



# Children's Media Lives

## Wave 8: Discussion guide 1

### Project Objectives

The overarching goal of this project is to be able to provide Ofcom with ethnographic insight into how children of different ages and living in a range of different situations are using digital media. This involves understanding and tracking the media lives of our respondents over time, identifying new and emerging trends, and potentially risky online behaviours.

- What new digital behaviours (and offline behaviours) they are adopting for socialising, relaxation, education and other activities
- What new digital spaces they are exploring – and whether they are encountering increased risk or pressure
- How this fits into their wider life, including their hopes for the future

### Guide Overview (Total time 1hr30 – 1hr45)

Section	Detail	Additional data capture
<b>Introduction and life updates</b> 15 mins	<ul style="list-style-type: none"> <li>• Check-in and introduction</li> <li>• Their current routine</li> <li>• Digital access and devices</li> <li>• Reflections on schooling</li> <li>• Family dynamics</li> <li>• Friends and social life</li> <li>• Hopes for the future</li> </ul>	List of devices  Weekly routine data capture  Social network map
<b>Content, Preferences and behaviours</b> 15 mins	<ul style="list-style-type: none"> <li>• Viewing routine and screentime</li> <li>• Content &amp; platform preferences:</li> <li>• Representation &amp; relatability:</li> </ul>	
<b>Social media &amp; gaming</b> 25 mins	<ul style="list-style-type: none"> <li>• Social media habits               <ul style="list-style-type: none"> <li>○ Goals on social media</li> <li>○ Interactions on social media – both wanted and unwanted</li> </ul> </li> <li>• Online identity</li> <li>• Gaming routine, attitudes and behaviours</li> </ul>	Social media platforms  Key social media features  Gaming flashcards

<p><b>Engagement with the news &amp; critical thinking</b></p> <p><i>10-15 mins</i></p>	<ul style="list-style-type: none"> <li>• News habits &amp; attitudes:</li> <li>• Sources &amp; critical thinking:</li> <li>• Advertising and online purchasing</li> </ul>	<p>News topics</p> <p>News providers</p> <p>Current/recent news stories</p>
<p><b>Online harm and online safety</b></p> <p><i>25 mins</i></p>	<ul style="list-style-type: none"> <li>• <i>Knowledge and experiences of potentially harmful content and interactions</i></li> <li>• <i>Use of online safety features</i></li> <li>• Resilience, education and dealing with problems</li> <li>• Online privacy</li> </ul>	<p>Age appropriate stimulus on harmful content</p> <p>Age appropriate stimulus on harmful interactions</p>
<p><b>Online health and wellbeing / final reflections</b></p> <p><i>5 mins</i></p>	<ul style="list-style-type: none"> <li>• Positives /negatives of being online</li> <li>• Recap on hopes for the future</li> <li>• Reflections on 'ideal' internet</li> </ul>	
<p><b>Parents</b></p> <p><i>10 mins</i></p>	<ul style="list-style-type: none"> <li>• Updates to family life</li> <li>• Education &amp; schooling</li> <li>• Online activities / online safety</li> </ul> <p><i>Wave 8 Additions:</i></p> <ul style="list-style-type: none"> <li>• <i>Reflections on responsibility for positive online experiences</i></li> <li>• <i>How do they see an 'ideal' internet?</i></li> </ul>	
<p><b>Diary task setup</b></p> <p><i>2 mins</i></p>	<ul style="list-style-type: none"> <li>• Researcher to explain different components of tracking tasks to parent and child, and ensure capture of key behaviours</li> </ul>	
<p><b>Consent, social media tracking and close</b></p>		

## How to use this guide:

This guide of the topic areas and questions that researchers will be asking respondents. Not all interviewees will be asked all questions, but the question areas will be covered across all interviews.

**This guide is designed to be used flexibly.** Researchers will allow respondents to guide the conversation, responding to interviewee's comments and following up areas which seem interesting and most relevant to the research objectives. We see the questions in this guide as **tools** for us to open conversations about these challenging subjects, rather than as questions we can objectively answer.

Given the age of some respondents, **we don't expect them to be able to have the self-reflection or ability to give clear answers to all of these questions.**

RR researchers will have recapped on what we know about respondents from previous waves, and make sure to prompt around these areas to explore what has changed / remained consistent

## Introduction and life updates (15 mins)

### Lead Question: How have you been since we last spoke?

- What's the biggest thing that's happened to you since the summer?
- How's school / college / work?

### Lead Question: Can you tell me about what you're up to at the moment?

- Can you talk me through a typical weekday?
- How have you been spending most of your time?
- [If relevant] Where does school fit into your day?
- Can you talk me through a typical weekend day?
- What sort of hobbies are you doing at the moment?
- Have you tried anything new recently?
- How do you feel about your routine at the moment?
- What's your favourite part of it?
- Is there anything you don't enjoy or find frustrating about your routine?
  - Why is this?
- Is there anything that you'd like to change about your routine?
- How might you go about doing this?

DATA CAPTURE:  
Weekly routine

### Lead Question: Have you got any new technology since we last spoke?

- When did you get it?
- Who got it for you?
- How often do you use it?
- What do you like / dislike about it?
- What's your favourite device at the moment?
- Are you able to use all of your devices as you would like to?
  - PROBE: Necessary internet connection, privacy, shared access to devices

DATA CAPTURE:  
Device audit

### Lead Question: How are you finding school / college / at the moment? [May not be relevant for all, e.g. respondents in work]

- What is going well?
- Are you finding anything difficult?
- What are the big things that are coming up this year?
  - PROBE: Exams, moving between classes, competitions
- How are you feeling about this?

### Lead Question: How are you spending time with your family at the moment?

- What kind of things are you doing together?
  - PROBE: Going out, watching TV, meals, sports, chores
- How well is everyone getting on at the moment?
  - PROBE: Any clashes?
- How do you stay in touch with family when you're not together?
  - PROMPT: Calls, Social Media, Facetime

### Lead Question: Can you tell me about your friends?

- Who are you closest friends with at the moment?
- How do you spend time with your friends?
- Are you doing anything new together?
  - PROMPT: Using new ways to communicate, playing new games together, new areas of interest
- How often do you speak to them?
- How much do you speak to them online compared to in person?
- To what extent has your friendship circle changed in the last few months/ years?
  - PROBE: Becoming less close to certain people / making new friends
- Why do you think this has happened?

DATA CAPTURE:  
Social Network Map

**Lead Question: What are you looking forward to at the moment?**

- How are you feeling about the coming year?
  - What are you feeling positive about?
  - What are you feeling negative about?
- Is there anything you're trying to achieve at the moment?
  - How is this going?
  - What is helping you achieve this goal?
  - Is there anything that stops you or makes it more difficult to achieve this goal?

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## Content, preferences and behaviours (15 mins)

### Overview of screentime

*Researcher to use this to inform subsequent sections*

**Lead Question: What are your favourite media activities at the moment?**

- PROBE: gaming, social media, watching shows/TV, app, reading
- How often do you do these activities?
- How do they fit into your routine?

### Content & platform preferences

**Lead Question: What do you usually watch things on at the moment?**

PROBE: Different sources, including Netflix, Live TV, YouTube, Social Media, Twitch (*Respondent may see this as their primary place to watch things*)

*Researcher to repeat for main platforms mentioned:*

- What do you like about this platform?
- What do you dislike?
- What makes that platform different or more fun than others?

STIMULUS:  
Platforms

**Lead Question: What are you watching at the moment?**

- What do you like about this content?
- Do you think the content you see is different or similar to your friends?
  - Do you and your friends talk about what you watch?
- Do you ever do anything else while watching this?
  - Do you ever use multiple screens when you are watching TV/gaming/on YouTube?
- Have you changed the content you like to view recently?
  - How do you think what you watch now compares to a year ago?

**Lead Question: How long do you spend watching content?**

- When do you tend to watch things?
- How does this compare to your friends?
- How do you feel about how much you watch content?

**Lead question: Do you ever watch content specifically to learn about new things?**

- PROBE: exercise videos, gaming hacks,
- Which online content creators do you like the best for learning about new things?
- What is it about their content that you like the most?
- Do your friends watch similar content?

**Representation & relatability:****Lead question: Who are your favourite content creators?**

- PROBE: TV, social media (vloggers, people on Instagram, YouTubers, gamers, streamers)
- What do you like about them?
- What kind of content do you think creators should put online?
- Are there any types of content that you don't want to see?
  - Why?
- Have you ever encountered them before?
- How did it make you feel? What do you think makes a content creator popular?
  - PROBE: The way they look, should they promote causes, give political opinions?

**Lead Question: What do you think of the types of people who appear in the content you watch?**

- PROMPT: Characters in shows, or content creators (e.g. YouTubers, Streamers)
- How similar do you think these people are to you?
  - PROBE: People their age, living in the same area of the country, doing the same sorts of things,
- How do you feel about this?
  - PROBE: Is it important to be able to relate to people?

**Social media & gaming (25 mins)****Social media habits:****Lead question: What social media platforms do you use the most?**

*Repeat for key platforms mentioned:*

- What do you usually use it for?
  - PROMPT: Catching up with friends, finding out about the world, passing time
- How long do you spend on it?
- When do you use it throughout the day?
- What do you like about it?
- What do you dislike?

STIMULUS:  
Social Media Platforms

**Lead Question: What features do you use the most on this platform?** Repeat for key platforms mentioned

- PROMPT: Likes, comments, filters, group chats
- What do you use these for?
- Do your friends also use these?
- What do you like or dislike about these features?

STIMULUS:

Social Media Features

**Lead Question: What sorts of people do you follow?**

- What sorts of people do you follow?
  - PROMPT: Friends, organisations, celebrities
- What are your favourite accounts that you follow?
- Why do you like these?
- Are there any people that your friends follow but you don't want to?
  - Why?

**Lead Question: What sort of content do you see?**

- PROMPT: Selfies, news, memes, funny videos, lifestyle images
- What do you like about these?

**Lead question: Are there any trends on social media which are popular at the moment?**

- PROBE across different platforms: social justice issues, TikTok dances
- What do you think of this?
- Have you joined in the trend?
- If so, why?

**Lead question: What do you think makes someone popular online?**

- What does their content usually look like?
- Can you give me an example of someone who is popular online?
- What makes someone your age popular online?

**Lead Question: How do you feel about how people look online?**

- How do the people that you see online tend to look?
- How does this make you feel?
- Does it make you do anything differently?
- Do you think there are any negative consequences of this?

**Lead question: Who do you tend to speak with on social media?**

- PROBE: Known friends, new online friends, strangers
- Are you part of any online communities?
  - PROBE: Discord, reddit, Facebook groups
  - What types of people are in these communities
- What do you tend to talk about on social media?
  - Does this change depending on who you're speaking to?
    - PROMPT: Known offline friends, online friends, strangers

**Lead question: Do you ever speak to people you don't know on social media?**

- Where / in what situations?
  - Who tends to start the conversation?
- What do you talk about?
  - How does it make you feel?
- Do you ever get contacted by people you don't know who you don't want to speak to?
  - What do say?
  - How often does it happen?

- What do you in this situation?

**LEAD QUESTION: Have you ever seen people being nasty, mean or unkind to each other on social media?**

- PROBE: Unpleasant / cruel messages/ posts, links to websites / pages that are negative, criticise others, trolling?
- Can you tell me about what happened?
  - [If relevant] How did you/ your friends deal with it?
- Do you think people are more mean online or offline?
  - Why?

**Online identity:**

**Lead question: What would you say your online profiles say about you?**

- Can you show me something that you have posted recently?
  - Why did you post this?
- What are the key things that you think about when posting or sharing something on social media?
  - PROMPT with key considerations when sharing / posting something
  - Which is most / least important of these?
- What do you want other people to think when they see your profile?
- What is something you would not want people to see about you on social media?
- Do you take inspiration from anything/anyone when making your profile?

**STIMULUS:**

Considerations when posting / sharing something online

**Lead Question: Do you have any goals on social media?**

- PROBE: Becoming popular / making new friends / expressing yourself / making money
- How are you working towards this?
- Is this something your friends are also interested in?
- Why do you want to achieve this goal?

**Lead question: How important is having lots of followers online?**

- How many do you have?
- Do you have a goal of how many you would like to have?
- What is a really good amount of followers to have?

**Lead question: What sort of content do you like or comment on online?**

- How often do you comment on your friends' posts?
- Why do you do this?

**Lead Question: How many likes or comments do you usually get on your posts?**

- What do the comments usually say?
- How does getting comments or likes make you feel?
- What is a good number of likes to get on a post?
- Do you ever worry about how many likes your post will get?

**Gaming routine, attitudes and behaviours**

**Lead question: what games are you currently playing or streaming?**

- Can you tell me about them?
  - How do they work?
- What do you like about them?

**STIMULUS:**

Gaming Prompts

- How often do you play games?
- Who do you play with?
  - PROBE: Alone, friends, strangers
- How does your gaming compare with your friends?
- How does gaming make you feel?
  - PROBE: Escapism, Fantasy, Teamwork, Fast paced, Competition

**Lead question: How important is gaming for keeping in touch with your friends?**

- How often do you play with your friends?
- Do you play the same sorts of games?
  - Do you prefer gaming alone or with friends? Why?

**Lead question: How has the way you game changed?**

- Do you have any new devices or ways of playing them?

## Engagement with the news & critical thinking (10-15mins)

### News habits & attitudes

**Lead question: How often do you learn about the news?**

- What kinds of stories do you see/hear about?
  - PROBE: sports, current affairs, politics, climate change, celebrities,

STIMULUS:  
News topics

*NB researcher to observe the range of stories they are exposed to*

- Where do you see these? (platforms, channels, websites, apps)
- Who do you see them with?
  - Probe: family, friends?
- Do you ever look for certain types of news?
  - If so, what? How?
- Where did you find out about these sources?
- What do you think of them?
  - PROBE: interest, fun, trustworthiness, age-appropriate, biased
- Can you think of a news story that you've seen recently?
- What was this?
- Where was this?
- What did you do when you saw this?
  - PROBE: Read up in detail, shared it, talked to friends and family about it

STIMULUS:  
Current/recent news stories

**Lead question: What do you think about following the news in general?**

- PROBE: Importance, Enjoyment
- How similar is this attitude to your friends/family?
- How has this changed over the last few months?
  - PROBE: willingness to engage, time spent engaging, who engaging with, types of story think are important, sources
- Do you ever talk to your friends and family about things happening in the news?

## Sources & critical thinking

**Lead question: How often do you see/hear something that is untrue/exaggerated about the news?**

- Do you think the sources you look at are reliable in general?
- Why do you say that?
- How common is it that something might be false in these places?
- Have you ever seen something that you thought was untrue/exaggerated?
  - If so, what was it? How did you react to it?
- What are the signs that something might be untrue/exaggerated?
- If you saw something and you weren't sure if it was true, how would you work it out?
  - PROBE: asking, googling, fact checking specific elements, checking dates, pictures

## Advertising and online purchasing:

**Lead question: How often do you see adverts?**

- Where do you see these?
  - PROBE: online, Social media, TV, apps, games, vlogs, elsewhere
- What kinds of adverts do you see?
  - Brands, styles, formats, age appropriateness
- How do you feel about these adverts?
  - Like/dislike them? Read/ ignore?
- What are the signs that something is an advert?
  - *NB researcher to probe around sponsored content from influencers*
- Can you show me an example?
- What can you tell me about sponsorship/ sponsored content?

**Lead question: Have you ever bought something online?**

- If so what? How?
- Did you ask for permission/check this with anyone else first?
- How did you know the person who was selling you something was trustworthy?

**Lead question: What can you tell me about reviews for products online?**

- How often do you look at these?
- How useful do you think they are?

**Lead question: What can you tell me about reviews and ratings for content online?**

- How often do you look at these?
- How useful do you think they are?

## Harmful content and online safety (25 mins)

### Concerns and incidents

**Lead question: What do you think that children and young people worry about online?**

- PROBE: talking to strangers, online scams, seeing upsetting things, spending too long online
- What do you think could go wrong to do with these things?
- How important do you think online safety is?

- How safe do you feel online?
  - Why do you say this?

**Lead question: Have you seen anything online recently that worried you?**

Researcher to prompt respondent with age-appropriate stimulus of harmful content they may have experienced online.

If they have experienced harmful content listed in stimulus:

- What did you see?
- When did this happen?
- What platform was this on?
- How did this make you feel?
  - PROBE: Negative emotions
- Is this something that other people you know have also seen?
- What do they think of it?
- What did you do when you saw this?
  - PROMPT: Ignored it, reported it,

STIMULUS: Potential harmful content they may have seen – stimulus to be age appropriate, e.g. self harm and sexual imagery for respondents over 16

If they have not experienced harmful content listed, researcher to prompt with age appropriate content – e.g. for 13+ Self harm and unrealistic body ideals:

- What do you know about this?
- Where do you think you might encounter this?
  - PROBE: Feeds, group chats, hashtags
- What would you do if you saw this?
- Has one of your friends or someone you know seen something like this online?
- What did they see?
- How did this make them feel?
- What did they do when this happened?

**Lead Question: Has anything happened to you online recently that worried you?**

Researcher to prompt respondent with age-appropriate stimulus of harmful interactions they may have experienced online.

If they have experienced harmful interactions listed in stimulus:

- What happened?
- When did this happen?
- What platform was this on?
- How did this make you feel?
  - PROBE: Negative emotions
- Is this something that other people you know have also encountered?
- What do they think of it?
- What did you do when you had this interaction?
  - PROMPT: Ignored it, reported it,

STIMULUS: Potential harmful interactions they may have experienced – stimulus to be age appropriate

If they have not experienced harmful content listed, researcher to prompt with age appropriate content

- What do you know about this?
- How would it work?
- Who would be involved?
- Where do you think you might encounter this?
  - PROBE: Feeds, group chats, hashtags
- What would you do if you saw this?
- Has one of your friends or someone you know seen something like this online?
- What did they see?
- How did this make them feel?
- What did they do when this happened?

## Resilience, education and dealing with problems

**Lead question: what do you do when you see something that worries you or that you don't think is right?**

- Would you speak to someone about it?
  - If not, why?
- What kind of person would you trust to talk about your concern with?
- What would be an example of the sort of thing that would worry you online?

**Lead question: Have you ever reported anything online?**

- [If yes] when did you do this?
  - What platform was this on?
  - What do you understand this was for?
  - What do you think it did?
- [If no] What would you use this for?

**Lead question: Where do you learn about online safety?**

- PROMPT: School, parents, friends, online, other
- Who do you trust to talk to about online safety?
  - Do your parents talk to you about online safety?
  - What sort of things do they say?
  - What do you think of this, do you find it useful?
  - What have you learnt at school about online safety?
  - How often do they talk about it?
- What sort of things do you learn about
  - PROMPT with topics mentioned above?
- How do you feel about this?
  - PROBE: is it up to date, do you find it relevant?

**Lead question: How often do you talk to your parents about being online?**

- Do you ever have to teach them how to use things or do certain things?
- What about other people you know?
- How much do you think they know about what you get up to online?
- Do you ever go on any platforms that you think they would prefer you not to?
  - How have you done this? (probe around parental control tools)

**Lead question: Are you aware of any controls that your parents/guardians have set up around what you can do online?**

- What are these?
- How do you feel about these?
- Have you ever tried to work around these controls? How?
  - Where did you hear about how to do this?

## Online privacy

**Lead question: What do you understand by the term 'online privacy'?**

- Do you think being private is important?
- What are the risks around not being private online?
  - PROBE: Scams, Identity fraud, advertisements, damage to your reputation

**Lead question: How private are your social media accounts?**

- When you first created the account, did you set it to public or private?
  - Why?
- What are your account set to now?
  - Probe – *If change, why is this?*
- How does this compare to your friends?

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## Online health and wellbeing / final reflections (5 mins)

**Lead question: What is the best thing about doing stuff online/ being online?**

- What do you like doing the most?
  - What things have you learnt about online?
  - What things do you think it allows people to do that you can't do otherwise?

**Lead question: Do you think spending time online has any negative impacts?**

- PROMPT: Impact on other friendships / other hobbies, self-esteem

**Lead Question: How much time do you think people your age usually spend online?**

- How do you feel about the amount of time you spend online?

**Lead Question: How much time do you think your parents/guardians spend online?**

- Do you think this is similar to other people your age?
- How do you feel about the amount of time your parents spend online?
  - Why do you say this?
- Do you ever wish that your parents/guardians spent less time online?
  - Why do you say this?

**Lead Question: If you could change anything about the internet, what would you change?**

- What would you change about social media?
  - Why do you say this?
- What would you change about where you watch things?
  - Why do you say this?
- What would you change about the games you play?
  - Why do you say this?

## Overall reflections

**Lead question: What would you say the best things in your life are at the moment?**

- What are you excited about at the moment?
- What do you worry about at the moment?

**Lead question: What are you most looking forward to in the future?**

- What goals or ambitions do you have?

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## Parent interview (10 mins)

### Updates to family life:

**Lead question: How is family life at the moment?**

- Have there been any changes to your home/family/work?

**Lead Question: How has XX been doing?**

- What are XX's newest interests?
- What are they doing with the majority of their time?
- How are they

**Education & schooling:****Lead question: How is XX doing at school / college?**

- Is XX still doing any remote learning?
- How well is this working?
- How are they doing academically?
- How are they doing socially?

**Online activity:****Lead question: How do you feel about your child's online life at the moment?**

- Have you noticed any changes in their behaviour?
- How do you think the way that your child uses technology compares to other children?

**Lead question: Do you have any worries about your child being online at the moment?**

- Have you changed any rules around their use of technology?

**Lead question: Where do you learn about online safety?**

- PROMPT: Through school, online resources, other parents
- How useful do you find this information?
- Have you ever researched something about online safety?
  - What was it?
- What do you think makes a good online safety resource?
- Has your child ever spoken to you about it?

**Lead questions: Whose responsibility do you think it is to make sure your child has a safe and positive experience online?**

- How much responsibility do you think you should have?
- How much responsibility should social media platforms/ tech organisations have?
- Have you seen anything in the news about the role of these organisation in keeping children safe online?
- Do you think anything's changed in what they're doing since we last spoke?

**Lead Question: If you could change anything about the internet, what would you change?**

- What would you change about platforms/games that your child uses?
- Why do you say this?

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**Diary task set up (2 mins)**

*Researcher to walk respondent and parent through the diary task, explaining the different activities, and ensuring they capture key behaviours of interest.*

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**Close, consent and social media tracking**

*Researcher to talk parent and respondent through consent forms, and explain social media tracking.*

*Researcher to thank respondents and close interview*

# Children's Media Lives



## Wave 8: Discussion guide 2

### Project Objectives

The overarching goal of this project is to be able to provide Ofcom with ethnographic insight into how children of different ages and living in a range of different situations are using digital media. This involves understanding and tracking the media lives of our respondents over time, identifying new and emerging trends, and potentially risky online behaviours.

- What new digital behaviours (and offline behaviours) they are adopting for socialising, relaxation, education and other activities.
- What new digital spaces
- they are exploring – and whether they are encountering increased risk or pressure
- How this fits into their wider life, including their hopes for the future

### Objectives for this guide

- Encourage respondents to reflect on their behaviour captured during the tracking phase (diaries, screen record and social media tracking)
- Explore and gather more data on emerging themes from analysis
- Gather overall reflections on positives and negatives of media usage and online life

Section	Objective
<b>Catch up</b> 2 mins	<ul style="list-style-type: none"> <li>• See what has happened since interview 1 and make the respondent feel at ease</li> </ul>
<b>Diary task and screentime review</b> 5	<ul style="list-style-type: none"> <li>• Get their overall reflections on the diary task</li> <li>• Gather their reflections on screen time</li> </ul>
<b>Social Media tracking review</b> 5-10 mins	<ul style="list-style-type: none"> <li>• Encouraging respondents to reflect on their behaviour seen during social media tracking</li> </ul>
<b>Reviewing screen record</b> 10 mins	<ul style="list-style-type: none"> <li>• Reviewing their screen record with them and asking follow up questions based on their behaviour</li> </ul>
<b>Reviewing YouTube History</b> 5 mins	<ul style="list-style-type: none"> <li>• Encouraging respondents to reflect on the videos they watch on YouTube.</li> </ul>
<b>Additional questions from analysis</b> 10 mins	<ul style="list-style-type: none"> <li>• Gathering data on key questions from analysis following the first round of interviews</li> </ul>

<p><b>Additional questions specific to this respondent / demonstrating key behaviours</b></p> <p><i>10 mins</i></p>	<ul style="list-style-type: none"> <li>• Capturing specific behaviours and getting respondents to reflect on them 'live'</li> </ul>
<p><b>Online health and wellbeing</b></p> <p><i>5 mins</i></p>	<ul style="list-style-type: none"> <li>• Going over how they portray themselves online and how they feel about being online</li> </ul>

*Researcher to fill out respondent-specific notes from interview 1 – e.g. key themes / areas to explore further*

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## Catchup (2 mins)

**Lead Question: How you been since the last interview?**

- Has anything exciting or new happened?
  - At home?
  - At school?

*Researcher to follow up on anything they said would be happening between the interviews*

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## Diary task and screentime review (5 mins)

*Objectives: Get their overall reflections on the diary task and gather their reflections on screen time*

**Lead Question: How did you find doing the diary task?**

- Was there anything that surprised you when you doing it?
  - PROMPT: Time spent doing certain things
  - How did you feel about this?

*Researcher to ask respondent to share their screen and **access their screentime for the diary period***

- How do you feel about the amount of time you spent online for those 6 days?
  - Was this what you expected?

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## Social media tracking review (5-10 mins)

*Objective: Encouraging respondents to reflect on their behaviour seen during social media tracking*

Researcher to share screen to prompt respondent with specific content seen in social media tracking

### Lead Question: Tell me about [posts / stories seen during social media tracking]

- Why did you decide to post this?
- Did anyone inspire you to make this post?
- How did you decide on a caption / editing the photo / the dance performed?
  - How did you feel about the reception the post received?

### Lead Question: Tell me about your profile

- How did you decide to make your profile like this?
  - PROMPT: Bio, profile picture, number of posts, pinned stories
- Did anything inspire you to do this?
  - Who / what?
- What do you think your profile says about you?

Researcher to prompt respondent to reflect if their behaviour differs from that stated in interview /

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## Reviewing social media screen record (10 mins)

*Objective: Reviewing their screen record with them and asking follow up questions based on their behaviour*

Researcher to share screen to prompt respondent with specific content seen in social media screen record tasks, e.g. posts from friends, ads, news stories

- What did you think of this content at the time?
  - What did you like / dislike about it?
- What did you think about the person / organisation who posted it
- How does this compare to what their friends see/ do?

Researcher to repeat for sponsored content / ads

- What did you think of this bit of content?
- Where did it come from?
  - What do you think about that?

Researcher to prompt respondents with features they used, e.g. likes, friend requests, snap streaks

- Can you tell me about why you used this feature?
- What do you like / dislike about it?

Researcher to repeat for different favourite accounts shown

- How long have you followed this account?
  - Where did you first hear about them?
- What do you like about this account?
  - PROBE: Funny, educational, aspirational
- Do your friends follow this kind of account?

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## Reviewing YouTube History (5 mins)

Researcher to ask respondent to share their screen and **access their YouTube History**

- How similar is this content to the type of content you generally watch?
- What videos do you like most?
- How does this compare to the videos that your friends watch?

Researcher to select specific content

- What did you think of this content at the time?
  - What did you like / dislike about it?
- What did you think about the person / organisation who posted it
- How does this compare to what your friends see/ do?

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## Analysis themes from across the sample (10 mins)

Objective: To gather more data on emerging hypotheses from first round interviews

*Emerging Theme 1: Focus on social justice issues:*

**Lead Question: How do people your age end to share their opinions on social / political issues?**

- Can you think of any examples when this has happened recently?
- How often do you see people sharing their opinion on these issues online?
  - Who do you see doing this?
    - PROBE: People your age / adults
- What do you think when you see this sort of thing?
  - How does this change depending on the type of person posting the content?
  - Why do you think they act in this way?
- What do you personally do when these situations come up?
  - PROMPT: Ignore, share on, read up on the subject, report it
    - Why?
  - Can you tell me a specific example of how you (re-)acted online?

*If they re-posted content:*

- Why do you think you repost this content?
  - What are you aiming to achieve?
  - What do you think will happen?

*Emerging theme 2: Exploration of new things online*

**Lead Question: How much variation do you feel there is in what you see online?**

- What type of content do you see most online?
  - PROMPT: Channels / videos they watch repeatedly, types of content on Social Media
- How often do you try and find content which is different to what you regularly view?
  - Can you give me an example of this?
  - How do you do this?
  - Where do you go to access new content?

- How important is it to you to encounter new / different types of content online?
  - Why do you say this?

*Emerging theme 3: Multi-screening*

**Lead Question: How often do you use more than one device at the same time?**

- When do you do this?
- Why do you think you do this?
  - PROBE: Positives of going on SM while watching TV?
- Have you always done this?
- Do other people you know does this?
  - PROMPT: Friends / Family
- What impact do you think multi-screening has on you?
  - PROBE: Positive and negative impacts

*Emerging theme 4: SM becoming more commercial*

**Lead Question: What would you say the main things you see on social media are?**

- How often do you see content from your friends?
- How often do you see content from celebrities/brands that you follow?
  - PROBE: To what extent does the proportion change depending on the platform?
  - How would you define a celebrity / brand?
    - Is it always easy to tell the difference?
- How do you feel about this?
  - PROBE: Which type of content do you prefer?
  - Why do you think you interact with one more than the other?
- What do you like about following celebrities online?
- What do you like about following your friends online?

*Emerging theme 5: Changing content preferences*

**Lead Question: How long are the videos/episodes/video content that you tend to watch online?**

- How does this compare to what your friends enjoy watching?
- How often will you watch a film/ longer length content?
  - Who do you do this with?
- Is there a length of video content that you prefer watching?
  - PROBE: shorter or longer?
  - Why is this?

*Emerging theme 6: Age verification*

**Lead Question: What do you know about age restrictions around what you can do online?**

- PROBE: Restrictions on what they can watch, what they can play, what social networks they can be on
- Why do you think age restrictions exist?
- Are any of the things you do age restricted?
  - How do you know this?

*If they're younger than the age restriction:*

- How did you set this account up/view this content?
- How do you feel about being younger than the age restriction?
  - PROBE: Positives / negatives
  - *If relevant:* How do you parents feel about this?
- Do your friends also do this?

*Emerging theme 7: Interactions with parents / guardians*

**Lead Question: How much time do you think your parents/guardians spend on their screens?**

- Do you think this is similar to other people your age?
- How do you feel about the amount of time your parents spend online?
  - Why do you say this?
- Do you ever wish that your parents/guardians spent less time online?
  - Why do you say this?

**Lead Question: Are you friends with your parent / guardian on social media?**

- Why is this the case?
- How do you feel about this?
- Is this something your friends do as well?

**Lead Question: When was the last time your parent / guardian talked to you about how to stay safe online?**

- PROBE: For older children, did there come a point where they were left to their own devices?
- How does this compare to your friends?

**Lead Question: Are you aware of any controls that your parents/guardians have set up around what you can do online?**

- What are these?
- How do you feel about these?
- Have you ever tried to work around these controls? How?
- Where did you hear about how to do this?

## **Analysis themes specific to this individual / demonstrating key behaviours (10 mins)**

*Researcher to have selected some behaviours to explore further and ask them about these*

**Lead Question: Can you tell me about about XX?**

- Where did you first hear about this?
- Can you talk me through how it works?
- What do you think of this?

*Researcher to have selected some behaviours to explore further (e.g. use of Discord, specific editing app) and ask the respondent to screenshare and explain what they are doing:*

**Lead Question: Can you tell me about what you're doing?**

- What do you like about this?
- Is there anything you dislike?

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## Online health and wellbeing (5 mins)

*Objective: Collecting Final reflections on how they feel about being online*

### **Lead Question: How do you think people tend to treat each other online?**

- PROBE: Is this different to offline?
- How do you feel about the way people behave online?
- Do you ever feel pressure to behave in different ways when you are online?

### **Lead Question: How much time do you think people your age usually spend online?**

- How do you feel about the amount of time you spend online?
- Do you think that spending time online impacts the rest of your life?
  - In what way?
- Changing friendships / impact on other hobbies
- What do you think about this?

### **Lead Question: Do people your age ever do things to limit the time they spend online?**

- Have you ever thought about this?
  - Why / why not?
- What do you think the benefits of this would be?
- Have you heard of things like digital detoxes?
  - What do you think about it?

### **Lead Question: How safe do you feel online compared to last year?**

- What about 3 years ago?
- Why do you say this?