Supplementary Materials

Appendix 1: Qualitative codes from analysis of observations, questionnaire and interviews with workshop participants, facilitators, and researchers.

Coding of observations and Miro board	
Codes	**Description of the code**
The Corona Minister Game	
Corona Minister ● General feedback on the game ● Input for the game ● Conversation starter ● Approaches and priorities	Responses addressing the overall feedback related to the different aspects of the Corona Minister Game, such as aim, game-elements, how it facilitated conversation and ideas for change.
Young people's challenges and advice to peers	
Social contact ● Loneliness ● Social media Education and school Academic level ● Motivation ● Performance Structure and variations Mental health Corona fatigue ● Attitude ● First and second lockdown ● Uncertainty Leisure time ● Personal development Outcome and reflection ● The political decision-making process	Responses addressing the challenges that the young people experienced during the two covid lockdowns and topics related to the advice that the participants suggested. These were 1) social contact and loneliness, 2) structure during daily life, 3) virtual education, 4) mental health and 5) leisure time.
Validation of the results and recognizability	This theme relates to the young people's reflections upon results from a previous study on young people's life during the first covid lockdown
Communication with young people	
Dissemination ● Concrete forms of dissemination ● Considerations	Responses related to the young people's reflections and suggestions on communication and dissemination of the advice to other young people.
About the workshop	
The workshop and groupwork The role of the facilitator	Responses addressing feedback on the workshop including the group work and the assignments related to the facilitator role.

Coding of questionnaire survey

Codes	Description of the code
The Corona Minister Game	
Input for the game (experiences + critique) ● The complexity of the game Outcome and reflection ● The political decision-making process	Responses addressing the overall feedback related to the different aspects of the Corona Minister Game, such as aim, game elements and ideas for change.
Personal reflections	
Feelings ● Corona fatigue ● Motivation Personal reflections ● The dissemination work ● Community reflection ● Self-help reflection Social contact ● Mental health Structure ● Spare time ● Education	Responses addressing the challenges that the young people experienced during the two covid lockdowns, such as lack of motivation, social distancing and corona fatigue
Young people's advice to peers	
Corona fatigue ● First and second lockdown ● Uncertainties Academic level ● Motivation Personal development and new hobbies School and education Social contact ● Loneliness ● Mental health Social media Structure + variation during everyday life ● Discipline ● Variation Validation of the results and recognizability	Responses addressing the topics related to the advice that the participants suggested, such as making new hobbies, create a structure and be creative towards ideas in online education
Communication with young people	
Dissemination of the advice ● Alternative dissemination forms	Responses related to the young people's reflections and suggestions on communication and dissemination of the advice to young people

The workshop

The workshop and groupwork
Involvement of young people
● The young people's gain of involvement

Responses addressing the young people's experiences with the dialogue, activities and output of the workshop.

Coding of interviews

Codes	Description of the code

The Corona Minister Game

Participants:
Corona Minister
● Input for the game
● Learning and reflection
● Conversation starter

Facilitators:
Corona Minister
● Dialogue
● Games as dissemination portal and dialogue starter

Researchers:
Games and citizens science
● Corona Minister
● Games for research communication

Responses addressing the comments, suggestions and reflections that the participants, facilitators and researchers had upon the Corona Minister game.

Young people's challenges and advice to peers

The participants:
Young people's advice to peers
● Corona fatigue
● Academic level
● Qualification of the results and recognizability
● Mental health
● Personal development and new hobbies
● Social contact
● Structure and variation during everyday life
Education and school

The facilitators:
Themes
● Spare time and hobbies
● Mental health
● Social relationships
● Structure during everyday life
● Virtual education and school
Advice
● Dissemination and development

Responses addressing the challenges that the young people experienced during the two COVID-19 lockdowns. Furthermore, addressing the advice that the young people developed, as well as the dissemination of them, such as via social media or in school settings.

Researchers:
Young people's mental health and
challenges

About the workshop

Participants:
Workshop and dissemination
● Dissemination of the advice
● Involvement of young people
● The frame of the workshop

Facilitators:
The commitment and interest of the
participants
● Breakout rooms
● Discussions in plenum
The facilitator role
● Briefing, preparations, and
  expectations
● Use of digital tools
● Double role
● Considerations upon the role as
  facilitator
Involvement of the participants
  ● Co-creation
The frame of the workshop
Dialogue on research results

Researchers:
On the workshops
● Expectations and thoughts
● Spare time and commitment
The commitment of the participants
Dissemination of advice
Involvement and co-creation
● Motivation
● Possibilities and limitations
Output of the day
Considerations upon communication of the
study
The digital perspective

Responses addressing the overall workshop, such as the
expectations and thoughts prior to the workshop and the output
of the workshop. Furthermore, it addresses the group work and
frame of the workshop, the involvement of young people, and
the dialogue in the workshop. Finally, it addresses the
suggestions presented upon dissemination and communication
with young people.

About the project

Facilitators:
Interview persons

Researchers:
Interview person
Role in the project
The aim of the project and communication
● Improvements
● Development of the project

Responses addressing the role of the informants within the
research projects, as well as their thoughts and reflections upon
the project

Appendix 2: Observation guide and interview guide from interviews with workshop participants.

Observation guide	
Aim	There will be completed observations in relation to an online workshop. In the workshop, young people will be presented for results that were conducted in a previous study with young people during the first lockdown. Furthermore, participants will be introduced to the Corona Minister game. **The aim** is to observe and investigate: ● <u>Topics/content,</u> that arise on mental health and covid as a part of the workshop <u>The involvement of the young</u> people within the dialogue on young people's mental health during covid lockdown, in order to use the output of the workshop in the development of a series of advice ● <u>The game Corona Minister as format to research communication</u> on mental health in a time of covid, and computer-models ● To uncover <u>phenomena/topics for follow-up,</u> and as inspirations for focus areas in the qualitative interviews
Format	Written notes and Miro board

Information for the observer
The observational method is used in combination with other methods within the process – such as idea templates, notes and pictures, a follow-up feedback survey and interviews, that gives the opportunity to ask about topics that were observed during the workshop.   The approach is to use an open observation guide – which means that the observers write down their immediate thoughts and observations. To gain a structure on the observations, this observation guide is used. You must pay special attention to the themes in the observation guide, and at the same time attach some general comments to the observation. See table below.

General information	
Time and place Number of young people Facilitators Observant	

Field notes	

Themes	**Corona minister games, as conversations starter**
	 ● How do the young people speak about the corona minister game?
	     ● How do the young people interact with the game (if it's possible to follow)?
	     ● Do the participants discuss the format of the game?
	 ● Which dialogue, output and insights arise in the game?
	 ● The roles as decision maker – what surprises the young people?
	 ● How do young people relate to balancing a population's public health, economy and freedom? What considerations do the young people prioritize?

Dialogue on young people's mental health
- What dialogues are initiated when the young people are presented with the results from the survey?
- How do they talk to each other about mental health and covid?
- Can the young people recognize and relate to the results from the previous study with young people from the first lockdown?
- Do the young people distinguish between the first and second lockdown?
- How do the young people decide on their advice to other young people?

Involvement of young people
- The formats that are used to support the involvement
- The interest, commitment, and interactions of the participants
- The young people's influence on outputs/solutions
- The collaboration/dialogue between researchers, project partners and the young people.

Field comments	
Other notes	*What works well or less well?*
	What surprised you?
	What can we learn from the activity, in relation to the following process of the project?

Interview guide for workshop participants

Welcome and framing of the interview
- Thank you for participating in this interview and telling us about your experiences in relation to the workshop: Young people's advice to peers – in a time with Covid-19. It is important knowledge for us.
- Timeframe: approx. 30 - max. 40 min.
- I will start with a short introduction on the interview
- There are <u>no stupid</u> answers + it is important to <u>be honest</u>, and it's okay to be critical!
    - Is there anything you can't remember or feel you can't answer to, you let me know.
    - Is there anything that had a special impression on you, please let me know.

We will ask you about how you have experienced:
- Being involved in communicating from/to young people on mental health in relation to the covid-19 lockdown.
- Insights and dialogue through the Corona Minister game
- To be involved in developing advice to peers

Who are we?
The project "giving young people a voice", aims to rethink research communication on mental health, data, and technology use. We work especially with two areas:
- <u>Developing a series of communication products</u> in collaboration with young people – including an exhibition, podcast, game and animations
- <u>To investigate it</u> – become wiser on how to collaborate with young people and improve communication on mental health and data

Practical information
- Recording – is this, okay? We want to transcribe the interview – only for internal analysis. You can get the transcription afterwards, to read through if you want to. It remains anonymously, and you won't be referred to by name.

RECORD!

Presentation of the informant

To begin with, we would like you, to tell us a little about yourself (Age, place of residence, study/employment)?

Expectations

Can you tell us, which expectations you had prior to the workshop – and the fact that you had to contribute to developing advice to peers?
   Were your expectations fulfilled?

What was your experience of the workshop?
   - *The group work.*
   - *The methods that were applied.*
   - *Collaboration within the group.*

Feedback on the researchers' presentations

Research in mental health and covid – by a professor
Could you relate to the research results on young people's mental wellbeing during Covid?
Did any of the results surprise you?

Presentation on Citizens Science and user involvement in research – by a professor
Do you think that it is important to involve young people in modern research that relates to young people?
Did you feel involved after this workshop?

Presentation on models and the use of these within games - by a post doc
Did the Corona-Minister make you better understand computer modeling of epidemics in relation to political decisions?

Experiences with the Corona-minister game as conversation starter

How did you experience the setup on the Corona-minister game? Both the introduction to the games, and the following debate within the groups?

- How did you experience playing the Corona-minister game, including balancing priorities between public health, economy, citizens' rights and politics?

- What were the weaknesses of the game? What were the strengths? What would you have changed?
   - *How did you experience the ease of use, layout and functionality, etc.?*

- Do you have any previous experiences with using games as conversation starters in other contexts (such as parties, or gatherings)?
   - *Ask about these experiences – what worked well, and less well? Something that can be brought into a research context.*

- How do you experience the use of games as a portal to communicate with young people on research related topics?
- What do you think is most important to focus on, if a game – in a research context – should be attractive and relevant for young people? (*Interactivity, feelings, eye-catching, choice of topic, relevance, digital media*)?

CoronaGoHome 2020

A researcher and a student helper from Aarhus University presented research results on young people's health during the first Corona-lockdown

How did you experience:
- Reading the results from the first corona-lockdown?
- Discussing the results with the other participants at the workshop?

Knowledge and advice for other young people

- How did you experience the process of formulating advice to peers?
    - How was the dialogue within your group?

- Does it make sense to give and create advice to peers?
    - Do you think that you would use them? And in this case, where should they be disseminated?

- Were there anything that you would suggest we continue to work with, related to the advice and messages to young people on data, corona and mental health?

- Were there any themes you thought we didn't cover in the workshop, that are relevant to inform and create advice on, to young people?

Dissemination of the advice

- How would you prefer to receive advice from other young people?
        Why this way? What are the strengths and the weaknesses of reaching the young people, in this way?
        Are there young people that we won't reach this way?

Insights and reflections related to your own life

- When you think back on the workshop, and the group work, which topics/discussions did you experience as particularly interesting, in relation to your own life?

- What have you learned from participating in the workshop?
    - On mental health during corona? The development of advice? Games as conversation starters? Communication with young people? Anything else?

- What (of anything) would you like to learn more about following the workshop?

Collaboration on research

A small introduction to the aim of the project on supporting collaboration and co-creation with young people.

Have you previously tried to be involved in research?
What was your experience with this?

How was your experience of being involved in this project?

How do you think that researchers can become even better at communicating with young people?

How do you think that we can succeed in setting the frames for science communication at eye level with young people?

Completion

- Is there anything else you would like to add?
- What made the biggest impression on you?

STOP RECORDING!

Practicalities
- We will transcribe the interview – we can send it to you for perusal.
- When we have completed this round of interviews, we will analyze the material.

Thank you for your help
Well, then we just want to say thank you very much, for your help and contribution. It has been interesting to get an insight to your experiences. You are very welcome to contact us if you have any further questions or additions.
We will be in touch.

Appendix 3: The list of advice co-created with the young people at the workshop focusing on how to cope with the COVID-19 pandemic lockdown.

Young people's advice for peers about mental health during COVID-19 lockdowns

Social contact and loneliness: Reach out to your friends – and play a game

We recommend that you communicate more actively with your friends, than you usually do, and that you take the initiative to start an activity, if you need some more social contact. Come up with new ideas for activities and get others involved. Keep in mind that you are allowed to see some people.

You can take the initiative to:
● Start a movie or food club
● Have a virtual game night
● Have a virtual student bar
● Go for a walk in the woods
● Have an outdoor workout

Structure in everyday life: Make your bed and remember to take some time off

We recommend that you make it clear to yourself when you have time off, and when you are in school. You can also try to recreate some activities from your "normal" life, if you lack structure during your day.

For example, you can:
● Start the day by making your bed
● Make a to-do list for your day
● Have breakfast with your family
● Take some time off, when you have it and remember, that it is okay to do nothing

Virtual education and knowledge: Remember the lunch break and put your phone away

We recommend that you contact your classmates or teachers, if the online teaching is too harsh. Furthermore, there are some concrete things that you can do to get the best online leanings experience possible:

● Develop social activities with your class - a virtual canteen, class time* etc.
● Make a competition within your class about who makes the best COVID-19 initiatives
● Do your lectures by the desk, instead of by the bed
● Put your phone away during class
● Get some fresh air during the breaks

Class time is a time that students and class teachers can use for academic and social activities that are not part of the determined curriculum

Mental health: It's okay, that it's all a little rough

We recommend that you remind yourself that it is okay not to be okay. And remember that small talk is allowed to be about something else than COVID-19.

For example, you can:
- Talk openly with your friends about how things can be difficult
- Reach out to your teacher, if you need help
- Suggest that a class representative should be appointed who focuses on the well-being of the class
- Use your friends to remember what you miss from before corona, and together you can look forward to getting your normal life back
- Remind each other that everything will be okay again

Leisure: Figure out what makes you happy – and spend your time on it

We recommend that you try to figure out what makes you happy, and spend your time on it. Take advantage of the fact that COVID-19 has released some extra time for contemplation. Do what you normally wouldn't have the time for, or find something that inspires you. Also, remember that it is okay to do nothing.

For example, you can:
- Redecorate your room
- Play PlayStation
- Paint
- Knit/crochet
- Listen to podcast
- Learn to bake with sourdough
- Read a book
- Have a game night or do a virtual-drinking course with your friends
- Create your own home fitness