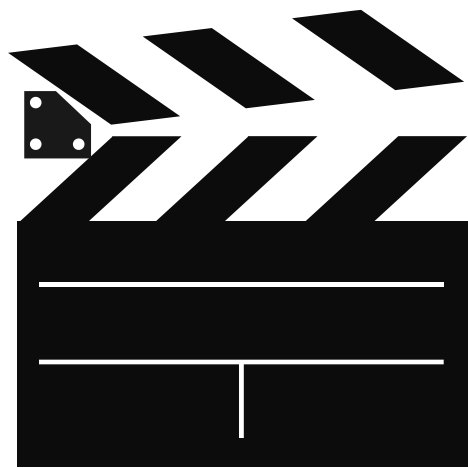# RACE AND REPRESENTATION

Black Parents' Hopes for Their Children's Media

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INTRODUCTION

Despite Black youth being among the heaviest consumers of mass media (Rideout, Lauricella, & Wartella, 2011), they and their families remain understudied in media research. In a prior study (McClain & Mares, 2019), we found evidence that Black parents use television, films, and other media in at least four distinct ways to teach and talk to their children and teens about race. These ways include teaching about racial pride and equality, preparing them for experiences with racial bias, critiquing stereotyped content, and avoiding stereotyped content. Yet, little research has explored what Black parents actually hope to see in their children's fictional media content.

Building on our prior study, and in the context of the current racial justice movement in the U.S., we surveyed 310 Black parents of 3- to 17-year-olds, with the goal of highlighting their perspectives with regard to fictional TV and film content for their children. The present report summarizes our sample of Black parents' preferences about the types of characters, depictions, storylines, and messages they want their children to see, as well as the strategies for inclusion they want to see implemented in the children's media industry.

References

McClain, A. K., & Mares, M.-L. (2019, October 11). *Media-based racial socialization among African American families* [Paper presentation]. Navigating challenging topics with children: Parent socialization about gender, race, media, and adoption/Biennial Meeting of the Society of the Study of Human Development, Portland, Oregon, United States.

Rideout, V., Lauricella, A. R., & Wartella, E. (2011). *Children, media, and race: Media use among White, Black, Hispanic and Asian American children*. Evanston, IL: Center on Media and Human Development, School of Communication, Northwestern University.

KEY FINDINGS

We asked parents to rate how frequently they wanted their child to see various characters, depictions, storylines, and messages on a 1 to 7 scale with the ends anchored as 1 (never) and 7 (very often). For one question, we asked about likelihood on a 1 to 7 scale with the ends anchored as 1 (not at all likely) and 7 (very likely).

1 **On many dimensions, parents valued the same kinds of representation, regardless of child age.**
Among the findings in our report, we found no statistically significant differences in the preferences of parents with children of different ages and only one significant difference between parents of boys and girls, suggesting that the parents in our study shared many of the same media aspirations for their children across demographics.

2 **Parents wanted their children to see Black characters, and how those characters are depicted matters.**
Parents wanted their child to see frequent same-age Black characters, as well as Black characters diverse in gender, skin color, and hair texture to ensure representation for their child. They were especially interested in high frequencies of Black characters with dark skin and natural hair. They gave lower ratings for how often they wanted their child to see Black characters with light hair and/or light eyes and lowest ratings of all for how often they wanted their child to see racially ambiguous cartoon humans.

3 **Prosocial content was as desired as some forms of positive racial representation.**
Parents wanted their child to see high frequencies of a wide variety of prosocial behaviors, ranging from hard work and kindness to standing up for oneself and others. Importantly, parents wanted their child to see characters of all races engaging in positive behaviors, as well as frequent storylines that emphasize both Black and interracial friendships. Prosocial content was as highly favored in frequency as positive racial representations in the form of (1) everyday depictions of Black characters, (2) depictions of Black success (i.e., Black leaders, scientists, doctors, and heroes, and (3) Black characters expressing pride about their appearances and being Black.

4 **Content highlighting Black characters' everyday lives, successes, and cultures was preferred to historical content.**

Parents wanted their child to see high frequencies of Black characters experiencing everyday life at school, at work, and with their families and friends. They also wanted their child to see high frequencies of content featuring: (1) Black leaders, scientists, doctors, and heroes, (2) U.S. Black culture, and (3) African roots, civilizations, and cultures. These representations were even more desired for their child than all Black casts (which they still wanted to see often) and much more desired than casts with only a single Black character. Parents wanted their child to see frequent portrayals of the Civil Rights Movement and somewhat less frequent portrayals of slavery.

5 **Parents were seeking Black characters who express pride about who they are as well as characters talking about Black history or culture.**

Parents wanted their child to see high frequencies of Black characters saying they are proud of their appearance and identity and talking about Black history and culture. They wanted their child to see characters of other races discussing Black history or culture somewhat often but wanted to see Black characters given the most talking time with these topics.

6 **Regardless of child age, parents preferred content that addresses race directly.**

Parents wanted their child to often see characters explicitly saying that all races are equal. They especially preferred direct statements of racial equality over metaphors for racism (e.g., cats not liking dogs) and also over characters framing kindness as the solution to racism (e.g., if everybody is kind, racism will go away).

7 **Even parents of preschoolers wanted their kids to see racism occasionally, but they wanted on-screen racism resolved.**

Regardless of child age, parents wanted their child to occasionally see subtle racism, colorblind messages, explicit verbal racism, racist physical aggression, and even police brutality. Averaged across all age groups, parents also had a clear preference for wanting their child to see depictions of contemporary racism, as opposed to racism set in the past.

8

On-screen learning and advocacy were favored approaches to addressing on-screen racism.

Regardless of their child's age, parents wanted their child to often see characters of all races advocating for racial justice; they preferred this significantly more to seeing characters (of any race) simply call out racism. When racism is depicted, parents wanted their child to often see the racist character(s) ultimately learning better - more than characters being punished and markedly more than racism that is never addressed or resolved.

9

Parents of all age groups were likely to start conversations with their children about on-screen racism.

We asked parents how likely they were (1 not at all likely, 7 very likely) to start conversations with their child about on-screen racism. Parents with children as young as 3 and as old as 17 said they would start conversations with their child about on-screen racism when their child encounters it, whether the depicted racism is brutal, violent, or otherwise explicit or is more subtle, or expressed as colorblindness. Given that parents did want occasional representation of racism, it's crucial to recognize their strong preferences about the ways it should be addressed (e.g., with on-screen learning and advocacy).

10

Black parents reported hoping to see representation and inclusion both on and off the screen.

Parents wanted more frequent hiring of Black content creators and more frequent consultations with Black parents and Black children about content. They also wanted to see children's media organizations frequently advocating for racial justice even if there is backlash, as well as public support for the Black Lives Matter Movement. The absence of any significant child age or child gender differences indicates that across the board, these values held for our sample's Black parents raising their children in this moment.

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METHODOLOGY

Data Collection

The results covered in this report come from an online survey of 310 U.S. Black parents of children ages 3 to 17, conducted between July - August 2020. Our sample included parents from 35/50 U.S. states. The research company Qualtrics fielded the study. The average completion time for the survey was approximately 22 minutes. Although this was not a representative sample of all U.S. Black parents, we used quotas for parental education to approximate 2019 U.S. Census data for Black adults.

Sample

Parental education. Quotas for parental education approximated 2019 U.S. Census data: 45.8% of parents had a high school degree or less (vs. 45%), 29.0% had completed some college or earned an associates degree (vs. 29.0%), 16.1% held a bachelor's degree (vs. 17%), and 9% had earned a graduate degree (vs. 9%).

Child age and gender. We also used quotas to get roughly equal numbers in each child age group (3 to 5, 6 to 8, 9 to 11, 12 to 14, 15 to 17). We had roughly equal numbers of male and female children.

Parent age and gender. The average parent age was 37.7. For parent gender, 214 (69.0%) identified as cisgender females, 62 (20.0%) as cisgender males, 4 (1.3%) as transgender males, 10 (3.2%) as non-binary, 3 (1.0%) identified as gender fluid, and 17 (5.5%) identified as other.

LGBTQ+ families. In our sample, 41 (13.2%) of the families we surveyed indicated that they, their children, or someone helping raise their child identify as LGBTQ+.

Annual income. In terms of annual income, 137 (44.2%) reported earning less than $30,000 annually, 91 (29.4%) reported earning between $31,000 and $60,000, 44 (14.2%) earned reported earning between $61,000 and $90,000, 19 (6.1%) reported earning $91,000 to $120,000, and 19 (6.1%) reported earning more than $121,000.

Measures

Parents answered questions indicating how often they wanted their child to see various content on a scale from 1 to 7 with the ends anchored as 1 (never) and 7 (very often). They also answered a question about the likelihood of starting a conversation with their child on a 1 to 7 scale with the ends anchored as 1 (not at all likely) and 7 (very likely).

Analytic strategy

We began by running a series of repeated measures MANOVAs in which items within topic clusters were the repeated measure and either child age or child gender were the between-subjects variable. Patterns of significant differences within clusters of items were probed using post hoc Sidak tests. In instances where we wanted to make specific comparisons between items in

different clusters, we ran additional repeated measures MANOVAs. In reporting parents' preferences, we prioritized clarity of presentation and real-world applicability for content creators. As such, we made the decision to highlight differences between items only if (a) the post hoc Sidak comparisons indicated statistically significant differences at $p < .05$, and (b) the differences represented at least half a point difference in means (e.g., 4.5 vs. 5.0). All comparisons that we make in the text meet these criteria, unless otherwise noted. More detailed accounts of all significant differences are available from the authors upon request.

A note about percentages

The percentages that appear in the highlights throughout the report indicate the percent of parents responding with either a 6 or 7 for a given item.

CHARACTERS

Parents wanted their children to see Black characters, and how those characters are depicted matters.

Averaged across parents of children of all ages, parents wanted their child to see high frequencies of same-age Black characters, as well as Black characters diverse in gender, skin color, and hair texture to ensure representation for their child.

They were especially interested in their child seeing high frequencies of Black characters with dark skin and natural hair relative to other depictions. They gave lower ratings for how often they wanted their child to see Black characters with light hair or eyes. Parents wanted their child to see racially ambiguous cartoon humans even less frequently.

Table 1
Mean Preferences for Frequency of Character-Child Similarity

	M
Black characters roughly same age as child	6.13
Black characters same gender as child	5.97
Black characters similar to child in skin color	5.94
Black characters similar to child in hair texture	5.76

Table 2
Mean Preferences for Frequency of Black Characters' Physical Appearances

	M
Black characters with dark skin	6.00
Black characters with natural hair	5.97
Mixed race/multiracial characters	5.69
Black characters with light skin	5.67
Black characters with light hair or eyes	5.33
Cartoon humans who are racially ambiguous	4.45

In addition, parents wanted their children to often see stories emphasizing Black friendship and stories emphasizing interracial friendship. They much preferred these friendship stories to raceless or racially ambiguous characters and metaphors for racism.

On average, parents with children of all ages wanted to see raceless animal or raceless fantasy characters somewhat often. However, parents gave significantly lower ratings for how often they wanted their child to see metaphors for racism, such as cats not liking dogs or red aliens not liking green aliens. We found no statistically significant child age differences, suggesting that in our sample, even parents of preschoolers did not want their child to see frequent metaphors for racism. We discuss racism more in depth in the Addressing Race and Racism section on pages 14-16.

We tested for significant differences by child age and also by child gender for parents' preferences for the other character items as well. We found no evidence of statistically significant differences. This suggests that, in our sample, these character representation preferences were shared among parents with children ages 3 to 17, as well as among parents with children of different genders.

Table 3
Mean Preferences for Frequency of Raceless Cartoon Characters and Metaphors

	M
Cartoon animals who don't have any race	5.06
Fantasy characters who don't have any race (e.g., aliens)	4.81
Cartoon humans who are racially ambiguous	4.45
Metaphors for racism (e.g., cats not liking dogs)	3.41

Table 4
Mean Preferences for Frequency of Friendship Stories

	M
Stories emphasizing Black friendship	5.96
Stories emphasizing interracial friendship	5.94

only 21.0%

of parents wanted their child to often see metaphors for racism

PROSOCIAL CONTENT

Prosocial content was desired at high frequencies.

The parents in our survey wanted their child to very often see a wide variety of prosocial behaviors, ranging from hard work and kindness to standing up for one's self and others. Importantly, parents wanted their child to very often see characters of all races engaging in positive behaviors, as well as to have their child often see storylines that emphasize both Black and interracial friendships. We found no significant differences by child age or gender, suggesting that the parents in our sample with children of different ages and genders wanted to see equal, high amounts of prosocial content.

91.3%

of parents wanted their child to often see characters standing up for themselves

90.0%

of parents wanted their child to often see characters showing respect for others

Table 5
Mean Preferences for Frequency of Positive Behaviors

	M
Characters who treat others with respect	6.69
Characters who stand up for themselves	6.68
Characters who are kind and caring	6.64
Characters who overcome obstacles at school/work	6.63
Characters who work hard at school/jobs	6.60
Characters who stand up for others	6.58
Characters who take care of their community	6.55

Table 6
Mean Preferences for Positive Behaviors by Race

	M
Black characters exhibiting prosocial behavior	6.63
Non-Black characters exhibiting prosocial behavior	6.35

Prosocial content was as desired as some forms of positive racial representation.

According to our criteria of distinction (a mean difference of at least a half point as well as a p-value <.05), we found that parents wanted their child to see prosocial content more often than they wanted their child to see the mere presence of Black characters alone, historical representations of Black communities (i.e., slavery and the Civil Rights Movement), or depictions of racism, including metaphors.

In addition, given our metrics, prosocial content was as highly favored in frequency as positive racial representations in the form of: (1) everyday depictions of Black characters, (2) depictions of Black success (i.e., Black leaders, scientists, doctors, heroes), and African and U.S. Black culture and history, and (3) Black characters expressing pride about their appearances and being Black. Please see the following sections on Storylines (pp. 12-13) and Addressing Race & Racism (pp. 14-16) for more details.

STORYLINES

Everyday depictions of Black characters were desired at high frequencies.

On average, parents wanted their child to see high frequencies of Black characters experiencing everyday life at school, at work, and with their families and friends. Parents wanted their child to see these depictions at even higher frequencies than to see predominantly Black casts (which they still wanted to see often). Everyday depictions were also preferred much more often than casts with a single Black character interacting mostly with White characters, though notably parents still wanted their child to see such depictions somewhat often.

Table 7
Mean Preferences for Frequency of Daily Life & Interracial Casts

	M
Black characters going through everyday life at school or work	6.28
Black characters doing everyday things with their families and friends	6.24
Stories where Black characters mostly interact with other Black characters	5.54
Stories where a Black character mostly interacts with White characters	4.84

Content highlighting Black characters' everyday lives, successes, and cultures was preferred to historical content.

They also wanted their child to see high frequencies of content featuring: (1) Black leaders, scientists, doctors, and heroes, (2) U.S. Black culture, and (3) African roots, civilizations, and cultures. These representations were even more desired for their child than predominantly Black casts (which they still wanted to see often) and much more desired than casts with only a single Black character. Parents wanted their child to see frequent portrayals of the Civil Rights movement and somewhat less frequent portrayals of slavery.

Table 8
Mean Preferences for Frequency of Racial Depictions

	M
Black leaders, scientists, doctors, and/or heroes	6.43
Black culture in the U.S.	6.25
African roots, African civilizations, and/or African culture	6.30
Civil Rights Movement	5.92
Slavery	5.06

Parents sought Black characters who express pride about who they are as well as characters talking about Black history or culture.

Parents wanted their child to see high frequencies of Black characters saying they are proud of their appearance and identity and talking about Black history and culture. They wanted their child to see characters of other races discussing Black history or culture somewhat often but wanted to see Black characters given the most talking time with these topics.

We found no significant differences between parents with different aged children or parents with children of different genders, suggesting that these preferences related to positive racial representation were equally valued across the families in our sample.

Table 9
Mean Preferences for Frequency of Talk about Racial Pride, Appearance, History, and Culture

	M
Black characters saying they're proud of being Black	6.35
Black characters saying they like the way they look (proud of their appearance)	6.48
Black characters discussing Black history or culture	6.26
Non-Black minority characters discussing Black history or culture	5.47
White characters discussing Black history or culture	5.38

ADDRESSING RACE & RACISM

Regardless of child age, parents preferred content that addresses race directly.

Regardless of child age, parents wanted their child to often see characters explicitly saying that all races are equal. They gave significantly lower ratings for characters talking about everybody belonging without ever mentioning race. Although this finding does not represent a half point difference in means, it is significant at the $p < .05$ level. In light of parents' open-ended feedback in the Media Reactions section (pp. 19-22), we are highlighting it since it adds to the evidence that the parents in our sample preferred content for their child that addresses race directly. Compared to their preferences for characters' explicit statements about racial equality, parents gave significantly lower ratings for characters framing kindness as the solution to racism (e.g., if everybody is kind, racism will go away). They gave the lowest ratings of all for how often they wanted their child to see metaphors for racism. Please see the Characters section (pp. 8-9) for more details.

Table 10
Mean Preferences for Frequency of Addressing Race and Racism

	M
Characters saying that all races are equal	5.74
Characters talking about everybody belonging without ever mentioning race	5.28
Characters framing kindness as the solution to racism (e.g., if everybody is kind, racism will go away)	4.95

Even parents of preschoolers wanted their children to see racism occasionally, but they wanted on-screen racism resolved.

On average, parents wanted their child to see on-screen racism occasionally – but notably not never. Importantly, we found no significant differences by child age or gender: Across the entire sample, parents wanted their child to occasionally see subtle racism, colorblind messages, explicit verbal racism, racist physical aggression, and even police brutality.

Averaged across all age groups, the parents in our sample also have a clear preference for depictions of contemporary racism, as opposed to racism set in the past. We also found one significant gender difference: Although parents of boys and girls wanted their children to see depictions of contemporary racism significantly more often than historical racism, this preference was stronger for parents of boys.

Table 11
Mean Preferences for Frequency of Depictions of Racism

	M
More subtle, unspoken racism against Black characters	3.60
Likable characters doing racist things without realizing	3.35
Colorblind messages where White characters never address racism and/or say things like "I don't see race	3.66
Explicit verbal racism against Black characters	3.47
Police brutality against Black characters	3.57

Table 12
Mean Preferences for On-Screen Racism Setting

	M
Racism shown as happening now	5.57
Racism set in historical contexts	4.66

On-screen learning and advocacy were favored approaches to handling on-screen racism.

How racism is addressed on-screen seems to be a defining feature of how often parents wanted their child to see it.

Regardless of their child's age, parents wanted their child to often see characters of all races advocating for racial justice; they preferred this significantly more to seeing characters (of any race) simply call out racism.

When racism is depicted, parents wanted their child to often see the racist character(s) ultimately learning better -- more than characters being punished and markedly more than racism that is never addressed or resolved.

Our findings raise the possibility that coupling on-screen racism with racial justice advocacy messages and learning may be well-received by Black parents in the current moment.

Table 13
Mean Preferences for Frequency of Different Characters' Racial Justice Advocacy

	M
Black characters advocating for racial justice	6.00
Non-Black minority characters advocating for racial justice	5.78
White characters advocating for racial justice	5.72

Table 14
Mean Preferences for Ways to Handle On-Screen Racism

	M
Racism that ultimately ends with the racist character(s) learning better	5.67
Racism that is called out by Black characters	4.87
Racism that is called out by non-Black characters	4.61
Racism that is punished in some way	4.57
Racism that just happens – it's never addressed or resolved	3.36

PARENT-CHILD CONVERSATIONS

Parents of all age age groups were likely to start conversations with their children about on-screen racism.

Regardless of their child's age and gender, parents said they would start conversations with their child about on-screen racism when their child encounters it. Moreover, there were no significant differences in the reported likelihood of having such a conversation, regardless of whether the depicted racism is brutal, violent, or otherwise explicit or is more subtle, or expressed as colorblindness.

This consistency across child characteristics and types of depictions suggests two things. First, part of the reason why the Black parents in our sample wanted their child to occasionally see depictions of racism may be because they think such depictions can help them teach and talk to their child about race. Second, it suggests that parents may regard all forms of racism, no matter how subtle, as important to discuss with their child. Given that parents did want occasional representation of racism, it's crucial to recognize their strong preferences about the ways it should be addressed (e.g., with on-screen learning and advocacy).

In sum, we found no statistically significant differences by child age, child gender, or between types of on-screen racism. This suggests that, within our sample, parents viewed all depictions of on-screen racism - whether subtle, colorblind, or violent - as starting points for conversation.

Table 15
Mean Preferences for Likelihood of Talking to Child about On-Screen Racism

	M
Police brutality against Black characters	5.22
Racist physical aggression against Black characters	5.13
Explicit verbal racism against Black characters	5.07
More subtle, unspoken racism against Black characters	5.07
Colorblind messages where White characters never address racism and/or say things like "I don't see race"	5.06
Likable characters doing racist things without realizing	4.89

INDUSTRY STRATEGIES

Black parents wanted to see representation and inclusion both on and off the screen.

Parents indicated that they wanted to often see Black content creators being hired, as well as Black parents and Black children being consulted about content. They frequently wanted to see children's media organizations advocating for racial justice even if there is backlash, as well as continued public support for the Black Lives Matter Movement. The absence of any significant child age or child gender differences indicates that across the board, these values held for our sample's Black parents raising their children in this moment.

Table 16
Mean Preferences for Frequency of Industry Initiatives

	M
Hiring Black people to make the content	6.16
Consulting Black parents	6.15
Continuing to advocate for racial justice even if some parents get angry	6.05
Asking Black kids what they think about the content before releasing it	5.90
Publicly supporting the Black Lives Matter movement	5.84

MEDIA REACTIONS

We also asked parents to watch three short video clips released in June 2020 from Disney, Sesame Workshop, and Nickelodeon/Viacom. in response to the current U.S. racial justice movement. We divided parents into three equal groups with each group (100+ parents) viewing one of the following clips:

The Disney video clip was a 30-second message that aired on Disney. It featured images of Black youth and words appeared on the screen about listening, learning, healing, and how Disney stands for humanity, solidarity, and justice.

The Sesame Workshop video clip was a 1:30 minute video that Sesame Workshop released on social media featuring a song called "We Are Not Alone." It featured Sesame Street muppets and children and families of various racial backgrounds, calling for people to stand together.

The Nickelodeon/Viacom video clip was a 30-second clip from a longer 8:46 minute ad that aired on Nickelodeon, repeating the words "I can't breathe" and sounds of labored breathing, with a message to support organizations advocating for racial justice. Before this video, parents were also shown the Kids' Bill of Rights, which Nickelodeon scrolled before airing the ad.

After viewing their assigned video, parents provided feedback about how the children's media organizations can improve their future messages around race. We will share the feedback for each organization with that organization, upon request. The next pages highlight the themes in parents' responses with sample quotes.

The most prominent feedback was enthusiasm for the messages. Parents expressed love and gratitude for media organizations' advocacy and encouraged them to continue taking a stand.

I actually love the video it brought tears to my eyes

I think it's wonderful. Anyone who isn't racist should understand. Another way of teaching all kids about history and black lives matter

I fully stand with you

I think it was absolutely PERFECT and led to great conversation

Thanks for letting them know what's happening in this world

Simply to thank them for their support to bring awareness. My son saw that and it opened up the conversation for him and I.

This touched my heart and seeing a channel that I enjoyed and learned about multiculturalism from to represent and stand firm was incredible. Please make your streaming app more widely available

[Name of media organization] has always been about inclusivity. Keep doing what you do

[Name of media organization] keep fighting the good fight and produce content that addresses real issues

Keep displaying messages like this all the time, not only when something happens

Il wouldn't change anything or do anything to improve this message. I want them to air this, even if there is backlash

At the same time, other parents said that although these clips were a good start, they also hoped to see additional action.

KEEP TRYING AND DOING. SOMETHING POSITIVE IS BETTER THAN NOTHING

I think this is a good start for [name of media organization]

Good idea, show more shows with diversity

On the right track. Moving in the right direction

To promote it more and actively show that they mean what they say

Include more kids of different races

Proper representation of people of color behind the scenes stating their opinions on minorities' behalf

More Black characters fictional and real

Some parents reported wanting to see these organizations more directly address race, racism, and the current racial justice movement through children's media. Some parents recommended letting kids speak for themselves about these issues. Other parents wanted messages to reinforce racial equality.

It didn't mention race at all. If they would specify the message that would be awesome!

Just maybe try a short film or show next time I think when they actually see how it goes down it's more of an impact

Would like for them maybe to show a clip of a non-Black child making small comments that they may not even know are racist and then being educated on their behavior and why it's offensive

[Name of media organization] has the platform to reach millions. I would suggest that they become more clear about exactly what's going on in the world with regard to racism, point it out, and let the world know that we all need to do our part to end racism. It is very evident that much has not changed and those that have the power to make powerful changes should do so

Create more TV and movies that are appropriate to discuss race with younger children

Some children sticking up for their Black and minority friends and teaching parents who are racist that it's not nice.

While the effort is appreciated it is only a useful tool if your viewers (i.e. children) are aware of the recent police brutality. The messages/energies might be better spent on educating systemic institutionalized racism rather than dramatizing this very disturbing incident

Make sure to make every child feel included. Meaning addressing things non-Black children shouldn't do, how Black children can handle racism, and more diverse tv shows

To give them a voice to express themselves and how they are feeling

On the next video the kids should be talking

Maybe consider showing Black kids and what they go through on a daily

Include real conversations about racism between different races. Even though Black Lives Matter is the focus, there is racism towards other minorities, too. Everyone should be a part of the conversation

Teaching the importance of different races and that we are all human beings

To let everyone know we are one

Show ways all races can come together

Moreover, some parents noted that young children might have difficulty understanding such content and may need somewhat different messaging and/or parents to be present or take the lead.

My child is pretty young. Younger children wouldn't understand. Having more colors, or animation, or music/singing/dancing will more than likely peak his interest. This message is for an older audience

A little better message for the kids to understand when they say we're not alone

Make it so small children can start to understand it also. My daughter is 5 & she wouldn't be able to read it

I understand what [media organization] was trying to do to raise awareness but to a younger audience, I believe this is ineffective and would be better if parents explain the current issues with race

LOOKING AHEAD

Research should continue to monitor the goals and preferences of Black and other marginalized families with regard to media content for their children. In addition, we hope to see studies that explore children's preferences. We recommend strong partnerships and collaborations between the children's media industry and the communities they hope to serve, as well between content creators and researchers.

Contact us

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