

INTERVIEW SCENARIO FOR THE 2018 TUS GRANT PILOT STUDY

Materials:

- **Secret box** for sensitive activities;
- **Cards that can be thrown to the secret box:** „I wouldn't tell this to... my parents, teachers, friends, strangers, anyone" (see exercise 8);
- Paper-based **diary**;
- Blank **sheets**;
- Colored **pencils**;
- Colorful **pictures** illustrating many activities;
- **Observation form** to write down notes, results;
- **Emotion cards** containing **textual answers** for the question „How did you feel?" (see exercise 6);
- **Colorful paper rulers** with **1-5 scale** and **0-10 scale** indicating emotions by means of emoticons (see exercise 6);
- **Tablets** to test beta version of **Time-use application**

Exercises

1. WARM-UP EXERCISE: FAVOURITE ACTIVITIES

Goal: children could recall spontaneously some beloved activities and could become familiar with the subject.

Exercise:

- a. Brainstorming, evocation. Question: „**If you got a day as a gift and you could do anything on it you would like to, what would you do? What would be the three thing you would do by choice?**"

We ask participants to choose how to answer this question. **They can write, draw, select a picture.** **Secret box** can be used if there is something they wouldn't speak about in public.

b. Elaboration:

- Everybody should say **one activity one after the other.**
- We ask everybody **why** they chose that type of answer (text, drawing, picture): was it the easiest or the most appropriate way to express themselves etc.
- We ask about **chosen pictures:** what they mean, how activities could be illustrated in a different way, what kind of image could be the more adequate for the given activity. It would be useful for us to see how activities could be visualized in a manner children like.

- c. **Summary:** we highlight favourite activities. If there are many similarities, we can state something about the group, like „*this is an animal lover group*".

2. EXPLORATION OF PREVIOUS DAY'S ACTIVITIES

Goal: Our aim is to evocate activities of the previous day as detailed as possible. We examine how punctually and explicitly children can recall their days, what kind of activities are **forgotten** (e.g. routines) or **emphasized**. How much time they spend with a given activity (sleep, sport, eating, anxiety, stress). An other goal is to test **methods**: which one is more preferable for them - answering to **open-ended** questions or choosing from a **list** created for **closed-ended** questions.

Exercise:

a. We ask participants to imagine that **one of their friends has set off on a journey and they would like to tell him or her their previous day in details.**

1. They should write in details about their **day before noon** on the **paper-based diary**;
2. Their **afternoon** should be reported **on tablets.**

Secret box can be used if there is something they wouldn't speak about in public.

b. **Elaboration:**

- They should count **how many** activities they have mentioned.
- What kind of **time-periods** have they used for the activities?
- They should tell which **activities they haven't found** in the list of activities.
- We ask about **chosen pictures**: what they mean, how activities could be illustrated in a different way, what kind of image could be the most adequate for the given activity. It would be useful for us to see how activities could be visualized in a manner children like.

c. **Summary:** we review **differences** between children and they should say what **type** of answering is the **most convenient** for them. We could also ask them **if a HCSO interviewer visited them** they would tell them their previous day's activities or not.

3. EVOCATING SIMULTANEOUS ACTIVITIES

Goal: We intend to know how activities appear in the memory of children: it is only separately or they can recall them besides of other activities as well.

a. **Exercise:** Continuing the previous exercise we grab a period of the previous day (e.g. before school, at school, in the evening) and ask children to remember the followings:

- ***Were you doing only this or were you doing something else meanwhile?***
- ***Which one started first?***
- ***Which activity was more important for you?***

b. **Summarising question:** *Is it easy or hard to make a difference between main and secondary activities?*

4. DAILY ROUTINE ACTIVITIES

Goal: We would like to examine how we should study daily repetitive thus often forgotten activities from the diary among young people.

Exercise:

a. **Question:**

„Let’s play that everybody tell an activity he or she do every day! How many activities can we mention?“ Moderator starts with an example: „sleeping“. Helping questions e.g.: *„What is the activity we do the most often a day? What are the activities we even don’t notice because we do them so often?“* (Examples we pay attention to be said, if not, we ask questions to recall them: *sleeping, bathing, brushing, clothing, phone call, texting, e-mailing, chatting, using Facebook, using Google, travelling by public transport, travelling by car, sport, exercise, learning at school, learning at home, eating, drinking, , beautifying, talking with friends, social gathering, paper-based/online reading, watching movies in cinema/online/offline, etc.*)

b. **Talking about previously mentioned routine activities:**

„How many times a day, for how long and when do you do that?“

5. ACTIVITIES OF SPECIAL DAYS

Goal: Exploring activities of special days, examples: weekend, holidays, exceptional events (e.g. competition, exam, travelling, illness, birthday, trip, adventure park, escape room, dealing with pets, working around the house, gardening, nursing/helping grandparents, etc.)

Exercise:

a. Question concerning previous day:

- ***„Was your last day an average or a special day?“***
- We ask children who had a special day to tell us what happened and **why it was different** from the other days. ***„What did you do which was not a daily activity, not ordinary?“***

b. We continue with a general question: ***„What kind of days could we call special days?“*** (Help: when we don’t have to go to school, to learn, activities at weekends, on holidays, unexpected events.)

c. We continue with personalized questions: ***„What was your last special day? What did you do then?“***

6. WELL-BEING RELATED TO THE ACTIVITIES

Goal: Examining whether question ***„How did you feel?“*** functions: interpretation of the question and testing the method of valuation (scale or textual valuation? 5 or 10 points scale?). Can children interpret this question? How should we formulate it better for them?

Exercise: They should **subjectively evaluate activities** listed at the previous exercises. Question: ***„How did you feel meanwhile?“***

a. First, they tell in their **own words** how they felt themselves.

- b. After that, they get **emotion cards** containing **textual answers**.
- c. Later, they get **colorful paper rulers** with **1-5 scale** or **0-10 scale**, indicating emotions by means of emoticons.
- d. They should **put the activities into order** from the best to the worst one.
- e. At the end, we ask them about their **preferable way of answering**. Which method is better to express their feelings?

7. ONLINE ACTIVITIES

Goal: Our purpose is to examine how easy is to obtain information about online activities. We would like to know how children interpret online/offline problem. **Do they perceive** they are doing online activity or is it so natural for them they don't even recognize it?

Exercise: We can work with previously collected activities or it can be a new exercise. **Secret box** can be particularly useful here if there is something they wouldn't speak about in public (e.g. banned applications, web pages).

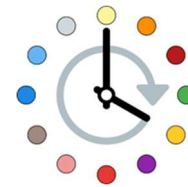
- a. „*Tell us **what do you do on smart phone, tablet, notebook/l-pad, computer, e-book***” (Or children should indicate at formerly listed activities whether they do it on these tools.)
- b. „***What kind of applications do you use?***” – This question about applications used by children can help them remembering to activities.

8. MEASURING SINCERITY

Goal: We would like to test sincerity of answers. Would children tell us honestly about their days? **What is easily told, what is not?** How should we ask them to gain the most sincere answers possible? Answers can help us to understand reasons and give us ideas for **special interviewing techniques** we should apply at what kind of activities. Furthermore we get to know what kind of activities we should 'input' for analysis.

Method:

- a. They can throw **cards** anonymously for each exercises **to the secret box** completing this sentence: „*I wouldn't tell this to... my parents, teachers, friends, strangers, anyone.*”.
- b. Towards the end of the interview we ask children to recall activities they wouldn't speak about to others. Without specifying these activities we freely talk about the reason **why they wouldn't talk about it**.



Name of your school:

What grade are you in: Your date of birth:

Dear Student,

*Hungarian Central Statistical Office leads an exciting research about how people aged liked You spend their time day by day. If you would like to participate in a **1,5-2 hours long conversation** about what you do during the day you should answer these short questions. This questionnaire shows us your intention to participate. We would like to get to know you more. Please inform your parents about filling this Application form by giving them the **Handout** what can be found in a separate paper and ask one of them to sign **Declaration** situated at the end of this Application form. After these procedures **please give the Application form and the signed Declaration to the competent person in your school.** Thank you very much for your help!*

1. First, please confirm that your parents, foster-parents know that you fill this Application form.

Underline the appropriate answer!

- They know it
 They don't know it

2. Give us an invented name or a nickname to identify you if you get into the research program:

3. How old are you? _____

4. Your gender:

- Girl
 Boy

5. How many brothers and sisters do you have? _____

6. Underline people you live with:

- Mother, foster-mother
 Father, foster-father
 Grandmother
 Grandfather
 Sibling(s)
 Somebody else, namely: _____



7. Are you a member of any study group at school? yes / no

8. Do you exercise besides of gym classes? yes / no

9. Do you attend extra tutoring classes? yes / no

10. Do you have music class, do you learn some music or musical instrument? yes / no

11. Do you have language class outside of school time? yes / no

12. What kind of activities do you carry out gladly after school? (You may list more than one) e.g.
walking the dog, roller skating, etc.

13. At the following questions underline whether you agree or disagree with the statement about you.

1) Most of the time I join the conversation or debates with my classmates.

agree / disagree

2) I am active at school classes, I often comment.

agree / disagree

3) I often make conversation first. It's easy for me to start talking with somebody.

agree / disagree

4) I tell others if I like something about them.

agree / disagree



- 5) I gladly talk to others about me.
agree / disagree
- 6) I have many friends.
agree / disagree

HOW CAN WE INFORM YOU IF YOU GET INTO THE RESEARCH PROGRAM?

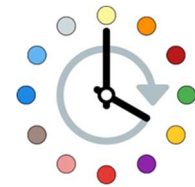
PLEASE GIVE US A **PHONE NUMBER OR AN E-MAIL ADDRESS.**

IF YOU ARE UNDER 15 YEARS OLD WRITE HERE YOUR PARENTS' OR FOSTER-PARENTS' AVAILABILITY, IF YOU ARE OVER 15 YOU CAN WRITE HERE YOURS.

PHONE NUMBER:.....

E-MAIL ADDRESS:

THANK YOU FOR YOUR ANSWERS!



DECLARATION ABOUT PARENT'S, GUARDIAN'S PERMISSION

Dear Parent, Guardian,

If you allow your children's application and – in case of selection – participation in our study then please, **fill in and sign out this Declaration** and **send it back** to the school **with the Application form** answered by your child.

We can invite to the study program only those children who also give us this Declaration.

I give permission for my child to answer the questionnaire needed for the application to the TUS Grant Pilot Study of HCSO. If my child is selected by HCSO I also allow him or her to participate in a 1,5-2 hours conversation.

Underline the appropriate answer:

If my child participates in the study program, and if...

- he or she is under 15 years old** then HCSO can make a management contract with me;
- he or she is over 15 years old** then HCSO can make a management contract with my child.

Signature of Parent/Guardian:.....

Phone number:..... E-mail:.....

If you have any comments or questions please write it down:

.....
.....

THANK YOU!