



GENERATION WEALTH

BY LAUREN GREENFIELD

EDUCATOR RESOURCE GUIDE

ANNENBERG SPACE
FOR PHOTOGRAPHY



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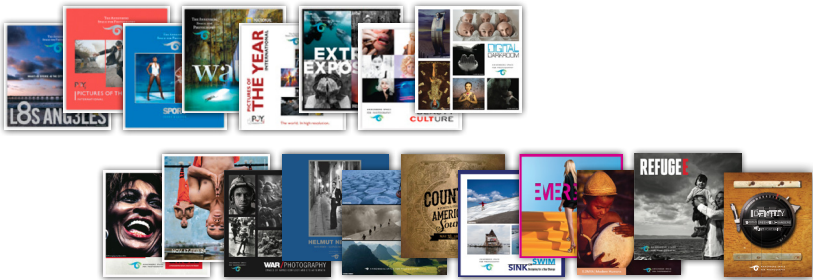
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THE ANNENBERG SPACE FOR PHOTOGRAPHY
HISTORY • EXHIBITS • DESIGN

HISTORY The Annenberg Space for Photography opened to the public on March 27, 2009. It is the first solely photographic cultural destination in the Los Angeles area. The Photography Space is an initiative of the Annenberg Foundation and its board of directors. Its creation builds upon the Foundation's long history of supporting the visual arts.



EXHIBITS The Annenberg Space for Photography does not maintain a permanent collection of photographs; instead, exhibitions change every four to six months. The content of each show varies and appeals to a wide variety of audiences.

DESIGN The interior of the Space is influenced by the mechanics of a camera and its lens. The central, circular Digital Gallery is contained within the square building much as a convex lens is contained within a camera. The Digital Gallery's ceiling features an iris-like design reminiscent of the aperture of a lens. The aperture design also enhances the Gallery's acoustics.

The Print Gallery curves around the Digital Gallery, representing the way film winds within a camera. The curvature of the ceiling line in the Print Gallery mimics the design of a film canister.



THE DIGITAL GALLERY

Our custom 13' rear projection glass screens are paired with the latest true 4K digital projectors to display photography with stunning clarity, brightness and contrast. The Digital Gallery allows for the display of thousands of images in a comparatively small location. In addition to showing images from the exhibiting photographers, the Digital Gallery screens short documentary films created to accompany the print exhibits.



THE CURRENT EXHIBIT

AGE RECOMMENDATION • OVERVIEW

AGE RECOMMENDATION

GENERATION WEALTH by Lauren Greenfield is appropriate for all ages but recommended for ages 10 and older.

OVERVIEW

This timely, thought-provoking exhibition presents Lauren Greenfield's 25-year study of the world's growing obsession with wealth. Beginning in Los Angeles and spreading across America and beyond, *GENERATION WEALTH* by Lauren Greenfield documents how we export the values of materialism, celebrity culture, social status and media saturation to nearly every corner of the globe. "Keeping up with the Joneses" has become *Keeping Up with the Kardashians* as the aspirational gap between what we want and what we can afford has dramatically widened.

Lauren Greenfield is an internationally acclaimed, Emmy Award®-winning filmmaker and photographer who is considered a preeminent chronicler of consumerism, youth culture and gender identity. Her third collaboration with the Annenberg Space for Photography and first solo show, this exhibit is a revelatory cultural exploration that presents 195 color-saturated prints, 42 riveting first-person interviews and the accompanying multimedia projections and short films.



THE CURRENT EXHIBIT
BIOGRAPHY OF
THE FEATURED ARTIST



LAUREN GREENFIELD

Acclaimed Emmy®-winning documentary filmmaker/photographer Lauren Greenfield is one of the 25 most influential photographers working today, according to *American Photo*. Her monographs *Girl Culture*, *Fast Forward*, and *THIN* have been widely published, exhibited and collected by museums around the world, including the Los Angeles County Museum of Art (LACMA), J. Paul Getty Museum, San Francisco Museum of Modern Art (SFMOMA), Smithsonian, International Center of Photography and Museum of Fine Arts (Houston).

What's more, Greenfield directed the record-breaking Super Bowl spot “#LikeAGirl” (90+ million downloads and 12 billion impressions), which YouTube voted the third best ad of the decade. Sweeping the advertising awards of 2015, Greenfield was named No. 1 director and Most Awarded Director by *AdAge*, becoming the first woman in commercial history to ever top this list. In addition to going viral, the spot won a 2015 Emmy, 14 Lions at the Cannes Festival of Creativity (including the Titanium Lion), 7 Clio and “Best in Show” at the AICP Awards, after which it became part of the Museum of Modern Art (MoMA) collection.

Greenfield's documentary feature *The Queen of Versailles* was not only the Opening Night film at the 2012 Sundance Film Festival, it won Best Director in the U.S. Documentary Competition and went on to box-office success. The film received Best Documentary nominations from the Directors Guild of America (DGA), International Documentary Association (IDA), Critics Choice Awards and London Critics Circle. Greenfield is currently directing two documentary features: *Generation Wealth* (Amazon Studios) and *Fantasy Island* (Showtime Networks).

EDUCATOR RESOURCE GUIDE
PRE-VISIT ACTIVITY

Recommended for Grades 9-12

Title: Understanding the Economic Timeline of the United States

Connection to the Exhibit: Photographer Lauren Greenfield tells stories through her photographs and detailed captions that reflect back on us the way we live now and the way we were. While the items we covet may change, the impulse to achieve the “American Dream” through consumerism remains constant. The following activity asks students to reflect on their own consumerism through analysis of the economic landscape of previous generations and their attitudes towards money.

Common Core Standards for English Language Arts 6-12

College and Career Readiness Anchor Standards for Writing (CCR)

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core Standards for English Language Arts 6-12

College and Career Readiness Anchor Standards for Reading (CCR)

- Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how two or more texts address similar themes or topics, in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Standards for English Language Arts, Science & Technical Subjects 9-12

Integration of Knowledge and Ideas

- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.



Glossary of Relevant Terms and Concepts:

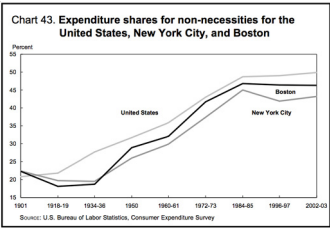
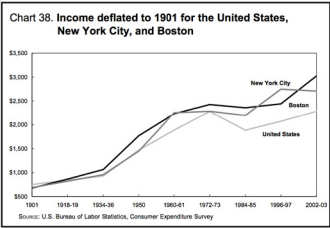
Timeline, economics, depression, recession, default, deficit, investment, welfare, financial, stock market, debt ceiling

Materials Needed:

- Internet and computer access (overhead projector/Smart Board access ideal)
- Internet explicitly needed to access the following websites: Bureau of Labor Statistics <https://www.bls.gov/opub/uscs/> and Annenberg Learner <https://www.learner.org/series/econusa/interactivelabs/economic-timeline/>

Large Group Activity:

- Introduce the subject of wealth, luxury and consumerism. What are some pre-existing notions about these terms and concepts that students already have? Most students should have studied major economic events and their historical impact at some point.
- Introduce the Annenberg Learner website’s interactive U.S. Economic timeline (see URL above in **Materials Needed** section). Review with the class some of the key periods on this timeline. This timeline reflect the historic realities and decisions made during these time periods, but it does not necessarily reflect the way that U.S. economics influenced Americans’ attitudes towards consumerism, what their buying trends were like, and how they felt about wealth and luxury goods.
- Next, ask students to review the following graphs and charts while keeping the interactive timeline up in front of the class. As they review these charts students should take notes, as they will be asked to make inferences and draw conclusions from trends they have found while comparing the charts to the interactive timeline on the Annenberg Learner website (URL above). Teachers should read the entirety of the “Reflections” portion of the U.S. Department of Labor’s 100 Years of U.S. Consumer Spending report, to understand the context on which this information is based (see URL above in Materials Needed section).



**100 Years of U.S. Consumer Spending: Data for the Nation, New York City, and Boston (BLS Report 991) released by the United States Department of Labor, Bureau of Labor Statistics.*

- Spend some time as a class discussing findings and making inferences as to the ways in which major U.S. economic events and changes to the average income influenced Americans’ spending habits over the last 100 years.
- Next, ask students to read, review and discuss the following excerpts from reports and articles written on the subjects of American consumerism and our shifting attitudes towards luxury items and wealth:

“Perhaps as revealing as the shift in consumer expenditure shares over the past 100 years is the wide variety of consumer items that had not been invented during the early decades of the 20th century but are commonplace today. In the 21st century, households throughout the country have purchased computers, televisions, iPods, DVD players, vacation homes, boats, planes, and recreational vehicles. They have sent their children to summer camps; contributed to retirement and pension funds; attended theatrical and musical performances and sporting events; joined health, country, and yacht clubs; and taken domestic and foreign vacation excursions. These items, which were unknown and undreamt of a century ago, are tangible proof that U.S. households today enjoy a higher standard of living.” (“Reflections”, *100 Years of U.S. Consumer Spending: Data for the Nation, New York City, and Boston* (BLS Report 991) released by the United States Department of Labor, Bureau of Labor Statistics)

“Other surveys also indicate an expansion of desire and expectation. Asked what constitutes “the good life,” people in 1991 focused far more on material goods and luxuries than they did in 1975. Items more likely to be part of the good life now than then include a vacation home, a swimming pool, a color TV, a second color TV, travel abroad, nice clothes, a car, a second car, a home of one’s own, a job that pays much more than the average, and a lot of money. Less likely, or no more likely, to yield the good life, according to respondents, were a happy marriage, one or more children, an interesting job, and a job that contributes to the welfare of society. Not surprisingly, by 1991 far fewer Americans thought they had a ‘very good’ chance of achieving the good life.” – Juliet B. Schor, *The Overspent American: Upscaling, Downshifting, and the New Consumer*

Small Group Activity:

- Students research and analyze what the following popular luxury goods from different U.S. economic time periods say about the priorities and desires of the people living in that time.
 - ▶ General Electric’s Monitor Top refrigerator (1920s)
 - ▶ 1959 Ford Galaxie (1950s)
 - ▶ Air Jordan sneakers (1980s-1990s)
 - ▶ Smartphones (2000s-present)
- Ask students to consider the following questions and answer them for each item as a group:
 - ▶ What makes this a luxury item?
 - ▶ Who is the target audience for this luxury item?
 - ▶ What does wanting to own this type of luxury item say about the lifestyle and/or priorities of the people buying it?
- Prompt students to work within their groups to answer the following questions:
 - ▶ In your social groups, what is the most coveted luxury item? What do you think is the biggest influence on what that answer is?
 - ▶ What do you think the best-selling luxury items will be in the next 20 years? What era/luxury item from the first prompt in this section will it most resemble? Will it be something to make their lives easier and save money, like the refrigerator, or something to project an idea of wealth and status, like a nice car?



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EXHIBITION ACTIVITY #1: ENGAGING THROUGH EMPATHY

Recommended for Grades 6-8

Many of the photographs in this exhibition document people whose lives are very different from yours. Some of them live in places you've never been to, face challenges you never will, or have access to money and fame in a way that you do not. Despite all of these differences it is possible for you to feel empathy for the people in the photographs, and maybe even find something you can relate to.

The following activity asks you to practice your empathy skills, and your ability to think about what life is like for others, by seeing through someone else's eyes. Empathy is the ability to understand and share the feelings of another person.

Explore the exhibition with fresh eyes and look for three photographs that you find interesting, then answer the questions below.

IMAGE #1

- Brief description of the image: _____
- Can you relate to what's happening in this photograph? Why or why not? _____

- Think about the subjects of the photograph. How do you think they were feeling when this photo was taken? _____

- When you look at this photo, how does it make you feel? Do you have empathy for the people in the photograph? Why or why not? _____

IMAGE #2

- Brief description of the image: _____
- Can you relate to what's happening in this photograph? Why or why not? _____

- Think about the subjects of the photograph. How do you think they were feeling when this photo was taken? _____

• When you look at this photo, how does it make you feel? Do you have empathy for the people in the photograph? Why or why not? _____

IMAGE #3

• Brief description of the image: _____

• Can you relate to what’s happening in this photograph? Why or why not? _____

• Think about the subjects of the photograph. How do you think they were feeling when this photo was taken? _____

• When you look at this photo, how does it make you feel? Do you have empathy for the people in the photograph? Why or why not? _____

EDUCATOR RESOURCE GUIDE

EXHIBITION ACTIVITY #2: STATUS SYMBOLS

Recommended for Grades 9-12

Most Americans spend the majority of their money on things they need rather than things they want. Another term for something you want but don't need would be "luxury item," and some luxury items are called "status symbols." A status symbol is an object (like clothing, a car, a handbag) that indicates to other people your wealth and status. The photos in this exhibition show many examples of people displaying their possessions as status symbols.

Choose three photographs from the exhibition to analyze, then answer the prompts below.

IMAGE #1

- Brief description of the image: _____
- Types of luxury items/status symbols you see in the photo: _____

- What attitude do you think the people in the photograph have toward those luxury items? _____

IMAGE #2

- Brief description of the image: _____
- Types of luxury items/status symbols you see in the photo: _____

- What attitude do you think the people in the photograph have toward those luxury items? _____

IMAGE #3

- Brief description of the image: _____
- Types of luxury items/status symbols you see in the photo: _____

- What attitude do you think the people in the photograph have toward those luxury items? _____

EDUCATOR RESOURCE GUIDE

POST-VISIT ASSIGNMENT

Recommended for Grades 9-12

Title: Kids and Money

Connection to the Exhibit: *GENERATION WEALTH* is an exhibition that seeks to examine the influence of materialism, celebrity culture and social status on society. Over the last 25 years, Lauren Greenfield has documented people's interactions with the ideas of wealth and luxury, especially the way that these ideas take root so early in the lives of young people. In the exhibition there are several photographs that tackle the subject of kids and money. How does consumerism affect children from all walks of life and how they grow up? What are the consequences of these effects? The following activity asks students to take what they saw in the exhibition and apply it inwardly for a reflective end to their visit.

Common Core Standards for English Language Arts 6-12

College and Career Readiness Anchor Standards for Writing (CCR)

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting, or a day or two) for a range of tasks, purposes, and audiences.

Common Core Standards for English Language Arts 6-12

College and Career Readiness Anchor Standards for Reading (CCR)

- Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how two or more texts address similar themes or topics, in order to build knowledge or to compare the approaches that the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Glossary of Relevant Terms and Concepts:

Consumerism, luxury, spending/purchasing habits, influence.



Materials Needed:

- Access to the Internet OR copies of the text from the two Internet-based articles (see Appendix)
- Enlargements of the four photos featured in the first part of the assignment (see Appendix)
- Small journal and writing utensil for use as their “consumerism log”

Homework Summary:

Following your class visit to the Annenberg Space for Photography, consider asking students to complete the following homework assignment that asks them to take some of the thoughts and concepts they learned during this visit and apply them to their own lives.

One of the big themes of the *GENERATION WEALTH* exhibition is consumerism and the way that it shapes every aspect of our lives, particularly in America. Even before young people are able to earn their own money they are highly influential in purchasing decisions made by their families. This is the case whether the young person is from an affluent family or one of lesser means.

Homework Prompt (Part I):

- Ask students to choose two of the following four images to write a one-page reflection on (two pages total). All four of these images are in the exhibition and focus on consumerism and its impact on American youth. Reflections should answer all three of the questions for each photograph.



Caption: Alli, Annie, Hannah, and Berit, all 13 and members of the popular clique at school, Edina, Minnesota, 1998. A key to gaining popularity, a classmate says, is wearing clothing from one of three brands—Gap, Abercrombie & Fitch, or J. Crew.

1. We know from the caption that these girls are part of a popular clique at school, but what else does the photograph show you about their relationships to one another? If you had to guess, what do you think is more valued socially, at their school: sameness or uniqueness? What makes you say that?

2. This photograph was taken in 1998, which means that some of the brands and trends aren't the same as they are today. Think about what the most popular students at your school wear: what are the top three name brands that you would expect them to have? How important would you say it is for you to wear popular brands like the ones you just mentioned? Why or why not?
3. Think back to the first question you answered. At your school, do you think sameness or uniqueness makes you popular? How much of popularity among your peers has to do with looking a certain way? If looking a certain way is an important part of being popular, where do you think that pressure comes from?



Caption: Enrique, 17, Hollywood High School senior-class president, pays for a limousine outside his prom date's home in South Central Los Angeles, 1993. He has spent two years saving up the \$600 he spent on prom.

1. This photo shows students in South Central Los Angeles getting ready to go to prom. As the caption reports, Enrique (the main subject in the photograph) has saved \$600 of his own money to attend prom. In 2015, *The Guardian* reported that on average people spent over \$900 dollars on prom for their children every year. Why do you think attending prom is so expensive? Do you think it's worth the money? Why do you think students and their families spend so much money on prom?
2. If Enrique worked a minimum wage job in 1993, he would have earned \$4.25 an hour. Working part-time (20 hours) how many hours would he have had to work in order to earn \$600 to go to prom? If he worked six hours a day, three days a week, how long would it take him to earn that money?
3. What do you think about Enrique's choice to work to earn money for this prom? Why do you think he's doing it? Do you think it's worth it? If you found yourself in the same position, would you do the same? Explain why or why not.



Caption: Emanuel, 17, in his bedroom, Los Angeles, 2007. He attends the private Harvard-Westlake School and wants to look "rich" like the other kids. He saved up to buy designer items when his family could no longer afford them.

1. Like the photograph above, this photo shows a young man who has saved up his own money to buy things his family cannot otherwise afford. In this case, Emanuel is saving up for designer items (clothing, accessories) instead of an experience (like prom). Can you relate to Emanuel? Have you ever done something similar, or have you begged your parents to buy you something you didn't need but wanted in order to fit in with your peers?
2. Emanuel goes to a private school with children from wealthy families, but his family cannot afford to buy him the things his friends have. Some schools think that a way to solve this problem is to require students to wear uniforms and to ban certain luxury items from schools. Do you think the school has a responsibility to its students to make sure that when students go to school they are not worried about whether or not they are wearing the right clothing labels? Why? If not, who do you think holds the most responsibility for ensuring school isn't a place where there is conflict over material items? Students? Parents?
3. Take a moment to put yourself in Emanuel's position: what do you suppose his peers would think of him if they knew that his family couldn't afford these luxury items and he was paying for them himself? What do you suppose his peers might think of him if they knew what his family's financial situation was? Do you think his peers would be more or less understanding of his situation than he thinks they would be? What makes you say that?



Caption: Ruby, 15, and her damas (maids of honor) ride from church to the reception for Ruby's quinceañera, a traditional celebration in the Latino community, Huntington Park, California, 2001. It was a struggle for Ruby's mother, who babysits, and her father, who is unemployed, to cover the \$16,000 cost of the event.

1. The photo above was taken inside a limousine during the *quinceañera* of a young girl named Ruby. *Quinceañera* are a rite of passage for young women in Latino culture and they are also an opportunity to have big, splashy parties where lots of money is spent on young girls, making them and their families feel like royalty. Have you ever had a *quinceañera* or been to one? If so, what was it like? Was it something over-the-top and fancy, or something more religious and intimate? Describe the event in as much detail as you can, particularly the parts that reflected how big or how small the event was. If you've never been to a *quinceañera*, recall a wedding or other coming-of-age event you've been to (bar/bat mitzvah, communion, confirmation, etc.). Answer the same questions by thinking about that event instead of the *quinceañera*.
2. Now think about the *quinceañera* or a different big life event you thought about in the first question and ask yourself the following: What do you think the decision to go "all out" or keep the celebration intimate says about the people throwing the party? What do you think are some of the concerns about making it a really big event? What are some of the concerns about keeping it small and modest? If you're thinking of an event you participated in, answer with some specific memories you have of the planning process for your event.
3. Find a family member or an older close friend to question briefly about their recollections of an important life event of theirs. What do they remember most about the event? What was the most meaningful part of it for them? Do they remember how much they spent on the event? Who paid for it? If they spent a lot of money, what drove them to make that decision? Did they feel a pressure from inside their family, or did pressure come from the outside? How do they feel about the event now and would they make the same financial choices again?



Homework Prompt (Part II):

- Ask students to create a personal log where for an entire week they record every item they purchase, the cost, and a brief description of why they made the purchase. After one week students should have at least one page of items to work from to complete the rest of this assignment.
- After students have completed their logging for the week, ask them to read two articles: one from *Business Insider* (<http://www.businessinsider.com/how-teens-are-spending-money-2015-4>) and one from *Inc.* (<http://www.inc.com/issie-lapowsky/inside-massive-tech-land-grab-teenagers.html>).

Note: a copy of the text will be available in the Appendix of this resource guide.

Homework Prompt (Part III):

- Next, prompt students to write a 2-3-page essay reflecting on their behavior as consumers using the data they compiled about their purchasing habits over the past week. Is there anything about their log that surprised them?
- Have students recall the two articles they were just asked to read from *Business Insider* and *Inc.* Which article did they find more informative and why? How did the trends in the students' spending habits compare to those discussed in these articles? What were the similarities and differences?
- Ask students to compare their log to that of a classmate. What are the similarities and differences between your purchasing styles? Does writing down what you spend money on make you feel self-conscious? Why or why not? How does it feel to show your friend the log you've kept? Does that feel uncomfortable?
- Finally, invite students to take a moment to reflect on their findings. Do they think they've learned anything about themselves that may influence the way they spend money in the future? Why or why not? How do they think their spending habits will change as they get older (move up in grade, graduate, go to college, etc.)? Is there anything they wish they knew about money and spending that they don't know now but want to learn before they become adults? How do they think they might be able to gain that knowledge?



EDUCATOR RESOURCE GUIDE
APPENDIX I



EDUCATOR RESOURCE GUIDE
APPENDIX II

How teens are spending money, what they like, and where they shop



Hayley Peterson
Apr. 15, 2015
All data graphics by
Piper Jeffray



Photo credit: REUTERS/Michael
Spooneybarger

Piper Jaffray released its semiannual report on teen spending on Wednesday. We dug through the report and pulled out some of the most interesting facts and charts.

Here's a summary:

1. Teens are spending most of their money on food. Starbucks remains the perennial favorite among all teens for food-and-drink spending. Food accounts for 23% of teen spending, followed by clothing (20%), accessories (10%), video games (8%), cars (8%), electronics (8%), and shoes (7%). The rest is spent on music, movies and events.

Top Preferred Clothing Brands[†]

1	Nike	24%
2	Forever 21	8%
3	American Eagle	6%
4	Ralph Lauren	4%
5	Victoria's Secret	4%
6	Urban Outfitters	3%
7	Hollister	2%
8	Nordstrom	2%
9	Free People	2%
10	PacSun	2%

2. Nike remains the top clothing brand among teens across all income levels. Forever 21, American Eagle, Polo Ralph Lauren, and Victoria's Secret also rank among the most popular apparel brands. Top footwear brands for upper-income teens include Nike, Converse, Vans, Sperry Top-Sider, DSW, and Steve Madden.

Top Preferred Shopping Websites[†]

1	Amazon	36%
2	Nike	8%
3	Forever 21	5%
4	eBay	5%
5	Victoria's Secret	3%
6	American Eagle	2%
7	Urban Outfitters	2%
8	Eastbay	1%
9	Brandy Melville	1%
10	Wanelo	1%

3. Teens shop on Amazon more than any other website.

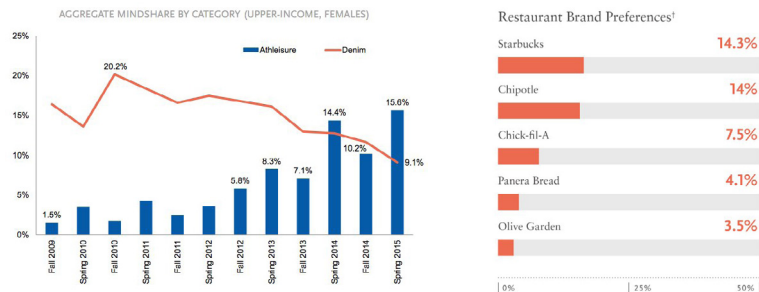
4. Brands that are losing popularity among teens include Aeropostale, Abercrombie & Fitch, and Hollister. Here's a graph of the top-cited brands that teen girls said they no longer wear:

Rank Spring 2015	% Rank Fall 2014	% Rank Spring 2014	% Rank Fall 2013	%	
1 Aeropostale	28%	1 Aeropostale	32%	1 Aeropostale	25%
2 Abercrombie & Fitch	19%	2 Abercrombie & Fitch	19%	2 Abercrombie & Fitch	22%
3 Justice / Limited Too	14%	3 Justice / Limited Too	11%	3 Hollister	15%
4 Hollister	11%	4 Hollister	10%	4 Justice / Limited Too	8%
5 Gap	5%	5 Gap	5%	5 Gap	5%
6 Forever 21	2%	6 American Eagle	2%	6 Forever 21	2%
7 Old Navy	2%	7 Forever 21	2%	7 Old Navy	2%
8 American Eagle	2%	8 Old Navy	2%	8 Nike / Jordans	2%
9 dELIA's	1%	9 Miss Me Jeans	1%	9 Forever 21	2%
10 Miss Me Jeans	1%	10 Three Brands Tied	1%	10 Jucy Couture	1%

Rank Spring 2015	% Rank Fall 2014	% Rank Spring 2014	% Rank Fall 2013	%	
1 lululemon	6%	1 Brandy Melville	6%	1 Forever 21	6%
2 Nike / Jordans	6%	2 American Eagle	6%	2 American Eagle	5%
3 Victoria's Secret / PINK	5%	3 Free People	5%	3 Urban Outfitters	5%
4 Forever 21	5%	4 PacSun	5%	4 Nike / Jordans	5%
5 H&M	5%	5 Urban Outfitters	4%	5 Nike / Jordans	4%
6 American Eagle	4%	6 H&M	4%	6 Victoria's Secret / PINK	3%
7 Urban Outfitters	3%	7 Forever 21	4%	7 H&M	3%
8 Free People	3%	8 Nike / Jordans	4%	8 PINK	3%
9 PacSun	3%	9 Hollister	4%	8 H&M	3%
10 Express	3%	10 Vineyard Vines	3%	9 Hollister	3%
				9 Charlotte Russe	3%
				10 PacSun	3%

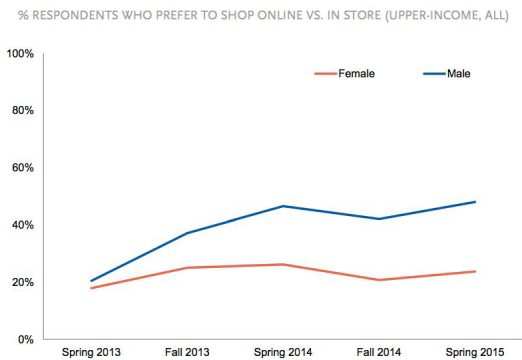
5. On the flip side, brands that are starting to get more popular among teen girls include Lululemon, Nike, and Victoria's Secret.

6. Activewear is now more popular than denim. Nike, Under Armour, Lululemon, and Adidas are the most popular brands for athletic apparel.



7. Teens' No. 1 restaurant remains Starbucks, followed by Chipotle and Chick-fil-A.

8. An increasing number of teens, particularly males, prefer to shop online.



9. Instagram is the most important social network for teens, followed by Twitter and Facebook, respectively.

Most Important Social Network	Spring 2013	Fall 2013	Spring 2014	Spring 2015	Change
Instagram	17%	27%	30%	32%	2pp
Twitter	30%	31%	27%	24%	-3pp
Facebook	33%	27%	23%	14%	-9pp
Snapchat				13%	
Tumblr	4%	5%	5%	4%	-1pp
Google+	5%	4%	4%	1%	-3pp
Pinterest	2%	2%	2%	2%	-
Other	4%	2%	4%	8%	4pp
Don't Use Social Networks	6%	3%	5%	n/a	

EDUCATOR RESOURCE GUIDE
APPENDIX III

Why Teens Are the Most Elusive and Valuable Customers in Tech

From Facebook to Snapchat, everyone wants a piece of the teen market. Here's an in-depth look at what they want and why they're so damn tough to hold onto.



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Apr. 15, 2015
All data graphics by
Piper Jeffray



CREDIT: Getty Images

If Facebook's \$19 billion Whatsapp acquisition can be attributed to one single instigator, it's teenagers.

Having lost its \$3 billion bid for Snapchat, and with teens consistently fleeing Facebook by the millions each year, it's clear that Facebook was willing to pay just about any price to get them back. When the world's largest social network and a major purveyor of data considers this demographic priceless, you pay attention.

Today's teens are at the center of a massive turf war that's roiling the tech industry. The question is: why? What's so important about this age group and, perhaps more importantly, what are new emerging tech companies doing to lure them away?

One thing's for certain: today's teens are not doing business as usual, and in order to keep them happy, you need to do a lot more than get an endorsement from Justin Bieber. To compete for teen's attention, you have to rethink your business's strategy from the ground up.

Why Teens Matter

Teenagers have always been important to brands because they tend to be early adopters and because, traditionally, their brand preferences aren't yet firmly defined. The difference with today's teenagers, however, is that they're not listening to what the media and older generations are telling them is cool. While older millennials looked to television shows like MTV's *Total Request Live* to tell them what was in style, today's teens are discovering trends and deciding for themselves.

"Twenty years ago, you had magazines, broadcasters, and record labels controlling the flow of trends downward to teens," says Oliver Pangborn, senior youth insights consultant at the market research firm The Futures Company. "Teenagers have now become the gatekeepers to modern trends. With the internet and social media, teenagers have more access to that information than ever before."



Teens also wield significant purchasing power. According to a 2013 Nielsen survey, 29 percent of teens live in homes where household income is \$100,000 or higher. These teens aren't just buying for themselves, either. According to Mary Leigh Bliss, trends editor at YPulse, a youth-focused market research firm, "Teens are now passing technology down to their parents, not the other way around."

Bliss adds, "We hear from teens that they were the ones telling their parents to buy iPhones and tablets. They were the driving force behind their family's technology switch."

Another reason teens these days are a desirable target audience: there's no learning curve for businesses to overcome. "If millennials were pioneers hacking through the wilderness of this teen landscape, today's teens were born there. They were the first generation inherently attuned to this," says Rob Callender, also of The Futures Company. "They didn't have to adapt their lifestyle to it, so they're more fluent in new technology." It's no surprise, then, that teens lead the way on mobile technology, with a recent Pew Research survey showing that 25 percent of teens access the Internet primarily through mobile phones. By contrast, 15 percent of adults are mobile-first. That means businesses like Facebook which believe, and rightfully so, that mobile is the future would be well-served by focusing on teens.

The challenge with this generation of teens becoming the new gatekeepers, however, is that they're less loyal to brands and businesses than the generations that came before them. "It's an accelerated rate of nostalgia," says Bliss. "They've grown up in an era where just months after you've purchased the latest, greatest thing, the next best thing is around the corner. They tend to be loyal to the best in class, rather than the brand, itself."

What They Want

So what does this critical demographic look for in new technology? To get an idea of what the kids are into these days and, more importantly, why they're into it, I decided to ask one of the smartest, most self-aware teenagers I know: my cousin Lucy, who is, as she told me recently "15 going on 30."

Our lightly edited text conversation went as follows:

Me: "For research: do you use Snapchat more than Facebook?"

Lucy: "Absolutely."

Me: "How come?"

Lucy: "Because it's more instantaneous and personalized. I have over 1,000 Facebook friends, so most of the time, I don't really care about looking through my feed. With Snapchat, I know everyone I'm friends with personally, so looking at their stories is funny/interesting to me."

Me: "You use Tumblr at all?"

Lucy: "Tumblr is still popular. I just ended up deleting mine last year because I felt



pressured to perfect it. With Tumblr, I felt like I had to project an image by following cool blogs and posting generally relatable/relevant photos in order to gain followers. On the other hand, my Tumblr prime was 8th grade, and I was much more insecure. I kept it a secret for a while. I actually had a lot of fun with it when no one knew I had it. But people at my old school would make fun of each other's, and I didn't want anyone asking about my personal posts."

What I found so fascinating about this conversation is that it suggests, anecdotally of course, that teens are not as fickle as described. There is a clearly defined rhyme and reason to their seemingly unpredictable tastes. It's not just about which technology is cool. It's about which technology is safe, private, and will enable the most authentic connections.

What's even more impressive is that Lucy's tastes tracked completely with what several market researchers told me. "Younger millennials have never seen Facebook as a peer-only place," says Bliss. "They're moving away from platforms where everyone's in one place toward using several apps for several reasons.

Bliss also stressed teens' interest in anonymity, claiming that Whisper, a new app that allows people to post a secret anonymously, is becoming huge with teenagers.

Another key selling point for this age group? Value. Teens of this generation, the researchers say, are products of the tumultuous economic times during which they were raised. The recession hit during their formative years, making them especially circumspect about spending.

"It's not that they're not spending," says Callender, "it's just that you're going to have to convince them with a value proposition millennials didn't need."

"This generation will do research," adds Pangborn. "They'll look for reviews and at social media. Marketers need to be prepared and have a place where that value proposition is explained."

Pangborn notes Samsung as a model brand for this generation. "They're offering a high-quality product at a lower price," he says, "and that appeals to that demand for value."

This trend extends offline as well. Look no further than Abercrombie & Fitch's steep decline in the market over recent years, due largely to the fact that it's tough to sell teens of this generation on a \$108 pair of "destroyed" jeans. During my talk with Lucy, she said that high-end thrift stores like Buffalo Exchange are the new go-to shopping destination for her friends.

How to Give It to Them

The No. 1 rule of marketing *to* teens? Don't market to teens. Condescension and gimmicks won't do you any favors with this group. The brands and services that tend to



thrive with teens are the ones that do it organically by meeting teens on their turf. Pheed, for instance, is a Twitter-like service that allows users to share photos, videos, text, voice notes, and live broadcasts. It flourished with West Coast teens after its founders hosted a series of events at its headquarters, and invited a bunch of professional skate boarders to drop by. The app, which launched in November 2012, now has 10 million users, 80 percent of whom are between 14 and 19 years old.

We Heart It, an image-based social network similar to Pinterest, never intended to become a teen-centric network, and yet today, more than 50 percent of its 25 million members are teens. They were attracted to the app, says CEO Ranah Edelin, because it's mobile-friendly, image driven, and doesn't allow comments.

"Comments sections can really devolve into derisive, unhealthy conversations," says Edelin, noting that 80 percent of We Heart It's users say they've been bullied at some point on Facebook. On We Heart It, the only actions you can take are to "heart" an image, repost it on your own profile, or follow that user. "That way," says Edelin, "they can share without fear of backlash or criticism from others."

Another important feature: We Heart It users can sign up anonymously. "It's the fact that we're riding a few of the major trends happening with respect to teens on the Internet these days that has accelerated our growth," says Edelin. "It's been totally unintentional."

Offline, Bliss says, it's the brands that are giving teens a chance to participate in the creative process that are winning. Some do it by reblogging their customers' own Tumblr posts. Others use crowdsourcing. "Modcloth is brilliant," Bliss says of the online retailer, which lets customers choose which items should be sold on the site.

Of course, making the most of the teen demographic means a lot more than trapping them in for a few short months. Teens want their favorite businesses to grow with them. If you don't keep up, they'll have no problem leaving you behind.

Steve Goldberg, director of business development at Pheed, for one, is already planning the site's next big moves. Soon, in order to satisfy this generation's desire for on-demand entertainment, Pheed will begin streaming live broadcasts of concerts. And, in a direct challenge to Snapchat, WhatsApp, and the like, it will also begin adding direct messaging to its platform. Adds Goldberg, "Self-destruct optional."

