

Children's Shared Understanding of Media Marketing

“Children's Shared Understanding of Media Marketing,” a thesis submitted to the Nova Scotia Inter-University Doctoral Administrative Committee and the Mount Saint Vincent University Graduate Studies Committee in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Studies

Halifax, Nova Scotia

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Abstract

Through an examination of the contextual relationship between theory of mind and media literacy, this exploratory research study contributes to the fields of both education and psychology, as well as the broader digital economy, in its production of knowledge about children's understanding and for their well-being. "Children think differently from adults and there are qualitative differences in the way children of different ages understand the world around them" (Greig & Taylor, 1991, p. 31)—a world, today, that greatly encompasses media. In Western societies, where contemporary digital and electronic media forms and the marketing messages they disseminate are primary social and cultural influences, it is crucial that parents and educators have a solid understanding of children's developmental ability to interpret and engage critically with media forms. Theory of mind is the ability to understand the mental states and intentions of others and ourselves (Premack & Woodruff, 1978; Doherty, 2009; Astington & Edward, 2010; Miller, 2012). If we consider that the development of a mature theory of mind enables individuals to explain, predict, and manage others' behaviours and is considered to be an integral component for developing the ability to reason logically and abstractly (Frye & Moore, 1991), it seems both logical and plausible to consider it in relation to the necessary skills for thinking critically about media.

DEDICATION

*To blood donors, who give generously of their time and self so that others may be granted a **lifetime**. On a profoundly fundamental level, YOU are a part of who I am and a part of who I have become. I owe you a lifetime of gratitude.*

“It’s in you to give” — Canadian Blood Services, <https://www.blood.ca>

Acknowledgements

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not” (*The Lorax*, Dr. Seuss). Thank you to *The Mount*, its faculty and community of scholars, for having empowered me to strive for excellence! You are at the heart of my dedication to children, youth, and families, which shines through my academic, professional, and personal engagements and social responsibility.

I cannot begin to express my gratitude to my Supervisor, Dr. Daniel Séguin, and Committee Members, Dr. Allan Neilson and Dr. Donna Varga. You have been a source of guidance and inspiration throughout this transformative journey. To my External Examiner, Dr. Scott Miller, thank you for your valuable contribution.

Thank you to the families who graciously gave of their time to participate in this study. I enjoyed learning from you. Your voices contributed to the advancement of knowledge in a meaningful and significant way.

Thank you to my husband, Tommy, and our children, Daniel and Claire, for your constant love and support. “Everything is awesome. Everything is cool when you’re part of a team!” (*The LEGO Movie*). YOU are AWESOME, and I am blessed to be part of such an awesome team who has believed in me every step of the way. Without you, I could never have completed this marathon. xo

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CHAPTER I

Introduction to the Topic of Study

The issue of children and media has long been an interest of mine, both personally and academically. My Masters research, entitled *Fantasy & Reality: Understanding Children's Perceptions of Animated Images* (LeBlanc, 2003), provided insight into children's understanding of media, but has also led me to question other aspects of media, and has, in part, inspired my current exploration of children's understanding of media marketing.

We live in a society where media is ubiquitous. Whether it be in electronic form, such as radio or television, or digital form, such as Internet and smartphones, these means of communication to mass audiences are entering every facet of individuals' daily lives. More than ever, there is an urgent need to turn off the television set, Internet, and cell phone, and talk about a marketer's nightmare: children who can think critically about the media world that surrounds them. This is a topic of study that requires constant review and persistence in the face of the continually expanding media world. I embarked on this intense and exuberant quest for knowledge as a young woman, a parent, a professional, and a PhD student. Each of these roles transformed my thinking and allowed me to embrace intellectual stimulation and personal growth as I found my place, not only as a researcher, but also as a media literacy activist.

Doctoral Theme

This doctoral dissertation provides some insight into children's understanding of the mass media world that surrounds them. Through an examination of the relationship between theory of mind and media literacy, this exploratory research study is grounded within a psycho-educational perspective while providing an often overlooked sociocontextual approach to the subject.

Statement of Research Question

“Children think differently from adults and there are qualitative differences in the way children of different ages understand the world around them” (Greig & Taylor, 1991, p. 31)—a world that, today, encompasses media in its many forms. These forms can range from static print media, found in books and on billboards, to television and radio electronic media, to the newest forms of media – digital media that includes Internet, smartphones, etc. The research question, “How do children understand media messages?” aimed to provide a better understanding of children’s abilities in relation to contemporary electronic and digital mass media so that parents and educators can provide media literacy strategies that meet children’s understandings, and thus enable them to “make sense” of their media-saturated world. In order to tackle this, the research question was operationally defined as two individual, yet interrelated, questions: 1) Can children in Grade 1, 2, and 3 (approximately aged 7–9 years) apply theory of mind to their interpretations of marketing messages presented in electronic and digital forms? and 2) How might children’s theory of mind understandings be influenced by their micro-, exo-, and macro-ecological systems?

Significance of Topic

Child development. Child development is shaped through everyday experiences, argued John Dewey and Lev Vygotsky many decades ago. Today, however, what constitutes everyday experiences has taken on a whole new context for children within the Western world. This context includes both mass media and personal media.

Exposure to media is now a regular component of children’s experiences. In 2005, Roberts, Foehr, and Rideout found that children and youth, 8 to 18 years of age, spent 6 ½ hours

a day using media. This figure is continuing to grow. By 2010, American children between 8 and 18 years of age were spending more than 7 hours a day with screen media according to one study by Rideout, Foehr, and Roberts (2010). Not only is screen time increasing, the media environ is also changing in terms of possibilities that have helped shift children's engagement with media from passive recipients of content to active participants in and co-creators of media content (Montgomery, 2011).

Consumerism. More than ever, "the influential role media play in organizing, shaping, and disseminating information, ideas, and values is creating a powerful *public pedagogy*" (Giroux, 1999; Luke, 1997, as cited in Share, 2009, p. 2). From an early age, children learn to believe the societal messages that surround them. For example, "pink is for girls," "trucks are for boys," and even particular cereal brands (Kellogg's Frosted Flakes) being "good for sports." Advertising is one of the powerful means of disseminating such messages. Comstock and Sharrer (1999) shared results from the Committee on Communications of the American Academy of Pediatrics, which stated that children and adolescents view 40,000 ads per year on TV alone. Hence, children are increasingly saying "I want that, and that..." because advertisements, along with other kinds of social messages, tell them they need whatever "that" is in order to fit in with their peers. Advertisers tap into "the nag factor" in an attempt to get children to guilt parents into buying their products (Henry & Borzekowski, 2011). According to McDonnell (2001), the "cradle-to-grave consumerism" approach has become entrenched in our society. Today, advertising goes far beyond television viewing and has infiltrated our everyday experiences through personal media devices and Internet usage. Marketers target specific individuals through online data, and even build marketing campaigns that encourage consumers to "share" their products online (Common Sense Media, 2014).

The trend. Between the 1970s and the late 1990s, societal beliefs shifted from the protection of children from media by limiting advertising during children's programming, to commercial exploitation that allowed children to fully enter the marketplace (McDonnell, 2001) and become child consumers. This shift in belief transpired without a clear understanding of children's ability to interpret and engage critically with mass media content, and it thus created possible implications for their overall health and well-being.

Theory of mind. Theory of mind is the ability to understand the mental states and intentions of others and ourselves (Premack & Woodruff, 1978; Doherty, 2009; Astington & Edward, 2010; Miller, 2012) and is a central component of social cognition. It has been argued that the development of a mature theory of mind enables individuals to explain, predict, and manage others' behaviours, skills which are considered to be an integral component for developing the ability to reason logically and abstractly (Frye & Moore, 1991). Therefore, it seemed logical and plausible to consider theory of mind in relation to the skills necessary for thinking critically about media advertising. Although the study of children's theory of mind has been a field of investigation within developmental psychology since the late 1970s (Premack & Woodruff, 1978; Wimmer & Perner, 1983), there was a deficit of studies that explored children's varying theory of mind abilities and its developmental progression, as well as its relation to media literacy issues.

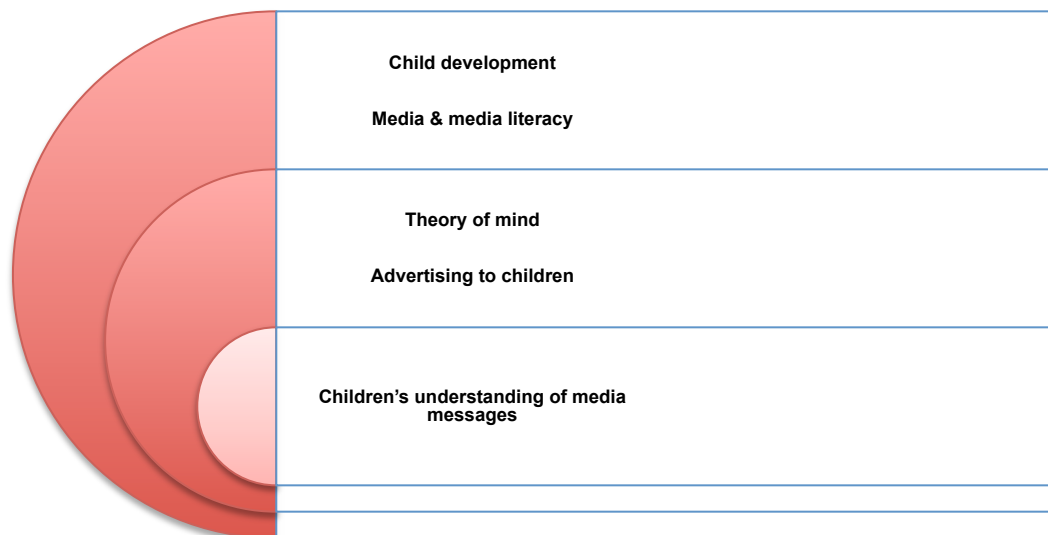
Summary. Through an examination of the relationship between electronic and digital media content, children's theory of mind development, and media literacy acquisition, this exploratory study aimed to provide further understanding of children's ability to interpret mass media content so that we, as a society, can better understand the possible implications for their

health and well-being. Children's understanding of media advertising provides the developmental basis for exploring media literacy.

This study contributes to the advancement of knowledge in the field, because it demonstrates children's theory of mind ability in relation to understandings of media advertising and centralizes the sociocultural nature of theory of mind development. This study is relevant to children, parents, educators, and policy makers, in that providing a basis for developmentally effective media literacy education could enable children to understand how media affects their lives.

CHAPTER II

Literature Review



The following is an extensive review of the literature on child development as it pertains to media. The above image lists the areas that are explored, critiqued, and addressed in terms of their significance to the central research topic of children's understanding of media messages.

Child Development

Jean Piaget, Erik Erikson, Lev Vygotsky, John Dewey, and Urie Bronfenbrenner have all provided insight into children's development. As a scholar and a parent, I believe it is important not only to ascertain which developmental theory one agrees with but also to re-examine past theories of child development in relation to today's constantly changing, media-savvy society. According to Flavell (1963), Piaget's cognitive-developmental theory can be applied to children's understanding of media. This theory implies that children are actively constructing their knowledge of the world around them through ongoing processes of assimilation and accommodation. These processes, which require children to incorporate new information into

existing knowledge and reorganize ways of understanding, could possibly contribute to how children understand media and the individual differences inherent in these understandings. Yet, Piaget also explained child development as an invariant path, without accounting for the complexities and differences in each child's environment (Scheibe, 2007).

The more socially and culturally oriented theories of Vygotsky and Bronfenbrenner, are now thought to be increasingly beneficial (Bronfenbrenner, 1980; Piaget & Inhelder, 1969; Vygotsky, 1935/1986, as cited in Livingstone, 2007) in acknowledging that children's development is influenced by their environment and interactions within this environment, and "never takes place in a vacuum" (Bronfenbrenner, 1979, p. 27). This profound statement is that of Russian American psychologist, Urie Bronfenbrenner (April 29, 1917–September 25, 2005) who, during the 1970s, conceptualized a new way of looking at human development known as Bronfenbrenner's *ecological systems theory* (1979). Bronfenbrenner proposed that, when studying development, we must take into account the entire ecological system wherein growth occurs if we are to truly understand development (Bronfenbrenner, 1979).

This ecological system comprises five socially organized subsystems, which are thought to support and foster human development. They range from the *microsystem*, which encompasses the relationship between an individual and those persons in his or her immediate environment, such as family, daycare, and school, to the *mesosystem*, which is the interaction between the parts of the microsystem, to the *exosystem*, which includes settings in which the individual is indirectly influenced, and then to the *macrosystem*, which encompasses the patterns of culture, such as attitudes and customs. He later included the *chronosystem* to reflect the evolution of the external systems over time (Bronfenbrenner, 1979, 1989, 1994).

Contemporary children in Western society are partaking in digital and electronic mass media in their everyday environments and experiences, and, as a result, the marketing messages they disseminate have become primary social and cultural influences in their lives. According to Bronfenbrenner (1979), experience encompasses not only the objective properties of the environment, but also an individual's perception of these properties within his or her environment (Bronfenbrenner, 1979). The interaction between the person and the environment thus becomes one of reciprocity. It was therefore important to understand children's experiences with media from within a sociocontextual approach.

Bronfenbrenner's (1979) ecological approach is thought to assist the researcher in "breaking apart" the structures surrounding the child and bring him or her into the child's world, like into child's play. He further proposed that "the developing person is viewed not merely as a tabula rasa on which the environment makes its impact, but as a growing, dynamic entity that progressively moves into and restructures the milieu in which it resides" (p. 21), which has tremendous significance when studying media. Environments (and therefore media as an integral part of these environments) are not viewed as linear, but rather encompass interconnections between settings (Bronfenbrenner, 1979). I therefore felt it critical to examine the interconnections involved in children's understandings of and interactions with media messages that are directed at them, and, in turn, to revisit how we approach media literacy, as well as the power inherent in the ecological systems that make up children's environments. Media literacy must become more about engagement.

Media and Media Literacy

As childhood goes increasingly online, researchers need to step back and recognize the power media can have, how it is portrayed in our society, and how it is investigated. Fewer than 10 high-powered corporations have a monopoly on the world's media, controlling the messages portrayed (McChesney, 2003). Within this power structure are limitations in diversity and potential for abuse.

In Canada, *The Canadian Association of Broadcasters (CAB)* enforced rules set out by the *Broadcast Code for Advertising to Children* (1993) in an attempt to respect and protect children's rights. These rules remain in effect. For example, advertisers cannot suggest to children that using their product will make them superior to other children. Nor can they use well-known children's entertainers (including cartoon characters) to promote or endorse a product, with the exception that they can create their own characters that may appeal to children, such as "Tony the Tiger." Although these rules demonstrate an effort to control advertising, they are an exercise in futility, because even if advertisers do not explicitly state that their product will make consumers superior to others, they often show images that imply that their product will make users more popular, prettier, happier, etc. For example, at six years of age, my daughter stopped in the middle of the cereal aisle at the grocery store and said, "Wait Mommy, I need to find the cereal that's good for sports!" Claire had recently joined the local soccer team, and the cereal was Kellogg's Frosted Flakes, which featured "Tony the Tiger" with a soccer ball on its box. When questioned how she knew this cereal would make her a better soccer player, her response was the very revealing statement, "because they told us on TV."

According to Hawkes (2004), Norway, Sweden, and the Canadian province of Québec have chosen to ban all television advertising directed toward children. However, though they may be limiting one form of advertising, it is virtually impossible to completely shelter children from advertising because of its ubiquitous nature in today's Western society. Not only is advertising everywhere from magazines and cereal boxes to signs, television and the Internet, the boundaries among these advertising platforms are also being blurred as advertisers entice consumers to continue to access their advertising content through other platforms. For example, many television advertisements include a website, so the viewer can continue to access their advertisement on the Internet. In addition to electronic media, digital media is now contributing to the socialization of youth, providing them with a means for fulfilling their developmental needs (Montgomery, 2011), and contributing to increased consumerism as brands and products become status symbols for children (Schor, 2005).

Children are exposed to media. That is a fact. However, there has been controversy surrounding children's susceptibility to media influences (Livingstone, 2007). Although there remains much debate, many researchers have reported that media could influence children under certain conditions, due to their particular vulnerability (Calvert, 1999; Villani, 2001). The study of mass communication was also predicated on the notion that there are effects from media (McQuail, 2005). Livingstone (2007) argued that it is implausible to suggest that media has no influence, be it positive or negative, due to its pervasive nature in our everyday experiences.

Boler (2007) suggested that there are two main positions one can adopt in regard to the impact of media: protectionism vs. engagement. The protectionist angle views children as vulnerable and aims to protect them from the perceived "evils" of media; the critical engagement framework aims for public discussion about popular culture and encourages children's thinking.

In 2007, Livingstone urged a rethinking of the influences of media that would ultimately lead future directions of research to empirically examine the topic. She argued that childhood research continues to marginalize media, while media research does the same towards children (Livingstone, 1998). She suggested that this polarization threatens public policy regarding childhood and media (Livingstone, 2007). I believe that, as researchers, we need to move beyond a positioning of whether media is bad vs. good and focus on a better understanding of media for all.

Media does “not offer a transparent window on the world. It provides channels through which representations and images of the world can be communicated *indirectly*” (Buckingham, 2003, p. 3). Contrary to some (Calvert, 1999; Villani, 2001), Buckingham (2000) believed that children were not more influenced by media than adults. I disagree with him on this notion, due, in part, to perceived qualitative differences in child and adult theory of mind abilities. This skepticism led to my stance on developmentally appropriate engagement, as well as developmentally appropriate protectionism.

I sought to attain a better grasp of children's ability to understand media, so that educators could ensure media literacy curricula that could match their understandings. Canada is thought to be a world leader on the topic of media education, due, in part, to its involvement in media education since the 1960s (Share, 2009) and the presence of the Association for Media Literacy (AML) and Media Smarts. The latter provides a vast array of online resources that parents and educators can utilize. However, it is not known how many Canadian educators are aware of, and utilizing, this resource. There is evidence that schools in all Canadian provinces are, to some degree, including media literacy in their curricula (Pungente, Duncan, & Andersen, 2005); however, the effectiveness of such curricula has not been extensively examined.

In an attempt to gain an increased understanding of media literacy, it is important to have a solid grasp of literacy and its development. The progression of literacy development in young children provides a basic framework to examine media literacy. There has been extensive research on the development of language and literacy in young children. Preschoolers begin to learn literacy, the ability to read and write, by observing others reading and writing within their homes (Routman, 1991). In this way, parents are contributors to their child's literacy development in their everyday actions. Ashton (2005) stated that literacy develops from an early age and progresses along a continuum, as children engage with literacies within their home and community environment. Ashton's theory is echoed in an understanding that literacy is then fostered by teachers who support students in reading and writing, help them activate the appropriate prior knowledge (Martinez and Roser, 1991), model reading and writing, and provide shared learning opportunities (Cooper, 1993). Ashton (2005) has drawn on sociocultural theory, critical theory, and social interactionist perspectives to argue the importance of popular culture in the lives of young children. She advocates the importance of early childhood literacy curricula that incorporate children's interests and use their knowledge; thus exhibiting a natural correlation between literacy and media literacy.

Not only are there multiple ways of both defining and developing literacy understanding (Luke, 2000), but according to Bearne et al. (2004), the definition of what is considered text is also changing. Previously, text was confined to the print and images that were found in books, magazines, and newspapers. Today, the definition has expanded to include discourse such as conversations, television advertisements, and text messages. The inclusion of popular culture as text has affected understandings of how children construct meaning (Evans, 2005). This broadened definition of text, the understanding that meaning is socially constructed and

represented through texts (Neilsen, 2003) and Gee's (1996) notion of socioliteracy support the relevance of an ecological approach to children's understanding of media, whereby literacies must be understood from within the sociocultural context of which they are part (Lankshear & Knobel, 2007). Gee (1996) defined primary discourse as how individuals first learn to express themselves using language within their family unit. Individuals' multiple secondary discourses are later attained through participation in various groups or institutions. Within this context, individuals draw from and extend their primary discourse of socially recognized ways of using language, a process also known as scaffolding. Experience and meaning is socially constructed and represented through texts. These texts can be connected or disconnected in nature (Neilsen, 2003). The discourse between children and parents are part of these texts. In this way, parents could assist their child in developing what Neilsen (2003) states as being broader repertoires required for making sense of his or her everyday world.

An example of new text is provided by Vasquez (2005) in her study with young children from Canada and the United States. By exploring their knowledge of everyday texts and the social issues stemming from them, Vasquez demonstrated opportunities for fun and meaningful critical literacies. Vasquez used the term *everyday texts* to refer to spoken or written pervasive texts that individuals encountered daily, but and often did not notice, "such as newspaper and magazine ads, food wrappers, or television advertisements" (Vasquez, 2005, p. 85), nor did they notice the societal messages they conveyed. Vasquez found that children could be enticed into believing what the advertiser wanted them to believe if they did not have the ability to deconstruct and analyze the media message.

In thinking of television as another form of text, Eco (1979) found that viewers must first be taught how to use television in order for television to teach them. I propose that this

statement could be broadened to include all media, and consider how we teach children to utilize media. According to Eco (1979), before children are educated with, or by, media, they should learn about it and their role in critiquing and using it. In this way, teaching about media becomes more than a delivery of information (Buckingham, 2007), it becomes experiential learning.

Although the evaluation of online content may be portrayed as a required digital literacy skill (Gilster, 1997; Warlick, 2005), individuals need to move beyond assessing content based solely on its factual accuracy (Livingstone, van Couverin, & Thumin, 2005). Beyond recognition of the relevance and authoritative or non-authoritative legitimacy of sites (Livingstone et al., 2005), digital literacy must include increased awareness of the persuasive components of media and the emotional dimensions that contribute to our use and interpretation of it (Buckingham, 2008).

Currently, there are four broad conceptual aspects that are generally regarded as essential components of media literacy: representation, language, production, and audience (Buckingham, 2003; Buckingham, 2008). To achieve media literacy, one needs to be able to perceive how messages are being portrayed, or represented, through media. Even though media often appears “real,” “digital media represents the world, rather than simply reflecting it; it offers particular interpretations and selections of reality, which inevitably embody implicit values and ideologies” (Buckingham, 2008, p. 78). In addition to being able to use language, the media-literate individual must also understand how language works. The production component of literacy involves understanding the intent of the communicator (Buckingham, 2008). Interestingly, Miller (2012) has argued that higher-order theory of mind abilities could be linked to this understanding. Additionally, children must understand their stance as audience and realize they are being targeted by advertisers (Buckingham, 2008) in order to clearly and effectively

understand advertising. Children's shared interactions and observed everyday actions within the home and community environment, known as ecological experiences, could influence media literacy attainment.

Theory of Mind

As stated previously, theory of mind refers to individuals' ability to understand their own and others' mental states (Astington & Edward, 2010) and beliefs (Doherty, 2009). The term was first utilized by Premack and Woodruff (1978), in reference to chimpanzees. Their research led to the examination of young children's development of theory of mind. Astington, Harris, and Olson (1998, as cited in Mar, Tackett, & Moore, 2010), have shown that, whereas some theory of mind ability typically appears by 4 years of age, it is not mature until young adulthood, and requires the ability to understand others' wrong beliefs in relation to their own beliefs (Wimmer & Perner, 1983). Children are thought to use theory of mind when explaining their own behaviour and interpreting others' behaviours in reference to their perceived "thoughts, wants, motives and feeling" (Astington & Edward, 2010, p. 1). The development of a mature theory of mind enables individuals to explain, predict, and manage others' behaviours, and is considered to be an integral component for developing the ability to reason logically and abstractly (Frye & Moore, 1991). Understanding school-age children's theory of mind skills in relation to media advertising could provide insight into their understandings of those messages, be a means for creating developmentally appropriate media literacy curricula, and in turn, develop informed consumers.

Doherty (2009) suggested that the most common method of evaluating children's theory of mind abilities was the classic false belief task, first used by Wimmer and Perner (1983). This

task involved the use of dolls and props to act out a story, after which, children were asked to identify the logical sequence of events from the doll's perspective. Baron-Cohen, Leslie, and Frith (1985) designed a similar task that required less language ability, because language was thought to be a potential variable in results. In this well-known "Sally Ann" task, a doll named Sally hides a marble in a basket and leaves the room. Unknown to Sally, another doll named Ann removes the marble from the basket and puts it in a box. When Sally returns, the child is asked where Sally would look for the marble. If the child understands false beliefs, he or she will say the basket. This is because the child knows that Sally has a different perspective from his or her own, and does not know the marble has been moved.

Different variations of the false belief task continue to be utilized, with each typically demonstrating children's ability to complete this task by approximately 4 years of age. However, a notable limitation of the false belief tasks is that they find theory of mind to either be developed or not, rather than differentiating between the various nuances of theory of mind that we now know to exist. Because it was once perceived that theory of mind ability was simply all or nothing, rather than the gradual and developmental progression of complexity we now understand, there are fewer tests that examine theory of mind beyond the preschool years (Miller, 2012).

One test that addresses the different complexities of theory of mind tasks required of school-aged children is the Theory of Mind Test (TOM Test), developed by Muris et al. (1999). The TOM Test can be used with children ages 5 to 12 years to identify precursors, first manifestations, and more advanced aspects of theory of mind. This test is useful in measuring precise theory of mind abilities at precise times in development, which is important because evidence indicates a gradual developmental progression of theory of mind, beginning with

precursors of theory of mind (TOM I), which includes recognition of emotions and engagement in pretense. Children who demonstrate first-order belief tasks (TOM I) and the classic false-belief task are perceived to possess the fundamental understanding that their mind can be targeted to believe ideas which then turn out to be false (Miller, 2012). The highest level of theory of mind development (TOM III) includes the ability to understand second-order belief and humour (Muris et al., 1999).

If children are able to apply the same level of theory of mind abilities to electronic tasks, theory of mind could possibly be a required competency for media literacy. Wellman, Cross & Watson (2001) state that the format of the false belief task does not alter the child's theory of mind ability in response to the task. In contrast, I proposed that digital and electronic forms could be a possible variable in children's ability to apply theory of mind to understandings of false belief tasks presented in this form.

In recent years, researchers have begun to explore theory of mind in relation to media. Mar, Tackett, and Moore (2010) examined how different forms of text may influence children's theory of mind development in 4- to 6-year-olds. By assessing their inferred exposure to different forms of narratives, in addition to their theory of mind ability, using a battery of five tasks, the researchers concluded that exposure to storybooks and movies predicted theory of mind development, whereas exposure to television did not. Earlier, Naigles (2000) had examined children's understanding of mental state verbs (MSV) and theory of mind in a study in which preschoolers watched 10 episodes of *Barney & Friends*. She hypothesized that if children's exposure to MSVs was increased, their understanding of these verbs would also be increased. Children would thus understand the difference between *think* and *know*, and the fact that thoughts may differ in reality. She found that the children had a weak comprehension of the

distinction between the words *think*, *guess*, and *know*, despite their being featured in the episodes. It was deduced that, because these words were employed interchangeably, decreased discrimination occurred unrelated to theory of mind development.

Scheibe (2007) found that preschoolers often have difficulty understanding abstract concepts such as false beliefs, dreams, and appearance-reality distinction, which could lead them to be confused by media storylines that emphasize the actual characters' perceptions or include characters whose looks are contradictory to their actions, such as characters who appear nice but are actually mean. Miller (2012) stated that the mastery of false-belief tasks, which typically occurs around 6 to 7 years of age, could lead to a rudimentary understanding of opacity, which is deemed more difficult. The mental attitudes involved in deciphering opacity place it within the higher-order domain of theory of mind development. Within opacity, "children must realize truth value of such utterances does not depend on what is true in the world but rather depends on the speaker's attitude towards what is said about the world" (Miller, 2012, p. 101), making it a valid skill in understanding advertising and thinking critically about the advertisements one is exposed to.

Share (2009) has proposed that, if literacy is acknowledged as a social process, in addition to the developmental process of assimilation and accommodation, educators should examine which sensorimotor and cognitive abilities are most relevant in interacting with new media, and foster their development. This proposal validates the relevance of exploring theory of mind ability in this study. It has been argued that theory of mind is likely biological, rather than social, in origin (Astington & Edward, 2010) because it develops without specific teaching, yet there is evidence that a number of factors in the child's environment influence and enhance its development such as engagement in pretend play (Youngblade & Dunn, 1995), listening to

stories (de Rosnay & Hughes, 2006), and talking about others' thoughts, wants, and feelings (Ruffman, Slade, & Crowe, 2002).

Advertising

McNeal (1999) stated that between the mid 1980s and the late 1990s, the amount of dollars spent on children's advertising nearly tripled. Each year, billions of dollars are spent on advertising that is specifically targeted towards children. This, along with Buckingham's (2003) claim that media creators intervene and filter what they provide their audiences, and the fact that they carefully play with words, images, and sounds to lead us into the world as they want us to see it, is troublesome on many levels.

According to Common Sense Media (2013), there has been a gradual shift towards children's and teen's viewing of online and mobile device content. Yet, they still spend the majority of their time watching television, and the majority of this viewing is on platforms that include advertising.

Research on children and advertising has demonstrated that children of 7 or 8 years of age could identify and distinguish television commercials as being short and funny programs, as opposed to regular programming (Linebarger & Wainwright, 2007), identify television commercials as enticing individuals to buy something (John, 1999), and have a tendency to think that advertising is negative and suspicious (Boush, Friestad, & Rose, 1994; Obermiller & Spangenburg, 2000). Their understanding of the advertising process, however, remained limited (Kline, 2007).

Lynn Paine (1983, as cited in Kline, 2007) suggested that being an informed consumer requires more than simply understanding the intent of advertisers and acknowledging brand

preferences, and that consumer sovereignty requires an understanding of time, self, and money. Advertisers go about persuading consumers into wanting their product. They do not always explicitly say “buy this,” but the message can be just as overt. According to Strasburger, Wilson, and Jordan (2009), toy advertisements include typical gender stereotypes, draw on the emotional aspects of the product, and deliver other societal messages, such as the portrayal of body image. In addition, online advertising has become so sophisticated that it can specifically target individual children based on the information they provide, often unknowingly, through their Internet use (Common Sense Media, 2014). Online advertising has grown from static banner advertisements that include an image of the product and minimal text to “more sophisticated and enticing banner ads but also ‘advergames,’ online videos, branded websites, virtual worlds, and social marketing” (Common Sense Media, 2014, p. 9).

Advertisements target children, but do the children buy into it? Researchers validated the influence of advertising on children when they found that children select foods that they have seen advertised multiple times, that the requested foods are often nutritionally poor, and that they pester their parents for the products they have seen advertised (Batada & Borzekowski, 2008).

The following studies examined different aspects of children's understanding of advertising. Kunkel and Roberts (1991, as cited in Batada & Borzekowski, 2008) demonstrated the influence of food advertising messages on children, concluding that children under 8 years old are more vulnerable to advertising messages than those older. They concluded that this was because of their limited abilities to perceive the persuasive tactics prior to 8 years of age. This is supported by studies conducted in New Zealand (Bulmer, 2001) and The Netherlands (Bijmolt, Classen, & Brus, 1998, as cited in Batada & Borzekowski, 2008), which found that children's ability to understand the intent of advertising increased with age. However, a 2005 study by the

US Institute of Medicine (as cited in Batada & Borzekowski, 2008) argued that until 10 years of age, children might not be able to detect the persuasive intent of advertising.

While the above-noted findings focused on food advertisements, preliminary findings from research by Lawlor and Prothero (2003) examining children's understanding of television advertising found that 8- and 9-year-olds demonstrated an awareness of advertising beyond that of the intent of the advertiser to sell its product, and included acknowledgement of the purpose of the television channel. These results are conflicting with those of Oates, Blades, Gunter, and Don (2003), who found children's understanding of the persuasive intent of advertising to be less developed. Their research, using focus groups, found that children only began to articulate an understanding of persuasive intent of advertising by 8 years of age, and that even 10-year-olds in the study were not all able to articulate intent. Furthermore, according to Blumberg, Williams, and Kelley (2014), "the point at which children understand advertising and its intent to persuade them to buy a product may be equivocal with respect to specific age" (p. 163). They go on to explain that their "understanding, even during adolescence, may be manipulated by the marketing techniques used by advertiser" (Blumberg et al., 2014, p. 163).

A review of the literature suggests that future research should examine children's understanding of advertising beyond persuasive intent in order to achieve a deeper level of understanding (Lawlor & Prothero, 2003), because electronic and digital media and the marketing messages that they disseminate will undoubtedly continue to be a primary social and cultural influence on the lives of contemporary children. Children need to be able to analyze the social significance of images and mass media; and so parents and educators should encourage children to ask questions about the media (Buckingham, 2003). Boler (2007) argued that the ability to critically analyze media encourages discourse and disperses the power of media in

shaping our cultural and personal identities. Children need to understand the meaning behind language and the personal interpretations these meanings have for each of us, as consumers. They must learn the tools they need to think critically in response to television advertising because “language is a powerful tool for conveying ideas when it is used carefully, but when it is used poorly it makes good thinking difficult” (Ozmon, 2012, p. 299). Media literacy curricula must help children think critically for themselves, because, if not, the media will think for them.

CHAPTER III

Methodology

In Antoine de Saint-Exupéry's book, *The Little Prince*, (1945, as cited in Woodhead & Faulkner, 2008) he wrote "grown ups cannot, on their own, understand the world from the child's point of view and therefore they need children to explain it to them" (p. 107).

In conducting research on children, one must listen intently to children sharing their own understanding (Woodhead & Faulkner, 2008). Children's lives have traditionally been explored through the voices of adults who spoke on their behalf. This rendered children as objects, excluding them from the actual research process (Christensen & James, 2008). I believed that by interviewing children, I could gain an accurate and rich account of their understandings, and so my journey as a researcher had to begin by entering into the world of the child, thus recognizing them as valuable contributors of knowledge. Meanwhile, participation from the child's parent provided the ecological context necessary for my analysis of the child's understanding.

Theoretical Framework

The adoption of a predominantly qualitative but mixed-methods framework, from within a psycho-educational and sociocultural paradigm, was essential to this explorative study. This allowed me to explore both children's developmental understanding and the inherent societal underpinnings of those understandings.

Through a qualitative research method, one-on-one discussions enabled each child's understanding of media to be voiced and heard. Meaning is constructed by the child who experiences it (Lemish, 2007). Knowledge of children's individual experiences with media is

thus meaningful. In capturing the voice of each child participant, I could begin to understand how they understood media. As they shared their own media experiences, I learned from them.

While research on children is a meaningful construction of knowledge, it is not an easy task. It is complex. Prior to, and throughout, the interview process, I needed to acknowledge that, in addition to the relations and contexts within communication that fundamentally shape the outcome of research, the inherent power relations between researcher and child are reinforced by the societal and cultural power relations that exist between all children and adults (Alderson, 1995, as cited in Christensen & James, 2008). Typically, the way the topic of study is framed provides evidence of these power relationships, such as whether the researcher is viewed as the expert on children, what and how to study, and how to interpret children's actions and communications (Woodhead & Faulkner, 2008). While it was impossible to remove all inherent power relations, I aimed at sharing the power with each child participant in the small ways that were possible, such as offering choice in the advertisement viewed, allowing the child to validate whether my interpretation of their answer was correct, and demonstrating learning with them as opposed to portraying myself as an expert on the topic.

In addition to the child's voiced understanding of media, I wanted to gain access to information regarding the ecological contexts that may have contributed to their understanding, including, but not limited to, media usage. I chose a quantitative method to access information regarding children's media usage as part of their everyday experience because a qualitative approach would typically not unveil meaningful information from the mapping of children's online activities (Lemish, 2007). Utilizing this mixed-method approach, the qualitative nature of the discussions with the child participants yielded rich detailed accounts of their understanding, while the collection of information from parents regarding their child or children's micro-

ecological contexts, such as time spent engaged in electronic and media activities, allowed me to demonstrate how children's theory of mind understandings in relation to media might be contextualized within micro-, exo-, and macro-ecological systems.

Developmental psychology

Two specific areas of developmental psychology were examined throughout this study: theory of mind and ecological systems theory. This allowed for a contextual approach to the topic that is often overlooked.

Theory of mind. Theory of mind assessment instruments have often been utilized to identify difficulties in children with hearing or language impairments, pervasive developmental disorder, or cognitive delays, as well as to evaluate their treatment progress. Since the 1980s, many tests have been designed to assess theory of mind skills, each differing in presentation, tasks, length, validity, and reliability. Psychologists now recommend the use of a comprehensive instrument containing multiple tasks, thus increasing measurement reliability and validity (Blijd-Hoogewys, Van Geert, Serra, & Minderaa, 2008).

Individuals who demonstrate a mature theory of mind ability are able to understand others' behaviours (Frye & Moore, 1991). Theory of mind ability was therefore a logical means of exploring children's understanding of media messages. The Theory of Mind Test (TOM Test) (Muris et al., 1999) was specifically chosen, amongst other theory of mind tests, as a means for this study, due to its validity in identifying a developmental range of theory of mind abilities, particularly higher-order tasks applicable to school-age children. The TOM Test (Muris et al., 1999) was designed in the Netherlands. The test is designed for use with elementary-aged child

participants, and asks them to answer various questions in response to vignettes, stories, and drawings.

This instrument of measure (TOM Test) was also chosen because of its psychometric properties, which were explored by Muris et al. (1999). They studied three types of validity (construct, concurrent, and discriminate) and reliability (test-retest, internal consistency, and inter-rater) by administering the test to one sample of children with developmental disorders and another typically developing one. The test demonstrated ability to discriminate between the two samples. Its scores also indicated good internal consistency and inter-rater reliability. The TOM Test demonstrated high face/content validity and a construct validity that included a robust correlation between TOM Test and age of child participants. It was found that within the TOM Test, that theory of mind capability increased linearly with the age of the participants, therefore indicative that the test was sensitive to maturation, which is a crucial component of a developmental scale. was correlation between age and other measures of theory of mind (Muris et al., 1999).

Ecological systems theory. Acknowledging that children are active participants in their own development, which is also influenced over time by broader social and cultural forces, allows for children's development to be viewed as a co-constructive process (Valsiner, Branco, & Dantas, 1997). Similarly, Bronfenbrenner (1979) stated that, in addition to the objective properties of the environment, experience encompasses how the properties are perceived by the individual within that environment. Within this co-constructive process, each child is viewed as unique, and research with children must resist researching the template of "child" because "children encounter their worlds in an individual and idiosyncratic manner and . . . their worlds are themselves all different" (Green & Hill, 2005, p. 3). To gain insight into children's

understanding of media, a constructivist ontological position framed my stance that children, as social actors, are continually creating their social reality, thus making their voices essential to research. "Children growing up today have a qualitatively different experience of childhood than children of previous generations" (Jordan, 2004, p. 196). It is therefore important to understand how they make sense of their experiences with new media.

In addition to the acknowledgement of qualitative differences in children's understanding of media (Scheibe, 2007), many researchers have demonstrated that children of different ages use media forms differently, and, as a result, are affected differently (Dorr, 1986; Kundanis, 2003; Van Evra, 2004, as cited in Scheibe, 2007). According to Bronfenbrenner and Morris (1998), particular forms of interaction between an individual and his or her environment, including interactions with objects and symbols, known as proximal processes, are inherent in development. The form, power, content, and direction of these interactions vary in relation to the individual's personal characteristics, the immediate and remote environment, the type of developmental outcome, and the social changes occurring over the course of the individual's life (Bronfenbrenner & Morris, 1998).

In today's media-saturated society, it is important to examine child development within the many different systems that influence its growth. Media has become increasingly pervasive within environmental contexts, making an ecological approach to understanding children's development critical, and thus allowing for increased understanding that development does not occur independently, but rather is embedded and expressed within contextual environments of family, social, and cultural systems (Bronfenbrenner, 1979).

Yes, the world has become increasingly mediated during the last decade. However, even in the 1970s, Bronfenbrenner (1979) saw the pervasiveness of the media and its impact on family life. He described television as casting a magic spell on its viewers: they became like statues, captivated by the programming (Bronfenbrenner, 1974). As opposed to some other researchers, he worried less about the behaviours that television led to, and more about the behaviours it prevented through a decrease in social games, discourses, and family events that were thought to be important in children's learning.

Television has, and continues to have, an impact on society. Within the limited scope of media in the 1970s, Bronfenbrenner (1979) explained the influential role of television and considered television programming to be a part of the child's *exosystem* because it entered the home from an external source. He argued that media had an indirect influence on parents and their interactions with their children, and as such represented a second-order effect, not completely within the microsystem, but across borders as an exosystem phenomenon, demonstrating the relationships within the different structural levels (Bronfenbrenner, 2005).

Likewise, Strasburger, Wilson, and Jordan (2009) have encouraged questioning the role of the family system in understanding media; according to systems theory, media must be seen as a part of the complexity of families' lives rather than an isolated entity. Johnson (2010) further proposed a newly created ecological techno-microsystem situating the developing child within the context of home, school, and community Internet use. He proposed that this system is needed for understanding children's Internet usage, due to the rise in digital technologies within their immediate environment and the blurring boundaries of television and Internet content. With the many relations occurring amongst and between the ecological systems, the divides are continually meshed, as mass media is entrenched in many facets of our lives. Children and

adults are not present solely within one structure of their environment, and the structures are blurred in a unifying way through the powers of media.

While Bronfenbrenner's *The Ecology of Human Development* was published over 30 years ago at the time of this study, the ecological systems theory remains a relevant framework for studying children's development in this media-saturated era, as demonstrated in the writings of those who view children as diverse social agents. The experiences of children over time and space, in addition to the powerful and diverse relationships that they form, influence how they gain access to, use, understand, and interpret media (Fisher-Keller, 2002), emphasizing again the blurred boundaries of media within the system.

According to Darling (2007), Bronfenbrenner's work led to the exploration of development through three domains: the active person, its phenomenological nature, and ecological niches. The person is active in the construction of their development, both in response to and reacting to the environment; the phenomenological nature of these responses and reactions is related to how one defines situations, because if a situation is defined as real by the person who experiences it, it will result in real consequences (Thomas & Thomas, 1929, as cited in Darling, 2007). For example, if a child has an irrational fear, he or she will demonstrate a "real" reaction if placed in the situation of perceived threat, even if there is no actual danger. There is uniqueness within environments, and individuals will respond to their unique environments in different ways (Darling, 2007). Additionally, children can respond to same environments in very different ways. It is therefore essential, when examining children's understanding of marketing messages, to gain insight into their responses and reactions to the messages in their everyday experiences. Thus, it was fitting to utilize a sociocognitive

developmental approach that explored theory of mind from within Bronfenbrenner's (1979) ecological systems theory.

Hypothesis

An examination of how children in Grades 1, 2, and 3 (approximately 7–9 years of age) understand media messages could provide insight into the qualitative differences in children's cognitive developmental abilities. If we consider that the development of a mature theory of mind enables individuals to explain, predict, and manage others' behaviours, and is considered to be an integral component for developing the ability to reason logically and abstractly (Frye & Moore, 1991), it seems logical and plausible to consider it in relation to the necessary skills for thinking critically about media.

It was hypothesized that, by examining children's theory of mind ability utilizing the TOM Test (Muris et al., 1999), a baseline of the varying level of theory of mind abilities amongst child participants could be established. A comparative analysis of these results with similar theory of mind tasks in relation to digital and electronic media marketing forms would show evidence of possible discrepancies in ability. While children aged approximately 7–9 years would likely demonstrate some degree of theory of mind ability, it was hypothesized that they would not be able to apply theory of mind adequately to interpret and engage critically with electronic and digital media forms, either due to minimal theory of mind ability or inability to transfer skills to digital and electronic media forms. This lag in understanding would thus demonstrate the need to rethink media literacy strategies.

Independent variables.

The same TOM Test tasks and narrative interview questions were utilized and presented in the same order with each child participant. The parent participants each completed the same parent questionnaire. Each interview session followed the same order of events, Stage One, Two, and Three.

Dependant variables.

Children's understanding of media was demonstrated through responses to narrative interview questions.

Controlled variables.

All participating children had completed grade 1, 2, or 3 and were born between 2005 and 2007. All participating children were residing in the same geographical region, and able to speak and understand English fluently.

In an effort to account for known variables in the child's ecological system, a parent questionnaire and interview provided insight into factors within the child's microsystem that might contribute to their understanding of media.

Research Design

A three-stage research mixed-methods design was utilized to address each of the research questions and emphasize each child's theory of mind ability in relation to media literacy. *Q1. How do children in grades 1, 2, and 3 (approximately aged 7–9 years) apply theory of mind to their interpretations and understandings of marketing messages presented in digital and*

electronic form? Q2. How might children's theory of mind understandings be influenced by their micro-, exo-, and macro-ecological systems?

Method of Data Collection

Stage One. Stage One explored children's ability to understand the intended communication meanings of others of their own age and of adults. Children were presented with a brief scenario and asked to answer questions that aimed to capture their understanding. Item 6, item 7, and item 9 scenarios and corresponding questions were extracted from the TOM Test (see Appendix A) and used for this purpose. These excerpts were specifically chosen in order to provide a variety of tasks to the child participants, and included tasks requiring more advanced aspects of theory of mind (TOM III), such as second-order belief and an understanding of humour (Muris et al., 1999). Responses were later analyzed in terms of varying theory of mind abilities. All children were asked to continue to Stage Two of the study.

Stage Two. Stage Two explored children's ability to understand the intended meanings of electronic and digital marketing communications. As a pre-activity, children were invited to discuss their favourite media activity. This aimed to "create a meaningful starting point for conversation about the topic of interest" (Ellis, 2006, p. 119) and provided a comfortable venue for the discussion that followed. Children were then invited to view the Oreo Canada Wonderfilled Hockey Dream 2014 (see Appendix B1) advertisement video clip, and participated in the corresponding narrative open-ended interview questions (see Appendix B6). This particular video clip was chosen because of its digital animation and because it is an example of the method advertisers use to get consumers to buy into an experience, and then, by association, the product. In this case, rather than speaking of the deliciousness of the cookie, children (and

adults) could potentially link the cookie to emotions and the dream of being a National Hockey League (NHL) hockey player. It was anticipated that this type of advertisement would provide a means for rich discussions with the child participants regarding their understanding of marketing messages.

Children were then shown four still frame product images of advertisements commonly aired during children's television programming and easily accessible on the Internet (see Appendix B2 for Easy Bake Oven, B3 for Lego, B4 for Froot Loops, and B5 for Super Mario 3D World). They were then asked to comment on which of these four products they were most familiar with by answering the following questions: "Do you have any of these items, or know about them?" "Are any of these your favourite?" If yes: "Why is it your favourite?" and "Have you seen ads for these items?" (see Appendix B6). I then directed the children to pick one of the advertisements to look at online, preferably the one they were most familiar with. Children were invited to view the corresponding video clip advertisement (see Appendices B2, B3, B4, B5) that included real persons within a real context, real persons within a digitally animated context, or digitally animated characters within a digitally animated context.

Exploration of children's understandings consisted of semi-structured narrative interviews that asked children to explain what they understood to be the meaning of the transmitted messages. The questions were framed to seek children's ability in identifying other people's beliefs and intent, which may also differ from their own—common questions relating to theory of mind development. See Appendix B6 for the complete narrative open-ended interview questions.

Stage One and Two of the study were conducted in one session to minimize possible interviewing variables. A 1-hour time slot was allotted for each combined session. Sessions were scheduled at least 2 hours apart to eliminate the possibility of overlap in arrival and departure of participants from different families, and thus protecting confidentiality.

During Stage One and Stage Two, it was suggested that the parent remain present, but in a separate room, so as not to distract the participating child, and to ensure confidentiality of the interview session. All of the participating parents and children were comfortable with this arrangement. In the event that a parent or child had insisted otherwise, the direct presence of the parent would have been permitted.

At the beginning of each session, the participating parent was invited to relax in another area of the home. Parents chose the dining room, kitchen, living room, and sun porch. At that time, they were asked to complete the parent questionnaire (see Appendix C) to the best of their ability. This method was useful in allowing the parent an opportunity to reflect adequately on the questions, while making efficient use of their time.

I then immediately accompanied the child participant to the loft where the Stage One and Two interview session was held. I had previously set up the area to ensure it was practical and comfortable for the session. The interview area included beanbag chairs, a sofa, a coffee table, a large screen television, and all other materials relevant to the interview session. Once Stage Two was complete, the participating child was invited to play in the playroom.

Stage Three. Immediately following Stage Two, information on children's micro-ecological contexts was collected from the child's participating parent, via the completed parent questionnaire (see Appendix C). This time also provided a venue to discuss any questions or

comments that may have arisen from the questionnaire, and to dialogue briefly about media (see Appendix J–S). Data collected through the questionnaire included time spent engaged in electronic and media activities, individual and family demographics, child temperament, parental perceptions, and experience with media literacy activities.

Participants

Ten child participants and their parent(s) were selected from neighbouring communities in rural Cape Breton, Nova Scotia, Canada. These two small rural communities were chosen due to the similar contextual framework they provided.

Parents of children from Grades 1, 2, and 3 (approximately aged 7–9 years) within these two communities were identified through a local children's soccer organization. The soccer organisation was chosen as a practical way to recruit participants due to the time of year of the recruitment and ease of a group of similarly aged children. Following a local soccer practice, parents, some of whom were known to me, others not, were personally invited to participate in this research study with their child (or children) (see Appendix G). Parents who requested more detailed information were provided with the required consent forms (see Appendices D for Parent Participant & Parent/Guardian Letter of Consent, E for Parent Participant & Parent/Guardian Consent Form, F for Child Participant Letter of Assent). They were informed that their participation was voluntary and that, should they agree to participate, both they and their child (or children) could retract from the study at any point in time.

It was anticipated that families would be motivated to participate due to my professional and parental outreach contributions within the community. There were a number of parents who voiced a sincere interest in the study, but were unable to participate due to the time constraints of

the study and their own schedule. The first 10 children of parents who submitted the completed consent forms and who met the selection criteria were chosen for participation in the study.

Most of the participants were bilingual (English and French). Because the study was being conducted in English, I ensured that all participating children and parent(s) or guardian(s) were fluent in English. Based on this criteria, if there had been any volunteers not fluent or comfortable in English, they would have been excluded from participating in the study.

The age of the selected participants well represented the age criteria. Children who participated in the study were born in 2005, 2006, or 2007. Although not sought out, there was also an equal representation of boys and girls. Table 1 provides a basic profile of the participating children and parents.

Parents were contacted to schedule a convenient time where they, along with their child, would be welcomed into my home to participate in the study. Sessions were scheduled for mid-morning, mid-afternoon, and late afternoon. Sessions were held as planned, with two exceptions. I had to reschedule one session due to a power outage that rendered the session impossible at that time. A parent requested to reschedule the other session to a later date due to an unforeseen circumstance.

The first data collection session was conducted on August 7, 2014; the last was on September 14, 2014. Following the last session, I concluded that my chosen sample size would indeed provide sufficient depth and scope to allow for a rich contextual analysis, and thus no further recruitment of participants was required.

Table 1

Participants' Profile

Child			Year of Birth			Parent	
Participant	Gender	Pseudonym	2005	2006	2007	Participant	Pseudonym
C2	M	Peter	*			P2	Pam
C6	F	Anna	*			P5/6	(Rose)
C9	M	Kevin	*			P9	Karla
C3	F	Holly		*		P3	Heather
C1	F	Nina		*		P1	Nancy
C4	F	Mary		*		P4	Marsha
C5	M	Ryan			*	P5/6	Rose
C7	M	Neil			*	P7	Nora
C8	F	Louise			*	P8	Luc
C10	M	John			*	P10	Julie

Note. * = year of birth; C = child; P = parent.

Method of Data Analysis

A qualitative data analysis of children's theory of mind abilities, their understanding of media messages, and information on their micro-ecological context was conducted. Children's understandings of the meanings of the transmitted messages from Stage Two were analyzed in relation to normative expectations of the children's theory of mind abilities and compared to their responses in Stage One. The completed parent questionnaire and brief interview provided evidence of the social and cultural contexts that could have influenced the child participants' understandings.

Ethical Considerations

Conducting research on young children has its challenges. Although its complexity may often make it the road less travelled within research, I felt that it was a very fruitful approach that would yield invaluable, otherwise unattainable, insight into children's understanding of media. I had extensive professional experience working with children and families, and was comfortable in this role. This research study adhered to all of the requirements of the Tri-Council policy statement on Ethical Conduct for Research Involving Humans (TCPS2) and the Mount Saint Vincent University Research Ethics Board prior to proceeding with the research in any manner.

Informed consent. In accordance with the TCPS2, the best interest of the participating child and his or her parents was always upheld. Participation was voluntary. The children and their parents were provided with a review of the informed consent, and provided consent (Appendices D, E, F, & G) prior to their participation in the study.

Children were told that this was a study about how they “make sense” of, or interpret, the advertisements they view, and that there was no right or wrong answer. Parents were informed of their child's role in the study, as well as their own role in completing a questionnaire and short interview regarding such things as the use of media within their household. Parents were also told that there was no right or wrong answer, but that an accurate depiction of their family's media usage would be beneficial to the study. Both the children and parents were informed that they could withdraw from the study at any time, that they did not need to provide a reason for doing so, and that doing so would not incur any negative consequences.

Furthermore, children and parents participating in the study were informed that measures would be taken to ensure that all information shared by each participant (be it child or parent) would remain confidential throughout and following the research. This was of utmost

importance in ensuring participants' comfort in sharing information, especially in small rural communities.

With the participants' knowledge, each session was recorded using a non-intrusive iPad audio recording application, so that I could become more involved in listening to the participants without having to focus on note taking. The audio-recording file containing the raw data remained a confidential file. Children were also provided the opportunity to choose from play items such as the iPad with the "Draw Free for iPad" application, children's books, toys, paper and coloured pencils, for approximately five minutes prior to the session. It was anticipated that this relaxed play opportunity would diminish, in some capacity, the obvious adult-child power structures.

Privacy, confidentiality, and anonymity. The names of the participating children and parents or guardians were kept anonymous throughout the study. In any oral or written discussion of the research, each participating child's name and parent's name were replaced by a code and pseudonym. In addition, all information that could lead to the identification of participants (e.g.: d.o.b.) has been omitted from the text. Any information gathered throughout the study, pertaining either to the children or the parents, not pertinent to the study has been kept, and will remain, confidential.

Reciprocity and dissemination of results. Due to the audience's shift from being passive recipients of media towards being active participants and co-creators of media (Montgomery, 2011), many stakeholders are interested in new research within the field of media literacy that will emphasize this change. Media is constantly being changed by corporate interests, and "decisions made in the next few years—by the industry and policy-makers—will

have a far-reaching impact on how the twenty-first century media system socializes young people into two key roles—as *citizens* and as *consumers*” (Montgomery, 2011, p. 334). We need to understand how children make sense of media.

This study on young children will contribute to knowledge construction by providing a unique demonstration of children's understanding of media marketing messages. For contemporary children, one of the primary social and cultural influences on their lives is that of electronic and digital media, and the marketing messages that they disseminate. In adherence with Bronfenbrenner (1979), who has argued that individual understandings and actions are nested within family, social and cultural systems, I suggest that these findings provide insight beneficial to parents, teachers, and policy makers. For each of these individuals, knowledge of children's understanding of media and developmental abilities in relation to theory of mind is the basis for understanding media literacy and its importance.

Upon completion of the dissertation, the participating children's parents will be advised of its availability through the Mount Saint Vincent University Library. They will also receive a written summary of the findings of the study.

Resource Requirements and Availability

My home environment was utilized to conduct this study. For both the children and parents participating in the study, this location provided a comfortable, non-intrusive, non-institutional, private, and safe environment.

Several resource materials were required to conduct the study: (a) an iPad mini (used to record the entire proceedings throughout Stage One, Two, and Three), (b) an iPad with the “Draw Free for iPad” application, age-appropriate children's books, toys, paper and coloured

pencils (provided to children before the Stage One and Two interview took place, as a means to help them feel relaxed and at home), (c) a copy of the stories from Item 6, 7, and 8 (used for the Stage One questions and included in Appendix A), (d) one 8x10 laminated photo of each item and a copy of the narrative interview questions (used for the Stage Two questions and included in Appendices B2, B3, B4, and B5, and B6), (e) a laptop that was connected to a television by an HDMI cable (to view the advertising video clips on the large screen), (f) MAXQDA qualitative data analysis software (utilized in the analysis of the findings) and Microsoft Excel quantitative spreadsheet software, (g) professional transcription services (used to complete the transcription of the data from audio recordings and ensure that the data analysis occurred in a timely manner).

CHAPTER IV

Findings

Throughout this chapter, you will become privy to the world of media through the eyes of 10 child participants. Children's demonstrated theory of mind ability based on findings from the TOM Test, the richness of their discussions in relation to theory of mind tasks and media (Appendices J–S), and knowledge of their individual ecological contexts as reported by their participating parent allowed me to explore both children's developmental understanding of media and the contextual underpinnings of their understanding.

Child and Parent Participant Context

All of the child participants were known to me, and vice versa. Because the local soccer field was chosen as a venue for participant recruitment, and I was also a soccer mom, all of the children who participated in the study had likely seen or interacted with me previously at the soccer field. Although I did not consider myself as having a close relationship with any of the child participants, three of them were more known to me due to their friendship with my own children. They had previously been invited to my home on one or more occasions to interact and play with my children.

All of the parent participants were friends or acquaintances of mine. Though this may have influenced their willingness to offer their time to participate in the study, I ensured that their participation was completely voluntary. In order to maintain the personal and professional boundaries, after each session was ended, I made no further mention of the session to the participating parent or child.

Ten children from eight different families participated in the study. They were all identified as Caucasian and living in a two-adult household. Two of the child participants were siblings, living in the same household, who both matched the age selection criteria. In this instance, the participating parent completed a Parent Questionnaire (Appendix C) in regard to each of her participating children. This was deemed necessary in order to capture possible differences related to media usage, etc. between these siblings. Two other child participants were stepsiblings within an identified blended family; each child's biological parent completed the Parent Questionnaire independently. Five of the 10 participating children were the youngest sibling within their family (Q1), two child participants were the middle child, two child participants were the oldest sibling, and one child participant was an only child. Parents of those child participants who had older siblings noted that he or she typically had increased exposure to media content targeted at older viewers. I later considered this factor during the analysis of their understanding.

No children were enrolled in childcare outside of the home at the time of the study. It was therefore assumed that the parent completing the questionnaire was able to provide an accurate or near-accurate description of the child's time spent in media activities, etc. However, two participating parents, both mothers, stated that they thought that certain answers on the questionnaire, such as parental screen time and co-media usage, would likely differ if their spouse had been completing it. They reported that their spouses' parental screen time and co-media usage with their child was dramatically more than their own.

There was an over-representation of mother participants in the study, which could have impacted the results of the questionnaires because it was evidenced from the above statement that both parents do not necessarily have similar media usage patterns. Although the invitation

to participate was extended to both parents, there was only one father participant. There was, however, an equal representation of both genders amongst the child participants in the study.

All child and parent participants voluntarily took part in each of the designated stages of the study. As there were no objections by child or parent participants, all were included in the findings of this study. Terms of reference for identification of participants and responses throughout the findings are as follows: Child participants/children (C), Parent participants/parents & related discourse (P), Parent questionnaire responses (Q), Child narrative questions (NQ). The corresponding number indicates the order in which the interviews occurred, from first to 10th.

A detailed account of the first child and parent participant session provides insight into the interview process and the richness of responses. This is followed by a summary of individual children's responses, organized by year of birth.

Interview Sessions

Nina (C1) (see Appendix J)

Ecological context.

Individual and family demographics. Born in 2006, Nina (C1) was 7 years of age at the time of her participation in the study. When compared to other children her age, Nancy described her daughter as somewhat easily adaptable, active, and energetic. She also described her as somewhat frequently fidgeting and squirming, and as having difficulty focusing (Q6). Nina was the oldest child in her family.

Nina's mother, Nancy (P1) completed the required parent questionnaire (Q) (see Appendix T), while her daughter eagerly participated in Stage One and Stage Two of the study with me. Nina had previously been in my home on different occasions, which could have influenced the comfort she displayed during the session.

Nancy described their home as having two television sets (Q7) that were always on, even if no one was actually watching them (Q8). Nina told me her favourite media activity was to watch television and movies.

They appeared to be a typical household, having identified as owning five of the 10 media products listed: cable or satellite television, a laptop or desktop computer, high speed Internet access, a DVD player, and a smart phone (Q9). In contrast with some other child participants, the media products found within Nina's home were to be used by all members of her family. She did not own a personal media device or have a television or computer in her bedroom (Q11).

Time spent engaged in electronic and media activities. Nancy reported consistency in the number of hours personally spent, by both herself and her daughter, devoted to screen time during the weekday and weekend. For herself, this was typically 4 hours daily, which was broken down as 2 hours of watching television or DVDs, and 2 hours of using the computer. She spent 30 minutes reading daily (Q13 and Q14). She reported that her daughter also spent an average of 4 hours a day devoted to screen time (2 hours of watching television or DVDs, and 2 hours of using the computer to play games). Like her mother, Nina also read 30 minutes per day (Q15). The only discrepancy between Nina and her mother's reported activities was that Nina typically increased her viewing of television or DVDs by 1 hour on weekend days (Q16). Even

though Nancy reported that she and her daughter spent an average of 4 hours devoted to screen time activities daily, screen activities were reportedly amongst the activities they least enjoyed doing together (Q12).

Co-use of media. It could be deduced from the findings that less than half of their time spent devoted to screen time activities was done independently (Q17). Nancy also indicated that Nina independently chose the television shows, movies, videogames, apps, or websites she frequented by finding them herself. Nancy acknowledged utilizing the Internet most often to find media products for her daughter (Q18b).

Using media and technology as a parenting tool. Nancy did not appear to utilize media as a parenting tool when out at a restaurant (Q22). However, when wanting to keep Nina busy at home while making dinner or doing chores, she was very likely to allow her to watch a television show or DVD or use the computer, in addition to giving her a toy to play with (Q23). Screen time was not typically part of Nina's bedtime routine (Q24).

In reference to computer time, Nina most often used the computer or Internet to play games, sometimes to watch videos on YouTube or similar sites, or to search for information, and hardly ever to watch television shows or listen to music. According to Nancy, Nina never used the computer to visit virtual worlds, post photos, videos, or music online, visit social networks like Facebook, or do homework (Q33).

Parental media literacy. Nancy reported that she and her partner somewhat usually agreed when making decisions regarding Nina's media use. She was not particularly concerned that Nina would become addicted to new mobile media (Q34). Although she acknowledged she sometime enforced rules about the type of media content Nina could use, there were no rules

regarding the amount of time spent using it (Q35). She did indicate that negotiating media use somewhat caused conflicts in their home. Nancy did not worry about Nina's media exposure when she was not at home and not with her, and she somewhat agreed that smartphones and tablets (she refers to computer) devices made parenting easier because of their entertainment value for children (Q34A).

Following completion of the questionnaire, parent participants were asked a few general questions aimed at capturing their own perception of marketing content directed at their child. Nancy voiced her perception that media influenced her child in a negative way: "Yeah, she picks up on a lot of shows—like she's watching shows that are a little older for her age, and she picks up on actions and words, and stuff like that. So more shows for teenagers and stuff" (Line 329).

Nancy was not worried about her child's exposure to advertisements:

333.P1: Worry about advertising? No. Like for products and stuff you mean?

334.I: Yeah, like for products in terms of whether ads are inappropriate, or
 whether because of the ads, that it makes them want to buy more stuff, or
 ...

335.P1: Of course, it does make them want to buy stuff, but a lot of the channels
 they watch don't have that much advertising.

Nancy felt the need to justify her comment regarding her children's engagement in too much screen time by stating that they do not own personal media devices: "Yeah, I know my kids watch a little bit too much TV and they play on the computer, but we don't have—like, they don't have iPods and that, because like I said, they do enough of that at home that they don't need it" (Line 340).

Theory of mind (ToM). During Stage One of the study, Nina provided satisfactory evidence of having developed precursors of the theory of mind (TOM I) in response to TOM Test (Muris et al., 1999) specific tasks. That is, the ability to recognize emotions and actively engage in pretense (see Appendix A, Items 7-1, 7-2, 7-3, 7-5, and 7-7), ranging from pretending to brush her hair to drinking something that tastes nasty.

However, based on Nina's responses to Items 7-4 and 7-6 (see Appendix A), her manifestation of theory of mind (TOM II) appeared to still be in progress. This is evidenced by her displayed lack of confidence in her response when taking on another's perspective (perspective-taking):

33.I: How can I see that you're feeling cold? (Item 7-4)

34.C1: Maybe because I'm shivering.

The use of the word "maybe" demonstrates some uncertainty in her response. Like most of the child participants in the study, Nina did not clearly demonstrate a more advanced level of theory of mind ability, known as TOM III. This was evident in her responses to Items 6 and 9 of the TOM Test. In Item 6, instead of grasping the portrayal of sarcasm when presented with a scenario, she described its literal meaning:

4.I: What does the father mean? What does he mean? (Item 6-1)

5.C1: Maybe he means the music's too loud.

In Item 6-2 (see Appendix A), rather than understanding the sarcastic intent of the comment, "It's a pleasure to be here!" (see Appendix A), Nina again took on its literal meaning and described the father as being torn emotionally:

- 8.C1: Maybe because he kind of likes it and kind of doesn't. (Item 6-2)
- 9.I: Kind of likes it and kind of doesn't. Why does he like it—Why do you think he might like it and might not like it?
- 10.C1: Because if he likes it, probably because he is at—never seen his friend in a long time, and he's seeing him, and when the music's too loud...

When faced with a second scenario (see Appendix A, Item 9), aimed at demonstrating TOM III ability, Nina initially appeared able to grasp its intended sarcastic meaning:

- 56.I: What does the man mean? (Item 9-1)
- 57.C1: He probably means it's bad weather.

However, when she provided reasoning for her response, it was apparent that she took on a more literal meaning, implying that he really likes the rainy weather and that rain could potentially be welcomed if it had not occurred in a while, as demonstrated in her response to Item 9-2:

- 60.I: Is it true what the man says?... [pause] "Wow, we have nice weather today!"? Is it true?
- 61.C1: Probably not.
- 62.I: Probably not?
- 63.C1: Maybe a bit because they didn't get rain in a long time.

It is important to note that at the time of this interview, we had been experiencing an especially dry summer. Yet, when asked to respond to Item 9-3, “Why does the man say: ‘Wow, we have nice weather today!’” (see Appendix A), Nina replied: “I don’t know” (Line 67), again implying that, though she displayed some understanding, she was still grappling with this level of theory of mind.

Shared understanding of transmitted messages in media. Upon beginning Stage Two of the study, it was immediately apparent to me that Nina might not have been familiar with the term *advertising*. When questioned, Nina confirmed this. I then rephrased the interview questions referring to “commercials,” in addition to advertisements, seeing as Nina appeared to have some concept of the term *commercial* as a form of advertising (NQ1). Although it could be thought that this may have altered her response, it was in an attempt to ensure that I would capture her understanding of media, while acknowledging her unfamiliarity with the media-related term, *advertising*.

Nina had some previous knowledge of “commercials.” She told me her favourite advertisement/commercial (NQ2): a television advertisement for an upcoming concert, featuring the cast from the television series *The Next Step*. She reasoned that this was her favourite commercial because *The Next Step* was her favourite television show. During discussion about this particular advertisement, Nina demonstrated a basic understanding that the advertisement’s (NQ2b) intent was to share relevant information about the product—in this case, the time and date of the concert and ticket purchase. She also referred to a preview for *The Next Step* as a “commercial” for its next episode. She stated that watching the commercial determined whether she would want to watch the episode or not.

Baseline advertisement.

Oreo advertisement. Nina stated that she had not previously seen this advertisement (NQ4). During discourse about the Oreo advertisement (NQ3), Nina demonstrated a certain understanding of the emotional experience tied to this particular advertisement. This was evident when she stated, "It's about a kid dreaming of being a hockey..." (Line 154). When asked what else she could tell me about the advertisement, she replied, "Well it's about an Oreo" (Line 158).

Intent. Not only did Nina not identify the selling intent of the advertisement: to get her (and others) to buy its product, but, when asked directly what the advertised item was, she said she did not know. Nina stated that the advertisement was telling her (NQ7) to follow her dream, be it hockey or something else. I am aware that Nina does not play organised hockey, so this likely did not influence her response. Having watched Nina's favourite series, *The Next Step*, I know there is often much discussion amongst its characters about dreams; the show is about an elite group of teen dancers who train at the national and international level. Although Nina is not a hockey player, her viewing of *The Next Step* episodes may, or may not, have influenced her understanding of the Oreo advertisement: "I feel like it's trying to tell you to play hockey" (Line 170), "or, like do what your dream says" (Line 172).

Beliefs. Nina was not able to grasp that the character in the advertisement may have a differing belief from her own (NQ8). When asked to apply TOM II level thinking, Nina thought the character might be thinking the following: "to play hockey" (Line 177).

Although she was not able to verbalize why, Nina believed the advertisement and thought other children might also (NQ9 and NQ10). She did not know what her parents or other grownups might think of it (NQ11).

Chosen advertisement. *Lego (real people and animation).* When shown the four product images, Nina was able to identify three of the products correctly. She reported having some knowledge of the fourth product, Super Mario 3D World, stating that it was in reference to videogames. Yet, she reported never having seen any advertisements for these items (NQ16). When describing these items, she chose to describe what she assumed its advertisement would look like, rather than a description of the product itself: “Well I think Froot Loops is about, well there’s like a jellyfish who loves Froot Loops, and the parrots are fighting for Froot Loops” (Line 227).

Nina’s familiarity with Lego blocks and *The Lego Movie* may have led to her choice in viewing the Lego advertisement. After viewing the advertisement, she said it kind of looked like *The Lego Movie*, and that she liked (NQ17) “where they built a big tower of Lego” (Line 248).

Beliefs. Nina believed (NQ21) the Lego advertisement. However, unlike the Oreo advertisement, this time she was able to offer reason for her response: “Maybe because of how they [the characters in the ad] like Lego” (Line 264).

It appeared that Nina believed the advertisement because of her own experience with Lego. She liked Lego. When asked if other children would believe the advertisement, she responded, “maybe” (Line 267). When asked why, she replied, “Some might not like Lego” (Line 269).

It is possible that her own play experiences with Lego may have influenced her ability to relate to the characters in the advertisement. When asked to think of what the people in the chosen advertisement might be thinking, she was able to take on the perception of the character (NQ20), and replied, “Maybe to make a big tower” (Line 259). Nina was not able to grasp that

the character in the advertisement might have a differing belief from her own (NQ8). When asked to apply TOM II level thinking to the baseline advertisement, Nina thought the character might be thinking the following: “to play hockey” (Line 177).

Intent. When asked, Nina demonstrated a clear perception of intent of the Lego advertisement (NQ19). Interestingly, though she identified its selling intent (to entice consumers to purchase its product), she qualified it with “*if* you like Lego,” implying that if you do not, then maybe you should not buy it: “Probably *if* you like Lego, you should buy it maybe” (Line 254).

Nina said she would like to have the Lego item (NQ23). However, she did not know if she would ask someone to buy it for her because she was uncertain as to how they would perceive this request. She thought they might not agree to purchase it because it could be too expensive.

Nina appeared to have some difficulty in first-order belief and the use of sarcasm (Muris et al., 1999), at times understanding messages in a very literal sense. She displayed similar ability when explaining her understanding of the marketing messages provided. She believed both the Oreo advertisement and the Lego advertisement, using her past experience with the product to assist her in her understanding, but was not able to understand the advertisement beyond its literal meaning.

Peter (C2) (see Appendix K)

Born in 2005, Peter (C2) was one of the older child participants in the study. He was very quick to respond to the questions and confident in his responses. His mother, Pam (P2), said he was more knowledgeable than her in regard to media products, and even taught her about media. Peter showed evidence of being knowledgeable about advertising and media during the

session. Peter reportedly spent a large portion of his time devoted to screen activities: 2 hours of television viewing and 4 hours on his personal iPad daily. Peter was reported as having a television in his room, which may have been a factor in why watching television was typically part of his bedtime routine. Media played a role in Pam's parenting. She reportedly sometimes watched television with Peter, and once in a while used the iPad with him. Although Pam was not usually directly engaged in co-media usage with Peter, she monitored the content of his media viewing and usage.

Peter identified his favourite media activity as playing videogames, particularly Minecraft. He was obviously very familiar with this game, as evidenced by his detailed explanation of it. He stated that he had been playing Minecraft for approximately 2 years, in addition to watching a series about it on YouTube.

Though Pam strongly disagreed that media usage was making parenting easier, listing several reasons why, it appeared to play a large role in their daily activities. It was also apparent, from listening to both Peter and his mother, that they had engaged in discourse on the topic of advertisements. It appeared that, although Pam may not be labelling it as media literacy, she is attempting to not only teach her child about media, but also teach herself.

Peter was the only child participant who consistently labelled his understanding of the TOM III level tasks (Muris et al., 1999) as sarcasm. Though he did not initially elaborate and explain what sarcasm meant, it could be assumed he understood its meaning when he later described a scenario as stating the opposite of what was meant.

Peter was clearly very familiar with advertising. It was, therefore, not surprising that he appeared to have a clear understanding of the Oreo advertisement. He was able to understand

the differences in beliefs. He based his reasoning on the animation factor. However, his reasoning in response to the chosen video clip, Super Mario 3D World, was not consistent with his previous answers in reference to the Oreo advertisement. He took on the character's belief within the Super Mario advertisement, rather than critiquing it. He did not have a clear understanding that his own belief (based on past experience) could differ from that of the character's, stating that the characters think the game is fun even though Peter, himself, had previously stated he did not usually play the Super Mario game he owned because "I don't really like Mario" (Line 311).

Anna (C6) (see Appendix O)

Anna (C6) was the oldest female child participant in the study. She was a sister to Ryan (C5), one of the younger participants in this study. Anna was growing up in a heavily media-saturated household, which identified as having all of the media items listed. Although Anna did not have a television in her bedroom, she owned an iPod, an educational game player, and a hand-held game player. Anna's family somewhat enjoyed media activities such as watching television or movies together, but no more than other non-media-related activities.

According to her mother, Rose (P5/6), Anna engaged in 3 hours of screen-time activities on any given weekday. On weekends, her screen time increased to 4 hours and 30 minutes daily; however, this noted increase was not due to playing videogames, like her brother. Rose was not concerned that Anna could become addicted to new media.

Rose reported being more likely to provide a book or toy as options to keep Anna occupied at home. Anna's mother reported being very knowledgeable of Internet-related terms and appeared media savvy.

Anna successfully completed the TOM I and TOM II tasks presented. However, although Anna was one of the older child participants in the study, she did not consistently demonstrate a more advanced level of theory of mind (TOM III). Instead of identifying the intent of the message in scenarios involving sarcasm as such, she was fixated on its literal meaning.

While discussing the baseline advertisement, Anna said she had previously seen the Oreo advertisement. Anna said the Oreo cookie made her hungry because they were cookies. Anna understood that the intent of the advertisement was to get the consumer to buy the Oreo: “get the cookie” (Line 98), but did not believe the persuasive intent of the advertisement, that purchasing Oreos would provide the consumer with the experience it claimed. Anna did not believe the advertisement (that eating Oreos would make her a hockey star), but she thought young children might have a differing belief from her own because they “believe in everything” (Line 112).

In comparison, Anna focused on the deliciousness of the product in the Easy Bake advertisement. She was unable to see that the characters in the advertisement could have a view differing from her own, due to her past experience in using this same product, although she reasoned that others would also believe the advertisement because the characters made it look easy. Anna displayed an understanding of the selling and persuasive intent of the Easy Bake advertisement, as evident in her use of the word “should”: “That it’s really easy to use it, and you should get it because it’s really easy. [Okay.] And you can do things by yourself” (Line 154).

Kevin (C9) (see Appendix R)

Kevin (C9) was the oldest male child participant in the study. Kevin was very confident in his responses. From the beginning of the session, Kevin provided enthusiastic, confident, sometimes exaggerated responses. He seemed to have a desire to appear “cool.”

Kevin was used to media. He was growing up in a household with several televisions and numerous media devices. He owned an iPad. He described himself as being very knowledgeable of media, having played a PS3 and Xbox. This young boy demonstrated familiarity with videogames that involved guns and mature content in his extensive description of them, and claimed to watch YouTube extensively.

According to his mother, Karla (P9), Kevin spent below average time devoted to screen activities. She reported that he spent 1 hour and 30 minutes on a typical weekday. However, this time increased to an additional 2 hours watching television or DVDs and an additional hour spent using the iPad on a typical weekend. Karla noted that these times also varied depending on the time of year and the weather. It is important to note that Kevin was one of only two child participants who took part in the study at the beginning of the school year, as opposed to the summer months, which may have contributed to the amount of screen time accounted for.

Kevin and his mother did not typically co-use media together. Additionally, Karla reported being likely to give Kevin a mobile device amongst other activities to keep him occupied while out at a restaurant, and allowing him watch television at home while tending to chores, etc. Media activities were reportedly not part of Kevin's bedtime routine.

According to Kevin's mother, media-related activities were not their first choice when she and Kevin spent time together. Karla reported that they only somewhat watched television or movies together at home or played videogames together.

Kevin was known to use the iPad for extensive Internet usage, including, but not limited to, YouTube or similar sites. Karla felt that Kevin needed “to be able to independently navigate that [media] stuff” (Line 432); however, she appeared to guide him in finding the television shows, movies, videogames, apps, or websites that he used, through recommendations from friends, and would additionally search reviews on the internet to find media products for him.

Kevin’s mother reported that she thought that smartphones and tablet devices have not made parenting easier, but rather caused conflict at home. She reported always, or most of the time, enforcing rules about the type of media content and amount of time spent using it. Karla was personally very media savvy, having a good understanding of Internet terms and usage.

When presented with the TOM Test tasks (Muris et al., 1999), Kevin actively engaged in pretense in TOM I tasks, but displayed some difficulty in taking on my perspective (TOM II). Rather than tell me how I might have seen he was feeling cold, he hugged himself and pretended to be shivering. Kevin clearly did not grasp the sarcastic intent of either scenario presented in the TOM III tasks, as demonstrated by his response to the question, “Why does the father say: “It’s a pleasure to be here!” (Line 8): “Maybe because he loves being there at their son or daughter’s birthday party. He’d rather be there than at work.” (Line 9).

When asked about advertising, Kevin was able to label it “acting.” Even though I had previously told Kevin that a commercial was a type of advertising, he initially had difficulty answering the question “Do you have any favourite ads?” (NQ2). Yet, after he asked if I meant commercials, he quickly responded, “Yeah, poutine chips” (Line 115).

Although Kevin had previously demonstrated a basic understanding of advertisements/commercials, his understanding was inconsistent. He thought commercials should only be for

new products on the market. He said that when his parents were younger “they didn’t have anything such as television shows, like there was only commercials, so they used to watch commercials only. I imagine that would drive me nuts” (Line 234).

Kevin thought the Oreo advertisement was intended for young children because their voices were too high pitched. This comment demonstrates some basic understanding of the production of the advertisement. He stated that he had seen advertisements for Oreo cookies on YTV (a Canadian cable television specialty channel aimed at kids and their families) two or three year prior, when he “was a little kid” (Line 187) and thought that young children would want this item. When asked to describe what the characters in the advertisement might be thinking, he referred to the characters as the creators of the advertisement, and offered suggestions on how to improve the advertisement.

Kevin said he did not believe the advertisement. However, he may be confusing the term “believe” and “like,” or he may have perceived it would be “uncool” to like it, as seemed the case for his stereotypical comment regarding the Easy Bake Oven. Kevin had grasped the intent of the Oreo advertisement in selling its product, but disputed the persuasive intent based on his own experience with it.

Kevin reported having seen the Lego advertisement several times. He also said he continues to watch this commercial once a month, on his television, to see if it has been updated. I felt this was likely an exaggeration because the details provided were contradictory.

When asked to think about what the characters in the advertisement might be thinking, Kevin again referred to the production of the advertisement, rather than the product. He stated that they (the producers) should update and upgrade it. Initially, Kevin thought he believed the

advertisement. He quickly changed his mind, stating he did not believe it because of how old it was. He thought other children would have a belief similar to his own.

Kevin did not grasp the intent of the advertisement. He perceived its intent was to advise consumers of age restrictions on Lego. This comment was likely based on a message relayed at home, rather than within the advertisement.

Holly (C3) (see Appendix L)

Holly was born in 2006. Heather (P3) described her daughter Holly (C3) as an easy and adaptable young girl. I observed Holly displaying shyness at the beginning of the session. This was demonstrated by her frequency in choosing to nod her head instead of using her words to respond to questions. Her comfort level seemed to grow as the session continued, showing some adaptability.

According to her mother, Holly had her own television and DVD, hand-held game player, and iPad. Although she had a television in her bedroom, television was not part of Holly's bedtime routine.

Though many media devices were in the home, media-related activities were not amongst the activities Heather reported most enjoying as a family. According to her, Holly personally spent lots of time devoted to screen activities, spending on average 4 hours and 45 minutes daily watching television or playing videogames on a gaming console, her own hand-held game device, or her mother's smartphone. Holly reported her favourite media activity was playing a virtual pet game called Baby Egg on her iPad.

Although Heather said she had not extensively thought about the impact of media on Holly, she reported sometimes enforcing rules related to media content and usage time. She was more concerned about inappropriate media content than advertising specifically. She said she thought Holly's friends, rather than advertisements, were a greater influence on her product choice; Holly appeared to want products based on whether her friends had them or not.

Holly provided satisfactory evidence of having developed the precursors of theory of mind (TOM I). However, when faced with scenarios that asked Holly to take on the thoughts and perceptions of the other person, she demonstrated some difficulty, thus leading me to believe that her manifestation of theory of mind may still be in progress. This was evident in her response to Item 7-4, "How can I see that you're feeling cold?" (see Appendix A) where, rather than identifying what I might observe in her behaviour that would lead me to suspect that she was feeling cold, Holly first referred to an external factor: "Because it might be cold in the room" (Line 20). Holly did not demonstrate an advanced level of theory of mind (TOM III).

Holly said she saw commercials on television, but did not identify a favourite commercial. She seemed to have some understanding of the intent of commercials (advertisements) as demonstrated by her response, "To tell people that there's stuff at places" (Line 86).

Holly relied on her past experience with the product to assist her in explaining why she believed the baseline advertisement (NQ9): "because Oreos are really a thing" (Line 138). When asked if she believed the Lego advertisement (NQ21), she likewise relied on her familiarity with the product to assist her in understanding the advertisement. She reasoned that she believed the ad because her sibling has some Lego.

Mary (C4) (see Appendix M)

Mary was born in 2006. Her and Nina's dates of birth were only weeks apart. Although Mary (C4) was familiar with me and our environment, she remained reserved during the session, choosing to not elaborate on her answers. Mary's mother, Marsha (P4), identified their household as having a variety of media products, yet only one television. She further identified watching television or movies as an activity they somewhat enjoyed doing as a family. Although Marsha said she does allow Mary to play on her iPod or hand-held game player, or to watch television, in an effort to keep her occupied during chores, she always co-uses the iPad with her. It was reportedly typical for mobile device usage or television viewing to be part of Mary's bedtime routine.

Mary reportedly spent 3 hours devoted to screen time activities on a typical weekday, compared to 5 hours on a typical weekend day. Marsha reported always, or most of the time, enforcing rules regarding the type of media content Mary could watch/use, as well as the amount of time spent watching/using it. She said that she was more concerned about adult-related content than other aspects of media, because Mary had more exposure to shows intended for an older audience than her siblings had at her age. She was not concerned about Mary's exposure to commercials because she knew that Mary liked the PVR and would typically skip over commercials, thus she perceived Mary's exposure to commercials to be low.

Mary was not able, or not willing, to express her thoughts in regard to many of the theory of mind tasks (Muris et al., 1999). In those thoughts that she did share, she struggled at the TOM II level and even had some difficulty expressing herself at the TOM I level.

Mary was not familiar with the term *advertising*, but did have a general knowledge of commercials. She was able to express that the intent of commercials was “to show new stuff so you can buy it at stores” (Line 92).

Mary had previously seen the Oreo advertisement. She stated that the advertisement was about Oreos... and then added hockey too. She understood that the advertisement was sharing information about its product with the intent to sell it, but she did not appear to understand the persuasive intent.

Although Mary liked the Easy Bake Oven advertisement, she did not elaborate on what she liked about it. She did share an understanding that the advertisement was telling viewers (consumers) that they could purchase this product. Mary was consistent in her use of the word “can” when explaining the intent of both the Oreo and the Easy Bake advertisements viewed. She stated “that you can buy Oreos” (Line 130) and “that you can buy the Easy Bake oven” (Line 223).

Mary thought that the characters in the advertisement were thinking that the product was fun to use. Although she had not been able to express whether she believed the Oreo advertisement or not, she said she believed the Easy Bake advertisement, reasoning that she had used the product before. She thought that other children might believe the advertisement, even if they had never tried an Easy Bake Oven before “because the characters were acting like they were having fun” (Line 254).

Ryan (C5) (see Appendix N)

Ryan (C5) was born in 2007. He was very eager to participate in the session. His older sister, Anna (C6), also participated in this study. Ryan was growing up in a heavily media-

saturated household, having identified as owning all of the media items listed. Although Ryan did not have a television in his bedroom, he did personally own an iPod, educational game player, and hand-held game player. The family somewhat enjoyed media activities such as watching television or movies together, but no more than other non-media-related activities.

According to his mother, Rose (P5/6), Ryan engaged in 2 hours and 45 minutes of screen time activities on any given weekday. On weekends, his screen time increased to 5 hours daily, due in part to playing videogames on the Xbox with his father. Rose reported using mobile devices and television viewing as a parenting tool to keep Ryan occupied at home and outside the home.

Ryan successfully completed the TOM I and TOM II tasks presented to him. Although he struggled with some aspects of advanced TOM III, demonstrating some inconsistency in his response, he did show evidence of it being in progress, such as his understanding that the man was “just joking” (Line 54). It is important to note that this could be influenced by his prior experience with similar scenarios during family discourse.

Ryan was not familiar with the term *advertising* and had limited familiarity with commercials. He described them as similar to television shows that were intended for entertainment value and to alleviate boredom. Ryan said he had not previously seen the Oreo or Lego advertisements. Ryan believed both the Oreo and the Lego advertisements, and thought other children would as well, although he was not able, or willing, to express why. He thought the Oreo advertisement was about Oreo cookies and a young hockey player who scored on the National Hockey League (NHL). Though unable to provide a response in regard to the intent of the Oreo advertisement, stating “I don’t know” (Line 107), he was able to express his thoughts

regarding the Lego advertisement. He thought the intent was to get the viewer to play with the product more, "to build more Lego" (Line 175), rather than to purchase it.

Neil (C7) (see Appendix P)

This was the shortest of the interview sessions. Neil (C7) was not overly talkative and was somewhat hesitant in elaborating on his responses, but he did not display any discomfort, so the session continued.

Neil was a young boy who was growing up in a seemingly typical household with two televisions and numerous media items. What differed, however, was the reported media usage amongst Neil and his mother, Nora (P7), which was lower than reported by other parent participants. Nora reported that Neil spent an average of 1 hour to 1 hour and 15 minutes devoted to screen time on a daily basis, with the exception of an additional 1 hour and 35 minutes daily on the weekends. This was due in part to videogame play on a console game player.

Of the options provided, Nora reported playing videogames together as the least enjoyed family activity. Nora did, however, state that she sometimes watched television or movies, used the iPad, or played videogames on the console player with Neil.

Nora reported not likely resorting to media activities while at home or away (at a restaurant) to keep Neil occupied while she attended to chores, etc. Media activities were also not part of Neil's bedtime routine.

Neil did not provide evidence of having well-developed theory of mind ability. From the beginning, with the TOM I level tasks, he struggled either in ability or willingness to fully

engage in the activity. This struggle continued during the TOM II and TOM III level tasks. Neil did become more engaged during the general discussion about advertisements. During this discussion, he described the intent of advertisements as a means to increase consumerism, “because nobody’s buying stuff, and they want more people to buy it” (Line 84).

Louise (C8) (see Appendix Q)

Louise (C8) was the youngest child participant in the study. She was very engaged and talkative throughout the session. Louise’s father, Luc (P8), was the sole father participant in the study. Louise was growing up in what appeared to be a typical family, with several televisions and numerous media devices. Louise owned an iPad and a hand-held game player (iPod). She said playing these devices, particularly her iPad, were her favourite media activities.

According to her father, Louise spent an average of 2 hours devoted to screen activities daily. This increased dramatically to 5 hours and 30 minutes on weekend days, due in part to some time spent playing videogames on a console game player.

Luc reported likely haven given Louise a mobile device amongst other activities to keep her occupied while out at a restaurant, in addition to allowing her watch television at home while tending to chores, etc. Media activities such as television and mobile device usage were also reported as being somewhat part of his daughter’s bedtime routine.

Louise successfully displayed TOM I ability when faced with specific tasks, and some development of TOM II. However, while she tried to grapple with TOM III, it was evident that she did not have an understanding of intent.

Like most of the children participating in the study, Louise was not familiar with the term *advertising*. She referred to a commercial as being on television and being like advertisements. She described them as being meant for entertainment value and to keep oneself occupied. From the beginning, during her general discussion about advertisements and commercials, Louise spoke of the production of advertisements.

Louise said she had previously seen the Oreo advertisement. When asked to describe it, she strictly spoke about hockey and did not mention the product (Oreo cookie). Again, Louise thought that the character in the advertisement, along with his parents, had created the advertisement, and did not acknowledge the fact that it was animated. Though at first uncertain if she believed the advertisement, she then reasoned that she might believe it “because he sang in it, and it sounded like it was real” (Line 126).

Louise owned an Easy Bake Oven, and had reportedly viewed this advertisement previously. Louise said she liked this advertisement because she liked the treats in it and she somewhat liked baking. When I explored further, she stated that she also possibly liked the dancing in the advertisement.

In discussing what the people in the advertisement might be thinking, Louise appeared to believe that the characters in the advertisement had created the advertisement itself. She reasoned that the speed of the actions in the commercial led to her belief that it was not real, stating that she might believe the advertisement if it was “just not as fast” (Line 227), and thought that others would have the same belief as her. They would believe the advertisement if the action was slower. Louise appeared to be pondering the persuasiveness of the advertisement and trying to decipher how it could be real.

John (C10) (see Appendix S)

John (C10) was the youngest male child participant in the study, and the sole only child to participate. John was enthusiastic and engaged in our discourse throughout the session. He had a very active imagination and a strong fascination with animals. He was immediately drawn to a stuffed toy snake that was in the room. At times, when answering a question, he would proceed to make the snake speak instead of himself.

John said watching movies and computer games were his favourite media activities. He appeared to watch media targeted specifically at young children, based on the examples he provided. Although he reportedly owned a hand-held game device, his mother Julie (P10) reported it was more for use when travelling.

Though John's home contained many media-related products, he seemed to have very little modelling of media usage from his mother, Julie, who reportedly had no personal media usage, with the exception of once in a while watching television or using the computer with her son. Julie reported that John devoted 2 hours and 30 minutes daily to screen time activities. She also specified that his usage increased dramatically on weekends, when he typically spent 5 hours and 30 minutes daily.

Julie reported being somewhat likely to use a mobile device, amongst other activities, in order to keep John occupied at a restaurant. Although she resorted to these same activities while wanting to keep him occupied at home, she was more likely to let him watch television. Media activities were not part of John's bedtime routine.

John was able to engage in most of the TOM I level tasks but was not able to take on my perception in TOM II tasks. In responding to TOM II tasks, he referred to external factors in his reasoning.

John was not familiar with the term *advertising* and described a commercial as “when you’re watching TV and a show is not real” (Line 116). He was unsure of the general intent of advertisements, which was evident during his Oreo- and Super Mario–specific advertisement discourse.

John perceived the literal meaning of the Oreo advertisement. Initially, he said he thought it was about a hockey dream. He later said he thought it was fun because of the Oreo. Although John was the only child participant who said he had seen advertisements for Oreo cookies outside of television, it seemed he was referring to having seen the product elsewhere, rather than an advertisement for it.

John reasoned that he did not believe the advertisement based on his own past experience with hockey. This experience led him to believe that you could not play hockey with an Oreo cookie. It is important to note that, while describing other children’s belief of the advertisement, he switched the term “belief” with “like,” which has a very different meaning. He continued to take on this meaning while describing what he thought his parents or other grown-ups might think of the advertisement.

John had not previously seen the Super Mario advertisement. He struggled with his belief of the advertisement. As he had with the Oreo advertisement, he based his disbelief of the advertisement on the fact that he thought it was not real. He was not able to understand its intent. When asked to take on the perception of the character in the advertisement, John took on

the perception of the character within the Wii game, as opposed to the character playing the Wii in the advertisement. When asked if there was something he did not like about the advertisement, John, like Kevin, referred to its production.

At the end of the scheduled session, John was the only child participant who eagerly asked if we could watch the other advertisements. We proceeded to watch and briefly discuss the other advertisements. Those discussions were not included in the study.

The following chapter will provide a detailed analysis of the findings that demonstrate these children's level of understanding in relation to media literacy. It will also explore the factors that could have potentially contributed to their understanding.

CHAPTER V

Analysis

This analysis chapter demonstrates the themes and patterns that emerged from the overall data collection. It was hypothesized that a comparative analysis of children's theory of mind ability utilizing the TOM Test (Muris et al., 1999) from Stage One and the results of similar theory of mind tasks in relation to digital and electronic media marketing forms from Stage Two would show evidence of possible discrepancies in ability. Though children in grades 1, 2, or 3 (approximately 7–9 years of age) would likely demonstrate some degree of theory of mind ability, it was hypothesized that they would not be able to apply theory of mind to their interpretation of and critical engagement with electronic and digital media forms.

For the purpose of the developmental analysis of the findings, children's understandings have been examined individually and then grouped with similar-aged child participants, based on their year of birth, 2005, 2006, or 2007. Similarities and discrepancies were sought among individual child participants' chronological age, theory ability, and understanding of advertising. Although a specific gender analysis was not part of the study, any significant similarities or differences were duly noted because societal expectations and stereotypes could exist within the child's exosystem.

Peter (C2), Anna (C6), and Kevin (C9) were all born in 2005. Though Kevin was the oldest child in the study, these three participants were relatively close in age and would all soon be turning 9 years of age. It was anticipated that their age would contribute to more advanced and detailed descriptions during discussion; however, only one of these three consistently

displayed a higher level of theory of mind ability based on the TOM Test (Muris et al. 1999). This was Peter. Peter, Kevin and Anna had all completed Grade 3 at the time of the study.

Nina (C1), Holly (C3), and Mary (C4) were all born in 2006. They were between the ages of 7 $\frac{3}{4}$ years and 8 years. All three girls had recently completed Grade 2 at the time of the study.

Ryan (C5), Neil (C7), Louise (C8), and John (C10) were all born in 2007, and had either recently turned 7 years of age, or would be doing so within weeks. This group of children had completed Grade 1 at the time of the study. Louise was the youngest child, but certainly one of the most eager and engaged participants during the interview session.

All of the children who participated in the study voluntarily completed Stage One and Stage Two. In addition, all of the parents who participated in the study completed the questionnaire and short interview included in Stage Three. All are included in the findings.

Data collected through Stage One and Two of the child interviews, as well as the parent interviews in Stage Three, were transcribed and later coded using MAXQDA data analysis software to define themes and patterns in both the child and parent responses. Each parent questionnaire was initially entered into a Microsoft Excel spreadsheet, and later coded using MAXQDA.

The qualitative nature of the data allowed me to explore children and parent participant attitudes, thoughts, and behaviours around the issue of media messages, along with the contextual factors that may have been influential in the child's understanding, as outlined in the previous chapter.

Stage One Analysis

TOM Test Findings

There was extensive variation in the level of theory of mind ability displayed amongst the child participants in response to the TOM Test tasks, as outlined in Table 2. Eight of the 10 children demonstrated a solid working ability of TOM I. Seven of the children had at least some notion of TOM II, based on their responses to task items on the TOM Test (see Appendix A).

Table 2

TOM Test Results

Child			Year of Birth			Theory of Mind Ability		
Participant	Gender	Pseudonym	2005	2006	2007	I	II	III
C2	B	Peter	*			✓	✓	✓
C6	G	Anna	*			✓	✓	IP
C9	B	Kevin	*			✓	IP	
C3	G	Holly		*		✓	IP	
C1	G	Nina		*		✓	IP	
C4	G	Mary		*		IP		
C5	B	Ryan			*	✓	✓	IP
C7	B	Neil			*	IP		
C8	G	Louise			*	✓	IP	
C10	B	John			*	✓		

Note. * = year of birth; ✓ = satisfactory; IP = in-progress.

Peter was the only child who consistently demonstrated TOM III ability in response to the TOM Test tasks provided. It is surprising, however, that he demonstrated any of this

advanced ability; recent literature now claims that theory of mind is not fully developed until adolescence, or even adulthood.

TOM I findings. Complete results of each child participant's responses to the TOM I task items (Muris et al., 1999) can be found in the child interview transcripts (see Appendices J–S). These task items involved the child's understanding of pretense, such as TOM Test task “Item 7-5: Pretend that you are drinking something that tastes nasty.” Child participant responses were coded as the number of responses that were deemed *satisfactory*, those that demonstrated *no pretense*, and those *in progress*. Those participants who did not appear confident in their responses, as evidenced by the use of the word “maybe” in their answer along with hesitation in their voice, were identified as *in progress*. Those who demonstrated typical behaviours when drinking something unpleasant, such as shaking their head and sticking their tongue out, or making a face of disgust, were coded as *satisfactory*, and those who were unable to pretend the action were coded as *no pretense*. The majority of child participants (eight participants) were able to demonstrate a clear level of TOM I ability. Two child participants, Mary and Neil, were not able or willing to demonstrate a clear understanding of pretense.

TOM II findings. Although three of the children were able to provide satisfactory actions and responses to the TOM II tasks provided, certain tasks appeared to be more challenging for the remaining seven children. TOM Test task item 7-4 was one of two task items that seemed more difficult for the child participants. When asked to take on another's perception or belief in response to the TOM II level task “Item 7-4: How can I see that you are feeling cold?” (see Appendix A) two child participants identified a response that was linked to external factors within the environment. Thus, instead of referring to their own behaviour that might have led another person to believe they were cold, they referred to the fact that it was cold in the

room, “because it might be cold in the room” (C3), or by feeling their body and it feeling cold, “just by feeling you” (C10). These responses implied that the participants were not able to fully take on the perception of the other person. One child participant was not able provide a response, stating “I don’t know” (C7), and four other children offered satisfactory responses related to typical behaviours in this scenario, such as shivering and three children referred to rubbing one’s arms.

Two children had difficulty taking on my perspective when asked how I could see that they thought their drink tasted nasty, and were coded as *in progress*. Notably, these were the same two children who were not able or willing to engage in pretense. Although they were initially unable to describe another’s perception, the two children were later able to display some understanding upon further discussion. Five of the 10 children made reference to facial expressions. Three children responded by physically sticking out their tongue, spitting, or shaking their head.

TOM III findings. When presented with the scenario in TOM Test task “Item 6-1: What does the father mean?” (see Appendix A) none of the children understood the intent of the father’s message. Five of the children understood the literal meaning of his comment and thought the father meant it was enjoyable. They were unable to decipher the father’s intent of sarcasm. Two children were either not able or willing to provide any response, and another two children thought the music was too loud. Peter was the only one who correctly labelled the intent of the father’s message as “sarcasm.” When asked what sarcasm meant, he stated, “sarcasm means like the opposite” (Line 7).

When presented with the follow-up question (TOM Test task item 6-2), “Why does the father say: ‘It’s a pleasure to be here!’” (see Appendix A), five children of varying ages, Neil, Holly, Anna, Kevin, and John, offered a response based on literal meaning such as “it is enjoyable,” with again only one child, Peter, offering a response directly linked to sarcasm, stating that the father is “saying opposite.” Nina (C1), though not able to label it as sarcasm, struggled with the concept, stating, “Maybe because he kind of likes it and kind of doesn’t.” Mary, Ryan, and Louise were not able to provide an answer, stating, “I don’t know.”

Item 6 was the first of the TOM Test task items that each child was asked to respond to. I presented the tasks to the child in the same order that they appear in the TOM Test. It is possible that some children’s lack of success in identifying the intent of the message could have been due, in part, to the fact that it was the first of the questions presented. This could have generated slight anxiety for some children. However, based on a comparison between children’s responses, along with a contextual examination of the scenarios provided, it was determined that familiarity with the type of scenario presented was a probable contributing factor in the apparent ease of the latter task items.

As opposed to the first TOM III task item, the children were clearly more successful in tackling the second TOM III level task: “Item 9-1: What does the man mean?” (Muris et al., 1999). Peter and Anna identified the sarcastic intent, and Nina and Ryan stated that the man meant the opposite. It could be that Nina and Ryan, though they understood the intent of the message, simply did not know the term sarcasm. Three children, Louise, Kevin, and John, were unable to decipher beyond the literal meaning of the man’s message, and another three children, Holly, Mary, and Neil, did not know. I concluded that, though Nina and Louise referred to the music in TOM Test task item 6, they were less likely to have referred to the bus shelter in their

response to TOM Test task item 9 due to the nature of their rural upbringing: it is quite possible that they could be unfamiliar with bus shelters. Had I thought of this prior to the study, I would have chosen a replacement task item to eliminate this possible variable. Similarly, children did share much familiarity with discussions about the weather, which can often be a typical topic of conversation, especially in the communities where participants resided. This familiarity displays the contextual element that could have played a role in their understanding.

In TOM Test task “item 9-2: Is it true what the man says?” (see Appendix A) eight children were able to understand that the message was not true. Two children, Nina and Louise, were uncertain, as evidenced by their response: “maybe.”

When asked to respond to “TOM III Test Task Item 9-3: Why does the man say: ‘Wow, we have nice weather today!’” (see Appendix A) three children, Peter, Anna, and Ryan, were successful in understanding the sarcastic intent of the message, indicating that it was meant to be funny. Others were unable to understand the intent. Two children, John and Louise, stated that the man liked puddles or rain. Holly stated that the man did not see the rain. Thus, though she was trying to take on his perspective, Holly was not able to decipher the humour. Kevin linked his message to an external factor. Three children, Nina, Mary, and Neil, did not know why the man would make such a comment.

In general, the children had increased success with Items 9-1, 9-2, and 9-3. It is important to note that these were the last of the TOM Test items presented to the children. It is possible that they simply became more familiar with the type of task at hand and/or possibly felt increasingly comfortable sharing. However, I felt the more likely possibility was that the scenario presented in these tasks might have been similar to scenarios the children could have

encountered in the past. Thus, their previous experience with discourse related to the weather, a very common topic in rural farming and fishing towns, may have contributed to their understanding of the intent of the message being portrayed. Likewise, their familiarity with a product may have contributed to their understanding of the advertising message being portrayed.

The only child who demonstrated a consistent TOM III ability in response to the TOM Test task was Peter. He was also amongst the oldest children participating in the study. Of the remaining children, two were able to successfully identify the sarcastic intent of the scenario in TOM Test task item 9 (see Appendix A), yet were unable to apply this same reasoning to the scenario in TOM Test task item 6 (see Appendix A). Although these two children were from different age groups (2005 and 2007), they were also siblings. I found this to be very interesting when considering the microsystem as a possible contributor to the child's understanding of media.

According to a study by Lapierre (2015), the better children aged 6 to 9 years are at understanding that others have beliefs, thoughts, emotions, and intentions different from their own (theory of mind), the more aware they are of the advertisers' selling intent. Therefore, findings of the child participants' understanding of intent of advertising should somewhat match their TOM Test findings. Although I did find some relation between the two, children who demonstrated some advanced level of theory of mind were not without error or confusion when it came to their ability to apply their theory of mind to media marketing messages—such as Ryan, who was able to decipher the sarcastic intent within the TOM Task, yet was unable to decipher the intent of the Oreo advertisement.

Stage Two Analysis

Shared Understanding of Advertising

Six of the 10 children were not familiar with the term *advertising* (NQ1) when asked to share previous knowledge about advertising. Two of them referred to advertising as “like acting,” which demonstrated a certain understanding that advertisements are created, and thus do not portray reality. Of the 10 children, only one child, Peter, labelled the general intent of advertisements as informing viewers, and only one other child, Anna, labelled the general intent of advertisements as selling products.

I acknowledged that children's shared understanding of advertising was limited due in part to their lack of familiarity with the term *advertising*. Although this in itself could have been considered evidence for a lack of media literacy pertaining to advertising within school curricula, it was noted that most of the child participants were enrolled in a French or French-immersion program at their school, and the formal media literacy that they would have encountered could have been in French. Their limitation may thus have been due to simple English media terminology. Nonetheless, when I observed this limitation, I quickly transitioned to the term *commercial*, which proved to be familiar to all child participants and helped to continue discussions.

On being asked if they had a favourite advertisement (NQ2), five of the 10 children answered in the affirmative. They each told me what it was, as set out in Table 3. Three of the five children who reported having a favourite advertisement were amongst the youngest participants in the study. All of those who identified as having a favourite advertisement demonstrated, in their response, some familiarity with the product being advertised, be it a

television episode, event, toy, or food product. Thus, it could be that it was the product that they liked, rather than the advertisement itself.

Table 3

Favourite Advertisement

Child			Year of Birth			Favourite advertisement	
Participant	Gender	Pseudonym	2005	2006	2007	Y/N	Ad
C2	M	Peter	*			Y	zoo (event)
C6	F	Anna	*			N	
C9	M	Kevin	*			N	
C3	F	Holly		*		N	
C1	F	Nina		*		Y	The Next Step (event)
C4	F	Mary		*		N	
C5	M	Ryan			*	Y	poutine potato chips (food product)
C7	M	Neil			*	N	
C8	F	Louise			*	Y	American Girl dolls (toy product)
C10	M	John			*	Y	My Big Big Friend (TV episode)

Note. * = year of birth; Y = yes; N = no.

When asked “Why do you think there are ads for things?” (NQ2b) all of the children born in 2005 and 2006, with the exception of Nina, had a general knowledge that the intent of advertisements was to increase buying by consumers. Their responses are outlined in Table 4.

Interestingly, Neil, who was part of the youngest group of children, understood this intent. Of the remaining younger children, Ryan and Louise thought that advertisements (specifically commercials) were purely for entertainment purposes and aimed at alleviating boredom, while John and Nina reported not knowing why there were advertisements for things.

Table 4

Perceived General Intent of Advertisements (NQ2b)

Child			Year of Birth			Perceived intent of advertisements		
Participant	Gender	Pseudonym	2005	2006	2007	Increase buying	Alleviate boredom	Do not know
C2	M	Peter	*			✓		
C6	F	Anna	*			✓		
C9	M	Kevin	*			✓		
C3	F	Holly		*		✓		
C1	F	Nina		*				✓
C4	F	Mary		*		✓		
C5	M	Ryan			*		✓	
C7	M	Neil			*	✓		
C8	F	Louise			*		✓	
C10	M	John			*			✓

Note. * = year of birth; ✓ = response.

Baseline advertisement findings. Six of the 10 children, Neil, Louise, Kevin, Mary, Peter, and Holly, reported having previously viewed the Oreo Canada Wonderfilled Hockey Dream 2014 (Appendix B1) advertisement (NQ4). Seven children reported not having seen an advertisement for Oreo cookies elsewhere (NQ5). Of the three children who had previously seen an Oreo advertisement, Kevin and Anna stated that they had seen it on television, and John, at the supermarket.

Five out of the 10 children, Mary, Holly, Anna, Peter, and Kevin, were able to identify the inherent message in the baseline advertisement when asked “What is the ad trying to tell you?” (NQ7), as outlined in Table 5. They identified the intent of the advertisement as being to inform the consumer and/or persuade the consumer into purchasing the product. Three children,

Louise, John, and Nina, reported thinking that the larger message being delivered to viewers was linked to the hockey theme of the advertisement.

Table 5

Perceived Intent of Baseline Advertisement (NQ7)

Child			Year of Birth			Perceived intent of advertisements		
Participant	Gender	Pseudonym	2005	2006	2007	Inform / persuade	Hockey theme	Do not know
C2	M	Peter	*			✓		
C6	F	Anna	*			✓		
C9	M	Kevin	*			✓		
C3	F	Holly		*		✓		
C1	F	Nina		*			✓	
C4	F	Mary		*		✓		
C5	M	Ryan			*			✓
C7	M	Neil			*			✓
C8	F	Louise			*		✓	
C10	M	John			*		✓	

Note. * = year of birth; ✓ = response.

These three were amongst the same participants who, when previously asked (NQ2), had stated that they either did not know why there were advertisements for things or thought they were purely for entertainment purposes. Based on these participants' demonstrated understanding, it appeared that they were likewise fixated on the entertainment qualities of this particular advertisement. Neil and Ryan stated that they did not know.

When asked "What might the characters [or people] in this ad be thinking?" (NQ8), four of the children, Mary, Neil, Anna, and Ryan, had difficulty taking on the thoughts of the

characters (or people) in the advertisement and were not able or willing to provide a response other than “I don’t know.” Two children, John and Nina, thought the characters might be thinking about playing hockey. Peter thought the characters were thinking about having their hockey dreams come true. The only child who was able to share a true depiction of the perceived thoughts of the character in the advertisement was the same child who demonstrated a consistent TOM III ability level: Peter. Interestingly, stepsiblings Kevin and Louise provided a similar response that focused on the character’s creation of the advertisement and spoke of how they might be thinking about how to improve the advertisement.

Table 6

Belief of Character in Baseline Advertisement (NQ8)

Child			Year of Birth			Belief of Character				
Participant	Gender	Pseudonym	2005	2006	2007	Play hockey	Oreos	Improve the ad	Hockey dream	Do not know
C2	M	Peter	*						✓	
C6	F	Anna	*							✓
C9	M	Kevin	*					✓		
C3	F	Holly		*			✓			
C1	F	Nina		*		✓				
C4	F	Mary		*						✓
C5	M	Ryan			*					✓
C7	M	Neil			*					✓
C8	F	Louise			*			✓		
C10	M	John			*	✓				

Note. * = year of birth; ✓ = response.

Each child’s responses to the questions “Do you believe the ad?” (NQ9), “Do you think other kids would believe the ad?” (NQ10), and “What do you think your parents or other grown

ups might think of this ad?" (NQ11) provide different opportunities for the child to demonstrate his or her ability to apply theory of mind. Responses are noted in Table 7.

Five of the 10 children did not believe the ad (NQ9). Peter, who displayed the most knowledge of advertising throughout the study, stated that it was the animation factor that led him to believe it was not real. One child was unsure, and one did not know. Of the three children who believed the advertisement, only Holly provided a reason. She said she believed it because the Oreos were a real thing.

Table 7

Belief of Self and Others in Baseline Advertisement (NQ9, NQ1, and NQ11)

<i>Gender</i>	<i>Child</i>	<i>Year of birth</i> 2005	<i>Year of birth</i> 2006	<i>Year of birth</i> 2007	<i>(NQ9) Themselves believed</i> (Y/N)	<i>(NQ10) Thought others would believe</i> (Y/N)	<i>(NQ11) Thought parents would think of ad</i>
M	Peter	*			N	Y	not believe
F	Anna	*			N	Y	don't know
M	Kevin	*			N	Y	may not like it
F	Holly		*		Y	Y	Shopping
F	Nina		*		Y	maybe	don't know
F	Mary		*		don't know	maybe	don't know
M	Ryan			*	Y	Y	shopping
M	Neil			*	N	Y	boring
F	Louise			*	maybe	maybe	not believe
M	John			*	N	maybe	not like it

Note. * = Year of Birth; Y = yes; N = no.

Six children, Peter, Anna, Kevin, Holly, Ryan, and Neil, thought that other children would believe the advertisement. Holly and Ryan believed it themselves, and thought others

would as well. Holly again referred to the reality of the product (the cookie), in stating why both she and others believe the advertisement.

Of those who did not believe the advertisement themselves, all but John thought that younger children might believe it, using words such as *would* or *may* in their response. These responses could be perceived as the ability to understand that others may have a belief or perception that could differ from their own, hence theory of mind. However, they attributed the different perception to age, rather than simply a different perspective.

In general, children had more difficulty taking on the thoughts or beliefs of their parents or other grown-ups in reference to the advertisement when asked “What do you think your parents or other grown-ups might think of this ad?” (NQ11), providing a variety of responses. Three children stated they did not know, two children thought their parents would think of shopping, two children thought their parents would not believe the advertisement, one child thought his parents would think the advertisement was boring, one thought his parents would not like it, and another one thought his parents might like it.

Chosen advertisement findings. All of the children were familiar with three of the four product images shown. All were able to correctly identify these products. When shown the Super Mario 3D World image, all of the children, with the exception of Holly, were able to recognize it as being videogame related, even if they were not all able to identify the actual game. Table 8 shows each child's chosen advertisement for viewing.

Table 8

Chosen Advertisement

Child			Year of Birth			Chosen Ad			
Participant	Gender	Pseudonym	2005	2006	2007	Super Mario	Easy Bake	Lego	Froot Loops
C2	M	Peter	*			✓			
C6	F	Anna	*				✓		
C9	M	Kevin	*					✓	
C3	F	Holly		*				✓	
C1	F	Nina		*				✓	
C4	F	Mary		*			✓		
C5	M	Ryan			*			✓	
C7	M	Neil			*			✓	
C8	F	Louise			*		✓		
C10	M	John			*	✓			

Note. * = year of birth; ✓ = response.

Five children chose the Lego advertisement, three chose the Easy Bake Oven, and two children chose the Super Mario 3D World advertisement. Notable in their selection was the fact that those who chose the Lego advertisement stated that they chose it because they liked Lego and had a previous experience with the product. All of those who chose the Easy Bake Oven advertisement were girls, and each also had experience with the product. One of the boys specifically referred to not liking the Easy Bake Oven advertisement. Based on his comments, it seemed he based his dislike on the fact that he thought this advertisement was “for girls.” Both child participants who chose the Super Mario 3D World advertisement were boys. They were both familiar with Mario and both owned a hand-held device. However, in choosing this advertisement for viewing, Peter (C2) said, “I don’t even know what ad that is, so I want to

know.” Although most of the children were also familiar with Froot Loops, none chose this advertisement for viewing. Interestingly, Froot Loops was the only advertisement that was solely digitally animated; each of the other advertisements included real people and digital animation.

When asked “What is the ad trying to tell you?” (NQ19), regardless of which advertisement they had viewed, nine out of the 10 children were able to share an understanding of an inherent message in the advertisement they viewed. These results are outlined in Table 9.

Table 9

Perceived Intent of Chosen Advertisement (NQ19)

Child			Year of Birth			Intent of Ad			
Participant	Gender	Pseudonym	2005	2006	2007	Purchase Product	Play With Product	Provide Information	Do not know
C2	M	Peter	*				✓		
C6	F	Anna	*			✓			
C9	M	Kevin	*					✓	
C3	F	Holly		*		✓			
C1	F	Nina		*		✓			
C4	F	Mary		*		✓			
C5	M	Ryan			*		✓		
C7	M	Neil			*				✓
C8	F	Louise			*			✓	
C10	M	John			*	✓			

Note. * = year of birth; ✓ = response

Five of the children were able to understand that the advertisers' ultimate intention was for viewers to purchase their product. Two children thought that the advertisers wanted them to

play with the product more. Two others thought that they were simply providing the viewer with information. One child said he did not know.

Responses to the question "What might the characters [people] in the ad be thinking?" (NQ20) are indicated in Table 10. Four children, Peter, Mary, Ryan, and Neil, believed that the character in the advertisement would have a belief similar to their own and would think it was fun. Two children, Kevin and Louise, thought the characters would be critiquing the advertisement. They also both thought the intent of the advertisement was to provide information. Others thought the characters were thinking they loved the product (Holly), wanted to play (Nina), that the product was easy (Anna), or that they were critiquing the product (John).

Table 10

Belief of Character in Chosen Advertisement (NQ20)

Child			Year of Birth			Belief of Character			
Participant	Gender	Pseudonym	2005	2006	2007	Love product	Play	Critique ad	Critique product
C2	M	Peter	*				✓		
C6	F	Anna	*			✓			
C9	M	Kevin	*					✓	
C3	F	Holly		*		✓			
C1	F	Nina		*			✓		
C4	F	Mary		*			✓		
C5	M	Ryan			*		✓		
C7	M	Neil			*		✓		
C8	F	Louise			*			✓	
C10	M	John			*				✓

Note. * = year of birth; ✓ = response.

Of the six children who believed the advertisement they had chosen to view (NQ21), those who viewed the Easy Bake Oven advertisement linked past experiences with the product to assist them in reasoning their belief about the advertisement. Louise and Kevin were uncertain as to whether they believed the advertisement or not, stating “maybe.” John did not believe the Super Mario advertisement he viewed, and Neil said he did not know if he believed the Lego advertisement. According to Gunter, McAleer, and Clifford (1992), by 8 or 9 years of age, children have become critical of advertisements when they perceive the content to be unrealistic. Additionally, children of this age were shown to be critical of advertisements that use exaggeration (Chan & McNeal, 2002). This was true in this current study. Older child participants were able to utilize the perceived unrealism of the advertisement to assist them in their reasoning. Similarly, I also found that the animation effect might have possibly contributed to children's difficulty in understanding the intent of the advertisement. This would contradict the use of production techniques frequently employed by advertisers when marketing products to children and adolescents “such as animation, fantasy, voice-overs, fast action, and music to capture and maintain viewers' attention and interest” (Maher, Hu & Kolbe, 2006; Schneider, 1987; Van Evra, 1998, as cited in Blumberg & Kelley, 2014, p. 163).

Five of the children provided an understanding that others may have differing beliefs from their own. Though they seemed to think the character in the advertisement had a belief similar to their own (NQ20), they appeared to understand that other children might have a differing belief from theirs, as indicated in Table 11.

Table 11

Belief of Self and Others in Chosen Advertisement (NQ21 and NQ22)

<i>Gender</i>	<i>Child</i>	<i>Year of birth</i>	<i>Year of birth</i>	<i>Year of birth</i>	<i>(NQ21) Themselves believed</i>	<i>(NQ22) Thought other children would believe</i>
		<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>(Y / N)</i>	<i>(Y / N)</i>
B	Peter	*			Y	Y
G	Anna	*			Y	Y
B	Kevin	*			maybe	N
G	Holly		*		Y	Y
G	Nina		*		Y	Maybe
G	Mary		*		Y	Y
B	Ryan			*	Y	Y
B	Neil			*	don't know	Maybe
G	Louise			*	maybe	maybe
B	John			*	N	N

Note. * = year of birth; Y = yes; N = no; those who responses "don't know" or "maybe" are indicated as such.

However, it is important to note that, of those who believed that others may have a differing opinion, all but John specified that it was children younger than them that might differ in belief, rather than simply acknowledging that a peer may have a differing belief. Neil and Louise were unsure if they believed the ad, and were likewise uncertain of whether other children would believe it, stating "don't know" and "maybe." Nina was the only child who, herself, believed the advertisement, but was unsure if others would. John did not believe the Super Mario advertisement and thought other children would not believe it either. Although Kevin was uncertain as to whether he believed the Lego advertisement because he thought it

wasn't current, he thought others would not believe the it because of how old it was, stating "Yeah, it's way too old —update!" (Line 375).

In reflecting on the baseline advertisement responses, with the exception of Holly, who claimed not to like Oreo cookies, and Nina, who did not know, all of the children reported wanting to have the baseline advertisement product (NQ6). Yet none of the children said they would ask someone to buy it for them (NQ12a). Their reasoning was varied. Peter said he "would want them to buy something more impressive" (Line 249). Anna thought she would not be allowed to have the product, and Holly said she did not like the product. In comparison, all of the children reported that they would like to have the item in their chosen advertisement (NQ23), that is, an Easy Bake Oven, Lego, or Super Mario 3D World. Ryan, Kevin, Nina, and Neil said they wanted the item (Lego) because they already own some and want more. Mary and John said they wanted their chosen product because they did not already have it. Holly and Peter wanted it because it was fun, and Louise and Anna wanted the product so that they could make and eat treats. Though they all wanted to have the chosen advertisement item, seven of them, Neil, Louise, Holly, Peter, Mary, John, and Kevin, said they would ask their parent to buy the product for them (NQ24a), in contrast with the baseline advertisement, where none of the children said they would pursue trying to purchase the item.

Stage Three Analysis

Ecological Context Analysis

Parent questionnaire and interview findings. A qualitative data analysis between children's theory of mind abilities, their shared understanding of media messages, and information on their micro-ecological context was conducted and found that there were certain

contextual social and cultural factors that may have contributed to the participating children's understanding of advertising.

The microsystem.

Parent participants. All but one of the parent participants reported having pursued or completed postsecondary higher education (Q44a). Four of the parents reported working as a paid employee, one parent identified as self-employed, and the remaining four parents identified as not working (Q43a) at the time of the study. Their spouses were all identified as working at the time of the study (Q43b).

Child participant birth order. Marsha (P4) remarked that she thought her daughter Mary (C4) was exposed to a much different level of media than her two older siblings had been at the same age. Although Marsha felt that this was, in part, because of the siblings' media usage, I felt that the explosion of media, even within the few short years between siblings, could have led to increased exposure. Nonetheless, it was felt that birth order could be a determining factor in children's exposure to media. Of the child participants, the majority were the youngest within their family unit. Although other parents did not discuss this potential variable with me, it is possible that their child may also be exposed to more content or usage than those not having older siblings.

Media usage. The majority of participating parents and children spent an average amount of time devoted to screen activities in comparison to findings in a national study by the Center on Media and Human Development (2014), where parents spent on average over 5 hours a day devoted to screen activities, and children spent an average of more than 3 hours daily devoted to screen time. At the time of this study, television remained the screen activity both

parents and children most engaged in on a daily basis. This was true for the participants in my study as well. Notably, parents also reported a significant increase in screen-time activities during weekends as opposed to school days, in some instances the time devoted to such activities doubled. However, it is important to note, that I only looked at screen usage within the home environment and not the school environment.

All parents, with the exception of one, reported that when someone was at home, the television was on all, most, or some of the time, even when nobody was actually watching it (Q8). This increased exposure to media could possibly be a contributing factor in their understanding of media. All of the participating children, with the exception of Kevin (C9) had some exposure to media, even when they were not actively using it. Thus, perhaps unbeknownst to the children themselves, media was a contributing part of their micro-system in an extensive way.

Six of the 10 participating children had three or four television sets in their homes (Q7), Mary and John had one, and Nina and Neil had two. Although the number of television sets did seem to relate to media usage, I did not find any clear relation between the number of television sets and understanding of advertising.

Whereas the majority of parents indicated a significant amount of time spent devoted to media activities, and did refer to the Internet as a source of information, it was never their most likely source of information for parenting resources (Q37g). All but three parents reported accessing parenting websites or blogs as a somewhat likely source of parenting information. This finding was consistent with those of a national US survey by the Center on Media and Human Development (2014) that asked the same question. This demonstrates that parents are

utilizing the Internet as a source of credible information to assist them in their parenting endeavours.

Parental media perceptions. When asked “How often, if at all, do you enforce rules about: a. What TYPES of TV shows, games, and websites [Childname] can use?” (Q35a), 7 of the parents, reported enforcing rules around media content all, or most, of the time. The other two parents, Nancy and Heather, acknowledged enforcing rules some of the time. Additionally, in discussions with parents during Stage Three of the study, all of the parents had, at the least, some general perception that media content could have an influence on their child. This is likely also due in part to the larger macrosystem that encompasses global attitudes and ideologies related to parenting and media.

Mendoza (2009) stated that parents who spent less time monitoring their children's access to media content and limiting their usage may be less likely to engage in discussions with their children regarding the interpretation of media messages in the environment where media is likely to be most used. The opposing activity was reflected in responses by Rose, who reported extensive censoring of what media opportunities are permitted in the house, as well as extensive discussion with her children regarding media content. While Pam did not report extensive censoring, she did report that she has extensive discussions with her child regarding media content and that she is learning about media with him.

There was a clear discrepancy as to whether parents felt that they needed to monitor the content of what their child viewed or the extent of their usage. Parents were asked “How often, if at all, do you enforce rules about: a. How LONG [Childname] can watch TV shows, games, and websites [Childname] can use?” (Q35b). Nancy was the sole parent who indicated that she

did not have rules regarding the amount of screen time allowed to her child. The remainder of parents reported enforcing rules about time spent using media either some, most, or all of the time. Nancy reported that Nina spent on average 4 hours daily devoted to screen time. With the exception of Holly, this was at least one hour more of daily screen time than the other children. Heather reported that Holly spent an average of 4 hours and 45 minutes daily devoted to screen activities. Their increased exposure to media did not appear to have a resulting impact on their demonstrated understanding.

Although there was some concern around media exposure in general, as shown by the creation of rules around this issue, there was little concern regarding the possible influence of advertising. The participants were all living within two small rural communities that offered a similar contextual macrosystem. It is important to acknowledge the possibility that results could differ if participants were from an urban center where their micro- and macrosystems encompassed a heightened exposure to advertising, including billboards and advertisements plastered everywhere.

According to Bronfenbrenner (1979), mass media was primarily part of the macro- and exosystems; however, I found that this is no longer the case, as media can be disseminated easily by an individual child or adult to a mass media market with the use of the Internet, and thus it must equally be considered as part of the microsystem. Children's experience with a product appeared to have an impact on their understanding of the advertising of said product. They relied on their experience with the product to assist them in making sense of the advertisement. The strongest contributor appeared to be discussions at home surrounding advertising. Those children, Anna, Ryan, and Peter, who displayed some degree of third-level theory of mind development, all had extensive discourse within the home regarding media content, according to

their participating parent. There have been studies demonstrating the influence of the child's social environment on the rate of theory of mind development. One such study, by Ruffman, Slade, and Crowe (2002), found that children showed earlier awareness of mental states if their mothers talked about thoughts, wants, and feelings. While Anna and Peter were similar in chronological age, Ryan was significantly younger, but taking part in similar discussions about media within the home environment he shared with Anna as his sibling. It would be assumed therefore, that discourse within the home could have influenced their advanced theory of mind development.

Discussion

As indicated in the findings and analysis, 7 of the child participants in the study did not demonstrate an advanced theory of mind ability, thus implying that their ability to think logically and critically in response to messages may be limited. Overall, children's theory of mind ability in completing TOM Test tasks, when compared with similar tasks in relation to digital and electronic media marketing forms, revealed some discrepancy in their responses. Gunter, Oats, and Blades (2005) stated that "children do not interact with advertisements in the same way that they interact with other people, and this may be another reason to expect children's full understanding of advertisements to lag behind in their understanding of minds and beliefs in other domains" (p. 80).

Of the 3 children who demonstrated TOM II or TOM III levels of theory of mind, still made errors or demonstrated confusion in their ability to apply their knowledge to media marketing messages. Those who applied a literal meaning to the TOM III tasks equally appeared to have applied literal meaning when presented with media tasks. It seemed that, for the majority, their theory of mind ability did appear to match their understanding of advertising

intent. However, there was some discrepancy. The two children who identified advertisements as a means to inform people and sell products were both children who were the oldest participants in the study. Yet, Lapierre (2015), found that children's recognition of advertisers' selling intent depended on their theory of mind, as opposed to their age or linguistic competence. Lapierre also found that children's theory of mind was not linked to the persuasive intent of advertisements.

The exo- and macrocontexts of the participants were investigated for evidence of social and cultural components that could have influenced their understanding. Many of the children used past experiences with media and with the advertised products to assist them in their understanding of the advertisements they viewed during the study. Thus, their understanding could be influenced by those everyday experiences within their individual microsystem. Not only did children draw on their experience with the product, they also drew on their experiences of what constitutes reality to assist them in their understanding. In a study by Chu, Blades, and Herbert (2014), it was suggested that children 8–10 years may have a solid understanding of persuasive intent long before they have a solid insight into the purpose or intent of advertisements. Children may understand that the advertiser is trying to persuade them but remain trusting of their intent, thus making them vulnerable to advertisements until adulthood.

Making Sense of Media Literacy Curricula

Although there is general acceptance of how media literacy is defined amongst media literacy associations, its implementation varies across regions. According to Valsinier, Branco, and Dantas (1997, as cited in Tudge & Hogan, 2005), the fact that children's development is a co-constructive process has created difficulty in unifying implementation worldwide. Within

Nova Scotia, media literacy is defined and integrated within the curricula at both elementary- and secondary-level schools (Media Smarts, 2012; Nova Scotia Department of Education and Early Childhood Development, 2012). Within these early elementary curricula, it was found that media literacy was very loosely filtered through the Language Arts. These curricula also encouraged the use of a variety of technologies and contexts. Though there were more specific outcomes identified within the Health curricula, these outcomes still lacked depth. It is important to note, however, that at the time of the study, the Nova Scotia Department of Education and Early Childhood Development was undergoing extensive review and restructuring of the Primary to Grade 3 curricula.

Nonetheless, upon examining the curriculum content available at the time of the study, I was pleased to find outcomes such as increasing awareness of the techniques that advertisers use to sell food products. However, if this outcome had been realized, it could be assumed that the children in the study would have had a more extensive understanding of advertising and its intent. Or, had they learned this but been unable to apply their knowledge to advertisements that were not related to food, or that were not solely animated? The children in the study were less likely to “buy into” the baseline advertisement, which was food related and animated.

According to Steeves (2012), it is not only the students who need to acquire digital literacy, it is also the educators. The majority of teachers are comfortable teaching what they know well; therefore, teaching about media can be difficult because most children and youth today are more media-savvy than their teachers. As one Canadian elementary teacher stated, “as much as we dislike it, we have to understand that there’s a whole new literacy out there that we have to be teaching, and a lot of it revolves around...citizenship” (as cited in Steeves, 2012, p. 22). Schools need to provide training and support to teachers so they can incorporate

technologies within all areas of the curriculum (Steeves, 2012). The Nova Scotia Department of Education and Early Childhood Development website does include a link to the Media Smarts organization, previously known as “The Media Awareness Network (MNet),” Canada’s Centre for Digital and Media Literacy. The Media Smarts organization provides advocacy, resources, and national leadership. Their website (<http://mediasmarts.ca>) delivers a wealth of information in the area of media literacy trends and practices. It also provides an outline of curriculum guidelines for each of the Canadian provinces and territories. Within these guidelines, thorough lesson plans that match provincial curriculum outcomes could also be found, for example:

Working from television and magazine ads, students discuss the techniques used by advertisers to engage kids with products. Specifically, they assess the importance of “spokescharacters” and jingles as effective ways to build relationships with kids. As a class exercise, they create jingles and spokescharacters themselves for the foods they enjoy (<http://mediasmarts.ca>).

The Media Smarts website provides an array of information and lesson plans pertaining to media and, more specifically, to advertising, but it is interesting that, at the time of my study, the available lesson plans aimed at children of a similar age range were related to food advertisements. In my study, food advertisements did not appear to be those that children gravitated to, as indicated by their choice of advertisement.

Generally, media literacy curricula do not take a contextual relationship into account, resulting in generic content that does not provide meaningful, and thus accessible, knowledge for children. Although the child and parent participants did report owning and utilizing media devices, for most, there was not a clear ability to critically understand media content.

Though some parents felt the need to shelter their children from media, others (P5-6) felt that they needed to expose them to it in a moderated way. The Media Awareness Network (2010) proposed that we need to “determine the skills required by Canadians to fully contribute to, participate in, and benefit from a digital society” (p. 4) and acknowledge our own environmental contributors. The Media Awareness Network (2010) also argued that digital literacy must include more technology skills and should allow an opportunity to create with media so that children become active contributors within the digital society, as opposed to passive consumers.

Buckingham (2003) advocated for media literacy that involves critical analysis, evaluation, and reflection. He further claimed that adopting a social theory of literacy would acknowledge the fact that “meanings are not simply located in texts, waiting to be deciphered with the ‘correct’ tools of analysis; but that they are inevitably constructed within the social relations of everyday life” (Buckingham, 2003 p. 121).

Unfortunately, media literacy curricula aimed at school-age children is often based on the assumption of a mature theory of mind. It also assumes that knowledge and skills taught in the classroom, such as examining how marketing messages are deceptive, will assist children in making logical decisions in relation to media viewing and consumer behaviour. However, most curricula do not have this affect, because they are not matched with children's developmental understandings (Strasburger, Wilson, & Jordan, 2009). Therein lies a gap in the research: children's developmental understandings of advertising. Although most children in the study had not achieved the developmental milestone believed to enable them to think critically about media, their experience with products and media appeared to be a contributing factor that could meanwhile assist in their understanding.

This study contributes to the knowledge of the difference in children's understanding of advertising. It is important to minimize the gap in "definitive understanding of developmental differences in children's perceptions of advertising bias (Kunkel, 2010) and interpretation of advertising messages more generally" (Livingstone & Helsper, 2006; Nairn & Fine, 2008; as cited in Lapierre, 2015, p.168) in order to pursue appropriate media literacy instruction. Critical media education teaches students "to learn from media, to resist media manipulation, and to empower themselves vis-à-vis the media, but is concerned with developing skills that will empower citizens and that will make them more motivated and competent participants in social life" (Kellner, 2001, as cited in Nowak, Abel, & Ross, 2007, p. 14).

Media literacy should be about engaging children to build on their media experiences, to converse about media, and to critique media. In doing so, effective critical media education could empower children to think critically and autonomously, and to make conscious and informed choices—something we should all be tuning in to.

Limitations and Issues of Validity

I actively sought out the participation of children enrolled in a local soccer program. As such, the data collected cannot be considered representative of the general population of children born between the years of 2005 and 2007. The limited number child participants also made it impossible to generalize the findings to a broader population. The significant variation in theory of mind ability amongst the 10 participants was also indicative of the need for a much larger study to examine children's theory of mind abilities so that a closer link between theory of mind responses and advertising responses could be demonstrated.

External influences could potentially be considered a confounding variable, having affected the children's responses. However, this has been considered as part of the analysis within the contextual approach of this study, whereby theory of mind could become embedded in the context.

Participating families displayed commitment to the study. Although it was felt that summertime would provide greater flexibility in scheduling, it entailed specific challenges such as previously scheduled vacations and family commitments. Families were extremely generous in providing their time during beautiful summer weather, and sometimes while on vacation. This is indicative of the level of support that participating families provided. It is important to note that what was reported as typical weekday activities may be higher than it would have been if the same questionnaire was administered during the school year, when the child would be spending a large portion of the day in school.

The participating families and I mutually agreed upon the actual time of each interview session. Five of the scheduled sessions took place during mid-morning, three during a mid-afternoon session, and two during a late afternoon session. This variable in itself was not felt to have altered participant responses. Although there were differing degrees of engagement amongst the children, this seemed more due to differing temperaments and interest, rather than fatigue or my approach as the interviewer. All of the children remained focused on the tasks at hand throughout their interview session. None of the children asked to withdraw from the study or displayed behaviour that warranted stopping the interview process. Although one child chose not to elaborate in any way while answering my questions, it was felt that this was due to the child's temperament and not to situational discomfort.

I deemed that, although the parental questionnaire provided a near-accurate depiction of the family context and media-related environment, it did not provide an accurate account of co-media activities happening within the household. Because both parents may have very differing co-media usage habits with their child, it would have been helpful to encourage both parents to complete the parental questionnaire. Two of the interview sessions happened in September, and thus the number of hours spent in media-related activities would likely be different than the usage reported during the summer vacation months.

There was also some discrepancy between one child's description of media usage and the parent's depiction of his media usage. The child revealed extensive knowledge of a videogame that is rated by the Entertainment Software Rating Board (ESRB) as "Mature 17+," while his mother provided a depiction of very controlled media usage and available media choices. Since the child did not say whether he owned this game, I do not know if his mother was aware of this usage. He could have played the game at a friend's house without her knowledge. Though alternatively, she could have chosen to share a more societally appropriate depiction, I do not feel this was the case.

Critical deconstruction of the interview process. According to Christensen and James (2008) "reflexivity is now widely regarded as a methodological necessity in research" (p. 93). As such, it is critical to acknowledge the dual process of the interviewer-interviewee relationship and reflect on one's place, position, and perceptions that could enter into discourse.

In acknowledging my place within my research, it is important to speak of my own microsystem as a child. I am a middle class, white female who was born and raised in rural Cape Breton. I grew up in an Anglophone household within an Acadian, Francophone community. I

was part of a blue-collar family that comprised my stay-at-home mother, my father, two older brothers, and me. We had one television that aired only one channel until I reached middle childhood. My recollection of media is that the television was always on, whether or not someone was watching it. We also had a computer equipped with a few videogames, and I recall spending many hours playing these games with siblings and friends.

Today my household fits with current trends but differs markedly in many ways from the microsystem in which I grew up. We have three televisions in our home: one in the main living area, one in the loft which is equipped with a Wii as well as a DVD player for exercise videos, and one in our bedroom that is only utilized when a member of the family is ill and confined to bed. We are a modern media household with two computers, both equipped with the Internet, two cellphones, Facebook accounts, etc. Both of our children have access to the Internet and are permitted to “surf” the Internet independently. It was therefore crucial that I be aware that my own upbringing surrounding media, my current experiences, and my parental view all contribute to my place within the research.

Similarly, children's self-identities are developed through their relationships with real people, their regional and historical demographics, and their media experiences, which in turn impact how they engage with media (Fisherkeller, 2002). According to Bronfenbrenner and Morris (1998), researchers must identify individual characteristics that are involved in child agency. Beliefs, energy level, temperament, goals, and motivation are each “force” characteristics that could affect not only the way in which an individual experiences a particular situation, but also the types of situations he or she seeks out. Thus, within this study it was important for me to acknowledge that the participating child's individual characteristics could have had an influence on how he or she experienced media, and thus made sense of it.

Recognition not only of my own place within the research, but also of the fact that reflexivity is a stance equally “adopted by the children who participate in the research” (Christensen & James, 2008, p. 93) allowed me to identify instances where discourse between myself and the child could possibly have contributed to findings.

Although all of the children had some components of media literacy within their school curricula, none of the child participants spoke of having learned about advertising at school. All of the child participants were enrolled in one of two local public schools. One school was part of the Strait Regional School Board (SRSB), an Anglophone school board with French immersion opportunities, and the other, part of the Conseil scolaire acadien provincial (CSAP), a provincial Francophone school board. Both followed guidelines from the Nova Scotia Department of Education and Early Childhood Development. Although I would have anticipated the children knowing the term *advertising* had they been exposed to this aspect of media literacy, it is possible that the use of English terminology may have played a factor in their understanding of the term, translated in French as *publicité*. All but one of the children were registered students in French immersion or French as a first language curriculum.

At times, throughout the interview sessions, I repeated the response given by the child in an effort to validate that I correctly understood it. This was often followed by a head nod by the child participant. There were times when I provided an example in an attempt to access their thought process. For example, during the first interview it became clear my questions would not yield any information of the child's understanding of media messages if the child did not understand the terminology I used to frame the question. Therefore, when Nina (C1) answered that she did not know what advertising was, I prompted her thinking: “When you're watching those shows on TV or on the Internet, do sometimes those things in between the shows pop up,

like in between the show. Is there ever something that kind of comes up that's not about the show, that's just about something else?" (Line 125). To which she responded, "Sometimes commercials" (Line 126).

I did not want unfamiliarity with terminology to impact results, and so I reframed the question to ensure that it was, in fact, the concept itself that led to a response of "I don't know" rather than the terminology. Within the findings, I identified instances where such prompts assisted the child in understanding the question, while acknowledging their unfamiliarity with the terminology.

Children's level of theory of mind will affect their ability to use perceptual words such as "see," words in relation to emotions such as "scared," desire terms such as "want," and cognitive related words such as "believe" and "think." It is also possible that, because the TOM Test (Muris et al., 1999) was done immediately prior to the interview questions, the short time frame between Stage One and Stage Two could have assisted the children in applying their recent thinking to the interview questions. However, because theory of mind results did not appear, in fact, to match understanding of media for all participants, this is unlikely.

Although the same TOM Test tasks and interview questions were utilized with each child, I attempted to make each session as informal as possible by glancing at the question sheet, rather than reading directly from the page. This resulted in omitting to ask one child participant one of the narrative interview questions. This error was duly noted in the findings.

There were instances during the study when my comment(s) to the child might be perceived as a prompt that could have directed the data. The intent was to acknowledge their individual temperament and our co-construction of knowledge, allowing children opportunity to

expand on their responses. For example, in discourse with Louise (C8) about the Oreo baseline advertisement, my use of the word “fake” may have influenced her later use of this same word to assist her in labelling her thought:

123.I: Do you believe the ad?

124.C8: I don't know, maybe.

125.I: Maybe? Maybe why?

126.C8: Maybe because he sang in it, and it sounded like it was real, or it sounded like—I don't know, maybe.

127.I: Okay, you're not sure because he was singing, and it sounded like it could have been real or it could have been fake?

128.C8: Yeah.

When later asked, “What do you think your parents or other grownups might think of this ad? (Line 134), she responded, “Maybe it's fake” (Line 135).

In this example, the dual process of reciprocity allowed me to better make sense of her understanding, rather than a direct alteration of her original response. I perceived that, although the majority of questions were open-ended, some children required minimal prompts to elaborate on responses when they responded with yes, no, or maybe.

Additionally, some of the scenarios presented within the TOM Test (Muris et al., 1999) were linked to concepts that may have been unfamiliar to the children. This was demonstrated when children asked for clarification on what a bus shelter was. They live in an environment

that does not have a public transportation system, and they were not familiar with the concept. Another example is the child participant who lives on farmland. He or she would likely be much more conscious of the weather as a topic of discourse, as opposed to children living in an urban setting. Thus, previous exposure to similar scenarios was a possible variable in the child participants' demonstrated theory of mind understanding. Previous exposure to the advertised product appeared to also contribute to their critical understanding of the advertisement.

There is a variety of theory of mind tests available. In addition to the reasons noted previously, this particular TOM Test (Muris et al., 1999) was also chosen due to the complexity of the tasks involved in the test. It was important to include theory of mind tasks that would allow me to identify the level of theory of mind development the child had achieved, rather than simply whether he or she demonstrated evidence of any theory of mind development because, based on the ages of the children in the study, some development of theory of mind could be assumed.

Findings revealed that child participants for whom theory of mind development was advanced were also better able to understand the advertising messages. However, because there were children for whom this was not the case, theory of mind cannot be considered a sole contributing factor to media understanding. For these children, there is reason to believe that their microsystem led to increased understanding of media. Children's ecological environment, particularly their home discourse regarding media literacy and previous exposure to the item being advertised, appeared to be the contributing factor in their ability to understand the advertisement they viewed. In the same way that literacy is developed through reading to a child at an early age, I believe that parents need to initiate media discourse with their child at an early age.

In previous research, I had noted that children were able to provide a blanket statement, rather than a true understanding of the difference between fantasy and reality in children's programming (LeBlanc, 2003). Though the children who participated in the study did not appear to provide a blanket statement to explain their understanding, there was one similarity noted in examining the difference between fantasy and reality (LeBlanc, 2003): children utilized their previous personal experience to assist them in their understanding.

In this current study, child participants utilized their previous personal experience with the food, toy, or game being advertised to assist them in understanding the advertising message. It is important to note that the children were asked to choose which advertisement they would like to view, preferably one they were familiar with. Since children were asked to choose the advertisement based on their familiarity with the product, this created a variable I had not anticipated, wherein their familiarity with the toy or game could have actually assisted them in understanding the message. Many of the children made reference to the advertisement's realism and their familiarity with the product as a basis for their belief of the related advertisement. According to Buckingham (2008), in order to achieve media literacy, one needs to be able to perceive how messages are being portrayed, or represented, through media. Even though media often appears "real," "digital media represents the world, rather than simply reflecting it; it offers particular interpretations and selections of reality, which inevitably embody implicit values and ideologies" (Buckingham, 2008, p. 78).

Although some of the children had previously seen some of the advertisements viewed during the session, the only information provided to the participants beforehand was the informative letter to the parent and the letter of assent (see Appendix F) that was to be read to the child at home before participating in the study. Thus it was not viewed as a limitation when

children reported that they had previously seen the advertisement, but rather an indication of their exposure to advertisements. I found that their familiarity with the product, as opposed to their familiarity with the advertisement, was a contributing factor in their understanding of the advertisement.

Child participants did not choose the initial (baseline) advertisement they viewed. Though Oreos were likely familiar to the participating child, the Oreo advertisement offered complexity, in that it was asking children to associate not only with the deliciousness of the cookie, but with the common North American childhood dream of playing hockey within the National Hockey League (NHL). Those who spoke of the hockey dream aspect of the advertisement were not amongst those who were part of an organized hockey team at the time of the study.

I feel privileged to have captured these young children's understanding of media. The children's previous hands-on experience with the item in the advertisement, as well as the level of realism of the production and animation of the advertisement were contributors to the child's understanding. Additionally, children not only applied theory of mind to their interpretation of marketing messages presented in digital and electronic form, they also used it to aid their understanding of media. Both were embedded within contextual environments.

Children's past experiences appeared to factor not only in their understanding of media marketing, but also in their ability to apply theory of mind abilities. When presented with a scenario that they may have already faced, they appeared better able to decipher the sarcastic intent of comments than in a likely less familiar scenario. Likewise, children's past experience

with a product appeared to contribute to their ability to decipher the intent of the advertising message.

The world of media is continuing to evolve quickly, and since I began exploring the issue of media marketing 5 years ago, I have witnessed growth in the number of studies that have been devoted to this topic. Collectively, researchers are slowly beginning to narrow the gap on the forever-evolving media world. Although findings from this study cannot be generalized, they provide a snapshot of the lives of a small sample of children, and thus contribute to the collective growth of knowledge on the topic of children's understanding of media.

Children who had previous experience with the advertised product were able to somewhat utilize their experience to assist them in their understanding. Interestingly, though all of the children had previously eaten Oreo cookies, deciphering the intent of the Oreo Canada Wonderfilled Hockey Dream advertisement and its method of getting customers to buy into an experience, and then, by association, the product, seemed to incur a particular challenge.

The "roots" of theory of mind are biologically based, meaning that it will develop without actual teaching. However, there are certain environmental factors that have been found to encourage and influence its development (Astington & Edward, 2010), such as discourse about past experiences (Nelson, 2007), and pretend play experiences (Youngblade, & Dunn, 1995). In the current study, Rose and Pam demonstrated the most parental knowledge of, and discourse with their child about, media and media advertising. Their children displayed the most theory of mind ability amongst the children who participated in the study. It is important to also note that two of these three children were siblings; a study by McAlister and Peterson (2007) found that children with older siblings are aware of mental states earlier.

The children also utilized the emotional dimension of the advertisements, stating that they “looked fun,” etc., in their interpretation or understanding of the advertisements. They did not make reference to the societal messages or stereotypes being portrayed in the advertisements, with the exception of Kevin, who did not want to view the Easy Bake Oven because it was “for girls.” Interestingly, those who chose to view the Easy Bake advertisement were all girls, and those who viewed the Super Mario advertisement were all boys. The Lego advertisement seemed to be the only one that attracted both girls and boys.

Children's individual experiences with media are meaningful. Their ability to interpret and engage critically with media is contextually embedded in their proximal processes within the micro-, exo- and macrosystems. Though not able to generalize to the larger population, or even to the children from these two communities, there are certain commonalities that can be found in their contextual environment (rural, small family size, similar schooling) which led me to think that the stronger factor influencing the children in the study was their discourse around media and their knowledge of and experience with the product prior to viewing the advertisement. This is problematic, because advertisements are often for new products, making previous experience with the product impossible. However, I believe that media literacy that takes a more experiential and inquiry-based learning approach could help children to develop the critical thinking skills necessary to “make sense” of media.

The significant variation in theory of mind ability and the children's ability to apply theory of mind speaks to both the difficulty in designing developmentally appropriate media literacy and the need for more extensive and elaborate research in this area. Now equipped with a better understanding of the context of children's understanding of media, I believe media literacy curricula must provide children with opportunities to explore advertised products prior to

and after viewing an advertisement. This would enable children to apply their experience with the product to assist them in their critical analysis of the advertisement. I am reminded of a few years ago when my daughter watched a television advertisement for a certain type of yogurt and the slogan was “Possibly the best yogurt in the world,” to which she quickly responded, “Possibly the worst yogurt in the world!” She was able to engage critically with the advertisement only because we had purchased the product and she had been able to create her own perception of the product, based on experience. I believe the more experiences like this that children encounter, the more critical of advertisements they can be.

Additionally, parents and educators who model critical questioning of advertising assist children in understanding. A parallel can be drawn to a common approach to reading: first we read to them, then we read with them, and only then do they read alone. Young children do not have the ability to “read” media by themselves; they need us to show it to them and explore it with them, allowing opportunity for questioning and critiquing through experiences that cross the line between real (products) and what is portrayed as real (media). With a better understanding of children’s abilities to interpret and engage critically with media forms, educators and parents alike can employ appropriate and effective media literacy support at an early age. Children’s theory of mind development is a critical underpinning of so many other areas of children’s development.

CHAPTER VI

Conclusion

“What do you call a consumer who wants to buy everything you have, doesn’t care what it costs and is less than five feet tall? A marketer’s dream? Nope. You call them kids” (Ad Relevance Intelligence Report, 2000, as cited in Marwick, 2010). Media is ubiquitous in nature in our Western world. To completely shelter children from media would be to shelter them from the world, and that is not a fair trade-off. According David Buckingham, a leader in the field of media literacy, the purpose of media education should not be to protect children from media, but rather to enable them to make informed decisions (<http://www.aml.ca>). Children need to approach advertisements with a critical eye, so that they can come to their own sense of belief about the product and not simply take on the belief that the advertiser is trying to impose on them. Being able to understand intent and differing beliefs as part of children’s theory of mind development is important in this process. Of concern within this study was the wide range of theory of mind ability amongst the child participants. Theory of mind was both still developing and contextualized within their everyday experiences.

Many Western children appear to have a superficial understanding of media. Children need to be able to move beyond uttering blanket statements that they have undoubtedly heard, such as “that’s not real, because it’s on TV, and TV is not real” (LeBlanc, 2003). In the current study, there were hints of this same type of blanket statement in regard to advertising. In a world where reality and fantasy are increasingly being melded into one through media and technology, this is troublesome.

My research question: “How do children understand media messages?” aimed to provide a better understanding of children’s abilities in relation to contemporary electronic and digital mass media, so that educators and policy makers can create media literacy curricula that meet their understandings, and thus enable children to “make sense” of their mediated world.

Although the findings provide great insight into children’s understanding of media, this research demonstrated the difficulty involved in designing developmentally appropriate media literacy strategies because of the wide range of theory of mind ability amongst the child participants. Findings speak to the need for future research examining theory of mind development in a larger population of children.

The findings cannot be generalized due to the small sample size, varying theory of mind abilities, and contextual nature. Nevertheless, in response to the research questions, findings from this study suggest the following:

1) Can children in grades 1, 2, and 3 (approximately aged 7–9 years) apply theory of mind to their interpretations of marketing messages presented in electronic and digital forms?

As hypothesized, child participants between the approximate ages of 7 and 9 years did demonstrate some degree of theory of mind ability. However, there was extensive variation in the level of theory of mind ability amongst them. Though most demonstrated a good working ability of TOM I and TOM II, according to results from the TOM Test (Muris, et al., 1999), there was much discrepancy in their TOM III ability. The variance noted in the developmental ability did not appear to unilaterally correlate with the chronological age of the children. However, the theory of mind ability did appear to match their understanding of advertising intent in the majority of cases. Those with a less-developed theory of mind ability did demonstrate difficulty

in interpreting and engaging critically with the electronic and digital media forms viewed in this study. Thus, their understanding of media seemed to match their theory of mind ability, with the exception of children who revealed evidence of extensive discourse around media at home.

Although findings demonstrated that child participants, between the approximate ages of 7 and 9 years, applied theory of mind to their interpretation of marketing messages presented in digital and electronic form, it is more important to note that children demonstrated a reliance on their past experience to assist them in their understanding. Children's responses demonstrated that theory of mind was strongly embedded within their contextual environment.

2) How might children's theory of mind understandings be influenced by their micro-, exo-, and macro-ecological systems? Child participants' understanding of media was embedded within contextual environments. Not only was children's past experience found to factor in their understanding, it was found that discussions with one or both parents in relation to media and advertising could have assisted their understanding. This was evidenced by two different instances where the child did not have a more advanced level of theory of mind development, yet was still able to provide an accurate account of the intent of advertisers. Children whose participating parent reported an increased awareness of media marketing were found to have a greater understanding of it. It could be that those parents who did not engage in media-related discourse within the home may not have had the resources needed to support their children in their critical analysis of advertisements, as suggested by Mendoza (2009). Thus, the child's micro-ecological system, in particular, could have assisted in their understanding.

The limited number of participants, along with the lack of consistency in children's theory of mind abilities or utilization, yielded minimal developmental findings. What was more

clearly demonstrated was the need for curricula to be varied and grounded in context. According to Buckingham (2003), media literacy is “the knowledge, skills and competencies that are required in order to use and interpret media” (p. 36) and not a “tool kit” that enables people to understand and use media. It should involve critical literacy through analysis, evaluation, and critical reflection. “Media education is not therefore simply a matter of celebrating students’ knowledge; nor indeed is it a matter of replacing that knowledge with the ‘objective’ analysis of the teacher. On the contrary, it must necessarily involve an ongoing dialogue between them” (Buckingham, 2003 p. 85).

Adopting a social theory of literacy “means recognizing that meanings are not simply located in texts, waiting to be deciphered with the ‘correct’ tools of analysis; but that they are inevitably constructed within the social relations of everyday life” (Buckingham, 2003, p. 121). Findings from my study demonstrated that these children’s past experiences, including both product and discourse, contributed to their understanding of media.

In Western societies, contemporary digital and electronic media forms and the marketing messages they disseminate are primary social and cultural influences in the lives of children. With a better understanding of children’s abilities to interpret and engage critically with media forms, both educators and parents can take a more direct role in modeling media literacy strategies within everyday experiences.

Parent participants will receive a letter of acknowledgment for both their and their child’s contribution to knowledge, a summary of the findings of the study, and access to current resources that may support them in their media literacy role. Findings of this study will also be disseminated through various publications so that other researchers will learn about this

exploratory study on children's understanding of media, which could lead to other studies of its kind.

This research with young children will contribute to society by providing a unique contribution to children's understanding in relation to media marketing messages. For contemporary children, one of the primary social and cultural influences on their lives is that of electronic and digital media, and the marketing messages that they disseminate. In adherence with Bronfenbrenner (1979), who has argued that individual understandings and actions are nested within family, social, and cultural systems, I suggest that these findings are embedded within their contextual environments.

Media literacy that is not only contextual, but creates opportunities for sharing and critical analysis ... I will buy that!

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Images

- B1. *Oreo Canada Wonderfilled Hockey Dream 2014*. Retrieved from <http://www.youtube.com/watch?v=mljOQhA3-m8>
- B2. *Easy Bake Oven*. Retrieved from <http://www.ispot.tv/ad/7Lv9/easy-bake-ultimate-oven>
- B3. *Lego*. Retrieved from <http://www.ispot.tv/ad/77uW/lego-build-a-moment-together>
- B4. *Froot Loops*. Retrieved from <http://www.ispot.tv/ad/7wer/fruitloops-surf-wagon-game>
- B5. *Super Mario 3D World*. Retrieved from <http://www.ispot.tv/ad/75ZP/super-mario-3d-world>

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Appendix A

Stage One: Theory of Mind Test (TOM Test) chosen task items

Item 6 Scenario Story : Father and mother are at a birthday party. They only know a few people, and think the music is too loud. "Wow", says father, "It's a pleasure to be here!"				
Task Item #		TOM I	TOM II	TOM III
6-1	What does the father mean? (<i>sarcasm</i>)			X
6-2	Why does the father say : "It's a pleasure to be here!" (<i>sarcasm, saying opposite</i>)			X

Task Item #		TOM I	TOM II	TOM III
7-1	Pretend to comb your hair.	X		
7-2	Pretend to brush your teeth.	X		
7-3	Pretend to act as if you are feeling cold.	X		
7-4	How can I see that you are feeling cold?		X	
7-5	Pretend that you are drinking something that tastes nasty.	X		
7-6	How can I see that you think it tastes nasty?		X	
7-7	Pretend that you are scared.	X		
7-8	How can I see that you are scared?		X	

Item 9 Scenario Story : It is summer. Will and Mike are on vacation. They go out for a bicycle ride. Suddenly, there is a downpour and they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"				
Task Item #		TOM I	TOM II	TOM III
9-1	What does the man mean?			X
9-2	Is it true what the man says?			X
9-3	Why does the man say : "Wow, we have nice weather today!"			X

Adapted from Muris, P., Steerneman, P., Meesters, C., Merckelbach, H., Horselenberg, R, van den Hogen, T., & van Dongen, L. (1999). The TOM Test : A new instrument for assessing theory of mind in normal children and children with pervasive developmental disorders. *Journal of Autism and Developmental Disorders*, 29(1), 67-78.

Appendix B

Stage Two: Shared Understanding of Advertising

Advertisement 1

Oreo Canada Wonderfilled Hockey Dream 2014 Advertisement (Digital Animation).

B1. *Oreo Canada Wonderfilled Hockey Dream 2014*. Retrieved from <http://www.youtube.com/watch?v=mljOQhA3-m8>

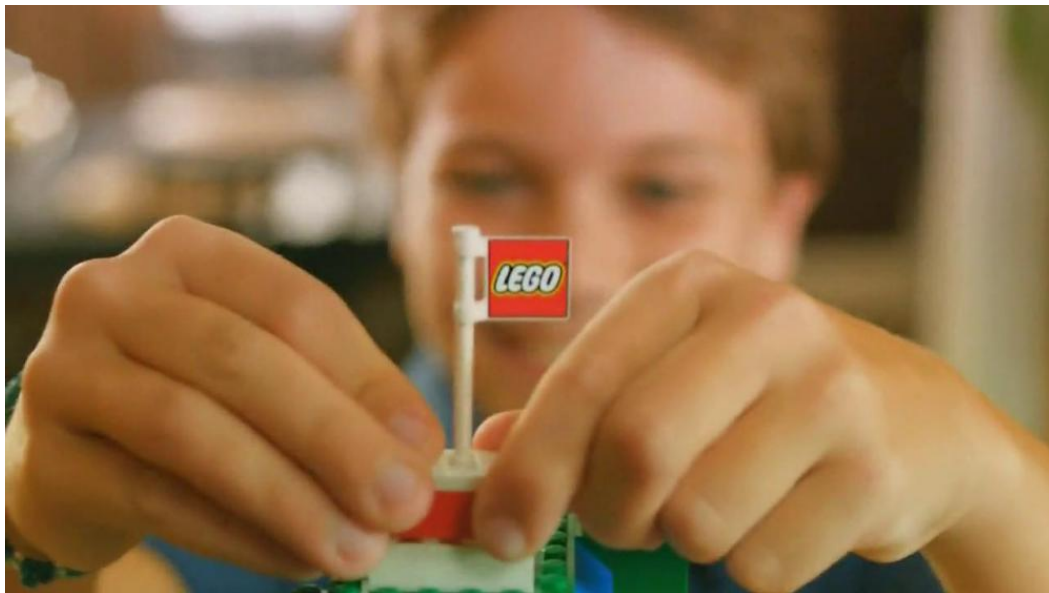
Advertisement 2 (Based on Chosen Product Image)

Toy. Easy Bake Oven (real people).



B2. *Easy Bake Oven*. Retrieved from <http://www.ispot.tv/ad/7Lv9/easy-bake-ultimate-oven>

LEGO (real people & digital animation).



B3. *Lego*. Retrieved from <http://www.ispot.tv/ad/77uW/lego-build-a-moment-together>

Food. *Froot Loops* (digital animation).



B4. *Froot Loops*. Retrieved from <http://www.ispot.tv/ad/7wer/fruitloops-surf-wagon-game>

Game. *Super Mario 3D World* (real people & digital animation).



B5. *Super Mario 3D World*. Retrieved from <http://www.ispot.tv/ad/75ZP/super-mario-3d-world>

B6. Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1). Tell me what you know about advertising.

Question 2 (NQ2). Do you have any favourite ads? If yes: What do you like about them?

Question 2b (NQ2b). Why do you think there are ads for things? [if not discussed in #1]

Researcher direction. Lets view this ad together. (*view Advertisement 1*)

Question 3 (NQ3). What can you tell me about this ad?

Question 4 (NQ4). Have you seen this ad before?

Question 5 (NQ5). Have you seen ads for this cookie somewhere else?

Question 6 (NQ6). Who would like this item? Why?

Question 7 (NQ7). What is the ad trying to tell you?

Question 8 (NQ8). What might the characters [or people] in this ad be thinking?

Question 9 (NQ9). Do you believe the ad? [Why?/Why not?]

Question 10 (NQ10). Do you think other kids would believe the ad? [Why?/Why not?]

Question 11 (NQ11). What do you think your parents or other grown ups might think of this ad?

Question 12a (NQ12a). Would you ask someone to buy this item for you? [Why?/Why not?]

Question 12b (NQ12b). If yes: Who do you think would buy it for you? [Why?]

Question 13 (NQ13). Is there anything else you would like to tell me about this ad?

Researcher direction. Lets have a look at some images I have. (*view Advertisements 4 images*)

Question 14 (NQ14). Do you have any of these items, or know about them?

Question 15 (NQ15). Are any of these your favourite? If yes: Why is it your favourite?

Question 16 (NQ16). Have you seen ads for these items?

Researcher direction. I'd like you to pick one of these items and for us to look at the ad online. (child selects)

Question 17 (NQ17). What do you like about this ad?

Question 18 (NQ18). Is there something you don't like about it?

Question 19 (NQ19). What is the ad trying to tell you?

Question 20 (NQ20). What might the characters [people] in the ad be thinking?

Question 21 (NQ21). Do you believe the ad? [Why?/Why not?]

Question 22 (NQ22). Do you think other kids would believe the ad? [Why?/Why not?]

Question 23 (NQ23). Would you like to have this item? [Why?/Why not?]

Question 24a (NQ24a). Would you ask someone to buy this item for you? [Why/Why not?]

Question 24b (NQ24b). If yes: Who do you think would buy it for you? [Why?]

Question 25 (NQ25). Is there anything else you would like to tell me about this ad?

Researcher comments: Thank you for sharing your thoughts about these ads, I enjoyed learning about these ads with you. Would you like to go play in our playroom now while I ask your [Mom and/or Dad, or legal guardian] some questions about media?

Appendix C

Stage Three: Parent Questionnaire and Interview (Q)

A parent survey questionnaire developed by the Center on Media and Human Development (2013) has been adopted with the omission of certain questions that were deemed irrelevant for the purpose of this study. While questions remain similar in content, the questionnaire has been redesigned as an independent questionnaire, rather than a survey.

Center on Media and Human Development. School of Communication. (2013). *Parenting in the age of digital technology*. Northwestern University, 1-52. Retrieved from http://web5.soc.northwestern.edu/cmhd/wp-content/uploads/2013/05/Parenting-Report_FINAL.pdf

Parent Questionnaire

Parent Participant Name: _____

Child Participant Name : _____

Date: _____

Please check the box that you feel best answers each of the following questions.

You have the right to not answer any questions that make you uncomfortable.

A brief interview session will follow. During this time, the researcher will clarify any questions you may have and ask a few follow-up questions.

Q1a. Please mark the box that best describes where [Childname] fits in your family.

- ☐ An only child
- ☐ The youngest child
- ☐ A middle child
- ☐ The oldest child

Q1b. Besides [Childname]'s parents, which other adults, if any, live at your home? (Indicate the adult's relationship to [Childname]).

- ☐ Any other adult
- ☐ Aunt(s)
- ☐ Uncle(s)
- ☐ Grandparent(s)
- ☐ Other relatives
- ☐ Other unrelated adults
- ☐ No other adults live in home [SP]

Q2. Is [Childname] currently in any kind of childcare, day care, school or preschool outside the home?

- ☐ Yes
- ☐ No

Q3. We understand that there are many different types of households and that children may have more than one residence. Does [Childname] live full-time with you or does [he/she] live in more than one household?

- ☐ 1. [Childname] lives full time with me
- ☐ 2. [Childname] splits his/her time between more than one household

If you answered 2 to question 3 (Q3) then ...

Q4. When [Childname] is staying at your home, how much time do you personally spend with [him/her] on a typical WEEKDAY?

- ☐ All of almost all of the day
- ☐ Most of the day
- ☐ About half of the day
- ☐ A few hours
- ☐ Less than a few hours

Q5. When [Childname] is staying at your home,] how much time do you personally spend with [him/her] on a typical WEEKEND day?

- ☐ All of almost all of the day
- ☐ Most of the day
- ☐ About half of the day
- ☐ A few hours
- ☐ Less than a few hours

5A. When [Childname] is staying at your home,] who is the primary caregiver?

- ☐ a. You
- ☐ b. Your spouse
- ☐ c. Both equally
- ☐ d. Someone else

Q5B. Do you belong to any parenting-related groups or organizations, or not?

- ☐ Yes
- ☐ No

Q6. Compared to other children [Childname]'s age, how well do the following statements describe [Him/her]: A lot, somewhat, not too much, or not at all?

a. Easy and adaptable

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

b. Active and energetic

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

c. Easily overwhelmed or over-stimulated

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

d. Fidgets and squirms frequently

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

e. Has difficulty focusing

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

Q7. Next, how many TV sets do you have in your home?

- ☐ 0. None
- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four
- ☐ 5. Five
- ☐ 6. Six
- ☐ 7. Seven
- ☐ 8. More than seven (Specify) _____

If you answered 1 or more television sets in your home in Question 7 (Q7)...

Q8. When someone is at home in your household, how often is the TV on, even if no one is actually watching it?

- ☐ Always
- ☐ Most of the time
- ☐ Some of the time
- ☐ Hardly ever
- ☐ Never

Q9. Which of the following, if any, do you have in your household?

- ☐ Cable or satellite TV
- ☐ A laptop or desktop computer
- ☐ High speed Internet access (such as cable, wireless, or DSL)
- ☐ A video game player (like an X-box, Playstation, or Wii)
- ☐ A handheld video game player (like a Gameboy, PSP, or Nintendo DS)
- ☐ A DVD player
- ☐ A smart phone, that is, a cell phone that can be used to send email, watch videos, download apps, or access the Internet (like an iPhone, Galaxy, or Droid)
- ☐ An e-reader (like a Kindle or a Kobo)
- ☐ A video iPod (like an iTouch)
- ☐ A tablet device (like an iPad, Kindle FIRE, or Galaxy Tab)

Q10. Are any of the televisions in your household connected to the Internet so you can do things like stream Netflix or watch YouTube or Hulu through your TV set?

- ☐ Yes
- ☐ No
- ☐ Not sure

Q11a. Which of the following items, if any, are available in [Childname]'s room?

- ☐ 1. Television set
- ☐ 2. Video game console
- ☐ 3. DVD player
- ☐ 4. Computer
- ☐ 5. None of the above

Q11b. Is the computer in [Childname]'s room connected to the Internet?

- ☐ Yes
- ☐ No
- ☐ No computer in child's room

Q11c. Does [Childname] have [his/her] own:

- ☐ Cell phone
- ☐ iTouch or similar video iPod
- ☐ Educational game player like Leapster
- ☐ Other hand-held game player like Nintendo DS or PSP
- ☐ iPad or similar tablet

Q11d. Is [Childname]'s cell phone a smart phone, or not? That is, can you use apps or go online with it?

- ☐ Yes
- ☐ No
- ☐ Child doesn't have a cell phone

Q12. Next, we have some questions about how you and your family like to spend your time together. When it comes to family time, how much does your family enjoy doing the following activities together?

a. Watching TV or movies together at home

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

b. Reading together

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

c. Doing things outside together, like playing, taking a walk, or going to the park

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

d. Doing indoor activities together, like playing with toys, games, or art projects (not TV or videogames)

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

e. Playing video games together

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

f. Playing or attending sports events together

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

g. Participating in clubs or other groups together

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

h. Singing songs or making music together

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

i. Cooking and eating meals together

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

j. Doing things on a computer, tablet, or smart phone together

- ☐ A lot
- ☐ Somewhat
- ☐ Not too much
- ☐ Not at all

Q13. Next, thinking just about yourself: On a typical weekday, how much time do you personally spend doing each of the following activities at home? (Hours:Min)

a. Watching TV or DVDs = ____ hrs: ____ mins

b. Using the computer = ____ hrs: ____ mins

c. Reading = ____ hrs: ____ mins

d. Playing video games on a console game player = ____ hrs: ____ mins

e. Using an iPad, iTouch, or similar device = ____ hrs: ____ mins

f. Using a smart phone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone) = ____ hrs: ____ mins

Q14. Still thinking about you personally, on a typical weekend day, how much time do you spend doing each of the following activities at home? (Hours:Min)

a. Watching TV or DVDs = ____ hrs: ____ mins

b. Using the computer = ____ hrs: ____ mins

c. Reading = ____ hrs: ____ mins

d. Playing video games on a console game player = ____ hrs: ____ mins

e. Using an iPad, iTouch, or similar device = ____ hrs: ____ mins

f. Using a smart phone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone) = ____ hrs: ____ mins

Q15. Now thinking about [Childname]'s typical activities: On a typical weekday, how much time does [Childname] spend doing each of the following at home?

(Hours:Min)

- a. Watching TV or DVDs = ____ hrs: ____ mins
- b. Using the computer = ____ hrs: ____ mins
- c. Reading = ____ hrs: ____ mins
- d. Playing video games on a console game player = ____ hrs: ____ mins
- e. Playing on a handheld game player like a Gameboy, PSP, or DS = ____ hrs: ____ mins
- f. Using an iPad, iTouch, or similar device = ____ hrs: ____ mins
- g. Using a smart phone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone) = ____ hrs: ____ mins

Write in any comments you have:

Q16. Now thinking about [Childname]'s typical activities: On a typical weekend day, how much time does [Childname] spend doing each of the following at home? (Hours:Min)

- a. Watching TV or DVDs = ____ hrs: ____ mins
- b. Using the computer = ____ hrs: ____ mins
- c. Reading = ____ hrs: ____ mins
- d. Playing video games on a console game player = ____ hrs: ____ mins
- e. Playing on a handheld game player like a Gameboy, PSP, or DS = ____ hrs: ____ mins
- f. Using an iPad, iTouch, or similar device = ____ hrs: ____ mins
- g. Using a smart phone for things like playing games, watching videos, or surfing the Internet (don't count time spent talking on the phone) = ____ hrs: ____ mins

Write in any comments you have:

Q17. When [Childname] is doing each of the following activities, how often are you doing it with [him/her]? Among those who typically do activity

a. Watching TV

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Only once in a while
- ☐ Never
- ☐ n/a

b. Using the computer

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Only once in a while
- ☐ Never
- ☐ n/a

c. Reading

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Only once in a while
- ☐ Never

d. Playing video games on a console game player

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Only once in a while
- ☐ Never
- ☐ n/a

e. Playing on a handheld game player like a Gameboy, PSP, or DS

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Only once in a while
- ☐ Never
- ☐ n/a

f. Using an iPad, iPodTouch, or similar device

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Only once in a while
- ☐ Never
- ☐ n/a

g. Using a smart phone for things like playing games, watching videos, or surfing the Internet

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Only once in a while
- ☐ Never
- ☐ n/a

Q18A. When it comes to the TV shows, movies, video games, apps or websites [Childname] uses, how do you usually find them?

- ☐ a. [Childname] finds them his/her self
- ☐ b. Recommendations from friends
- ☐ c. Website reviews
- ☐ d. Newspaper or magazine reviews
- ☐ e. I watch/play the content first
- ☐ f. Reputation of the company or network behind the project

Q18B. Which way of finding media products for [Childname] do you use most often? _____

Next we want to ask about how you handle some situations that often come up.

Q22. When you are out at a restaurant with [Childname], how likely are you to do each of the following?

a. Give [him/her] a book to read or look at

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

b. Let [him/her] watch a TV show or DVD

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

c. Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

d. Give [him/her] a mobile device to use, like a smart phone, iPod or iPad

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

e. Let [him/her] use a computer

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

f. Give [him/her] an activity to do or toy to play with

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

Q23. When you are making dinner or doing chores and want to keep [Childname] busy, how likely are you to do each of the following?

- a. Give [him/her] a book to read or look at
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Not too likely
 - ☐ Not at all likely
 - ☐ Doesn't have device
- b. Let [him/her] watch a TV show or DVD
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Not too likely
 - ☐ Not at all likely
 - ☐ Doesn't have device
- c. Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Not too likely
 - ☐ Not at all likely
 - ☐ Doesn't have device
- d. Give [him/her] a mobile device to use, like a smart phone or iPad
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Not too likely
 - ☐ Not at all likely
 - ☐ Doesn't have device
- e. Let [him/her] use a computer
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Not too likely
 - ☐ Not at all likely
 - ☐ Doesn't have device
- f. Give [him/her] an activity to do or toy to play with
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Not too likely
 - ☐ Not at all likely
 - ☐ Doesn't have device

Q24. When you are getting [Childname] ready for bed, how likely are you to do each of the following?

- a. Give [him/her] a book to read or look at
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Not too likely
 - ☐ Not at all likely
 - ☐ Doesn't have device

b. Let [him/her] watch a TV show or DVD

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

c. Let [him/her] play with a hand-held game player (Gameboy, DS, PSP)

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

d. Give [him/her] a mobile device to use, like a smart phone or iPad

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

e. Let [him/her] use a computer

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

f. Give [him/her] an activity to do or toy to play with

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Doesn't have device

Q32. Does [Childname] ever use the computer?

- ☐ Yes
- ☐ No

If you answered Yes to Question 32 (Q32) then...

Q33. How often does [Childname] use the computer or Internet for the following activities?

a. Playing games

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

b. Visiting virtual worlds

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

c. Watching TV shows

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

d. Watching videos on YouTube or similar sites

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

e. Listening to music

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

f. Posting photos, videos, or music

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

g. Searching for information

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

h. Visiting social networks like Facebook or Togetherville

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

i. Doing homework

- ☐ Often
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- ☐ Don't use computer

Q34. When it comes to you and your family, please mark how much you AGREE or DISAGREE with each of the following statements: Strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

a. Smartphones and tablet devices make parenting easier

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

b. [Childname] needs to be skilled with computers and new tablet devices to be successful in life

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

c. I am concerned that [Childname] may become addicted to new mobile media like smartphones or tablet devices

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

d. Negotiating media use causes conflicts in our home

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

e. I am concerned that [Childname]'s peers may be able to use computers and tablet devices better than him/her

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

f. My partner and I usually agree when it comes to making decisions about [Childname]'s media use

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

g. I worry about [Childname]'s exposure to media when he/she is at someone else's home and not with me

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

h. I use media as a way to connect with [Childname]

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

If you answered strongly agree or somewhat agree to Question 34a (Q34a) then...

Q34i. Why do you think smart phones and tablet devices have made parenting easier?

- ☐ a. I can keep in touch with my children by phone or text
- ☐ b. These devices have lots of fun things to keep kids entertained
- ☐ c. These devices have lots of educational content that teaches important lessons
- ☐ d. These devices help me get things done quicker
- ☐ e. Other

If you answered somewhat disagree or strongly disagree to Question 34a (Q34a) then...

Q34j. Why do you think smart phones and tablet devices haven't made parenting easier?

- ☐ a. They are just one more thing for kids and parents to fight about
- ☐ b. Kids always have their heads buried in their devices and it's harder to get their attention
- ☐ c. Kids don't learn social skills because they spend so much time on devices
- ☐ d. Kids get addicted to these media
- ☐ e. Other

Q35. How often, if at all, do you enforce rules about:

a. What TYPES of TV shows, games, and websites [Childname] can use

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Hardly ever
- ☐ Do not have rules about this
- ☐ My child is too young/ doesn't use these media

b. How LONG [Childname] can watch or play TV shows, games, or websites

- ☐ All or most of the time
- ☐ Some of the time
- ☐ Hardly ever
- ☐ Do not have rules about this
- ☐ My child is too young/ doesn't use these media

Q36. How familiar are you with the following computer and Internet-related items? Please choose a number between 1 and 5 where 1 represents "no understanding" and 5 represents "full understanding" of the item.

a. Advanced search

- ☐ No understanding(1)
- ☐ Little(2)
- ☐ Some(3)
- ☐ Good (4)
- ☐ Full understanding(5)

b. PDF

- ☐ No understanding(1)
- ☐ Little(2)
- ☐ Some(3)
- ☐ Good (4)
- ☐ Full understanding(5)

c. Spyware

- ☐ No understanding(1)
- ☐ Little(2)
- ☐ Some(3)
- ☐ Good (4)
- ☐ Full understanding(5)

d. Wiki

- ☐ No understanding(1)
- ☐ Little(2)
- ☐ Some(3)
- ☐ Good (4)
- ☐ Full understanding(5)

e. Cache

- ☐ No understanding(1)
- ☐ Little(2)
- ☐ Some(3)
- ☐ Good (4)
- ☐ Full understanding(5)

f. Phishing

- ☐ No understanding(1)
- ☐ Little(2)
- ☐ Some(3)
- ☐ Good (4)
- ☐ Full understanding(5)

Q37. We're interested in where you get advice about parenting. How likely are you to go to the following sources when searching for parenting advice or information?

a. Friends

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

b. Child's pediatrician

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

c. Child's teacher/childcare provider

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

d. Faith or religious leader

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

e. Your spouse or partner

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

f. Books or magazines

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

g. Parenting websites or blogs

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

h. Social network sites

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

i. Your mother

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

j. Your father

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

k. Your in-laws

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

l. Another relative

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not too likely
- ☐ Not at all likely
- ☐ Not applicable

Q42. Please check one or more categories below to indicate what race(s) you consider [Childname] to be.

- ☐ White
- ☐ Black or African American
- ☐ Hispanic
- ☐ Other, Non-Hispanic
- ☐ 2+ races, Non-Hispanic

Q.43a. Which statement best describes your employment status?

- ☐ Working as a paid employee
- ☐ Working – self-employed
- ☐ Not working – on temporary layoff from job
- ☐ Not working – looking for work
- ☐ Not working – Retired
- ☐ Not working – Disabled
- ☐ Not working – Other

Q44a. What is the highest level of education you have completed?

- ☐ High school or less
- ☐ Some college
- ☐ College or advanced degree

If you are married, then...

Q43b. Which statement best describes your [spouse's/partner's] employment status?

- ☐ Working as a paid employee
- ☐ Working – self-employed
- ☐ Not working – on temporary layoff from job
- ☐ Not working – looking for work
- ☐ Not working – Retired
- ☐ Not working – Disabled
- ☐ Not working – Other

Q44b. What is the highest level of education your [spouse/partner] has completed?

- ☐ High school or less
- ☐ Some college
- ☐ College or advanced degree

Appendix D

Parent Participant(s) & Parent(s)/Guardian(s) Letter of Consent

Letter to Parents/Guardians

[date]

Dear _____ :

My name is Lyse Anne LeBlanc and I am a PhD Candidate in the Department of Education at Mount Saint Vincent University. I would like to have permission for you and/or your partner and your child to participate in a research activity I will be conducting for my dissertation.

The purpose of this research is to investigate how children make sense of the media messages they receive. The study will involve your child's participation in an interview session, demonstrating his or her understanding of other people's intent, as well as his or her understanding of media advertising that is commonly directed towards children. Your child will be told that there are no right or wrong answers and that it is ok to answer 'I don't know'. The research activity will take approximately 1 hour to complete, but may take longer if your child wishes to continue discussions further. You will not be privy to your child's individual responses and test scores, but will have access to the study's overall findings. The study will also include a short parent questionnaire/interview to assist in analysing the contextual aspects that may influence your child's responses, such as amount of time spent watching television, etc. All information pertaining to you and your child will be held in strictest confidentiality and will not be shared, other than in the rare instance of legal obligations to report disclosure or indication of abuse or neglect.

A copy of the advertising images that your child may be watching is available from me if you would like to review it.

Your child's discussions, as well as our discussions during the parent interview will be audio recorded, and will be listened to only by the researcher and a professional transcriber who will be unknown to the participants and will sign a Confidentiality agreement. Once transcribed, the audio recordings will be destroyed. In any written or oral report I make about the findings, children's or families' names, or any other identifying information, will not be revealed.

The research will be part of a dissertation available to the public, and potentially published.

Upon completion of the research you will be provided with a written summary of overall findings, as will the Nova Scotia Department of Education.

Please note that your agreement to have yourself and your child participate is voluntary, and can be withdrawn even after the activity has been conducted, without any explanation being given. Even if

agreement for participation has been given, if during the activity, you or your child demonstrates discomfort with the process or does not wish to participate, then the process will be ended.

This research is being supervised by Dr. Daniel Séguin, and you may contact him at ***-***-**** (or at Daniel.Seguin@msvu.ca). Also, if you have any questions about the conduct of the research you may contact the Chair of the Mount Saint Vincent University Ethics Board at 902-457-6788.

I can be reached at ***-***-**** (or at lyse.leblanc@msvu.ca) and would be pleased to discuss any aspects of this research with you.

Please indicate your willingness to have yourself and your child participate in this study by completing the attached form and returning it to me in the self-addressed envelope.

Sincerely,

Lyse Anne LeBlanc

PhD Candidate

Mount Saint Vincent University

Appendix E

Parent Participant & Parent/Guardian Consent Form

[duplicates of this form will be provided to families who choose for both parents/guardians to participate]

Name of Study:

Children's Shared Understanding of Media Marketing as a Step Towards Developmentally Appropriate Media Literacy

Please complete this form to indicate your willingness to have both you and your child participate in this study.

I _____, agree to participate in this study about children's

(parent / Guardian - please print)

understanding of digital and electronic advertising by completing the Parent Questionnaire / Interview.

I _____, grant permission for _____ to

(parent / Guardian – please print)

(child's name – please print)

participate in this study about their understanding of digital and electronic advertising. S/he has been read the Child Participant Letter of Assent and has indicated his or her willingness to participate by saying "Yes".

* To my knowledge, the above named child is ...

Child's month and year of birth: _____ / _____.

Month

/

Year

Signature of parent / guardian: _____.

Date: _____.

Appendix F

Child Participant Letter of Assent [to be read to the child]

Letter to Participating Child

[date]

Dear _____ :

My name is Lyse Anne LeBlanc and I am a student at Mount Saint Vincent University, and my supervisor is Dr. Daniel Séguin. I would like to know if you would agree to participate in a research activity with me.

The purpose of this research activity is for me to understand how children, like you, make sense of the ads they may see on tv. If you choose to participate in this research, you will come to my house for approximately 1 hour, where you will get to see hear some stories, and see some ads, and talk about each of them. There are no right or wrong answers and it is ok to answer 'I don't know'. Afterwards, you can play in our playroom while your Mom or Dad will answer some questions about things such as the amount of time spent watching television, etc.

I will use an iPad to record our discussion. I will be the only one who will listen to this recording, other than a professional who will help me by writing down what is said in the recording. I will not share our discussion with your parents/guardians or anyone else unless it is in the best interest of your safety. I will have to write down and talk about my research but I will never use your real name.

If you would like to participate in this fun research activity, please say "Yes". If at any time you decide you do not want to continue participating, that is ok. You simply need to tell me that you don't want to continue participating, and we will end the research activity.

Appendix G

Participant Recruitment Script

Hello _____ :

My name is Lyse Anne LeBlanc. I am a PhD Candidate in the Department of Education at Mount Saint Vincent University. I would like to invite both [child's name] and you and/or your partner, as [child's] parent(s) to participate in a research activity I will be conducting for my dissertation.

The purpose of this research is to investigate how children make sense of the media messages they receive. The study will involve your child's participation in an interview session, demonstrating his or her understanding of other people's intent, as well as his understanding of media advertising that is commonly directed towards children.

If you are possibly interested in this opportunity, I will share some important information that will help you make an informed decision as to your decision to have both your child, and his or her parent(s) participate in this research activity. Would this be ok? [if answer is yes, then proceed with distribution of Appendices E–G]

Appendix H

Transcriber Letter of Consent

Letter to Professional Transcriber

[date]

Dear _____ :

My name is Lyse Anne LeBlanc and I am a PhD Candidate in the Department of Education at Mount Saint Vincent University. I would like to ask for your services in transcribing approximately 20 hours of audio-recorded interviews I am conducting for my dissertation thesis. The interviews will be 1on1 with the participating child, or parent.

It is anticipated that interviews will begin in August 2014 and take a period of two weeks to complete. I will personally deliver the raw data.

Please note that due to the nature of the research interviews, confidentiality must be upheld to the highest standard. Under no circumstance will you disclose the names, identifying information of the participants, or content found in the audio recording. Once transcribed, the audio recordings will be destroyed.

This research is being supervised by Dr. Daniel Séguin, and you may contact him at ***-***-**** (or at Daniel.Seguin@msvu.ca). Also, if you have any questions about the conduct of the research you may contact the Chair of the Mount Saint Vincent University Ethics Board at 902-457-6788.

I can be reached at ***-***-**** (or at lyse.leblanc@msvu.ca) and would be pleased to discuss any aspects of this agreement with you.

Please indicate your willingness to offer your services by completing the attached Consent Agreement form and returning it to me in the self-addressed envelope.

Sincerely,

Lyse Anne LeBlanc

PhD Candidate

Mount Saint Vincent University

Appendix I

Transcriber Consent Form

Name of Study:

Children's Shared Understanding of Media Marketing as a Step Towards Developmentally Appropriate Media Literacy

Please complete this form to indicate your willingness to provide your transcription services while upholding the highest standard of Confidentiality.

I _____, agree to offer my transcription services while upholding
(*Transcriber* - please print)

the highest standard of Confidentiality.

Signature of transcriber : _____.

Date: _____.

Appendix J

Transcription of Session (C1) Nina and (P1) Nancy

Stage One: ToM**Item 6**

- 1.I: After I read you the short story, I'm just going to ask you a few questions about the story. Remember, there's no right or wrong answers, just whatever you think. Alright?
- 2.C1: [nod]
- 3.I: Whatever ____ thinks... and that's okay. So the story is that: *Father and mother are at a birthday party - Father and mother are at a birthday party. They only know a few people, and think the music is too loud.* Have you ever been somewhere where the music is too loud? [nod] *They only know a few people and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 4.I: What does the father mean? What does he mean?
- 5.C1: Maybe he means the music's too loud.
- 6.I: Maybe he means the music's too loud...

Item 6-2.

- 7.I: Why does the father say, "It's a pleasure to be here!" Why do you think he says that?
- 8.C1: Maybe because he kind of likes it and kind of doesn't.
- 9.I: Kind of likes it and kind of doesn't. Why does he like it - Why do you think he might like it and might not like it?
- 10.C1: Because if he likes it, probably because he is at—he never seen his friend in a long time, and he's seeing him, and when the music's too loud ...
- 11.I: That's the part that he likes or he doesn't like?
- 12.C1: He likes and doesn't like.
- 13.I: He likes and doesn't like that the music's too loud?
- 14.C1: [nod]
- 15.I: Yeah? And do you like and not like sometimes when the music's too loud?
- 16.C1: [nod]
- 17.I: What part do you like about it, and what part do you not like about it?

18.C1: Because sometimes my cousin's over and we always play games with the music on, and sometimes we turn it up to 49.

19.I: Forty-nine!

20.C1: Well sometimes, it's not loud, loud, loud, it's just that probably 50, it's kind of quiet. That's why he puts it up to 49. You can hear it from upstairs.

21.I: You can hear from upstairs. Can you hear the game? Can you hear the game you're playing?

...

Item 7

22.I: So our next little story is actually kind of like pretending. And I know you're a great little actress because... So I'm going to read these questions to you, and you're going to show me how you would...

Item 7-1.

23.I: Pretend to comb your hair. Can you pretend to comb your hair?

24.C1: [rubs hands on her long hair]

25.I: So you're rubbing your hands in your hair, just as if you were combing your hair. You're pretending, kind of like your hands are holding a brush, right?

26.C1: [nod]

Item 7-2.

27.I: So how would you pretend to brush your teeth?

28.C1: [moves hand back and forth in a horizontal and then vertical motion over her teeth as she smiles]

29.I: I see a hand going back and forth, and up and down over those teeth.

Item 7-3.

30.I: Now, can you pretend to act as if you're feeling cold?

31.C1: [hugs herself with her arms and makes teeth chattering noises]

32.I: Oh, you're really cold!

Item 7-4.

33.I: How can I see that you're feeling cold?

34.C1: Maybe because I'm shivering.

35.I: Maybe because you were shivering. So I could see that you were shivering, and how else could I tell that you were shivering?

36.C1: I don't know.

37.I: Were you maybe making some noises too?

38.C1: [nod]

Item 7-5.

39.I: Pretend that you're drinking something that tastes nasty—really, really yucky.

40.C1: [pretends to hold a cup to lips and stuck out tongue] Eek.

Item 7-6.

41.I: How can I see that you think it tastes nasty? How can I see that ____ really thought that tasted nasty?

42.C1: Probably because I was drinking and it was disgusting.

43.I: And it was disgusting? How could I tell that? How come I wouldn't just say, oh, ____ must really like that drink?

44.C1: Probably because I drank it, and then I stuck out my tongue because it tasted disgusting.

45.I: You stuck out your tongue because it tasted disgusting, that's right.

46.I: Now, one last one (scenario).

Item 7-7.

47.I: Pretend that you are scared.

48.C1: [jaw drops, briefly holds breath and falls from sitting position to laying position on sofa]

Item 7-8.

49.I: How can I see that you're scared?

50.C1: [no response]

51.I: You know that you're scared. How can I see that you're scared?

52.C1: Probably because my mouth is open and I fell.

53.I: Your mouth was open and you fell, and you kind of held your breath.

54.I: Alright, one last short story.

Item 9

- 55.I: So I'm going to read you the short story and you can listen carefully. The story is, that *It's summer*, just like it is now- *It's summer. Will and Mike are on vacation. They go out for a bicycle ride. Suddenly there's a downpour and they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

- 56.I: What does the man mean?
- 57.C1: He probably means it's bad weather.
- 58.I: He probably means it's bad weather?
- 59.C1: [nod]

Item 9-2.

- 60.I: Is it true what the man says?... [pause] "Wow, we have nice weather today!?"
Is it true?
- 61.C1: Probably not.
- 62.I: Probably not?
- 63.C1: Maybe a bit because they didn't get rain in a long time.
- 64.I: And so, if they didn't get rain in a long time... so maybe if he was a farmer or something, and wanted rain for his garden?
- 65.C1: [nod]

Item 9-3.

- 66.I: Why does this man say: "Wow, we have nice weather today!?"
- 67.C1: I don't know.
- 68.I: So he says, "Wow, we have nice weather today!", and you said before, maybe he meant, maybe it wasn't really nice weather. Why do you think he might say that?
- 69.C1: [shrugs shoulders]
- 70.I: You don't know?
- 71.C1: [shakes head no]
- 72.I: That's okay.
- 73.I: Alright, so those were some little stories.

Stage Two: Children's Shared Understanding of Media

Pre-activity

- 74.I: Now I want to know - because we're going to talk about some ads that you might often see on TV or on the Internet, or on YouTube, I want to know what's your favourite media activity to do? What do you like to do the most? Do you like to go on the Internet, do you like to play videogames, do you like to watch TV? What's your favourite thing that has to do with the media, to do?
- 75.C1: Probably watch TV and movies.
- 76.I: Watch TV and movies, that's right, you like movies a lot.
- 77.C1: I can't watch movies on my TV, because we used to have a CD player; we have one still, but it broke. And we got a new one for Christmas, but we never put it in yet. That's why I watch TV on my computer.
- 78.I: Oh, like on Netflix or something?
- 79.C1: No, I get CDs.
- 80.I: Oh, okay, you put the CDs into the computer, yeah, like into the laptop or whatever. Cool. So you watch them on the computer?
- 81.C1: [nod]
- 82.I: What's your favourite movie to watch? Do you have a favourite movie?
- 83.C1: Probably—well, I don't have this movie, but I watched it here before, and it's probably—well, I know one of the names, but I forget the other one.
- 84.I: What's the name?
- 85.C1: Beezus.
- 86.I: Oh, right. Ramona?
- 87.C1: Yeah, Ramona and Beezus.
- 88.I: That was your favourite movie? That's one of ____'s favourites too. I think it's kind of silly. She kind of gets into trouble too, I think.
- 89.C1: Kind of. She's going to say a bad word but goes, guts, guts, guts, guts ...
- 90.I: That's kind of silly. She says she's going to say a really bad word, and the bad word is "guts"...
- 91.I: So tell me what you know about—so you know about movies, you watch movies and you watch some TV shows too? Do you watch any TV shows on TV? Some?
- 100.C1: Probably a lot.
- 101.I: Do you have like a favourite channel on TV, like Treehouse or Teletoon, or ...
- 102.C1: Well it would probably be Family.
- 103.I: Family channel? What's your favourite show on family channel?

- 104.C1: Well I like probably, "The Next Step."
- 105.I: "The Next Step", I don't think I know that one. What's that one about?
- 106.C1: Well, it's like these dancers.
- 107.I: Ah, now I know why you like it—dancers (Interviewer previously knew ____ loved to dance).
- 108.C1: And there's a bunch, like there's probably about 10 now because two of them left.
- 109.I: Okay.
- 110.C1: And I think, one of the character's name is Amanda, is probably going to leave, so they can't make internationals.
- 111.I: So it's like dance performances and competitions and stuff. Cool.
- 112.C1: I would have seen it if we went to the concert, whatever you call it, like to get summer concert. Yeah.
- 113.I: Oh, I heard something about that concert coming. I didn't hear the details though.
- 114.C1: Well there's a chance where you could win tickets. I've been begging, but I couldn't.
- 115.I: You've got your fingers crossed, do you?
- 116.C1: Yeah, it's on (date) or something. I don't know. And they're having a performance of "The Next Step."
- 117.I: Oh, cool. So movies, TV—tell me what you know about advertising.

Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1).

- 118.I: Do you know anything about advertising?
- 119.C1: No.
- 120.I: Do you know what advertising is?
- 121.C1: No.
- 122.I: You don't know what advertising is? [pause]
- 123.I: So you don't know if you have any favourite ads?
- 124.C1: [shakes head no]
- 125.I: When you're watching those shows on TV or on the Internet, do sometimes those things in between the shows pop up, like in between the show. Is there ever something that kind of comes up that's not about the show, that's just about something else?
- 126.C1: Sometimes commercials.

127.I: [nod] Well, you know what? Commercials are kind of like another word for an advertisement. They're like special ads that are on TV.

Question 2 (NQ2).

128.I: Do you have any favourite ads or commercials? [pause] Any favourite commercial that you've seen that you say, that's my favourite one "I really like that commercial"?

129.C1: Well it's kind of my favourite, but not really anymore. It's about "The Next Step", an ad they're posting on big tickets and the concert every commercial.

130.I: Oh, so you like the commercial about the concert [Yeah.] coming up. So what do you like about that commercial?

131.C1: Probably my favourite TV show.

132.I: Because it's about your favourite TV show?

133.C1: [nod]

134.I: Cool.

Question 2b (NQ2b).

135.I: Why do you think that they have ads for things? or commercials for things?

136.C1: I don't know.

137.I: Why do you think they would have those commercials on TV?

138.C1: So you could see what day it is and what time it is.

139.I: Oh, so for example for the commercial that you were talking about, about "The Next Step"?

140.C1: If it's like a new one, I would watch it. And sometimes it tapes automatically. We have a TV that tapes the new ones and stuff, that I've never seen.

141.I: Oh, so you program your TV to watch the episodes that you haven't watched yet?

142.C1: [nod] If I miss it or something.

143.I: Cool. That way you get to see all of them, and not miss one?

144.C1: Well I think they're done, but I think they're working on nationals or something, but I don't know. I've never seen that tape.

145.I: Okay.

Researcher direction.

146.I: Well I thought that we would view this particular ad together, okay?

147.C1: [nod]

- 148.I: So I'm going to show you a commercial and then we can talk about it. So I'm just going to turn the TV on, and I have it on the laptop, so it's going to come up on the TV. [walks over to turn on the commercial but the laptop had gone into sleep mode] I had it set up, but it always turns itself off. So just give me one second. Alright. So I'm going to put this one on, and then you can talk about it. [ad plays] That's it. It wasn't very long, was it?

Question 4 (NQ4).

- 148.I: Have you seen (this) that ad before?
- 149.C1: No.
- 150.I: No, you never saw that one before?
- 151.C1: [shakes head no]
- 152.I: Okay,

Question 3 (NQ3).

- 153.I: What can you tell me about that ad? [pause] What can you tell me about it?
- 154.C1: It's about a kid dreaming of being a hockey ...
- 155.I: It's about a kid dreaming about being a hockey ...
- 156.C1: Team.
- 157.I: Being a hockey team. What else can you tell me about that ad?
- 158.C1: Well it's about an Oreo.
- 159.I: It's about an Oreo. So it's about a boy dreaming about being a hockey team and about an Oreo.
- 160.C1: That's probably it.
- 161.I: Okay, those are great things to say about it.

Question 5 (NQ5).

- 162.I: Have you seen ads for this cookie before (somewhere else)?
- 163.C1: No.
- 164.I: No?
- 165.C1: [shakes head no]
- 166.I: So you haven't seen ads for the Oreo cookie before.

Question 6 (NQ6).

- 167.I: Would you like this item? [pause] So what's this item? What's the item in the ad?

168.C1: I don't know.

Question 7 (NQ7).

169.I: Well, what do you think - What is the ad trying to tell you?

170.C1: I feel like it's trying to tell you to play hockey.

171.I: You feel like it's trying to tell you to play hockey...

172.C1: Or, like do what your dream says.

173.I: To do what your dream says. So you feel like it's trying to tell you to play hockey or do what your dream says?

174.C1: [nod] Like if you want to be on hockey, follow your dream.

175.I: Yeah, okay.

Question 8 (NQ8).

176.I: What might the characters in the ad be thinking? So you said that there was a boy in there—so what might the boy in the ad be thinking? What might the boy in that commercial be thinking?

177.C1: To play hockey.

178.I: To play hockey.

Question 9 (NQ9).

179.I: Do you believe that ad? [pause] So do you believe what you told me about that ad?

180.C1: Yeah.

181.I: Yeah - you believe it?

182.C1: [nod]

183.I: Why? Why do you believe that ad?

184.C1: I don't know.

185.I: You don't know. That's okay.

Question 10 (NQ10).

186.I: Do you think other kids would believe the ad?

187.C1: Maybe.

188.I: Maybe? Why would they maybe believe the ad, and why would they maybe not believe the ad?

189.C1: I don't know.

190.I: You don't know. That's okay.

Question 11 (NQ11).

191.I: What do you think your parents or other grownups might think of this ad? [pause] What do you think your mom or dad would say about this ad—or other grownups?

192.C1: I don't know.

193.I: You don't know?

194.C1: [shakes head no]

Question 12a (NQ12a).

195.I: Would you ask someone to buy the item in the ad for you? [pause] Would you ask them to buy you Oreos?

196.C1: I don't know.

197.I: You don't know? Do you like Oreos?

198.C1: Yeah.

Question 12b (NQ12b).

n/a

Question 13 (NQ13).

199.I: Is there anything else you'd like me to tell you about the ad?

200.C1: Can we watch it again?

201.I: Would you like me to show it to you again?

202.C1: [nod]

203.I: I'll show it to you one more time, and you can tell me if there's anything else that you want to tell me about the ad. Here, we'll bring it right up. [ad plays]

204.C1: He probably is dreaming of joining a hockey team, and probably joining it and following his dream.

205.I: Cool. Alright.

Researcher direction.

206.I: So let's have a look at some other pictures of items that sometimes we see.

Question 14 (NQ14).

207.I: Do you have any of these items, or know about them?

208.I: So, do you know what that (Easy Bake Oven) is?

- 209.C1: An Easy Bake?
- 210.I: An Easy Bake oven.
- 211.I: [shows image of Lego down]
- 212.C1: Lego.
- 213.I: Lego.
- 214.I: [shows image of Froot Loops]
- 215.C1: Froot Loops.
- 216.I: Froot Loops.
- 217.I: [shows image of Super Mario 3D World]
- 218.C1: Playing on a DS or something—videogames.
- 219.I: Videogames. So do you have any of these things at home?
- 220.C1: I have an Easy Bake and Legos.
- 221.I: You have an Easy Bake and Legos.
- 222.I: Do you know about any of the other things?
- 223.C1: [shakes head no]
- 224.I: So you know about an Easy Bake and Lego because you have them?
- 225.C1: [nod]
- 226.I: Do you know about Froot Loops?
- 227.C1: Well I think Froot Loops is about, where there's like a jellyfish who loves Froot Loops, and the parrots are fighting for Froot Loops.
- 228.I: Cool. And what about this one? Do you know anything about videogames?
- 229.C1: Not really. It looks like it's "Candy Land", kind of.
- 230.I: Like Candy Land?
- 231.C1: It's like "Monopoly"—not "Monopoly" ...
- 232.I: Another game kind of like "Monopoly" maybe?
- 233.C1: Yeah, kind of like "Monopoly."

Question 15 (NQ15).

(omitted by researcher in error).

Question 16 (NQ16).

234.I: So have you seen ads (or commercials) for any of these items?

235.C1: No.

236.I: No? No commercials for any of these?

237.C1: [shakes head no]

Researcher direction.

238.I: Well I'd like for you to pick one of these for us to look at on the big screen. So we're going to look at one of these ads. Which one would you pick?

239.C1: Probably Lego. I have a set at my house.

240.I: Oh, so that's why you're picking Lego because you have a set at your house?

241.C1: [nod]

242.I: Okay. Alright, here comes the Lego one. [ad plays]

243.C1: It kind of looks like that is like the Lego movie a little bit.

244.I: Oh, it kind of looks like the Lego movie? Cool.

Question 17 (NQ17).

245.I: What do you like about (this) that ad? [pause] Do you like that ad?

246.C1: Yeah.

247.I: Yeah, what did you like about it?

248.C1: Where they built a big tower of Lego.

249.I: Where they built the big tower of Lego. Cool.

Question 18 (NQ18).

250.I: Is there something that you don't like about it? Something that you didn't like about the ad?

251.C1: No.

252.I: No? It was all good?

Question 19 (NQ19).

253.I: What is (the) that ad trying to tell you?

254.C1: Probably if you like Lego, you should buy it maybe.

255.I: Probably if you like Lego, you should buy it.

Question 20 (NQ20).

256.I: What do you think that the people—who were the people in this ad? There was—who were the characters?

257.C1: There was a little boy. There was a mom and dad.

258.I: Okay, and what do you think the boy and mom and dad, what do you think that they might be thinking? What might the people in the ad be thinking?

259.C1: Maybe to make a big tower.

260.I: Maybe to make a big tower.

Question 21 (NQ21).

261.I: Do you believe the ad?

262.C1: Yeah.

263.I: Why do you believe it? What do you believe about the ad?

264.C1: Maybe because of how they [the characters in the ad] like Lego.

265.I: So that they like Lego? So what, that on the ad they looked like they liked the Lego?

Question 22 (NQ22).

266.I: Do you think that other kids would believe the ad?

267.C1: Maybe.

268.I: Maybe? Yeah? Why only maybe?

269.C1: Some might not like Lego.

270.I: Some might not like Lego?

271.C1: And some might like Lego.

272.I: And some might like Lego. So the ones that like Lego, they might believe it?

273.C1: [nod]

274.I: Okay.

Question 23 (NQ23).

275.I: Would you like to have that item that you saw in the ad?

276.C1: Yeah.

277.I: Yeah? Why?

278.C1: Well probably the Lego house because I have a Lego washing station for pets, and I would like a house for them to live in.

279.I: And you would like a house for them to live in? I think ____ and ____ I have a house similar to that. You'll have to come over and build.

Question 24a (NQ24a).

280.I: Would you ask someone to buy that house for you (this item)?

281.C1: I don't know.

282.I: You don't know? Why don't you know?

283.C1: Maybe they would say, no.

284.I: Maybe they would say, no? That was my next question—

Question 24b (NQ24b).

285.I: Do you think that they would buy it for you? So why do you think they might say, no?

286.C1: Because it's maybe too expensive.

287.I: It's maybe too expensive. Who would you ask to buy it for you, if you were going to ask someone?

288.C1: I don't know.

289.I: You don't know?

290.C1: [shakes head no]

Question 25 (NQ25).

291.I: Is there anything else that you'd like to tell me about (this) that ad (about Lego)?

292.C1: No.

293.I: No? Did you want to watch it again? No?

294.C1: I don't know.

295.I: You don't know? Do you want to see it one more time?

296.C1: [nod]

297.I: I like the music. [ad plays] Awesome. So is there anything else that you want to tell me about the ad? No? Alright. Do you have any questions for me? No?

298.C1: [shakes head no]

299.I: That's okay. Well thank you for sharing your thoughts about the ads, _____. I had a lot of fun. I enjoyed learning about the ads with you. I enjoy learning what other people think about the ads. So now, would you like to go play in the playroom for a while, while I talk to your (parent)—ask your (parent) a few questions about media? Do you want to go play in the playroom now, because we're all done. Thank you, thank you, thank you. Was it fun? Alright, so you can press that button [turns off iPad recorder].

Stage Three: Ecological Context

- 300.I: Did you have any questions about the lengthy questionnaire?
- 301.P1: Here it said, like currently in any kind of daycare or school? Like do I put ...
- 302.I: Oh, because it's summertime, right. You know what, put "no", because then later you probably answered the questions in terms of the amount of time spent with her and stuff that you would have related to now, right? like in terms of—You know what, she doesn't go into any daycare or childcare outside of the home., so yeah, just circle school and we'll put "no", because it's summer. And I'll know because it's going to be the same thing for everyone, most likely... although there may be someone that does take part in childcare during the summer.
- 303.P1: It says, which way of finding media products for the ad do you use most often?
- 304.I: So it would be, which ways—so do you use the internet, or do you ...
- 305.P1: Wait, like here it says, when it comes to TV shows, videogames, apps __(child)__ uses, how do you usually find them? Okay, so she finds them herself. Now which way of finding media products—do you mean like shows and stuff, or for __(child)__ to use most often?
- 306.I: Okay, yeah, it's probably repetitive of this one because here you put that she finds them mostly herself. So then I guess, which way of finding them would you use? So would you use, "recommended from friends, website reviews, newspapers, magazines." But I guess if she's finding them herself, then that might not apply. So you can just put "not applicable."
- 307.I: Do you know what I mean? So say, if you were looking for a videogame or a movie or a TV show, would you go most likely with what you saw on the Internet, or would you go with a friend told you, hey, that's a good product? Or would you go with, because you saw an ad for it—so it's just kind of ...
- 308.P1: Which way of finding it though, not—oh.
- 309.I: Like how would you first find out about it the most, do you know what I mean, like ...
- 310.P1: I thought the question meant, if you're looking for shows would you look for them on the TV or on the Internet, or—maybe I'm reading ...
- 311.I: But the products could be ...
- 312.P1: Yeah, what do they mean by media products?
- 313.I: Yeah, see, media products can be anything that—it could be a show, it could be a movie, it could be a videogame, it could be, yeah, anything related to media. Maybe it is just through television, if you're looking for commercials—basically, do you use the Internet or the television the most as your source?
- 314.P1: Yeah, I'm going to put Internet then. So is that okay?
- 315.I: Yeah, and I'll have a look at it again too.

- 316.P1: Now this one it says, when it comes to you and your family, please mark how much ...
- 317.I: You agree or disagree.
- 318.P1: And then it says, smart phones and tablet devices make parenting easier? So they're only talking about smart phones and tablets, they're not talking about computers.
- 319.I: No, they're talking about smart phones and tablets. [Okay.] Is there one for computers?
- 320.P1: No, I don't think. No, there wasn't, so I put disagree, but then when I got here it said, if you answered strongly agree or somewhat agree—so then, it's okay.
- 321.I: No, let me see.
- 322.P1: See, like I kind of agree with this—these devices have lots of fun things to keep kids entertained, but I'm thinking about the computer. I'm not thinking about tablets and smart phones because we don't use those. But it didn't talk about computers.
- 323.I: And here they talk about computers in that one. So you know what, maybe we'll add—smart phones, tablets and computer. So there you go, I'll add it to the others as well.
- 324.P1: Okay, I'm going to do this here again. So then I can answer this one.
- 325.I: Okay, well thank you.
- 326.I: The only other questions I had was just, in thinking about media, so in thinking about everything that's on the internet, on TV shows, videogames, movies—would you say that you think that the media influences _____, or children in general, in a positive way or a negative way, or you think it doesn't really—what's your—whether you think it has much influence or not very much influence?
- 327.P1: Yes, it has influence, and probably in a negative way.
- 328.I: In a negative way?
- 329.P1: Yeah, she picks up on a lot of shows—like she's watching shows that are a little older for her age, and she picks up on actions and words, and stuff like that. So more shows for teenagers and stuff.
- 330.I: Okay, that you feel she's watching and then she's using those words or those actions that she wouldn't have picked up if it wasn't for those shows. Okay. And how concerned are you that your kids are being exposed to too much violent content or advertising, or sexual content, or ...
- 331.P1: No, they don't watch violent shows or stuff like that.
- 332.I: Yeah. And do you think that in terms of advertising—do you worry about advertising at all? [pause]. It's okay if you don't.
- 333.P1: Worry about advertising? No. Like for products and stuff you mean?
- 334.I: Yeah, like for products in terms of whether ads are inappropriate, or whether because of the ads that it makes them want to buy more stuff, or ...

- 335.P1: Of course, it does make them want to buy stuff, but a lot of the channels they watch don't have that much advertising.
- 336.I: That much advertising, yeah. [No.] They're limiting it more on those family-type channels than they were when we were kids.
- 337.P1: Yeah, because it reminds me of when we were younger, my little sister would be watching TV and every commercial she'd say, mom, I want that. Mom, I want that. Yeah, there's not those commercials like there used to be when we were younger. But I'm surprised that even some of the cartoons and stuff, some of the words that they use, like I'm surprised that they even ...
- 338.I: That they're allowed to use them in cartoons, yeah.
- 339.P1: Yeah, because they wouldn't have used that kind of language when we were younger, like in shows we watched.
- ...
- 340.P1: Yeah, I know my kids watch a little bit too much TV and they play on the computer, but we don't have—like, they don't have iPods and that, because like I said, they do enough of that at home that they don't need it.

Appendix K

Transcription of Session (C2) Peter and (P2) Pam

Stage One: ToM**Item 6**

- 1.I: Now I wanted to know if it's okay if I read two or three short stories to you. They're really short, see? [Yeah, sure.] I'm going to read you a short story, and you're going to listen carefully, because I know you always listen very carefully, and then I'll ask you tiny little questions about the story. There's no right or wrong answer. So the story goes, *Father and mother are at a birthday party. They only know a few people and they think the music is too loud. "Wow" says father, "It's a pleasure to be here!"* [pause]. So - *Father and mother are at a birthday party, and they only know a few people and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 2.I: What does the father mean?
- 3.C2: So the father means sarcasm.
- 4.I: The father means sarcasm?
- 5.C2: [nod]
- 6.I: What does sarcasm mean?
- 7.C2: Sarcasm means like the opposite.
- 8.I: It means like the opposite. So you think that the father says—well, okay, I'll ask you the next question.

Item 6-2.

- 9.I: Why does the father say, "It's a pleasure to be here!"?
- 10.C2: Because it's actually not a pleasure to be here.
- 11.I: Because it's actually not a pleasure to be here. Alright. So he's actually saying the opposite?
- 12.C2: [nod]
- 13.I: Alright, that's the first one already done.

Item 7

- 14.I: So the next one has to do with a little bit of pretending, and I know that you like some acting and stuff too, don't you? So I knew that you'd like this one. So I'm going to read you some questions and then you're going to do the pretending of these things. So the first one is to...

Item 7-1.

- 15.I: Pretend to comb your hair. Can you pretend to comb your hair?
- 16.C2: [combs fingers through his hair]
- 17.I: Yeah, you've got your fingers going through your hair as if your fingers were a brush, right?
- 18.C2: [nod]

Item 7-2.

- 19.I: Now pretend to brush your teeth.
- 20.C2: [finger moving back and forth over teeth]
- 21.I: Finger is going across, you're pretending that your finger is like a [toothbrush.] that's right, over your teeth.

Item 7-3.

- 22.I: Now pretend to act as if you're feeling cold.
- 23.C2: [pretends to shiver and rubs arms]
- 24.C2: I'm not very warm. Well last night, I was pretty cold too.
- 25.I: Yeah? You were pretty cold last night, so it's pretty easy to remember how to act that way?
- 26.C2: Yeah.
- 27.I: Why were you cold last night?
- 28.C2: I don't know, I just wasn't feeling that good.
- 29.I: Oh, you weren't feeling that good, so you were kind of cold. Okay.

Item 7-4.

- 30.I: How can I see that you're feeling cold? How can I tell that you're feeling cold?
- 31.C2: Because I'm like trying to rub myself.
- 32.I: Because you're trying to rub yourself to warm up?
- 33.C2: Yeah.
- 34.I: Okay.

Item 7-5.

- 35.I: Now pretend that you're drinking something that tastes nasty.

36.C2: [scrunches up face and sticks out tongue]

Item 7-6.

37.I: How can I see that you think it tastes nasty?

38.C2: I made an ugly face.

39.I: Because you made an ugly face. That's kind of like the face that ____ made when he had his medicine earlier.

Item 7-7.

40.I: Now pretend that you are scared.

41.C2: [jaw drops and eyes grow wide]

Item 7-8.

42.I: And how can I see that you're scared?

43.C2: I made another ugly face.

44.I: That you made another ugly face. Was it the same ugly face as before?

45.C2: No.

46.I: What was different between the scared ugly face, and the drinking something nasty ugly face?

47.C2: Because the scared ugly face was like, his mouth was open and he was surprised.

48.I: His mouth was open and he was surprised. Great. Alright, you're doing awesome at this.

Item 9

49.I: Now I'm going to read one more short story, and listen carefully. *It's summer, just like today, Will and Mike are on vacation. They go out for a bicycle ride. Suddenly there's a downpour. It kind of sounds like this morning, doesn't it? [Yeah.] There's a downpour and they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

50.I: What does the man mean?

51.C2: Sarcasm.

52.I: Sarcasm.

Item 9-2.

53.I: Is it true what the man says? *The man says, "Wow, we have nice weather today!"* Is that true?

54.C2: No.

55.I: No.

Item 9-3.

55.I: Why does the man say, *"Wow, we have nice weather today!"*?

56.C2: Because he wanted to make a point of sarcasm.

57.I: Because he wanted to make a point of sarcasm. Do you do that sometimes when you talk?

58.C2: Yeah, sometimes.

59.I: Do you? Do you sometimes say like, would you have said this morning, it was really nice in the pool— when really it wasn't really nice in the pool?

60.C2: Yeah.

61.I: Yeah? [Yeah.] So that's it for our stories.

Stage Two: Children's Understanding of Media

Pre-activity

62.I: So what's your favourite media activity to do? So is it watching TV? Is it—I know you talked about videogames before. Is it watching videogames, is it watching movies, is it...

63.C2: It's kind of watching videogames.

64.I: Kind of watching videogames? What's your favourite videogame?

65.C2: Minecraft.

66.I: Minecraft. What do you have to do in Minecraft? I've seen ____ play it before, but ...

67.C2: Survive.

68.I: Survive? That sounds kind of scary.

69.C2: Well it's not that kind of scary. It's all blocking and stuff.

70.I: Oh, yeah, so it's kind of like bricks or something that you have to build?

71.C2: Well in create, if you can fly, you can do whatever you want, and you have dogs that you can tame and use, chickens, cows, and it's about...

72.C2: Yes, and on survival they spawn randomly, but the dogs are kind of there.

73.I: So the object of the game is to survive?

74.C2: Yes, on survival. But the object on the game with creator, is just to have them.

75.I: So do you build the mine to survive?

- 76.C2: You don't mine, but you can build stuff, and build and build and do whatever you want, and mine, and that's how you survive. There's a bunch of stuff that can kill you and at night-time stuff spawn, like zombies and skeletons and creepers.
- 77.I: And night-time, so it changes to like daytime and night-time on the game?
- 78.C2: Yes. When it turns night-time, two of those mobs die in the daytime, but two other ones...
- 79.I: And how do you know all this?
- 80.C2: I've been playing it for about two years.
- 81.I: So nobody tells you that they're going to die in the day or at night, you just figure it out by playing it so much.
- 82.C2: Yes.
- 83.I: Cool. Maybe I'll have to try that game out. Do you think I would like it?
- 84.C2: I don't know.
- 85.I: You don't know?
- 86.C2: [shakes head no]
- 87.I: Do you play it with like friends or just by yourself?
- 88.C2: You can play it on multiplayer or single player.
- 89.I: But it's not one of these that you can play over the Internet though, can you? Like you can't play with other people on the Internet, no, they'd have to be at your house.
- 90.C2: In the Internet with you.
- 91.I: In the Internet with you or in the same place with you? So they can't—they could play? So could _____ play Minecraft with you, if he was here and you were at your house?
- 92.C2: No.
- 93.I: No?
- 94.C2: You need to be in the same Internet.
- 95.I: Oh, so if _____ was sitting next to you on the couch and he had his iPod and you had yours?
- 96.C2: Yes.
- 97.I: Then you can play together?
- 98.C2: Yes.
- 99.I: Oh.
- 100.C2: So sort of tap on the screen and it will say your gamer tag, and you can name yourself.

- 101.I: Oh, I didn't realize that.
- 102.C2: You just have to tap on the other person's gamer tag and you can join a game. And you can get stuff the same as they can, but if you disconnect you can also get out of the game, and they can't have your stuff. And when you join, you have all your stuff back.
- 103.I: Well you've taught me a lot of stuff that I did not know about Minecraft. Maybe I'll have to check it out.
- 104.C2: Yeah, it's pretty cool.
- 105.I: It sounds pretty cool. It definitely sounds pretty cool.
- 106.C2: And videos about Minecraft.
- 107.I: You like watching videos about Minecraft?
- 108.C2: I'm watching like 21 series about Minecraft.
- 109.I: Twenty-one series?
- 110.C2: Yeah.
- 111.I: Wow! Cool. Alright. So tell me what you know. So you know all kinds of stuff about Minecraft...

Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1).

- 112.I: What do you know about advertising? Do you know what I mean when I say advertising?
- 113.C2: Yes.
- 114.I: What do I mean? What do you know about advertising?
- 115.C2: Like someone like—well, there's two kinds of advertising. Advertising on TV when you just shout out something, like go to this place. There's also advertising like face-to-face where you just say, hey, I know this place and you should go there. And then there's advertising with posters where you just say like, come to something somewhere.
- 116.I: Okay, so sometimes you're watching TV and there's something that shouts out to you that says, hey, go to this website for more information, kind of?
- 117.C2: Yes.
- 118.I: And then sometimes you go and there's like a poster that tells you that something's happening at the school.
- 119.C2: [nod]
- 120.I: And sometimes, what was the other way you said, oh, somebody tells you about it, is that it?

- 121.C2: [nod]
- 122.I: That can be a kind of advertising too. You know a lot about advertising.
- 123.C2: Yeah, people do it to me how many times.
- 124.I: Do they?
- 125.C2: Yes. Oh, and there's also advertising on the iPad, which is kind of like a poster, and you can buy stuff.
- 126.I: And it makes you buy stuff?
- 127.C2: Well it wants to make you buy stuff.
- 128.I: Oh, it wants to make you buy stuff. And do you buy it?
- 129.C2: No, not all.

Question 2 (NQ2).

- 130.I: Do you have any favourite ads (that you've seen)? Are there any that you've seen either on TV or on the internet or somewhere and you go, wow, that's cool, or ...
- 131.C2: Yes.
- 132.I: Yeah? What's your favourite ad?
- 133.C2: It's like a zoo ad on TV.
- 134.I: On TV? And is it for a zoo, or it's just kind of ...
- 135.C2: It's for a zoo.
- 136.I: The ad is to actually ...
- 137.C2: To go to a zoo, yeah.
- 138.I: Where is the zoo, do you remember?
- 139.C2: (zoo).
- 140.I: Oh, _____. I don't remember if I know what zoo that is. I haven't seen that ad.
- 141.C2: It starts with an _____. I forget. I might see it today.
- 142.I: Oh, _____?
- 143.C2: Yeah.
- 144.I: I haven't seen the ad for _____. I have heard of people who have gone there, who said it was cool, but I haven't seen the ad.
- 145.C2: Yeah, it changes like every day.
- 146.I: Yeah? What do you think I would think if I saw the ad? Do you think I'd want to go?

- 147.C2: Yes.
- 148.I: Yeah? How come? What does it look like in the ad?
- 149.C2: You can ride horses and stuff.
- 150.I: You can ride horses? Cool...
- 151.I: So that's your favourite ad, and that is what you like about it, is you would like to go there?
- 152.C2: Yes.
- 153.I: Okay.

Question 2b (NQ2b).

- 154.I: Why do you think that there are ads for things? Why do you think they do it?
- 155.C2: Because they want to get money.
- 156.I: Because they want to get money. Who wants to get money?
- 157.C2: The people who own the places.
- 158.I: So the people who own _____?
- 159.C2: _____ and all sorts of things.

Researcher directed.

- 160.I: So I thought we could watch one ad together. Can we do that? [Sure.] Alright, I'm going to put it on, and maybe you've seen this ad before and maybe you haven't. Sometimes it takes a second because the TV, if you don't touch it for a while it goes into like sleep mode. So every time I go to do it, then I've got to turn it back on because it's shut itself off. But it should just take a sec to come back on, and I'll show you this ad, and you can tell me what you think about it. Okay.
- 161.C2: Oh yeah, these ads.
- 162.I: Have you seen these?
- 163.C2: Yes, I see them every day.
- 164.I: You see them every day? Alright. [ad plays] There you go, that's it. It wasn't very long, was it?
- 165.C2: No.
- 166.I: Have you seen that ad before?
- 167.C2: [nod]
- 168.I: Obviously, you said you see it like every day.

- 169.C2: Yeah, but I mean those kinds of ads.
- 170.I: What kinds of ads?
- 171.C2: As I see on YouTube.
- 172.I: Oh, so you've seen YouTube ads before?
- 173.C2: Yes.

Question 3 (NQ3).

- 174.I: What can you tell me about that ad?
- 175.C2: Oreo.
- 176.I: Oreo. What about Oreo?
- 177.C2: I don't know.
- 178.I: You don't know. That's okay.

Question 4 (NQ4).

- 179.I: So have you see this ad before?
- 180.C2: Yes.
- 181.I: This particular one for—yeah, you have?
- 182.C2: Yeah, I've seen it before.
- 183.I: Yeah? Where did you see it?
- 184.C2: On TV.
- 185.I: On TV? So not on YouTube, on TV? Because I think they're on both places.
- 186.C2: Yeah, but I've only seen it on TV.
- 187.I: But you've only seen it on TV.

Question 5 (NQ5).

- 188.I: Have you seen the ad for this cookie somewhere else?
- 189.C2: Yes.
- 190.I: Where?
- 191.C2: I mean, no.
- 192.I: No? You haven't seen an ad for this cookie, the Oreo cookie anywhere else.
- 193.C2: No.

194.I: No.

Question 6 (NQ6).

195.I: Who would like this item?

196.C2: Kids. People who like cookies.

197.I: People who like cookies, and kids are people who like cookies, is it?

198.C2: Yes.

199.I: So why would kids like it?

200.C2: Because they like cookies, and that's a cookie.

Question 7 (NQ7).

201.I: What is the ad trying to tell you? What was that commercial trying to tell you?

202.C2: I wonder if I eat an Oreo too, or give it to my parents or someone.

203.I: What do you think would happen if you gave an Oreo to your parents or someone?

204.C2: They're going to say thank you, or no, I'm not hungry.

205.I: So do you think that the ad is trying to get you to do that?

206.C2: No.

207.I: No? What are they trying to do?

208.C2: Just get you to buy the Oreo, and say, like stuff.

209.I: Get you to buy the Oreo. Alright.

Question 8 (NQ8).

210.I: What might the people, the characters in the ad, what might they be thinking? What do you think? The boy in the Oreo commercial, what do you think he might be thinking?

211.C2: I wonder if I do this, if it would give me my hockey dream?

Question 9 (NQ9).

212.I: And do you believe the ad?

213.C2: No.

214.I: Why not?

215.C2: Because it's like animated.

216.I: And how come animated makes you not believe it?

217.C2: Because animation is not real life, it's just like animation.

- 218.I: Animation is a big word. How do you know about animation?
- 219.C2: I don't know.
- 220.I: You're a smart guy.
- 221.C2: I don't know how I know about it, but I know what animation is.
- 222.I: Do you think that—you don't believe it, but...

Question 10 (NQ10).

- 223.I: Do you think other kids would believe this ad?
- 224.C2: Little kids, probably.
- 225.I: Little kids probably? Who are little kids, like kids that are ...
- 226.C2: My _____. Five and younger.
- 227.I: And why would they believe it?
- 228.C2: Because they're younger and they don't know much about commercials.
- 229.I: They're younger and they don't know about all these commercials and ads. Okay.

Question 11 (NQ11).

- 230.I: What do you think your parents or other grownups might think of this ad?
- 231.C2: Not believing it.
- 232.I: Why wouldn't they believe it?
- 233.C2: Because they're older and they know what I know. They know more than I know

Question 12a (NQ12a).

- 234.I: Would you ask someone to buy this item for you?
- 235.C2: No.
- 236.I: Why not?
- 237.C2: One, I'm probably not allowed, and two, my mom says not to make other people waste money, make her waste money, like you do stuff.
- 238.I: So not to let other people convince you?
- 239.C2: To pay to do stuff. She doesn't want anybody else to do it.
- 240.I: Oh.

Question 12b (NQ12b).

n/a

Question 13 (NQ13).

- 241.I: Is there anything else you'd like to tell me about that ad? or have you told me everything you might know.
- 242.C2: I told you everything.
- 243.I: You told me everything, and you know what, you know a lot.

Researcher direction.

- 244.I: So now the next part, and then we're almost going to be done after that. The next part is, we're going to have a look at some images I have. So the first one is this. Do you know what that (Easy Bake Oven) is?
- 245.C2: An Easy Bake oven?
- 246.I: An Easy Bake oven. And this one (Lego)?
- 247.C2: Lego.
- 248.I: Lego. And this one (Froot Loops)?
- 249.C2: Froot Loops.
- 250.I: And this one (Super Mario 3D World)?
- 251.C2: Furniture?
- 252.I: Furniture? Okay.
- 253.C2: I think so... Mario?
- 254.I: Yeah, it looks like furniture and them actually playing a Mario.

Question 14 (NQ14).

- 255.I: Do you have any of these things - any of these items?
- 256.C2: Lego. Sometimes I have Froot Loops, and no, I don't have Mario.
- 257.I: Or do you know about them?
- 258.C2: [nod]
- 259.I: I guess you know about all of them because you were able to tell me what all of them were, right?

Question 15 (NQ15).

- 260.I: Are any of these your favourite?
- 261.C2. [shakes head no]

Question 16 (NQ16).

- 262.I: Have you seen any ads for any of these items before?
- 263.C2: I've seen ads for the Froot Loops. I've seen ads for Lego, I've seen ads for that (Easy Bake Oven).
- 264.I: Where have you seen all these ads?
- 265.C2: TV.
- 266.I: TV?
- 267.C2: [nod] Well, Mario I've seen on YouTube, but that's it.
- 268.I: Mario you see on YouTube, but the other ones you see on TV?
- 269.C2: Well I've seen the Lego one.
- 270.I: Yeah? Do you have a favourite channel on TV you watch?
- 271.C2: Yes.
- 272.I: Yeah? What's your favourite channel?
- 273.C2: Well not on TV, but on YouTube. My favourite channel is probably 521 or 556.
- 274.I: 556 or 521, I'm trying to think of what those channels are.
- 275.C2: TLC and Family channel.
- 276.I: Family channel. What do you like on TLC?
- 277.C2: TLC? Most of my favourite shows are on there.
- 278.I: Cool. What's your favourite show?
- 279.C2: Honey Boo-Boo.
- 280.I: I don't know that one.
- 281.C2: Oh, you don't?
- 282.I: It's a cool show, is it?
- 283.C2: Yes.
- 284.I: What do you like about Honey Boo-Boo?
- 285.C2: It's just so funny.
- 286.I: Alright.

Researcher direction.

- 287.I: Now I'd like for you to decide which ad we're going to watch, because I'd like you to pick one of these items for us to look at an ad online.

288.C2: [points to Super Mario 3D World image].

289.I: That one (Super Mario 3D World), alright.

290.C2: I don't even know what ad that is, so I want to know.

291.I: You want to know what it is, and it sounds—alright, I'm just going to put this on, and it's not that long. [ad plays]

Question 17.

292.I: What do you like about (this) that ad?

293.C2: Mostly like they were just sitting in the living room and apps like that.

294.I: Oh, so you like to see it like that?

295.C2: Yeah, it's funny.

Question 18 (NQ18).

296.I: And is there something you don't like about it?

297.C2: No, not really.

298.I: No? You like everything about it?

299.C2: Yeah.

Question 19 (NQ19).

300.I: What do you think - What is this ad trying to tell you?

301.C2: You should play this game.

302.I: You should play this game?

303.C2: [nod]

Question 20 (NQ20).

304.I: What do you think that the people, the characters in the ad -what do you think that they're thinking?

305.C2: This game is fun.

Question 21 (NQ21).

306.I: Do you believe the ad?

307.C2: Yes. I don't have Mario 3-D.

308.I: Do you have any of the Marios?

309.C2: I have one, but I don't play it a lot.

- 310.I: No? How come you don't play it a lot?
- 311.C2: I don't really like Mario.
- 312.I: No? Did you get far on the levels and it was boring, or ...
- 313.C2: No, not at all.
- 314.I: Because you really didn't like it enough to play it lots?
- 315.C2: [nod]
- 316.I: So you said that yes, you believe the ad, it looks like fun.
- 317.C2: Yes.

Question 22 (NQ22).

- 318.I: Do you think that other kids would believe the ad?
- 319.C2: Believe the ad?
- 320.I: [nod]
- 321.C2: Yes.
- 322.I: Yes? Why?
- 323.C2: Because it's Mario. Everybody likes Mario

Question 23 (NQ23).

- 324.I: Would you like to have this item?
- 325.C2: Yes.
- 326.I: Yes? Why?
- 327.C2: Because it looks like fun.
- 328.I: Because it looks like fun. You look like a guy who likes things that are fun and funny. Am I right?
- 329.C2: That's why I watch YouTube.

Question 24a (NQ24a).

- 330.I: Would you ask someone to buy this item for you?
- 331.C2: Yes, my aunt.
- 332.I: Yes - your aunt? Why?
- 333.C2: Because she usually goes to _____.

Question 24b (NQ24b).

334.I: So do you think your aunt would buy it for you?

335.C2: Yes.

336.I: Yeah? Why?

337.C2: Because she thinks that I would like it.

Question 25 (NQ25).

338.I: Is there anything else you would like to tell me about this ad?

339.C2: No.

340.I: Alright.

341.I: Well thank you for sharing your thoughts about these ads, _____. I enjoyed learning about these ads with you. You taught me a lot about Minecraft too. I'll have to go check that out. So now would you like to go play in the playroom for a while, while I talk to your (parent) about some questions about media? Or you can go check out the cats or whatever.

342.C2: Okay.

343.I: Do you want to do that?

344.C2: Sure.

345.I: Alright, thank you _____.

Stage Three : Ecological Context

346.I: So did you have any questions about it (questionnaire), or everything was fine?

347.P2: No, everything was great.

348.I: Alright, so my only other kind of two or three questions are - In thinking about the media in general, including TV shows, movies, internet, whatever, videogames, would you say that those media are mainly influencing ____ or other children in a negative or a positive way, or that it doesn't really influence once way or another?

349.P2: I think a little bit of both.

350.I: A little bit of both? How both? So you think he's getting some positive influence from it, and some negative from it.

351.P2: Well yeah, because negative it tries to get you to buy things that are really not—like they'll say things and he'll ask me and I'll say, that's just because they want to sell the product. It doesn't mean it's good for you.

352.I: Right.

353.I: And will he believe you about that?

354.P2: Well, I'm hoping he does. Yeah, yeah, like he buys that from me. Yeah, exactly.

- 355.I: Exactly.
- 356.P1: And then on the good part, I think some things are educational sometimes.
- 357.I: Yes.
- 358.P1: I'm trying to think of where it would be, but it is, I know it is. Some things are educational.
- 359.I: Yeah, well even if we think of the Internet and what they use the Internet for sometimes - for school or whatever, right? I mean, we all do in terms of looking up the weather.
- 360.P2: Yes, he'll ask me a question and if we don't know it, then, yes.
- 361.I: Yeah, I go on the internet every morning to check what the weather is going to be like that day [Yeah, so it is good.] so it is educational in that way, yeah. Okay. And so my other question is, how concerned are you that children are being exposed to too much like violent content or sexual content [Yes.] or advertisements, like, yes, yes, yes [Yes.] through media. Do you think they're getting too much [Yeah, they are.] in terms of all of it, or in terms of more violence, more sexual, more ...
- 362.P2: I think it's all, pretty average. I think they are anyway.
- 363.I: Yeah, that it would be too mature for them or that they're getting access to too much, or ...
- P2: They can access a whole lot. They're smarter than we ever thought they are.
- I: They're smarter, yeah. Sometimes I think they're smarter than we are [They are.] in terms of ...
- P2: Because I had blocks on stuff, like for the their iPads, and whatever, and they'll sometimes say, oh, can I get this, and you unblock it and it's just like, well how did you get that? And it was an app and it looks like Lego. I can't even remember what app it is. And he goes, he had to put an e-mail address in and a password in. He tried to make up an e-mail address, then he used my e-mail address, because he knows my e-mail address, and put a password in, and it let him do it.
- I: And it let him do it?
- P2: Yes, because you don't need, as long as they have an e-mail address, they can use anybody's e-mail address in the world.
- I: Because they don't ask again for confirmation, yeah, so some of the more reliable things, like if I was going to buy something, or if I want to join something, sometimes it will then send you an e-mail and you have to confirm. [Yes.] And then it lets you into the site.
- P2: But not in apps you don't. [Okay.] You don't have to put, like if you have a Hotmail account, you don't have to put your Hotmail password, the one that you made [Yeah, your real one.] to get into your e-mails. You can make it whatever you want, every site you go to, and he did it.
- I: So he used your e-mail and then his own password and got onto [Yeah.] and what was the site? You don't remember the site.

- P2: It was some kind of Lego app that you build worlds or whatever, but there is things there that pop up. Media things pop up on these sites, and these whatever, and he's been warned. I get things in my e-mail to let me know what you've been on, so ...
- I: Yes. I know ____ came to me yesterday or the day before and she said, okay, what do I put here? And I said, no, no, you don't put anything there, because it was wanting to—I forget what app, what little game she was on, but it wanted to buy things with real money. But some of them, the games that she plays, you buy with the money that you earn on the game, do you know what I mean? And so she thought that that's what she was going to use. And I'm like, no, no, no, you don't put anything there because it's going to go to real money. And she said, oh, okay, sorry.
- P2: Well there was one site, there was an app and it was Kitty something, a white kitty. And how did I find out from it, from Facebook that they said, watch out for this apps. I searched it on their iPads, it was on there and it was just like Talking Tom, but this was another kitty. It was a white kitty cat. It asks them, you haven't been here, where are you at? Where have you been? And it would ask them person questions. I went on it and searched it, and it did. They warned the parents about it, like get it off because I guess they can get in through the camera, they can see where they're at—and they had it on there. It was creepy. [Yeah.] So you know, those things, educational-wise, I can learn about it too, but there's things out there that are too much for us. Too fast. Growing too fast for me, anyway.
- I: Growing too fast, yeah, and I think you're right when you say that, I mean, the kids sometimes have way more knowledge about it than the adults, because they're growing up in that world and we didn't grow up in that world. Yeah, exactly. I'm learning from my—and Claire and Daniel were, oh, just do this, this and this and you go back to the screen you were on. Oh, thanks. You know?
- P2: Yes, that's what I mean. They're educating us on electronics.
- I: Wow. And the only other part was in terms of the advertising, do you think that it's inappropriate content in ads or just that the advertisements make the children want to buy [Yeah.] it makes them want to buy things and not things that they need, or ...
- P2: Well some of the commercials don't make sense. I'm trying to think what it is, and it's just like, what was that commercial about. Or at the end, you'll understand—and it's just like, okay. No. And they use half-naked women and whatever else, to get your attention to buy it.
- I: Yeah, I know in particular when you watch the—do you watch the Super Bowl ads?
- P2: Isn't it all beer?
- I: Well, whatever they are, but it's always like this very like, farfetched trying to figure out what they're actually trying to sell. It's like okay, what's that ad for?
- P2: You have to watch it a couple of times. Okay, that's what they're trying to sell.

...

Appendix L

Transcription of Session (C3) Holly and (P3) Heather

Stage One: ToM**Item 6**

- 1.I: So the first thing we're going to do is, I'm going to read you a couple of short stories, and you're going to listen really carefully and just tell me what you think? Okay? [nod]
Will you do that? [nod] Alright, so the story goes like this. *Father and mother are at a birthday party. They only know a few people and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 2.I: What does the father mean? What do you think the father means?
3.C3: That he likes going there.
4.I: That he likes going there?
5.C3: [nod]

Item 6-2.

- 6.I: Why does the father say: "It's a pleasure to be here!""? Why do you think the father says, "It's a pleasure to be here!""?
7.C3: Because he's happy that someone would let him be there.
8.I: Because he's happy that someone let him be there. He's happy that somebody invited him there? Yeah? Okay. Great job.

Item 7

- 9.I: The next question- and I know you're really going to like this one because I saw you acting on stage last night—is pretending different actions. Do you like to pretend things? [nod] I'm going to read you some questions and you're going to pretend what I'm going to ask you to pretend. So the first one is...

Item 7-1.

- 10.I: Pretend to comb your hair.
11.C3: [runs fingers through hair]
12.I: Oh, you're going like that with your fingers in your hair, pretending that your fingers are like a brush or a comb.

Item 7-2.

- 13.I: Can you pretend to brush your teeth?

14.C3: [hand is moving up and down over her teeth as she smiles]

15.I: I see a hand going up and down, over those teeth, and you're smiling.

Item 7-3.

16.I: Pretend to act as if you're feeling cold.

17.C3: [pretends to shake upper body]

18.I: Oh, _____ is feeling cold!

Item 7-4.

19.I: How can I see that you're feeling cold?

20.C3: Because it might be cold in the room.

21.I: Because it might be cold in the room. Any other ways I might be able to see that you're feeling cold?

22.C3: Because I was shaking.

23.I: Because you're shaking. You are shaking. Any other reasons, or ways?

24.C3: [shakes head no]

25.I: No. Those are pretty good ways. Because it might be cold in the room and _____ is shaking. She's holding her arms and she's going like this, "brrr."

Item 7-5.

26.I: Now, and if you've ever had to do this before- if you've had to take some kind of yucky medicine...

27.I: Pretend that you're drinking something that tastes nasty.

28.C3: [tongue sticking out and shakes head from side to side]

Item 7-6.

29.I: How can I see that it tastes nasty?

30.C3: Because I'm shaking my head.

31.I: Because you shake your head, yeah, and you went like that with your tongue. So I could tell that you were tasting something nasty, and not a yummy, yummy—what do you really like to drink?

32.C3: Water.

33.I: Water? Cool. That's a healthy thing to drink.

Item 7-7.

34.I: And now pretend that you are scared.

35.C3: [hands tremble and eyes grow wide]

Item 7-8.

36.I: How can I see that you're scared?

37.C3: Because—I don't know.

38.I: Because, what? That's okay. How could I see that you're scared?

39.C3: Because maybe I was watching a scary show.

40.I: Because maybe you were watching a scary show. Okay.

Item 9

41.I: One last little story. I'm going to read you the short story, and you listen carefully. *It's summer. just like today, Will and Mike are on vacation. Do you like to be on vacation? [nod] They go out for a bicycle ride. Suddenly there's a downpour. Do you know what a downpour means? [shakes head no] It means that it's pouring rain. There's a downpour, and they have to find a shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

42.I: What does the man mean?

43.C3: I don't know.

44.I: You don't know. That's okay.

Item 9-2.

45.I: Is it true what the man says? [pause]... when he says, "Wow, we have nice weather today!"?

46.C3: [shakes head no]

47.I: No? It's not true?

48.C3: [shakes head no]

Item 9-3.

49.I: Why does the man say, "Wow, we have nice weather today!"?

50.C3: Maybe because he wasn't looking at the rain, and he didn't see it.

51.I: Oh, maybe he wasn't looking at the rain and he didn't see it. So he thought it was a nice day? Okay.

52.I: Thanks for answering those questions, ____.

Stage Two: Children's Understanding of Media

Pre-activity

- 53.I: So I have another question for you. What is your favourite—and I might know because you already told me that you have an iPad—what's your favourite media activity to do? Do you like to watch TV or go on the internet, or go on an iPad, or play videogames, what's your favourite thing like that to do?
- 54.C3: Go on an iPad.
- 55.I: Go on an iPad? Do you have favourite games? What's your favourite game on the iPad? Do you know the name of it? What's the name?
- 56.C3: Baby Egg.
- 57.I: Baby Egg? I don't know that one. Is it like a game? - what do you have to do?
- 58.C3: You get money when you first get it, and then you can buy baby eggs, and then you can play with them, and clean them and feed them.
- 59.I: Oh wow, so they kind of become your pets? And do the baby eggs hatch into something? What do they hatch into?
- 60.C3: I only made one hatch, and it was a piñata.
- 61.I: A piñata, oh, so they don't hatch into a little animal or something, they hatch into a thing. Cool. So then what do you do with the piñata when you get it?
- 62.C3: Nothing.
- 63.I: Nothing. Does it give you anything else, or no, then you just get another egg and start over?
- 64.C3: You can play with it.
- 65.I: You can play with it? [nod] Okay, so then it gives you kind of like another game, because then you can play with the piñata? Cool.
- 66.I: Do you like to watch—so that's your favourite game to play? [no response] Maybe I'll have to tell ____ about that one because I don't think she's played that one. If you really like it, then she might really like it too, hey? Because I know you girls both like some of the same things. What about TV? Do you like to watch TV? Do you have a favourite show or a favourite channel?
- 67.C3: I think so.
- 68.I: You think so? What do you like to watch on TV? Not sure? No? That's okay. You can think about it. Now, I have a few other questions. Are you still good?
- 69.C3: [nod]

70.I: Alright.

Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1).

71.I: Tell me what you know about advertising? Have you ever heard that word before - advertising?

72.C3: [shakes head no]

73.I: No? What do you know about advertising? Anything? No? Do you know what a commercial is?

74.C3: [nod]

75.I: What's a commercial?

76.C3: It sometimes says, you can buy stuff at Wal-Mart.

77.I: It sometimes says you can buy stuff at Wal-Mart, and where do you see a commercial?

78.C3: On TV.

79.I: On TV.

Question 2 (NQ2).

80.I: Do you have any favourite ads? ... or favourite commercials that you've seen on TV?

81.C3: [shakes head no]

82.I: No? None that you remember and you think, ah, I really like that ad. No?

83.C3: I think I do, but I don't remember.

84.I: Okay, that's okay.

Question 2b (NQ2b).

85.I: Why do you think there are ads and commercials for things?... and you already told me. Why do you think there's ads or commercials for-

86.C3: To tell people that there's stuff at places.

87.I: To tell people that there's stuff at places, and what else?

88.C3: Sometimes it shows some videos.

89.I: Sometimes it shows some videos. Great.

Researcher direction.

90.I: So I'd like to show you one commercial. Is that okay? Can I show you a commercial? Would you like to watch it with me, just about- not even a minute long? Would you like

to do that? Alright. So I'm going to put it on, and you know what, it's on the computer, but I'm going to put it on that great big screen. Is that okay? That way it'll be easier for us to see it. I'm going to show you this commercial and ask you a few very short questions about it. It'll take one second, because the TV turns itself off if you don't touch it for a while. Does your TV do that? No? [ad plays] That's it. It wasn't very long, was it?

91.C3: I saw it before.

92.I: You saw it before? You're sneaking ahead. [laugh] That was one of my questions, to see if you had already seen this before. So...

Question 4 (NQ4).

93.I: Have you seen this ad before? You have seen it. Where did you see it?

94.C3: On TV.

95.I: On TV?

96.C3: [nod]

Question 3 (NQ3).

97.I: What can you tell me about (this) that ad or that commercial? What can you tell me about it?

98.C3: He likes Oreos.

99.I: That he likes Oreos—who likes Oreos, the people in the commercial?

100.C3: [nod]

101.I: What else can you tell me about that ad?

102.C3: He was playing with the Oreo.

103.I: What was he doing with the Oreo.

104.C3: He was playing hockey with it.

105.I: He was playing hockey with it?

106.C3: He threw it at the garage door.

107.I: He threw it at the garage door. Have you ever done that with an Oreo cookie?

108.C3: [shakes head no]

109.I: No. What else can you tell me about that ad?

110.C3: I think he really liked Oreos.

111.I: You think he really liked Oreos. Do you like Oreos?

112.C3: [shakes head no]

113.I: No? Not so much.

Question 5 (NQ5).

114.I: Have you seen ads for this cookie somewhere else? Have you seen an ad for an Oreo cookie somewhere else?

115.C3: [shakes head no]

116.I: No? Just that commercial?

117.C3: [nod]

Question 6 (NQ6).

118.I: Would you like to have that item? -the Oreo cookie, would you like to have [shakes head no]- no? Because you said you didn't like them?

119.C3: [nod]

120.I: So you wouldn't like to have it because you don't like Oreos? No?

121.C3: [nod]

Question 7 (NQ7).

122.I: What do you think that the ad is trying to tell you? What do you think they're trying to tell you in that ad?

123.C3: That he might want all of the Oreos in the world.

124.I: That he might want all of the Oreos in the whole wide world?

125.C3: [nod]

126.I: What else is the ad trying to tell you?

127.C3: You can buy them.

128.I: That you can buy them. You know lots about this ad. What else do you think the ad might be trying to tell you?

129.C3: I don't know.

130.I: You don't know. That's okay, alright, you already know a lot about it.

Question 8 (NQ8).

131.I: What do you think the characters and the people in the ad might be thinking? What might they be thinking?

132.C3: They're thinking of Oreos.

133.I: They're thinking of Oreos, and that's all they're thinking, Oreos? Yeah?

134.C3: [nod]

Question 9 (NQ9).

135.I: Do you believe this ad? Do you believe it?

136.C3: [nod]

137.I: Yes? Why do you believe it?

138.C3: Because Oreos are really a thing.

139.I: Because Oreos are really a thing. Okay.

Question 10 (NQ10).

140.I: Do you think other kids would believe the ad?

141.C3: [nod]

142.I: Yeah? Why?

143.C3: Because lots of people eat Oreos.

144.I: Because lots of people eat Oreos. Do you know people who eat Oreos? Yeah? Does (sibling) like Oreos? No? But you know other people that eat Oreos?

145.C3: I don't think so.

146.I: You don't think so?

147.C3: [shakes head no]

Question 11 (NQ11).

148.I: What do you think your parents or other grownups might think of this ad? [pause] What do you think they would think?

149.C3: That they should buy some.

150.I: That they should buy some.

Question 12a (NQ12a).

151.I: Would you ask someone to buy you this item for you?

152.C3: [shakes head no]

153.I: No? Why not?

154.C3: Because I don't like them.

155.I: Because you don't like them.

Question 12b (NQ12b).

n/a

Question 13 (NQ13).

156.I: Is there anything else you want to tell me about this ad?

157.C3: [shakes head no]

158.I: No? That's it. That's good. Alright.

Researcher directed.

159.I: So now the next part, you get to decide. We're going to watch one more commercial, one more ad, and you get to pick which one we're going to watch. I'm going to show you four pictures, and then you get to decide which one of these is your favourite, and which one you'd like to see. So I have this one (Easy Bake Oven). Do you know what that is? What is it?

160.C3: Easy Bake.

161.I: Easy Bake. And I have this one (Lego). I bet you know what that is - what's that?

162.C3: Lego.

163.I: Lego. And I have this one (Froot Loops).

164.C3: Froot Loops.

165.I: Froot Loops. And I have this one (Super Mario 3D World). Do you know what this one is?

166.C3: [shakes head no]

167.I: So you've seen all of the others before, but you haven't seen this one before. This one is actually for a Wii game. I think it's actually like a Super Mario game, a 3D Super Mario game. Okay?

Question 14 (NQ14).

168.I: Do you have any of these items?... any of these things? Yeah? Which ones?

169.C3: That [points to Easy Bake image] and (sibling) has that [points to Lego image].

170.I: And (sibling) has Lego. Have you ever eaten Froot Loops? No?

171.C3: [shakes head no] (sibling) ate those.

172.I: What do you know about Easy Bake and Lego?

173.C3: Easy Bake makes lots of cupcakes, and Lego builds houses.

174.I: Okay.

Question 15 (NQ15).

- 175.I: Are any of these your favourite? What?
- 176.C3: The Lego.
- 177.I: The Lego is your favourite. Why is it your favourite?
- 178.C3: Because I like helping (sibling) make houses.
- 179.I: Oh, you like helping (sibling) make houses. I bet you he likes when you help him, because you know what, Lego is much faster when you build together, isn't it?

Question 16 (NQ16).

- 180.I: Have you seen ads for this item before?
- 181.C3: [shakes head no]
- 182.I: No? And have you seen ads for any of the other ones before? Have you ever seen a commercial on TV or an ad for ...
- 183.I: Have you seen ads for any of these items before?
- 184.C3: For that one [points to Froot Loops].
- 185.I: For Froot Loops? Yeah?
- 186.C3: [nod] And I think a long time ago, an Easy Bake oven.
- 187.I: And you think a long time ago, an Easy Bake oven. What did you think when you saw them - those ads?
- 188.C3: That we could have bought it.
- 189.I: That we could have bought it, and did you want to buy it?
- 190.C3: [nod]
- 191.I: Yeah? Why did you want to buy it?
- 192.C3: Because that makes cupcakes, and I knew that (sibling) likes Froot Loops.
- 193.I: Ah, so you thought that it might be something that you would like?
- 194.C3: [nod]

Researcher directed.

- 195.I: So now, I would like you to pick any one of these items for us to look at an ad online. We'll look at a commercial for one of them. Which one would you like to look at, to look at the ad, just like we did for the Oreo one. Now we'll look at the ad for one of these items. Which one? Lego? Alright. [ad plays] Alright.

Question 17 (NQ17).

- 196.I: What do you like about that ad?

197.C3: That they made the planet with Legos.

Question 18 (NQ18).

198.I: Is there something you don't like about that ad?

199.C3: No.

200.I: No? You liked it all?

201.C3: [nod]

Question 19 (NQ19).

202.I: What is the ad trying to tell you?

203.C3: That you can buy Lego, that they're really fun to play with, that you can build houses.

204.I: That you can buy Lego, they're really fun to play with and you can build houses.

Question 20 (NQ20).

205.I: What might the characters, the people that are in the ad, what might they be thinking?

206.C3: That they love Lego so much.

207.I: That they love Lego so much?

208.C3: [nod]

Question 21 (NQ21).

209.I: Do you believe the ad?

210.C3: [nod]

211.I: Why do you believe it?

212.C3: Because (sibling) has some.

213.I: Because (sibling) has some?

214.C3: [nod]

215.I: Do you think that (sibling) thinks like the characters in the ad?

216.C3: [nod]

217.I: Yeah? Why?

218.C3: Because (sibling) really likes Lego.

219.I: Because (sibling) really likes Lego.

220.C3: And (sibling) is good at building.

221.I: And (sibling) is good at building.

Question 22 (NQ22).

222.I: Do you think other kids would believe the ad?

223.C3: [nod]

224.I: Yeah? Why?

225.C3: Because they might have some.

226.I: Because they might have some.

Question 23 (NQ23).

227.I: Would you like to have this item?

228.C3: [nod]

229.I: Yes? Why?

230.C3: Because it's fun to play with.

231.I: Because it's fun to play with.

Question 24a (NQ24a).

232.I: Would you ask someone to buy this item for you?

233.C3: [nod]

234.I: Yeah? Why?

235.C3: Because I can build houses.

236.I: Because you can build houses.

Question 24b (NQ24b).

237.I: Who do you think would buy it for you?

238.C3: My mom.

239.I: Your mom? Why would your mom buy it for you?

240.C3: Maybe because it was my birthday?

241.I: Maybe because it was your birthday?

Question 25 (NQ25).

242.I: Is there anything else you'd like to tell me about that ad?

243.C3: [shakes head no]

244.I: No? Alright.

245.I: Well thanks for sharing _____, all your thoughts about the ads. I enjoyed learning about these ads with you. Now we're all done. Would you like to go play in the playroom now for a while, while I talk to your [parent] about some questions about media? [nod] Awesome. Alright, you can take this doll or that doll, or both of them down to the playroom.

Stage Three: Ecological Context

246.I: So you didn't have any questions about that (questionnaire)?

247.P3: [shakes head no]

248.I: So my only question is, in thinking about media, so including TV shows, movies, music, videogames, would you say that those media are mainly a positive influence in _____'s life, or a negative, or not one way or the other—or both. You might think both.

249.P3: I've never really thought much about it I guess, but I guess there's probably a bit of both.

250.I: A bit of both. A bit of positive and negative. So what do you think would be the positive influences?

251.P3: I know there's some things they do that are educational, so they do learn some things like that.

252.I: And _____, I noticed she has an iPad.

253.P3: Yeah, well I mean, she uses it a lot to communicate with friends, so I think that's kind of neat that they can do that. And I mean, some of the games that she plays are educational. They can be math-related or something like that.

254.I: So what does she use in terms of communicating with friends?

255.P3: Face time, or texting, messaging, whatever.

256.I: Yeah, with little friends her age? [Yeah.] Cool. And how concerned are you that your children are being exposed to too much violent content or adult language or advertising? How concerned are you that they're being exposed to too much of that, or are you?

257.P3: Oh yeah, I'm concerned. I'm sure that everybody is, but I don't think that they are being exposed too much to it, I guess. From what I can see how they're using it, it's not a big concern yet, but I suppose you have to keep tabs on it so that they don't become—yeah.

258.I: And so it sounds like you're monitoring to some extent [Yeah.] what they're exposed to.

259.P3: Yeah, not always, but I try to make sure that yeah, if they're downloading new apps, that it's something that is suited for them.

260.I: Yeah, exactly. And what about advertising? Do you feel that in terms of the ads that they see, that there would be either inappropriate content, or that advertising makes the children want to buy the things that they see? Do you have an issue with advertising, or do you not have an issue with advertising?

- 261.P3: I don't think I really have an issue with it, I mean, it's there, you can't avoid it. But I think what you said about influencing them to want something, and seeing something they shouldn't. Yeah, it is there because sometimes if it's something on TV, if it's something that they're not watching, say, something my husband is watching or something, then there might be something a little bit inappropriate. So yeah, it is a concern, so we try to—but it's not always easy. You try to watch it when they're not there or something, but—so, yeah, I guess—hopefully it will not cause too much bad influences, but it's there.
- 262.I: And anything that you wanted to share or any questions that you had, or ...
- 263.P3: No, I'm good.
- 264.I: So yeah, basically what I'm looking at finding out is just what kids like ____, or other children her age, from seven to nine, or seven and eight years old, because it's up to nine, just what they understand of the ads they see. So do they get it, and do they then want to buy the things they see, and what influences whether they understand it or not, or you know, that whole ...
- 265.P3: I think they're more influenced by what their friends have than what they're seeing on TV. Like they might say they like it and they'd like to have it, but I say, well no, it's too expensive, or you don't need that, or whatever. They're usually more okay than if their friend has it, I find. [Okay.] Than if they have and not everybody else has it.
- 266.I: Yeah, if everybody else has it, so yeah, the peer would influence them more [I think so.] in terms of wanting something or not, than the ad itself.
- 267.P3: I think so, yeah.
- 268.I: Okay. Alright, well thank you. Thank you, thank you.
- 269.P3: You're welcome.

Appendix M

Transcription of Session (C4) Mary and (P4) Marsha

Stage One: ToM**Item 6**

- 1.I: I'll read you a short story, and you can listen carefully, and the story goes like this—
Father and mother are at a birthday party. They only know a few people, and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"

Item 6-1.

- 2.I: What do you think (does) the father means?
 3.C4: [shakes head no]

Item 6-2.

- 4.I: Why does the father says, "It's a pleasure to be here!?" [pause].
 5.C4: [no response]
 6.I: [repeat] *Father and mother are at a birthday party, and they only know a few people and think the music is too loud. "Wow" says the father, "It's a pleasure to be here!"*
 7.C4: I'm not sure.
 8.I: You're not sure?
 9.C4: [shakes head no]
 10.I: That's okay. Alright.

Item 7

- 11.I: The next one is pretending and I know you like acting sometimes, right? I'm sure you'll like this one. So I'm going to read you some things to pretend and you're going to pretend doing them. Do you feel like acting a little bit maybe?

Item 7-1.

- 12.I: Can you pretend to comb your hair?
 13.C4: [places hand on head and moves hand in a downward motion]
 14.I: Awesome. You're pretending to comb your hair, going over your hair with your hand like that, like a brush or a comb.

Item 7-2.

- 15.I: Now pretend to brush your teeth.

16.C4: [moves hand back and forth over her open smile]

17.I: Awesome. Those are going to be some clean, sparkly teeth, your hand going over your teeth like that.

Item 7-3.

18.I: Now, pretend to act as if you're feeling cold.

19.C4: [crosses arms]

20.I: _____ is cold.

Item 7-4.

21.I: How can I see that you're feeling cold?

22.C4: Because my arms are crossed.

23.I: Because your arms are crossed. Any other ways that I can see that you're feeling cold?

24.C4: I might be shivering.

25.I: You might be shivering, and that will let me see that you're cold, right?

26.C4: [nod]

Item 7-5.

27.I: Now, pretend to drink. Pretend that you're drinking something that tastes nasty, like the yuckiest medicine you've ever had.

28.C4: [no response]

29.I: Pretend to drink something that tastes nasty. It tastes nasty.

30.C4: [no response]

31.I: Do you know what nasty means? What does nasty mean?

32.C4: It just doesn't taste good.

33.I: It doesn't taste good, yeah.

34.C4: I'm not sure how to do it.

35.I: You're not sure how to do it? Maybe - do you make a funny face sometimes? No? Maybe you love when it's time to take medicine, you don't find it tastes nasty? That's okay.

Item 7-6.

36.I: How do you think that I could tell that (it) something tastes nasty? Do you think that I could see that I think what you're drinking tastes nasty?

37.C4: My face.

38.I: Your face?

39.C4: [nod]

Item 7-7.

40.I: Now pretend that you're scared.

41.C4: [eyes grow wider]

Item 7-8.

42.I: How can I see that you're scared?

43.C4: My face.

44.I: Your face. What's different with your face when you're scared?

45.C4: My eyes get big.

46.I: Your eyes get big. Awesome.

Item 9

46.I: Now one more short story. So I'll read you a short story, and you listen carefully. And the story goes like this. *It's summer, just like today, Will and Mike are on vacation. They go out for a bicycle ride. Suddenly, there's a downpour. Do you know what a downpour is? And they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "wow, we have nice weather today!"*

Item 9-1.

47.I: What does the man mean? What do you think he means?

48.C4: I don't know.

49.I: You don't know?

50.C4: [shakes head no]

Item 9-2.

51.I: Is it true what the man says?

52.C4: No.

53.I: It's not true what he says?

54.C4: [shakes head no]

55.I: Why is it not true?

56.C4: Because rain isn't a good weather.

57.I: Because rain isn't a good weather.

Item 9-3.

58.I: Why does the man say, "Wow, we have nice weather today!"?

59.C4: I don't know.

60.I: You don't know why he would say that?

61.C4: [shakes head no]

62.I: Because you said it wasn't true, right?

63.C4: [nod]

64.I: Alright. Good.

Stage Two: Children's Understanding of Media

Pre-activity

65.I: My next question is more about the activities, so things like watching TV, playing videogames, going on the iPad, watching movies. What is your favourite media activity to do? What is your favourite media thing to do?

66.C4: Watch TV.

67.I: Watch TV? Do you have a favourite show or a favourite channel?

68.C4: Not really.

69.I: No? What shows do you like to watch?

70.C4: I'm not sure, really.

71.I: No? Do you watch a lot of shows in the summertime?

72.C4: [shrugs shoulders]

73.I: Maybe not, because I know that you like to spend lots of time at the beach in the summertime.

74.C4: Usually when it's raining we don't go to the beach, then we're watching TV.

75.I: Then you're watching TV, yeah. Do you watch shows that are on Treehouse?

76.C4: No.

77.I: You don't watch cartoons anymore? No? Maybe on Disney channel, or ...

78.C4: Well usually when I'm at grandparents' house, I watch Family, since we don't get that channel anymore.

79.I: Oh, it's kind of a treat to watch it over at _____'s? Awesome. And when you're watching TV, when you're watching those shows, do you sometimes see some commercials?

80.C4: Yeah.

81.I: Yeah?

Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1).

82.I: Tell me what you know about advertising. [pause]

83.C4: [no response]

84.I: Do you know that word, advertising?

85.C4: [shakes head no]

86.I: No?... Advertising is kind of like commercials. A commercial is a type of advertising.

Question 2 (NQ2).

87.I: Do you have any favourite ads or commercials that you've seen?

88.C4: No.

89.I: No?

90.C4: [shakes head no]

Question 2b (NQ2b).

91.I: Why do you think there are commercials or ads for things?

92.C4: To show new stuff so you can buy it at stores.

93.I: To show new stuff so you can buy it at stores sometimes? And do sometimes you want those things?

94.C4: [nod]

Researcher direction.

95.I: I have an ad that I'd like for us watch together, to view together. Is that okay? [nod]. Alright. And then you can tell me what you know about this ad. Maybe you've seen it before, maybe you haven't. Either way, that's okay. It's not very long. [ad plays] It wasn't very long, was it?

96.C4: No.

Question 3 (NQ3).

97.I: What can you tell me about that (this) ad? What can you tell me about it?

- 98.C4: It's about Oreos.
- 99.I: It was about Oreos. What else can you tell me about it?
- 100.C4: It was about hockey too.
- 101.I: It was about hockey too?
- 102.C4: The little boy giving an Oreo to his mom and dad, and practicing hockey in the kitchen. And I think that's it.
- 103.I: That's it. That's a lot. You know a lot about that ad.

Question 4 (NQ4).

- 104.I: Have you seen this ad before? Have you seen that commercial before?
- 105.C4: Yeah.
- 106.I: You have? Where did you see it before?
- 107.C4: On TV.
- 108.I: On TV?

Question 5 (NQ5).

- 109.I: Have you seen ads for this cookie somewhere else? Have you seen ads for an Oreo cookie somewhere else?
- 110.C4: No.
- 111.I: No? Just that one?

Question 6 (NQ6).

- 112.I: Would you like this item?
- 113.C4: [nod]
- 114.I: Why?
- 115.C4: Because they're cookies.
- 116.I: Because they're cookies. And do you like cookies?
- 117.C4: [nod]
- 118.I: Do you like Oreo cookies?
- 119.C4: I don't like that type, but I like different types.
- 120.I: Different types of cookies or different types of Oreo cookies?
- 121.C4: Oreo.

122.I: Are there different types of Oreo cookies?

123.C4: Yeah.

124.I: Oh, right. There's some that are mint, are they? What kind do you like?

125.C4: I like, I think it's a birthday party one.

126.I: I think we got those once maybe, or we saw them. I can't remember if we had them or not, but I seem to recall them. Those are your favourites, are they?

127.C4: I haven't tried the mint ones.

128.I: No? I don't know if you can still get them or not. I remember them from a while back.

Question 7 (NQ7).

129.I: What is the ad trying to tell you? [pause] What do you think the ad is trying to tell you?

130.C4: That you can buy Oreos.

131.I: That you can buy Oreos.

132.C4: I think that's it.

133.I: That's it.

Question 8 (NQ8).

134.I: What might the characters in the ad be thinking? [pause] So what might the little boy and the mom and the dad, what might the characters in the ad be thinking?

135.C4: I don't know.

136.I: You don't know.

Question 9 (NQ9).

137.I: Do you believe the ad?

138.C4: I don't know.

139.I: You don't know?

140.C4: [shakes head no]

Question 10 (NQ10).

141.I: Do you think other kids would believe the ad?

142.C4: Maybe.

143.I: Maybe? Why?

144.C4: I'm not sure.

145.I: You're not sure. That's okay.

Question 11 (NQ11).

146.I: What do you think your parents or other grownups might think of this ad? [pause] What would your mom or dad think if they watched this commercial?

147.C4: I don't know.

148.I: You don't know? Do you think they'd want Oreos too?

149.C4: Maybe.

150.I: Maybe?

Question 12a (NQ12a).

151.I: Would you ask someone to buy this item for you?

152.C4: No.

153.I: No? You wouldn't ask anyone to buy the Oreo cookies for you?

154.C4: [shakes head no].

155.I: No? Why not?

156.C4: I don't really like them.

157.I: You don't really like them. That's a good reason. Alright.

Question 12b (NQ12b).

n/a

Question 13 (NQ13).

158.I: Is there anything else you'd like to tell me about this ad?

159.C4: No.

160.I: No? That's okay.

Researcher direction.

161.I: So the next ad that we look at, you're going to get to pick. So first we're going to have a look at some images I have. So here is the first one, and you might know some of them and you might not. Here's the first one, and here's the second one. And here's the third one, and here is the fourth one.

Question 14 (NQ14).

162.I: Do you have any of these items or know about them?

163.C4: I know about that one (Easy Bake Oven) and that one (Froot LoopsFroot).

- 164.I: That one (Easy Bake Oven) and that one (Froot Loops). So what do you know about this one (Easy Bake Oven)?
- 165.C4: That it's an Easy Bake oven.
- 166.I: That it's an Easy Bake oven. Do you have an Easy Bake oven?
- 167.C4: No.
- 168.I: No? But you just know about it?
- 169.C4: Yeah, I think we used to have one maybe.
- 170.I: And what do you know about this one (Froot Loops).
- 171.C4: That they're cereal.
- 172.I: That they're cereal. Do you know what kind of cereal they are?
- 173.C4: Froot Loops.
- 174.I: Have you had Froot Loops before?
- 175.C4: Yeah.
- 176.I: Do you have them often?
- 177.C4: Not really. We don't usually buy them.
- 178.I: You don't usually buy them, but you've had them before?
- 179.C4: Yeah.
- 180.I: And what about this one (Lego). Do you know anything about this one (Lego)?
- 181.C4: It's a piece of Lego.
- 182.I: Do you have Lego?
- 183.C4: We have some Lego, but we can't usually find it.
- 184.I: You can't usually find it?
- 185.C4: We don't usually play with it.
- 186.I: You don't usually play with the Legos? Yeah, I know from... that you girls like to do a lot of dress up play and stuff like that, hey?
- 187.C4: [nod]
- 188.I: And this one (Super Mario 3D World), have you ever seen this before?
- 189.C4: No.
- 190.I: It's actually kind of like a Super Mario game, like a Wii game.

191.C4: Oh.

192.I: A picture from it.

Question 15 (NQ15).

193.I: Are any of these your favourite.

194.C4: This one (Easy Bake Oven).

195.I: This one. Why is it your favourite?

196.C4: Because I want one.

197.I: Because you want one.

Question 16 (NQ16).

198.I: Have you seen ads for (any) of these items (before)?

199.C4: I saw one for the Froot Loop one and the Easy Bake oven one.

200.I: And the Easy Bake oven one?

201.C4: Maybe the Lego one, I'm not sure.

202.I: And maybe the Lego one, you're not sure. And where would you have seen those ads?

203.C4: On TV.

204.I: On TV. Alright.

Researcher direction.

205.I: I'd like for you to pick one of these items for us to look at the ad online. So which one would you like for us to look at?

206.C4: The Easy Bake oven.

207.I: The Easy Bake oven. I thought so. Alright. We're going to go check out the Easy Bake oven. [ad plays] That was kind of really loud. Were you able to still hear it like that? Do you want me to put it back on?

208.C4: It's fine.

209.I: Do you want it once again, or no?

210.C4: No.

211.I: Okay, you got it. Alright.

Question 17 (NQ17).

212.I: So did you like that ad?

213.C4: Yeah.

214.I: Yeah? What did you like about it (this ad)?

215.C4: I'm not sure.

216.I: You're not sure?

217.C4: [shakes head no]

Question 18 (NQ18).

218.I: Is there something that you didn't like about it?

219.C4: No.

220.I: No?

221.C4: [shakes head no]

Question 19 (NQ19).

222.I: What is the ad trying to tell you?

223.C4: That you can buy the Easy Bake oven.

224.I: That you can buy the Easy Bake oven. And anything else?

225.C4: I'm not sure.

226.I: No?

227.C4: [shakes head no]

228.I: What do you think the characters are trying to tell you?

229.C4: They're trying to tell you that you can buy an Easy Bake oven.

230.I: Do you think that they make it look like fun or not like fun?

231.C4: Fun.

232.I: They make it look like fun?

Question 20 (NQ20).

233.I: What might the characters or the people, I think this one it was people, what might the people in the ad be thinking?

234.C4: I'm not sure.

235.I: You're not sure what they might be thinking?

236.C4: That it is fun to use.

237.I: That it is fun to use maybe? Yeah?

Question 21 (NQ21).

- 238.I: Do you believe the ad?
- 239.C4: Yeah.
- 240.I: Do you believe that it's fun to use? Why?
- 241.C4: Because I used it before.
- 242.I: Because you used it before. Where did you use it before?
- 243.C4: My cousin, _____ got it for Christmas, I think it was.
- 244.I: And you girls did some baking?
- 245.C4: Yeah, we all did baking, so we all helped.
- 246.I: Awesome.

Question 22 (NQ22).

- 247.I: Do you think other kids would believe this ad?
- 248.C4: Probably.
- 249.I: Probably? Why?
- 250.C4: I'm not sure.
- 251.I: Yeah? Do you think that kids might believe it if they've never tried it before? Do you think they would still believe it?
- 252.C4: Maybe.
- 253.I: Maybe? Why would they maybe still believe it if they've never tried it before?
- 254.C4: Because the characters are acting like they're having fun.
- 255.I: They're acting like they're having fun, hey?

Question 23 (NQ23).

- 256.I: Would you like to have this item?
- 257.C4: Yeah.
- 258.I: Yes, you already said that. Why, because ...
- 259.C4: Because I never used it, really. I don't have one and I really want one.
- 260.I: You don't have one and you really want one.

Question 24a (NQ24a).

- 261.I: Would you ask someone to buy this item for you?
- 262.C4: [nod]

263.I: Yeah? Why?

264.C4: Because I want one.

265.I: Because you want one.

Question 24b (NQ24b).

266.I: Who do you think would buy it for you?

267.C4: Mom or dad maybe.

268.I: Mom or dad maybe? Why mom or dad?

269.C4: Because maybe they would get it for my birthday.

270.I: Ah, maybe for your birthday.

271.C4: Or for Christmas.

272.I: Or for Christmas.

Question 25 (NQ25).

273.I: Is there anything else that you'd like to tell me about this ad?

274.C4: [shakes head no]

275.I: No? Well, we're all done.

276.I: Thank you for sharing, _____. Thank you for sharing your thoughts about these ads. I enjoyed learning about the ads with you. Now you can go play in the playroom now if you like...

277.C4: I think so.

278.I: Okay, while I talk to your mom for a few minutes. So thank you. Do you have any questions?

279.C4: No.

280.I: No? You're good. Alright.

Stage Three: Ecological Context

281.P4: There you go (hands over questionnaire).

282.I: No questions?

283.P4: [shakes head no].

284.I: So in thinking about media, including TV shows, movies, music, videogames, whatever, would you say that those media are mainly positive influences in the lives of ____, or negative, or not much influence?

285.P4: I would say not much influence really.

- 286.I: Not much influence. [No.] And how concerned are you, and maybe you're not—so how concerned are you that your children are being exposed to too much violent content, adult language or advertising in any of those media things?
- 287.P4: I'd be somewhat concerned.
- 288.I: Somewhat concerned. Any of them in particular?
- 289.P4: No. Maybe adult content, because she has older sisters. [Yes.] So she tends to watch shows older than what her sisters would have watched at her age.
- 290.I: At her age, just a little bit more of that explicit content. Okay. In terms of advertising, are you at all concerned in terms of inappropriate content in advertising—so in terms of either violent or adult language or sexual connotations or whatever in advertising, or that it makes them want to buy everything, or is there any kind of thing or advertisement ...
- 291.P4: No, I don't think. ____ likes the PVR, so she's a big fan of skipping over the advertisements.
- 292.I: Skipping over the commercials?
- 293.P4: So, no. And I don't think—sometimes she'll watch something and she'll be like, oh, I want that. But you know, it's not an argument, a fight or whatever when I say, no, you're not getting it. You know what I mean? [Yeah, exactly.] It's not a big influence in her life.
- ...
- 294.P4: I want that... but it's like, I want that, but it was just whatever was on TV. Then when we got to the store, it wasn't a meltdown because—and most of the time they never even remembered what it was that they had said that they wanted. Mine have never been like, you know, I need to have that, and fight and cry, and tears and temper tantrum over whatever.
- 295.I: No, so it's all good.
- 296.P4: Except all of the Barbies. ____ would have 30 Barbies and every time we would go to the store, ____ would like to add to the collection of the Barbies we do not play with. It's because they look so pretty, I guess.
- 297.I: They do look very pretty. I have to say.
- 298.P4: Because they really don't play with their Barbies anymore.
- 299.I: You know what, ____ doesn't either.
- 300.P4: And I keep on saying I'm going to get rid of them. But it's funny, if we go to the store she'll look at them, and she wants another one. And I'm like, well we don't play—they all look the same, except the ones in the store have clothes on. The ones at home are naked. We need to buy clothes because I don't think we have one that has any clothes on, do we ____? I think they're all naked. I keep on saying, I'm going to get rid of them. We just have a slew of Barbies.
- 301.I: Yeah, we just got rid of—we kept like a small ...

302.P4: I agree, that's what we did. We downgraded.

303.I: That's what I said, let's keep four or five ...

304.P4: So that if you have friends over, you can play or whatever, but we don't need—between the three girls along the way, maybe not 30, but we have over 20, I'm sure. There's a bin of them.

Appendix N

Transcription of Session (C5) Ryan and (P5-P6) Rose

Stage One: ToM**Item 6**

- 1.I: Alright, so the first thing we're going to do is, I'm going to read you a short story. Listen carefully, and you can just tell me what you think. Alright? The first story goes like this: *Father and mother are at a birthday party. They only know a few people and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 2.I: What does the father mean?
- 3.C5: He likes to be there.
- 4.I: That he likes to be there?
- 5.C5: [nod]

Item 6-2.

- 6.I: Why does the father say: "It's a pleasure to be here!"" [pause] Why do you think the father says, it's a pleasure to be here? [pause]
- 7.I: Do you want me to read the story again?
- 8.C5: [nod]
- 9.I: Okay. "Father and mother are at a birthday party, and they only know a few people and think the music is too loud. "Wow", says father, "it's a pleasure to be here!" Why does the father say: "It's a pleasure to be here!""
- 10.C5: I don't know.
- 11.I: You don't know?
- 12.C5: [shakes head no]
- 13.I: That's okay. It's okay to not know.
- 14.I: Okay, good job.

Item 7

- 15.I: Next story, it's kind of like acting. Do you like to act sometimes? [Yeah.] Pretend different actions? I bet you're a great actor. So I'm going to read some questions, and you're going to pretend to do the things I ask you to pretend. Alright? Are you ready?

Item 7-1.

- 16.I: Pretend to comb your hair.
- 17.C5: [pats open hand on hair]
- 18.I: Yeah. You're pretending to comb your hair. I can see that you're—what are you doing?
- 19.C5: I'm pretending to brush it.
- 20.I: Yeah.

Item 7-2.

- 21.I: Now can you pretend to brush your teeth?
- 22.C5: [makes a back and forth movement over open mouth with hand]
- 23.I: Oh, those look like some sparkling teeth.

Item 7-3.

- 24.I: Pretend to act as if you're feeling cold.
- 25.C: It's hard.
- 26.I: You're trying to put your arms in your shirt, are you? But they're stuck, I think. [nod]
Alright.

Item 7-4.

- 27.I: How can I see that you're feeling cold?
- 28.C5: Because I'm shivering, and trying to put my arms in.
- 29.I: You're shivering and trying to put your arms in your shirt.
- 30.C5: Yes.

Item 7-5.

- 31.I: Now pretend that you're drinking something that tastes nasty. Like yucky, yucky.
Pretend that you're drinking something that tastes nasty.
- 32.C5: [sticks tongue out and pretends to wipe it with hand]
- 33.I: [nod]

Item 7-6.

- 34.I: How can I see that you think it tastes nasty? and that I don't think that you're drinking
the yummiest drink ever?
- 35.C5: Because I'm wiping my tongue.

36.I: You're wiping your tongue, so it's like you're wiping it off, is it? [nod]

Item 7-7.

37.I: Pretend that you're scared.

38.C5: [pretends to bite his nails and shiver]

Item 7-8.

39.I: How can I see that you're scared?

40.C5: Because I'm biting my nails.

41.I: Because you're biting your nails. Do you sometimes bite your nails when you're scared?
Alright. Great job acting.

Item 9

42.I: I'm going to read one more short story, so listen carefully. *"It is summer. (just like it is outside today) Will and Mike are on vacation. They go out for a bicycle ride. Suddenly, there is a downpour, (kind of like today), and they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

43.I: What does the man mean?

44.C5: That it's really bad.

45.I: It's really bad? [nod] What's really bad?

46.C5: The weather.

47.I: The weather.

Item 9-2.

48.I: Is it true what the man says?

49.C5: No.

50.I: No? [nod] The man says, wow, we have nice weather today, and _____ says, no, that's not true?

51.C5: My mother says that when it's like pouring.

52.I: Yeah? [nod]

Item 9-3.

53.I: Why does the man say: "Wow, we have nice weather today!"?

54.C5: Because he's just joking.

55.I: Because he's just joking? [nod] Do you do that sometimes?

56.C5: Yeah.

57.I: Yeah, you joke? Do you like to tell jokes?

58.C5: Yeah.

59.I: So let's talk a little bit now—good job, by the way.

Stage Two - Children's Understanding of Media

Pre-activity

60.I: Let's talk a little bit about some media activities. So media activities might be like playing videogames or going on the computer, on the internet or watching movies or television. What are some of your favourite media activities to do, or what's your favourite media activity to do?

61.C5: Play on the X box, play on my iPod and go on the internet on the computer.

62.I: Oh, so playing your X box and your iPad—an iPad or an iPod?

63.C5: iPod.

64.I: iPod, and going on the Internet on the computer? [Yeah.] So what do you like to play on X box?

65.C5: Minecraft.

66.I: What's Minecraft about?

67.C5: You place blocks down and stuff. And like a furnace looks like a block.

68.I: And what do you like to play on your iPod?

69.C5: Games.

70.I: Do you have all kinds of games on your iPod? [Yeah.] Like what? Do you have Minecraft on your iPod too? Yeah? Do you like to play it better on the X box or on the iPod?

71.C5: iPod since it's easier, because you've got control. On X box there's more blocks.

72.I: Oh, so it's not exactly the same. [Yeah.] Cool. And what about on the computer? If you go on the computer, what do you like to go on? Do you have specific things that you like to do on the computer?

73.C5: Go on Friv.

74.I: Friv? I'm not familiar with that. What's that?

75.C5: There's all kinds of games that you can pick to play.

- 76.I: Oh, cool. What kind of games, like racing car games or that kind of game? [Yeah.]
Cool. Alright, and you said you like—your favourite shows are Harry Potter and Indiana Jones. Alright.

Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1).

- 77.I: So now, I'd like for you to tell me what you know about advertising. What do you know about advertising? [pause] Do you know anything about advertising? [shakes head no] No? [shakes head no] Do you know what the word advertising means? [shakes head no] No? Have you heard the word, commercial? [Yeah.] What's a commercial?
- 78.C5: Like TV shows.
- 79.I: Like TV shows? So advertising is kind of—a commercial is a type of advertising.

Question 2 (NQ2).

- 80.I: Do you have any favourite ads [advertisements], favourite ads or favourite commercials that you've seen?
- 81.C5: Not really.
- 82.I: Not really? [nod] It's okay if you don't.

Question 2b (NQ2b).

- 83.I: And why do you think there are ads for things? [pause] Why do you think there might be ads for things or commercials for things?
- 84.C5: Just in case you got bored.
- 85.I: In case you get bored? Yeah? [nod]
- 86.C5: Or watch the weather.
- 87.I: Or watch the weather.

Researcher direction.

- 88.I: So I would like to view this particular ad together. Would that be okay? [nod] Alright, I'm going to turn it on. It's on the computer, but it's going to show up on the great big screen, so you can see it really big. If we can't get it, we'll just watch it on the computer, but it would be better if it could be on the great big screen. It was raining so hard before, that it's interfered with the satellite dish, I think. There we go. It's going to come now. [ad plays] That's it. That wasn't very long, was it?
- 89.C5: No.

Question 3 (NQ3).

- 90.I: So what can you tell me about that (this) ad? [pause] What can you tell me about it?

91.C5: It was an Oreo and a hockey player. He was little and he scored on the NHL. And that's it.

92.I: That's a lot. That's good.

Question 4 (NQ4).

93.I: And have you seen this ad before?

94.C5: No.

95.I: No? You never saw it before? [shakes head no].

Question 5 (NQ5).

96.I: Have you seen ads for that (this) cookie somewhere else?

97.C5: No.

98.I: No? You haven't seen any ads for Oreo cookies anywhere?

99.C5: No.

Question 6 (NQ6).

100.I: Who would like this item? [pause] So the item is the Oreo cookie. Do you like Oreo cookies? Would you like this item?

101.C5: [nod]

102.I: Why?

103.C5: Because it's tasty.

104.I: Because it's tasty?

105.C5: [nod]

Question 7 (NQ7).

106.I: What is the ad trying to tell you? What do you think—what is the ad trying to tell you?

107.C5: I don't know.

108.I: You don't know. That's okay.

Question 8 (NQ8).

109.I: And what might the characters—do you remember who the characters and the people in the ad were? What might the characters in this ad be thinking? [pause] So who was a character—who was a person?

110.C5: His mother.

111.I: His mother. What might his mother be thinking?

112.C5: I don't know.

113.I: You don't know. Okay. What might the hockey player be thinking? Don't know?

114.C5: [shakes head no]

115.I: That's okay.

Question 9 (NQ9).

116.I: Do you believe the ad?

117.C5: [nod]

118.I: Yeah? [nod] What do you believe? Not sure? That's okay.

Question 10 (NQ10).

119.I: Do you think other kids would believe this ad?

120.C5: Yeah.

121.I: Yeah? Why? Why would other kids watch that ad and believe it too?

122.C5: I'm not sure.

Question 11 (NQ11).

123.I: What do you think your parents or other grownups might think of this ad? [pause] What do you think your mom and dad might think if they were to watch that ad?

124.C5: My dad would just think of eating Oreos.

125.I: Your dad would just think of eating Oreos? Why?

126.C5: Because he really likes them.

127.I: What about your mom?

128.C5: Going shopping.

129.I: Why do you think the ad would make her think of going shopping?

130.C5: Because my dad likes cookies, and she might want to buy a box or something.

131.I: Oh—for herself or for your dad?

132.C5: My dad, and get maybe clothes.

133.I: Yeah, and get maybe clothes while she's out there?

Question 12a (NQ12a).

134.I: Would you ask someone to buy this item for you?

135.C5: Not really, because it isn't important.

136.I: No, because it isn't important?

137.C5: [shakes head no]

Question 12b (NQ12b).

n/a

Question 13 (NQ13).

138.I: Is there anything else you'd like to tell me about that (this) ad?

139.C5: No.

140.I: No? That's okay.

Researcher direction.

141.I: Alright, now we're going to look at a few images that I have, and you're going to get to tell me about them. So there's this one (image), and this one (image), and this one (image), and this one (image).

Question 14 (NQ14).

142.I: Do you have any of these items, or know about them?

143.C5: I have that. I have that—Froot Loops and Lego. My sister has that (Easy Bake).

144.I: Yeah? What's that?

145.C5: The baking thing.

146.I: The baking thing? What about this one (Super Mario 3D World)? Have you seen that one before?

147.C5: I have an iPod thing—whether it's that or not. What are those?

148.I: I think they're playing a Wii game.

149.C5: My cousin has that.

150.I: A Wii? Have you played it before?

151.C5: Yeah.

152.I: Was it fun?

153.C5: Yeah.

154.I: Cool.

Question 15 (NQ15).

155.I: Are any of these your favourite?

156.C5: No.

157.I: Which one would be your favourite out of all of these four?

158.C5: The Lego.

159.I: The Lego. Why is it your favourite out of these four?

160.C5: Actually, the Wii.

161.I: Actually, the Wii? Why?

162.C5: Because there's all sorts of games.

Question 16 (NQ16).

163.I: Have you seen ads for any of these items before?

164.C5: No.

Researcher direction.

165.I: I would like for you to pick one of these four images, and we'll look at the ad online.
[pause] Which one of these images would you like to look at the ad for?

166.C5: This one (Lego).

167.I: This one? The Lego? [nod] Alright, we're going to watch the Lego one. Are you ready?
[Yeah.] Alright. [ad plays] There you go.

Question 17 (NQ17).

168.I: What do you like about this ad?

169.C5: That their house turns into a Lego house.

170.I: That their house turns into a Lego house? Is that cool? Would you like for your house to turn into a great big Lego house? That would be a lot of Lego. [shakes head no] No?

Question 18 (NQ18).

171.I: Is there something that you don't like about the ad (it), or anything else that you did like about it?

172.C5: Not much.

173.I: Not much, no?

Question 19 (NQ19).

174.I: What do you think the ad is trying to tell you?

175.C5: To build more Lego.

Question 20 (NQ20).

176.I: What do you think (might) the characters or the people in the ad might be thinking?
[pause]. Were there people in that ad?

177.C5: [nod] To have fun?

178.I: Yeah? They might be thinking to have fun? Do you think building with Lego is fun?
[nod] Yes? [nod]

Question 21 (NQ21)

179.I: Do you believe the ad?

180.C5: Yes.

181.I: Why? (do you believe the ad)

182.C5: Yeah, because it's ...

183.I: The people in the ad might think that it's fun, and you believe the ad...

184.C5: Yeah. Because—I don't know.

185.I: You don't know. That's okay.

Question 22 (NQ22).

186.I: Do you think other kids would believe the ad?

187.C5: Yeah.

188.I: Why?

189.C5: I don't know.

190.I: That's okay.

Question 23 (NQ23).

191.I: Would you like to have this item?

192.C5: Yes. And I do.

193.I: And you do?

194.C5: I was just about to play with my car mats, and the cars would be Lego.

195.I: Oh, so do you build cars with the Lego and then you play with them on your car mat?
[Yeah.] That's a cool idea.

196.C5: Sometimes they get stuck, because the wool kind of sticks onto the Lego.

197.I: Oh, yeah, into the wheels, hey? [Yeah.] And sometimes, do they crash? [Yeah.] And then, do you build them again? [Yeah.] Cool. So you would like to have this item because you already have some?

Question 24a (NQ24a).

198.I: Would you ask someone to buy this item for you?

- 199.C5: Not really.
- 200.I: Not really? Why not?
- 201.C5: Because it's not that special.
- 202.I: Not that special?

Question 24b (NQ24b).

n/a

Question 25 (NQ25).

- 203.I: Is there anything else you'd like to tell me about this ad?
- 204.C5: No.
- 205.I: Well thank you for sharing your thoughts about these ads, and I enjoyed learning all about these ads with you. Now, would you like to go play in the playroom? [Yeah.] Yeah? While I talk to your (parent) about media?

Stage Three: Ecological Context

- 206.I: Yeah, so you didn't have any questions about the questionnaire?
- 207.P5-6: No.
- 208.I: Okay, good. So my only other question would be, in thinking about media including TV shows, movies, videogames, music, would you say that those media are mainly a positive influence in the lives of your children, negative or not much of an influence?
- 209.P5-6: I would say that we have positive influence because we're selective about what they're exposed to. [Okay.] I would say an extremely negative influence if we allowed them to self-choose.
- 210.I: Okay, no, that's good. And how concerned are you that your children are being exposed to either too much violent content, adult language or advertising?
- 211.P5-6: Again, not overly concerned because we censor quite a bit what is allowed in the house, and what is chosen. So even like TV shows, they will get some free reign like on weekends and stuff, to choose what they want to watch. But they know that it has to be within certain stations. And we don't even give them access to all of the kids' stations because we don't find that Teletoon, YTV, whatever, content is appropriate as like PBS Kids, BBC Kids, that kind of thing. But I guess I would say that we feel that we have to be on constant alert because there's an abundance of inappropriate content being targeted to children.
- 212.I: Yeah, definitely. And so, as far as inappropriate content in terms of advertising, do you feel that it would be more so inappropriate content in advertising, or that it makes your child want to buy things? So in terms of—or, are you not really concerned about advertising per se?

- 213.P5-6: No, I'm not concerned because we have discussions even about that exact thing. So they're pretty savvy when it comes to recognizing, like this is a junk product, but they're trying to make it seem awesome. So they're pretty savvy consumers. [Okay.] Yeah, I wouldn't say that, how they're presenting it, for example on the kids' stations is inappropriate, but it's scary how much they will target to children.
- 214.I: Yeah. And so it sounds like you're doing your own type of ...
- 215.P5-6: We've got to do our own due diligence. We try. Like, I don't think you can get away from it. The reality is that most of their peers, you know, the language that they'll use will relate to what's trendy. And what's trendy is going to be what's on TV, not what's in a book. You know, it's very much—so you don't want them socially isolated either because they don't have an awareness of what's going on. Now we have drawn the line, and there's been some things we just haven't gone with because we weren't comfortable with it, no matter how popular it was. But you know, yeah, it's tricky. I definitely think that we probably are at the point where there are some severe—some pretty negative consequences to normal and healthy childhood development as a result of media and technology. But when that's where we're headed, just in terms of the workplace and everything even in our field, like so much is now moving to using iPads to check on telemetry units. You can't get away from it, so it's just, we try to—they don't have TVs in their rooms. They're not allowed having electronics in their rooms. The computer is in a place where we can see it. We try to monitor, but even our youngest who is only three, still gets exposure to the technology because that's where we're headed.
- 216.I: Yeah, because now in, well maybe not primary, but [No, absolutely. Yeah.] very soon on, they start using computers and stuff.
- 217.P5-6: Absolutely, the touch technology and all that stuff. So we, for example, even texting and things like that, I mean, there's lots of kids even their age who are texting, like actually texting. And we're not there yet, but what we've done instead is, we've created Blackberry messaging accounts for them, and the only people they have on their contacts lists are ourselves, aunts, uncles and grandparents. And they are the only people they're allowed to communicate with. But it allows them to develop that kind of communication skill, but in a safe environment, and with lots of discussion about how this can go so wrong, and why we're doing it this way. So that when the time comes that we open that net a little wider, they're a little more aware and alert.
- 218.I: Awesome.

Appendix O

Transcription of Session (C6) Anna and (P5-P6) Rose

Stage One: ToM**Item 6**

- 1.I: I'll read you a short story. Listen carefully. The story goes like this. *Father and mother are at a birthday party. They only know a few people, and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 2.I: What does the father mean?
- 3.C6: It means, it's nice to get to know the people.
- 4.I: It means, it's nice to get to know the people?

Item 6-2.

- 5.I: Why does the father say, "It's a pleasure to be here!"?
- 6.C6: Because he's happy to go there.
- 7.I: Because he's happy to go there?
- 8.C6: [nod]
- 9.I: Alright.

Item 7

- 10.I: The next question is kind of like an acting question, and I know you like drama, so I bet you like acting. So I'm going to ask you to pretend different actions.

Item 7-1.

- 11.I: So can you pretend to comb your hair?
- 12.C6: [pretends to brush her long hair with her hand]
- 13.I: _____ is combing her beautiful hair.

Item 7-2.

- 14.I: And can you pretend to brush your teeth?
- 15.C6: [pretends to brush her teeth by moving her finger back and forth over her teeth]
- 16.I: Oh, I think they're sparkling.

Item 7-3.

17.I: Can you pretend to act as if you're feeling cold?

18.C5: [has her arms crossed, rubbing each arm] brrrr.

Item 7-4.

19.I: How can I see that you're feeling cold?

20.C6: I'm rubbing myself to get warm, and I'm saying, brrrr.

21.I: [nod]

Item 7-5.

22.I: Now pretend that you're drinking something that tastes nasty.

23.C6: [scrunches up face] Yuck!

24.I: What do you drink that tastes nasty? Medicine, or some medicine?

25.C6: [nod]

Item 7-6.

26.I: How can I see that you think it tastes nasty?

27.C6: I scrunched up my face.

28.I: You scrunched up your face.

Item 7-7.

29.I: Now can you pretend that you're scared?

30.C6: [crosses her arms and squeezes herself tight]

Item 7-8.

31.I: _____ is scared (voice quivering). How can I see that you're scared?

32.C6: I'm holding myself to protect myself, and my face looks scared.

33.I: And your face looks scared. Awesome. Alright.

Item 9

34.I: One more short story. Listen carefully. *"It's summer. (just like it is outside today), Will and Mike are on vacation. They go out for a bicycle ride. Suddenly there's a downpour, and they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

35.I: What does the man mean?

36.C6: He's being sarcastic.

37.I: He's being sarcastic? [nod]

Item 9-2.

38.I: Is it true what the man says?

39.C6: No.

40.I: No? [shakes head no]

Item 9-3.

41.I: Why does this man say, "Wow, we have nice weather today!"?

42.C6: To be funny.

43.I: To be funny? Do you do that sometimes?

44.C6: [nod]

45.I: Alright, thanks for answering those questions.

Stage Two : Children's Understanding of Media

Pre-activity

46.I: And now we're going to talk a little bit about your favourite media activity. So what would be your favourite media activity? Media activities would be like watching TV or movies, or playing videogames, or playing on the internet. What would be your favourite media activity?

47.C6: Watching Stampy videos on YouTube.

48.I: What kind of Stampy videos do you like to watch?

49.C6: I don't know.

50.I: No? [shakes head no] Are they funny videos, or—I don't think I've ever watched those.

51.C6: They play on Minecraft.

52.I: Oh, so when you're playing Minecraft, these little Stampy videos just come up?

53.C6: I go on YouTube and he plays Minecraft.

54.I: Oh, the guy, the character in the video plays Minecraft. I thought you meant that the videos popped up when you were playing Minecraft. Oh. And he makes it funny, does he? Maybe I'll have to watch that. Check it out. Alright, any other favourite media activities that you like to do?

55.C6: Face time with my (relative).

56.I: Face time with your (relative)? Which (relative)? Does she live far away?

- 57.C6: (place).
- 58.I: (place). Cool. Do you do that often?
- 59.C6: Not really, because I don't have time.
- 60.I: But it's fun when you do it, is it? Alright.

Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1).

- 61.I: So tell me _____, what do you know about advertising?
- 62.C6: They do it to get more people to buy their products.
- 63.I: They do it to get more people to buy their products. And where do you see advertising?
- 64.C6: On TV or on movies before the movie, and the advertisements before videos on YouTube, and stuff like that.
- 65.I: Cool.

Question 2 (NQ2).

- 66.I: Do you have any favourite ads?
- 67.C6: No.
- 68.I: No? [shakes head no] You have no ads that you watch and say, I really like that ad?
- 69.C6: No.

Question 2b (NQ2b).

- 70.I: Why do you think there are ads for things?
- 71.C6: Because they want to get more people to get their stuff, or to go there or something.

Researcher direction.

- 72.I: Okay. I'd like for us to view an ad together. Is that alright? So we're going to view an ad together, and then we'll see what you can tell me about it. So it's on the laptop, but it's going to come up on the big screen in one second. [ad plays] There you go.

Question 3 (NQ3).

- 73.I: What can you tell me about this ad?
- 74.C6: It makes me hungry.
- 75.I: It makes you hungry? Why does it make you hungry?
- 76.C6: Because there's Oreos.
- 77.I: Because there's Oreos. Do you like Oreos? [nod]

- 78.I: What else can you tell me about this ad?
- 79.C6: The kid is asking questions about his future.
- 80.I: What kind of questions?
- 81.C6: Like, if I could play in the NHL, and what would happen if I gave my mom and dad an Oreo?
- 82.I: What do you think would happen if you gave your mom and dad an Oreo?
- 83.C6: They'd just say thanks.
- 84.I: They'd just say thanks?
- 85.C6: [nod]

Question 4 (NQ4).

- 86.I: Have you seen this ad before?
- 87.C6: I've seen different ones, but not that one.

Question 5 (NQ5).

- 88.I: Okay. So my next question was, "Have you seen ads for this cookie somewhere else? So you've seen other ads?"
- 89.C6: Yeah.
- 90.I: Where have you seen the other ads (for this cookie)?
- 91.C6: On TV.

Question 6 (NQ6).

- 92.I: Who would like this item? [pause] Would you like this item?
- 93.C6: Yes.
- 94.I: Yes? Why?
- 95.C6: Because they're delicious.

Question 7 (NQ7).

- 96.I: What is the ad trying to tell you?
- 97.C6: To get the cookie.
- 98.I: To get the cookie? [nod]

Question 8 (NQ8).

99.I: What might the characters or people in this ad be thinking? [pause] What might the people in the ad, what might those characters be thinking?

100.C6: I don't know.

101.I: You don't know.

Question 9 (NQ9).

102.I: Do you believe the ad?

103.C6: No.

104.I: No? [shakes head no] Why not?

105.C6: Because if you gave your mom and dad an Oreo, maybe you'd be able to do the things, but I don't think you'd go in the NHL.

106.I: Yeah.

Question 10 (NQ10).

107.I: Do you think other kids would believe the ad?

108.C6: Maybe.

109.I: Maybe? [nod] Why?

110.C6: If they were tiny.

111.I: If they were tiny...

112.C6: And believe in everything.

113.I: So if they were younger and believe in anything?

Question 11 (NQ11).

114.I: What do you think your parents or other grownups might think of this ad?

115.C6: [shrugs shoulders]

116.I: You don't know—what your mom or dad would think if they watched it? [pause] No? That's okay.

Question 12a (NQ12a).

117.I: Would you ask someone to buy this item for you?

118.C6: [shakes head no]

119.I: No? Why not?

120.C6: They'd be gone in a day.

121.I: They'd be gone in a day? Who would eat them all?

122.C6: Me.

123.I: You? [nod]

Question 12b (NA12b).

n/a

Question 13 (NQ13).

124.I: Is there anything else you would like to tell me about this ad?

125.C6: [shakes head no]

126.I: No? Alright.

Researcher direction.

127.I: So now we're going to look at some images that I have. So I have four images, and here they are - Here's one (image), two (image), three (image) and four (image).

Question 14 (NQ14).

128.I: Do you have any of these items or know about them?

129.C6: I have an Easy Bake, and I have Lego, a bunch of them. And we sometimes eat Froot Loops. And I have no idea what that (Super Mario 3D World) is.

130.I: You have no idea what that is? They're playing ...

131.C6: Oh, Wii, I guess.

132.I: Yeah.

Question 15 (NQ15).

133.I: Are any of these your favourite?

134.C6: I like playing with Lego.

135.I: You like playing with Lego?

136.C6: And I guess that's it.

137.I: Okay, so it's(Lego) your favourite because you like playing with Lego? [nod]

Question 16 (NQ16).

138.I: Have you seen ads for these items (before)? For any of them?

139.C6: Yes.

140.I: Yes? [nod] Which ones have you seen ads for?

141.C6: Froot Loops, Easy Bake, Lego and I haven't seen ...

142.I: For the Wii. Okay.

Researcher direction.

143.I: So now I'd like for you to pick one of these items for us to look at an ad online. So which one would you like to look at an ad for?

144.C6: Easy Bake.

145.I: Easy Bake, alright. [ad plays] Alright.

Question 17 (NQ17).

146.I: What do you like about this ad?

147.C6: The sweets in it.

148.I: The sweets in it? Why do you like the sweets in it?

149.C6: Because they look yummy.

150.I: They look yummy?

Question 18 (NQ18).

151.I: Is there something that you don't like about it, about this ad?

152.C6: No.

Question 19 (NQ19).

153.I: What is the ad trying to tell you? What do you think the ad is trying to tell you?

154.C6: That it's really easy to use it, and you should get it because it's really easy. [Okay.] And you can do things by yourself.

Question 20 (NQ20).

155.I: What might the characters or the people in the ad be thinking? So what do you think that those girls are thinking?

156.C6: "Wow, this is so easy!"

157.I: Yeah? That it's easy? [nod]

Question 21 (NQ21).

158.I: Do you believe the ad?

159.C6: Yeah.

160.I: Yeah? Why do you believe it?

161.C6: Because it makes sweets really fast, and it's easy.

162.I: And you said you had an Easy Bake oven, didn't you? Do you like to use it lots?

163.C6: I don't really have any time.

164.I: No? And when you do use it, do you think that it's easy to use?

165.C6: [nod]

Question 22 (NQ22).

166.I: Do you think other kids would believe the ad?

167.C6: Yeah.

168.I: Yeah? Why?

169.C6: Because if they had an Easy Bake and they used it a whole lot, they would find it easy, and they would believe it.

170.I: And they would believe it? What if they didn't have an Easy Bake already?

171.C6: Well, they'd see them just like pouring and mixing really fast, and they would think it would be useful to do something really fast.

Question 23 (NQ23).

172.I: Would you like to have this item?

173.C6: Yeah.

174.I: Yeah? Why?

175.C6: Because you can make candies and stuff.

176.I: Because you can make candies and stuff? Is it the same as the one you have? [shakes head no] No?

Question 24a (NQ24a).

177.I: Would you ask someone to buy this item for you?

178.C6: Maybe.

179.I: Maybe? Why?

180.C6: Because maybe I didn't have any room to put it anywhere, and then I wouldn't use it. So I wouldn't need it. Why would I need it when I wouldn't use it?

181.I: So you wouldn't ask somebody to buy it for you then?

182.C6: No.

Question 24b (NQ24b)

n/a

Question 25 (NQ25).

- 183.I: Is there anything else you'd like to tell me about this ad?
- 184.C6: [shakes head no]
- 185.I: No? That's it. Anything else you'd like to tell me? [shakes head no] No?
- 186.I: So thank you for sharing your thoughts about these ads, and I enjoyed learning about these ads with you. Now we're all done, and you can go play in the playroom or go back to reading the book that you're reading, while I talk to your (parent).

Stage Three: Ecological Context

- 187.I: ... In thinking about media including TV shows, movies, videogames, music, would you say that those media are mainly a positive influence in the lives of your children, negative or not much of an influence?
- 188.P5-6: I would say that we have positive influence because we're selective about what they're exposed to. [Okay.] I would say an extremely negative influence if we allowed them to self-choose.
- 189.I: Okay, no, that's good. And how concerned are you that your children are being exposed to either too much violent content, adult language or advertising?
- 190.P5-6: Again, not overly concerned because we censor quite a bit what is allowed in the house, and what is chosen. So even like TV shows, they will get some free reign like on weekends and stuff, to choose what they want to watch. But they know that it has to be within certain stations. And we don't even give them access to all of the kids' stations because we don't find that Teletoon, YTV, whatever, content is appropriate as like PBS Kids, BBC Kids, that kind of thing. But I guess I would say that we feel that we have to be on constant alert because there's an abundance of inappropriate content being targeted to children.
- 191.I: Yeah, definitely. And so, as far as inappropriate content in terms of advertising, do you feel that it would be more so inappropriate content in advertising, or that it makes your child want to buy things? So in terms of—or, are you not really concerned about advertising per se?
- 192.P5-6: No, I'm not concerned because we have discussions even about that exact thing. So they're pretty savvy when it comes to recognizing, like this is a junk product, but they're trying to make it seem awesome. So they're pretty savvy consumers. [Okay.] Yeah, I wouldn't say that, how they're presenting it, for example on the kids' stations is inappropriate, but it's scary how much they will target to children.
- 193.I: Yeah. And so it sounds like you're doing your own type of ...
- 194.P5-6: We've got to do our own due diligence. We try. Like, I don't think you can get away from it. The reality is that most of their peers, you know, the language that they'll use will relate to what's trendy. And what's trendy is going to be what's on TV, not what's in a book. You know, it's very much—so you don't want them socially isolated either

because they don't have an awareness of what's going on. Now we have drawn the line, and there's been some things we just haven't gone with because we weren't comfortable with it, no matter how popular it was. But you know, yeah, it's tricky. I definitely think that we probably are at the point where there are some severe—some pretty negative consequences to normal and healthy childhood development as a result of media and technology. But when that's where we're headed, just in terms of the workplace and everything even in our field, like so much is now moving to using iPads to check on telemetry units. You can't get away from it, so it's just, we try to—they don't have TVs in their rooms. They're not allowed having electronics in their rooms. The computer is in a place where we can see it. We try to monitor, but even our youngest who's only three, still gets exposure to the technology because that's where we're headed.

195.I: Yeah, because now in, well maybe not primary, but [No, absolutely. Yeah.] very soon on, they start using computers and stuff.

196.P5-6: Absolutely, the touch technology and all that stuff. So we, for example, even texting and things like that, I mean, there's lots of kids even their age who are texting, like actually texting. And we're not there yet, but what we've done instead is, we've created Blackberry messaging accounts for them, and the only people they have on their contacts lists are ourselves, aunts, uncles and grandparents. And they are the only people they're allowed to communicate with. But it allows them to develop that kind of communication skill, but in a safe environment, and with lots of discussion about how this can go so wrong, and why we're doing it this way. So that when the time comes that we open that net a little wider, they're a little more aware and alert.

197.I: Awesome.

Appendix P

Transcription of Session (C7) Neil and (P7) Nora

Stage One: ToM**Item 6**

- 1.I: So the first thing we're going to do is, I'm going to read you a short story. It's very short, so it's not going to take long at all. So you'll listen carefully, and then you'll answer just a few little questions—whatever you think. So the story goes like this: *Father and mother are at a birthday party. They only know a few people, and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 2.I: What does the father mean? [pause] What do you think the father means when he says: "Wow, it's a pleasure to be here!"?
- 3.C7: I don't know.
- 4.I: You don't know. That's okay.

Item 6-2.

- 5.I: Why does the father say: "It's a pleasure to be here!"?
- 6.C7: Because it's fun?
- 7.I: Because it's fun?
- 8.C7: [nod]
- 9.I: Okay.

Item 7

- 10.I: The next question is kind of like acting. Do you like to act sometimes?
- 11.C7: Not really.
- 12.I: Not really? Would you like to pretend a few different actions for me? Would that be okay? Alright. So the first one goes like this:

Item 7-1.

- 13.I: Pretend to comb your hair.
- 14.C7: [no response]
- 15.I: Can you do that? No? You can't pretend to comb your hair?

16.C7: [runs his fingers through this hair on one side of his head]

Item 7-2.

17.I: Can you pretend to brush your teeth?

18.C7: [moves finger back and forth over mouth]

19.I: They look like they're sparkling.

Item 7-3.

20.I: Pretend to act as if you're feeling cold.

21.C7: [rubs his arms vigorously with his hands]

22.I: _____ is cold. Oh, he's cold.

Item 7-4.

23.I: How can I see that you're feeling cold?

24.C7: I don't know.

Item 7-5.

25.I: Pretend that you're drinking something that tastes nasty. [pause] Do you know what nasty means, like it tastes yucky? Pretend you're drinking something that tastes nasty.

26.C7: [turns lips upside down]

Item 7-6.

27.I: How can I see that you think it tastes nasty, and that it wasn't the yummiest drink ever?

28.C7: Because it would be like your mouth would be like straight or something.

Item 7-7.

29.I: Okay, and pretend that you are—the last one to pretend is, pretend that you're scared.

30.C7: [eyes dart quickly around room]

Item 7-8.

31.I: How can I see that you're scared?

32.C7: Because my eyes are moving different places?

33.I: Your eyes are moving different places. Kind of going back and forth, hey? Okay. That's all the acting.

Item 9

- 34.I: The next question is another short story that I'm going to read to you. So you can listen carefully, and it goes like this: *"It is summer. Will and Mike are on vacation. They go out for a bicycle ride. Suddenly, there's a downpour and they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

- 35.I: What does the man mean?
- 36.C7: I don't know.
- 37.I: You don't know?
- 38.C7: [shakes head no]

Item 9-2.

- 39.I: Is it true what the man says?
- 40.C7: Well, yeah, because then you wouldn't have to water your grass.
- 41.I: Oh, because then you wouldn't have to water your grass? [nod]
- 42.C7: And it wouldn't all die. Like at our house, it almost died.
- 43.I: What almost died?
- 44.C7: All of our grass.
- 45.I: Yeah? Because it wasn't raining? Oh.

Item 9-3.

- 46.I: And why does this man say, wow, we have nice weather today?
- 47.C7: I don't know.
- 48.I: Maybe because, like you just said, because of the grass?
- 49.C7: Maybe. I don't know.
- 50.I: You don't know. Alright. That's okay. Alright.

Stage Two: Children's Understanding of Media

Pre-activity

- 51.I: My next question is kind of about your favourite media activities. So those would be things like watching TV, going on an iPad or a computer, or the internet, or watching movies, or playing videogames. What's your favourite thing like that to do?
- 52.C7: Play videogames.

- 53.I: Play videogames? Do you like videogames? [nod] What's your favourite videogame?
- 54.C7: Minion Rush.
- 55.I: Minion Rush? I've never played that one. Is it cool?
- 56.C7: [nod].
- 57.I: Yeah? How do you play it? [pause] Not sure?
- 58.C7: Well, no.
- 59.I: Do you think I would like it?
- 60.C7: No.
- 61.I: No? Why not?
- 62.C7: I don't know.
- 63.I: Not sure? [shakes head no]

Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1).

- 64.I: So next I want to ask you a few questions, if it's okay, about what you know about advertising. [pause] Do you know what that word means—advertising?
- 65.C7: Like, doing stuff?
- 66.I: And what kind of stuff?
- 67.C7: Like acting.
- 68.I: Like acting? Advertising would be like acting?
- 69.C7: [nod]
- 70.I: And what else do you know about advertising? Anything?
- 71.C7: No, not really.
- 72.I: What about commercials? Do you know about commercials?
- 73.C7: Not much.
- 74.I: Do you know what a commercial is?
- 75.C7: Yeah.
- 76.I: Yeah? What's a commercial?
- 77.C7: It's something on TV, when you're watching something else it just automatically comes on to that.

78.I: Yeah, so that can be like a type of advertising.

Question 2 (NQ2).

79.I: Do you have any favourite ads (or commercials that you've seen)?

80.C7: No.

81.I: No?

82.C7: [shakes head no]

Question 2b (NQ2b).

83.I: Why do you think there are ads for things?

84.C7: Because nobody's buying stuff, and they want more people to buy it.

85.I: And they want more people to buy it.

Researcher direction.

86.I: I'd like to show you one ad that we could watch together. Would that be okay? [nod]
Alright. Maybe you've already seen it before, and maybe you haven't. Either way, that's okay. It will go on the computer, but it's going to come up on the big screen, like the movies.

87.C7: My dad does this stuff sometimes.

88.I: Does he? Alright, here it comes.

89.C7: I've seen this one before.

90.I: Have you seen it before? You already answered one of my questions. [ad plays]

Question 3 (NQ3).

91.I: Alright... so what can you tell me about this ad?

92.C7: He likes hockey.

93.I: He likes hockey. What else can you tell me about it?

94.C7: I don't know.

Question 4 (NQ4).

95.I: (Have you seen this ad before?). And you already told me you've seen that one (ad) before? Where did you see it before?

96.C7: On TV.

Question 5 (NQ5).

97.I: And have you seen ads for this cookie anywhere else?

98.C7: Not really.

99.I: No?... Not really?... Maybe?

100.C7: No.

Question 6 (NQ6).

101.I: Who would like this item? Would you like this item?

102.C7: Oreos?

103.I: Yeah.

104.C7: Yeah.

105.I: Yeah? Why?

106.C7: Because it tastes good.

107.I: It tastes good? Have you eaten Oreos before?

108.C7: Yeah.

Question 7 (NQ7).

109.I: What do you think the ad is trying to tell you?

110.C7: I don't know.

111.I: You don't know.

Question 8 (NQ8).

112.I: What might the characters in this ad be thinking?—were there any characters? Were there people, kind of characters in the ad? What do you think that they might be thinking?

113.C7: I don't know.

114.I: You don't know what the boy or the mom or dad might be thinking?

Question 9 (NQ9).

115.I: Do you believe the ad?

116.C7: No.

117.I: No? [shakes head no] Why not? [shrugs] You don't know? That's okay.

Question 10 (NQ10).

118.I: Do you think that other kids would believe the ad?

119.C7: Some kids.

120.I: Yeah? Why some kids?

121.C7: Because they're little.

122.I: Because they're little, and they might believe it?

Question 11 (NQ11).

123.I: What do you think your parents or other grownups might think of this ad?

124.C7: It's boring. That's what they might think.

125.I: It's boring—that's what they might think? [nod]

Question 12a (NQ12a).

126.I: Would you ask someone to buy this item for you?

127.C7: Not usually.

128.I: Not usually? No? [shakes head no] Why not?

129.C7: Because we're usually not allowed them.

130.I: Because you're usually not allowed them? Yeah? Because they're cookies?

131.C7: No, they just don't let us.

132.I: Oh.

Question 12b (NQ12b).

n/a

Question 13 (NQ13).

133.I: And is there anything else you'd like to tell me about this ad?

134.C7: No.

135.I: No? Alright.

Researcher directed.

136.I: Let's have a look at some pictures that I have, some images that I have now, I want to know...

Question 14 (NQ14).

137.I: Do you have any of these items, or do you know about them?

138.I: So this one (Easy Bake)?

139.C7: Nope.

140.I: No? You don't have it, and you don't know about it? [shakes head no]

- 141.C7: [points to Lego image] Yeah, I have a lot of it. Lego land and Lego. We have a Lego box full of it, that my dad made.
- 142.I: Oh, wow. Your dad made the box for them (Lego blocks)? What about this one (Froot Loops)?
- 143.C7: I did before, but I don't right now.
- 144.I: You had it before, but you don't right now, so you know what they are. What are they?
- 145.C7: Froot Loops.
- 146.I: Froot Loops. And what about this last one (Super Mario 3D World)?
- 147.C7: Videogames.
- 148.I: Videogames. Do you have videogames?
- 149.C7: Yeah.
- 150.I: Do you have that kind of videogame? Do you know what kind that one is?
- 151.C7: Mario?
- 151.I: Yeah, I think it's a Super Mario one.
- 152.C7: Oh.
- 153.I: And that first one is an Easy Bake oven.

Question 15 (NQ15).

- 154.I: Are any of these your favourite?
- 155.C7: Lego is.
- 156.I: Lego is your favourite? [nod] Why is it your favourite?
- 157.C7: Because it's fun to play with.
- 158.I: It's fun to play with and build with Lego, isn't it?

Question 16 (NQ16).

- 159.I: Have you seen ads for (any) of these items (before)?
- 160.C7: [nod]
- 161.I: Yeah? Which ones?
- 162.C7: Froot Loops and I've seen Lego before.
- 163.I: And where would you have seen them?
- 164.C7: On TV.

165.I: On TV.

Researcher direction.

166.I: I'd like - now you're going to get to pick one of these items for us to look at an ad online. Which one would you like to look at an ad online?

167.C7: Lego.

168.I: Lego. Let's look at the Lego one. [ad plays]

169.C7: I've seen that one before.

170.I: You've seen that one before, and you said you know _____ has that set? That one there, the house? Have you built it with _____ before?

171.C7: Maybe once, but it didn't work out.

172.I: It didn't work out? Oh, no.

173.C7: We just built it wrong, and that was fun.

174.I: You just built it, what, wrong and that was fun? Yeah?

175.C7: We had like a big truck of mine.

176.I: And how was it wrong?

177.C7: Because we never built it right.

178.I: You didn't follow the directions?

179.C7: No, because (sibling) thought she knew, but then we tried it and it was wrong.

Question 17 (NQ17).

180.I: What do you like about this ad?

181.C7: Because you can play with it.

182.I: Because you can play with it.

Question 18 (NQ18).

183.I: Is there something you don't like about it?

184.C7: No.

Question 19 (NQ19).

185.I: What is the ad trying to tell you?

186.C7: I don't know.

187.I: You don't know. That's okay.

Question 20 (NQ20).

188.I: What might the characters or the people in the ad be thinking? [pause] What might the people that were in that ad be thinking? [pause] What do you think they might be thinking when they're playing with the Lego?

189.C7: Because it's good?

190.I: Because it's good? Do you think that they think that it's fun? Yeah?

Question 21 (NQ21).

191.I: Do you believe the ad? Yeah? Why do you believe it?

192.C7: I don't know.

193.I: You don't know?

194.C7: [shakes head no]

Question 22 (NQ22).

195.I: Do you think other kids would believe the ad?

196.C7: Some.

197.I: Some? Yeah? [nod] Why?

198.C7: I don't know.

199.I: You don't know.

Question 23 (NQ23).

200.I: Would you like to have this item?

201.C7: [nod]

202.I: Yeah? Why?

203.C7: So then I could have more Lego.

204.I: So then you could have more Lego?

205.C7: And then we could have funner with it.

206.I: And then you could have funner with it? Is it more fun when you have more Lego?

207.C7: Yeah, because then if you have more Lego, you have more people too.

208.I: Oh, and you like the little people, the little figurines? Yeah? You have lots of those?

209.C7: A lot of them...

Question 24a (NQ24a).

210.I: Would you ask someone to buy this item for you (this Lego set)?

211.C7: Sometimes.

212.I: Sometimes? Why?

213.C7: Because I would want it.

214.I: Because you would want it? Yeah?

Question 24b (NQ24b).

215.I: Who do you think would buy it for you?

216.C7: Sometimes my mom or dad only.

217.I: Why would your mom or dad buy that?

218.C7: Because I would beg them.

219.I: Because you would beg them? Yeah? [nod]

Question 25 (NQ25).

220.I: Is there anything else you'd like to tell me about this ad?

221.C7: No.

222.I: No? [pause] Well, you know what? We're done.

223.I: Thank you for sharing your thoughts about these ads, _____. I enjoyed learning about these ads with you. Now would you like to go play in the playroom for a little while?

224.C7: Okay.

225.I: While I talk to your (parent), just a few questions, alright, just about media. Sound good?

226.C7: [nod]

227.I: Alright, good job buddy.

Stage Three: Ecological Context

228.I: Alright, so just in thinking about media, including so, TV shows, movies, music, videogames, would you say that those media are mainly a positive influence in the lives of children in general, or a negative influence, or not really one way or the other?

229.P7: In general, or for my children specifically?

230.I: For your children.

- 231.P7: Okay. We limit media because I think there are pros and cons to media. So there are some educational things for sure, but there's a lot of things I think can be a negative influence, and so it is filtered. So usually we are aware of what they're up to, and what it entails, and their basic games usually that they want to play at this level, and they're fine. So, in limited amounts. Yeah, basically—yeah.
- 232.I: And the other thing would be, so how concerned are you that your children are being exposed to either too much violent content, too much adult content, adult language or too much advertising?
- 233.P7: In general, they're not watching a lot of TV per se, so they're seeing some maybe on the cartoons, and actually, yeah, it is kind of—like I think they need to be better on shows about having commercials that are more sensitive to the age that would be watching the shows, right? Because that's a huge problem, because you'll think if they're watching a cartoon that the commercials would be somewhat mild, right, and you can't always assume that. So that is a concern to me. I would say probably my bigger concern is when they're out of our home, what kind of exposure, because I think we're fairly limited in what—you know, we have a limit in what we will have them watch or what is okay and acceptable. But that varies from family to family, and that's fair enough, but if it's different from yours, you don't really know that sometimes, right?
- 234.I: Exactly. Okay, perfect. And so in terms of inappropriate content, in terms of advertising anything, in terms of content in advertising, or that it makes them want to buy everything, or buy too many things?
- 235.P7: Well that is true, for sure. They see things and then they think that they need that. But honestly, I'm not really sure about the—I would just say that it's so subtle that sometimes you just—I don't really know how it's influencing them. I guess that's a question, right, you just don't really know.

Appendix Q

Transcription of Session (C8) Louise and (P8) Luc

Stage One: ToM**Item 6**

- 1.I: So the first thing we're going to do is, I'm just going to read you a short story. You can listen carefully, and you can just answer the best you know. So the story goes like this—it's very short. *Father and mother are at a birthday party. They only know a few people and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 2.I: What does the father mean? He says, *Wow, it's a pleasure to be here!*
- 3.C8: He's talking loud because the music's loud?
- 4.I: He's talking loud because the music's loud?
- 5.C8: [nod]
- 6.I: Okay.

Item 6-2.

- 7.I: Why does the father say: "It's a pleasure to be here!"?
- 8.C8: Because ...
- 9.I: Not sure?
- 10.C8: No.
- 11.I: That's okay. Do you want to go to the next one (question)?
- 12.C8: Sure.

Item 7

- 13.I: The next one is kind of like acting. Do you like to act?
- 14.C8: Yeah.
- 15.I: Alright, so I'm going to get you to pretend some different actions. So the first one is to...

Item 7-1.

- 16.I: Pretend to comb your hair.
- 17.C8: [smooth hands over pony tail]

18.I: Very nice combing of your hair. I like how you're combing your ponytail.

Item 7-2.

19.I: Now can you pretend to brush your teeth?

20.C8: [moves index finger back and forth over teeth]

21.I: I see them sparkling.

Item 7-3.

22.I: Pretend to act as if you're feeling cold.

23.C8: [places hands on opposite arms and pretends to shiver]

24.I: _____ is cold!

Item 7-4.

25.I: How can I see that you're feeling cold?

26.C8: Because I'm putting my arms up and I'm shivering.

27.I: And you're shivering.

Item 7-5.

28.I: Now pretend that you're drinking something that's nasty. Do you know what nasty means?

29.C8: Yeah, like not good.

30.I: Like not good.

31.C8: [wrinkles up nose and sticks out tongue]

Item 7-6.

32.I: How can I see that you think it tastes nasty? ... and that it's not like the yummiest drink in the world? How can I see that you think it tastes nasty?

33.C8: Because I'm making my face sort of like, kind of making a different face.

34.I: Yeah.

Item 7-7.

35.I: Now can you pretend that you're scared?

36.C8: [eyes dart around room]

Item 7-8.

37.I: How can I see that you're scared?

38.C8: Because when I'm looking at something and backing away.

39.I: Like you're looking at something and backing away. Okay.

Item 9

40.I: Next, I'm going to read one more short story, so listen carefully. *It is summer*, just like it is outside now, *Will and Mike are on vacation. They go out for a bicycle ride. Suddenly, there's a downpour and they have to find shelter in a bus station.* Do you know what a downpour is?

41.C8: Yeah, it's raining really hard.

42.I: *There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

43.I: What does the man mean?

44.C8: He means that, maybe it was sunny and then it started raining?

45.I: Okay.

Item 9-2.

46.I: Is it true what the man says?

47.C8: Maybe.

48.I: Maybe? Why maybe?

49.C8: Because maybe he's joking, and maybe it's true.

50.I: So maybe it's true, and maybe he's just joking? [nod]

Item 9-3.

51.I: Why does this man say: "Wow, we have nice weather today!"?

52.C8: Because maybe he likes the rain.

53.I: Maybe he likes the rain? So he says, we have nice weather today because he's happy that it's raining?

54.C8: Yeah.

55.I: Do you like the rain?

56.C8: Yeah, I like splashing in puddles. I don't know, those kinds of things.

57.I: Yeah, sometimes it can be fun to play out in the rain.

58.C8: Yeah, not like raining, pouring.

59.I: Just kind of raining lightly?

60.C8: [nod]

Stage Two: Children's Understanding of Media

Pre-activity

- 61.I: So next I'm going to ask you what your favourite media activity is. So media activities would be something like watching TV or going on the computer, on the iPad or playing videogames, or watching movies. What's your favourite thing like that to do, or do you like things like that?
- 62.C8: I like playing on the iPad and my iPod.
- 63.I: Do you have your own iPad and iPod?
- 64.C8: Yeah.
- 65.I: What do you like to play on those?
- 66.C8: I play mostly on my iPad. My iPad, you can go there quick, so I usually play on my iPad.
- 67.I: And do you play games or do you have apps, or ...
- 68.C8: I have a few apps and games.
- 69.I: Games like this drawing game or games like videogames?
- 70.C8: Well my brother has that drawing game, but he deleted it suddenly. And then I do have, it's like this—you know how you can make nails on the computer. You pick a color, and then you color it, or there's these colors, and they can just go on, when you click it.
- 71.I: So you can paint your toenails. Oh, very cool.
- 72.C8: And you can put like patches on, and choose at the end.
- 73.I: Okay, very interesting. I don't think I've seen that one. Do you think I would like it?
- 74.C8: Maybe.
- 75.I: Maybe? Yeah, maybe I'll have to check it out. Maybe _____ would like it.

Question 1 (NQ1).

- 76.I: Alright, so now can you tell me what you know about advertising? [pause] Do you know what the word advertising means? [pause] What do you know about advertising?
- 77.C8: I don't really know much.
- 78.I: It's okay to say what you think. There's no right or wrong answer.
- 79.C8: I don't think, I don't know what it is, but—yeah, I don't know.
- 80.I: Okay, that's okay. Have you heard about a commercial before?
- 81.C8: Yeah.

82.I: What's a commercial?

83.C8: It's a thing on TV, and it's like an advertisement. Like something that's like a short thing that just keeps you busy.

84.I: Alright. Keeps you busy? [nod]

Question 2 (NQ2).

85.I: Do you have any favourite ads (or commercials)?

86.C8: There is a commercial on television, but like, it shows American Girls, like their hair, and I like how they make it.

87.I: Okay. You like how they make it. Do you have an American Girl?

88.C8: Yeah, I have three.

89.I: Oh, wow! What are their names?

90.C8: _____, _____ and _____.

91.I: Oh, cool.

Question 2b (NQ2b).

92.I: Why do you think that there are ads for things?

93.C8: Because it just maybe makes things more—it's kind of like short little shows.

94.I: Okay.

Researcher direction.

95.I: Can we view an ad together now? Can I show you one ad together? We'll watch it, and then we can talk about it. Maybe you've seen it before, and maybe you haven't. We'll find out. I'm going to bring it up on the computer, but it's going to go up on this great big screen. [ad plays] There we go.

Question 3 (NQ3).

96.I: What can you tell me about this ad?

97.C8: He was playing hockey because maybe he likes playing hockey, and he shows everybody that he likes to play hockey, and he maybe wanted to make a commercial about it.

98.I: Okay.

Question 4 (NQ4).

99.I: Have you seen this ad before?

100.C8: Yeah, I think I've seen it on TV.

101.I: And what do you think the ad was for?

102.C8: Maybe he wanted to make one, and his mom and dad wouldn't let him the first time he said it, and he kept on saying it. And his mom and dad were like, no, no, no. Then the mom and dad said, okay, if you keep saying this, then I guess you should make one, a commercial.

103.I: So who do you think made the commercial?

104.C8: The little boy, and his mom and dad.

105.I: Okay.

Question 5 (NQ5).

106.I: Have you seen ads for this cookie somewhere else? [pause] Do you know what cookie was in there?

107.C8: An Oreo?

108.I: Have you seen ads for this cookie elsewhere? Anywhere else?

109.C8: Not so far.

110.I: Alright.

Question 6 (NQ6).

111.I: Would you like this item?

112.C8: [nod]

113.I: Why?

114.C8: Because I kind of like hockey. My brother likes hockey and my dad likes hockey, and I think I kind of like hockey.

Question 7 (NQ7).

115.I: And what is the ad trying to tell you? [pause] What do you think the ad is trying to tell you?

116.C8: Trying to tell me that, it's about hockey and it's just trying to tell me everything it's saying.

117.I: It's trying to tell you everything it's saying? Okay.

Question 8 (NQ8).

118.I: What might the characters or the people in the ad be thinking? What might the boy, and the mom and dad be thinking?

119.C8: They might be thinking that maybe it's a bad idea, maybe it's a good idea.

120.I: That what's a bad idea or a good idea?

121.C8: Maybe a bad idea is maybe that he would maybe get her doing it. That was a bad idea, and then the good idea would be, he would, like his mom would be happy that he made a commercial of hockey and stuff.

122.I: Of hockey and stuff...

Question 9 (NQ9).

123.I: Do you believe the ad?

124.C8: I don't know, maybe.

125.I: Maybe? Maybe why?

126.C8: Maybe because he sang in it, and it sounded like it was real, or it sounded like—I don't know, maybe.

127.I: Okay, you're not sure because he was singing, and it sounded like it could have been real or it could have been fake?

128.C8: Yeah. I: Okay, and so you're not sure.

Question 10 (NQ10).

129.I: Do you think other kids would believe the ad?

130.C8: Maybe.

131.I: Maybe, why?

132.C8: Maybe because they really like talking, and they wanted to be sure on the commercial that maybe they wanted to make one, and then they think that it's real. If they made a video and it was real, then they'd be like, I believe that video now. And if it was not real, then they'd be like, I don't believe that video.

133.I: Okay.

Question 11 (NQ11).

134.I: What do you think your parents or other grownups might think of this ad?

135.C8: Maybe it's fake.

136.I: Okay, maybe it's fake. Why would they think that?

137.C8: Because he actually threw it into the air, and his mom and dad are looking, and he just caught the Oreo. And then he's playing hockey, and he shouts some more.

138.I: Yeah, so you think it might not have been easy for the little boy to be able to do that?

139.C8: Yeah.

140.I: So you're not sure if they would believe that? Alright.

Question 12a (NQ12a).

- 141.I: Would you ask someone to buy this item for you?
- 142.C8: No.
- 143.I: No? Why not?
- 144.C8: I would maybe ask my parents, and then if they say yes, I'd be like, yay! And then maybe my dad can make believe, and probably ...
- 145.I: Yeah? You think your dad would get it for you?
- 146.C8: Maybe.

Question 12b (NQ12b).

- 147.I: Why maybe? Why do you think your dad would buy it for you?
- 148.C8: Maybe because he doesn't want to waste all of his money—maybe he wants to save it, or maybe he wants to be nice and buy it.
- 149.I: Okay.

Question 13 (NQ13).

- 150.I: Is there anything else you'd like to tell me about this ad?
- 151.C8: Not that I can see.
- 152.I: Not that you can see. You've already told me a lot.

Researcher direction.

- 153.I: So now we're going to look at some images that I have. Alright, so here's the first one.
- 154.C8: I do have an Easy Bake oven.
- 155.I: So that's my question,

Question 14 (NQ14).

- 156.I: Do you have any of these items or know about them?
- 157.I: So you do have an Easy Bake oven, so you know about that. And here's the next one (Lego image).
- 158.C8: It's Lego.
- 159.I: Do you know about Lego?
- 160.C8: Yeah, my brother has lots.
- 161.I: And what about this one (Froot Loops)?
- 162.C8: Froot Loops? Yeah, I eat them for breakfast sometimes.

163.I: Do you eat them for breakfast sometimes? And this is the last one (Super Mario 3D World).

164.C8: Is it Mario?

165.I: What do you know about Mario?

166.C8: Because my brothers play it on the video, and I've played it on the Wii.

167.I: Okay, so your brothers play it on the Wii, and you've played it too? Alright.

Question 15 (NQ15).

168.I: Are any of these your favourite?

169.C8: I think the first one would be—an Easy Bake oven.

170.I: Why is this your favourite?

171.C8: Because you can cook on it and it's really good.

172.I: It's really good, so you like it, and you said you have one, right?

173.C8: Yeah.

174.I: So are the treats really yummy?

175.C8: Yeah.

176.I: Have you made lots of treats?

177.C8: Yeah.

178.I: What are your favourite treats to make in it?

179.C8: Maybe like cupcakes with pink icing.

180.I: Of course, pink icing, right? Pink sprinkles too?

181.C8: Yeah.

182.I: Awesome. What kind of cupcake? A vanilla cupcake?

183.C8: Yeah.

184.I: Yeah? Or chocolate? Do you have chocolate cupcakes too?

185.C8: Yeah, I like chocolate.

186.I: You like chocolate?

187.C8: Yeah.

188.I: It does taste yummy, doesn't it?

Question 16 (NQ16).

189.I: Have you seen ads for any of these items (before)? Either the Easy Bake or the Lego, or the Froot Loops or the Super Mario? Have you seen ads for any of those?

190.C8: I've seen a Lego advertisement. I saw this advertised, and I saw Super Mario. Yeah, that's about all.

Researcher direction.

191.I: Okay, well I would like for you to pick one of these items, and for us to look at the ad together online. Which one would you like to look at?

192.C8: Probably the Easy Bake.

193.I: I thought you were going to say the Easy Bake. Alright. [ad plays]

194.C8: Yup.

195.I: Yup, what?

196.C8: I've seen it before.

197.I: You've seen it before? You thought you might have, but when you saw it, it's confirmed that you had seen it before?

198.C8: Yeah.

Question 17 (NQ17).

199.I: What do you like about this ad? Or do you like it?

200.C8: I like it because I like the treats in it, and I kind of like baking.

201.I: Do you sometimes bake at home?

202.C8: Yeah.

203.I: With the Easy Bake or in the big kitchen?

204.C8: I like to bake in the big kitchen.

205.I: What do you like to bake in the big kitchen?

206.C8: Baking cookies and some cakes.

207.I: Do you like birthday cakes?

208.C8: Yeah.

209.I: So you like the treats in it. Anything else that you like about this ad?

210.C8: Maybe dancing.

211.I: You like to dance, don't you? I know that about you, that you like to dance. Do you like to sing too?

212.C8: Yeah.

213.I: So you like the treats and the dancing.

Question 18 (NQ18).

214.I: Is there something you don't like about (it) the ad? Anything that you don't like about it?

215.C8: Not really.

216.I: No? It's all good?

217.C8: Yeah.

Question 19 (NQ19).

218.I: So what is the ad trying to tell you? What do you think this ad is trying to tell you?

219.C8: That they're dancing and baking, and eating treats.

220.I: That they're dancing and baking, and eating treats? Okay.

Question 20 (NQ20).

221.I: What might the people in the ad be thinking? What might the girls in the ad be thinking?

222.C8: Maybe they're happy that they're baking, like maybe it was a bad idea to do this, maybe it was a good idea to do this. Maybe it was good at the dancing. I like how we do this. Oh, maybe we should have made this longer or shorter.

223.I: Oh, about the advertisement?

224.C8: Yeah.

225.I: Okay.

Question 21 (NQ21).

226.I: Do you believe the ad?

227.C8: I might believe it, just not as fast.

228.I: What not as fast?

229.C8: Maybe they talk fast, and maybe spin fast, so maybe like a slower motion.

230.I: Okay.

Question 22 (NQ22).

231.I: Do you think other kids would believe the ad?

232.C8: Maybe in slow motion. Maybe they wouldn't believe it because they didn't think it would be slow. They find it's fast, so they don't think that the girls can do that as fast, like they did it.

233.I: Yeah. Do you think you have some pretty cool dance moves?

234.C8: Yeah.

Question 23 (NQ23).

235.I: Would you like to have this item?

236.C8: Yeah.

237.I: Why?

238.C8: Because it's fun to bake with and it's really tasty.

239.I: And you said you already have an Easy Bake oven. Do you have one that looks just like that, or is yours different?

240.C8: It's purple, the same thing.

Question 24a (NQ24a).

241.I: So would you ask someone to buy this item for you?

242.C8: Yeah.

243.I: Yeah? Why?

244.C8: Because maybe I would want it and they bought it for me.

Question 24b (NQ24b).

245.I: Who do you think would buy it for you?

246.C8: Maybe my parents.

247.I: Why your parents?

248.C8: Because they're not a stranger, and they might want to help to buy it for me or something.

Question 25 (NQ25).

249.I: Is there anything else you would like to tell me about this ad?

250.C8: Maybe because if the kids are like, well I don't have four hands.

251.I: So if they don't have what? Forty hands?

252.C8: Four hands or something. Because they do everything at the same time.

253.I: Oh, so you think there's a lot of things happening in the ad at the same time, and that makes it hard to believe? [nod] Cool.

254.I: Thank you for sharing your thoughts about these ads. I enjoyed learning about the ads with you. Now we're done. Would you like to go play in the playroom for a bit while I talk to your (parent) [sure] about some questions about media? That was great.

Stage Three: Ecological Context

- 255.I: In thinking about media, including TV shows, music or videogames, would you say those media are mainly a positive influence in children's lives or negative, or not much influence one way or the other?
- 256.P8: Probably not much influence.
- 257.I: Okay. And how concerned are you that your children are being exposed to too much violent content, adult language or advertising in media in general, whether it be in ...
- 258.P8: Concerned. Very concerned.
- 259.I: Concerned, okay. Of all three or one in particular, or ...
- 260.P8: Mostly violence, games or language.
- 261.I: Okay, in videogames? Yeah, some of the videogames now have [Pretty graphic.] pretty graphic content, and pretty ...
- 262.P8: It's constantly trying to—the kids want it.
- 263.I: Okay, so when the kids want it, do you do your own research [Yeah.] in kind of seeing what it's all about, or you just go by the rating, or you ...
- 264.P8: The rating, sometimes it's deceiving.
- 265.I: Okay, deceiving, so you do your own homework and research as to whether you're going to purchase it or not. [Yeah.] Okay. And in terms of inappropriate content in advertising, are you concerned about advertising or not so much?
- 266.P8: I don't see it, but ...
- 267.I: No, that's fine, because some might say in terms of inappropriate content in advertising, that there might be adult language or content in advertisement, or just that it makes them want to buy a lot of stuff.
- 268.P8: Probably, yeah, as far as influencing.
- 269.I: As far as influencing them in terms of what they purchase or what you purchase, or whatever, not so much.
- 270.P8: Maybe some. Somewhat probably, but ...
- 271.I: But it's not a huge concern for you. You're much more concerned about that violent content, particularly in videogames. [Yeah.] Okay.

Appendix R

Transcription of Session (C9) Kevin and (P9) Karla

Stage One: ToM**Item 6**

- 1.I: So the first thing we're going to do is, I'm going to ask you some questions about some short, short, short stories. Do you like stories? Do you like to read?
- 2.C9: Read? Not really.
- 3.I: Well you don't have to read these short stories. I'll read them to you, and you can just listen carefully. They're just tiny little stories. So, this story goes like this: *Father and mother are at a birthday party. They only know a few people and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 4.I: What does the father mean?
- 5.C9: I think he means like, they're having such a good time.
- 6.I: Okay... that it means they're having such a good time?
- 7.C9: [nod]

Item 6-2.

- 8.I: Why does the father say: "It's a pleasure to be here!"?
- 9.C9: Maybe because he loves being there at their son or daughter's birthday party. He'd rather be there than at work.
- 10.I: He'd rather be at his son or daughter's birthday party than at work?
- 11.C9: Yeah.
- 12.I: Do you think birthday parties are fun?
- 13.C9: Yeah, I'll have one next week.
- 14.I: That will be fun.

...

Item 7

- 15.I: Now the next one (question) is kind of acting. Do you like to act? Do you like to pretend different things?
- 16.C9: Not when there's a lot of other people.

17.I: Well this is where I ask to pretend different actions.

Item 7-1.

18.I: The first one is to pretend to comb your hair. Do you think you can pretend to comb your hair?

19.C9: [places hand on top of head and makes downward motion]

20.I: Awesome. _____ is combing his hair.

Item 7-2.

21.I: Pretend to brush your teeth.

22.C9: [makes back and forth movement in front of teeth with his finger]

23.I: Oh, sparkling teeth.

Item 7-3.

24.I: Pretend to act as if you're feeling cold.

25.C9: [pretends to shiver]

26.I: _____ is cold. _____ is cold.

Item 7-4.

27.I: How can I see that you're feeling cold?

28.C9: When I'm doing, like [repeats shivering motions].

29.I: Yeah? So I can see that, and I'll be able to tell that you're cold? [nod] Awesome.

Item 7-5.

30.I: Pretend that you're drinking something that tastes nasty.

31.C9: [pretends to spit on ground]

32.I: Oh, dear.

Item 7-6.

33.I: How can I see that it tastes nasty?

34.C9: [shrugs shoulders]

35.I: Because you spit it out?

36.C9: Yeah.

Item 7-7.

37.I: Now pretend that you're scared.

38.C9: [waves trembling hands in front of body and leans back]

Item 7-8.

39.I: How can I see that you're scared?

40.C9: Because I was doing this [repeats hand waving motion] and saying "no, don't hurt me."

41.I: Okay, because you've got your hands up and you're kind of shaking, and your eyes are kind of big. Alright, great acting.

Item 9

42.I: The next one is our last little story. I'll read a short story and you listen carefully. *It's summer. Will and Mike are on vacation. They go out for a bicycle ride. Suddenly there's a downpour.* Do you know what a downpour is?

43.C9: Like a really bad rainstorm.

44.I: Yeah. So suddenly there's a downpour, *and they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain. One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

45.I: What does the man mean?

46.C9: I think he means like it's pretty out, like it's really sunny out. Like it's raining, but it's really sunny and that, so it's nice weather, but it's still raining.

47.I: It's still raining, but it's sunny?

48.C9: [nod]

Item 9-2.

49.I: Is it true what the man says?

50.C9: Not really, because, no, because it's raining still, like a downpour.

51.I: Okay. And so it's still raining downpour, so it's not true then.

52.C9: Yeah, usually downpours, the clouds come in, so it takes over.

53.I: So it wouldn't be sunny because it would be cloudy. Okay.

Item 9-3.

54.I: Why does this man say, wow, we have nice weather today?

55.C9: I think maybe because—maybe he had a party and was drinking last night.

- 56.I: And so he says, wow, we have nice weather today because he was at a party and drinking?
- 57.C9: Yeah.
- 58.I: And why would that make him say that?
- 59.C9: Or maybe if he got bit by a squirrel.
- 60.I: Oh, and that might make him say that too?
- 61.C9: Yeah, because people go crazy when they get bit by squirrels.
- 62.I: Oh, I didn't know that.
- 63.C9: My mom told me. I think it's because ...
- 64.I: Oh, she told you that? That's all for our stories.

Stage Two: Children's Understanding of Media

Pre-activity

- 65.I: Thank you for answering the questions. You're great at answering questions. What is your favourite media activity? [pause] So a media activity is something like watching TV, playing videogames [Playing videogames.] hold on—iPad, watching movies, on the internet or on like an iPad or on X box or videogames. What's your favourite media activity?
- 66.C9: I think it's being on an iPad and playing electronics.
- 67.I: What kind of electronics?
- 68.C9: Pretty much like every one in the world.
- 69.I: Every one in the world?
- 70.C9: Yeah, I've played a PS3, and X box. I don't like the PS3 that much.
- 71.I: No? So do you have a PS3 and an X box?
- 72.C9: No, I don't have a PS3. My next door neighbour does, but I'm getting one this year for my birthday.
- 73.I: Are you? [Yeah.] Why would you want a PS3 if you have an X box already?
- 74.C9: Because you can get different games on the PS3 and the PS4.
- 75.I: Oh, so there's different games and you like the different games.
- 76.C9: Yeah.
- 77.I: So you don't always play the same game on them then, you like to play all different games.
- 78.C9: Yeah.

- 79.I: Do you have a favourite one?
- 80.C9: I like Call of Duty 4. I have a screen picture of Call of Duty on the iPad.
- 81.I: And what do you play on your iPad? Something to do with Call of Duty, or not?
- 82.C9: I usually watch YouTube, and I play my gun game, Trigger Fist.
- 83.I: What do you do in Trigger Fist?
- 84.C9: Pretty much, there's free-for-all, team death match and scared goat.
- 85.I: Sounds scary. Is it scary?
- 86.C9: Not really, but some levels of the game are really difficult. They're really hard to unlock weapons. I just unlocked like a double grenade thing yesterday. It took me maybe a couple of weeks to get that one.
- 87.I: Oh, so then you must play it often to try and unlock things.
- 88.C9: Yeah.
- 89.I: And what do you watch on YouTube? How do you find your things that you're going to watch on YouTube?
- 90.C9: I usually watch two players, usually like Stimpy, Banty Band or Minecraft.
- 91.I: And are they funny ones?
- 92.C9: Yeah, I have the same funny ones, I've watched, and it'll probably be the only time watching it, it's hilarious.
- 93.I: So my next question for you _____ is....

Narrative Open-Ended Child Interview Questions

Question 1 (NQ1).

- 94.I: Tell me what you know about advertising. [pause] Do you know what the word advertising means?
- 95.C9: Isn't it like acting?
- 96.I: Well it could mean like acting. So tell me what you know about advertising. Where would you see advertising?
- 97.C9: Pretty much in acting.
- 98.I: What about on TV? Do you know what a commercial is?
- 99.C9: Yup.
- 100.I: Well a commercial is a type of advertising.
- 101.C9: I love the new commercials on because it shows poutine flavoured chips.

- 102.I: Poutine flavoured chips? And do you like poutine?
- 103.C9: Yeah.
- 104.I: And have you tried the poutine flavoured chips?
- 105.C9: Yeah.
- 106.I: Yeah? Where did you buy those at?
- 107.C9: I bought a bag in _____. My ____ and ____ was out, and they bought me a bag of poutine chips.
- 108.I: And you had seen them on TV, had you?
- 109.C9: Not when I was in _____, but yeah—I was like, oh, poutine chips, and all my hands were red.
- 110.I: So since you got back home you saw the commercial?
- 111.C9: No, like maybe two days later or so. I don't know, actually it was the first day or two days after.

Question 2 (NQ2).

- 112.I: Do you have any favourite ads?
- 113.C9: Not really. Do you mean commercials?
- 114.I: Yeah.
- 115.C9: Yeah, poutine chips.
- 116.I: Poutine chips? [nod] What do you like about it, or about that ad?
- 117.C9: Because it has poutine on it.
- 118.I: Because it has poutine on it?
- 119.C9: Yeah, and poutine is my favourite food.
- 120.I: Poutine is your favourite food. Poutine is French fries with gravy and cheese, right?
- 121.C9: Yeah, and what's poutine without ketchup? It's poutine that has no flavour to it. Plus, when I put ketchup on it, it helps it to cool down, so I don't have to keep blowing on it.
- 122.I: So do the poutine chips have ketchup on them?
- 123.C9: Poutine chips? No.
- 124.I: No? But they're still good?
- 125.C9: Yeah, they're still real good. But you could just mix it up with ketchup, I guess.
- 126.I: Hey, then you have it all, right?

127.C9: Yeah.

Question 2b (NQ2b).

128.I: Why do you think that there are ads for things?

129.C9: So they'll get more customers and so they know stuff.

130.I: So why do you think they would get more customers if they have ads?

131.C9: Because if they like something, well usually nowadays, they put cleaners and that, they put phone numbers down, and it's like, call security.

132.I: And then they get it right away?

133.C9: In like two or three weeks, because it has to get delivered to wherever it is.

134.I: Okay, so people can see the product on the TV, and then they can call the number and get it delivered right to their home?

135.C9: Not right away, but yeah.

136.I: Cool.

Researcher direction.

137.I: So I'd like for us to view an ad together. Do you think we can do that?

138.C9: An ad?

139.I: Yeah.

140.C9: You can do ads on TV?

141.I: Yeah.

142.C9: Oh my god, I did not know that.

143.I: Well an ad, because we have the computer hooked up. So we're going to put it on here, and then it's going to come up on there, because of this cord here.

144.C9: Oh, usually I just watch Netflix or something on TV.

145.I: You know what? Our computer turns itself off after nobody touches it for a little while. So I'm just going to wait for the computer to come back on. There we go. Here it comes. It'll be like watching a movie. Look how big it is. Alright, so I'll show you this ad and then you can tell me everything you think about it.

146.C9: Oh, we're watching an ad for Oreo.

147.I: So it was just a short ad, wasn't it? Do you want to watch it one more time?

148.C9: I didn't really like it that much, it's not really my kind of taste.

- 149.I: Alright, let's go back over there and you can tell me all about that. Alright, so you didn't really like it that much.
- 150.C9: No.
- 151.I: It wasn't really your kind of taste you said?
- 152.C9: [shakes head no]
- 153.I: No? Why not?
- 154.C9: I didn't really like it because I don't like those kind of Oreos. There's already like vanilla Oreos out now. Why do they still need a commercial for that?
- 155.I: Why do they need a commercial for that, because they're not new you mean?
- 156.C9: Yeah, because they already have vanilla, chocolate, mint flavour and some other flavour.
- 157.I: You really know your Oreos.
- 158.C9: And mint flavour.
- 159.I: Do you like all those Oreos?
- 160.C9: Yes, especially the mint flavoured.
- 161.I: That's your favourite one, is it? [nod]
- 162.I: Oh. So you didn't like that commercial because it wasn't really your type.
- 163.C9: No. [shakes head no]
- 164.I: What would be your type?
- 165.C9: More like maybe if there were chips or if they were releasing ...
- 166.I: If they were releasing chips?
- 167.C9: If they made like a cartoon where they switched to different people, and show a bed sheet kind of thing. I really like those. Those are real cool. I like those.
- 168.I: I don't think I've seen those. So what are those kind?
- 169.C9: Sometimes they get real lame, but they really get in your head.
- 170.I: Oh, so what kind is that again?
- 171.C9: Bed sheets, like they switch to other people, and they really get stuck in your head.

Question 3 (NQ3).

- 172.I: What can you tell me about this ad that we watched?
- 173.C9: Well I thought it was a little too kiddie.
- 174.I: A little too kiddie?

175.C9: Yeah, and I think their voice was a little too high pitched.

Question 4 (NQ4).

176.I: Have you seen this ad before?

177.C9: This is like my second or third time watching it.

178.I: Where have you seen it before?

179.C9: On TV. When I used to watch my TV, that was a really long time ago. I didn't even know there was such a thing as YouTube on there. I was actually the first one to figure it out, that my iPad was a YouTube player.

180.I: That your iPad was a YouTube player?

181.C9: Then my brother copied and thank god, my sister didn't copy.

Question 5 (NQ5).

182.I: Have you seen ads for this cookie somewhere else?

183.C9: Yeah, on YTV, but that was way back.

184.I: Way back when?

185.C9: Two or three years ago.

186.I: Okay, back when you used to watch your TV?

187.C9: Yeah, when I was a little kid.

188.I: And you saw it on YTV?

189.C9: Yeah, I used to watch it on Teletoon, YTV and Family. Actually, I still watch it just a little bit. Am I'm grounded from my iPad.

Question 6 (NQ6).

190.I: Who do you think- who would like this item (in the advertisement)?

191.C9: Probably little kids and probably adults would like Oreos.

192.I: [nod]... and adults would like Oreos? Why?

193.C9: Because Oreos are good. I don't know what your [pointing to Interviewer] favourite one would be.

194.I: Well I don't know if I've tried all of them. I haven't tried the birthday cake one.

195.C9: Of what?

196.I: Of the Oreos, and I don't know if I've tried a mint Oreo. I've had the plain chocolate ones. What's your favourite one?

- 197.C9: My favourite, I have to say is, oh, yeah, there is a mint one. There's a cake one, a chocolate one, a mint one and a vanilla one. I think I'd have to say the mint one. I never tried the other ones before, but they look real good, just because they're like mint Oreos.
- 198.I: And you like mint flavour and chocolate flavour, so you think they would be your best?
- 199.C9: Yeah, I think the best ones are the mint. I think I would just try all of them, because all of them are good.
- 200.I: They're all cookies, right?

Question 7 (NQ7).

- 201.I: What is this ad trying to tell you? [pause] What do you think this ad is trying to tell you?
- 202.C9: Buy them, like yummy, buy them, yay, and now try out for hockey. Actually, don't try out for hockey. Once I ate one before hockey and my legs were paining so bad.
- 203.I: Oh, really?
- 204.C9: Yeah, so those are not good for hockey.
- 205.I: So they're not good for hockey, but does the ad tell you they're good for hockey?
- 206.C9: Yeah, it sort of does because it switches to hockey. Wait, maybe it doesn't because it's like a rhyming ad.

Question 8 (NQ8).

- 207.I: So what might the characters in the ad be thinking?
- 208.C9: The characters in the ad? They should make rhyming ones because the kids will like it more. They should make it for anyone, and then the kids will like it more and then they'll be begging their moms for some. So, yeah.
- 209.I: Why do you think the kids would like it more if it's rhyming?
- 210.C9: Because they're still little, so they don't know much.
- 211.I: They don't know much?
- 212.C9: [nod]

Question 9 (NQ9).

- 213.I: Do you believe the ad?
- 214.C9: [shakes head no]
- 215.I: No? Why not?
- 216.C9: I don't really like it. When I was a kid, I used to go nuts for it. I would eat like 25 bags of Oreos a day.
- 217.I: Of the Oreos, yeah? But now you don't believe the ad?

218.C9: No.

219.I: How come? What changed?

220.C9: I think, when I was a kid I used to be like a little more better. Like when I was a kid, it was different.

221.I: It was different when you were a kid? [nod] So you don't believe the ad?

222.C9: [shakes head no]

Question 10 (NQ10).

223.I: Do you think other kids would believe the ad?

224.C9: Yeah.

225.I: Why?

226.C9: Probably because as I said, well, the little kids would go nuts for it.

227.I: Yeah, so the little kids would believe the ad. What about other kids like you?

228.C9: Not really.

229.I: Not really? No?

230.C9: [shakes head no]

Question 11 (NQ11).

231.I: What do you think your parents or other grownups might think of this ad?

232.C9: They might like it. They might watch it, like usually they might not have any shows, so they'd just watch commercials. Like in old times, they didn't have television, so they'd just watch commercials.

233.I: Oh, where did they see commercials?

234.C9: They didn't have anything such as TV shows, like there was only commercials, so they used to watch commercials only. I imagine that would drive me nuts.

235.I: You wouldn't like that.

Question 12a (NQ12a).

236.I: Would you ask someone to buy this item for you?

237.C9: If it's somebody who really loved Oreos, and if it was their birthday, yeah. For me, no way. Well, maybe if I fell for Oreos, yeah, I would ask them. We have a lot of Oreos at home.

Question 12b (NQ12b).

238.I: Who do you think would buy it for you?

- 239.C9: Probably my mom because I just laze around.
- 240.I: You just laze around, so she would buy them for you?
- 241.C9: Yeah, and plus when I go to Wal-Mart or whatever, no I think it's—you know the blue and green store in here, like in - , what's it called?
- 242.I: Yeah, like the - shop? Co-op?
- 243.C9: Yeah, the Co-op. When I go there, I go nuts and buy a whole lot of stuff. Maybe it's like a hundred, two hundred dollars—like maybe it's two hundred, two fifty.
- 244.I: Yeah? And there's lots of Oreos in there?
- 245.C9: No, pretty much ketchup chips, Diet Pepsi and some stuff.

Question 13 (NQ13).

- 246.I: Is there anything else you'd like to tell me about this ad?
- 247.C9: Not really.
- 248.I: Not really?
- 249.C9: [shakes head no]

Researcher direction.

- 250.I: Now I have some other images that we're going to look at. So here are some images—so there's one.

Question 14 (NQ14).

- 251.I: So I want to know if (do) you have any of these items, or if you know about them?
- 252.C9: I know about this (Easy Bake Oven). My sister has that (Easy Bake Oven).
- 253.I: Your sister has that? Do you know what it is?
- 254.C9: Yeah, a cookie baker thing.
- 255.I: What about this one (Lego image)?
- 256.C9: Lego. I love Lego.
- 257.I: You love Lego, do you? Do you have Lego at home?
- 258.C9: Yeah, a whole box full.
- 259.I: A whole box full? Yeah? Do you like to play with Lego as much as you like to play with your videogames?
- 260.C9: Yeah, pretty much. I don't play with them anymore, but I still have them. That's [points to Froot Loops image] Froot Loops. I've watched the commercial for Froot Loops.
- 261.I: You've watched the commercial for Froot Loops? Have you eaten Froot Loops?

- 262.C9: Yeah, I love Froot Loops.
- 263.I: You love everything.
- 264.C9: Yeah.
- 265.I: What about this one (Super Mario 3D World)?
- 266.C9: That is the new Wii thing where you can play online together. That's Mario.
- 267.I: Yeah, that's a Super Mario. I think it's a 3D one.
- 268.C9: Yeah, 3D.
- 269.I: Yeah.

Question 15 (NQ15).

- 270.I: Are any of these your favourite?
- 271.C9: I'd have to say, this one [points to Lego image].
- 272.I: The Lego?
- 273.C9: Yeah.
- 274.I: Why is that your favourite?
- 275.C9: Actually, I'd have to say four.
- 276.I: This one is your favourite after all?
- 277.C9: Yeah.
- 278.I: Okay.
- 279.C9: Because it's more electronic. And when the stuff breaks, it doesn't drive you as much as Lego does. And if you step on Lego on the wrong angle, it hurts.
- 280.I: It hurts, does it?
- 281.C9: Yeah, I did it.
- 282.I: You did it before?
- 283.C9: Yeah, I'm trying to figure out the spot where it did.
- 284.I: So this one is your favourite, the Super Mario one.

Question 16 (NQ16).

- 285.I: Have you seen any of these? So you said you saw a commercial for Froot Loops before. Have you seen ads for any of the other (items) ones before?
- 286.C9: All of them.

- 287.I: All of them?
- 288.C9: Yeah, I've seen ads for the Lego one. I love the ad for the Lego one.
- 289.I: What do you love about the Lego one?
- 290.C9: It's real cool. It's about towers and that. I love that.
- 291.I: And that makes it really cool?
- 292.C9: [points to Easy Bake Oven and sticks out tongue while scrunching up face].
- 293.I: And you don't like that one. Why not?
- 294.C9: You know why.
- 295.I: I know why? How come?
- 296.C9: Look at it. I don't like that ad.
- 297.I: So you don't like the Easy Bake ad?
- 298.C9: [shakes head no]
- 299.C9: I like the Super Mario ad and the Froot Loops ad.

Researcher direction.

- 300.I: Alright, well I'd like you to pick one of these items for us to look at the ad online. Which one would you like to look at? Oh, so even though you like the Super Mario one, you want to watch the Lego ad. Alright.
- 301.C9: Yeah, I think the Lego one is a good, good one because it's really cool.
- 302.I: How come you think it's a good, good one?
- 303.C9: I like that, so yeah.
- 304.I: And you've seen the Lego ads before.
- 305.C9: Yeah, it's really impressive how they can make towers and that.
- 306.I: Do you get ideas about what to build? So sometimes when you watch those ads and they were building great big towers, did you give you ideas of how to build your own towers?
- 307.C9: Yeah, actually I have a book of mine that gives me ideas.
- 308.I: Oh, a Lego building book?
- 309.C9: Yeah.
- 310.I: Alright, here it comes.
- 311.C9: I wonder if my mom is done the questions?

- 312.I: She's probably pretty close, if she's not done yet. We're going to be done soon too. We'll see who's done first. [ad plays]
- 313.C9: That's the ad I've watched before and I love.
- 314.I: That's the ad you've watched before and you love?
- 315.C9: Yeah. That ad is so cool.
- 316.I: So what is so cool about it? [pause]...

Question 17 (NQ17).

- 317.I: What do you like about this ad?
- 318.C9: It's because I like building, like it's amazing how people could build that. I once actually built a Lego thing made out of—like as big as a house.
- 319.I: Really?
- 320.C9: I could actually walk in it because the door was so massive.
- 321.I: You built a great big Lego thing that was big enough that you could walk through the door?
- 322.C9: Yeah, I built it inside and then, yeah, just relaxed.
- 323.I: Wow, you must have a lot of Legos.
- 324.C9: Yeah, I do.
- 325.I: Wow. Was that when you were much younger?
- 326.C9: Yeah, much younger. I think it was in one of the World Books, I think, the fifth.
- 327.I: Okay, fifth World Book that you had built the biggest Lego house ever?
- 328.C9: Not ever, but it was pretty massive, like maybe the size of that house.
- 329.I: So where did you build that, at home?
- 330.C9: Yeah.
- 331.I: So what else do you like about this ad?
- 332.C9: Because I like it, because it's really cool.
- 333.I: Because it's really cool.

Question 18 (NQ18).

- 334.I: Is there something that you don't like about it?
- 335.C9: There is one thing.
- 336.I: One thing. What thing?

- 337.C9: I'd have to say, they could update it, like upgrade it. That's the one thing I don't like. I like it so well, that they should upgrade it.
- 338.I: So they should upgrade it?
- 339.C9: Yeah.
- 340.I: Upgrade it to what?
- 341.C9: A better one, like maybe like longer and better.
- 342.I: Longer and better?
- 343.C9: Yeah.
- 344.I: So because you've already seen it before, you'd like them to make an upgraded version?
- 345.C9: Yeah, I pretty much still watch it once a month, and then I'd check if it was updated, and yeah, it is.
- 346.I: Okay, so where do you watch it?
- 347.C9: On my TV.
- 348.I: Okay, so you see it on your TV?
- 349.C9: Yeah.
- 350.I: Yeah? Not on YouTube?
- 351.C9: Actually, yeah, I check them on YouTube because I go on TV whatever time, so yeah, I just check it once a month on my iPad.
- 352.I: So you actually go back and watch that commercial once a month?
- 353.C9: Yeah, but it isn't (upgraded).
- 354.I: It isn't. It's still the same commercial.
- 355.C9: Yeah.
- 356.I: So that's what you don't like about it.

Question 19 (NQ19).

- 357.I: What is the ad trying to tell you?
- 358.C9: It's trying to tell you that Lego is for all ages, except for basically like, it's five or older. Like it can't be under five because they could swallow them.
- 359.I: Yeah, it can be. The little blocks are kind of dangerous for little kids, hey, for little kids that still put things in their mouth?
- 360.C9: Yeah.

361.I: Cool.

Question 20 (NQ20).

362.I: What might the (characters) people in the ad be thinking? What might they be thinking?

363.C9: They're thinking the show is going to be a hit, because everybody loves Lego.

364.I: Because everybody loves Lego?

365.C9: [nod]

Question 21 (NQ21).

366.I: Do you believe the ad?

367.C9: Yeah, but I wouldn't believe the ad because it isn't updating.

368.I: Okay, but you do believe it.

369.C9: Yeah, a little.

370.I: But you'd believe it more if it was upgraded or updated?

371.C9: Yeah, I would like it so much more.

Question 22 (NQ22).

372.I: Do you think other kids would believe the ad?

373.C9: Because of how old it is, no.

374.I: No? Because of how old it is, they wouldn't believe it?

375.C9: Yeah, it's way too old—update!

Question 23 (NQ23).

376.I: Would you like to have this item?

377.C9: Lego? [nod] I already do. I already have Lego.

378.I: And so you would like to have this item because you already do.

379.C9: Yeah.

380.I: Do you have that exact house?

381.C9: No, I had to break it down because it took a lot of space. I couldn't build it inside my house because my house is too small, so I had to build it outside.

Question 24a (NQ24a).

382.I: Would you ask someone to buy this item for you?

383.C9: Yeah, a lot.

384.I: Yeah? Why?

385.C9: Because I like them.

386.I: Because you like them.

Question 24b (NQ24b).

387.I: Who do you think would buy it for you?

388.C9: I'd have to say, my momma.

389.I: Your momma? Why would your momma buy it for you?

390.C9: My mom would buy it maybe because I only get them like once a month, maybe like five times a month or something.

391.I: You only get what five times a month?

392.C9: Yeah, five Lego a month, and I don't even get them once a month because I don't like them anymore.

393.I: Oh, but you used to get lots of new Lego every month.

394.C9: Yeah, but now I don't get them every month now. I might build with them again one day.

395.I: Maybe one day? Do you like to build Lego together?

396.C9: Yeah, I built an awesome police station, but somebody broke it down.

397.I: Oh, no.

398.C9: I'd have to say my brother did because he wanted to make something else, so he just smashed it all down.

399.I: Oh, no.

400.C9: And we also build trucks out of Lego, so we smash them together, to see which one was stronger. Mine always one. I put like armour in the front, so it won't smash as much. So I maybe put five layers of armour so it won't smash as much.

401.I: How did you learn to build it like that?

402.C9: I just put one of those things where you can stick stuff on. So basically I put on Lego, and then I put all the armour around it. So it was indestructible. I bought so much Lego, so I could build stuff.

403.I: Cool.

Question 25 (NQ25).

404.I: Is there anything else you'd like to tell me about this ad?

405.C9: [shakes head no]

406.I: Well you know what, _____, we're all done. Thank you for sharing your thoughts about these ads. I enjoyed learning about these ads with you. Now you can go down and play in the playroom.

Stage Three: Ecological Context

407.I: Alright, so my other question was just, in thinking about media, so in terms of including like TV shows, movies, music, videogames, whatever, would you say those media are mainly a positive influence in the _____'s life, or a negative or not much influence at all? So do you feel that it plays a factor in influencing him one way or another?

408.P9: I think it's both. Because I find it depends on the situation for _____. So sometimes I think the biggest thing, one of the things that I mentioned in my survey was that, I think that the media or the control over it is always a place of conflict. I find that as he's getting older, he's understanding more, and I'm able to explain to him when there's restrictions on things. So I think that that part of it is both good and bad. So there's definitely good and bad. Does that make sense?

409.I: Yeah, no, so how concerned are you that _____ would be exposed to too much violent content, adult language?

410.P9: I'm always concerned about it.

411.I: Always concerned about it? [Always.] In terms of all of them, or one more than the other in terms of adult content or adult language, or violent content?

412.P9: All of it, yeah, I am always thinking about it. And I still am not sure if I'm doing a great job of moderating that.

413.I: Of moderating that?

414.P9: Yeah, because I find that he's becoming more knowledgeable about his iPad. The really good thing, it's one good thing, is sometimes he has a hard time spelling things. So _____ asks me to search for him so I'm able to navigate that.

415.I: And then say, okay, that's an appropriate search or a non-appropriate search.

416.P9: Exactly, because sometimes he doesn't know. He'll hear things in school or conversations, and he'll want to look things up. And then he'll ask me to help him spell things, or he'll spell it wrong himself. So I know that there's always going to be a link back to me that I have to know what it is that he's looking for.

417.I: Because he's becoming more autonomous at doing it independently himself, right?

418.P9: Yes. So I think that that—I know that there's going to be a day that he's going to be able to do it all on his own, so I haven't thought about that yet.

419.I: You haven't thought that far ahead?

420.P9: No. So I'll wait for your research to come out, and then I'll get the advice from the article.

- 421.I: Well and that's the thing too with the Internet, it kind of opens this whole new floodgate, right?
- 422.P9: Oh, it is.
- 423.I: Because before, if you were on a certain channel on TV, you could kind of know the types of things that were on it, if you watched it, if you'd seen it before. But with the internet, you can happen to ...
- 424.P9: Oh, they can. Absolutely. Yeah, absolutely. So yeah, I'm always concerned about it, about all of it, and I'm even more concerned when he's not in our house because I don't have the ability to control what other houses do. So, it's the reality.
- 425.I: Yeah, it's a reality, and it's a reality too I think, well, like everything else, but people have their own perceptions or rules or whatever, the same as they do about everything else. Everything from healthy eating to whatever, right?
- 426.P9: Oh, absolutely. And I find that the one thing about the access piece is that it does create conflict in the family. Like I find that because—it is getting better I find, but so for example if you go somewhere else and a child that's his age has access to the content, and then he comes home and he's saying, well this person can do it, and then you look like the bad guy. Do you know what I mean? So I've found over the last six months, I've noticed that a lot more in the conversations that I've had with him and it takes a lot of repetition. It's the same conversation over and over and over again. And like I said, I still don't even know if you know, I don't want to sound like I'm overbearing or over controlling, but at the same time, I feel like I have to be. Because when I was his age, I wasn't on a computer. I was out playing baseball and hollyhockers. Do you know what I mean?
- 427.I: It's a little foreign to folks of our generation, because that's not what we grew up with.
- 428.P9: Yeah, exactly. So it's a lot of learning for both of us really.
- 429.I: Yes, for sure. And I guess my last question would be in terms of advertising, would you be more concerned about inappropriate content in advertising, or simply the fact that advertising creates that want to buy everything or buy too many things, or have everything?
- 430.P9: No, I think more the inappropriate content is the part that I always watch for. I think advertising is the way it is, and I think that we have to customize ourselves to that and be appropriate with it. But I think the part that I'm always the most concerned about is, is it appropriate for his age? And I think that they get exposed to enough in society when they're out and about. So I think that for me that's—because I can't remove and protect him from everything. So I think that a little bit of everything is okay to a certain degree, but it has to be age appropriate and with limits on it.
- 431.I: Exactly. You can't put them in a bubble [No.] even though sometimes we might want to.
- 432.P9: No, and you know, it's so true because I know that when I lived in a large city, I lived in a way that I wanted to be in a bubble because there were so many strangers, and you were overprotective. So I found that moving to a rural community, it was so much easier to let go. So it's a lot of that for us too, and setting limitations and expectations around a life in a rural community, and trying to navigate that. And the other part too, is with his learning

he'll be using a lot more technology in school, so I can't—he has to be able to independently navigate that stuff. It's just about finding the way to balance the good with the bad.

433.I: Exactly. You can't say they can't go on the internet because they're going to be in grade four, and they're going to be asked to go on the internet to search for whatever project or whatever, right?

434.P9: Yeah.
...

Appendix S

Transcription of Session (C10) John and (P10) Julie

Stage One: ToM**Item 6**

- 1.I: So I'm going to read you a short story, _____. Is that alright?
- 2.C10: Yeah.
- 3.I: And you can listen carefully, and it's really short, and then I'll ask you two questions, okay? So the story goes like this: *Father and mother are at a birthday party. They only know a few people and think the music is too loud. "Wow" says father, "It's a pleasure to be here!"*

Item 6-1.

- 4.I: What does the father mean? What do you think?
- 5.C10: Well ...
- 6.I: Not sure?
- 7.C10: I'm thinking.
- 8.I: Would you like me to read the story again?
- 9.C10: No.
- 10.I: No?
- 11.C10: [shakes head no and leans head towards fluffy stuffed snake] I'm asking the snake.
- 12.I: Oh, you're asking the snake? What does the father mean?
- 13.C10: Maybe he likes the music.
- 14.I: Maybe he likes the music?
- 15.C10: [nod]
- 16.I: Okay.

Item 6-2.

- 17.I: Why does the father say, "It's a pleasure to be here!"?
- 18.C10: Well maybe some of his friends are there.
- 19.I: Maybe some of his friends are there?
- 20.C10: [nod]

21.I: Okay, thank you for those answers, _____.

Item 7

22.I: The next one is kind of some questions that ask you to pretend. Do you like to pretend sometimes? This one is about pretending different actions, kind of like acting.

23.C10: My daddy pretended one time. He pretended he was a snake.

24.I: Yeah? That was a silly pretending.

25.C10: And I always pretend when I hiss at mom's hair.

26.I: You pretend you're a snake going at mommy's hair?

27.C10: No, my finger is. She thought it was a snake, but it was a panther.

28.I: Yeah? Well I want to know now if you can pretend to comb your hair.

Item 7-1.

29.I: Can you pretend to comb your hair?

30.C10: [uses his hand to smooth over his hair in a downward motion]

31.I: Awesome. _____ is combing his hair. Great.

Item 7-2.

32.I: Can you pretend to brush your teeth?

33.C10: [moves his finger back and forth over his smile]

34.I: Oh, those are some shiny teeth. They're sparkling.

Item 7-3.

35.I: Can you pretend to act as if you're feeling cold?

36.C10: [crosses his arms]

37.I: Oh, _____ is really cold!

Item 7-4.

38.I: How can I see that you're feeling cold?

39.C10: Just by feeling you.

40.I: By feeling me or by feeling you?

41.C10: By feeling the other person who's cold.

42.I: Okay, the other person who's cold.

Item 7-5.

43.I: Now pretend that you're drinking something that tastes nasty. Do you know what nasty means? Kind of something that tastes yucky. Can you pretend to drink something that tastes yucky?

44.C10: Well probably I would just spit it out.

Item 7-6.

45.I: So how can I see that you think it tastes nasty?

46.C10: By seeing how I'm drinking something nasty and I spit it out.

47.I: By seeing you drinking something nasty and spitting it out? Okay. One last pretending...

Item 7-7.

48.I: Can you pretend that you're scared?

49.C10: [hides face in hands]

Item 7-8.

50.I: How can I see that you're scared?

51.C10: Because you'll go check on me and I'm scared?

52.I: I'll go check on you and you're scared? And how will I be able to tell that you're scared?

53.C10: Because I'm hiding under my blankets.

54.I: Because you're hiding under your blankets? Okay.

Item 9

55.I: Now the last little story - I'll read you a short story and you listen carefully. You've got great listening ears.

56.C10: Yeah, I can hear it from next door, and even far, far away. As far as ...

57.I: As far as all the way from your house?

58.C10: No, as far as all the way to the golf course, way to my house. The golf course is way over there.

59.I: Yeah, it's pretty far away, isn't it?

60.C10: Yeah.

61.I: Alright, well I'll read the story and you get those listening ears on. *It is summer. Will and Mike are on vacation. They go out for a bicycle ride. Suddenly, there's a downpour.*

Do you know what a downpour is? [shakes head no] When it's raining really, really hard. *And they have to find shelter in a bus station. There are two men in the bus station who also shelter from the rain.*

62.C10: [interrupts] What's a shelter?

63.I: A shelter, like a place where they can go to be away from the rain.

64.C10: Oh, and what's a shelter rain?

65.I: Shelter from the rain is that they—who also shelter from the rain, that they go to be outside of the rain, so they go in the shelter. So they went in a little shed or something, so they're not in the rain. *One of the men remarks, "Wow, we have nice weather today!"*

Item 9-1.

66.I: What does the man mean?

67.C10: Well, it's raining out. Maybe they meant the splashing in the puddles?

68.I: That they like to splash in the puddles?

69.C10: [nod]

Item 9-2.

70.I: Is it true what the man says? "Wow, we have nice weather today!"- is it true?

71.C10: No.

72.I: No? Why isn't it true?

73.C10: Because it's raining.

74.I: Because it's raining.

Item 9-3.

75.I: Why does this man say, "Wow, we have nice weather today!"?

76.C10: Because they like to splash in the puddles?

77.I: Because they like to splash in the puddles, so maybe he thinks it's a nice day because he likes to splash in the puddles?

78.C10: Yeah!

79.I: Yeah.

Stage Two: Children's Understanding of Media Activity

Pre-activity

80.I: So my next question is, what is your favourite media activity? So by media activity, I mean things like watching TV, watching movies, playing on an iPod or an iPad [I don't

have any.] or maybe playing videogames or going on a computer. What's your favourite media activity to do?

81.C10: Movies. I have two actually.

82.I: You have two movies? Oh, you have two favourite things.

83.C10: Yeah.

84.I: Oh, what's your other favourite thing? Movies and ...

85.C10: Computer.

86.I: And computer. So what kind of movies do you like to watch?

87.C10: All the movies I've got.

88.I: Do you have a whole lot of movies?

89.C10: Yeah, I have a full case, some I just have to leave them in the case I bought it in because the case is full.

90.I: So you have a lot of movies. So you like to watch movies.

91.C10: Yeah, my favourite one is the new one I bought, it's called, Air Bud.

92.I: Air Bud, oh, I've watched an Air Bud movie before. I can't remember which one it was because there's a whole series of them, isn't there?

93.C10: Yeah. I got a four movie one. One movie and there's four movies in it.

94.I: Oh, in the one movie. That's pretty cool.

95.C10: Yeah, it was all about sports. There was basketball, volleyball, baseball and soccer. My favourite was—I have three favourites. One is not my favourite. Basketball, volleyball and baseball.

96.I: You like sports, hey?

97.C10: Yeah, I watch sports on movies and on TV. I just watched one time, soccer on TV.

98.I: And what do you like to do on the Internet when you go on the computer? Or do you go on the Internet, or do you just go on the computer?

99.C10: What's the Internet? Facebook?

100.I: Yeah, Facebook is part of the Internet. It's when you go and you get onto those types of things like ...

101.C10: There's games on my computer. I like the one—well, sometimes I go on Facebook because sometimes there's videos.

102.I: On Facebook?

103.C10: Yeah, and I like to watch them.

- 104.I: Yeah? And what kind of games do you like to play? Like racing car games, or ...
- 105.C10: I don't really have a racing car game. Well, I have a bunch of games. There's games on here, I can't tell them all, but there's five on them on top. I can tell you them. There's ...
- 106.I: A whole bunch?
- 107.C10: No, there's only five of them on top and there's Jake and the Neverland Pirates. There's Mickey Mouse. There's Doc McStuffins, and there's two more—Princess Sophia. What is the last one? But I know one of them who's over there, that's the only one I know. And what's the last one?
- 108.I: That's okay.
- 109.C10: I think I can't remember. I haven't went on there for a long time, so it's hard to remember.
- 110.I: That's okay. So my next question _____ is...

Narrative Open-Ended Child Interview Questions (NQ)

Question 1 (NQ1).

- 111.I: Tell me what you know about advertising? Do you know anything about the word advertising?
- 112.C10: No.
- 113.I: No? Do you know what the word advertising means? What do you think it means?
- 114.C10: Well, advertising—I don't know.
- 115.I: You don't know. Do you know what a commercial is?
- 116.C10: Yeah, it's when you're watching TV and the show is not real.
- 117.I: So it's when you're watching TV and the show is not real.

Question 2 (NQ2).

- 118.I: Do you have any favourite ads or commercials that you see on TV?
- 119.C10: [nod]
- 120.I: Yes?
- 121.C10: My big, big friend.
- 122.I: Your big, big friend? What's that one about?
- 123.C10: Well it's a commercial that's not real. And the commercial is about animals who talk, and I don't find that real. Really, there's no parrots in that one, so I don't find that one real. But there's an elephant who can talk, a giraffe, and that's it. I don't know, that one that's a kangaroo—I'm not sure if it's a kangaroo or something else. I know it's an animal that has a pouch. I'm not sure, but a kangaroo has two things that's not real—it

can talk and usually they only have one pouch here, but he has one way up here. So I don't find that real either. And one more thing, which is, it's really silly.

124.I: It's really silly? So it's funny, is it?

125.C10: Yeah. When you're going to find something, there's just silliness.

126.I: Oh cool.

Question 2b (NQ2b).

127.I: Why do you think _____, there are ads for things? or commercials for things?

128.C10: Well, I'm not really sure.

129.I: You're not really sure? That's okay. Would you like to look at an ad together?

130.C10: Yes.

Researcher direction.

131.I: Alright, we're going to look at it together, and you can tell me then what you think about it. We're going to turn it on the computer, but it's going to go up on this great big screen.

132.C10: Am I going to look on there or on the TV?

133.I: No, you can look up here and it'll be much bigger.

134.C10: It doesn't look the same as that [points to TV screen and laptop screen].

135.I: No, but it's going to though. Alright.

136.C10: An animal I don't like is an animal you see at the zoo. Do you know the _____ zoo?

137.I: I've never been to the _____ zoo. You can tell me about that after. Alright, I'm going to turn this on.

138.C10: Well, a panther.

139.I: There's a panther?

140.C10: Yeah, but I'm not scared of panthers. Oreo?

141.I: Yeah, Oreo. Are you ready to watch this ad?

142.C10: Yeah.

143.I: Alright, here it comes. [ad plays] There, it wasn't very long was it?

144.C10: No.

145.I: Alright, so now I'm going to ask you some questions about it.

Question 3 (NQ3).

146.I: What can you tell me about (this) that ad that you saw? What can you tell me about it?

- 147.C10: That ad is kind of like a dream. You pass something to your mom and dad, and your mom ate it.
- 148.I: And what was the ad about?
- 149.C10: Hockey.
- 150.I: Hockey? Do you like hockey?
- 151.C10: Yeah, I'm in hockey actually.
- 152.I: Oh, are you?
- 153.C10: All my friends are there.
- 154.I: So what else can you tell me about it? Anything else?
- 155.C10: Well, it was fun.
- 156.I: It was fun? Why was it fun?
- 157.C10: Because of the Oreo.
- 158.I: Because of the Oreo? Do you like Oreos?
- 159.C10: Yeah.
- 160.I: They're yummy aren't they?
- 161.C10: Yeah.

Question 4 (NQ4).

- 162.I: Have you seen this ad before? So this ad that we watched, have you seen that before?
- 163.C10: No.

Question 5 (NQ5).

- 164.I: Have you seen ads for this cookie somewhere else? for an Oreo cookie somewhere else?
- 165.C10: No, the only one is in _____.
- 166.I: The only one is in _____?
- 167.C10: Yeah.
- 168.I: Yeah? Where?
- 169.C10: At the [name of grocery store]. And there's another Oreo, I don't know where it was, but it was down, down farther I think it was in _____.
- 170.I: And you saw somewhere to buy Oreos?
- 171.C10: Yeah, they're delicious. And instead of the white thing in the middle, it's mint.

172.I: Oh, the mint Oreos. They're yummy too, aren't they?

173.C10: Yeah, _____ lives in _____, and she bought some.

Question 6 (NQ6).

174.I: So who would like this item in the ad?

175.C10: All my friends who play hockey.

176.I: All your friends who play hockey? Why?

177.C10: Because it's hockey.

178.I: Because it's hockey?

Question 7 (NQ7).

179.I: What is the ad trying to tell you?

180.C10: I'm not sure.

181.I: You're not sure. That's okay. Do you have any ideas? No?

182.C10: Tell you to be brave?

183.I: Tell you to be brave? Yeah? Why do you think it's telling you to be brave?

184.C10: Because the other guys were bigger than the little guy, and they passed by him and they scored.

Question 8 (NQ8).

185.I: So what might the character in the ad be thinking?... so like the boy in the ad, what might he be thinking—or the mom or the dad? What might the characters in the ad be thinking?

186.C10: If the black ones win, they'll kick the other red team out and they'll never play hockey again.

Question 9 (NQ9).

187.I: Do you believe the ad?

188.C10: What do you mean?

189.I: Well, do you believe what you saw on the commercial or the ad? Do you believe it? Do you believe what they're telling you?

190.C10: Well, really, no, because you can't play an Oreo on hockey.

191.I: You can't play hockey with an Oreo?

192.C10: No.

193.I: No?

194.C10: Because if you throw it out, the mom or dad might not catch it, and it could make all a mess on the floor.

Question 10 (NQ10).

195.I: Do you think other kids would believe the ad?

196.C10: Some will, some not.

197.I: Some will, some not? Who would believe it and who wouldn't believe it, or why would some believe it and some not believe it?

198.C10: Well, I don't believe the ad.

199.I: You don't believe the ad?

200.C10: And some people might believe the ad because of the hockey. So maybe some people would like the ad, and some people wouldn't like the ad.

201.I: Some would and some wouldn't, okay.

Question 11 (NQ11).

202.I: What do you think your parents or other grownups might think of this ad?

203.C10: They wouldn't like it.

204.I: They wouldn't like it? Why not?

205.C10: Because they're bigger than us, so they won't like it. But the (grandmother) and aunties, and uncles and friends, I think they would like it.

206.I: Yeah? How come they would like it and mom and dad wouldn't like it?

207.C10: Because sometimes the mom and dad are taller than (grandmother) and (grandfather), so I wouldn't think they would like it.

208.I: Okay.

Question 12a (NQ12a).

209.I: Would you ask someone to buy this item for you?

210.C10: Really, no.

211.I: No? Why not?

212.C10: Because I would want them to buy something more impressive.

213.I: Like what?

214.C10: Like if there was a dog.

215.I: Then you would want to buy that?

216.C10: Yeah.

217.I: Alright.

Question 12b (NQ12b).

n/a

Question 13 (NQ13).

218.I: Is there anything else you'd like to tell me about this ad? or did you tell me everything?

219.C10: Something else.

220.I: What?

221.C10: About the last thing you told me. I wish there was a dog in it, or a snake, or I wish there was an animal in it. There was no animals in that ad, so I didn't want to buy that.

222.I: Yeah, because you really like animals.

223.C10: Yeah. I'm really not scared of any animals.

224.I: No?

225.C10: It's an animal that you see at the zoo that I'm really scared of. I think I'm scared right now. The bears, I'm scared of bears.

226.I: The bears? Oh, that's just a stuffed bear, isn't it? It's a teddy bear, isn't it?

227.C10: Yeah.

Researcher direction.

228.I: Let's have a look at some images I have. So there's one (Easy Bake), two (Lego) three (Froot Loops), (Super Mario3D World).

Question 14 (NQ14).

229.I: Do you have any of these items or know about them?

230.C10: I don't really know about them. You mean, like if I have them or something?

231.I: Yeah, if you have them or if you know what they are. If you know about them, or heard about them before, or seen them before. What about this one? Have you heard about or know about this one?

232.C10: No.

233.I: No? You don't know what that one is? This one, have you heard about this one?

234.C10: Lego.

235.I: What do you know about Lego?

- 236.C10: Well some of my friends have it. I don't have it, because little pieces in Lego, I lose them a lot, because I have a big, big playroom filled with a lot of toys, which I'm going to give away a lot of toys.
- 237.I: You have a lot of toys, but Lego is not one of the toys you have.
- 238.C10: No, my friends have it.
- 239.I: And what about this one? Have you ever seen this one (Froot Loops)?
- 240.C10: On TV, yes, but not under the sea before.
- 241.I: Not under the sea before? You've seen it on TV, but not under the sea. Do you know what they are?
- 242.C10: Yeah.
- 243.I: What are they?
- 244.C10: Cheerios!
- 245.I: Cheerios? They're like coloured Cheerios, yeah. Those are *Froot Loops*. They're like coloured Cheerios.
- 246.C10: But they say there's a lot of sugar in them.
- 247.I: Yeah, they say there's a lot of sugar in them, you're right. They're not really a healthy cereal, are they?
- 248.C10: [shakes head no].
- 249.I: And what about this one? Do you know anything about that one?
- 250.C10: Oh, well it looks like it's 3DS or a videogame.
- 251.I: Yeah, that's exactly—it's a Wii game. I think that one is—do you know what game it is?
- 252.C10: No.
- 253.I: No? I think it's probably Super Mario. Have you heard of Super Mario?
- 254.C10: I had it on my 3DS.
- 255.I: Your 3DS? Wow. Do you like Super Mario?
- 256.C10: Yeah.

Question 15 (NQ15).

- 257.I: Are any of these your favourite? [Favourite. Favourite.] Of these four, which one would be your favourite?
- 258.C10: Two.
- 259.I: Two? Which ones?

- 260.C10: The two top ones.
- 261.I: The two top ones? These ones (Froot Loops and Super Mario 3D World)?
- 262.C10: Yeah.
- 263.I: Why?
- 264.C10: Because I like parrots. But that's a toucan. I like toucans. I never saw one before, but I saw one at the ____ zoo.
- 265.I: Did you?
- 266.C10: Yeah!
- 267.I: I don't know if I've ever seen a real toucan.
- 268.C10: Well, if you go to ____, you'll see one.
- 269.I: Yeah?
- 270.C10: Yeah, the ____ zoo.
- 271.I: And what do you like about this one?
- 272.C10: Because there's a bunny.

Question 16 (NQ16).

- 273.I: So have you seen ads for these items before? You said you saw one on TV before.
- 274.C10: Yeah.
- 275.I: The Froot Loops.
- 276.C10: This one, I think I only know a little bit about that one.
- 277.I: Yeah? What do you know about that one?
- 278.C10: It's part of pink and purple.
- 279.I: What does that mean, it's part of pink and purple?
- 280.C10: It's for girls, and I think I can buy it for Christmas. That's it.
- 281.I: That's it...

Researcher direction.

- 282.I: So I'd like for you to pick one of these items for us to look at the ad online. Which one of these four would you like to look at the ad online?
- 283.C10: How many?
- 284.I: One. Can you pick one? Which one will we look at the ad?

- 285.C10: I'm going to give a guess, and you have to try and figure out what it is. Something who has pink on it.
- 286.I: Something that has pink on it. Is this the one you want to look at?
- 287.C10: No, you have to find the one that doesn't have pink on it.
- 288.I: Oh, the one who doesn't have pink on it. I think this one doesn't have any pink on it.
- 289.C10: So it has to be one of these three. It's on the ground. So which one do you think is not it?
- 290.I: This one?
- 291.C10: That's on the ground. Look at these, that's under the sea.
- 292.I: That's under the sea, so it's not on the ground.
- 293.C10: And this one, you can play on.
- 294.I: Oh, this one you can play on. This one?
- 295.C10: Yes.
- 296.I: Yeah, so this is the one we're going to watch the ad for?
- 297.C10: Yes. [ad plays]
- C298.10: It's Super Mario, 3D Mario!
- 299.I: Yeah.
- 300.C10: Can we watch another one?
- 301.I: Well maybe after. Right now, I'd like to know what you think about this one that we watched?

Question 17 (NQ17).

- 302.I: What do you like about this ad?
- 303.C10: Well, they turn into stuff.
- 304.I: They turn into stuff? Who turns into stuff?
- 305.C10: The people, and the stuff that they're doing, it goes imagination.
- 306.I: It goes imagination?

Question 18 (NQ18).

- 307.I: Is there (something) anything that you don't like about this ad?
- 308.C10: Can I watch it again, to see what I don't like about it?
- 309.I: Yeah, we can watch it again. [ad plays]

310.C10: Did you see the purple cat was trying to get on?

311.I: The purple cat was trying to get on? What was he trying to get on?

312.C10: It goes up with two arrows, and the cat was trying to get on, but then it fell. That wasn't my favourite part. I didn't like that part.

Question 19 (NQ19).

313.I: What do you think the ad is trying to tell you?

314.C10: [taps forefinger on chin]

315.I: I can tell you're thinking.

316.C10: I think snake has a favourite part too.

317.I: Oh, snake has a favourite part too? What is snake's favourite part?

318.C10: He had two favourite parts. When they put them in imaginary, what happens? That went floating, and she turned into a bunny. And the other part is, there's no snakes. And the part he doesn't like is the part when he sees crabs. At the end, look, there's a crab right there, and he doesn't like to see crabs, because they always pinch stuff. He runs and eats them.

319.I: Yeah? So what do you think the ad is trying to tell you guys, you and snake?

320.C10: Snake knows, the ad is trying to tell you about crabs.

321.I: About crabs? And what is the ad trying to tell you?

322.C10: Me?

323.I: Yes, what is the ad trying to tell _____? If you don't know, that's fine too.

324.C10: I'm thinking. I just close my eyes. That's how I think. Thinking about if you want a Wii, because I don't have a Wii, and I think if I could have a Wii.

Question 20 (NQ20).

325.I: What do you think the characters, the people in the ad might be thinking? What do you think that they might be thinking?

326.C10: That's hard. Maybe they want to see the crabs.

327.I: You think that maybe the characters want to see the crabs in the game?

328.C10: I think they like when the boys put them in their imaginary.

329.I: You think that they're thinking that they like when the boys put them in their imaginary?

330.C10: Yeah, because they're smiling.

331.I: They're smiling. What does smiling mean?

332.C10: It means that they're happy.

- 333.I: They're happy.
- 334.C10: Snake says, they want to be in the 3DS.
- 335.I: Oh, the 3DS.
- 336.C10: I mean, the Wii.
- 337.I: What happens when they're in the Wii?
- 338.C10: They want to go explore.
- 339.I: Oh, explore.
- 340.C10: That was snake.
- 341.I: Oh, that was snake.

Question 21 (NQ21).

- 342.I: Do you believe the ad?
- 343.C10: I don't and snake does.
- 344.I: You don't and snake does?
- 345.C10: No, snake doesn't.
- 346.I: Snake doesn't? What about you?
- 347.C10: No.
- 348.I: No? Neither of you believe the ad. Why not?
- 349.C10: Because Mario and that stuff, they're not real.
- 350.I: They're not real.
- 351.C10: No, so I don't believe the ad.
- 352.I: How do you know they're not real?
- 353.C10: Because I've never seen them before, and it means they're not real. Because they only show them on commercials; commercials are not real, so they're not real.

Question 22 (NQ22).

- 354.I: Okay. And do you think other kids would believe the ad?
- 355.C10: No way. Nobody.
- 356.I: No way? Nobody would believe it? How come nobody would believe it?
- 357.C10: Because you've never seen that imaginary.
- 358.I: You've never seen that imaginary?

359.C10: Yeah. It means nobody would like it. Some people would like the movie, but they wouldn't believe it.

Question 23 (NQ23).

360.I: Would you like to have this item?

361.C10: Yes, yes, yes!

362.I: Yes, yes, yes? Why?

363.C10: Because I like bunnies and I want to have bunnies, but I don't.

364.I: So what's the item you would like to have?

365.C10: That.

366.I: That?

367.C10: Yeah.

368.I: And what is that?

369.C10: Mario.

370.I: Mario.

Question 24a (NQ24a).

371.I: Would you ask someone to buy this item for you?

372.C10: Yeah.

Question 24b (NQ24b).

373.I: Yeah? Who do you think would buy it for you?

374.C10: Well, there's mommy's sister who comes down from _____, her name is _____. She buys me a lot of stuff I want. So I think she would buy it for me.

375.I: Maybe, maybe not, hey?

376.C10: Yeah, maybe she would buy it for sure. Maybe not.

Question 25 (NQ25).

377.I: Is there anything else you would like to tell me about this ad?

378.C10: No, but snake will. Two more things.

379.I: What would snake like to tell me?

380.C10: Well, there's a lot of pink in it and there's girls. That's it.

381.I: Awesome _____. Well thank you for sharing your thoughts about these ads. I enjoyed learning about these ads with you. Would you like to go play in the playroom now,

where the Thomas train was, while I ask your (parent) some questions about media?
Would you like to do that?

382.C10: Well, can I watch all the rest?

...

383.C10: That was awesome!

384.I: What was awesome?

385.C10: The stuff we did.

386.I: Yeah? Cool. Give me a high five. Awesome. I'm glad you had lots of fun. I had lots of fun learning with you.

Stage Three: Ecological Context

387.I: Alright, so my only other question would be, in thinking about media, so including TV shows, movies, music, videogames, whatever, would you say that those media are mainly influencing _____ and other kids in a positive way, negative, like a positive influence, negative influence or not really one way or another?

388.P10: The programs that I let him watch?

389.I: Well, or just media in general. So I guess the programs that you watch, so you're saying that you-

390.P10: They're very tame usually, the movies or the shows that he does watch.

391.I: And you choose that specifically for that reason.

392.P10: Yes, exactly. He hasn't really watched anything with violence. I guess the Ninja Turtles is the closest cartoon. I let him watch the movie, and yeah, it does influence them, of course after he gets watching that he's jumping all over the place. Aiya! and whatever, but like I said—the teacher best described him as an immature seven year old, and she didn't mean it in a bad way. He'll still watch Winnie-the-Pooh and some of the other shows, and just lately he'll start watching the movies like Air Bud and stuff like that, and something that's not a cartoon and stuff like that. But you know, seriously, I still don't like him to watch anything with any violence or anything—I still don't. But yes, I'd have to say, of course the shows would influence him, for sure. A lot of the language, I'm surprised on some of these cartoons. Like now he's starting to get more interested in different ones, and there's some things that come out of them, I thought, if he ever said that to me or his father— you know, so yeah of course we do...

393.I: Yeah, I know sometimes even watching young children's shows, and I'll be telling my children going, okay, but what he just said wasn't really nice, was it? You know?

394.P10: My sister wouldn't let her child watch Caillou, oh, he's too whiney, and I'm like, oh, okay, whatever. So I guess in general, we do. But like I said, I'm pretty tame with some of the shows that I do let him watch.

395.I: Okay. And my only other question is, how concerned are you that _____ is being exposed to too much violent content and adult language, or advertising in media, but

you're basically answering that by saying that you're controlling what he watches so that he's not influenced by those things.

- 396.P10: Yes, which is hard because some of the cartoons now aren't as tame as I'd like them to be and stuff like that, but we do monitor that. And actually himself, he's afraid of violence and stuff like that, so he chooses not to. He'll try something different, because now he can control the remote himself and say, I don't like that. So he's still fairly tame with what he does watch and what he's exposed to. And as I filled out in your questionnaire, I don't watch TV. I don't even have the radio on in my house when I'm alone—nothing. I'm at a point in my life where dead silence is what I really like the best, and reading is what I do best. [Wonderful.] And the TV is only on when he comes home. (omitted to retain anonymity). He's not a big computer person. We bought him a DSI for traveling for long trips, he's not a good traveler, and to keep him occupied. Sometimes I am afraid where, this was one of the questions too, where I had to fill out, do I think he's behind some of the kids, computer-wise? Yeah, because we're not really into—my husband does most of his banking and everything online and whatever; he goes on Facebook. I don't. I don't touch the computer. Isn't that terrible, in this day and age? I don't know what it is.
- 397.I: Not necessarily, no.
- 398.P10: Anything electronic—and I don't understand that. And he'll play his games and stuff, but he's not into it either. He's not.
- 399.I: Well, and you know what, sometimes we think in terms of media that all children are, but [He's not.] my kids aren't really that into it. No. It's there.
- 400.P10: He has an iPad, and he has a DS and stuff like that, and that was for traveling, to get his mind off things—are we there yet, are we there yet? But we're not really that progressive, and a lot of his other friends are doing this and doing that, but wow, you wouldn't even know that. And I am afraid where everything is electronic, and if he does go out in the world and search for jobs or whatever, but I think he'll pick it up a lot quicker.
- 401.I: No, and at that point, the stuff that you need to know for jobs, they'll get that through school.
- 402.P10: School and training.
- 403.I: Because I think even last year by grade five already, they were doing book reports, like they had to do some stuff on the computer. It was very specific, you know, but it was starting to get them to just use it in a very structured and educational way. But, yeah, and what about advertising in terms of—are you concerned at all in terms of either inappropriate content in advertisements that you see or that he would see, or in terms of just the fact that advertising might make children want to buy more things?
- 404.P10: For sure, without a doubt, he wants everything he sees, and my sister spoils him in that way. He gets bored very easily. Even food-related stuff, he'll see a lot of the advertisements for cereals and stuff like that, but in reality he doesn't really eat much cereal, and I do, I buy the stuff that's a little healthier. He'll see all these chocolate things and all that for breakfast, and I'm like, no, no, no, that ain't going to happen. I'm sorry. You know, I'm one of those parents, I feel really bad because he can be very hyper and won't sit still, and the teachers sent the papers home to ask us not to send sugar to school. Not to send sweets and stuff like that. I actually follow through on that. Whether it makes much difference, he still can't sit still for five minutes. So I would say, yeah, advertising

for a lot of things, I want this, I want that. It looks okay. He's going to be seven next month, and he's never had a toy gun, and never will, as far as I'm concerned, and stuff like that. But yeah, he'll say, mom, that looks good, I'd like to try that, and a lot of it I just, no. So I don't know if I've answered your questions correctly.

405.I: Oh no, there's no right or wrong. No, it's wonderful. Alright, that's it.