

Online appendix

Online appendix figures 1 and 2 illustrate the analysis process in more detail. Figure 1: the charting part of the framework analysis and Figure 2: the methodical and systematic process used to code each online activity.

Figure 1. Partial view of a framework matrix

1	THEME	3 (d) Barriers to locating relevant content		
2	Name	Attitudes towards sexual health content on SNS	Censoring searches/worries about sexually explicit content	Overabundance of content and lack of guidance
	Aaron and Michael	Aaron described being comfortable talking about sex with others in person, but was not comfortable doing so on Facebook: "not Facebook, they'd just get abused on there...nobody would ever tweet saying oh I think I've got this symptom...you'd get absolutely slaughtered [...]". Michael agreed saying that the only acceptable way to talk about sexual health on SNS would be as a joke: "If anything was to be put properly on walls and stuff it would be sarcastic and jokey"; "	They worried about using search terms to specifically find information for men. Michael said: "but if I put guy it'll bring up hingwy gay shit won't it" and Aaron replied: "Yeah, don't put guy! [laughing]". When looking up symptoms of STDs Aaron suggested looking up images, before quickly deciding "naw fuck that!" and Michael agreed "naw don't". They talked about porn as a source of sexual health information when problem solving for the second scenario, although seemed reluctant or worried about revealing this to me. Aaron said "I'd tell him to watch porn" and Michael quickly responded "can't search for that...". Although, when Aaron later worried about this "do you think she'll give me into trouble for that?", Michael alleviated his worries: "no, it's an honest opinion int it".	Aaron describes finding too much information online an it making it too hard to find relevant content. Michael agreed that it was too hard to source specific things online. Aaron: It's just there's so many different things, you could type only one thing in and then like ten different things'll come up and it's just so bad and you'd rather just go to someone that's like specific and will just tell you exactly what's wrong with you and like you can get a test done; Michael: Aye it's easy but you just get so much and so many different things; Aaron: Yeah, so it's hard; Michael:...to get accurate specific things...; Aaron: Yeah
3	Amy and Kara	Kara generally described being open about talking about sexual health with others, but was opposed to sharing on SNS: I mean, my family's on Facebook so I'm no' gonna, like, I'll just share this blog post about, like, sex on my Facebook [laughing]. Like I'm no' gonna do that. Like, my uncle is going tae be, like, liking it an' that an' it's just a bit weird. So, nah, I wouldnae', an', like the same wi' like Twitter, like, I don't think I'd use it for that." Amy agreed: "No I wouldn't anything on Facebook"	In trying to choose a search term for Scenario Two, Amy expressed concern about the 'risk' of explicit content: Kara: Right, I say we just go em [starts typing 'first time...' into search engine] Amy: Oh no don't Google it it's too risky! Kara: Ken what? I ken what I'd hit up my: Dirmae type in 'how tae have sex'. Please dirmae. Kara: I'm no going to type it. Amy exhibited nervousness about online information throughout the activity, and seemed hesitant to select links that she felt might lead to risqué content.	Talked about it being hard to know where to go for specific info about sexual health. Discussed the value of teenagers knowing specific websites, and Kara suggested that school-based sexual health classes could refer pupils to online sources relevant to class content: "It'd even be good, like, talking about the internet, like, no' necessarily schools but maybe, like, you done things in school that were then, like, linked to websites. So, like, you do, like, something in class about, like, the pill or something and then the teacher was like "What we've covered today is on this website"."
4	Josie and Kyle	Josie and Kyle talked about how 'liking' sexual health info on SNS could result in being judged by peers		

Figure 2. Partial view of online activity coding

	A	B	C	D	E
1			Scenario 1		
2		Search terms	Action/Website chosen	Link number	Comments on conversations
3	00:00:36	when do symptoms start to show of an sti Website category key	How soon do STI symptoms appear? - Health questions ..(NHS)	1st link	Skye whispers to Lily that she doesn't know the answers Scroll through site reading bits out to one another. Lily is shocked by some of the information as she didn't know about it. Skye reads out that some STIs don't have symptoms. They both seem to share some of their own knowledge about STI symptoms
4	00:00:50	Health organisation (governmental) Health organisation (non profit) Commercial/for profit User generated/social media Other Educational organisation	Video: genital warts from above site		Lily seems to like the interactive features of websites - they try to watch a video about genital warts but it doesn't work. Skye seems hesitant and tries to discourage her from watching it, seems maybe disgusted at the thought of watching it
5	00:02:34		Return to Google		They both talk about what else they should look up - unsure
6	00:03:24				Skye suggests this
7	00:03:40	what stds can you get from one night stand?	Sexually transmitted diseases (STDs) - NetDoctor.co.uk	1st link	Skye says 'netdoctor' and they agree to go on it. Scroll through - some symptoms info catches attention and reads out, they seem a bit worried about some of the symptoms. Only read out certain bits, scroll quickly through some. Lily reads about treatment of Gonorrhoea and recalls a trip to the doctor. Lily seems confused by some of the language. Skye struggles to pronounce some of the STI names. They like this website and write it down in the notes. Skye shares some of her knowledge about condoms
8	00:04:07				
9					
10	00:08:18		Scenario 2		
11		Search terms	Action/Website chosen	Link number	Comments on conversations
12	00:08:49	contraception'			Lily asks Skye what they should look up and she suggests 'how to avoid getting STDs' but Lily seems unsure and suggests 'contraception' and Skye agrees. Lily offers her own advice before the website has loaded - about making sure they wear protection
13	00:08:56		Contraception - Contraception guide - NHS Choices	3rd link (1st	Lily recalls there being a quiz on this website that she has used before and she scrolls through looking at (she likes this kind of interactive content). Struggles to find it
14	00:09:09		Back to search results		Goes back to search results, before going back to NHS website
15	00:09:11		Clicks on 'which method suits me?' which is an option on the Contraception-Contraception guide - NHS Choices	3rd link opti	Scrolls through again looking for quiz
16	00:09:23		Clicks on Brook - My Contraception tool link (Contraception NHS Choices)	3rd link tool	She finds it and gets excited about a contraception tool questionnaire. She says "That's very good innit?" Skye seems less enthused
17	00:09:42		Start My Contraception Tool (www.brook.org.uk/our-services/category/my-contraception-tool)		She says "That's very good innit?" Skye seems less enthused and they go back to search results
18	00:10:04		Back to search results		
19	00:10:06		Contraception - Contraception guide - NHS Choices	3rd link	They go back to the NHS Choices website and scroll quickly through - info about different contraceptions catch attention (tends to be headings and highlighted words). Skye says "What if somebody wants to go deep?" and Lily laughs and reminds her it is recording. She doesn't seem bothered
20	00:10:24		Clicks on link for more information about the Contraceptive cap (NHS Choices)	3rd link	The select more information on the Contraceptive cap as they are unsure about it. Lily reads out the information to Skye, but becomes confused by the description and use of the word 'spermicide'. They are both confused
21	00:12:33		Back to previous page - Contraception - Contraception guide - NHS Choices	3rd link	Scroll through quickly
22	00:13:18		Click on link for more information about 'natural family planning'	3rd link	Scroll through quickly - read out headings that catch attention
23	00:13:46		Back to previous page - Contraception - Contraception guide - NHS Choices	3rd link	
24	00:13:55		Return to Google		Lily suggests they look up information about being ready for sex as it is important that they know whether they are ready or not. As she is typing it in she comments that the predictive Google text automatically predicts this and Skye comments on it coming up in the top searches - lots of people searching for it
25	00:14:08	how do you know you are ready to have sex?	How to Know if You Are Ready to have Sex: 9 Steps (with...) (wikidow)	1st link	Lily notices in the heading that it has 9 steps and she wants to select it. They do and scroll through reading out the steps (often just the titles of steps). They agree with the information about embarrassment and maturity, and agree that you shouldn't have sex if you think you are going to be embarrassed - Skye says you really shouldn't be in the relationship if that is the case. Lily talks about it being important to be emotionally ready. They talk about consent.
14	<p>Interview 1 / Interview 2 / Interview 3 / Interview 4 / Interview 5 / Interview 6 / Interview 7 / Interview 8 / Interview 9 / Interview 10 / Interview 11 / Interview 12</p>				