

## Teen Audience Profile

*In the following analysis teens are defined as young people aged 15–18. The data sources referenced consist of both Canadian and American data compiled using a variety of data-collection methods and for teen audiences ranging from age 12–19. A complete bibliography, including a summary of methodology for each source, is included at the end of this document. The following information is a broad analysis. It important to note that within the teen audience there are many subgroups.*

---

### The only constant is change

There were an estimated 2,081,000 teens aged 15–19 in 2001. (Statistics Canada)

It is estimated that the teen population will continue to grow until 2026 when it will begin to decline. (Statistics Canada)

Teens today were born after 1985. They are termed Generation Y, the Millennials, or the Echo Boom. (Bibby, 2001)

This generation is interested in issues that affect their lives...post-secondary education, violence in schools, quality of high-school education, the environment, poverty, and gun control, to list a few. (Kundanis, 2003)

**Apply It!** Consider incorporating broader incentives such as the environment and equality into your messages.

The single best word to describe "teen" is "change." (Zollo, 1999)

Teens are evolving as human beings emotionally, intellectually, and physically. Yet, each generation has their own set of characteristics, which are a result of the events and environment of that cohort's teen years. (Zollo, 1999)

Taking occasional "snapshot" views of teens can be misleading.

To market to teens you must engage in a long-term process of talking, listening and monitoring. (Zollo, 1999)

**Apply It!** Involve teens in the campaign development process. For example, the Truth (<http://www.thetruth.com/>) antismoking campaign and the Hamilton Crew for Action Against Tobacco (<http://www.unfilteredfacts.ca/>) were developed by youth for youth and with adult support.

**Apply It!** Immerse yourself in youth culture or consult with experts. Sources of information about youth include Teenet at the University of Toronto (<http://www.teennetproject.org/>), Youthography newsletter (<http://www.youthography.com/aboutus/press/newsletter.aspx>), Youth Intelligence (<http://www.youthintelligence.com/company/>) free daily trend updates (<http://www.youthintelligence.com/cassandra/cassarticle.asp?cassArticleId=1> or subscribe by email at [newsletter@trendcentral.com](mailto:newsletter@trendcentral.com)), and Strategy Magazine (<http://www.strategymag.com/youth>).

The wide age range of a "teen" (12–19) results in great diversity. (Zollo, 1999)

Teens are highly segmented demographically and psychographically. (Zollo, 1999)

It is impossible to market effectively to the group as a whole.

**Apply It!** A target teen audience should not span more than four years.

**Apply It!** For any objective, multiple messages with different incentives, different creative design elements, and different mediums should be used to reach a diverse teen target audience. For example, the store Bluenotes (<http://www.blnts.com/>) carries six private labels for each type of teen out there: preppy, skater, rocker, hip hopper, etc. (Halpurn, 2004)

Much of what teenagers are is what they do. (Zollo, 1999)

Teens are more accurately segmented by behaviour than by attitudes. (Zollo, 1999)

Teens tend to choose friends based on shared interest. (Zollo, 1999)

What teens do with their leisure time segments them, profiles them, and offers marketing opportunities. (Zollo, 1999)

**Apply It!** Consider segmenting a teen audience by the activities in which they participate.

## Teens are defined by where they spend their time

Teen lives can be divided into three parts:

1. Their own time socializing with friends and doing social activities
2. Family time when parents often control what teens do

### 3. School where primarily teachers control their time

Messages will be processed differently in different settings.

**Apply It!** Collect formative audience analysis data and design messages for the context in which they will be received. Pretest them in the relevant environment, or ensure that pretest participants are aware of the environment in which the message will be received.

Teens are most likely to buy products made for people their age instead of a product with the label “teen”. (Zollo, 1999)

Many older teens are turned off by the name “teen.” To them “teen” means a younger teen or tween. (Zollo, 1995, 1999)

Some teens feel “teenager” has a stereotype. (Zollo, 1999)

**Apply It!** Do not use the label “teen.” Instead use design to identify that an ad is intended for a teen audience. (e.g., use of music, language, etc).

---

## Funds, fashion, fun & freedom: What matters to teens

### Money

Teens are savvy consumers and their limited funds are precious to them. (Zollo, 1999)

Over 50% are concerned about lack of money. (Bibby, 2001)

**Apply It!** Consider paying teens for their input. Teens may be happy even with a nominal amount. This will give teens an opportunity to develop skills and gain experience. For example, the Stupid campaign (<http://www.stupid.com/>) engaged teens throughout the campaign development process, sometimes paying as low as \$100 for a month of ad hoc work.

**Apply It!** Use potential loss or gain of money as an incentive in campaign messages to change or prevent behaviours. For example, The U.S. ad “Wasted Money” ([http://www.drugfreeamerica.org/campaigns/Campaign\\_Viewer.asp?type=viewer&msg=&drug=&agent=12&campaign=3&spot=150](http://www.drugfreeamerica.org/campaigns/Campaign_Viewer.asp?type=viewer&msg=&drug=&agent=12&campaign=3&spot=150)) reminds teens that they waste money when they use drugs.

The items teens buy reflect what they think of themselves and how they wish others to perceive them. (Zollo, 1995)

The act of buying can be one of independence or conformity, self-expression or socialization. (Zollo, 1995)

“Newness” is associated with coolness. (Zollo, 1999)

**Apply It!** Create a brand for your campaign that reflects teen values. For example, the Truth (<http://www.thetruth.com/>) campaign has a solid brand. For more information, check out the Fall 2002 edition of Social Marketing Quarterly (<http://www.tandf.co.uk/journals/titles/15245004.asp>), pp 17-30.

**Apply It!** Change the creative design and copy of your campaign messages often.

**Apply It!** Partner with "cool" brands/companies to get your message out.

## Physical Appearance

For girls, apparel is the most important product category consuming the greatest proportion of their disposable income and their greatest parent-campaigning efforts. (Zollo, 1995, 1999)

After fashion, girls spend the most on personal-grooming items. (Zollo, 1995, 1999)

51% of girls and 38% of boys are concerned about their looks. (Bibby, 2001)

45% of girls and 21% of boys are concerned about their weight. (Bibby, 2001)

Boys convince parents to buy clothes and shoes. (Zollo, 1995, 1999)

In 1999, the top five coolest brands were Nike (<http://www.nike.com/main.html>), Guess (<http://www.guess.com/>), Levi's (<http://www.levi.com/>), Gap (<http://www.gap.com/>), and Sega (<http://www.sega.com/home.php?hsid=235711>). The top four are apparel and shoe brands, which reflects the emotional importance for teens to wear the “right” clothes and shoes. (Zollo, 1999)

**Apply It!** Incorporate “gear” into promotional efforts. For example, Xpoz Coalition (<http://www.xpozcoalition.com/store/about.html>), a youth-led anti-tobacco industry movement in Nevada, has its own store to raise funds to take down the industry and get the message out to other youth.

**Apply It!** Use potential loss or gain of physical attractiveness as an incentive in campaign messages to change or prevent behaviours.

**Apply It!** Monitor top apparel brand advertising efforts to determine what works with teens.

## Fun

The only item to override purchase motivations is to have fun and much of youth income is spent in this pursuit. (Zollo, 1995)

Teens can define “fun” in many different ways.

**Apply It!** Use potential loss or gain of "fun" as an incentive in campaign messages to change or prevent behaviours. For example, real kids across the U.S. shared their reasons for staying drug free with Partnership for a Drug-Free America ([http://www.drugfreeamerica.org/campaigns/Campaign\\_Viewer.asp?type=campaign&cat=Kids/Teens&campaign=2](http://www.drugfreeamerica.org/campaigns/Campaign_Viewer.asp?type=campaign&cat=Kids/Teens&campaign=2)) campaign developers.

## Freedom and independence vs. peers and socializing

85% of teens view freedom is very important. (Bibby, 2001)

76% of teens say having choices is important (Bibby, 2001)

Teens are gaining independence both socially and financially. They are acquire driver's licenses, hold part-time jobs, and begin dating. (Zollo, 1999)

**Apply It!** Develop messages that assure teens that they can adopt the desired change without changing their individuality.

**Apply It!** Use potential loss or gain of personal freedom as an incentive in campaign messages to change or prevent behaviours.

Teens are characterized by contradictions. They want to carve out their own identity, yet they want to belong to a group. (Zollo, 1999)

The desire to fit in with peers cannot be underestimated as it drives so much of teen behaviour. (Zollo, 1999)

Older teens also admit to being influenced by peer pressure. (Zollo, 1999)

Many teens seem to have an intuitive sense that “who you know and how you relate to them” is more important than skills/productivity. Therefore, teens care more about friendships than about their grades. (Murray, 2004)

Almost 40% of boys and over 50% of girls are concerned about losing friends. (Bibby, 2001)  
85% of teens view friendship as very important. (Bibby, 2001)

**Apply It!** Ensure, through testing, that campaign messages are not perceived as recommending behaviours that would result in isolation.

**Apply It!** Show peers modeling a recommended behaviour.

**Apply It!** Design messages for youth opinion leaders and enlist their support.

**Apply It!** Supplement your media campaign with peer-led initiatives and peer-education groups. For example, the “Be on the Safe Side” (<http://www.meeproductions.com/BeOnTheSafeSide/index.cfm>) campaign is a peer-led initiative to prevent teen pregnancy.

**Apply It!** Focus more on the social benefits of a recommended action than personal development.

Social activities include shopping, sports events, concerts, movie theaters, video arcades, theme parks, teen clubs, and promotions linked to activities and interests. (Zollo, 1999)

Teens like the social aspects of school best: friends, boy/girlfriends, extracurricular, free periods, recess, lunch, and learning. (Zollo, 1999)

**Apply It!** Provide an opportunity for teens to simultaneously socialize and receive your message. For example, the Hamilton East Kiwanis Boys & Girls Club (<http://www.kboysandgirlsclub.com/>) and the YWCA of Hamilton (<http://www.ywcahamilton.org/>) run a “Teen Zone” in a local mall to provide a safe place for teens to hang out and socialize. The area includes music, couches, video games, pool tables, etc. Teen Zone is staffed by young adults usually in college or university. On different days, once a week, a public health nurse and an outreach worker from the Sexual Health Awareness Centre “hang out” at Teen Zone building relationships with the youth, answering questions, making referrals, and providing presentations based on the teens’ request and interest. As well, health and wellness information is displayed and other youth serving agencies are promoted.

**Apply It!** Portray and use incentives that related to the social aspects of schools that teens enjoy. (Zollo, 1999) Consider, for example, the Britney Spears ([http://www.britneyspears.com/index-no\\_flash.php](http://www.britneyspears.com/index-no_flash.php)) video for “Baby One More Time,” which portrays Britney as a flirtatious 18 year old with attractive and ethnically diverse friends who dance their way out of class, out of school, into the local mall and finally into a car...this is a near-perfect portrayal for Britney’s target: teen girls 12–17 years old. (Steward, 2001) In the video the teens celebrate their freedom from school. (Steward, 2001)

## Helping others

Nearly two-thirds of teens say that “it is very important” to get involved in things that help others to make the world better, even if it’s not important to others their age. (Zollo, 1999)

62% of teens (73% girls and 51% boys) view having concern for others as very important. (Bibby, 2001)

**Apply It!** Provide an opportunity for teens to help others. For example, highlight the value of peer support in helping a friend adopt healthy behaviour.

Although teens say being with friends is their most favourite thing about school, pressure surrounding friends and peers can make school unpleasant and even stressful, at least for some. (Zollo, 1999)

67% of teens feel pressure to do well in school. (Bibby, 2001)

66% of teens are concerned about what to do when they finish school (Bibby, 2001)

61% of girls and 52% of boys feel that they never have enough time. (Bibby, 2001)

**Apply It!** When appropriate, use stress reduction as an incentive to adopt a behaviour. For example, highlight how physical activity and a nutritious breakfast can help reduce stress and improve concentration in school.

**Apply It!** Respect the multiple responsibilities and limited free time teens have when designing a “call to action” in your campaign.

## Honesty

Teens are skeptical by nature. They demand truth in advertising, with 65% of teens stating that honestly is truly the best policy. (Zollo, 1999)

Teens demand honesty; if they detect a less than honest ad they tend to reject the product or brand. (Zollo, 1999)

73% of teens (83% girls and 62% boys) view honesty as very important. (Bibby, 2001)

**Apply It!** Be honest and test ads for believability.

## Respect

If a teen feels misrepresented or patronized they will reject the ad. (Zollo, 1999)

Like adults, teens need to feel respected. (Zollo, 1999)

Do not talk down to teens. (Zollo, 1999)

**Apply It!** Test to ensure your message is not interpreted as condescending or preachy.

## Parents

Teens hold their parents in high esteem. (Zollo, 1999)

Although the teen years are full of angst and parent-child conflict, teens not only admire and seek advice from parents but may also treasure the moments they share. (Zollo, 1999)

59% of teens (66% girls and 51% boys) view family life as important. (Bibby, 2001)

When asked to choose, family was more important to teens than friends and school. (Zollo, 1999)

More than twice as many teens say they like being with their family than say they yearn to be more popular. (Zollo, 1999)

91% of teens see "the way you were brought up" as influencing their lives a great deal or quite a bit. (Bibby, 2001)

81% of teens see "your mother specifically" and 70% see "your father specifically" as influencing their lives a great deal or quite a bit. (Bibby, 2001)

"Middle-ages teens" are least likely to maintain an open relationship with parents. (Zollo, 1999)

Two thirds can talk to at least one parent about sex, drugs, drinking, or other serious issues. (Zollo, 1999, p.273)

Mom is the one teens are most likely to feel they can talk to. (Zollo, 1999)

76% of girls (65% of boys) enjoy spending time with their mom. (Bibby, 2001)

44% of teens (50% girls, 38% boys) view "what your parents think of you" as very important. (Bibby, 2001)

45% of teens indicate that they are bothered a great deal or quite a bit about not being understood by their parents. (Bibby, 2001)

**Apply It!** Use potential loss or gain of parental trust, respect, etc., as an incentive in campaign messages to change or prevent behaviours.

**Apply It!** Give parents the skills/tools with which to talk to their teenage children about the issue. (Zollo, 1999)

---

## Vehicle variety: Where to put messages for teens

### Electronic

80% of teens say they have access to a computer at home. (Bibby, 2001)

Teens spend over one hour a day on the computer. (Bibby, 2001)

In 2001, 99% of teens used the Internet. (EnviroNics Research Group, 2001)

79% of teens access the Internet at home. (EnviroNics Research Group, 2001)

71% of teens use the Internet to access information. (Willms & Corbett, 2003)

32% of teens use the internet to find school-related materials. (Willms & Corbett, 2003)

60% of teens use the Internet to communicate electronically. (Willms & Corbett, 2003)

27% of teens report using email daily. (Bibby, 2001)

47% of teens use the internet to play games. (Willms & Corbett, 2003)

Significantly, more boys than girls play video games. (Zollo, 1999)

69% of boys and 26% of girls report that they play video/computer games daily to weekly. (Bibby, 2001)

**Apply It!** Promote health messages on Internet sites that teens frequent.

**Apply It!** Acknowledge teens' ease with technology. For example, television, print, and radio messages can be supplemented by text messaging and cell phones, which are immensely popular among teens.

**Apply It!** Provide an opportunity for teens to participate in your campaign electronically. Attract them to a website by promoting a contest, games, music, unique cartoons or video

clips, chatrooms, homework help (such as <http://www.smoke-fx.com/homework/index.html> from Smoke-Fx), a petition, etc. For example, the Degrassi (a television show targeted at Canadian teens) fan site (<http://www.degrassi.tv/>) produced in association with CTV (<http://www.ctv.ca/>) and Snap Media Corp. (<http://www.snapmedia.com/>) provides enhanced storytelling on the web in synchronization with CTV's television broadcasts. In the first eight months after launching the site, over 54,000 fans registered online as "virtual students" – and they created over 23,000 lockerpages, written over 46,000 detailed journal entries, sent and received over 200,000 d-mails to each other and to Degrassi characters, and posted over 225,000 messages on the club message boards. The site averages in excess of 2 million page impressions per month. In addition, these "students" are able to visit the "guidance office" for assistance from the online "guidance counselor" (linked to sites such as Health Canada (<http://www.hc-sc.gc.ca/>), Kids Help Hotline (<http://www.kidshelp.org/>), Media Awareness Network (<http://www.media-awareness.ca/>), etc.) for help and advice on a huge range of topics that includes everything from gossip to gay parents.

**Apply It!** Collect information from teen website visitors to create a database for on-going communication with teens.

## Television

Teens report watching over 2.5 hours of TV daily. (Bibby, 2001)

92% of teens report watching television daily. (Bibby, 2001)

Significantly, more boys than girls watch TV on a weekend night. (Zollo, 1999)

Teens spend the more time watching TV than any other activity. (Zollo, 1999)

**Apply It!** Use television to reach teens when the financial resources are available. This can be done through traditional commercials placed during shows with high teen viewership or by embedding messages in the plotlines of popular shows. For example, Degrassi: The Next Generation explores dilemmas from the point of view of kids in junior high and high school.

## Radio

Since 1983 teens have consistently been the age group with the lowest radio listening in Canada. (Statistics Canada, 2003)

Radio listening has declined substantially from 11.2 hours/week in 1999 to 8.5 hours/week in 2003. (Statistics Canada, 2003)

A third of teens listen to the radio between 6:00 and 10:00 a.m. while 29% listen between 3:00 and 7:00 p.m. and 7:00 p.m. and 12:00 a.m. Only 10% listen between 10:00 a.m. and 3:00 p.m. (Statistics Canada, 2003)

Teens listen to the radio mostly at home. (Statistics Canada, 2003)

**Apply It!** When using radio as a way to reach teens, make sure to broadcast messages during the times most teens are listening.

### **Contests, prizes, promotions**

Teens prefer simple, easy promotions that offer instant gratification. (Zollo, 1999)

Teens prefer the better odds of winning one of many smaller prizes than the odds of winning one grand prize. If there is a top prize, teens endorse money but reject travel. They also like college scholarship offers. (Zollo, 1999)

Free samples and coupons are the most popular promotion among older teens. (Zollo, 1999)

More girls than boys take advantage of free samples, coupons, and gifts with purchases, probably because girls do more shopping than boys. (Zollo, 1999)

**Apply It!** Develop promotions that are easy to enter that teens can win immediately.

### **Magazines**

After friends, magazines are where teen girls find the most information about trends. (Zollo, 1999)

Boys use magazines for information and entertainment. (Zollo, 1999)

Boys can be reached through print by tapping into niche publications reflecting their special interests (e.g., Sports Illustrated (<http://sportsillustrated.cnn.com/?cnn=yes>) enjoys the highest teen male readership). (Zollo, 1999)

Older teens are moving from teen magazines, such as Teen People (<http://www.teenpeople.com/teenpeople/>), to adult magazines such as People (<http://people.aol.com/people>), Cosmopolitan (<http://www.cosmopolitan.co.uk/>), Glamour (<http://www.glamour.com/>), and Vogue (<http://www.style.com/vogue/>). (Zollo, 1999)

**Apply It!** Magazines, if chosen carefully can be a good way to reach teens.

## Newspaper

Teens prefer comics, sports, entertainment, horoscopes, and classifieds over the national news in a newspaper. (Zollo, 1999)

Average time reading a newspaper weekly ranges from 2.3 hours for girls to 2.8 hours for boys. (Zollo, 1999)

**Apply It!** Newspaper ads can be used to reach teens, as long as placement is in the areas that they are most likely to read.

---

## The cool competition: Making your messages stand out

Today's teens are the targets of more marketing efforts than any other cohort of teens before. (Zollo, 1999)

Teens view ads different that adults. To teens, ads are more than product information. To teens, advertising is popular culture. (Zollo, 1999)

Advertising is entertainment for teens and is frequently a topic of conversation, especially among older teens. (Zollo, 1999)

Teens are often skeptical about advertising and quick to reject ads they feel are off target. (Zollo, 1999)

Teens are wising up to marketing tactics. (Zollo, 1999)

**Apply It!** Develop high quality advertising that is entertaining and informative.

**Apply It!** Aim to get teens talking about your ad/message. Pretest to assess success and the types of conversation that result.

There are now many teen-specific media vehicles. (Zollo, 1999) They are typically full of commercial advertising.

**Apply It!** To produce high-quality creative that will compete with commercial advertising directed at teens, explore teen-specific media vehicles and programming with a high teen audience such as MuchMusic (<http://www.muchmusic.com/>), Musiqueplus (<http://www.musiqueplus.com/>), Twist Magazine (for girls, [http://www.twistmagazine.com/speak\\_out/](http://www.twistmagazine.com/speak_out/)), and Sports Illustrated (for boys, <http://sportsillustrated.cnn.com/?cnn=yes>).

## Music

86% of teens say that they listen to music daily. (Bibby, 2001)

Music is probably the most influential and pervasive medium. It can define a teen's experience and it is culturally significant to teens. (Zollo, 1999)

53% of teens see music as influencing their lives a great deal or quite a bit. (Bibby, 2001)

If teens like a tune or song they will pay more attention to an ad. (Zollo, 1999)

**Apply It!** Look for ways to combine music with your message. Music is a staple of youth culture and should be a key part of your marketing strategy. For example, the store Bluenotes runs "Sound Session Saturdays" events in partnership with record labels, where they showcase 10 artists a week. A deejay is at the store to draw a crowd, promote the artists, and remind people they can buy an album at the store. They also showcase different cds on their website (<http://www.blnts.com/>). (Halpern, 2004)

**Apply It!** Consider working with music celebrities to endorse a health message. For example, the U.S. Partnership for a Drug Free America ([http://campaigns.drugfreeamerica.org/Campaign\\_Viewer.asp?type=campaign&campaign=6](http://campaigns.drugfreeamerica.org/Campaign_Viewer.asp?type=campaign&campaign=6)) makes extensive use of celebrities to promote their message.

## The "Cool" Factor

Many teens think advertisers overemphasize the importance of being cool. (Zollo, 1999)

Teens want their private language (slang) to remain private. They do not want adults to understand or use it. (Zollo, 1999)

Avoid using all but the most basic teen slang (e.g., "cool"). Slang is not essential in creating relevant advertising. (Zollo, 1999)

**Apply It!** Use music, fashion, attitude, activities and appropriate talent (a less risky way) instead of slang to engage teens. (Zollo, 1999)

## Humour

73% of teens view humour as very important. (Bibby, 2001)

Teens say their favourite TV shows are situation comedies and their favourite commercials use humour. (Zollo 1999)

**Apply It!** Humour in advertising is a high-risk, high-reward proposition. When done correctly, the potential to reach a large teen audience is increased (Zollo, 1999). However, humour is not always the answer and could be counter-productive if it does not make sense. It is also important to be original. (Zollo, 1999)

## Other

When asked about the first person they turn to when needing advice about a personal problem, teens answer friends first, then mom, followed by girl/boyfriend, and then dad. Adult figures such as teachers, coaches, counselors, clergy, and hotlines ranked low. (Zollo, 1999)

**Apply It!** Understand what teens talk about and with whom so that relationships can be shown accurately in ads. (Zollo, 1999)

More than half of teenage girls and more than one third of teenage boys do some food shopping each week for their family. (Zollo, 1995)

Teens influence household spending by sneaking items into the grocery cart, giving items directly to the cashier, demanding a specific brand, offering advice (e.g., on computers), and asking for specific gifts. (Zollo, 1995)

**Apply It!** Work through teens to educate parents, introduce ‘healthy products’ into the household, and provide advice on “healthy product” choices.

## References

Bibby, Reginald, W. (2001). *Canada's Teens, Today, Yesterday and Tomorrow*. Toronto: Stoddart.

*Methodology:* This book compiles the data from a self-administered questionnaire completed by 3,500 young people age 15-19 in more than 150 randomly selected high school classes across Canada. Data was collected during the late spring and early fall of 2000. The survey provided information about what teens are thinking, how they are living, their values, hopes, fears and how in general they are putting the world together.

Biscope, Sherry. (2003). *Internet Access & Use*. Toronto: The Health Communication Unit. Presented September 2, 2003. Available from [http://www.thcu.ca/infoandresources/interactive\\_health\\_communication.htm#tp](http://www.thcu.ca/infoandresources/interactive_health_communication.htm#tp).

*Methodology:* This presentation compiled data from the following sources:

- Willms, J.D., Corbett, A.B. (2003). Tech and Teens: Access and Use. *Canadian Social Trends*, Summer, 15-20
- Dryburgh, H. (2003). Changing our ways: why and how Canadians use the Internet. Retrieved June 15, 2005, from <http://www.statcan.ca/english/research/56F0006XIE/56F0006XIE2000001.pdf>.
- Environics Research Group (2001). Young Canadians in a Wired World: the students' view. Final Report. Media Awareness Network/Government of Canada. Retrieved June 15, 2005, from [http://www.media-awareness.ca/english/resources/special\\_initiatives/survey\\_resources/students\\_survey/yciww\\_students\\_view\\_2001.pdf](http://www.media-awareness.ca/english/resources/special_initiatives/survey_resources/students_survey/yciww_students_view_2001.pdf).

Halpern, M. (2004) "Hip Huggers." *Marketing Magazine*, August 23/30.

Kundanis, R.M. (2003). *Children, Teens, Families and Mass Media: The Millennial Generation*. New Jersey: Lawrence Erlbaum Associates, Inc.

This book was written for a college-level course on children and the media. The approach is theory based with attention to developmental, gender, ethnic and generational differences of children ages 2 to 18.

Milner, Murray. (2004). *Freaks, Geeks, and Cool Kids: American Teenagers, Schools and the Culture of Consumption*. New York: Routledge.

*Methodology:* This book describes why teens behave the way they do, not how. There were two sources of primary American data; the first included 304 descriptions of high schools and their status structures written by 300 college students, average paper was about 7,150 words. The second source consisted of observations in a single high school (Fall of 1997 until May 1999). The observations were conducted during the school lunch period, at public events and the junior/senior proms. The observers were undergraduate university students enrolled in a course that focused on high school status systems. This source defines teens as age 14-18.

Statistics Canada. CANSIM data base: Canadian socio-economic information management system [computer file]. Ottawa: Statistics Canada. Table 503-001 to 503-005, "Radio Listening."

*Methodology:* The results are based on a survey of 86,639 Canadians 12 +, collected from September 1 to October 26, 2002. The return rate was 42%, modest for Statistics Canada standards, it is in line with Canadian and international broadcasting industry practice for audience measurement. It is recommended that the data be interpreted with caution.

Statistics Canada. CANSIM data base: Canadian socio-economic information management system [computer file]. Ottawa: Statistics Canada. Table 052-0001, "Projected population, by age group and sex, Canada, provinces and territories,"

*Methodology:* Population estimates by age and sex are based on the 2001 Census.

Steward, D. (2001) "Britney 101." *Marketing Magazine*, August 6.

Zollo, P. (1995). Talking to teens. *American Demographics*, Nov 1995, 17,11, 22-28.

*Methodology:* Peter Zollo is president of Teenage Research Unlimited of Northbrook, Illinois. This article was adapted from his book *Wise Up To Teens: Insights Into Marketing and Advertising to Teenagers*. Teen are defined as age 12-19.

Zollo, Peter. (1999). *Wise Up to Teens: Insights into Marketing and Advertising to Teenagers* (2nd Edition). Ithaca: New Strategist Publications, Inc.

*Methodology:* This book is based on 15 years experience as a researcher and marketing consultant with Teenage Research Unlimited (TRU). Data from TRU's syndicated study of teens "Teenage Marketing and Lifestyle Study" is used by more than 100 top youth-oriented brands. Insights from this book come from the author's research and consulting on a variety of topics from athletic shoes to the anti-tobacco industry Truth campaign. Focus groups were conducted regularly, therefore for the author to be immersed within the teen culture. Teens are defined as age 12-19.

## About This Profile

This profile was created after reviewing numerous documents and books identified in a literature and web search. Although the search revealed some proprietary data that may be relevant, our budget did not allow us to acquire the documents.

This summary is only a beginning in terms of understanding the audience. This information should be complemented by primary formative research, collected using techniques such as focus groups, interviews, or surveys.

This profile is a work in progress and will be updated as new information becomes available. Please send any current research, focus group data or suggestions to

Jodi Thesenvitz  
Resource Consultant  
j.thesenvitz@utoronto.ca  
Tel: (519) 763-8961

### **Copying**

Permission to copy this resource is granted for educational purposes only. If you are reproducing in part only, please credit The Health Communication Unit, at the Centre for Health Promotion, University of Toronto.

### **Disclaimer**

The Health Communication Unit and its resources and services are funded by Health Promotion and Wellness, Public Health Branch, Ontario Ministry of Health and Long-Term Care. The opinions and conclusions expressed in this paper are those of the author(s) and no official endorsement by the funder is intended or should be inferred.

### **Acknowledgements**

For their input and assistance in the development of this resource, THCU would like to acknowledge Urmila Chandran.

Version 1.0  
June 16, 2005