[b]
VIDEO-CHATTING	**13%[a]**	**20%[b]**	**1:38**	**1:33**	**:13[a]**	**:19[b]**
• Computer	4%[a]	2%[b]	1:54	#	:04[a]	:01[b]
• Smartphone	7%[a]	18%[b]	1:18	1:29	:06[a]	:16[b]
• Tablet	2%	1%	#	#	:02	:02
• iPod Touch	1%[a]	*[b]	#	#	:01[a]	*[b]

TABLE B. Media use and average time spent with each activity per day among teens, over time

Among 13- to 18-year-olds	Percent who used		Average time among users		Average time among all	
	2015	2019	2015	2019	2015	2019
MAKING ART/MUSIC	**5%[a]**	**10%[b]**	**1:23**	**1:18**	**:05[a]**	**:08[b]**
• Computer	2%	4%	#	#	:02	:03
• Smartphone	2%[a]	5%[b]	#	1:15	:02[a]	:04[b]
• Tablet	1%[a]	2%[b]	#	#	*	:01
• iPod Touch	1%	*	#	#	*	*
WRITING	**4%**	**5%**	**1:37**	**#**	**:04**	**:04**
• Computer	3%	2%	#	#	:02	:01
• Smartphone	1%	2%	#	#	*	:02
• Tablet	1%	1%	#	#	:02	*
• iPod Touch	*	N/A	#	N/A	*	N/A
ANYTHING ELSE	**32%**	**30%**	**1:14**	**1:34**	**:23**	**:28**
• Computer	8%	8%	:59	1:09	:04	:06
• Smartphone	22%	22%	1:01[a]	1:33[b]	:13	:21
• Tablet	4%	3%	1:40	#	:04	:01
• iPod Touch	3%[a]	*[b]	#	#	:02[a]	*[b]
Total screen media	**94%**	**96%**	**7:07**	**7:40**	**6:40**	**7:22**
Total media	**97%**	**98%**	**9:12**	**9:20**	**8:56**	**9:49**

* Indicates more than 0 but less than one-half minute or one-half percent.

† In 2015, console and hand-held gaming were asked about in two separate questions; in 2019 they were asked about in a single combined question.

‡ Data listed here for 2015 differs from that published in the 2015 report because the 2015 report inadvertently excluded on-demand/subscription.

§ In 2015, on-demand and subscription services were asked about in a single combined question; in 2019 they were asked about in two separate questions.

# Indicates that the sample size of users is too small for reliable results ($n < 50$).

"N/A" indicates that the question was not asked that year.

Notes: Superscripts (a,b) are used to denote whether differences over time are statistically significant ($p < .05$). Items with different superscripts differ significantly. All times are rounded to the nearest minute. Totals are rounded to the nearest minute after unrounded times are summed. As a result, totals shown in the table may differ slightly from the sum of rounded times shown in the table.

TABLE C. Daily media activities, by age, over time

2019

Tweens who ... "every day"		Teens who ... "every day"	
Watch TV	63%	Listen to music	82%
Watch online videos	56%	Watch online videos	69%
Listen to music	47%	Use social media	63%
Play mobile games	46%	Watch TV	57%
Read for pleasure	35%	Play mobile games	46%
Play video games*	24%	Play video games*	27%
Use a smart speaker	17%	Read for pleasure	22%
Play computer games	15%	Play computer games	17%
Use social media	13%	Shop online	15%
Shop online	4%	Use a smart speaker	13%
Use virtual reality	2%	Use virtual reality	4%

2015

Tweens who ... "every day"		Teens who ... "every day"	
Watch TV	62%	Listen to music	66%
Listen to music	37%	Watch TV	58%
Play mobile games	27%	Use social media	45%
Read for pleasure	27%	Watch online videos	34%
Watch online videos	24%	Play mobile games	27%
Play computer games	14%	Read for pleasure	19%
Play video games*	12%	Play computer games	17%
Use social media	10%	Play video games*	15%

*On a console

TABLE D. Media enjoyment, by age, over time

2019

Tweens who enjoy ... "a lot"		Teens who enjoy ... "a lot"	
Watching online videos	67%	Listening to music	74%
Listening to music	55%	Watching online videos	58%
Playing mobile games	55%	Playing video games*	43%
Playing video games*	52%	Using social media	41%
Watching TV	50%	Watching TV	33%
Reading for pleasure	38%	Playing mobile games	30%
Playing computer games	37%	Playing computer games	27%
Writing for pleasure	11%	Reading for pleasure	24%
Creating digital art	10%	Creating digital art	9%
Using social media	8%	Writing for pleasure	8%
Using virtual reality	6%	Modifying video games	6%
Coding	4%	Creating digital music	5%
Creating digital music	4%	Using virtual reality	5%
Modifying video games	4%	Coding	3%

2015

Tweens who enjoy ... "a lot"		Teens who enjoy ... "a lot"	
Watching TV	61%	Listening to music	73%
Listening to music	54%	Watching online videos	45%
Playing video games*	52%	Watching TV	45%
Playing mobile games	51%	Playing video games*	42%
Watching online videos	46%	Using social media	36%
Reading for pleasure	41%	Reading for pleasure	30%
Playing computer games	39%	Playing mobile games	27%
Using social media	13%	Playing computer games	26%
Writing for pleasure	13%	Writing for pleasure	9%
Creating digital art	11%	Creating digital art	7%
Modifying video games	5%	Creating digital music	5%
Coding	4%	Coding	3%
Creating digital music	4%	Modifying video games	3%

*On a console

TABLE E. Media activities, by age, over time

2019

Tweens who ever ...		Teens who ever ...	
Watch TV	96%	Listen to music	98%
Listen to music	94%	Watch online videos	98%
Watch online videos	94%	Watch TV	96%
Play mobile games	93%	Play mobile games	91%
Read for pleasure	86%	Shop online	86%
Play video games*	80%	Read for pleasure	85%
Play computer games	72%	Play video games*	84%
Shop online	50%	Use social media	82%
Use a smart speaker	45%	Play computer games	72%
Use social media	31%	Use a smart speaker	45%
Use virtual reality	22%	Use virtual reality	27%

2015

Tweens who ever ...		Teens who ever ...	
Watch TV	98%	Listen to music	97%
Listen to music	93%	Watch TV	96%
Read for pleasure	88%	Watch online videos	93%
Play computer games	85%	Play video games*	85%
Play video games*	85%	Read for pleasure	84%
Watch online videos	85%	Use social media	83%
Play mobile games	84%	Play mobile games	82%
Use social media	34%	Play computer games	79%

*On a console

2019

THE COMMON SENSE CENSUS: MEDIA USE BY TWEENS AND TEENS

Amount of daily screen use, not including for school or homework

Tweens: **4 hours, 44 minutes**

Teens: **7 hours, 22 minutes**

By socioeconomic status

Tweens in higher-income homes: **3:59**

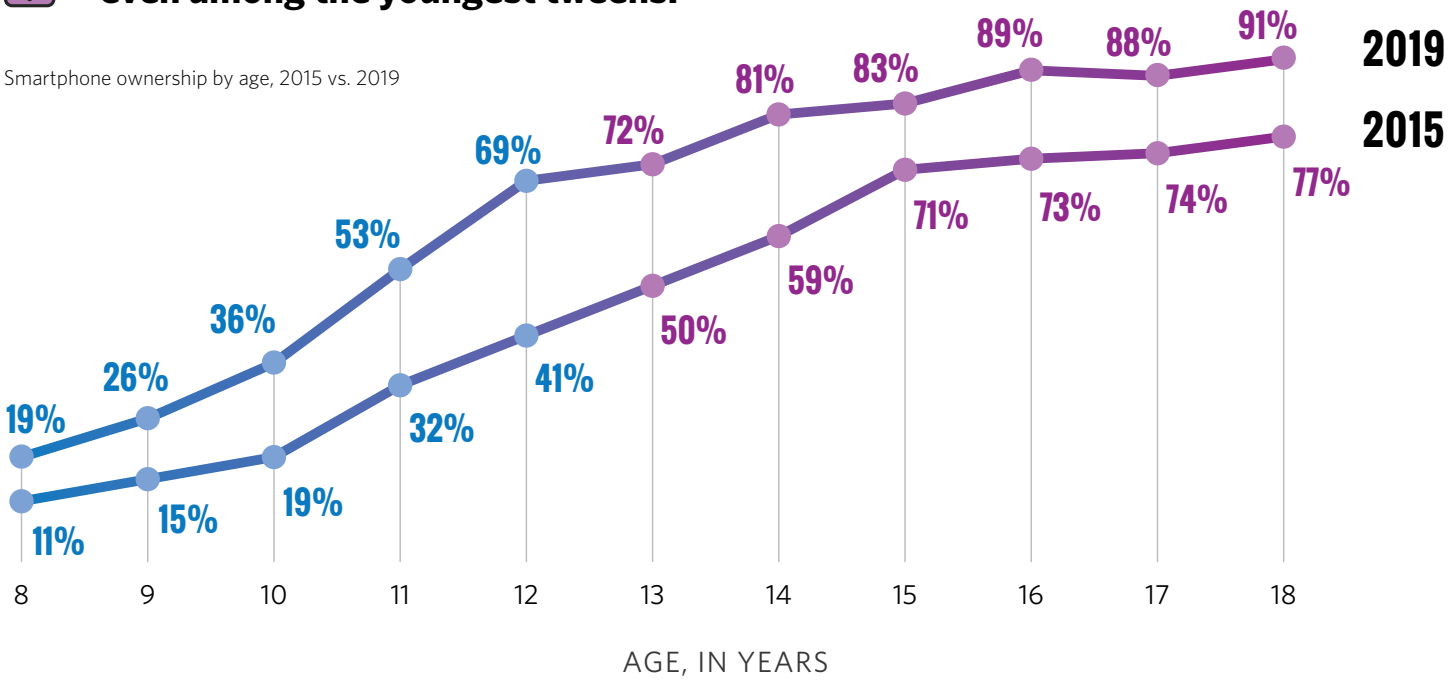
Tweens in lower-income homes: **5:49**

Young people in lower-income homes use nearly two more hours of screen media a day than their peers in higher-income homes.

Note: "Lower income" is <$35,000; "higher income" is $100,000+ per year.

Smartphone ownership has risen dramatically, even among the youngest tweens.

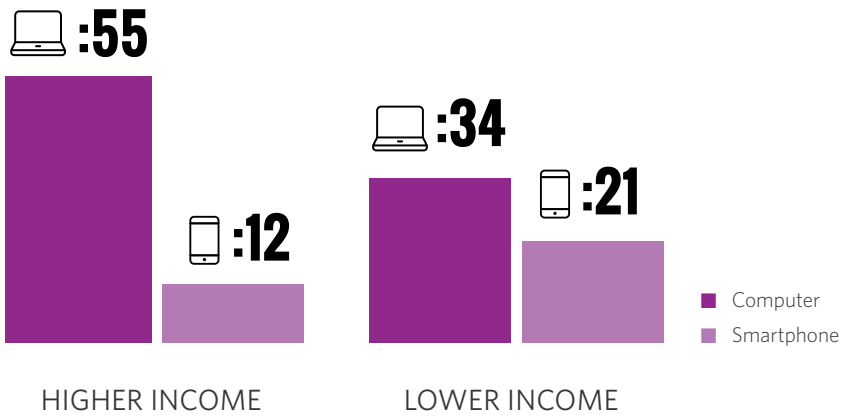
Smartphone ownership by age, 2015 vs. 2019



Homework gap

Teens in lower-income homes spend less time using computers and more time using their phones for homework than their peers in higher-income homes.

Average minutes per day 13- to 18-year-olds spend using each device for homework, by income, 2019



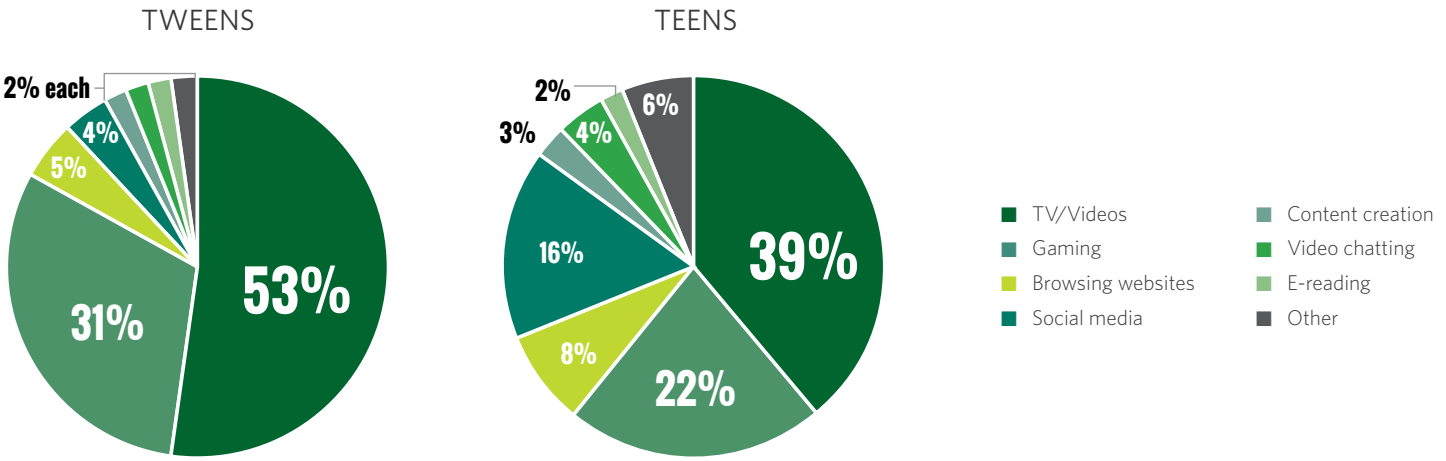
Note: "Lower income" is <$35,000; "higher income" is $100,000+ per year.

Top screen media activities for tweens and teens

Proportion of screen time devoted to various media activities, 2019

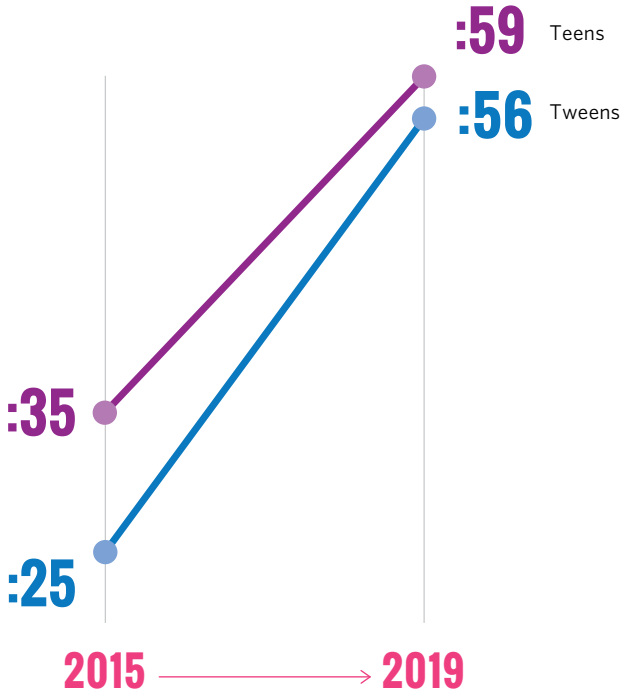
#1 Watching TV/videos

#2 Playing games



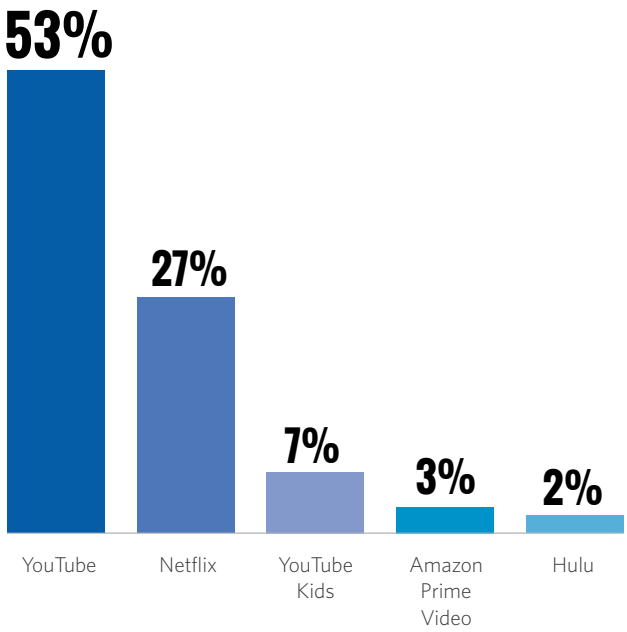
Note: Content creation includes writing on digital devices, making art, or creating digital music. "Other" includes using GPS or other functional apps, using email, shopping, and doing any other digital activities not specifically asked about in the survey.

Time spent watching online videos has increased substantially.



For tweens, YouTube dominates the online video space.

Online video or subscription platforms used "the most" by 8- to 12-year-olds



METHODOLOGY

THIS REPORT PRESENTS THE results of a nationally representative, probability-based online survey of 1,677 U.S. young people age 8 to 18 years old, conducted from March 11 to April 3, 2019. The current survey is the second in a series of cross-sectional surveys conducted by Common Sense Media among this age group, tracking the media activities of young people in the United States. Data from the first wave of the survey, conducted in 2015, are provided in this report and used to measure changes in media activities and attitudes over this period. To the extent possible, the current survey duplicates questions asked in the previous survey, updating as necessary to accommodate new technologies. A copy of the complete questionnaire is provided in the appendix to this report. In cases where the question wording or structure has changed since 2015, those changes are noted in the relevant tables.

The project was directed by Michael Robb, senior director of research at Common Sense Media, and Vicky Rideout, president of VJR Consulting. Data analyses were conducted by Ms. Rideout and Melissa Saphir of Saphir Research, and the report was written by Ms. Rideout. The survey was administered by Ipsos, using their KnowledgePanel©, a probability-based web panel designed to be representative of the United States. The survey was offered in English or Spanish.

Media Included in the Study

Media activities. The media activities covered in the survey include: watching television, movies, and videos; playing video, computer, and mobile games; listening to music; using social media; reading; browsing websites; video-chatting; writing on digital devices; creating digital art or music; and using digital devices for other purposes (such as emailing, shopping, coding, or using functional apps for tasks such as getting directions or weather). While there were questions about the number of texts sent per day, texting was not included in time estimates.

Media devices. The media devices covered in the survey include: television sets, computers, tablets, smartphones, e-readers, iPod Touches, books, newspapers, magazines, radios, video game consoles, hand-held video game players, virtual reality headsets, and smart speakers.

Entertainment media. The bulk of the study concerns the use of media for entertainment purposes; however, use of media for homework was also explored, and those results are reported separately. The term "entertainment media" is occasionally used in the report, to distinguish media used for school or homework from media used for other purposes.

Survey Sample

The survey was conducted online among a nationally representative, probability-based sample of 1,677 U.S. young people age 8 to 18 years old, using the Ipsos KnowledgePanel©. African American respondents were oversampled to ensure a total sample size of 250 respondents. Unlike the members of most other online survey panels, KnowledgePanel© members were recruited using probability-based methods such as address-based sampling and random-digit-dial telephone calls. Households that were not already online were provided with a device and internet access for the purpose of participating in surveys. The use of a probability sample means the results are substantially more generalizable to the U.S. population than are results based on so-called "convenience" samples. Convenience samples include only respondents who are already online and who volunteer through word of mouth or advertising to participate in surveys.

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

Weighting. The use of probability-based recruitment methods for the KnowledgePanel© is designed to ensure that the resulting sample properly represents the population of the U.S., including geographically, demographically (e.g., age, gender, race/ethnicity, income), and in terms of home internet access. Study-specific post-stratification weights were applied once the data was finalized, to adjust for any survey nonresponse and to ensure the proper distributions for the specific target population (in this case, 8- to 18-year-olds). For this study, the benchmark

distributions presented in the table below (from the U.S. Census Bureau's March 2018 Current Population Survey) were used for the raking adjustment of weights. Distributions for household internet access were obtained from the Census Bureau's October 2012 Supplement.

Outliers. One respondent reported time estimates that were not deemed credible or valid, and that respondent was removed as an outlier. A second respondent reported a time estimate for one activity that did not appear valid, but the remainder of their estimates appeared credible. In this case, the questionable estimate was replaced with the mean time spent in that activity among respondents of the same age and gender, but the rest of the respondent's answers were included in the data set as reported.

Imputation of data. Due to a programming error, data for time spent watching TV was not collected properly for a total of 76 respondents. The missing data were imputed based on the average for those respondents' age, gender, and race.

U.S. Benchmarks and Demographic Profile of Survey Sample

	Benchmark	Unweighted percent	Weighted percent	Unweighted *n*	Weighted *n*
Age					
• 8- to 12-year-olds	45%	46%	45%	767	754
• 13- to 18-year-olds	55%	54%	55%	910	924
Gender					
• Boys	51%	50%	51%	841	853
• Girls	49%	50%	49%	836	824
Race/Ethnicity					
• White	52%	54%	52%	907	867
• Hispanic	25%	21%	25%	348	414
• Black	14%	15%	13%	250	226
• Other	6%	6%	6%	94	107
• Two or more races	4%	5%	4%	78	63
Income*					
• <$25,000	13%	15%	13%	247	219
• $25,000 to $49,999	19%	18%	19%	299	319
• $50,000 to $74,999	16%	19%	16%	317	272
• $75,000+	52%	49%	52%	814	867
Internet access†					
• Yes	83%	97%	97%	1,629	1627
• No	17%	3%	3%	48	50
Total sample				**1,677**	**1,677**

*Income breaks used in data analysis were less than $35,000, $35,000–99,999, and $100,000 or more.

†Other than the dial-up access provided by GfK/Ipsos for purposes of participating in KnowledgePanel© surveys.

Source of demographic benchmarks: March 2018 Current Population Survey, U.S. Census Bureau. Benchmarks for internet access are from the Census Bureau's October 2012 Supplement.

Descriptions of Demographic Groups

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

Age groups. The report uses the word "tweens" to describe the age group of 8- to 12-year-olds. The report also uses "teens" or, sometimes, "teenagers" to refer to the age group of 13- to 18-year-olds.

Parent education. Respondents are grouped into three categories based on the highest level of education attained by either parent. "High school" includes those whose parent(s) have no more than a high school diploma; "some college" includes those with at least one parent who attended college but did not receive a four-year degree; and "college degree" includes those respondents with at least one parent who has a bachelor's degree or higher.

Race/ethnicity. The terms "Black" and "African American" are used interchangeably in the report and refer to any respondents who self-identify as non-Hispanic and Black. Where findings are broken out by race/ethnicity, results are presented for White, Black, and Hispanic/Latino young people; respondents in the "other" category are included in the total sample but not in findings that are broken out by race (the cell sizes of each individual group in the "other" category are not large enough for us to examine differences between them).

Margin of Error

The margin of error for the full sample is +/-2.8%. The margin of error for subgroups is higher.

Presentation of Data in the Text

Statistical significance. Where relevant, differences among demographic groups or over time have been tested for statistical significance. Unless otherwise noted, findings are referred to in the text in a comparative manner (e.g., "more than," "less than") only if the differences are statistically significant at the level of $p < .05$. In tables where statistical significance has been tested, superscripts indicate whether results differ at $p < .05$. Items that share a common superscript or that do not have a superscript do not differ significantly.

Notation of hours and minutes. Throughout the report, time spent with media is presented in hours:minutes. For example, "two hours and 10 minutes" is sometimes presented as 2:10; "10 minutes" is sometimes presented as :10.

Rounding. Percentages will not always add up to 100 due to rounding or multiple response options, or because those who marked "don't know" or did not respond are not included. Times for individual activities are rounded to the nearest minute. Time estimates for categories that combine multiple activities (e.g., total gaming time, which includes video, mobile, and computer gaming) are summed from *unrounded* data; only the total is rounded.

Measuring Media Use

All data presented in this report are based on self-reports. Because of the range of media activities covered—including listening to music, watching television, playing console video games, and reading books and magazines—there is no passive data-collection method that could provide these data. There are various ways researchers can structure self-reports, such as by using diaries that ask respondents to look back at the end of their day and list all their daily activities in 10- to 15-minute increments, or by asking respondents how much time they spend doing various activities "in a typical day." This survey asks respondents to think about what they did on a specific day: the day before they took the survey. Responses were collected evenly over the seven days of the week. By asking about what respondents did the previous day, this method approaches the immediacy of a diary methodology, but without the respondent being burdened with documenting all activities or doing so in very short time increments. It also provides the specificity of having a particular day in mind, as diaries do.

One of the basic findings presented in the report is the average (mean) amount of time spent on each activity "among all" tweens or teens. The amount of time spent with any activity or device per day "among all" reflects both the percent who engaged in those activities and the length of time spent doing them. For example, in a typical day in this country, 61% of teens watch online videos, and those who watch spend an average of an hour and 37 minutes watching; therefore the average among all teens is 59 minutes per day. Obviously not all teens are sitting down and watching online videos for precisely 59 minutes each day. Many aren't watching at all, some are watching for 30 minutes, and some are watching for several hours. But this average "among all" gives us a quick way to assess where a particular media activity stands in relation to other activities.

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

In addition, many young people often use more than one medium at the same time. For example, a teen who spends an hour playing mobile games and an hour listening to music has a total of two hours of media use. But they may have done the activities simultaneously—listening to music while playing a mobile game. In other words, they may have used two hours' worth of media in one hour, due to simultaneous media use.

CONCLUSION

THE DATA PRESENTED IN this report is a unique resource with which to examine the broad national trends in young people's use of entertainment media in the United States over the past four years. It offers critical insights that validate some popular assumptions and challenge others.

For example, one popular assumption is that children from wealthier and more-educated families spend less time with screen media than other children do, and the data in this report validates that claim: In the tween and teen years, those in lower-income homes or with parents with no more than a high school diploma spend nearly two hours more than their peers with screen media each day, on average. We can't say from this report whether that is a good or a bad thing; we can't say why it is so; but we can validate that these differences exist and should be acknowledged and examined.

Another assumption many people make is that the digital divide has closed, at least as far as access to devices such as computers in the home. But the tracking data presented here indicates that although this divide is definitely closing, it hasn't been eliminated yet. Among 8- to 18-year-olds, there is a 21-percentage-point gap between those in lower- vs. higher-income families in access to a home computer, and a 13-point gap in daily use of computers for homework. Again, the progress in access should not be discounted, but policymakers and educators also need to acknowledge and understand the continuing divide.

There is also a growing assumption that screen "time" doesn't matter anymore, because of the wide variety of activities young people can engage in via screens. But the data presented here allows us to understand how most young people are actually using screens, and that data indicates that certain activities very clearly dominate their screen use: watching video content produced and served to them by others; playing games; and using social media. Despite the new affordances and promises of digital devices, how young people use screens hasn't changed much at all over the past four years; there's just a slow increase in the amount of time spent with screens and a shift from television to online videos. The video content young people watch may not be coming from the television broadcast networks anymore, but they're still watching TV and videos; their social media platforms may have changed from MySpace and Facebook to Instagram and Snapchat, but they are still devoting about the same amount of time each day to social media; the devices they use may well be capable of allowing young people to produce and share their own content, but only a small portion of their screen time is spent doing so; and the time they spend in content creation is not growing. The basic outlines of young people's screen activities are clear and should be acknowledged as such.

The importance of content and context in children's media use is widely accepted, and some of the findings in this survey reinforce that message. The shift from television to online viewing documented here has important implications for both content and context. Online video viewing is a more individualized activity, with fewer opportunities for co-viewing with parents and other family members. This has implications not just for the impact of media on the child, but also for family time: It is much easier to share a viewing experience on a larger, communal screen than it is on a small, personal device. For those who worry that parents and their kids may be occupying the same physical space but not actually sharing the same experiences, this shift could be a concern. What is lost when shared media time goes away? And how does the shift from watching TV shows with family members to watching online videos by oneself affect the possible impact of media messages on the child?

The shift to online viewing also has important implications for researchers interested in studying the specific content accessed by tweens and teens. If tracking and evaluating the content young people watched on television was difficult, doing so with online videos is even more of a challenge. There is such a wide array of content to select from, both high and low quality, from celebrity influencer videos to do-it-yourself maker videos to violent or sexual content and everything in between. By documenting the nature of young people's screen activities and the amount of time devoted to those activities, this survey makes it clear that understanding the content of their video exposure is more important than ever and will likely be even more challenging for researchers than ever before.

Finally, we have all gotten used to a constantly accelerating pace of change in young people's media lives; but, for the first time, this wave of the survey indicates that the pace of change in young people's media lives may have slowed. The survey has revealed some interesting and important changes over the past four years: increasing connectivity among tweens, rising screen media usage among teens, an explosion in online video viewing at the expense of television. But given the revolutionary pace at which young people's media environments have been changing over the past 20 years, it is also noteworthy that for the first time in quite a while, the pace of change appears to have slowed.

Previous surveys have documented the introduction and rapid-paced adoption of game-changing new devices (touchscreens, tablets, smartphones) or activities (social media). But for the past four years, there has been relative stability. There are new devices such as smart speakers and smartwatches, and new activities such as virtual reality, but none of them appears to be capturing young people's attention and time in a big way—at least for now. Social media has clearly become part of the fabric of teenagers' lives, yet the time they spend using it has remained virtually unchanged since 2015. Mobile gaming has also remained steady. How young people access TV shows has certainly changed, with live TV down and subscription and other online viewing up, and that may have important implications for young people's commercial exposure and, as discussed above, for co-viewing and content choices. But in the big picture, it seems clear that after a period of rapid and revolutionary change in the media landscape of tweens and teens, we are now in the midst of a (perhaps temporary) period of *relative* stability.

And that may give researchers, parents, and educators a chance to catch up.

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OUR OFFICES

San Francisco Headquarters
650 Townsend Street, Suite 435
San Francisco, CA 94103
(415) 863-0600

Los Angeles Office
1100 Glendon Avenue, 17th Floor
Los Angeles, CA 90024
(310) 689-7535

New York Office
575 Madison Avenue
New York, NY 10022
(212) 315-2138

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2200 Pennsylvania Avenue NW
4th Floor East
Washington, D.C. 20037
(202) 350-9992

Arizona Office
2201 E. Camelback Road, Suite 403B
Phoenix, AZ 85016

London Office
Exmouth House
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Farringdon, London EC1R 0JH
United Kingdom

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