



NEWS

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This is an unofficial announcement of Commission action. Release of the full text of a Commission order constitutes official action.
See MCI v. FCC, 515 F.2d 385 (D.C. Circ 1974).

For Immediate Release:
September 9, 2004

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FCC LAUNCHES NEW "KIDSZONE" INTERACTIVE WEB PAGE FOR KIDS *Site Features Age Specific Information and An Educational, Safe Place for Learning*

Washington, DC – Today the FCC unveiled the latest addition to its award-winning Web site, an interactive, high tech site designed to engage children and teens in grades K through 12.

"Kidszone" is hosted by Broadband the Cat and features lively graphics and sound. It is found at www.fcc.gov/kidszone. It is a safe place for children to explore. They can participate in positive, fun activities and learn something while they're at it. The site also has opportunities for kids to let us know their opinions and we'll continually update the site to reflect their interests and concerns.

FCC Chairman Michael K. Powell said, "I'm very proud of the FCC's commitment to children as evidenced by Kidszone and also by the Commission's adoption today of rules that will ensure quality children's television programming in the digital future."

Kidszone is divided into age-appropriate sections: grades K-3; grades 4-8; and grades 9-12. For example, the questions most asked by students in grades K-3 include:

- What is 911?
- How does a cell phone work?
- What do the numbers in a phone number do?

Students in grades 4-8 want to know:

- What is the difference between AM radio and FM radio?
- Why is the 555 exchange used on television shows?
- What is Broadband?

High Schoolers want to know:

- What is unacceptable language for radio and television?
- Why do all FM radio stations end in an odd number?
- How does a fax machine work?

In addition to answering these questions, the Web site contains lots of interactive games and puzzles, surveys, telecom factoids and much more. It will

provide a useful tool for children to learn about the FCC and let the FCC know what's on their minds and the site will reflect their input.

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