

Talking Digital questionnaire

- Instructions for professionals for taking the survey with a young person

The purpose of the Talking Digital questionnaire is to give young people an opportunity to reflect on and discuss their use of digital devices with a trustworthy adult at school or in youth facilities.

You can fill in the Talking Digital questionnaire either electronically or on a paper form. **These instructions provide more information on why different questions are asked and how to react to the young person's answers.**

1. Use the QR code below to find the link to the electronic Talking Digital form:



q.surveypal.com/Talking-Digital



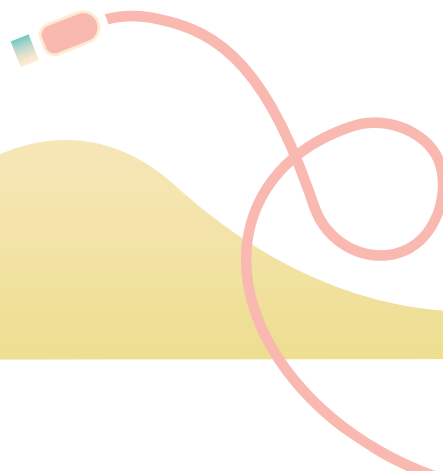
Why ask a young person about their use of digital devices?

- The use of digital devices is a major part of young people's lives. Social media and games are arenas of social interaction, so talking about the topic may also highlight something else that is important for the young person.
- There are also many concerns related to the use of digital devices: it is challenging to stop, and it is common to encounter bullying and harassment in the apps.

If you have little time, ask at least these questions

If you do not have time to complete the whole questionnaire with the young person, ask the following questions and discuss the answers with them.

1. What do you usually like to do on your phone?
2. Have you ever tried to stop using your devices but haven't managed to? In what situations have you felt the need to stop using devices? What has prevented you from stopping?
3. Have you encountered harassment or bullying online?



Do professionals have to know a lot about games and social media?

Professionals do not need to be deep in the social media world or know a lot about different games: the most important thing is to try to create an open and encouraging atmosphere. **Focus on listening to the young person** and understanding what they are saying. When you understand the reasons for a young person's actions and thinking, it is easier to come up with sensible solutions. In an encouraging atmosphere, even unpleasant things become easier to discuss.

The format of the Talking Digital questionnaire offers a framework for discussion and the professional can use their own discretion on which questions to ask. The most important points are to take a look at the pupil's screen time, talk about which applications take the most of their time and why, and how the young person wishes they could use their phone.

After completing the questionnaire, the professional and young person can fill in the separate [Talking Digital - putting goals into practice](#) form which discusses how to proceed with the changes the young person wants to implement in their phone use.

Where can you find the screen time?

The questionnaire asks about screen time, so for these questions, find the screen time statistics on the pupil's phone. Screen time statistics are available on all smartphones, but they are in slightly different places in different phones. The instructions below are examples.

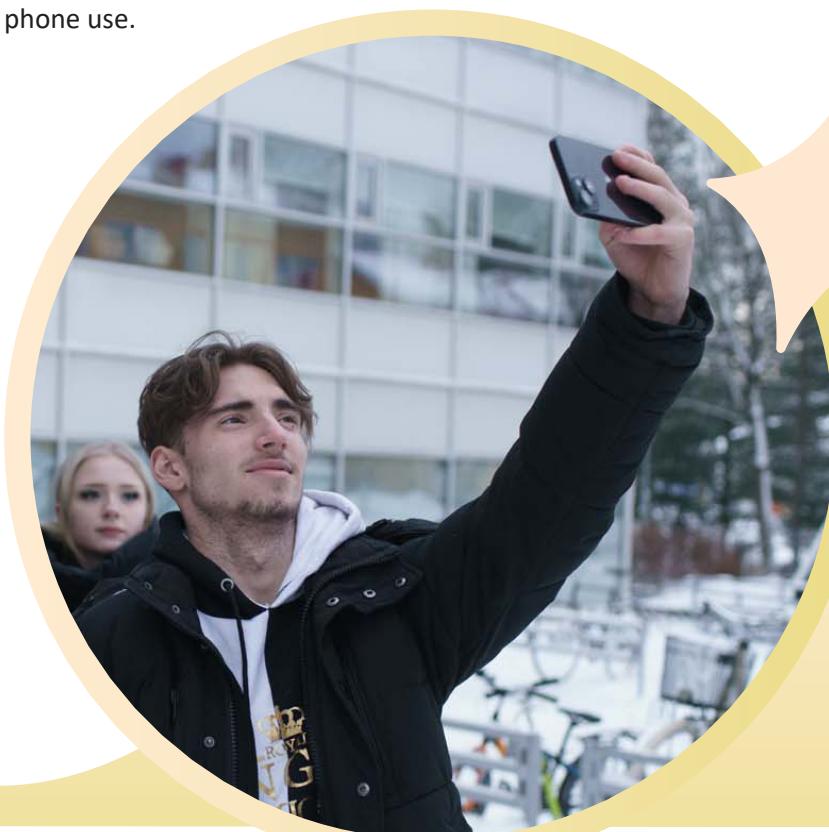
Where can you find the screen time?

iPhone: Settings -> Screen time

You can view your screen time for the week or day. You can also set time limits for apps in the same place.

Android: Settings -> Digital wellbeing and parental controls

The settings may work slightly differently depending on which Android device brand you have. Android phones show a dashboard with a summary of your screen time. You can also set a daily screen time goal there.



Questionnaire questions

Tell the young person why they are filling in the questionnaire

The form is filled because the use of phones and other digital devices is often a very important part of young people's lives. Some young people and even adults may also have challenges in managing their phone use, while others may go through uncomfortable experiences through the phone. The form can help reflect on the situation.

First, a question for the professional

Question	Possible follow-up question	Objective of the question and instructions
1. Professional: write down the young person's initials and class if you are taking the questionnaire at school. For example: K.J., 7b. This way you know whose responses are whose.		The purpose is to leave a paper trail so that the professional can e.g. scan the responses and send them to the young person's e-mail.

The next questions are for the young person. Firstly: How are you?

Question	Possible follow-up question	Objective of the question and instructions
2. How are you and what do you like to do?		The purpose of this question is to find out how the young person thinks they are doing and what matters to them. If it is difficult for them to respond, you can ask more about e.g. how they sleep and how school is going.

Now, let's talk about your phone habits

Question	Possible follow-up question	Objective of the question and instructions
3. Can we talk about your phone use? Let's look at your screen time. According to your phone's statistics, what is your screen time?		Checking out the screen time statistics can potentially show the young person their actual time spent on the phone and thus provide new information. However, it does not tell us about the quality of phone use, which is what we are going to talk about in the next question.

Question	Possible follow-up question	Objective of the question and instructions
<p>4. Let's look at how your screen time is distributed. What do you spend your time on?</p> <p>From the list, tick all the options that take time. The follow-up questions in the survey will be adjusted based on the answers to this question.</p> <ul style="list-style-type: none"> • Listening to music or podcasts, etc. • Digital games • Browsing social media (e.g. TikTok or Instagram) • Messaging (e.g. Snapchat, Instagram, WhatsApp) • Other social media usage • Browsing the internet • Other 	<p>4a. If the young person answers music or podcasts -> Follow-up question: Do you like listening to music or podcasts? Do you do anything else while you listen? What?</p> <p>4b. If the young person answers digital games -> Follow-up question: Do you play digital games on your phone. What do you play and in what situations?</p> <p>4c. If the young person answers browsing social media or the internet -> Follow-up question: Do you browse social media and/or websites? What joy do you get from social media? Does any of the content make you feel bad?</p> <p>4d. If the young person answers messaging -> Follow-up question: What applications do you use for messaging and who do you communicate with?</p> <p>4e. If the young person answers other social media usage -> Follow-up question: What do you do on social media? What do you find fun and what do you find boring about social media?</p> <p>4f. If the young person answers other -> Follow-up question: You answer other. What else do you do on your phone?</p>	<p>The young person looks at the phone statistics to see what things take up time. The corresponding options are ticked off on the form. The survey progresses based on the answers to this question.</p> <p>The follow-up questions are intended to find out what kind of meanings different ways of using the phone have. For example, how important the phone is in terms of human relationships.</p>

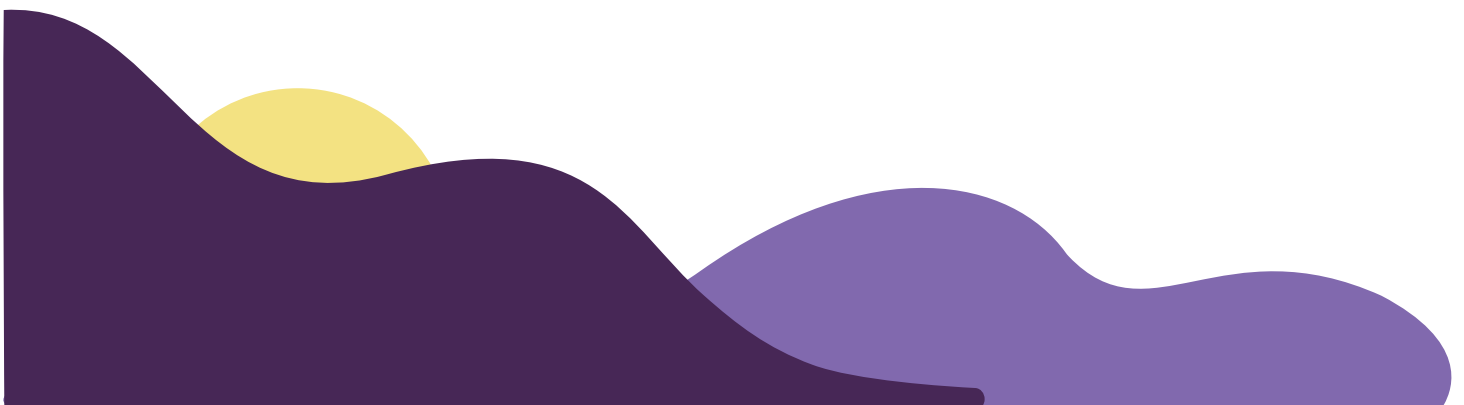


How about gaming on other devices?

Question	Possible follow-up question	Objective of the question and instructions
<p>5. Do you play games other than on your phone? What do you play and with whom?</p>		<p>The aim is to determine the importance of non-mobile gaming. For example, console gaming is an important hobby for many and an important way to meet friends.</p>

Downsides of the internet

Question	Possible follow-up question	Objective of the question and instructions
<p>6. Have you encountered bullying online?</p>	<p>If the young person answers yes -> What happened? How would you like to talk about it?</p>	<p>The objective is to hear if the young person has experienced cyberbullying and to offer help.</p> <p>It is important to ask about bullying because many young people have experienced bullying, but do not have an adult who they could talk to about it. When a professional raises the issue, the young person may then find the courage to talk about it.</p> <p>Schools have their own guidelines for bullying. It is important to try to take the young person's wishes into account when dealing with the topic. It may have been difficult to open up, and talking about it is a sign of trust in you. It is therefore important to act worthy of that trust.</p> <p>Note: If the young person is unable to identify bullying or has normalised the action targeted at them, you can explain that bullying may involve e.g. mean comments and pictures, threats, spreading rumours or private information, or embarrassing or harassing someone on social media, games or elsewhere online. Cyberbullying may also include sharing or liking such harmful content.</p> <p>(Source: MLL)</p>



Balance of phone usage

Question	Possible follow-up question	Objective of the question and instructions
8. Have you tried to quit/ decrease using your phone or playing games on your phone but have not been successful?	If the young person answers yes regarding efforts to stop using their phone -> follow-up question: In what situations have you tried to reduce/ stop using your phone?	Objective: to understand whether it has been difficult for the young person to stop or reduce their use of devices. This may indicate that the young person has struggled with it.
9. Do you sometimes feel like you have to be online because everyone else is?	If yes -> follow-up question: What makes you feel that you have to be online? For example, how do your friends react if you don't reply to messages quickly?	Objective: to understand if phone use involves the need to be on the phone for external reasons, such as friends. The need to be constantly available is often related to the relationships between young people and the fear of missing out if they're not on their phone at all times. In order to change this behaviour, you can talk about the topic more extensively with young people. For example, at school, the topic could be discussed with the entire class.

Sleep

Question	Possible follow-up question	Objective of the question and instructions
10. At what time do you go to bed? When is your phone's bedtime?		The objective is to understand how the young person sleeps and how much the use of digital devices affects their sleep habits, as well as the quantity and quality of sleep. You can talk to the young person about how people often sleep better when their phone is in a different room. You can also suggest that the teenager could get a separate alarm clock instead of using a phone. Tip! You can also set a bedtime on your phone.

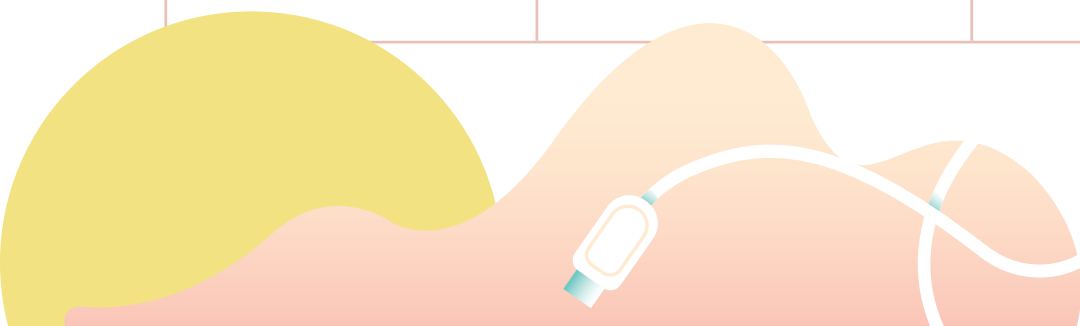


How do you talk about this at home?

Question	Possible follow-up question	Objective of the question and instructions
11. Have you talked about digital device use at home? Do you have rules for using digital devices? If so, what?		The aim is to understand and get more information about whether the topic has been discussed at home and what the situation is like there. This can help bringing the topic up with the guardian(s).

Do you want to change something about your phone use?

Question	Possible follow-up question	Objective of the question and instructions
12. Are there things you would like to do more on digital devices?		The objective is to understand what the good and inspiring parts about device use are for the young person and whether the young person has something in mind that they would like to learn about devices.
13. Would you like to spend more time on something important to you, but you don't seem to have the time?	<p>If yes or I don't know-> Next question: What would help you do more of the thing(s) you like to do? If the young person answers anything other than "nothing" -></p> <p>Follow-up question: Think about ways you can change how you use your phone and write them down. F.e.: Things I can do: 1. Find in my phone's settings how to set a time limit for Snapchat. 2. I suggest a phone park at home.</p> <p>I need help: chatting with friends.</p>	<p>The goal is to determine whether the young person has an interest that they are currently not finding time for. Reducing phone usage is often easier when you have something more fun and interesting to do.</p> <p>The aim of the follow-up question is to consider practical actions to promote these goals. Young people often want to make changes, but they need concrete action. The professional's concrete help can be useful here.</p>



How to proceed after the questionnaire?

- a) After completing the questionnaire, the professional should send the responses to the young person's email so that the teenager can remember their responses.
- b) The professional and young person fill in the [Talking Digital - putting goals into practice form](#), in which they write what the young person wants to do next. The young person takes the form home.
- c) The professional should tell the pupil's guardian(s) about the discussion, for example by sending a Wilma message. This means that the guardian(s) also know what has been discussed at school and it may be much easier to continue the discussion at home.

What should be taken into account in communicating with the pupil's guardian(s)?

Many guardians are unsure of what they can do about their children's digital life and are afraid

of making mistakes. Some may be worried that they intervene too much. In addition, many families have already tried a variety of things, and a message from the school may feel frustrating. It is therefore a **good idea to point out that this is a difficult topic for many families and that even small steps forward are good**. You can also mention that **all families experience setbacks. Friendly and respectful communication can be effective**.

- It is best to kindly emphasise to guardians that **they have the right to manage their children's device use** and screen time. The guardian should discuss with their child exactly how this is handled, but restricting the use of devices can support the young person's growth in many ways. Just like traffic regulations make it easier to operate on the roads, rules about digital devices are also necessary.
- Let the guardians know that even minor changes may help get them started. Could you first try putting the phones of all family members in different rooms for one night? In general, it may be a good idea to involve the whole family in making a change.

Below you can also find a template for a letter home.





Hello!

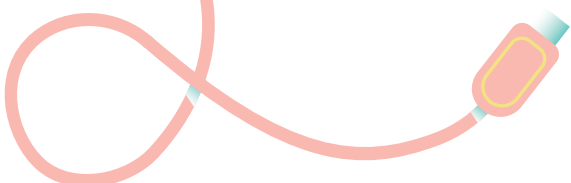
Today, I met (name) _____ (at which event: e.g. guidance discussion) _____. We also talked about things related to the use of phones and other digital devices. We talk about these things in general with young people, as digital devices are now a major part of young people's everyday life.

The young person highlighted in the discussion that (describe the situation and objectives) _____

If things have been discussed at home: The young person also said that you have talked about digital things at home. That's great! To make it easier for the pupil to achieve their goals, we filled in the Talking Digital - putting goals into practice form in which the young person wrote down what they wanted to change in their use of digital devices and how it could be implemented. I asked the young person to take the form home. It would be good if you go through the goals written on the form at home and monitor if the goals are fulfilled. The form has a separate section for this. However, things do not usually change immediately, but someone monitoring the effort can be helpful.

If you need support or you have questions, don't hesitate to get in touch.

You can contact me (share how you can be contacted) _____



What can guardians be told about the use of young people's phones in more detail?

1. The guardian has the right to limit the young person's phone use at night if it interferes with sleep and school. Although young people often know how to use devices well and even better than adults, they are not yet able to regulate their own use of devices.
 - It is common for a young person to get annoyed and argue with you. Boundaries protect the young person.
 - Many young people appeal to the fact that their friends get to use their phones or other devices without restrictions. In some cases, the young person may use friends as examples even if the friends do have rules at their homes. One solution may be to contact the guardians of your child's friends and try to create rules together.
2. Many young people would also like to spend less time on phones, but they do not know how to do that. That is why it would be good for them to have clear goals and help.
3. In many cases, it can also help if the whole family makes changes: Could you first try for all family members to sleep in a different room than their phones?
4. You can give praise and rewards for successes and effort at a low threshold. The rewards can be time spend together, not material. What is something fun the family could do together?

What if the teenager wants to change their phone settings right away?

If the young person is genuinely interested, you can change the settings on the phone after the conversation. This is also an important point to communicate to the pupil's home.

For example, on a Samsung Android phone, you can try the following in the Digital wellbeing and parental controls section:

- Set a screen time goal.
- App timers: set how much time you want to use on a specific app daily.
- Sleep mode: you can turn on the do not disturb mode so that the phone mutes all notifications unless they have been specifically allowed.
- Focus mode: Mutes applications whose notifications could distract you and does not let you access those apps either.

Note: The previous examples are for reference and phone settings may change.

Other phones have similar features.

How can the topic be discussed more extensively with a group of young people?

Individual discussions are important, but it is also a good idea to have discussions with the entire class or generally in groups on the use of digital devices. The use of devices is very social in many ways, so discussions with the group can bring new perspectives to e.g. what unwritten social rules are associated with the use of devices. One example of this is that many people think that it is important to respond to messages immediately and that is why they should always be on their phones. To address this issue, Pause has created [Sit down time - How quickly do you need to react? -material](#). You can also fill in the [Sit down time - Digital well-being agreement](#) with the entire class.

