Discussion guide

Interview 1 & online tasks

How this document will be used

This is a guide of the topic areas and questions that researchers will be asking participants. Not all interviewees will be asked all questions as the interviews will be semi-structured and some flexibility will be needed to adapt to the individual's or family's needs. However, the different question areas will be covered across all interviews.

This guide is designed to be used flexibly. Researchers will allow participants 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 participants, **we don't expect them to be able to have the self-reflection or ability to give clear answers to all of these questions**.

Childs Interview flow (2hrs 30 mins):

Section	Objectives	Key topics & stimulus
Introduction & lifestyle of participant *15 mins*	Make the participant feel comfortable talking to us open and honestly, and begin to understand how the participant feels about themselves	- Routines - Hobbies and interests - School/ college/ work *Stimulus/ data capture: weekly routines data capture*
Peers and support *15 mins*	Understand their social relationships and begin to understand the role online activities play in this	- Relationship with family/ care network - Friends and peers - Support *Stimulus/ data capture: social network maps*
Priorities and reflections on being your age/becoming a teenager *15 mins*	Understanding what's important for them and where they may face more challenges	- Ambitions and goals - Priorities - Concerns *Stimulus/ data capture: Wheel of Life*
Digital devices & activities *20 mins*	Understand what devices and activities the participant engages with, and in particular most frequently	- Access to devices

		• Preferences/ favourite digital activities *Stimulus/ data capture: device audit, 'show me' style tasks for screen time*
Online experiences *30 mins*	Explore and understand in detail what platforms they use, what their digital day in the life looks like and who they are interacting with online	• Explore what they do on • What, how and who they engage with online • How they feel about being online *Stimulus/ data capture:* • *'Show me' tasks for key media activities* • *Flashcards with apps and features*
Experiences of online harms *30 mins*	Mapping out their experience and understanding how they came across the content and interactions online that could cause harm	Mapping their experience of online harms *Stimulus/ data capture:* • *Data capture on hazards, risks & harms*
Strategies and mitigating harms *15 mins*	Understand how the child deals with harms they come into contact with	• Their strategies when they experience an online harm • What they know about ways they can mitigate it *Stimulus/ data capture:* • *Flashcards with different mitigation strategies*
Attitudes towards online harms *10 mins*	Understand what the child understands to be harmful and how they feel about it	• Understanding of what online harms are • How common/ normal do they think it is

Parent's interview flow (30 mins)

Section	Objectives	Key topics & stimulus
Parent's relationship with digital *10 mins*	Build rapport with the parent, and get a general understanding of their relationship with their child, plus their attitudes to digital	• Reflections on their child's current wellbeing and routines • Overview of devices in their home • Parents digital behaviour and device use
Perceptions of their child's digital behaviour *10 mins*	Explore parent's awareness and critical understanding of what their child does online, as well as any strategies they use to control or review their child's online behaviour	• What activities their child does online • How often they talk about it with their child • Strategies to control / review their child's behaviour
Perceptions of online harm *10 mins*	Explore parental knowledge of online hazards and risk factors, how they seek to manage these and any experiences of harm they are aware of	• Worries about their child, and general online activities • Worries about specific activities / platforms • Reflections on incidents of their child experiencing harm • Reflections on online safety

Thank you for agreeing to take part

Researcher to explain the below to both parent / carer and child (not in these exact words)

- Thank you for agreeing to be interviewed and welcoming us into your home
- Explanation of project objectives
- There are no 'right' or 'wrong' answers – you can say whatever you like!
- Interviews can be stopped at any point and there is no obligation to answer questions if you don't want to or can't
- We can take as many breaks as you need
- Explanation of safeguarding policy
- We are going to record the interview's audio – just so we can write up our notes but all data will be anonymised
- With your permission, we'd also like to take some photos and a 360 video
- Go through main consent form – and we will ask you to sign it at the end of interview (children over 16 can sign independently of their parent/carer if so desired)
- This interview will take about 2-3 hours

Intro and routines (15 mins)

Objective: Make the participant feel comfortable talking to us open and honestly, and begin to understand how the participant feels about themselves

For children not living in care:

Lead Question: Can you tell me a little bit about where you live?

- How long have you been living here?
- What do you like about living here?
    - Is there anything you dislike about living here?
- What do people your age tend to get up to around here?

Lead Question: Who do you live with at the moment?

- *PROBE: for if they spend time between different households / the makeup of these households*

- What sorts of things do you do together? *(Researcher to repeat for each person)*
    - What are your favourite things to do together? Why?
    - What are your least favourite? Why?

- How well would you say you get on with [people they live with]?
    - Why/ Why not?
    - Has this changed at all over time?

For children in care

Lead Question: Can you tell me about where you're living at the moment?

- What sort of place is it?
    - PROMPT: Foster home, residential care, secure care, kinship care, with parents
- How long have you lived there?
    - Where were you living before?
- What is the living space like?
    - PROBE: Bedroom, communal spaces, garden
- What do you like about it?
    - Is there anything you dislike?
- What do people your age tend to get up to around here?

**Lead Question: Who looks after / supports you in the current place you live?**

- PROBE: foster carer, care home carers, teachers
- What are they like?
- What kinds of things do you talk to them about?
- How do they support you?
    - PROBE: with school, friends, relationships etc.
    -
- Can you tell me about the people that you live with? *(E.g. other children in care home, foster carer's children)*
    - How long have you been living with them?

- What sorts of things do you do together? *(Researcher to repeat for each person)*
    - What are your favourite things to do together? Why?
    - What are your least favourite? Why?

- How well would you say you get on with [people they live with]?
    - Why/ Why not?
    - Has this changed at all over time

ASK ALL:

Lead Question: What does a typical weekday look like for you?

- What sort of time do you get up?
- What do you do in the morning?
    - PROMPT: Hobbies, morning routines, chores, schoolwork, online activities
- When do you begin school / college / work
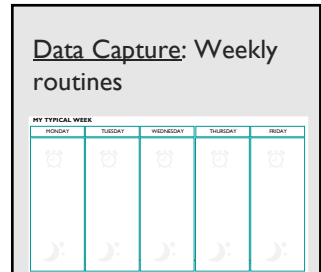
Lead Question: What do you like to do on the weekend?

- What did you do last weekend?
- What would an ideal weekend look like to you?
- What time do you get up?
- Are there any things you do every weekend?
    - PROMPT: Hobbies, morning routines, chores, schoolwork, online activities

Data Capture: Weekly routines
MY TYPICAL WEEK

Lead Question: Tell me about your school/college?

- PROBE: Size, gender balance, religious school?
- What do you like about school?
    - Is there anything you dislike?
- What's your favourite subject?
    - What's your least favourite subject?
- What do you find easy at school?
    - Is there anything you find difficult?
- Where does digital come into your school days?
    - Do you use digital devices in any of your lessons?
    - What do you like / dislike about doing this?

Lead Question: Would you say you learn about things much outside of school?

- How often do you try to find out about something you're interested in?
    - How do you do this?
        - PROMPT: Digital search, reading, chatting to friends / adults
    - Can you give me an example of this?
- Would you say you keep up with what's going on in the world in general?
    - How do you do this?
        - PROMPT: Chatting to friends / parents / carers, formal news, social media

LEAD QUESTION: What would you say your main hobbies or interests are?

- PROMPT: Sports, music, play with friends, creative activities, digital activities (watching video, social media)

For main hobbies / interests:

- When did you first get into this?

- What do you like about it?
- How long have you been doing it?
- Do any of your friends do it?
    - What do your friends think of it?

LEAD QUESTION: Are you involved in any clubs/sports/activities?

If no: have you ever been part of any clubs or other group activities?
- Can you tell me about this?
    - PROBE: Digital or offline activity, how regular, who with.
    - Are these in school or outside of school?
- What do you like about doing this activity?
- Do you do this with other people?
- What do you like about doing it with other people?
- Is there anything that you don't enjoy about this activity?

LEAD QUESTION: How do you feel about your routine / what you spend your time doing?

- What is your favourite thing you do?
    - What is your least favourite?
- Is there anything you wish you could spend more time doing?
    - Is there anything you wish you could spend less time doing?

Lead Question: How do you think your friends/ people at school / college describe you?

- Why do you say that?
    - Do you agree?
- How do you think your family / carers would describe you?
    - Why do you say that?
        - Do you agree?

Peers and support (15 mins)

> *Objective: Understand their social relationships and begin to understand the role online activities play in this*

Lead Question: Who do you spend the most time with?

- How much time do you spend with friends (or other close contact mentioned) during the week in person?
    - What do you do when you're with them?

- How long have you been friends?
    - How did you become friends?

- What sorts of things do you have in common?
    - How close would you say you are?
        - Why do you say this?
    - Are there things you feel comfortable talking about with these friends that you wouldn't talk about with others?

Data Capture: Network map

2. MY SOCIAL NETWORK

ME
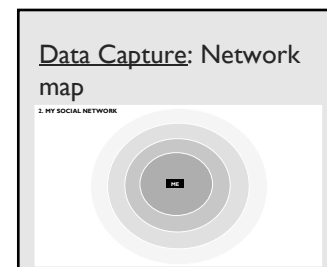
- ▪ Are there things you wouldn't feel comfortable talking about with them?

Lead Question: How do you and your friends usually talk to each other/ stay in touch?

- How often do you talk to them *offline?*
  - o Where / when do you do this?
- What do you talk about with them offline?
  - o Current trends / popular topics of conversation / any school drama or tensions

- How often do you talk to your friends *online?*
- How do you do this?
  - o Are there any particular apps or ways of communicating you use more than others?
    - ▪ Why do you think this is?

- Are there some friends that you talk to more online than offline?
  - o Who are these people?
  - o Why do you think this is?

- What do you talk about online?
  - o Any tensions / popular topics of conversation
  - o Are the conversations you have online different from the ones you have offline? If yes, Why do you think this might be?
  - o Do you ever have conversations online that you wouldn't have offline?
    - ▪ PROBE: How close they feel to their online friends compared to their offline friends?

- Would you say people behave differently online to offline?
- Have you ever fallen out with someone online?
- Why? Can you show us?
- Do you know anyone who has fallen out with people online?
- Why? Can you show us?

Lead Question: Do you have any friends you have never met offline?

- How did you meet these friends?
  - o PROBE: Specific features that allow them to make friends on online platforms
- What are they like?
  - o Are they a similar age to you?
    - ▪ How do you know?
- How often do you spend time online with friends?
- What do you talk about with your online friends?
- Are these friends any different to your friends you've met offline?
- Is there anything you talk about with these friends you wouldn't talk about with your other friends?

Lead Question: What sorts of things cause drama with your friends?

- PROBE**:** School**,** boys/girls, relationships, comments, family, social media, anything else
- What's the last thing that happened that caused tension or drama in your friendship group?
- Have you ever been involved in drama with others at school/college?
- Does what happens online ever cause drama amongst your friends?

Lead Question: How have your friendships/relationships changed over time?

- [For previously mentioned friends] How long have you been friends with them?
- Are there people you're no longer friends with?

      o   Why is this? What happened in this case?

Lead Question: Can you tell me about any important adults in your life that you haven't mentioned?

- PROMPT: Teachers, activity leaders, *[If relevant] social workers*, extended family
- How often do you see them?
- What sorts of things do you with them?
- What sorts of things do you talk to them about?
  - o   PROBE: Everyday activities, hopes for the future, problems at school / with friends?

Lead Question: Who would you turn to if you needed advice or support about something?

- PROBE: Friends, immediate family, adult authority figures (see above), extended family
  - o   Why do you turn to this person/ these people?
- Can you think of when you've done this recently?
- What happened?

Priorities and reflections on being your age/ becoming a teenager (15 mins)

Objectives: Understanding what's important for them and where they may face more challenges

Lead Question: What would you say are your top priorities at the moment?
   o   Why?

Looking at this (Wheel of life) e.g. friends, finance, family, hobbies, health

How important would you say XX (society, identity, work/study, family, finances, hobbies & passions, health, friends) is to you at the moment? Why?

Data Capture: Wheel of life

- Do you have anything you're working towards in this area?
- How is this going?
- How long have you been trying to achieve that?

- What about your friends?
  - o   What sorts of things do they want to do?
  - o   What do you think of that?
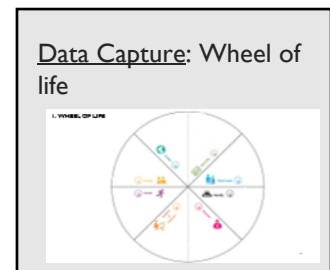
Lead Question: What's it like being a teenager at the moment?

- What sorts of things do teenagers do?
- What types of things do people your age worry or feel anxious about?
- What do you think makes people 'popular' at school?
  - o   Do you agree with this?
    - ▪   What do you think makes people 'cool' in your opinion?
    - ▪   Do you agree with this?
  - o   What do you think people your age tend to worry about?

Overview of digital devices and activities (20 mins)

Objective: Understand what devices the participant engages with, and which they engage with most frequently, as well as an overview of the activities they do on these devices (to be explored in more detail in further sections)

**Lead Question: Can you talk me through the different devices that you have?**

For each device:

- Can you show me?
- Is it yours or do you share it with someone else? If yes, who?
    - o How do you feel about this?
- How long have you had it?

- What do you use this for?
- How often do you use it?
- Where do you tend to use this?
    - o PROMPT: At home, at school, out and about (while travelling)

- What is your favourite device?
    - o Why do you say this?
- Are there any devices that you're not so keen on?
    - o Why do you say this?
- What sorts of devices do your friends have?
    - o PROBE: The same / different devices
    - o [*If they have different devices*] How do you feel about this?
- Are there any devices that your friends have that you want?
    - o PROBE: Phone, games console?
    - o Why do you want this device?
    - o Do you think you might get one?
        - ▪ Why / why not?
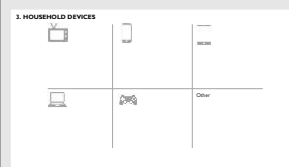
Lead Question: It would be brilliant to talk through all of the key things that you get up to online. Can you tell me about:

- The social media platforms that you use?
- Any online communities that you're a part of?
- The games that you play?
    - o On consoles?
    - o On your phone?
    - o On other devices?
- The platforms that you watch video on:
    - o Live TV?
    - o Mainstream streaming sites?
    - o Specialised streaming sites (e.g. for anime)?
- Website that you regularly visit?
    - o Search websites?
    - o News websites?
- Search platforms?
- Any other activities that we haven't mentioned?

Lead Question: Is there anything you used to do online that you no longer do, or now do less of?

Data Capture: Device audit

3. HOUSEHOLD DEVICES

Data Capture: Researcher to get respondent to take screenshots of the apps they have

Data capture: Recording key online activities

Key online activities (1)

| Social Media | Online communities | Games |

Show me: Ask respondent to look through their phone/device *(if relevant)* to help prompt recall

- PROMPT:
  - Social media / online communities
  - Games
  - Video Platforms
  - Websites / search
  - Other
- Why did you stop doing those activities / using that platform?
  - PROBE: if related to a safety concern, what do you think could have been done to change this?
- What activities do your friends do that you don't?
  - Why do you think you don't do this?
  - How do you feel about this?
  - What do your friends think about you not taking part in XX activity

Online experiences (30 mins)

Objective: Explore and understand in detail what platforms they use and their key behaviours on these platforms. This will allow researchers to identify potential experiences of harm (or risks of these) to explore using data capture in the following sections

*The questions that we ask the children in this section will depend on what online activities they tell us they do eg. If I child doesn't do any gaming we won't ask about

Social media platforms / online communities

For each key platform / most used platform mentioned above:

Lead Question: Can you tell me a little bit more about how you use [social media platform / online community]

> Show me: Researcher to get the respondent to screen record and show them around each app

- What do you tend to use this for?
  - PROBE: Scrolling through content, keeping up with friends, shopping, following the news, getting inspiration, playing games, other

- How often do you use this platform?
- Where do you tend to use this?
  - PROMPT: At home, at school, out and about (while travelling)
  - Do you use this with other people?

- Who typically uses this platform?
  - PROMPT: children, people their age, people who are older than them, families, celebrities
- Do your family use this platform?
  - *If yes:*
  - Are you friends with your parents on the platform?
  - How do you interact with your parents/ other family members on the platform?
- Do your friends also have this platform?
  - What do they use it for?

- How long have you been part of [this platform / online community]?
  - How did you first hear about it?

Lead Question: Can you walk me through a typical 'session' of using this?

  - What will you do when you first open the app / site?
- Can you show me round your profile?
  - How did you set up the account?

- o When did you set up the account?
  - ▪ Did you have to give your age when setting up the account?
  - ▪ What age did you put in?
  - ▪ *Researcher prompt: Can you show me?*
- o What settings are there on the app?
- o Which do you use?
  - ▪ Why?/ why not?
- o What restrictions are there on the app?
- o Have your parents put any restrictions on the settings that you are aware of?
- o Do your parents have any rules about your use of this app?

> **Show me**: Researcher to get the respondent to screen record and show them the set up and age setting on the platform

Lead Question: Do you have any particular things you're trying to achieve on this platform?

- o PROBE: followers, likes, comments
- • What goals do you think other people have on the app? Why do you say that?
- • Do you know anyone who has these goals?
- • What do you like and dislike about this platform?

Lead Question: What features do you use the most?

- • How often do you use this feature?
  - o What do you use it for- why?
  - o What do you like/ dislike about it?
  - o Have you ever decided not to use it- why?

- • What features do your friends use?
  - o Which features are popular with people at school?
  - o Which features are popular with other people online e.g. social media influencers, celebrities?
  - o Why do you think these are popular?

- • Are there any features that you deliberately don't use?
  - o Why?
  - o What do you think about people who use those features?
- • Are there any features you'd prefer not to use that you can't avoid using?
- • Are there features that you think shouldn't be on the platform?
  - o Why?
  - o Are there any you don't understand?

> **Stimulus**: Features flashcards
>
> | Features | | | | |
> |---|---|---|---|---|
> | Liking | Commenting | Posting photos/content | Push notifications | Online shopping |
> | Filters | Private messaging | Recommendations/ suggested content | Suggested friends/contacts | Stories |
> | Location sharing | Gameplay | Sharing | Advertisement | Other |
>
> **Show me**: for the key features they use the researcher will get the respondent to show us how they use it

Lead Question: What sorts of things do you see on this platform?

this may be a place where the researcher will jump to the harms section of the guide

- o Can you show me your newsfeed / homepage?
- • How do you interact with content on this platform?
  - o PROBE: Likes, shares, or just passive scrolling
- • Do you ever see anything that you feel is not appropriate for people your age?
  - o Why do you say this?
  - o How have you noticed this changing over time?
- • Have you ever seen something that upset you on this platform?
  - o What was it?
  - o What happened?
  - o Did you take any action to try and stop this happening again? PROBE: what could you have done? Reported? Disliked? Something else?

- ▪ Why?

Lead Question: How do you interact with people on this platform?

<mark>*this may be a place where the researcher will jump to the harms section of the guide*</mark>

- Can you show me how this works?
  - o PROBE: Likes / reactions, public comments, direct messaging, group chats, voice chat
- What sorts of people do you tend to interact with?
  - o How often do you interact with people that you already know?
  - o How often do you interact with people that you don't know?
- How close do you feel to the people that you talk to on this platform?

- What do you talk about on this platform/online community?
  - o Any tensions / popular topics of conversation
  - o *How* do you tend to talk to people?
    - ▪ PROMPT: Messages, images, memes, voice notes, GIFs, Videos?
      - Why do you communicate like this?
        - o What do you like / dislike about this?
  - o Are the conversations you have online different from the ones you have offline? If yes, Why do you think this might be?
  - o Do you ever have conversations online that you wouldn't have offline?

- Would you say people behave differently on this platform to on others? Or offline?
  - o In what way?

- Have you ever fallen out with someone on this platform?
  - o Why? Can you show us what happened?
- Have any of your friends / someone you know fallen out with people on this platform?
  - o Why? Can you show us what happened?

- Have you ever seen or been part of any 'drama' on this platform?
  - o Can you tell about what happened here?
    - ▪ PROBE: Specific spaces on this platform where this happened

- Have you ever met someone offline that you met on this platform?
  - o What happened?

- Do you ever have any interactions with people that you don't like?
  - o What are these interactions like?
  - o Do you have any examples you would feel happy to show me?

- What are your favourite things about using this?
  - o Is there anything you don't like about using this?

Gaming

Lead Question: Can you show me where you play your games?

- What do you like about where you play?
- What console/device do you use?
- Can you show me some of the other things you use when gaming?
  - o PROMPT: Chairs, Headsets, Keyboards

Show me:
Gaming setup

- o Is this setup similar to your friends set up?
- Do you tend to do anything else while gaming?
  - o PROMPT: Using other platforms / Chatting to family / friends, listening to music, eating
  - o What other platforms do you use to chat with people while you're gaming?
    - ▪ Why this platform?
- Did you save up/pay for any of your set up?
  - o What makes you want to spend money on things for gaming?
  - o Have you ever regretted spending money on something for gaming?

Lead Question: Can you show me how you would turn it on and play a game?

- How does the home screen work?
  - o PROBE: for conversation features / 'Looking for Groups' / Settings
- Can you tell if anyone you know is online at the moment?
- How would you usually join a game?

For each key game mentioned above:

Lead Question: When did you get this game?

- Why did you decide to get this game?
  - o PROMPT: Adverts / Friends / Hearing about it online
- Is this a popular game at school?
- What kind of game is it?
- How often do you play this game?
- How long do you tend to play for at a time?

Lead Question: Can you walk me through how you play this game?

- What makes you want to play this game?
- How does logging on work?
- How do you choose what you're going to do in the game?

- Are there particular game modes you play more often than others?
  - o How often do you use this game mode?
- [For each mentioned] What's the main objective in this game mode?
  - o PROMPT: Creativity / Cooperation / Reaching an objective / Following a story / Competition

- Is this a game that you can play with others? How do you choose to play with others or not?
  - o How often do you play with others on this game?
- Do you ever watch other people play this game?
  - o PROMPT: Twitch etc.
  - o How often do you do this?
  - o What do you like about doing this?

Lead Question: What is your favourite thing about this game?

- Is there anything you don't like about this game?
- What features and functions do you use the most?
- Which ones do you use less?
- Are there any features/ functions you don't think should be available in the game?

Lead Question: How do you talk to people in this game?

this may be a place where the researcher will jump to the harms section of the guide

- How often do you talk to people online while you're gaming?
  - o PROBE: Proportion of total time

- Why do you tend to talk to people online when you're playing games?
    - PROBE: Essential for gameplay / To improve gameplay / Socialising / Making new friends
- What do you do when you want to join a game?
    - What about when you get invited to join a game?
- Can you show me how you interact with people in this game?
    - PROMPT: On headset, direct message, comments, collaborative gameplay
- How often will you chat with other people in the chat room of a game?
    - Who do you usually chat with?
    - PROMPT: friends (in real life), randos, people you know from gaming
- What other platforms do you use to chat with people while gaming?
    - Who would you chat to on those platforms?
    - PROMPT: friends (in real life), randos, people you know from gaming
    - How is the way you speak with randos and how you speak with people you know different when you're gaming?
    - How often do people you don't know/ randos invite you to chat?
        - What do you do when this happens?
- Are there any features that encourage you to chat?
    - PROMPT: Reminded by chat windows / headsets?
    - Can you show me how these work?
- Who do you tend to talk to when you're playing this game?
    - PROBE: Existing friends / people met online
    - Does this tend to be in groups or one on one?
- What do you tend to talk about?
    - Do you talk about different things with people you haven't met offline? Like what?
- Tell me about some of the people you've met online?
    - What are they like?

Lead Question: Have you ever had a bad experience with someone you've interacted with on this game?

- PROBE: Bullying, explicit language, asking to provide contact details
- What happened?
    - What did you do about it?
    - PROBE: blocking, reporting. Speaking to friends/ family members, leaving the game
- Have you been asked to do anything outside of the game after talking to people online?
    - PROBE: Chat to them on a different platform / look at certain types of content
- What happened in this instance?
    - How did you feel about this?

Lead Question: How do people tend to treat each other when playing games?

- Are people generally friendly, or are they ever rude or mean to each other?
- How do you treat people online?
    - Why do you do this?
    - Is this something other people do?

Lead Question: How often do you spend money around gaming?

- Do any of the games you play offer in-game purchases?
    - PROMPT: Packs, Skins, Weapons, Premium Memberships, Loot Boxes
    - Do you ever use these features?
    - What happens if you don't use these features?
    - What do you spend money on?
- Why do you buy these features?
    - PROBE: Improving gameplay / aesthetic improvements
    - How important is spending money to your experience of gaming?

- Can you show me how you spend money in-game?
    - o PROMPT: Microtransactions, Loot Boxes, In-game currencies, Features Expiring
    - o Where does the money come from? (parents pay etc)
- How easy is it to spend money would you say?
    - o PROBE for features that make spending money easy

- What kinds of features can you pay to unlock?
    - o PROMPT: different players, buying weapons, etc
- Why do you spend money on these features?
    - o Can you also earn these through other means?

- How do you think 'lootboxes' work? e.g. FIFA Packs, Crates
- How often do you get what you're hoping for?
    - o How did this make you feel? (Prompt: disappointed, excited, regretful)
- Would you pay for another one?

Lead Question: How much money do you spend on gaming?

- How much have you spent in the last month?
    - o Where does this money come from?
- Do people you play with also spend money on these sorts of things?
    - o Do you ever feel any social pressure to spend money on gaming?
- Have you ever regretted spending money on [x]?
    - o Why do you think you did this?
    - o Can you give an example?
    - o How did you feel after?
- Have you ever got in trouble for spending too much money in a game?

Lead Question: What age rating do your games have?

- (If any of the games are not age appropriate) How did you get to have this game?
    - o PROBE: Use of older siblings games?
    - o Was there an age verification process?
    - o How did you get around the age-verification?
    - o Was it easy?
- On average how old do you think the other players are?
    - o How do you know how old someone is in the game?
- Why do you think they have this age rating?
    - o Do you agree with this?
- Do you ever see any content that doesn't feel appropriate to your age while playing games?
    - o What sort of things do you see?
    - o Do you tell your parents about this?
- How does this sort of thing make you feel?
    - o Does it change how you act/ what you do after?
    - o Can you give an example?

Video platforms

Lead Question: Can you tell me about how you watch things?

- Where in the house (or elsewhere) do you watch things?
- What device/s do you use to watch things?
- When do you usually watch things?
- Who do you watch things with?
    - o How often do you watch things with them?
    - o How often do you watch things alone?

For each key video platform mentioned above:

Lead Question: Can you show me how this video platform works?

- What sorts of things can you watch on this platform?
    - How do you choose what to watch?
        - PROBE: Recommended content, certain genres, browsing more generally, links from others
- When did you first start using this platform?
    - Where did you hear about it?
- Do your friends also use this platform?
    - What do they think about it?

Lead Question: What kind of things do you watch?

- Can you show me some of the things that you've watched recently?
- How often do you watch that?
- What do you like about it?
    - What don't you like about it?
- How long do you usually spend watching?
- What made start watching it?
- Who else watches it? Do you ever watch it with them?
    - Family, friends, people at school

Lead Question: Do you have an account on this platform?

-
    - Can you tell me about this?
- What do you know about age restrictions on this platform?
    - *[If relevant]* What do you think about the age restrictions on this platform?
    - Do you pay attention to them?
        - Why / why not?
    - [*If they circumvent age restriction*] How do you do this?

Lead Question: Have you ever seen something that you didn't like on this platform?

- PROBE: Pop-ups, scary content, something inappropriate for their age, explicit material, mean material?
    - How often do you see this sort of thing?

Search

For each search engine mentioned in the previous section

Lead Question: Can you show me how you use this search engine?

- What kind of things do you search for?
- Why do you usually need to search for those things?
    - School, keeping up with news/gossip, reviews
- How would you search for something if you:
    - Needed to find out something/ find an answer to a question?
    - Were bored?
    - Wanted to know more about something?

- How often do you find what you're looking for?
    - How quickly do you find it i.e., on the first page of the results?

- o What do you see/use to make you want to go to those results?
  - ▪ PROBE: appear at top of page, sponsored content, friends have used the site, have used it before, site sounded cool (etc)
- Have you ever seen something that you didn't expect to see while searching?
  - o Prompt: Auto-filled searches/ Image results
- Have you ever seen something that you didn't like while on this platform?
  - o PROBE: Pop-ups, Scary content, something inappropriate for their age, explicit material, mean material

Other apps / websites not covered by the above

For each additional app / website / online activity not covered by the above

Lead Question: Can you walk me through what you use this for?

- What do you do on this platform?
  - o What features do you make most use of?
- What do you like most about it?
  - o Is there anything that you don't like about it?

- How often do you use this platform?
- When do you use it?
  - o Do you use it with other people?
- How long have you been using it for?
- Do you friends also use it?
  - o What do they think about it?

Lead Question: Have you ever seen something that you didn't like while on this platform?

- PROBE: Pop-ups, Scary content, something inappropriate for their age, explicit material, mean material

Researcher to jump to below section as relevant

Lead Question: Have you ever had a bad experience with someone you've interacted with on this platform?

- PROBE: Bullying, explicit language, asking to provide contact details

Researcher to jump to below section as relevant

Experiences of online harm (30 mins)

Objective: Exploring risk factors, hazards and harm that participants have experienced while spending time online

The researcher will identify potentially harmful experiences throughout the above section, jumping down to use the 'experiences of harm' stimulus to explore this at relevant moments.

For each potentially harmful experience the researcher will use a hazards, risks, harms data capture to understand more about their experience

Example questions for **CONTENT** harms mentioned

Lead Question: Can you tell me a little more about what you were doing when this happened?

Data capture: Hazards, risks, harms sheet

- Which account were you using?
  - Why was this? What were you doing on there?

- Which features were you using?
  - PROMPT: 'Explore' Page, Search Functions, Specific Discord Server, Gaming chat bar

- Why do you think you saw this content?
  - PROBE:
    - Sent to you?
    - Shared by someone you follow?
    - 'Pushed' to you (E.g. on Instagram 'Explore' Page or 'TikTok 'For You' Page)
    - Part of a page / community that you're on?
    - Searched for?

- Were you with anyone when you saw this content?
  - What were they doing?
  - What did they think of it?

- Do your friends / peers see similar things online?
  - Why do you think this is?

- How often do you see this kind of content?

Lead Question: What did you think when you first came across this piece of content?

- PROBE: Surprise, upset, no reaction, shock, something I see a lot
- What do you think of this kind of content now?
- What did you / do you do when you come across this?
  - Ignore it?
  - Look at it?
  - Explore further?
  - Shared it on?
  - Blocked / reported it?
  - Told someone (parent, friend)
  - Didn't know what to do? I
    - If yes, would you know what to do / do something different now? Why / why not?
- Why did you do this?

- Have you chatted to your friends about seeing this sort of thing?
- What did you talk to them about?

Lead Question: How does seeing this kind of content make you feel?

  - PROBE: Distressed, interested, ambivalent
- Have you ever talked to someone about how you feel about this?
  - PROMPT: Friends, family, authority figures mentioned above

Do you think this impacts, or impacted, other parts of your life?

- o Why do you say this?
- o If yes, in what ways?

Example questions for CONTACT, CONDUCT and CONTRACT harms mentioned

Lead Question: Can you tell me a little more about what you were doing when you had this interaction?

- Which account were you using?
  - o Why was this?

- Which features were you using?
  - o PROMPT: 'Explore' Page, Search Functions, Specific Discord Server, Gaming chat bar

- Why do you think you had this interaction?
  - o PROBE:
    - Nature of their account – e.g. public vs. private
    - Proactive contact
    - Being in a particular space

- Were you with anyone when you saw this content?
  - o What were they doing?
  - o What did they think of it?

- Do your friends / peers see similar things online?
  - o Why do you say this?

LEAD QUESTION: What did you think when you first had this experience?

- PROBE: Surprise, no reaction, shock, something normal
- What do you think of this kind of content now?
  -
- What did you / do you do when you had this interaction
  - o Engaged with it?
  - o Blocked / reported it?
- Why did you do this?

- Have you chatted to your friends about having these
- What did you talk to them about?

LEAD QUESTION: How did having this kind of interaction make you feel?

- PROBE: Distressed, interested, ambivalent
- Have you ever talked to someone about how you feel about this?
  - o PROMPT: Friends, family, authority figures mentioned above
- How do you think this impacts other parts of your life?
  - o Why do you say this?

Strategies and mitigating harms (15 mins)

Objectives: Understand how the child deals with harms they come into contact with

Lead Question: What do you know about online safety?

- Where have you learnt about it?

- What do you think of this advice?
- Have you ever tried to change your behaviour as a result of what you've learnt?
- What do your parents talk to you about in regards to online safety?
- What do you think your parents worry about when it comes to online safety?

Lead Question: Can you tell me if you do anything to make yourself feel safer online?

- What safety or privacy features of the apps/platforms do you use?
    - o   PROBE: Private account, DMs turned off, no pictures of me
    - o   Consider all relevant online settings discussed above e.g., social media, VSPs, gaming, search
    - o   Have your parents put any settings in place to keep you safer online?
- Are there any features you don't use? Why?
- If something you see online makes you afraid, worried or uncomfortable, do you tell anyone about it? Who? (and what happened then)

Lead Question: What do you do when something happens online that doesn't seem right?

Show me:
Respondent to show researcher what they would do if they saw something they were worried about

- What do you know that other people do?
- What features are there that you can use?
- PROBE: report, block, speak to friends

Lead Question: What things can people do to avoid having negative experiences online?

- Do any of the people you know do this?
- How effective do you think this is?

Attitudes towards online harms (15 mins)

Objective: Understand what the child understands to be harmful and how they feel about it

Lead Question: What do you think online harms are?

- o   What factors determine whether something is harmful or not? What might make someone more at risk of this?
- Why is this?
- What might make someone less at risk of experiencing harm online?

Lead Question: How common do you think it is for people to have harmful experiences online?

- How common do you think it is for children to see age-inappropriate content online?
- How often do you think children/ young people worry about what they experience online?

Lead Question: What should be done to make being online safer in your opinion?

- How could the internet be made a better?
- Should there be rules in place for it?
- Whose responsibility is it?

Thank you and close

- Researcher to thank the respondent for taking part, talk through the next steps including the diary task and the follow up interviews
- Researcher to go over consent and information sheet highlighting the researchers contact details if there are any additional questions

Parental Interview (30 mins)

Parent's relationship with digital (10 mins)

Objective: Build rapport with the parent, and get a general understanding of their attitudes to digital

Researcher to thank the parent for their, and their child's, time so far and recap on the purpose of the project

Lead Question: How is [child] getting on in general at the moment?

- How would you say they are getting on at school?
- What are they enjoying getting up to most? What do they do in their spare time?
- Is there anything that they're finding difficult?

Lead Questions: **How would you describe your attitude to using technology?**

- How much time do you spend on your devices?
- What are some of your favourite activities?
    - o PROMPT: Social media, gaming, watching video, music, search
- Do you feel confident as an internet user? (PROBE – use of security settings etc)
- Does your attitude differ when it comes to your child using technology? If so, how? (rules, mediation strategies)

Lead Question: Can you tell me about the different digital devices you have in your house?

- o PROBE: Which are communal, which are the participants', which are the child's? Why is that? Where are the devices?
- Do you share any of your personal devices with your child?

Perceptions of their child's digital behaviour (10 mins)

Objective: Explore parents awareness and critical understanding of what their child does online, as well as any strategies they use to control or review their child's online behaviour

Lead Question: How would you describe your child's online life?

- What are their favourite online activities?
    - o What platforms are they on most often?
    - o Who do they tend to interact with?
- Do you ever interact with them online? (friends or followers on their SM profiles)
- How much time does your child spend online each day?

- How do you feel about the sorts of things they get up to?
    - o Does anything they do online worry or concern you?
    - o How do you think the way your child uses technology compares to other children?

- [Researcher to refer to harm child was recruited on where appropriate] Can you tell me about this?
    - o How did you become aware of it?
    - o What were your next steps when it happened?
    - o How has this changed how you manage or monitor your child's device/online usage?
    - o Who did you look to for support or help for this?

- ▪ PROBE: third party orgs, mental health, doctors, school, family, police
    - o How did it make you feel?
    - o What impact did it have on your child?

- How long does your child spend on their devices?
    - o Does this vary at different times?
        - ▪ PROBE: At home, at school, at the weekend
    - o How do you feel about this? Do you have any rules in place about this?

Lead Question: How often do you talk to your child about what they do online?

- Can you think of a recent conversation that you've had with them?
- How would you describe the type of conversations you have with your child about spending time online?
    - o PROBE: Setting strict rules, open conversation, trusting, light touch
    - o Why is this?
- Do you have any technical strategies in place for your child's online use, such as parental controls?

Lead Question: Do you have any rules around what your child can do online?

- What are these?
    - o PROMPT: Child can only use services or devices where I can enable parental controls/ Not allowed to go on certain platforms / devices, time restrictions, rules about who they can talk to, monitoring behaviour
- *[If they have more than one child]* Is this the same for your other child/children?
- What inspired you to set these rules?
- To what extent does your child stick to these?

- Do you monitor what your child gets up to in any way?
    - o PROMPT: Checking devices, internet history, monitoring software, asking them about it?
    - o Why / Why not?

> Show me:
>
> Monitoring / control strategies

- Are there any functions or features you use within apps to control what your child can/ can't see/ do/ not do?
- How important do you think it is to control what your child can see or do online?
    - o Why do you say this?
    - o PROBE: Balance between control and trust / freedom

Perceptions of online harm (10 mins)

> *Objective: Explore parental knowledge of online hazards and risk factors, how they seek to manage these and any experiences of harm they are aware of*

Lead Question: Do you have any worries about your child being online?

- What are these?
- Do you have any worries about specific activities that they do?
    - o PROBE with activities done by their child, e.g. gaming, use of specific platforms
- Which activities / platforms do you worry *most* about?
    - o Why is this?

- ▪ PROBE: Specific functionalities / features?
  - Which activities / platforms do you worry *least* about?
    - o Why is this?
      - ▪ PROBE: Specific functionalities / features?
    - o Where have you heard about these issues?
      - ▪ PROBE: your child, their school, friends, other parents, the news/ media?
  - Where do you think these worries come from?
  - Is there anything you worry about as your child gets older?

  - What sort of things do you think could put young people at risk more generally online?
    - o How common do you think it is for children or young people to come across things like this?

<table>
<tr><td>Stimulus:

Flashcards of different potential online harms</td></tr>
</table>

Lead Question: Are you aware of any times that your child has come across something / had an interaction that wasn't appropriate for their age?

- What happened?
- How did you find out about this?
  - o PROBE: Told by child, asked child, found out while monitoring behaviour, told by someone else
- How did you get involved when this happened?
  - o PROBE: Speaking to child, engaging with hazard themselves, seeking advice, setting new rules
- Did you do anything about the content? (report, block, etc)

If they're not aware of any incidents

- What do you think you would do if your child came across something / had an interaction that wasn't appropriate for their age or that they didn't like?
- How might you get involved?
  - o PROBE: Speaking to child, engaging with hazard themselves, seeking advice, setting new rules

Lead Question: Are you aware of any times that your child has come across something / had an interaction that they didn't like?

- What happened?
- How did you find out about this?
  - o PROBE: Told by child, asked child, found out while monitoring behaviour, told by someone else
- How did you get involved when this happened?
  - o PROBE: Speaking to child, engaging with hazard themselves, seeking advice, setting new rules
- Did you do anything about the content? (report, block, etc)

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- What do you think you would do if your child came across something / had an interaction that wasn't appropriate for their age or that they didn't like?
- How might you get involved?
  - o PROBE: Speaking to child, engaging with hazard themselves, seeking advice, setting new rules

Lead Question: How important do you think online safety is?

- Have you learnt about online safety? If yes, where? How did/do you know where to look?
  - o PROMPT: Through the news, school, online resources, other parents
  - o How useful do you find this information?
- Have you ever researched something about online safety?
  - o What was it?

- What do you think makes a good online safety resource?
- Does your child's school talk to them about online safety?
- How often do you talk to your child about online safety, if at all?
  - How often do they talk to you?
  - Why do you think this is?

Lead Question: How easy or difficult do you think it is to keep your child safe online?

- Why do you say this?
- What could make it easier for you?
- How in control do you feel about keeping your child safe online?
- Is there anything you'd like to do that you currently don't in relation to online safety?

Thank you and close

- Researcher to thank the parent for taking part, talk through the next steps including the diary task and the follow up interviews
- Researcher to go over consent and information sheet highlighting the researchers contact details if there are any additional questions