

Supplementary material: scenario of the focus groups

Research topics and questions	Drama pedagogy methodology used
<p>Introduction (5 minutes)</p>	<p>After presenting the research to the pupils (introduction, outlining the aims and scope of the study, asking for contributions), the facilitator introduced the dramatic framework: the participants would ‘meet’ three different people who were in a specific situation and needed advice, help and relevant information/experiences in connection with internet use. All three roles were taken on by the facilitator.</p> <p>The facilitator asked the pupils to participate in the focus group as themselves, without taking on a role.</p>
<p>Experiences with distance learning (15 minutes)</p> <ul style="list-style-type: none"> • How do you feel? What do you think about this period? • What was distance learning like for you? Which platforms did you use? • How many assignments were you given daily? How did distance learning change your daily routine? • Did you experience a difference in your performance? • Did you spend more time online? Besides doing school exercises, what did you use the Internet for most often? 	<p>At the start of the first part, the facilitator took on the first role: a ‘cool’ primary school teacher who was a bit jaded. He told the pupils that switching to online teaching had been draining for him and only now, a couple of weeks after the start of the summer holidays did he have enough mental energy to think back on how online learning had affected them. He sensed there had been some issues and was genuinely interested in knowing how his pupils had felt during this time. He was thinking about what he should improve in case he needs to teach online again.</p> <p>After this introduction, he stayed in the role and went through the questions of the first part.</p>
<p>The risks of online activities (25 minutes)</p> <ul style="list-style-type: none"> • Have you ever encountered anything disturbing on the internet while performing the previously mentioned activities? • Is there anything you are careful of while playing online? • Do you have any ‘friends’ online whom you don’t know? • Have you ever been contacted by someone whom you don’t know? • Have you ever met in person with someone whom you had met online? • In your opinion, are there some other things which you should be wary of? Or things that are not OK? • What do you think, what other disturbing things can happen to you online? 	<p>The facilitator took on the second role: a parent who would like to help his child familiarize herself with the online world. He was about to buy her a tablet and would like to know why she needed it as well as what he and his child should pay attention to. He asked the participants when they thought a parent should normally get a tablet for their child. Following this, his fictional child would be at the age the children had agreed upon.</p> <p><i>‘She’s wanted a tablet for a long time and now she’s getting one. But I’d like to see clearly and get some advice from other kids who have been spending time online for a while and thus have more experience. Could you tell me about online platforms? What do you kids use and which ones are dangerous?’</i></p>

	<p>After this introduction, he stayed in the role and went through the questions of the first part.</p>
<p>Discussing the main risks in depth (30 minutes)</p> <ul style="list-style-type: none"> • What uncomfortable situations have you encountered online? • Do you know others who have had the same experience? • Can you imagine something similar happening to you? Why do you think so? <p>Coping, reaction to the experience:</p> <ul style="list-style-type: none"> • How did you react to this? What did you do directly after it happened? • Did you ask anyone for help? Did you manage to solve the problem? • What did you learn from this experience? How would you react now, if something similar happened? <p>Assessing the risk and the damage caused by the event:</p> <ul style="list-style-type: none"> • How did this experience make you feel back then? What did you feel? How does it feel to think about it now? • Was there any instance, where you hurt somebody else online? Or did you participate in something you felt bad about later? <p>Prevention:</p> <ul style="list-style-type: none"> • What can we do to avoid such experiences? 	<p>The facilitator took on a third role: a film director who wanted to make short videos about the dangers of the internet and asked the participants about their concrete experiences and how frequent they thought these experiences were. He was looking for stories that highlighted the problems of the online space.</p> <p>This director was young but significantly older than these kids. He knew a lot but did not have a clear picture of what today’s kids did on the internet. He wanted to make several short films and publish them online; for this, he was collecting as many stories as he could. These short movies would be educational, so he was also curious as to what the kids thought the appropriate reaction was to disturbing situations and how these problems could be prevented.</p> <p><i>‘Movies are interesting when they deal with difficult problems. To me, it seems that there are a lot of problems when it comes to kids being online. I’d really like this movie to be realistic, I don’t want to make something that’s completely out there. Can you help me collect real stories?’</i></p> <p>After this introduction, he stayed in role and went through the questions.</p>
<p>Conclusions and additional remarks (10 minutes)</p> <ul style="list-style-type: none"> • Is there anything we haven’t talked about that you think is important? • Are there any important topics we haven’t covered? • How did you like the fact that I took on roles? Do you have any remarks about it? 	<p>In this part, the facilitator is no longer in role.</p>