Children's Media Lives
Data Collection Guide

BACKGROUND

RESEARCH OBJECTIVES

The overarching aim of this research is to provide Ofcom with ethnographic insight into how children of different ages and living in a range of different situations are using digital media.

More specifically, the research will:

- Explore children's **understandings and perceptions** of media use
- Understand **situational and interpersonal influences** on media consumption
- Develop a framework for understanding the influences and pressures which **affect children's attitudes and behaviour** towards digital media
- Provide a rich source of **visually engaging data** which can be used by Ofcom and stakeholders to communicate key issues

For **Wave 2** the research will look to update and extend our understanding of these 18 children and their media lives. This will involve tracking changes in their critical thinking in line with their age. Alongside this, the research will broaden the topics covered as part of the research.

PURPOSE OF THIS DOCUMENT

This data collection guide illustrates the range of topics that the research is seeking to answer across the research. These questions will not necessarily be asked in the order of this document, dependent on flow of the interviews with both the children and their parents.

Due to the challenges associated with children articulating their behaviours and opinions, the research team will seek to capture information from parent interviews, child interviews, and also from observation of a set of tasks. The following table outlines what data we are hoping to collect from each:

DATA SOURCE	TOPIC / AREA OF INTEREST
Parent interviews	- Parents involvement in media (tracking) - Changes in the family / home - Understanding of risk
Child interviews	- Content preferences - TV use and favourites - Gaming - Education and school - Digital creativity - Friendship and social pressure - Trust and user-generated content

	■ Online risk
Tasks & observation	■ Advertising ■ Gaming ■ Search and trust ■ Privacy settings and identity ■ Online risks and critical thinking
Short post-task	■ Critical Thinking (tracking)

The tasks will help the team to better understand *how* these children approach a range of aspects of using media. They do, however, present a challenge with timings as they can take time to complete.

USING THE GUIDE

Due to the quantities of information the research is looking to collate across a range of subjects associated with media usage, the team will be **flexible** to adapt to conversations about media use as led by the children themselves. The research may therefore not cover all subjects in as much detail with all the children involved in the work.

- ■ The guide is split into four main sections:
    - o Introduction / Tracking
    - o Content and preferences
    - o Media and school
    - o Critical thinking and understanding

- ■ Questions relating to trust and critical thinking exist throughout the guide
- ■ Each section has an estimated indication of the time allocation for the discussion with children / young people and parents.

Interview flow:

- ■ Each section starts with a '**lead question**'. These are broad, open questions that allow the respondent to answer with elements of their life that they believe to be interesting. The questions will give researchers cues for which elements to probe further.
- ■ Each open question is followed by a set of '**probing questions**', which will enable the researcher to delve deeper into individual behaviours, preferences and attitudes.

Data Collection Guide

SUMMARY AND STRUCTURE

1. Catching up

2. **Content and preferences** (30-45 min)

   A) Favourites

   B) TV use

   C) Gaming

3. **Media and school** (30-45 min)

   A) Education

   B) Digital creativity

   C) Friendships, peers and pressure

4. **Critical understanding and online safety** (45-60 min)

   A) Search, trust and UGC

   B) Identity

   C) Online risks (8-10, 11-16)

   D) Adult involvement

   - Children's questions

   - Parent's questions

5. **Post task**

   A) Critical thinking

REVEALING REALITY

1. INTRODUCTION / TRACKING (10-20 MINUTES)

This section of the guide is designed to catch up with the children and the family, tracking changes in the household and understanding the impact of Christmas and birthdays on device ownership and media use.

This section also includes a range of tracking exercises to see how children have progressed since our last interview in terms of their understanding of the media.

A. CATCHING UP

LEAD QUESTION: What's been happening since I last saw you?
- What's changed or happened?
    - Have there been big events or big news?
    - What good things have happened?
    - What have you done that you are proud of?
    - What impact do you think these have had on day to day life?

- What have you been doing recently?
    - What have you been doing that's fun / less fun? (probe old hobbies/new hobbies)
    - What about other people – what have they been doing? Siblings/Parents/Friends
- How was Christmas/Birthday?
    - Thank you for sending back some details about your favourite present. Can you show it to me?
    - Do you still use / play with it?
- Did you get any technology for Christmas or since we last saw you?
    - Can you show me how it works?
    - Was this what you wanted as a present? Did you ask for it?
    - How easy was it to use when you first got it?
    - Had you used one of these devices prior to getting one for yourself? When? Where? Whose?
    - How often do you use this device now?
    - What do you most often do on this new device?
    - Has having this device meant you use any other devices less?
    - Have your parents had any input on how you use it?
        - PROBE: parental controls?

2. CONTENT & PREFERENCES (30 – 45 MINS)

This section of the guide will look to explore and understand children's interactions with specific media content. In particular, we'll be looking at their favourite types of content across all relevant platforms.

A. FAVOURITES

Stimulus to cover TV shows, games, movies, music

- What would you say is your favourite TV show?
    - What about favourite TV channel?
- What would you say is your favourite book?
- What would you say is your favourite movie?
- Who would you say is your favourite music artist / band?
- What would you say is your favourite app?
- What would you say is your favourite website?
- What would you say is your favourite computer game?

REVEALING REALITY

- Favourite YouTube video/channel/personality

For each relevant example:

LEAD QUESTION: Could you show it to me?

- Tell me what you like about it?
    - Are there any things you don't like about it?
    - Do you have anything else that's similar?
    - How does this compare to others?
    - How long has it been your favourite?
    - How did you first find out about it?

Utilise the stimulus of TV shows, movies etc. as a prompt.

LEAD QUESTION: Who would you say is/are your favourite character/s? [FROM TV, MOVIES, MUSIC, BOOKS]

Moderators: Use these questions throughout the interview as any further 'characters' are mentioned.

- Who would you say that you like or are a fan of?
    - How would you describe them? What are they like?
    - What do they look like? Can you show them to me?
    - What do you like about them?
    - What's good or bad about them?
    - How similar would you say they are to you and your friends?
    - How much do you want to be like them?
    - What does it say about you that you like them? Do you friends like them equally? Or do you like them more?
    - Where do you usually see them?
        - PROBE: on TV, YouTube, online?
        - Anywhere else? In several places?

- Who do you look up to?
    - PROBE: In real life / fictional?
    - What about them do you like / admire?
    - How much do you want to be like them?

- Is there anything that you don't like about them?

B. TV USE

Lead Question: Tell me about how you watch TV .

- What TV programs do you enjoy watching?
- Do you watch these on the TV set?
    - Which one? Which room is it in?
- Do you ever watch programs with other people?
    - Who are they? Friends, family?
    - Where abouts do you watch with them?
- When you watch the TV, do you watch it live or not?
    - PROBE: Recorded/On demand? Sky, iPlayer, DVD?
    - Which of these do you use most often?

- What have you watched 'live' recently? What shows do you tend to record and watch back later?
    - What have you recorded on the TV recently?
    - Do you have a 'strategy' or 'plan' for what you record?
    - Can you show me any shows that you have recorded on the TV?

- o Where in the house do you watch TV shows or films that have been recorded?
- How does this compare to other places where you watch TV?
- Do you ever watch programs on other devices?
  - o PROBE: Laptop/tablet/phone?
  - o Same programs or different programs to the TV?
- When using other devices, how do you access the programs?
- PROBE: Sky Go, iPlayer, Netflix, Youtube? Any others?
- Which way of watching programs do you do the most often?
  - o Which one is your favourite way?
  - o Do you tend to watch different programs in different ways?

- How often do you watch TV shows online?
  - o What websites do you tend use?
  - o PROBE: iPlayer, 4OD, ITV player, 5 player, YouTube, Netflix, illegal streaming
  - o Can you show me?
  - o What device do you tend to use to watch TV online? How does this compare to watching on the TV set?
  - o Why do you watch these things online rather than on live TV?
  - o Do you download TV shows or do you tend to stream them?
    - ▪ Do you know the difference?

- Do you or does anyone in the house own any DVDs / box sets of TV shows?
  - o Which ones do you have?
  - o Which ones do you watch most often?
  - o What are your favourites?
  - o Do you prefer films or TV shows on DVD?
  - o Do you ever sit and watch them with other people in the family?

LEAD QUESTION: How much time do you spend watching TV shows during the week on any device?

- How does this compare to the weekend? Do you watch more or less?
  - o How much of your time do you spend watching TV?
  - o Are there other activities that take more of your time outside of school than watching TV?
  - o PROBE: watching films, listening to music, reading books, playing games, sports / hobbies, spending time with friends

- What rules do you mum and/or dad have about watching TV?
  - o PROBE: times of day, channels, age ratings, risky content, supervision, amount of time.
  - o Do you know whether your TV have any controls that your mum or dad have put on to stop you seeing certain things?
  - o Do you know the PIN or passwords for the TV?

C. GAMING

Data capture to accommodate all games and 'types' of games.	**LEAD QUESTION:** I know we've spoken about this before, but tell me about the games that you like to play on your different devices?

- What games are you playing the most at the moment?
  - o Can we go through all the games you have on different devices that you have played in the last month?
  - o Researcher: Use data capture to record key details
  - o How and where do you access these games? PROBE: website, apps, xBox / video game
  - o How much time do you spend playing these games during a typical week?

- How do all these different games compare to each other?
  - Researcher: Use data capture to record
  - What are the different types of games you play?
    - PROBE: Strategic nature, complexity, types of players, range of levels, time wasting, general entertainment
  - What do you like about the different games?
    - PROBE: strategy, don't need to think on others, easy / difficult, goals / objectives.
  - How do you choose which game to play at any given time?
    - PROBE: Time of day, day of the week, mood, tired / energy levels, friends playing, family playing.
  - What are the aims or goals in these games?
    - What are you trying to achieve?
    - PROBE: following the rules, experimenting, exploring, winning, testing boundaries?
  - What modes or settings do you use when playing these games?
    - Against people vs own world
    - open world vs story
    - differing perspectives; first person, top down, third person etc.
  - What modes do you not tend to play in?
    - How do you choose what modes to play in?

- Which games do you have on these devices that you haven't played in the last 6 months?
  - Why haven't you played them?

- What do you like about these games?
  - How would you describe this game to someone who hasn't played it before?
  - Can you show me how to play this game?

- Which of these games would you consider to be an 'online game'? Why?
  - Which of these games do you think uses the internet?
  - How do you know whether or not the game is online?
  - Do your parents know if it's an online or offline game?

- Do your parents have any rules about playing these games?
  - What are the main rules?
  - How do you feel about them?

LEAD QUESTION: How often do you find / download / buy new games?

- What was the most recent game you found / downloaded / bought?
  - Did you buy it yourself? Who bought it for you?
  - How did you find this game? How long ago was this?
  - What is it about? What is its purpose?
  - What do you like about this game? Why did you want to play it?
  - How easy or difficult was it to learn how to play?
  - How often do you play it now?

- How do the games you play now compare to the games you played when you were younger?
  - What's different about the games you play now?
  - What types of games did you play when you were younger?
  - Why do you think you tastes have changed?
  - How similar are the games you play to the ones your friends play?
  - Are there any that you play that you don't think other people play?

LEAD QUESTION: Do any of the games you play allow you to play against or interact with other people?

- ■ Who do you tend to play against/with?
  - o PROBE: against the computer, someone else in the same room, something they have met playing elsewhere, someone they don't know.

- ■ Can you describe how you play against other people?
  - o Do you know the other people in any way?
  - o Do you have any direct contact with them?
- ■ In what way are you talking to others on the game?
  - o PROBE: limited commands, anonymous chat, head-set
  - o Short term or long term engagement – do you tend to speak to the same people on different occasions, or new people each time?
  - o Are there any people you speak to regularly on games? Who are they? What are they like?

- ■ What do you think the other people know or understand about you?
- ■ Do any of the games allow you to **speak or communicate** with other people?
  - o In what ways are you able to speak to other people? Do you have to use a headset?
  - o Do you ever speak to other people using other devices whilst playing games? (e.g. mobile phone)
  - o Who do you tend to speak to whilst playing games?
  - o Have you ever spoken to someone you met in a game, outside of that game? (e.g. have you become Facebook friends, spoken on skype, chatted on YouTube forums or other social media, telephone, internet, SMS etc)
  - o PROBE around social media they currently use

LEAD QUESTION: Do you ever spend money during the game games or on the games that you play?

- ■ How much do you spend usually?
  - o How frequently do you spend money in this way?

- ■ What do you have to spend money on?
  - o Do you spend money buying games? If so, what? How much did it cost?
  - o Do you spend money within the games? If so, what? How much did it cost? Why?
  - o If you could only do one of these, which would you do (e.g. choose 'in game purchases' vs. new games)

- ■ When you spend money within the game, what do you need to pay for?
  - o How does this impact your ability to play the game?
  - o How does this make you feel about the game? PROBE: make you like it more or less? Is it fair?
  - o Does paying for things make the game easier?
  - o How important is it to you to buy these things? Why? What difference does it make to you?
  - o Do you feel pressure to spend money in this way? Who from?

- ■ Where do you get this money for games?
  - o Do you use pocket money on games?
  - o What format – cash/gift cards etc
  - o Do your parents pay for things?
  - o Do you use your parents' cards?
  - o Do you parents buy things for you?

- ■ How do your parents feel about you spending money on games?
  - o Do they know?
  - o Are you allowed?

LEAD QUESTION: How do you think games compare to TV shows, films or books?

- More/less interesting/fun?
- Do you think games have a story? What are the stories of the games you play?
- What do games look like?
  - How does they compare in terms of how they look to TV shows and films?
  - How are TV shows and games similar?
  - How are they different?
- How do games make your feel?
  - How is that different to TV, films, books?
  - Does the time pass differently?
  - PROBE: More/less energy, happy?
- What sort of mood are you in when you choose to play games?

3. MEDIA & SCHOOL. (30-45 MINS)

This section of the guide will explore how children engage with technology and media at school, either through formal education and learning or with friends and peers.

A. EDUCATION

LEAD QUESTION: What is your school like?

- What do you like / dislike about school?
- What are your teachers like?
- Can you use any computers or tablets at school?
  - Where in the school are there computers or tablets? (PROBE: individual devices, in each classroom, computer room)
  - What do you use them for? What do different teachers get you to use them to do?
  - Do you find them useful? Do they make it easier to learn? Is there anything you don't like about them? Are they distracting?

- What websites or apps do you use in school?
  - Can you show them to me? How do they work? What do you do with them?
  - Do certain classes / subjects / teachers get you to use these devices more than others?
  - Are there some things that computers at school won't let you access?
    - What kinds of things?
    - Do you know why you can't access them at school?
    - Are there ways to access them anyway? At school, or home?
    - PROBE: inappropriate content?

- **LEAD QUESTION:** What do you learn about media and technology at school?

- What do you learn in IT / technology in school?
  - What lessons do you have on IT and technology?
  - What kinds of things have you learnt about the internet? How it works or how to use it?
  - Do you ever learn about how to act online?
  - PROBE: Trolling, etiquette, disclosing personal details
  - Do you ever learn about staying safe online? What kinds of things did you learn?
  - Do you have any after school classes that teach this that you could attend?
  - Do you go? Why / not? Do any of your friends go?

- What do you think about IT / computing lessons at school?

- o How important do you think it is to have IT / computing lessons?
- o Do you think your teachers are better or worse than you and your friends at using technology?
- o Do you think your teachers are better or worse than your parents at using technology?

- ■ Have you had to do any projects on computers / laptops / tablets in school?
  - o Do you ever learn how to make things on a laptop, desktop, tablet, or mobile during school hours or for homework?
  - o PROBE: e.g. power points, games, pictures, websites?
  - o Do your teachers encourage you to use technology in school?

LEAD QUESTION: How do you use technology for your homework each week?

- ■ How much homework do you have each week?
  - o How much of this do you have to go online or use technology for?
  - o What homework have you had to do online or on technology over the last few weeks?
  - o Do you get or submit homework online?
    - ▪ On what website? How?
  - o How easy or difficult do you find doing this homework?
  - o How much help do you get from your parents? What have they helped you with recently?
- ■ Do your parents have any access to any of this?
  - o PROBE: Can see your homework, contact the school; know what you've had for school lunch etc?
  - o What kinds of things can they see?
  - o What do you like/dislike about this?

LEAD QUESTION: Do you take any of your own devices to school?

- ■ PROBE: Phone, Ipod, tablet, MP3, Laptop?
- ■ Do the school let you do this? What are the rules on having your devices in school? Do you think the rules are fair?
- ■ Do you use them at school? What for?

B. DIGITAL CREATIVITY

LEAD QUESTION: What do you think are the best things about media and the Internet?

- ■ What can you do when you're online that you can't do when you're offline?
- ■ How would you describe the best things about media and technology to someone from another planet?

LEAD QUESTION: How do you think technology and your devices enable you to be creative?

- ■ Which of the following things have you ever done or learned how to do (at home or in school)?
  - o Edited photos?
  - o Made a presentation
  - o Created and / or edited videos?
  - o Made digital music? (e.g. recorded music digitally, musical keyboards, used sampled instruments).
  - o Animate images?
  - o Design and create digital games?
  - o Written a blog?
  - o Working with robots / robotics?
  - o Designed and built a website?
  - o Remixed existing music?

- o 3D printing?
- o Any other sorts of programming
- o Made an app?

- How interested would you be in learning about the other things you haven't done?
- Are there any other creative things you've done at school or home that I haven't mentioned?

C. FRIENDSHIPS, PEERS AND PRESSURE

*Researchers to be aware of age appropriateness and use of social media.

LEAD QUESTION: What are the most popular things related to media or technology at school at the moment?

- PROBE: Social media, games, websites, TV shows, films, characters
- How do you think media and technology relates to popularity at school?
  - o What types of things do people do to be popular at school?
  - o How important are digital 'likes' on social media at school?
  - o What do people post in order to get 'likes'? What websites / apps do they post these on?

- How important are these things to you?
  - o What are the benefits?
  - o Are there any downsides?

- What types of thing do you share with people online?
  - o PROBE: photos, status / text, music, websites / links, YouTube videos
  - o Would you mind showing me anything you've shared on social media recently?
  - o Can you remember what you were doing when you posted this?

LEAD QUESTION: Have you ever posted / shared anything online to your friends and then removed or regretted it?

- What did you post / share?
  - o Why did you want to remove it?
    - If not, what did you do?
  - o How did you go about removing it?
  - o Do you know whether anyone you know has ever removed anything that they posted online?

- Has anyone you know ever talked about doing things online that they felt a bit embarrassed or uncomfortable about?
  - o What happened to them?
  - o What made them feel embarrassed / uncomfortable?

LEAD QUESTION: How much pressure is there to act a certain way online?

- What types of things do you feel most pressure to do?
  - o Where does this pressure come from?
  - o How does it make you feel?
  - o Do your friends ever talk about this pressure? What do people say?
- Is there anything that people at your school do that you wouldn't do? Why? Why not?
- Is there anything that you have heard people doing in general that you wouldn't do? Why? Why not?
- Do you have any people you talk to online but not in real life? Why is that?

A. SEARCH, TRUST & UGC

LEAD QUESTION: What can you tell about how you search for things online?

- How often do you search for things online?
    - What types of thing do you search for?
    - How do you search for them?

TASK: Working on a computer (researcher to take a laptop) I'm going to ask you to find some things out for me using the laptop (age appropriate searches).

Researcher note: Allow spontaneous use of browser/websites. Then prompt to use Google.

- PROBE: Around choice of search method – why Google/Youtube etc.
    - How are they different/the same?

- *Ask 2 / 3 questions per respondent.*
- Can you try and find for me (age appropriate):
    - What is the best recipe for chocolate chip cookies?
    - What is the healthiest food to eat?
    - What is the best TV show in the world?
    - Who was the best Prime Minister in the UK?
    - How bad is global warming?
    - How do you make a loom band bracelet?
    - What is the best mobile phone available at the moment?
    - Where is the best place to buy a bike for people your age?
    - What is the best website or app to stream music?
    - Where is the best place for a birthday party for people your age?

- Now can you talk me through what you did?
- What results did you get on Google?
    - Are there any differences between all the different links in different places on the screen?
    - What results are at the top of the list? Why are they there? How did they get there?
    - Who decides what order the results are displayed in?
    - What does 'sponsored links' mean? Are these any different from the other links? How / why?

- Is there any advertising on Google? Where?
    - What do you know about how adverts appear on Google?

- Which results did / would you click on?
    - Why those ones? What made you choose which link to click on?
    - Which of these websites / links do you trust?
      - How much do you trust the information on these links? Why / why not?
    - Which of these websites / links don't you trust?
      - Why? What about them makes you not trust them?

- How do you know which websites and what information to trust?
    - What are the markers of trustworthy information online?
    - PROBE: brand / organisation that you know, up-to-date information, check information across multiple websites, general appearance of the site, ask someone else if they've used the site, quality standard symbols, padlock symbol for security, link to it from another trusted site, country of origin, end of the website name is .com, .co.uk, or .org.

LEAD QUESTION: Who creates the information on different websites?

- What is better or worse about different sorts of people creating the information?
  - PROBE: government, businesses, newspapers, TV channels, ordinary people, artists

- What do you know about 'user-generated content'?
  - What type of content do you think is 'user generated'?
  - Are there any websites you use where you think there is user generated content? Could you show me?
  - What makes you think this is user generated content?

- How do you think this compares to the content and information you see on other websites, like the ones we've just been looking at? (use websites seen in search tasks).
  - How does this type of content compare to BBC / Netflix / Wikipedia / YouTube school websites?
  - What is better about UGC? What is better about the other websites?
  - Do you think YouTube and Wikipedia are or are not user generated content? Is this a good thing or a bad thing?

- How trustworthy do you think user generated content is?
  - What makes it trustworthy?
  - What makes it untrustworthy?

B. IDENTITY

LEAD QUESTION: How true do you think you are to yourself online when using social media or playing computer games with a profile?

- If I found you on social media / game do you think I could tell you it was you? Would I recognise you?
  - What about your profiles means I would know that it's you?
  - How obvious do you think it is that it is you?
  - How obvious do you think it is that it is you specifically rather than another girl / boy your age?

- Which games or social media sites have the closest representation to you?
  - How different do you think your online and offline selves are?
  - What are the main differences?

- How much information about yourself would you need to provide for me to know it was you?
  - What information do you think you've provided?

- What privacy settings do you have on your social media and games?
  - Can you talk me through the privacy settings?
    - PROBE: Facebook, Instagram, YouTube, SnapChat, Xbox Live, Playstation, any other online games
  - What do the different bits mean?
  - When did you set these up? How easy or difficult was it to set them up?
  - Did you have any help setting them up? Who helped? What did they do?
  - Have you changed or updated any of them since first setting them up? Why / why not?
  - Why have you chosen these settings?
    - PROBE: What's the motivation? What content do you want seen or shared and what do you want kept private?
  - Who can see what? And who can't?
  - How did you decide on these settings?

LEAD QUESTION: How do you think how you behave online compares to how you are with your friends at school?

- When you're online, which of the following would you say apply to you?
    - Outgoing or cautious
    - Confident or shy / reserved
    - Boisterous or calm
    - Loud or quiet

- How does this compare to when you're with your friends at school?
    - How do you think your friends would describe your personality?

- Why do you think you act differently when online?
    - What would you say are the main differences between interacting with other people online and in person?
    - How much better or worse do you behave when you are online? Why?

- Are there any things that concern you about being yourself online?
    - Do you think there are any risks of being completely yourself online?
    - Do you think there are any risks associated with interacting with others online?

C. ONLINE RISKS

OLDER CHILDREN 11 - 16

LEAD QUESTION: What do you think are the main dangers for people your age going online?

- What things do they teach you about in school?
    - What are the main things teachers tell you *not to do* when online?
    - What other things do they warn you about when it comes to going online?

STIMULUS:

Risky online activities flashcards

Ages 11-16

- **Flashcards:** I'm going to show you some flashcards and I would like you to tell me which of these have heard of?
    - Which ones do / don't you understand?
    - Can you tell me a little about what they mean?
    - Why do you think these things are a problem / danger?
    - How did you learn about these risks?
    - Which of these have you been taught about at school?
    - Which of these have you spoken to your parents about?
    - Which of these do your friends talk about?
    - Which of these do you think are an issue for people your age?

- What kinds of things do your friends talk about as being a bad idea or worry them when it comes to going online?
    - How likely are your friends are to do something a bit worrying or stupid or do the things teachers tell you not to do?
    - Are there certain people that you know would be more likely than others to do the things you're told not to do?
    - What types of things do you think people are more likely to do?
    - How much do you worry about doing stupid things online?
    - Do you ever feel pressure to do things online you don't want to? What things/who from?

STIMULUS:

Risky online activities flashcards

Ages 11-16

LEAD QUESTION: Has anyone you know ever done anything when online that you thought was a bit silly or made you feel uncomfortable?

- Some other children have told us about some of the following things. Have any of these happened to you or your friends?
    - People being mean to each other, people being mean to animals, people swearing, people fighting, people who are undressed or having sex (NB: older respondents), people who are feeling very sad, people who are very scared.

- Would you mind telling me what happened / they did?
    - What about that situation made you feel uncomfortable?
    - What did they decide to do about the situation? What do you think they should have done?

- FLASHCARDS: Do you know anyone from school or family who have done any of the things on the flashcards?
    - What happened?
    - How did you feel about the situation?

- Has anything ever happened to you that made you feel uncomfortable or worried you?
    - Would you mind telling me a little bit about what happened?
    - How did it make you feel?
    - What did you decide to do about the situation?

LEAD QUESTION: What can you tell me about something you've seen on TV or at the cinema, read in a book or seen in a game that made you feel uncomfortable, scared or upset?

- What did you see? What about it didn't you like?
    - How uncomfortable, scared or upset did you feel? How bad do you think it was?
    - How long did you feel about this way about it? Did you think about it after the show / film ended?
    - What did you decide to do about it?

YOUNGER CHILDREN 8 - 10

LEAD QUESTION: What have you learned in school about the risks of going online?

- What do you think are the main risks of going online for people your age?
    - What are the main things teachers tell you not to do when online?
    - What other things do they warn you about when it comes to going online?

STIMULUS:

Risky online activities flashcards

Ages 8-10

- **Flashcards:** I'm going to show you some flashcards and I would like you to tell me which of these have heard of?
    - Which ones do / don't you understand?
    - Can you tell me a little about what they mean?
    - Why do you think these things are a problem / danger?
    - How did you learn about these risks?
    - Which of these have you been taught about at school?
    - Which of these have you spoken to your parents about?
    - Which of these do your friends talk about?
    - Which of these do you think are an issue for people your age?

LEAD QUESTION: What do you know about what your friends do when they go online at home?

- Has anyone you know ever done anything that you thought was a bit silly or made you feel uncomfortable?
    - What happened? What did they do?
    - What about this made you feel uncomfortable?

- What did they do about the situation? What do you think they should have done?

■ Has anything ever happened to you online that has made you feel a bit uncomfortable or unsure?
- Would you mind telling me a little bit about what happened?
- How did this make you feel?
- What did you decide to do about the situation?

LEAD QUESTION: What can you tell me about something you've seen on TV or at the cinema, read in a book or seen in a game that made you feel uncomfortable, scared or upset?

■ What did you see? What about it didn't you like?
- How uncomfortable, scared or upset did you feel? How bad do you think it was?
- How long did you feel about this way about it? Did you think about it after the show / film ended?
- What did you decide to do about it?

D. ADULT INVOLVEMENT (TRACKING)

Questions to be asked of all respondents and collected in a structured manner.

Children's Questions:

LEAD QUESTION: What do your parents do to keep you safe online?

■ Do they have any rules for when or where you can access different media?
- Do they have any rules for what you can or can't do?
- PROBE: approved websites, use of social media, time of day, length of time, location within the house, online purchasing, downloads, passwords
- Have any of these rules changed over the last 6 months / 1 year?
- How do these rules compare to the ones set for your siblings?

■ How much do you think your parents trust you?
- Why do you think they feel this way?
- Has this changed at all in the last 6 months / 1 year?
  ▪ Why do you think this has changed?
- Has anything happened in the last 6 months / 1 year that could have changed their opinion of you and how well they can trust you?
- How much do you think they know about what you do when you're online or using your devices?

LEAD QUESTION: What is your opinion of your parents' involvement in how you use your devices or what you choose to watch?

■ Do you think it's a good or a bad thing? Why?
■ How easy do you think it is or it could be to work around the rules?
- How do your parents compare to each other?

■ To what extent do you agree or disagree with the following statements:
- *Interview to consider age appropriateness*
- The benefits of the internet outweigh the risks for people my age
- My parent/s trust me to use the Internet safely
- I know more about the internet than my parent/s do/es
- I show my parents new things online
- I feel my parents know enough to help me manage the risks

Parents' Questions

LEAD QUESTION: How would you describe your approach to keeping your child / children safe online?

- What rules have you (and/or your partner) set around their media use?
    - PROBE: approved websites, use of social media, time of day, length of time, location within the house, online purchasing, downloads, passwords
    - To what extent would you say you supervise children when they go online?
    - Do you know which apps your child uses?
        - Which ones are online/offline?
    - Do you have any parental control settings on any of the devices in the household?
        - When did you set these up?
        - Are you happy with them?
        - Do you think they block the right things?
        - Has this changed your attitude to supervision at all?
    - Which out of you and your partner would you say makes most decisions around this?
    - PROBE: for separated parents; are the rules different in each household?

- How strict would you say you are about these rules?
    - How do you think you compare to your partner when it comes to this?
    - How do you think your child / children feel about these rules?

- To what degree do you talk to your child / children about the dangers of going online?
    - PROBE: content and suitability, trust in what they see, sharing information, meeting strangers, cyberbullying, future and job prospects, downloads and viruses, inappropriate personal pictures
    - When do you think it becomes appropriate to have these conversations?

- Has your approach changed or been updated in the last 6 months / 1 year?
    - What has changed? Why did you make these changes?
    - What prompted these changes?
    - Do you foresee any additional changes in the future?

- Would you say your child does or has ever tried to challenge your rules?
    - What did they do / have they done?
    - What did you think about this? How significant would you say their challenges has been?

- To what extent do you agree or disagree with the following statements:
    - The benefits of the internet outweigh the risks for my child
    - I trust my child to use the internet safely
    - My child knows more about the internet than I do
    - My child shows me new things online and I learn from them
    - I feel I know enough to help my child to manage online risks

5. SHORT POST-TASK

*Researchers to take a tablet to ask the children to complete the following 'test / quiz' during / at the end of the interview as appropriate.

*Researchers can complete the quiz with the children or ask them to do this alone.

Short digital quiz to understand what children know about the Internet. All open questions rather than multiple choice so that the process does not lead the children.

CRITICAL THINKING (SHORT TRACKING) (10 MINS)

- I'd like you to answer the following questions as best you can.
- The first set of questions are about how the Internet works.
  - On a scale of 1 – 5 (where 1 is not very confident and 5 is very confident), how confident are you that you know what the following things are?

	1	2	3	4	5
Web browser					
Downloading					
URL					
Wi-fi					
3G / 4G					
Digital Virus					
Hashtags					
Email					
IP address					
Blogs					

  - What is wi-fi?
  - What is 3G / 4G?
  - What is a digital virus?
  - What are hashtags?
  - What are blogs?

- The next set of questions relates to the companies that you see in the media.
  1. Which of these websites do you think is owned by another company?

	Yes	No	Don't Know
YouTube			
Netflix			
Instagram			
Apple			
Google			
Sky			
BBC			
Facebook			
Xbox			

  - How do you think Facebook makes money?
  - How trustworthy is Wikipedia?
  - How does eBay work?

REVEALING REALITY

- The final set of questions relates to advertising.
  - Of the following images, can you tell me which ones you think include an 'advert'? (select all that apply)