Children's Media Lives
Wave 3: Data Collection Guide

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 3** the research will look to update and extend our understanding of these 17 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.
- ■ Occasionally, 'Deep dive' questions are presented, giving the researcher the option to explore questions in depth, where appropriate.

1. INTRODUCTION / TRACKING (15 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 media.

A. CATCHING UP (15 MIN)

LEAD QUESTION: What's been happening since we last saw you?

- What's changed or happened?
    - What have been the highlights of the last year?
    - Have there been big events or big news?
    - What have you done that you are proud of?
    - What fun things have you been doing recently?

- How has school been?
    - What changes have there been at school?
- How was Christmas/Birthday?
    - What presents have did you get?
    - Do you still use / play with it?
    - PROBE: Books, films, new devices etc

DEEP DIVE QUESTION if respondent has new device:

- Can you show me how it works?
- How easy was it to use when you first got it?
- 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?

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2. CONTENT & PREFERENCES (30 MIN)

This section of the guide will explore children's interactions with specific media content. In particular, we'll be tracking their favourite types of content and viewing habits.

A. FAVOURITES (10 MIN)

Stimulus to cover TV shows, games, movies, music

DEEPDIVE SECTION: Gaming

DEEPDIVE SECTION: Characters

MODERATOR: Go through pre-task for favourites, and 'favourites stimulus' where necessary for additional prompting

LEAD QUESTION: Can you talk me through why you chose these as your favourite things?

- PROBE: TV shows, films, games, music, books, websites, apps
- What do you like about it?
    - How did you first find out about it?
    - Who else likes it?
    - How long have you liked it?

LEAD QUESTION: Who are your favourite characters? [FROM TV, MOVIES, MUSIC, BOOKS]

Deep dive: If respondent is particularly interested in gaming

- What games are you playing the most at the moment?
    - Are these different or the same from the games you were playing last time we spoke to you?
    - How and where do you access these games?
    - PROBE: website, apps, Xbox / video game
    - When do you play them?

- What do you like about these games?
    - PROBE: strategy, don't need to think on others, easy / difficult, goals
    - Do you prefer playing games to other activities? Why?
    - Do you play against other people online?
        - Can you talk to them? How? PROBE chat function, headset

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DEEP DIVE QUESTION if respondent has a character / celebrity they really like

- What is this character like?
    - What do they look like? Can you show them to me?
    - What do you like about them?
    - How many of your friends like them too?
    - Where do you usually see them?
        - PROBE: on TV, YouTube, online?

- What do you think about this characters style?
    - What about how they look?
        - PROBE:clothes, hair, make-up
        - PROBE: what do you know about their personal stories/ catchphrases/ advice

- Have you ever bought something because they have it/ appear on it?
    - PROBE: branded merchandise, fashion items, etc
    - Why did you want to buy something like them?
    - How did you hear of it?
    - What permission did you need from your parents before you bought it?
    - How did you pay for it?
    - Do you still use the item?
    - How does it make you feel when you use it?

B. TV USE (15 MIN)

Lead Question: How would you describe your TV watching?

- What TV programs do you enjoy watching?
- What are your favourite TV shows at the moment?
- What device do you watch these shows on?
    - PROBE: TV set, tablet, phone, computer

- o Which room are you usually in when you watch these shows?
- o Do you watch these shows live or not?
  - ▪ PROBE: on demand/catch up/pre-recorded/ DVDs?
- o Who do you watch programs with?
  - ▪ PROBE: friends/ family?
- o If you were feeling sad, would you watch TV to cheer yourself up?
  - ▪ If yes, what would you watch? Who with?
  - ▪ If not what else would you do? PROBE: go out, read a book

DEEPDIVE SECTION: Smart TVs

Lead question: What kind of TV sets do you have in the house?
- o How big are they?
- o What rooms are they in?
- o Who owns them / usually decides what gets watched on them?
- o What kinds of TV program can you watch on them?
  - ▪ PROBE: live / on demand / catch up / pre-recorded / YouTube
  - ▪ PROBE: Watch channels are available on the TV?
- o [If TV can access on demand/catch up services] Do you know how your TV accesses these programs?
  - ▪ PROBE: Does the TV use/connect to the internet?

- ■ Can you tell me about what other devices do you use to watch TV?
  - o PROBE: Laptop/tablet/phone?
  - o Which devices do you prefer for watching TV? Why?
    - ▪ Which do you use most often?
    - ▪ Where do you use these different devices?
    - ▪ PROBE: using phone when out and about
    - ▪ Do you do other things while watching TV shows? What are they?
  - o What websites do you tend use? Can you show me?
  - o PROBE: iPlayer, 4OD, YouTube, Netflix, illegal streaming
  - o Why do you like to watch things online?

- ■ How do you feel about the difference between watching things on different devices?
  - o When would you choose to watch these shows on TV and when would you watch them on your device?
    - ▪ PROBE: do you watch different shows on different devices?
  - o What do you know about downloading and streaming TV?
    - ▪ What do you think the difference is between them?
    - ▪ Do you ever do either of them?

DEEPDIVE SECTION: YouTube

Lead question: How often do you watch things on Youtube?
- o What do you watch? (PROBE *categories from quant*)
  - ▪ Funny videos/ jokes/ pranks/ challenges
  - ▪ Music videos
  - ▪ Vloggers or YouTube personalities (such as Zoella or PewDiePie)
  - ▪ 'How-to' videos or tutorials about hobbies/ sports/ things they are interested in
  - ▪ Game tutorials/ walk-throughs/ watching other people play games
  - ▪ 'Unboxing' videos – e.g where toys are unwrapped or assembled
  - ▪ Film trailers, clips of programmes, 'best-bits' or programme highlights
  - ▪ Whole programmes, films, cartoons, mini-movies, animations, songs

LEAD QUESTION: How much time do you spend watching TV programmes on any device?

- When you aren't watching TV programs, what other activities do you do?
  - PROBE: watching films, listening to music, reading books, playing games, sports / hobbies, spending time with friends

- How do you feel about how much time you spend watching TV/ Youtube/ playing games/using your mobile phone?
  - Do you wish you could spend more or less time?
  - What does your mum/ dad thinks about the amount of time you spend watching TV/ on YouTube/playing games/on your phone?
    - Do they ever tell you to stop watching and go to do something else?

DEEP DIVE QUESTIONS: if respondent has a Smart TV

- Can you tell me about how your TV uses the internet?
  - PROBE: Internet bundle (e.g. Sky or Virgin box), Dongle (e.g. Chromecast stick, Amazon Fire)

- Who is in charge of the Smart TV?
  - Do your parents normally choose what to watch/ record?
  - Do you watch things together as a family or not?

- Are there any other TVs in the house?
  - When you got a Smart TV what happened to the old one?
  - PROBE: Did it get moved to children's bedrooms?

- How long have you had the Smart TV?
  - Do you watch TV more since you got a smart TV?
  - Do you watch different kinds of shows?
  - DO you watch things on the TV now that you used to watch on your laptop/ other devices?

DEEP DIVE QUESTIONS if respondent uses YouTube a lot

- How do you find the different YouTube videos that you watch?
    - PROBE: search, suggested videos, links from other source

- Where do you think the different videos you watch come from?
    - Do you know who makes them
    - Are they from TV or only on Youtube?
    - What country do you think they're from?

- Can you show me some of the things you watch on YouTube?
    - Is this something you watch regularly or just once?
    - What do you like about this video?

- Can you tell me about Vloggers and YouTubers?
    - Are there any that you like?
    - Any that you follow or subscribe to?
    - How did you hear about them?

- What do you do on YouTube?
    - Post comments?
    - Share videos?
    - Upload your own videos?

- Do you prefer to watch things on Youtube or on TV?
    - Or does it depent on what/when you are watching?

- Have you heard of YouTube Kids?
    - What would you imagine it is?

DEEP DIVE QUESTIONS: if respondents has any concerns or reflections about the amount of screentime they have

- Are there any other activities you would like to spend more time doing?
    - PROBE: Other media, on your phone, tablet, PC
    - PROBE: Outdoor activities, sports, playing
    - PROBE: School related activities, homework, school clubs

- What rules do you mum and/or dad have about watching TV/ games/ internet/phone?

NB Moderator to note changes since last time
    - Have they changed these rules much since we last spoke to you?
    - PROBE: times of day, channels, age ratings, supervision, amount of time.
    - Do they ever ask you to do something else because you've spent too much time watching TV/games/internet/phone?
    - Do you know whether your TV has any controls that your mum or dad have put on to stop you seeing certain things?
    - Have they changed these since we last spoke to you?
    - Do you know the PIN or passwords for the TV? What about other devices?
        - If yes, do your parents know that you know?
    - Have your parents ever changed these passwords? Why?

- How do other people in your family use the TV/ computer/ mobile phones?
    - How much TV do your parents watch?
        - How do you feel about how much TV they watch?
    - How much time do they spend on their phones?

- Do you ever argue about the TV? (NB or any other device)
    - PROBE: what to watch, how much you get to watch
    - Do your parents ever tell you you cant watch the TV/ go on the internet/play games/use your phone because you've been naughty?
    - Do you ever get frustrated when someone else is using something when you want to have a go?

3. MEDIA & SCHOOL. (40 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 (5 MIN)

LEAD QUESTION: What is your school like these days?

- What technology do you have access too at school at the moment?
    - PROBE: Computers, tablets
        - NB: Especially for those at a new school
    - How do you find using them at school?
    - What do you use them for at school?
    - What rules does your school have about using computers/ laptops?
    - What rules does your school have about using your mobile phone?
        - What do you think about these rules?
        - Do these rules get followed generally?

> - What are the good and bad things about people bringing their phones to school?

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

- Are you learning anything new in IT/computing lessons since we last spoke to you?
    - PROBE: e.g. power points, games, pictures, websites?
    - Do you ever learn about how to act online?
    - PROBE: etiquette, who to talk to, what to avoid, privacy settings, sharing information

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B. DIGITAL CREATIVITY (15 MIN)

DEEPDIVE SECTION: Creativity

LEAD QUESTION: Can you tell me about some of the ways you might be creative?

- What makes someone a 'creative person'?
- How can you be creative online or on your devices?
- How easy or difficult is it to be digitally creative?
- What kinds of creative things do you do on your laptop/device?
    - Do you think you are more creative with or without your device?
    - Has your device helped you to learn any new creative skills?

Flashcards: Ways of being creative

- Which of the following have you done or tried out?
    - Are there any that you'd like to try?

DEEP DIVE QUESTIONS: if respondent has tried any of the digitally creative activities

Moderator: Go through the digitally creative activities respondents have done / tried and probe further

- Can you tell me about doing [activity]?
    - How did you first get to try it?
    - Who else does it?
    - How do you feel about your ability to do it?
    - What do you like/dislike about it?

- How does your computer/ device help you with some of your other hobbies?
    - PROBE: Youtube tutorials or blogs? Gaming walkthroughs, dance videos, craft blogs?

- Who else do you know that does this?
    - Do you do these activities together sometimes?
    - Can you show me something you have made?

- What things similar to this would you like to do more of?
    - Are there any creative things you'd like to pursue in the future?

C. FRIENDSHIPS, PEERS AND PRESSURE (20 MIN)

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

LEAD QUESTION: Are you using any new social media sites since we last spoke to you?

DEEPDIVE SECTION: Social media

- If so what?
- PROBE: Facebook, Twitter, Instagram, Tumblr, Snapchat, What's App
- What do you like about them? Do your friends use them too?

LEAD QUESTION: Can you tell me a bit about your friends?

- What friendship group / groups are you a part of?
    - PROBE: at school, through clubs, living locally, etc

- What do you do with your friends?
    - PROBE: chat, play games (offline or online), do sports or hobbies
- How do you mainly stay in touch / chat to your friends?
    - PROBE: Social media, group chats, Snapchat, Facetime, Instant messengers, texting, face to face, talk on the phone

LEAD QUESTION: What kinds of conversations go on in your friendship groups?

DEEPDIVE SECTION: Banter

- What kinds of things do your friends talk about face to face?
    - E.g. at school, when you meet up, at social events / parties

- What about online / via group chat?
- What kinds of jokes do people make?
- What do you think about the kinds of conversations your friendship group has?
    - PROBE: funny, serious, kind, unkind, caring, joking, banter?

LEAD QUESTION: Have you ever seen people being nasty, mean or unkind to others?

DEEPDIVE SECTION: Bullying

- Have you seen people being unkind at school?
    - What happened?
- What about online?
    - E.g. on social media or group chats?

LEAD QUESTION: Are there things that everyone at your school wants to have/do/be like?

- PROBE: e.g. fashions, looks, cool things?
- What kinds of pressure is there at school?
    - PROBE: e.g. how to look, or how to behave?

- Do people at school pay attention to style/ fashion posts or follow celebrities online?
    - What do you like/dislike about the way they look?

- o What do you think about their style?
- o What are the photos of them like?

■ In what ways do you think people at school might act differently because of social pressure?
- o PROBE: e.g. showing off, behaving badly, dressing differently, posting or sending photos of themselves?
- o **For older respondents**: Has anything ever gone wrong for people at school after sending pictures of themselves to others?

DEEP DIVE QUESTIONS for respondents who are active on social media

■ What are you like on your social media or gaming profiles?
- o Are you the same or different on your online profiles?

■ If I found you on social media / game what do you think I'd think about you?
- o Are your friends similar or different to you?

■ 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?
  - ▪ PROBE: concerns about friends/ family seeing it, concerns about future job prospects
- o How did you go about removing it?
- o Do you know whether anyone you know has ever removed anything that they posted online? Why?

■ 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?
- o Is there anything that people at your school do that you wouldn't do?
- o FOR OLDER RESPONDENTS: Have you ever heard of sexting?

■ Do you think people care about their appearance when they post things online?
- o What kinds of things do people care about?
- o Do people make a special effort to dress up/ put on make-up before they post selfies/ videos?
- o Do people use filters or edit photos on their phone before posting them?

■ Why do you think people are concerned about the way they look?
- o Do people ever tease each other about the way the look online?

■ Who are you most worried about seeing the photos you post? Why?

DEEP DIVE QUESTIONS: if respondent has examples of banter in social group conversations / online group chats

- What kind of 'banter' happens in your friendship group?
  - What do you think of it?

- How do you feel about 'banter' in converdations?
  - Do you join in?

- Have you ever seen someone take it too far by mistake?
- Are there some places where people are more likely to tease one another online than others?
  - PROBE: gaming, chat rooms, facebook chat

- Do people behave the same or differently online compared to offline?
  - What kinds of things do people say to one another when they talk online?

DEEP DIVE QUESTIONS: if respondent has examples of people being unkind or nasty to others online

- Can you tell me more about the times you've seen people be unkind or nasty to others online?
  - Was it aimed at someone you know?
  - How did they feel about it?

- Has anyone ever been nasty or unkind to you online?
  - If so, what happened?
  - How did you feel about it?
  - Who did you tell about it?
  - Was anything done about it?

DEEP DIVE QUESTIONS for older respondents who have heard of sexting

- Have you heard of anyone at school sending inappropriate photos?
  - Why do you think people ask for images like that?
  - Why do you think someone would want to send them?

- Do you know of anyone who got into trouble because of sending photos like that?
  - Can you describe the incident for me?
  - How was it resolved?

- Have you ever heard of any rumours about sexting?
  - What did you hear?
  - Do you think it sounds realistic? Why/ why not?

- How comfortable would you be to discuss these issues with an adult?
  - Who would you talk to?

4. CRITICAL UNDERSTANDING & ONLINE SAFETY (50 MIN)

A. SEARCH, TRUST & UGC (15 MIN)

LEAD QUESTION: What can you tell me 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? PROBE videos on youtube, Google images, text
    - Is this different/ similar to your friends?

TASK: 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.

- Ask 2 / 3 questions per respondent, include one with many ads/sponsored links
- Can you try and find for me (age appropriate):

Question	Search choices to note
What is the best recipe for chocolate chip cookies?	How do the recipe images influence choice?
What is the healthiest food to eat?	How do they react to the Google selected 'featured snippet'
What is the best TV show in the world?	Do they recognise UGC links such as IMDB?
How bad is global warming?	Do they select current news articles or other websites? Which websites do they trust?
How do you make a loom band bracelet?	Do they select video / image / text based instructions?
What is the best mobile phone available at the moment?	Do they notice / select the sponsored links?
Where is the best place to buy a bike?	Do they notice / select the Google shopping links?
Where can you go to stream music?	Do they notice / select Google ads? Do they recognise illegal / legal streaming?

- Now can you talk me through what you did?
- What results did you get?
    - What results are at the top of the list? Why are they there?
    - What does 'sponsored'/ 'ad' mean? Are these any different from the other links? How / why?
    - Does it make a difference to whether or not you click on it?
    - Which ones do you think are the most trustworthy? Why?

- Which results did / would you click on?
    - Why those ones?

- What, if any, advertising is there on Google / other search provider?
  What do you know about how adverts appear on Google?

LEAD QUESTION: How do you know what you can trust online?

- How do you know which websites and what information to trust?
  - o PROBE: brand / organisation that you know, up-to-date information, check information across multiple websites, general appearance of the site
  - o Are there some kinds of websites or information that are more trustworthy than others? Why?

- How do you decide what kinds of information online are more trustworthy?
  - o PROBE: for example video, text, pictures
  - o Which do you think are more likely to tell the truth?
  - o Can people change videos or pictures?
  - o PROBE: Have you ever edited a photo/ video? Do you think that made it less trustworthy? Why?
  - o How can you tell if an image has been edited?
  - o How can you tell if a Youtube video has been edited?

LEAD QUESTION: What do you know about who creates the content you see online?

- Who creates information you see on your favourite website?
  NB. Moderator to run through some familiar sources for each child, get a variation in content providers
    - ▪ E.g. sits they use for video, shopping, homework, games
    - ▪ PROBE: government, businesses, newspapers, TV channels, ordinary people, artists

- What do you know about 'user-generated content'?
  - o What is user-generated content? How is it different from other types of content?
  - o What type of content do you think is 'user generated'?
  - o What examples could you show me?
  - o What makes you think this is user generated content?
  - o What do you think about Youtube/ Wikipedia/ IMDB?
    - ▪ Who do you think makes the information in these sites?
  - o How trustworthy do you think user generated content is? Why?
  - o Is information more trustworthy if it's created by a single person or a company? Why?

B. ADVERTISING (10 MIN)

Advertising print outs & magazine stimulus

TASK: In the following examples, can you tell me which ones you think include an 'advert' for something?

NB: Moderator to run through materials from advertising stimulus print outs and through magazine stimulus

LEAD QUESTION: What are the different ways in which things can be advertised?

- PROBE: Where?
  - o TV, Online, TV, games, magazines, radio
- PROBE: How?

- Commercials, product placement, product endorsements

LEAD QUESTION: What do you notice about advertising in general?

- Can you tell me about what adverts you see?
    - Where do you see them?
    - How can you tell they are adverts?
    - What do you think about them?
    - Who do you think they are aimed at?

- To what extent do you think adverts in different places are aimed at different people?
    - In what ways could companies decide who to target their adverts at?
    - Do you think adverts are ever targeted at you?
        - Which ones?
        - How?

- Have you ever bought something you've seen in an advert?
    - What made you want to buy it?
    - What did you like about the advert?
    - Can you describe it for me?
    - How did you buy it?
    - Were your parents involved in buying it?
        - What did they say about it?

C. PRIVACY AND SECURITY (10 MIN)

LEAD QUESTION: What privacy settings do you have on your social media and games?

MODERATOR: To note any changes from last year

- Can you talk me through the privacy settings?
    - PROBE: Facebook, Instagram, YouTube, SnapChat, Xbox Live, Playstation, any other online games
    - 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?

LEAD QUESTION: What do you know about putting information about yourself online?

- What kinds of things are and aren't ok to put online?
    - PROBE: full name, address, school

- What are the kinds of places people might put information online?
    - PROBE: Profiles, online chats, websites, forms?

- How do you choose a username for your online profiles?
    - What kinds of usernames do you have?

- What content do you want seen or shared and what do you want kept private?
    - Who can see what? And who can't? Why?
    - Who would you be worried about seeing your online profile?
    - What do you think about people at school looking at your photos?
        - What about people from other schools?

- **What do you know about taking information off the internet once it's already there?**
    - How easy or difficult do you think it is to take information off the internet?
    - What are the different kinds of thing people might want to take off the internet?
        - PROBE: Photos, comments, posts?
    - Have you ever wanted to take something off the internet about you?
        - Why? PROBE: didn't get enough likes, someone told you to
    - What do you think about taking posts down in future?
        - PROBE: (older respondents) when looking for work in future?
    - DO you think it would be hard or easy?
    - How would you go about it?

D INAPPROPRIATE CONTENT (10 MIN)

DEEPDIVE SECTION: Inappropriate content

LEAD QUESTION: How can you tell if some media content is appropriate for someone your age?

- **What about different kinds of media?**
    - Online and offline?
    - Games, videos, images, magazines?

- **How do you decide if something is ok for someone your age?**
    - Where it is?
    - Who created it?
    - What the age rating is?

Magazine stimulus

TASK: Out of these magazines, how can you tell if they're ok for someone your age?

- **What are the different kinds of content you might come across that's not appropriate for someone your age?**
    - PROBE: Violence, bad language, nudity?
    - Has anyone you know ever seen content you thought was inappropriate for them?
        - Can you tell me what happened?

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

LEAD QUESTION: Has anyone you know ever done anything 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.

DEEP DIVE QUESTIONS for those who have experienced online inappropriate content

- Can you describe the incident for me?
    - What was it?
    - How did you come across it?
    - What about that situation made you feel uncomfortable?
    - What was your reaction? PROBE: tell someone, ignore it,
    - If you saw it happen again, what would you do?

DEEP DIVE QUESTIONS for those who have experienced content that made them feel uncomfortable

- 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? Who did you talk to?
    - What would you normally do to make yourself feel better?

E. ADULT INVOLVEMENT (5 MIN)

LEAD QUESTION: What do your parents do to keep you safe online/ with other media?

- What rules are there about using the internet/ your phone/ watching the TV?
    - What rules are there 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?
    - 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?

- Is it 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:
    - *Interviewer 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

LEAD QUESTION: How do you feel about the amount of screentime your child has?

- What factors impact how much screentime your child has?
    - PROBE: How busy you/they are, what devices are available, what rules you set?
    - Are there some types of screentime you worry about more than others? What do you worry about?
    - Do you think any are educational? PROBE : TV, internet, gaming

- How easy or difficult do you find it to monitor how much screentime your child has?
    - PROBE: Are there ever arguments or disagreements?
    - If so, how do you resolve this?

- What role do you think media plays in your family?
    - PROBE: What media do you consume together as a family?
        - What do you think about this?

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

- 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? Watch TV/ use their phone?
    - 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?

- Whose responsibility do you think it should be to keep your child safe online?
    - PROBE: ISPs, the government, schools, parents?

- 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?

- Do you ever worry about your child being exposed to advertising online or on TV?
  - Has your child ever asked you to buy something after they saw an advert?
  - Do you think adverts have a positive influence on your childs life or not?

- 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.
  - 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?