



Boston Children's
Digital Wellness Lab

PULSE SURVEY

How Teens Are Using AI to Learn, Create, and Connect

Insights from Brazil, France, and the United States



Date of Release: May 2026



Boston Children's
Digital Wellness Lab



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL



Boston Children's Hospital



How Teens Are Using AI to Learn, Create, and Connect

Insights from Brazil, France, and the United States

Date of Release: May 2026

AUTHORS

<u>David Bickham, PhD</u>	Research Director
<u>Sam Schwamm, MA</u>	Clinical Research Manager
<u>Nicole Powell, MSW</u>	Clinical Research Coordinator
<u>Kathlyn Elliott, PhD</u>	Researcher
<u>Kaitlin Tiches, MLIS</u>	Medical Librarian & Knowledge Manager
<u>Michael Carter, PhD</u>	Scientist
<u>Michael Rich, MD, MPH</u>	Founder/Director

SUGGESTED CITATION

Bickham, D., Schwamm, S., Powell, N., Elliott, K., Tiches, K., Carter, M., Rich, M. (2026). How Teens Are Using AI to Learn, Create, and Connect. Insights from Brazil, France, and the United States, Digital Wellness Lab at Boston Children's Hospital, Boston, MA. <https://digitalwellnesslab.org/pulse-survey-how-teens-are-using-ai-to-learn-create-and-connect>

SPECIAL THANKS

<u>Abigail Schwartz</u>	Student Researcher, Digital Wellness Lab
<u>Wren Opperman</u>	Student Researcher, Digital Wellness Lab
Séverine Erhel, PhD	Assoc. Professor of Cognitive Psychology, University of Rennes, France
Corentin Gonthier, PhD	Professor of Psychology, University of Nantes, France
Evelyn Eisenstein, MD, PhD	Medical Director, Clinica de Adolescentes Assistant Professor, Rio de Janeiro State University, Brazil

.....
Digital Wellness Lab Summer Teen Advisors
2025-2026 Digital Wellness Lab Student Advisory Council

SPONSORED BY





How Teens Are Using AI to Learn, Create, and Connect

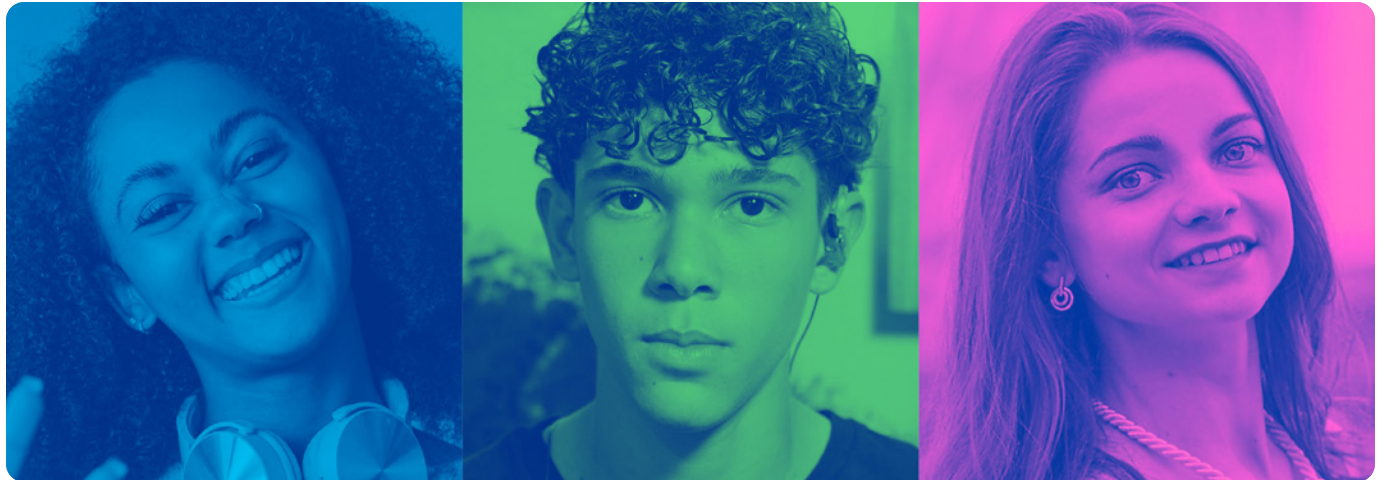
Insights from Brazil, France, and the United States

Date of Release: May 2026

→	04	Executive Summary
→	07	Introduction
→	09	About the Research
→	11	Findings
→	40	Conclusion
→	45	Appendix



Executive Summary



This Pulse Survey examines how adolescents in the United States, Brazil, and France view and use AI chatbots. We surveyed nearly 3,000 teens ages 13–17 across three countries with distinct cultural and economic contexts to understand how young people use these tools to learn, create, seek advice, and connect.

We investigate four core questions:

1. What are teens using AI chatbots for, and how do use patterns vary by country, gender, and frequency of use?
2. How are young people engaging with AI for learning, and are these tools supporting or replacing deeper understanding?
3. How are teens using AI for creative pursuits, and does AI enhance or diminish their sense of creativity?
4. Are young people turning to AI for advice and social support, and what does that mean for their relationships and wellbeing?

HOW WE DEFINE AI CHATBOTS

For the purposes of this study, AI chatbots include all of the apps and platforms that use natural human language to answer questions, generate content, assist with tasks, or engage in conversation. Examples include ChatGPT, Snapchat My AI, and Character.AI.

Our findings reveal that teens are engaging with AI in ways that go beyond simple information lookup. While learning and research remain the dominant use cases, a meaningful and growing share of young people—particularly in Brazil—are also turning to AI for creative support, personal advice, and even social connection. Patterns vary considerably by country, gender, and how heavily teens use these tools, and raise important questions about both the opportunities and risks of AI in young people's lives.



Key Findings

#1

AI chatbot use is widespread, but integration varies by country.

47% of US teens have used AI chatbots **for at least a year**

46% of Brazilian teens use chatbots daily, **though many began using them within the past six months**

20% of French teens use chatbots daily, **the lowest of the three countries**

#2

Learning and information-seeking are by far the most common uses of AI.

2 in 3 teens across all three countries frequently use AI to **search for answers, research topics, or simplify complex material**

68% of Brazilian teens frequently use AI to **discover new topics**, compared to 42% of US teens, and 23% of French teens

84% of Brazilian, 68% of French, and 61% of US teens said **AI helps them understand content more deeply**

#3

Creative use is common, but views on its impact are mixed.

84% of Brazilian, 55% of US, and 45% of French teens have used AI for **digital art**; 70% of Brazilian, 53% of US, and 37% of French teens for **creative writing**; and 69% of Brazilian, 54% of US, and 41% of French teens have used AI for **graphic design**

84% of Brazilian, 47% of US, and 48% of French teens agree **AI helps them realize their creative vision**

45% of US, 37% of French, and 33% of Brazilian teens **feel less creative when using AI**

#4

Teens' use of AI for personal advice varies by country.

30%+ of teens in the US and Brazil frequently seek AI advice on topics like **college planning and health**, while only 10–15% of French teens frequently do so on any topic

59% of US and Brazilian teens found AI advice helpful for **making informed decisions**

> 50% of teens across all three countries also **sought advice from parents or peers** on the same topics

#5

US boys use AI more frequently and broadly than girls.

48% of US boys say AI is **moderately/very important in their daily lives**, compared to 28% of girls

42% of US boys **use chatbots daily** compared to 30% of girls, and they're more likely to frequently use AI for **research** (65% vs 57%), **discovering new topics** (49% vs 35%), **creating content** (45% vs 28%), and **roleplaying** (40% vs 23%)

46% of US boys see chatbots as a **potential friend**, compared to 33% of girls



Topline Takeaways

Our findings reveal that AI chatbots have become a meaningful part of many teens' daily lives as tools, but also as companions, tutors, and advisors. How young people engage with AI, and what they gain or risk from that engagement, depends on where they live, how often they use it, and who they are.



AI use is most prevalent where optimism is highest.

Brazilian teens are the most frequent, engaged, and positive users of AI, reflecting broader national trends around technology adoption. French teens are the most skeptical, with AI the least integrated into their daily lives. US teens fall between these extremes, with notably higher levels of concern about AI's societal impacts.



AI can both support and interfere with learning.

Young people across all three countries are using AI to study, explore, and understand. But a substantial share are also using it to bypass the learning process entirely, underscoring the need for AI literacy education and thoughtful platform design.



The social-emotional dimensions of AI use warrant close attention.

Most teens are not primarily seeking companionship from chatbots. But for daily users, and for US adolescent boys in particular, these tools are playing a larger role in social and emotional life that requires further study to understand.



Gender shapes how teens engage with AI.

In the US, boys use AI more frequently and broadly than girls, including to socialize, roleplay, and express their emotions. They also have more positive attitudes around AI's impact on their creativity and social skills.



Teens report concerns about AI, but discomfort is fading.

Teens, especially in the US, are concerned about AI's potential negative impacts—from overuse and laziness to deepfakes, data privacy, and effects on jobs. But, discomfort appears to be fading: fewer US teens describe chatbots as “creepy” than two years ago.



INTRODUCTION

Learning, Creating, Connecting: How Teens in Brazil, France, and the United States Are Living With AI

Generative AI has rapidly emerged as one of the most widely adopted and influential technologies shaping young people's digital lives. In the short time since our prior research on AI, both the capabilities of these tools and the ways teens engage with them have evolved meaningfully. Young people are no longer using AI solely to retrieve information. They are turning to it to learn, create, seek advice, and even practice social interaction.

This study focuses on AI chatbots, which are the most common type of Generative AI application used worldwide (Liu & Wang, 2026). These tools present unique opportunities to either enhance or interfere with adolescents' learning and skill development, and their effects will likely depend on both individual and contextual factors.

To better understand these dynamics, we expanded our scope beyond the United States to include adolescents in Brazil and France. These countries offer distinct cultural and economic contexts, while each maintains high levels of digital engagement among youth. This cross-national perspective allows for a more nuanced understanding of how context shapes both use and perception.

By examining how teens across these three countries use AI chatbots for learning and creativity, and how they perceive the opportunities, limitations, and risks of these tools, this research aims to inform more thoughtful approaches to education, design, and policy. Ultimately, the goal is to support more positive, balanced, and developmentally appropriate use with AI in young people's lives.



Background

A Rapidly Evolving Landscape

Hundreds of millions of people worldwide, especially highly-educated young men in middle- and high-income countries, now use Generative AI tools (Liu & Wang, 2026). Previous research from the Digital Wellness Lab found that US teens were most often using Generative AI to search for information or simply experiment with the technology (Bickham et al., 2024), while more recent surveys have highlighted adolescents' use of AI to support their learning, social skills, and creativity (FOSI, 2025; Mann et al., 2025; McClain et al., 2026). However, both young people and adults have expressed concerns about the technology's limitations and risks, including inaccuracy, bias, privacy issues, and the overall impact on individual wellbeing, the economy, and the environment (Bickham et al., 2024; FOSI, 2025; Mann et al., 2025; McClain et al., 2026).

Context Shapes Adoption

In addition, geographic context, education policies and systems, and economic conditions may also shape how AI is adopted and used around the world. For example, close to 60% of Brazilian adults are considered “active users” of AI, compared to just slightly over 20% of adults in France; similarly, far more Brazilian adults than those in France feel that technology has improved social connections (~70% vs 25%, respectively; OECD, 2025). People in emerging economies tend to express greater trust in generative AI (OECD, 2025), where there is often a focus on leveraging new technologies to “catch up” to more economically-developed nations (e.g. Cavalcante Silva, 2025). Therefore, it is important to understand how these regional differences may impact not only young people's use of AI chatbots but also their perceptions of the associated benefits and risks.

Gender Gaps in AI Engagement

Previous research has also found that boys and men more often demonstrate higher levels of engagement and more positive attitudes towards AI. Analysis of global usage data finds that women are about 20% less likely to engage with AI, with one study finding that women often express higher levels of anxiety around its use (Otis et al., 2025; Russo et al., 2025). On the other hand, teen boys are 11% more likely than girls to say AI will have a positive impact on themselves and 8% more likely to say the same about AI's impact on society (McClain et al., 2026). Large Language Models (LLMs) may reflect gender biases present in their training data, running the risk of further perpetuating existing stereotypes and inequities. As a result, understanding and addressing these gender differences is necessary to ensure that all young people can use AI in positive and healthy ways.



About the Research

Research Questions

This survey asked teenagers in the United States, Brazil, and France about their use of AI chatbots for learning, creativity, advice, and developing social skills, as well as their general attitudes around this technology and its perceived impact.

1. Are there certain categories of skills, information, and tasks that young people feel AI is especially well suited to address?
2. Do young people feel that AI platforms can help them learn and develop skills, or do they see them more as interfering with these processes?
3. Are there certain types of creative pursuits that young people see AI as better suited to assist them? Do they consider AI as enhancing or replacing their own creativity?
4. Do young people feel that interacting with a chatbot can enhance their social skills and/or serve as a source of valuable social connection?
5. How do young people's use of AI and attitudes towards this technology differ based on their country, gender, and/or frequency of use?

Methodology

From November–December of 2025, a sample of roughly 2,850 adolescents (ages 13–17) from the United States, France, and Brazil were surveyed using the Alchemer online research platform. The survey was administered in participants' native language (English, French, or Portuguese). To qualify, participants must have previously used an AI chatbot. (For more details on the samples and recruitment methods, please see the Methodology section of the Appendix).

At the beginning of the survey, participants were provided the following definition of AI chatbots: "AI chatbots include apps/platforms that use natural human language to answer questions, create new things (for example, images or stories), help you with tasks, or have a conversation. Examples include ChatGPT, My AI on Snapchat, and Character.AI." (Other examples of popular AI chatbots were listed later in the survey: please see "Survey Question Q35" in the Appendix)

To account for the wide range of Generative AI tools designed for creative use, we provided a slightly expanded definition of AI for the "Creativity" section of the survey: "For these next few questions, please think about any AI tool that you've used for creative activities or projects, such as generating or editing images, videos, music, writing, and more. Some popular examples include Midjourney, Sora, and Dall-E, but AI chatbots like ChatGPT and Gemini can also count if you use them as part of your creative process."



Open Response Questions and Quotations

Each participant was randomly assigned to answer two out of four possible open response questions (see survey questions Q42-43, 78-79 in the Appendix). Representative quotations were selected from these responses, either from the original English text (United States) or translated using an internal instance of ChatGPT (France & Brazil).

Notes About the Findings

- Throughout this report, numerical values might not sum precisely to 100% due to rounding, the presence of multiple response options, or instances of skipped questions or responses.
- The following condensed scales/categories are provided throughout for ease of reporting and visualization:
 - “Frequently” = often + almost always
 - “Agree” = agree + strongly agree
 - “Disagree” = disagree + strongly disagree



FINDINGS



FINDINGS

AI Chatbot Use, Perceptions, and Attitudes

Teens are engaging with AI chatbots in a wide range of ways, from answering questions and helping with homework to seeking creative input, advice, and even enhancing social skills. Understanding which uses are most and least common is critical for identifying where these tools may offer meaningful benefits, as well as where potential risks may emerge.

In this section, we examine how frequently adolescents across the United States, Brazil, and France use AI chatbots for different purposes, alongside their broader attitudes toward these tools, including whether they feel they use them too much, what concerns they have about the technology, and how they perceive AI's overall impacts on young people. We also explore how teens perceive key characteristics of chatbots, such as their accuracy, logic, and warmth, to better understand how these perceptions may shape when, why, and how young people choose to engage with them.



What We Found

Frequency of Use & Integration Vary by Country

Although US teenagers have been using AI chatbots the longest, Brazilian teens have rapidly adopted this technology and integrated it more deeply into their daily lives. French teens were generally more recent and less frequent users.

Teens are Using AI for Learning

Across all three countries, AI is used most often for information-seeking and learning rather than for social skill development.

Brazil Leads in AI Importance

Nearly twice as many Brazilian teenagers rated AI as moderately or very important in their daily lives compared to teens in the US and France.

Teens View AI as “Logical,” “Accurate,” and “Warm”

At least two-thirds of teenagers described a frequently-used chatbot as “logical”, “accurate”, and/or “warm”, while three-quarters in the US & France also described it as “nonjudgmental”. These perceived characteristics may explain why young people turn to AI as a source of information and advice.

Teens Express Concerns, Especially in the US

US teenagers expressed more concerns about AI’s potential negative impacts than their Brazilian and French peers, particularly around harmful uses, job impacts, and data privacy.



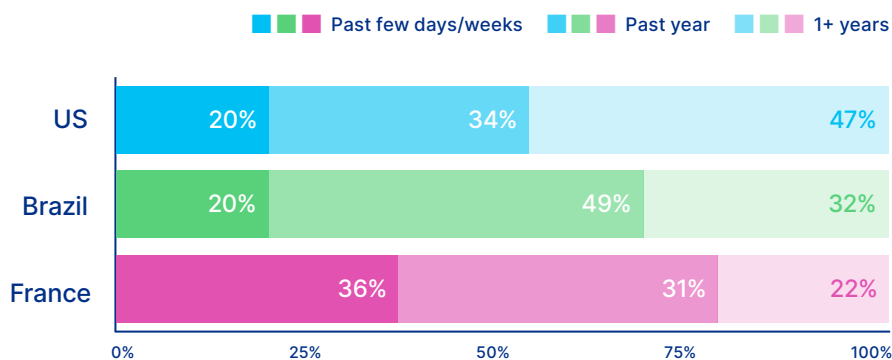
“I used [AI] to create a daily routine, and it helped me very well. It was perfect. I managed to align my school routine, personal life, and assist with tasks at home.”
[16F, Brazil]

Findings

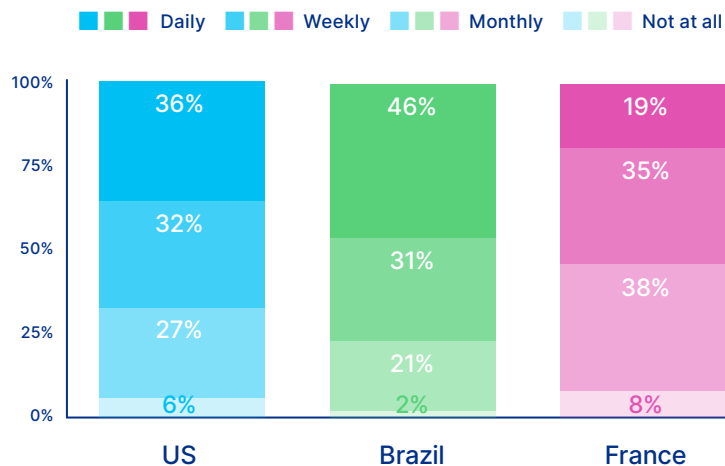
Most Teens Use AI Chatbots, but Adoption Patterns Differ

Chatbot use is widespread among adolescents, though patterns of adoption vary considerably between countries. US teens appear to be the most experienced users, with nearly half (47%) reporting that they have been using AI chatbots for at least a year, and more than one-third (36%) reporting that they are now using them daily. Brazilian teens, however, show the fastest adoption and integration into their lives, with 46% reporting daily use despite many having started using these tools within the past six months. In contrast, French teens are generally more recent and less frequent users, with only 20% using chatbots daily.

When did you first use an AI chatbot?



During the past 3 months, how often did you use any AI chatbot?



"It can be helpful when (asking) questions and you want a quick answer instead of searching for it, or if you want a brief overview, but ultimately it shouldn't be used for everything, we need to continue to use and train our brains." [16F, US]



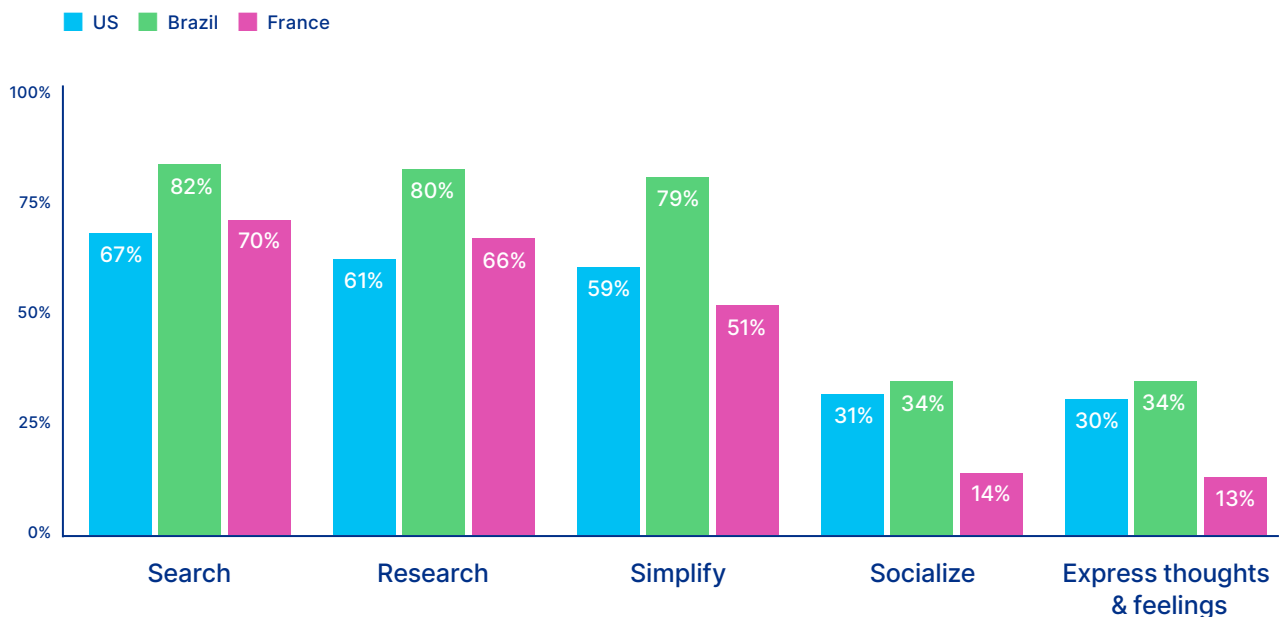
AI CHATBOT USE, PERCEPTIONS, AND ATTITUDES

AI Use and Integration Vary by Country

This pattern of integration is further reflected in how important teens say chatbots are in their lives. Brazilian youth were not only the most frequent users of AI chatbots but also rated them as most important: **70% of Brazilians said that AI chatbots were moderately or very important in their daily lives, compared to roughly one-third of young people in the United States (38%) and France (30%).**

Across all three countries, at least two-thirds of young people reported using AI chatbots often or almost always to “search” for answers to specific questions, “research” more deeply on a particular topic, or “simplify” complex material, making information-seeking the dominant use case. Meanwhile, less than one-third reported frequently using chatbots to “express” thoughts and feelings or “socialize” for companionship.

Teens’ Most and Least Frequent Uses of AI Chatbots



More than two-thirds (68%) of Brazilian teenagers said they frequently used chatbots to “discover” new topics, compared to 42% of US and just 23% of French youth; similarly, 51% of Brazilian teens reported frequently using AI to “create” content such as images or music compared to 36% of young people in the US and 19% in France. **These differences point to a deeper integration of AI among Brazilian adolescents that extends beyond information lookup.**

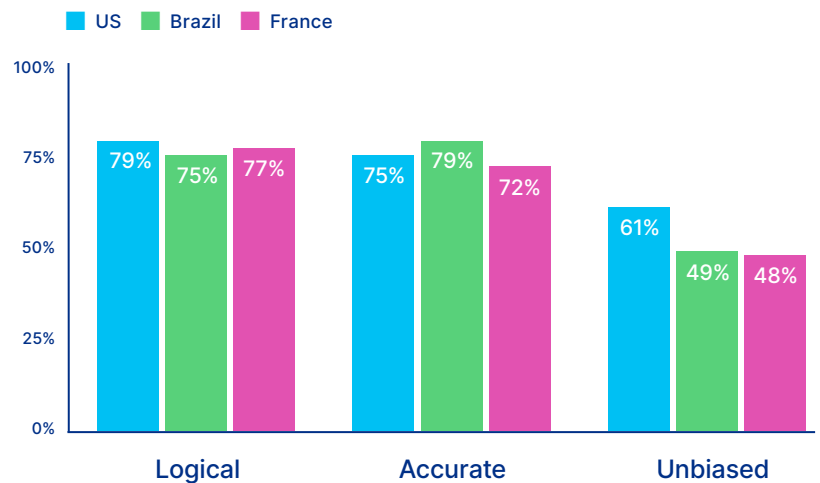


AI CHATBOT USE, PERCEPTIONS, AND ATTITUDES

Chatbots Are Seen as Logical and Accurate, Though Bias Perceptions Differ

Young people’s engagement with chatbots can be partly understood through how they describe these tools. When asked about the characteristics of a specific platform they used at least weekly, more than two-thirds of teenagers in all three countries described this frequently used chatbot as “logical” and/or “accurate,” qualities that seem to align closely with the dominant use case of information-seeking and research. However, teens did vary in their perceptions of chatbot bias: most US teens (61%) rated their frequently-used chatbot as “unbiased,” whereas slightly less than half in Brazil (49%) and France (48%) said the same.

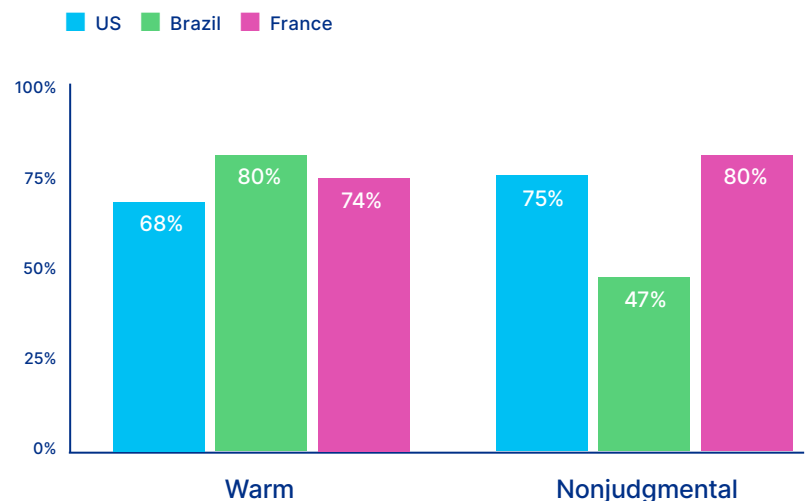
% of teens who described a frequently-used chatbot as:



Most Teens See Chatbots as Warm and Nonjudgmental

As AI chatbots become more sophisticated, they are also more able to mimic natural human language and behavior. At least two-thirds of teenagers described a frequently-used chatbot as “warm,” and more than three-quarters of teens in the US and France also described it as “nonjudgmental,” which could explain why some teens are turning to chatbots for personal advice or to express their thoughts and feelings.

% of teens who described a frequently-used chatbot as:



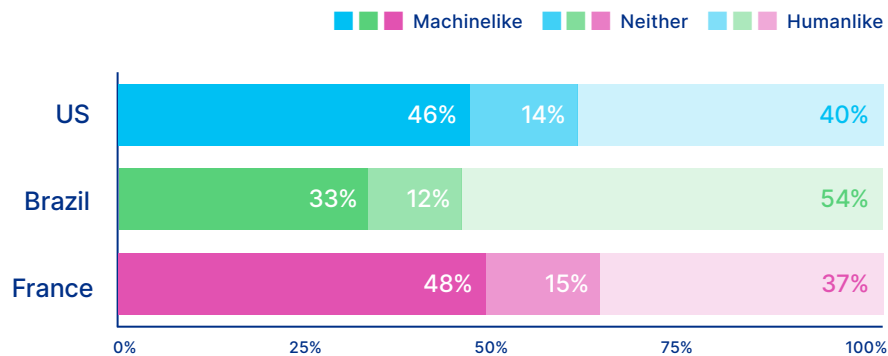


AI CHATBOT USE, PERCEPTIONS, AND ATTITUDES

Teens Hold Mixed Views on Whether Chatbots Feel Machinelike or Humanlike

At the same time, young people were divided on whether a frequently-used chatbot felt more machinelike or humanlike, which tracked closely with national patterns of use. US and French teens leaned toward describing their chatbot as “machinelike,” while more Brazilian teens chose “humanlike”.

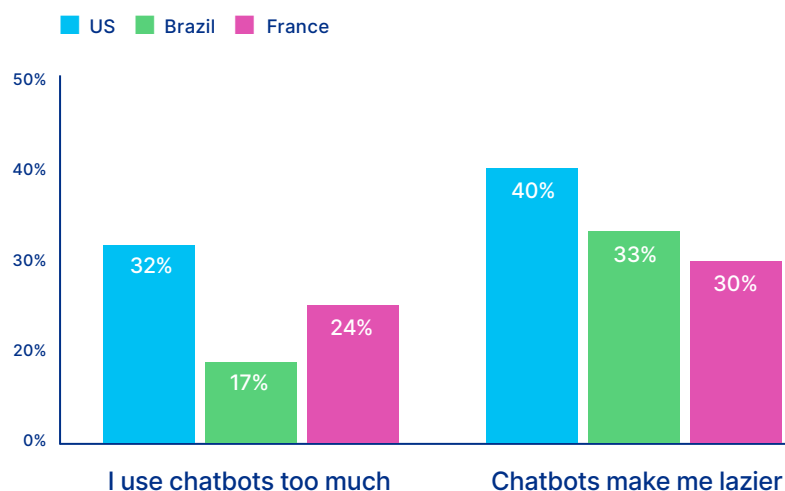
% of teens who described a frequently-used chatbot as more...



US Teens Have More Concerns About Their AI Use Than French and Brazilian Teens

Most young people disagreed that they use chatbots “too much,” though US teens were more likely to feel this way (32%) than those in Brazil (17%) and France (24%). Similarly, more US youth (40%) felt that using chatbots had made them lazier.

% of teens who agreed that:



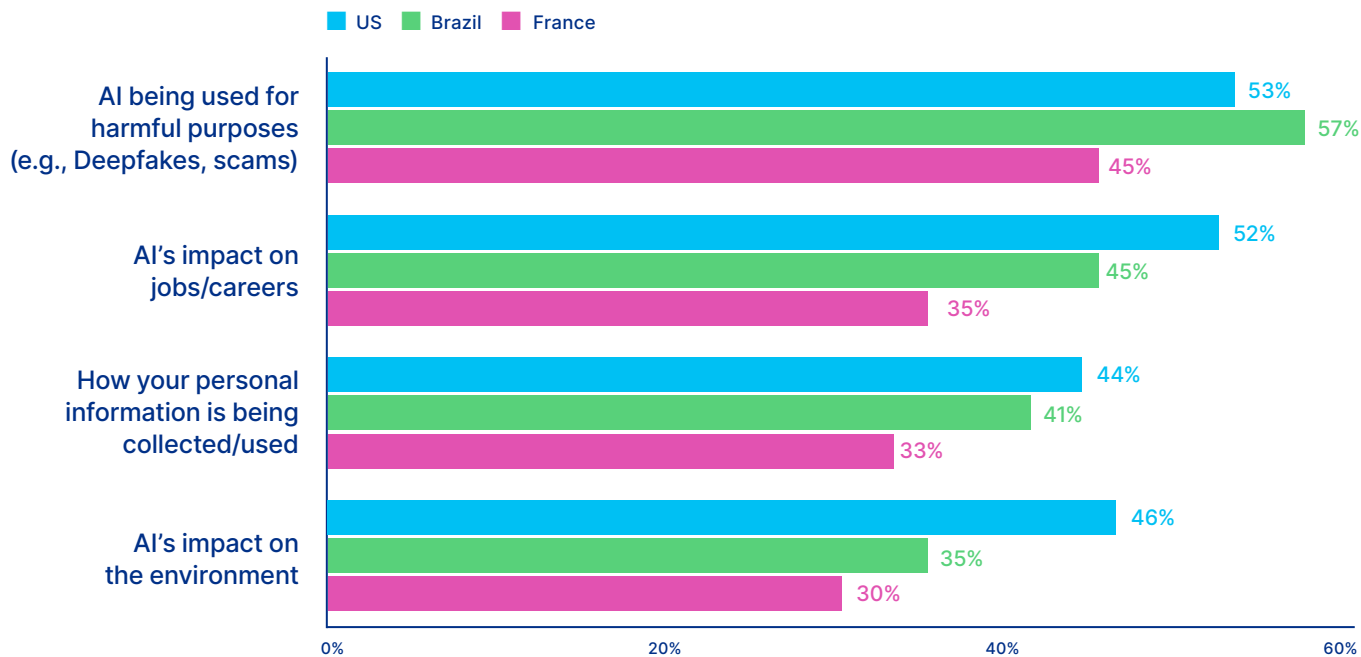


AI CHATBOT USE, PERCEPTIONS, AND ATTITUDES

Harmful Use Is Teens' Top Societal Concern

When asked about the potential negative impacts of AI on a societal level, the top concern among young people in all three countries was its use for harmful purposes such as the creation of deepfakes or scams. US teens seemed particularly concerned about potential downsides overall, with roughly half reporting that they were “very” or “extremely” concerned about issues ranging from data privacy to AI’s impact on jobs and the environment.

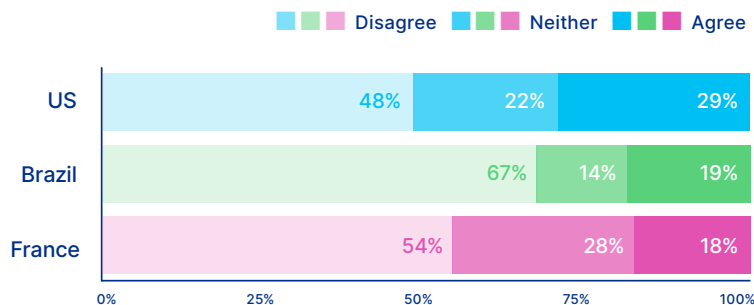
% of teens who are very/extremely concerned about:



Discomfort With AI Is Fading

Despite these concerns, young people’s discomfort with AI may be fading as the technology becomes more familiar. Only 29% of US and less than 20% of French and Brazilian teens felt that chatbots were “creepy” or “freak [them] out”. This is noticeably lower than in other recent surveys of US youth, where between 35% (Bickham et al., 2024) and 44% (FOSI, 2025) of young people agreed with these statements.

“[AI chatbots] are creepy/freak me out”



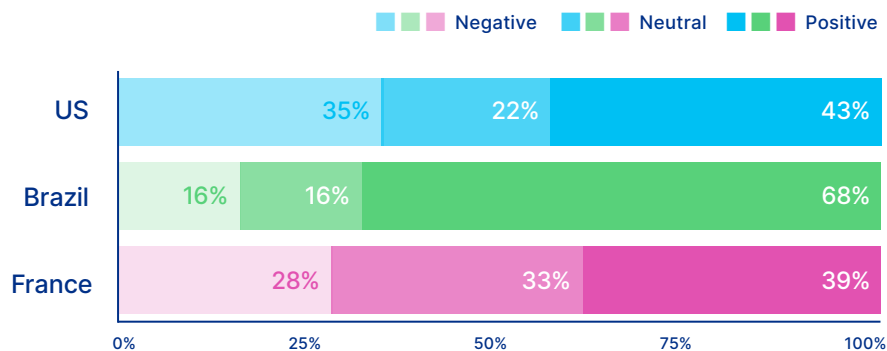


AI CHATBOT USE, PERCEPTIONS, AND ATTITUDES

Attitudes Toward AI's Impact on Young People

Finally, attitudes toward AI's broader impact on young people differed across countries: **nearly three-quarters of Brazilian teens felt AI had a positive impact on young people, while less than half of US and French teens felt the same.**

How do you feel about AI and its impact on young people?



"When I'm bored or suddenly have a question, I turn to AI. In general, I am rarely disappointed because from the start, I expect nothing from AI, it's the best way to avoid disappointment." [17M, France]



FINDINGS

AI Chatbot Use for Learning

While prior research has established that many adolescents are using AI tools for schoolwork, less is known about how and why they are doing so. This section examines the ways in which teens engage with AI chatbots in academic contexts, including both direct support for assignments and broader uses that may shape their learning processes. We explore not only how AI is used to complete schoolwork, but also how it supports more independent forms of learning, such as exploring personal interests, generating study materials, and organizing or planning academic tasks.

A central focus of this analysis is the distinction between AI use that supports learning and use that may replace core learning activities. In the context of education, this distinction is particularly salient when considering whether AI is helping adolescents engage more deeply with content or simply enabling task completion without meaningful understanding. We examine whether and how AI use may foster curiosity, critical thinking, and sustained engagement with learning, as well as where it may introduce risks related to overreliance. These findings underscore the importance of AI literacy as a foundational skill, equipping young people to use these tools in ways that enhance, rather than undermine, their learning and development.



What We Found

AI Fills Knowledge Gaps

Adolescents consistently reported using AI chatbots to help fill gaps in their knowledge, including reviewing material they didn't understand or completing assignments that they did not know how to do.

Search Engines Still Lead, Except in Brazil

In the US and France, teens were more likely to use search engines or video-sharing platforms for independent learning, while in Brazil chatbots were tied with search engines as an informal learning resource.

AI Helps Teens Stay Organized

Most teenagers reported using chatbots to help structure and support their academic learning, such as making study guides or scheduling time for schoolwork.

Some Teens Use AI to Complete Assignments

As many as half of teens said they frequently use chatbots to complete entire assignments, while around one-third said they had never used an AI chatbot for this purpose.

US and Brazil Lead in AI Literacy Education

The majority of teens in the US and Brazil said they have received some form of guidance or instruction on using AI responsibly and effectively, while fewer French teens reported receiving this type of education.

French Teens Are Less Likely to Fact-Check

French teenagers also reported the lowest rates of fact-checking information from chatbots against other sources.

Education on AI Bias Remains a Gap

Across all three countries, while teens received at least some AI literacy instruction, they were least likely to have received guidance around AI bias, highlighting a clear opportunity for more targeted education on this topic.

Teens Say AI Deepens Understanding

Young people, and especially Brazilian youth, generally agreed that AI chatbots help them understand content more deeply and improve their skills in areas they find difficult or challenging.



"I use [chatbot] for help with math mostly. I ask it how to do some things but not give me the answer specifically, but sometimes it gives me the answer anyway. I also ask it to check my answers on math assignments before I turn them in."

[17F, US]

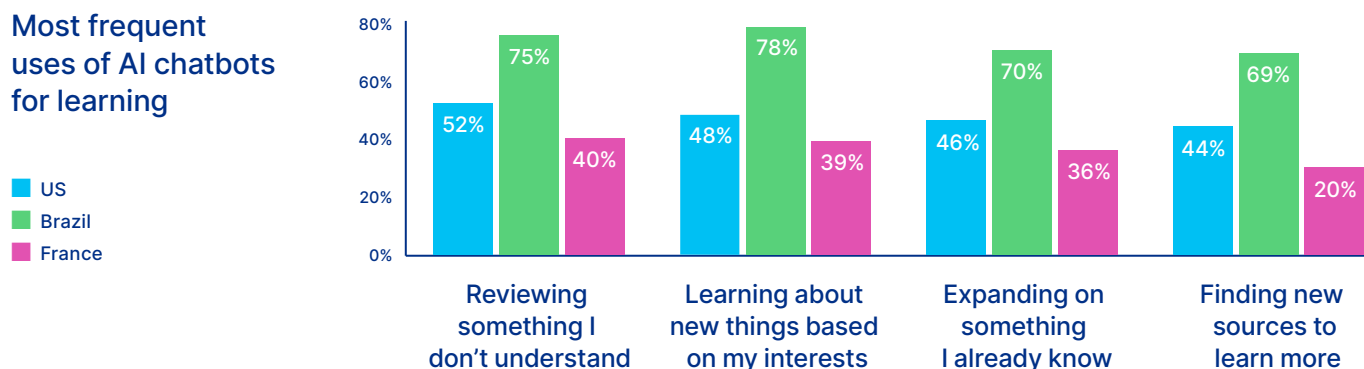


Findings

How Teens Learn With AI

When using AI for learning, the highest proportion of teenagers in the US (52%) and France (40%) said they frequently used chatbots to review material they did not understand. In Brazil, at least 70% of teens often or almost always used chatbots to review something they didn't understand, learn about new things based on their interests, or expand on something they already knew.

Most frequent uses of AI chatbots for learning



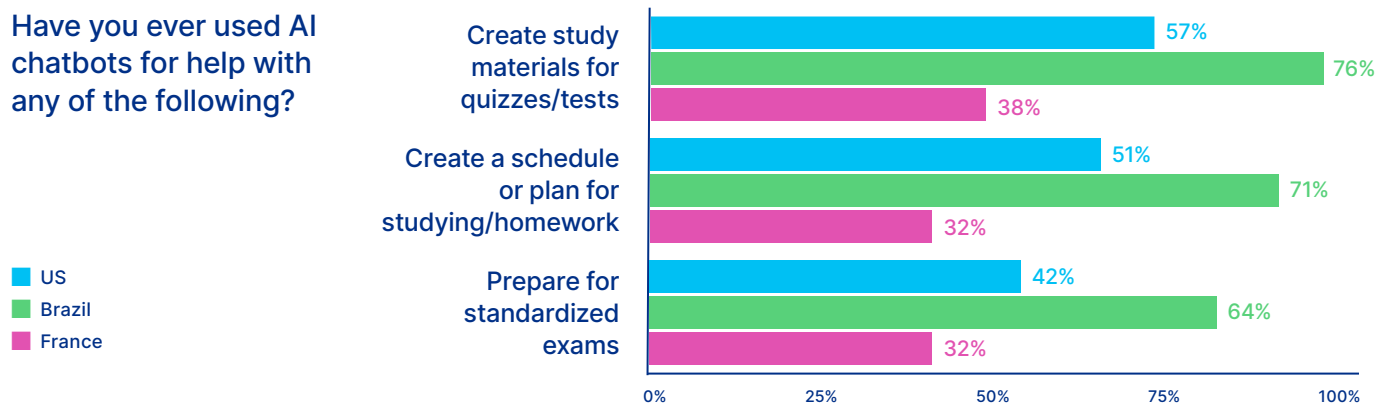
Search Engines Still Lead, Except in Brazil

When learning about a new topic outside of school, more US teenagers said they were very or extremely likely to use a search engine (71%) and/or video-sharing platform (54%) than an AI chatbot (47%). Brazilian teens were equally likely to use a search engine or an AI chatbot (76% each), followed by video-sharing platforms (63%), while French teens were more likely to consult a search engine (71%) or a parent (61%) than a chatbot (50%).

Most Teens Use AI to Support Schoolwork

Many adolescents have also used AI chatbots to structure and support their overall learning process, including to create study plans or materials and prepare for exams. Nearly three-quarters of Brazilian teens reported using chatbots to create study materials, compared to roughly half of US and one-third of French adolescents.

Have you ever used AI chatbots for help with any of the following?





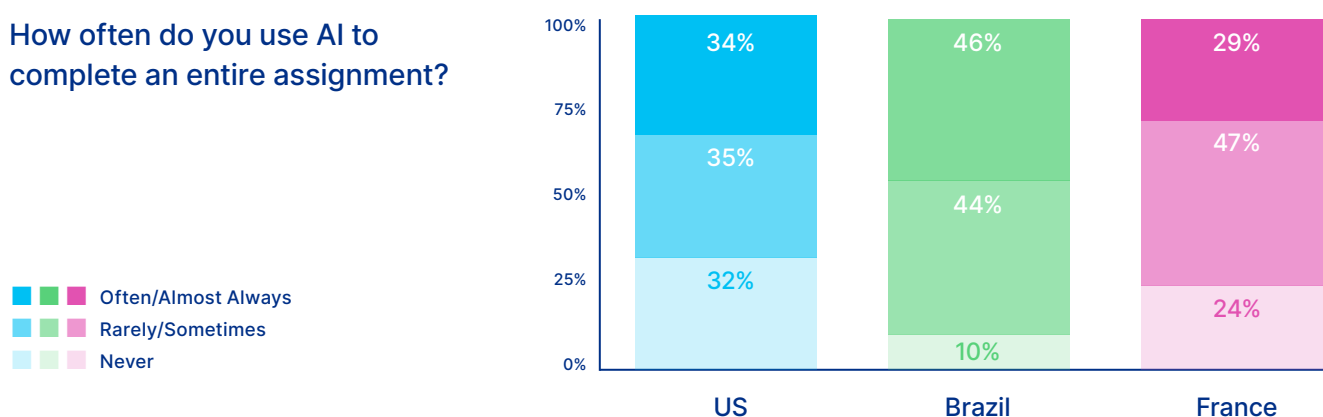
AI CHATBOT USE FOR LEARNING

Across all three countries, a majority of teenagers reported using chatbots often or almost always to help with school assignments: 69% in Brazil, 53% in the US, and 50% in France.

Many Teens Use AI to Complete Assignments

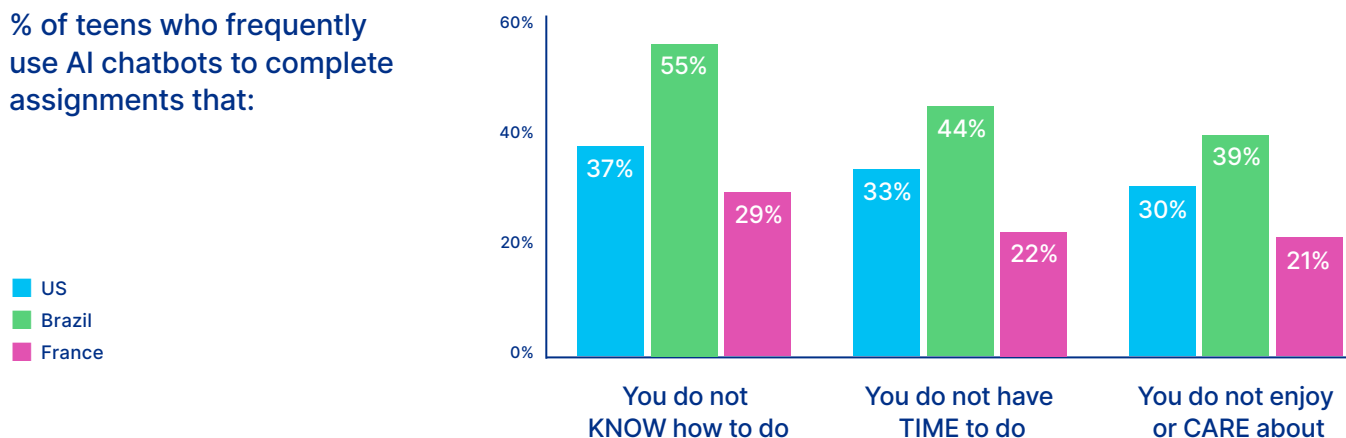
Young people in all three countries reported using chatbots throughout the process of working on school assignments, ranging from generating ideas to polishing a finished piece of work. Around one-third of teenagers in the US and one-quarter in France said they frequently use AI to complete an entire assignment; however, similar percentages in each country also said they had never done this. This was not true in Brazil, where considerably more teens reported often or almost always using AI to complete assignments (46%) compared to those who never do (10%).

How often do you use AI to complete an entire assignment?



However, more teenagers in all three countries said they frequently used chatbots to complete assignments that they didn't know how to do rather than not having the time or not caring.

% of teens who frequently use AI chatbots to complete assignments that:



"I asked (AI) to help (prepare) for a school test. The system responded well and helped by asking the right questions about the lesson without giving answers, which really helped me." [15M, France]

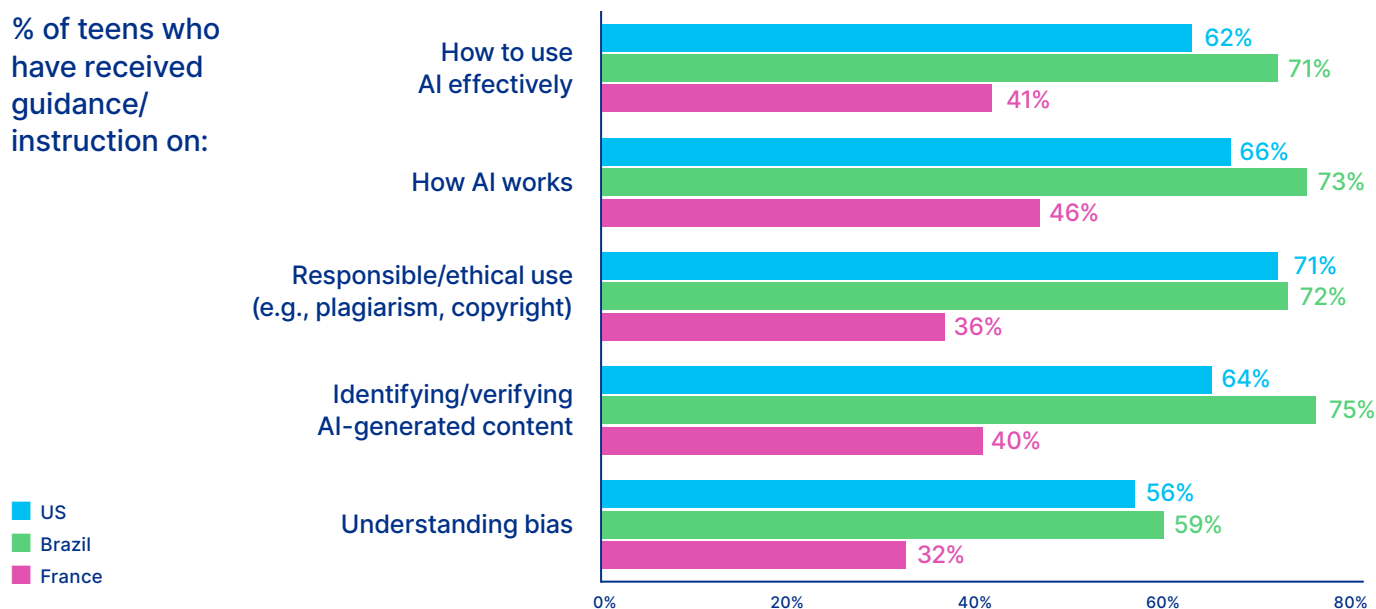


AI CHATBOT USE FOR LEARNING

AI Literacy Education Varies by Country

In the US and Brazil, a majority of teens said they had received some form of AI literacy instruction, including effective and responsible use, but French teens reported substantially lower rates of AI literacy education overall. Regardless of the country, **the least commonly reported form of education was around understanding bias.**

% of teens who have received guidance/instruction on:

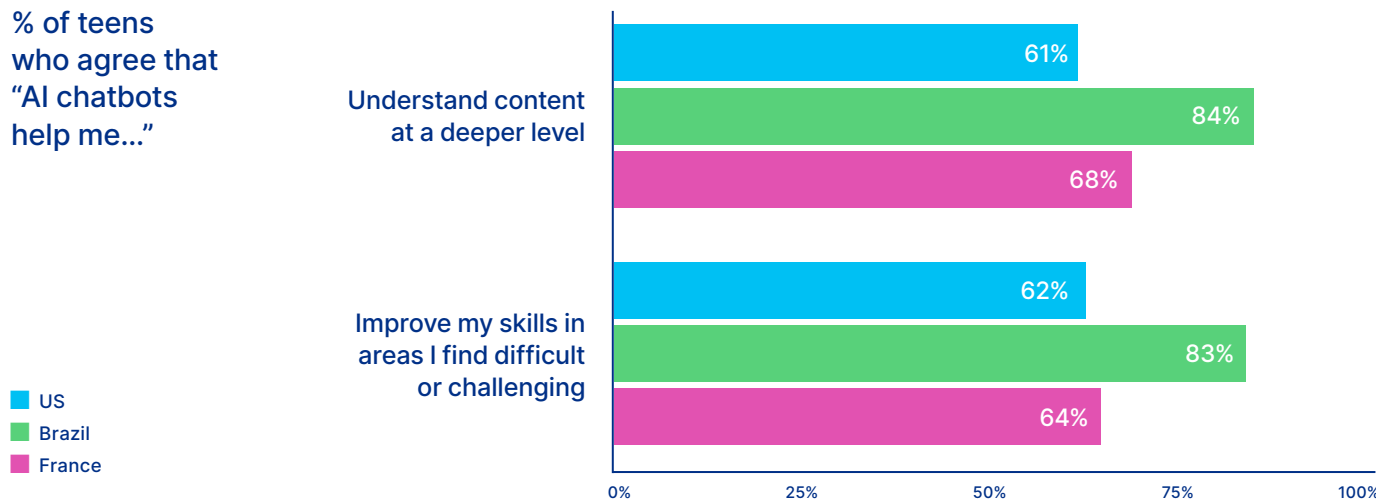


In addition, around half of US (44%) and Brazilian (50%) teens said they often or almost always checked information from chatbots against other sources, compared to only 26% of French teens.

Teens Report AI Helps with Learning and Skill Development

The majority of teenagers agreed that chatbots help them understand content more deeply and improve skills in areas they find difficult or challenging, particularly in Brazil.

% of teens who agree that "AI chatbots help me..."





FINDINGS

AI Chatbot Use for Creativity

Research is limited on how adolescents are using AI for creative purposes, particularly beyond basic content generation. In this section, we explore a broader range of creative applications, including how teens use AI for inspiration, brainstorming, editing, and feedback. Importantly, when asking about creativity, we expanded beyond chatbots to capture any AI tools teens use in the process of creating content, allowing for a more comprehensive view of their creative engagement.

A key focus of this analysis is the distinction between AI use that supports creativity and use that may replace it. We examine whether teens are primarily relying on AI to generate finished products or whether they are integrating it into their creative process in more iterative and exploratory ways. We also consider whether using AI feels creative to young people themselves and whether it enhances their sense of agency, curiosity, and expression. Understanding these dynamics is critical for assessing how AI may shape the development of creative skills and practices during adolescence.

What We Found

Teens Are Using AI for a Variety of Creative Activities

Most young people in the US and Brazil have used AI for creative activities ranging from writing to digital art and graphic design.

AI Can Be Helpful, But Not Always Fulfilling

Most teens found AI made their creative process faster and easier, but some—particularly in the US and France—felt less creative as a result.

Brazilian Teens See the Most Creative Benefit

Brazilian teenagers generally had positive attitudes about using AI for creative purposes, but young people in the US and France were more divided on whether this enhanced their overall creative process and feelings of creativity.

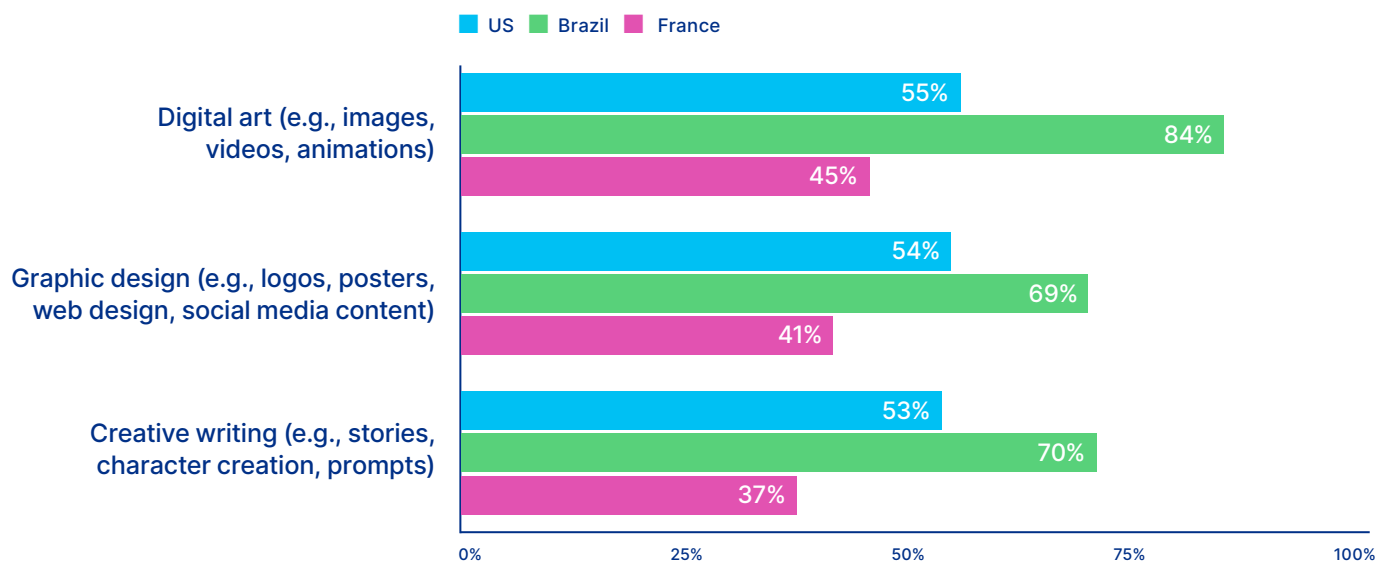


Findings

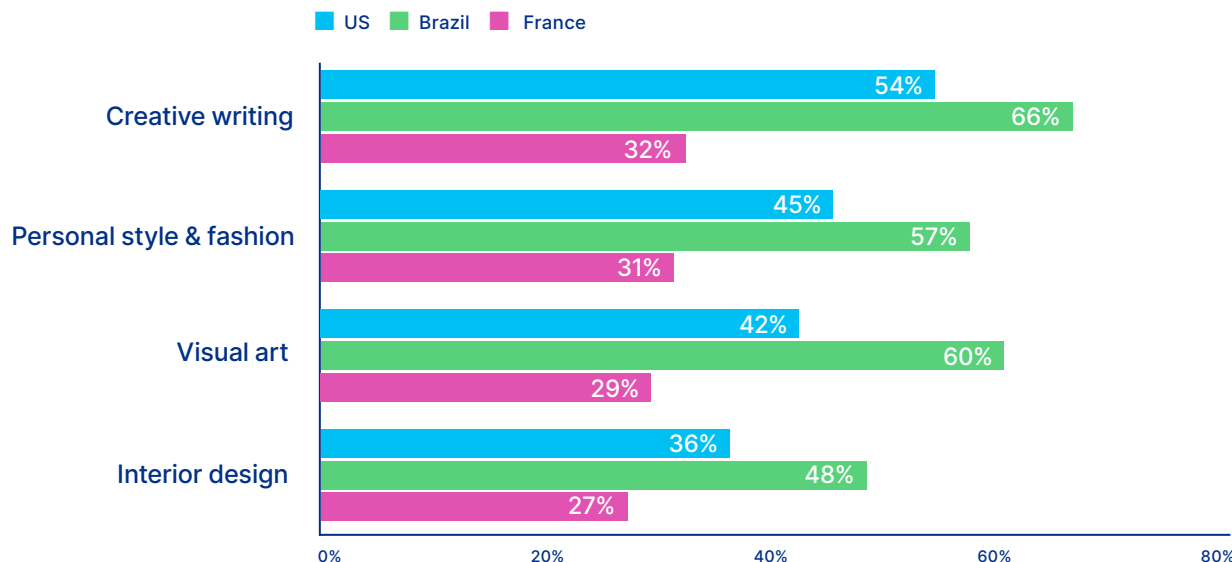
What Teens Are Creating With AI

Most US and Brazilian teens said they had previously used AI to create digital art, graphic designs, and/or creative writing. In contrast, less than half of French teens had ever used AI for these purposes.

% of teens who have ever used AI to generate:



% of teens who have used AI for ideas/inspiration on:



"I was trying to create a manga-style story to give to a friend but couldn't organize my ideas and it left me frustrated. My dad suggested asking AI for help and it turned out very well." [13M, Brazil]

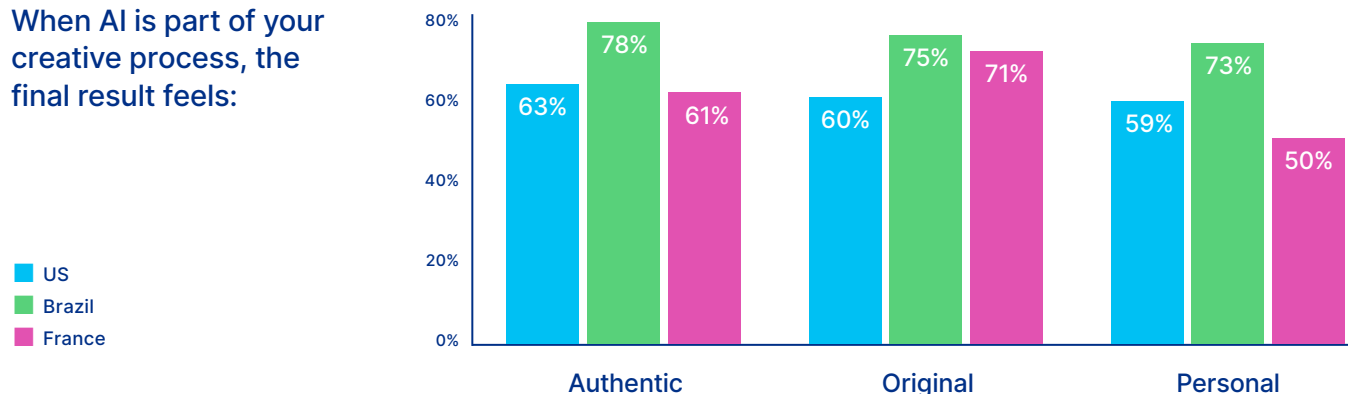


AI CHATBOT USE FOR CREATIVITY

Most Teens Feel Positively About Using AI for Creative Work

At least three-quarters of teenagers in all three countries said that using AI for creative activities felt fast (US: 88%, Brazil: 90%, France: 84%) and helpful (US: 89%, Brazil: 90%, France: 86%). Most also felt the final AI-assisted creative output was authentic, original, and personal.

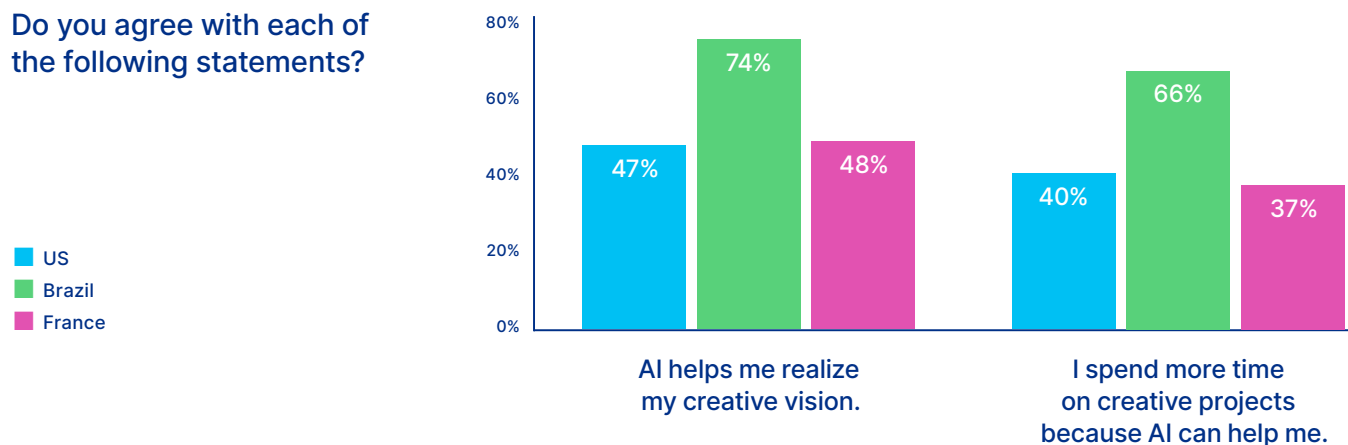
When AI is part of your creative process, the final result feels:



Views on AI's Impact on Creativity Are More Divided

However, young people expressed more mixed views on how using AI influences their overall creativity: less than half of French and US teenagers agreed that the technology helps them realize their creative vision and/or that they spend more time on creative projects as a result. However, this was not the case in Brazil, where more than two-thirds of teens agreed with these statements.

Do you agree with each of the following statements?



Finally, nearly half of US teens (45%) felt less creative when using AI, compared to roughly one-third of Brazilian (33%) and French (37%) teens.



"If I use AI to help with my creativity, then I feel like whatever I created wasn't fully mine and I can't take full ownership." [16F, US]



FINDINGS

AI Use for Seeking Advice and Building Social Skills

Emerging evidence, including insights from conversations with teens, suggests that young people are turning to AI for advice, building social skills, practicing social interactions through roleplay, and socializing, yet little is known about how common this behavior is, what topics they seek help with, or how helpful they find these interactions. In this section, we examine the role AI chatbots play within teens' broader support ecosystems, including whether they are used as a primary source of guidance or as one of several tools alongside friends, family, and other resources.

We also distinguish between different forms of social engagement with AI. This includes using chatbots to prepare for real world interactions, such as practicing conversations or navigating social situations, as well as engaging with AI in more relational ways. Finally, we consider how teens themselves perceive the impact of AI on their social development, including whether they view it as enhancing social skills and confidence or as potentially displacing real world connection.



AI USE FOR SEEKING ADVICE AND BUILDING SOCIAL SKILLS

What We Found

Some Teens Turn to AI for Advice Regularly

Among young people in the US and Brazil who used AI for personal advice, between one-quarter and one-third said they did so frequently.

AI Advice Is Generally Seen as Helpful

Most teens in the US and Brazil who had used chatbots for advice felt that it was helpful and improved their situation.

Most Teens Also Turn to People for Advice

At least half of teens in all three countries reported also seeking advice from caregivers and/or peers on the same topic(s), suggesting that most young people are not relying solely on chatbots.

French Teens Are Less Likely to Use AI for Advice

French teenagers turned to AI for advice less often than their peers in the US and Brazil, and generally found it less helpful. They were also less likely to report also turning to other people for advice in these situations.

Teens Use AI for Social-Emotional Purposes

In the US and Brazil, around one-third of teenagers reported frequently using chatbots for roleplay, expressing thoughts and feelings, and socializing.

Brazilian Teens are More Open to AI Friends

Most teens do not believe that AI chatbots can serve as a friend, but nearly half of Brazilian teens did agree with this idea.

More Brazilian Teens Find Social Benefits

More than half of Brazilian teens agreed that chatbots helped improve their social skills, considerably more than US and French teens.



"I asked ChatGPT to write responses to reply to some messages from my crush. I loved that boy so much that I couldn't talk to him properly, so I asked ChatGPT to reply for me." [16F, Brazil]

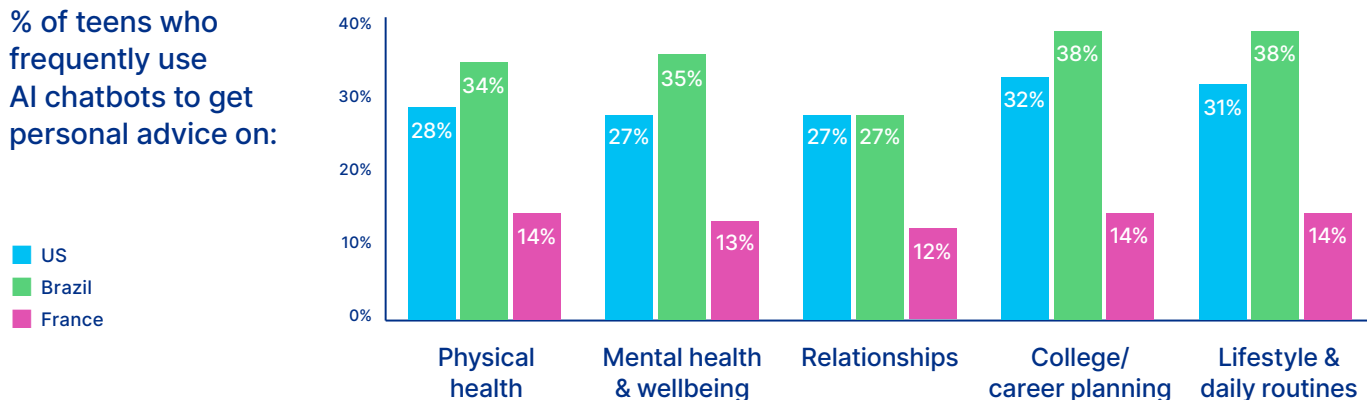


Findings

Teen Use of AI for Advice

Among young people who have used AI chatbots for personal advice, many in the US and Brazil reported doing so frequently: over 30% regularly sought advice on practical topics such as college/career planning and lifestyle/daily routines, slightly fewer asked for advice for physical and mental health issues, and the fewest reported using AI to get advice on relationships. Only a small portion of youth in France reported seeking advice for any specific topic, with only around 10-15% of teens doing so frequently.

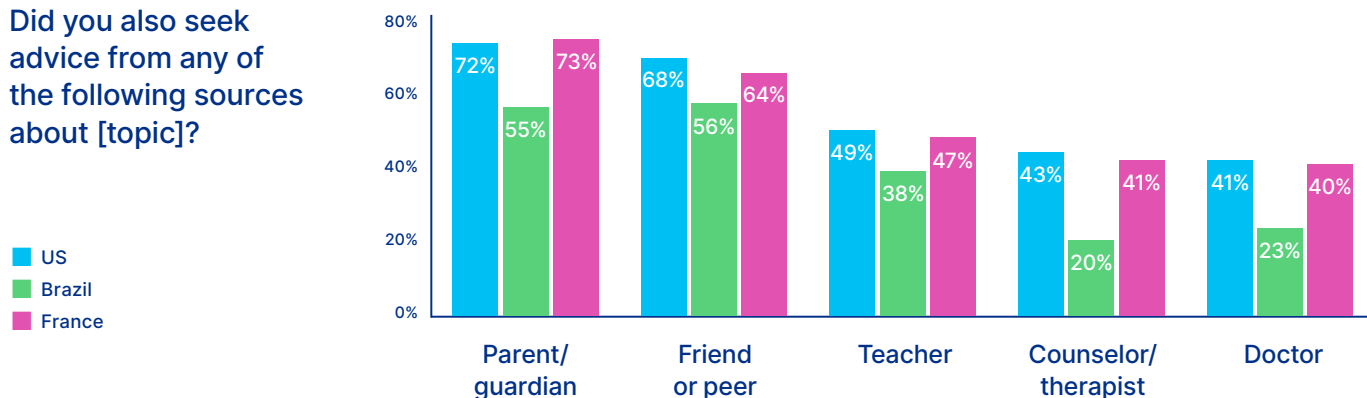
% of teens who frequently use AI chatbots to get personal advice on:



Most Teens Also Seek Human Advice

At least half of teens in all three countries reported also seeking advice from caregivers and/or peers on the same topic(s), especially in the US and Brazil.

Did you also seek advice from any of the following sources about [topic]?



"I had a disagreement with one of my friends and asked [AI] for advice. [The AI] reacted peacefully and told me to just talk to him." [14M, France]



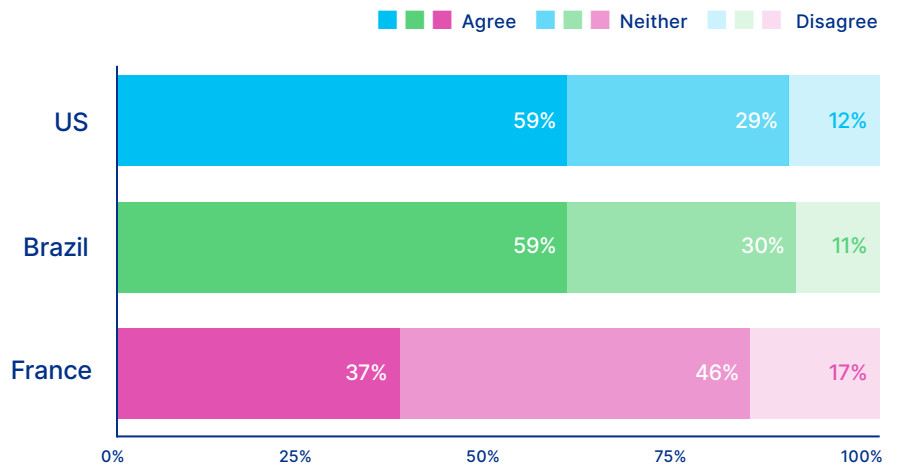
AI USE FOR SEEKING ADVICE AND BUILDING SOCIAL SKILLS

AI Advice Is Generally Seen as Helpful

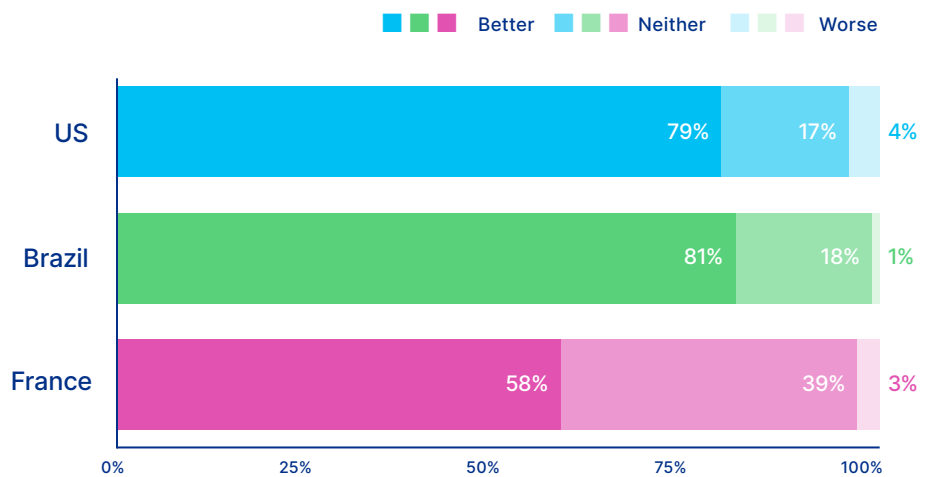
Among those who had ever asked an AI chatbot for advice, 59% of both US and Brazilian teens found the advice they received to be helpful for making an informed decision (while one-third of teens in each of these countries felt neutral about the helpfulness of the advice).

Among those teens who acted on this advice, around 80% in the US and Brazil felt like it improved their situation. In contrast, only around one-third of French teens felt that this advice helped them make a more informed decision, and slightly more than half who acted on this advice felt that it improved their situation.

The advice I received from the AI chatbot about [topic] helped me make a more informed decision:



Acting on the advice provided by the AI chatbot made the situation:



"AI is my new best friend mother sister father brother and partner (and) teacher."
[13F, US]

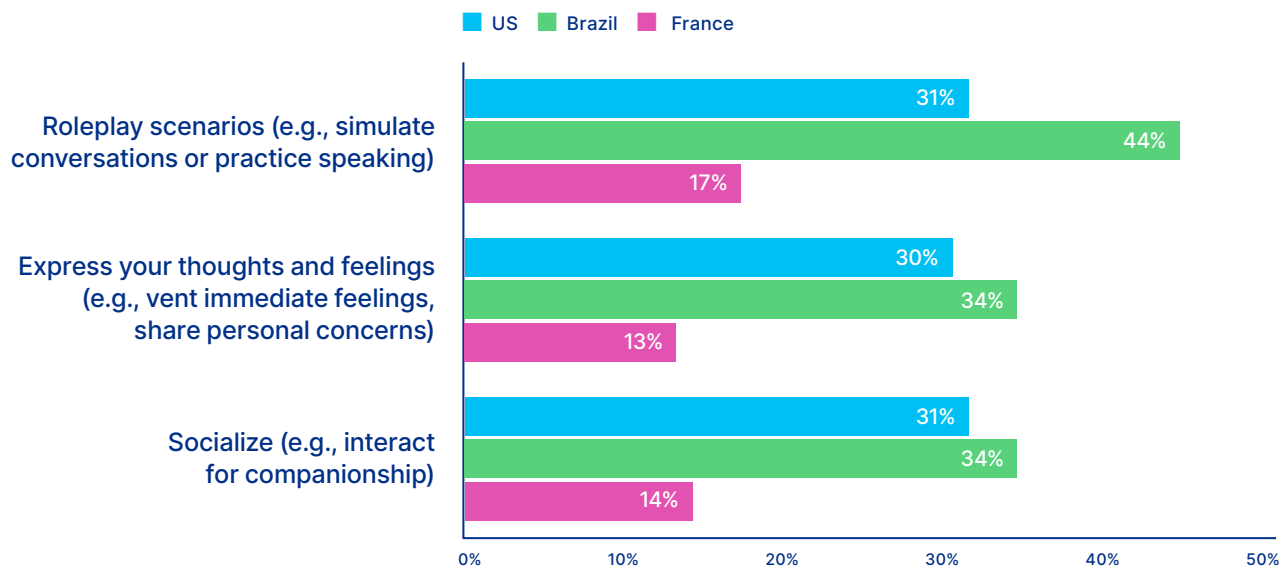


AI USE FOR SEEKING ADVICE AND BUILDING SOCIAL SKILLS

A Third of US and Brazilian Teens Use AI for Social-Emotional Purposes

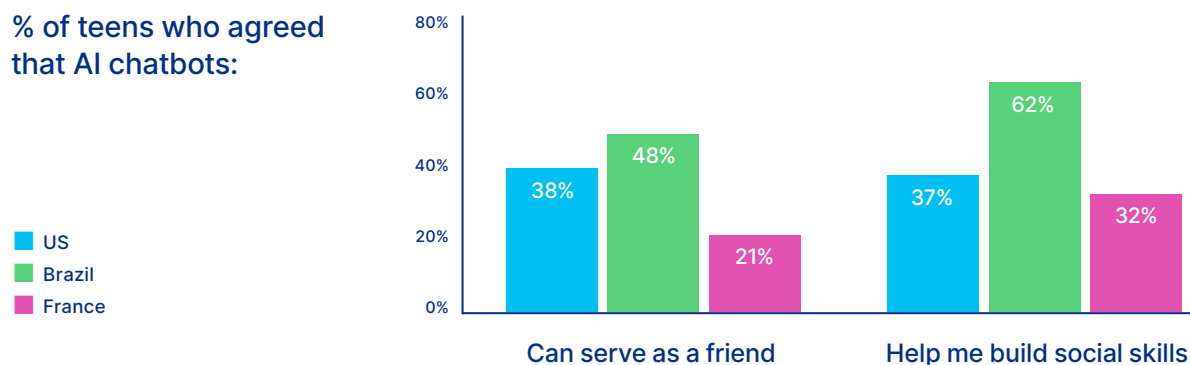
In the US and Brazil, around one-third of teenagers reported frequently using chatbots to express their thoughts and feelings and/or socialize for companionship; in Brazil, nearly half (44%) also used them to roleplay (e.g., simulate conversations or practice speaking). In France, less than one-quarter of teens frequently used chatbots for these purposes.

% of teens who frequently use AI chatbots to:

**Brazilian Teens Are More Likely to Believe AI Can Serve Social Purposes**

Although most young people did not believe that chatbots can serve as a friend, nearly half (48%) of Brazilians agreed with this statement. Meanwhile, only around one-third of US (37%) and French (32%) teens said that chatbots helped improve their social skills, whereas nearly two-thirds (62%) of Brazilian teens felt the same.

% of teens who agreed that AI chatbots:



"I asked about things I feel both physically and emotionally, since I don't have many people to count on. My parents work a lot and I don't have friends, so I ask the AI for help." [13M, Brazil]



FINDINGS

Gender Differences in AI Use (United States)

Prior research has consistently shown that boys and men tend to use AI more frequently and hold more positive attitudes toward these technologies (Otis et al., 2025; Russo et al., 2025; McClain et al., 2026). At the same time, concerns have been raised about how AI systems, trained on existing data, may reproduce and reinforce gender biases and stereotypes, including in the content they generate and the roles they portray.

In this section, we examine gender differences in AI chatbot use and perceptions among US teens, with particular attention to how these patterns may intersect with social and emotional needs. We explore whether boys may be more likely to turn to AI for social support or companionship, given broader concerns about adolescent male loneliness, as well as how the design of many AI systems, including their often feminine coded and highly affirming characteristics, may shape these interactions.

Note: Nearly all statistically significant gender differences were observed between boys and girls in the United States, so results from Brazil and France are not included. The number of participants selecting other gender identities was not high enough to allow for meaningful comparison, so only differences between those who self-identified as male or female were included.



GENDER DIFFERENCES IN AI USE (UNITED STATES)

Findings

Boys Use AI More Frequently and See It as More Important

Overall, boys used AI chatbots significantly more often than girls (42% of boys at least daily compared to 30% of girls) and also rated chatbots as significantly more important in their day-to-day lives (48% moderately/very important versus 28% of girls)

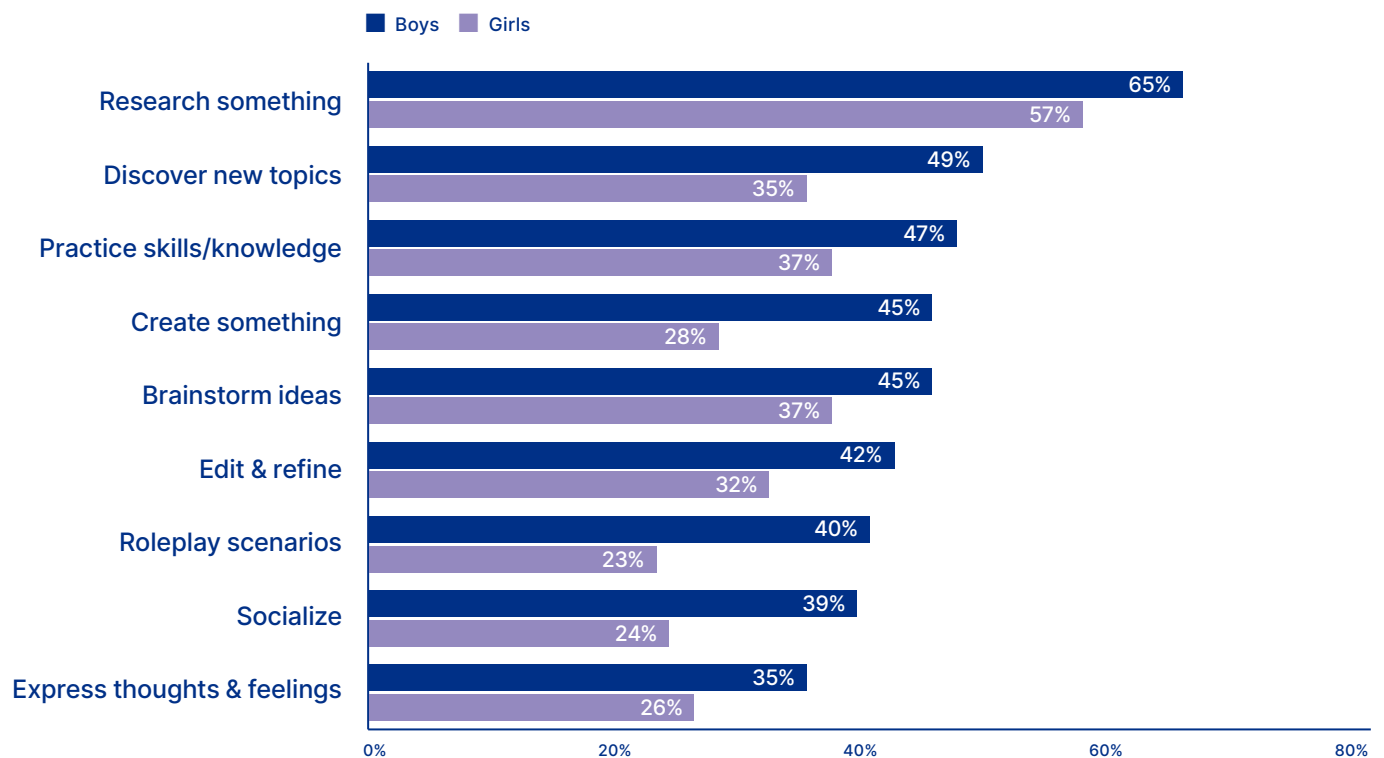
Boys Use AI More Broadly for Learning and Creativity

More specifically, boys reported using AI tools significantly more often for a wide range of activities, including those related to learning (“research,” “discover,” “practice”) and creativity (“create,” “brainstorm,” “edit & refine”). Notably, boys used chatbots to learn about new things based on their interests significantly more often than girls (55% of boys did so frequently vs 41% of girls), but they also used chatbots to complete an entire school assignment significantly more often (40% often/ almost always compared to 28% of girls).

Gender Differences Are Clearest in Behaviors Related to Practicing Social Skills

However, these gender differences were particularly evident when looking at the potential use of chatbots for social and emotional support. For example, boys asked chatbots for personal advice significantly more often across all topics (e.g., 35% of boys frequently asked for advice on physical health vs 21% of girls), and nearly twice as many boys as girls frequently used chatbots to roleplay social scenarios (40% vs 23%).

% of teens who frequently use chatbots to:



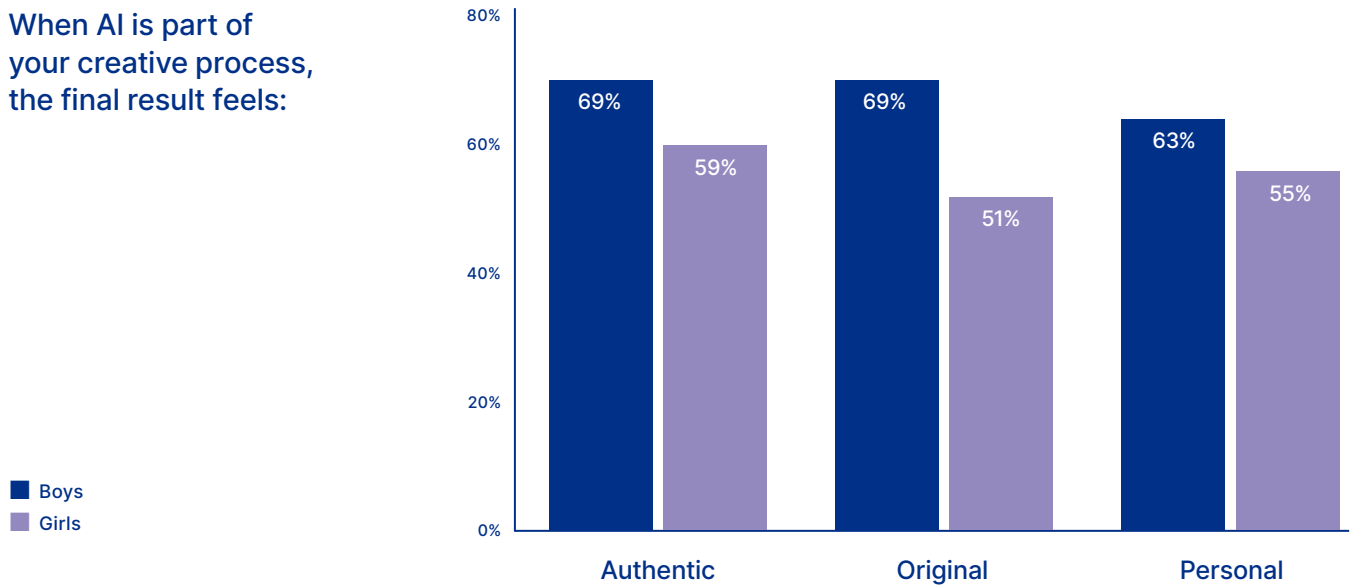


GENDER DIFFERENCES IN AI USE (UNITED STATES)

Boys Are More Likely to See AI as Enhancing Their Creativity

Around two-thirds of boys described their AI-assisted creative output as authentic, original, and/or personal, compared to about half of girls who felt the same. Boys also agreed significantly more than girls that AI helps them realize their creative vision (53% vs 43%) and that they spend more time on creative projects because AI can help them (48% vs 34%).

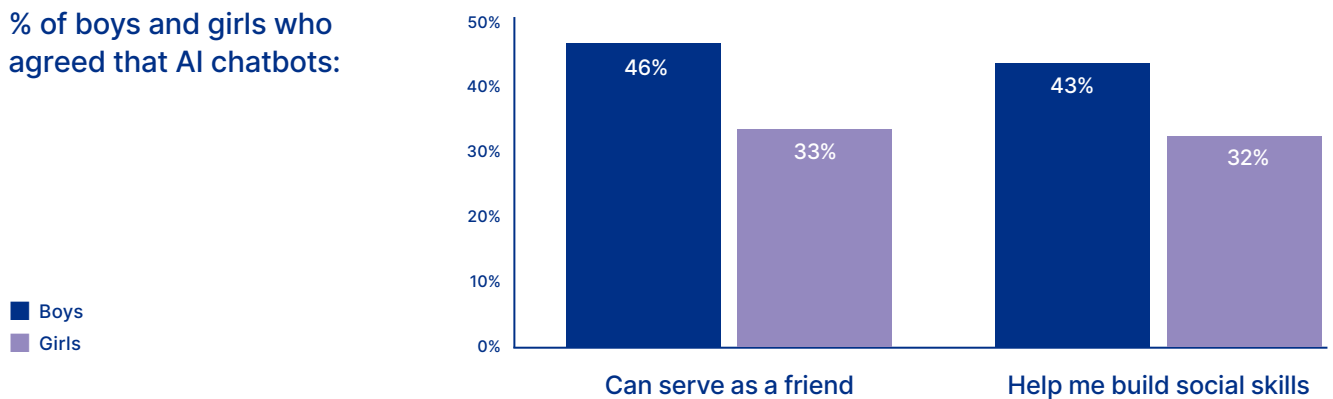
When AI is part of your creative process, the final result feels:



Boys Are More Likely to Believe AI Could Be a Friend and that it Builds Social Skills

Finally, boys agreed significantly more than girls that AI chatbots help them build social skills (43% vs 32%), but also that chatbots can serve as a friend (46% vs 33%), raising the important question of whether AI may be impacting social development in boys and girls in different ways.

% of boys and girls who agreed that AI chatbots:



"(AI helped) when I was able to have someone listen to me when no one else would."

[17M, US]



FINDINGS

Daily vs. Non-Daily AI Engagement

In this section, we examine differences between adolescents who use AI chatbots frequently, defined as daily or more, and those who engage with these tools less often. Frequent users may develop more expansive and integrated patterns of use as they become familiar with the capabilities of AI, potentially engaging with it for a wider range of tasks or more complex purposes. As a result, their behaviors may differ meaningfully from those of less frequent users.

We also explore whether these differences extend to attitudes and perceptions, including levels of trust, perceived usefulness, and overall engagement with the technology. Importantly, these analyses exclude respondents who reported not using an AI chatbot within the past three months, as many of the measures in this section focus on recent experiences and behaviors.



DAILY VS. NON-DAILY AI ENGAGEMENT

Findings

Daily Users Engage With AI More Broadly and Deeply

Comparing teens who use AI chatbots every day to those who use them less frequently reveals a consistent pattern across all three countries: daily use is associated not simply with more of the same types of use, but with engagement that includes a broader range of activities across multiple domains, with notably larger increases in areas related to advice-seeking and social interaction.

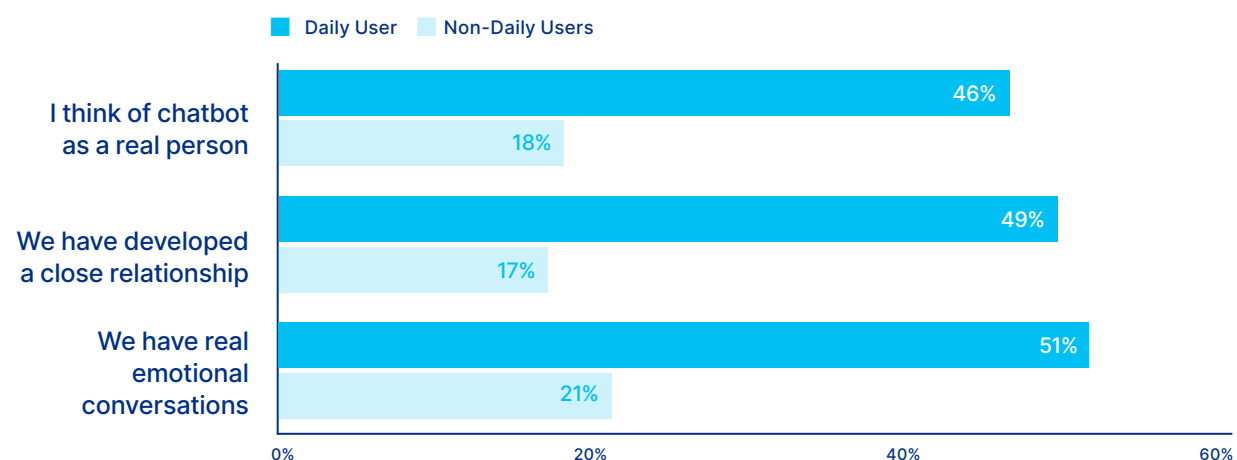
In the domain of learning, daily users in all three countries were more likely to report using chatbots in ways that are more active and self-directed, including to discover new topics, practice skills or knowledge, and create original content. These daily users were, however, also more likely to use AI for schoolwork more broadly, including completing full assignments more frequently than other users.

Daily Users Are More Likely to Consult AI for Decision-Making

One consistent pattern among daily users is how they perceive and relate to the specific chatbot they use most often. Daily users were far more likely to describe it in relational terms than less frequent users. In the United States, about one in five non-daily users agreed that they thought of their chatbot as a real person (18%), had emotional conversations with it (21%), or had developed a close relationship (17%). Among daily users, those figures were more than twice as high, with roughly half agreeing that they thought of the chatbot as a real person (46%), had developed a close relationship with it (49%), and had real emotional conversations with it (51%). A similar pattern held in Brazil, where at least half of daily users agreed they had developed a close relationship with their chatbot (53%) and had real emotional conversations with it (56%), compared to around one-quarter of non-daily users (26% and 28%, respectively). Even in France, where overall agreement with these statements were considerably lower, daily users were almost twice as likely as non-daily users to agree they had real emotional conversations (26% vs 14%) or thought of the chatbot as a real person (25% vs 14%).

US SAMPLE

Thinking about [AI chatbot] specifically, how much do you agree with the following:

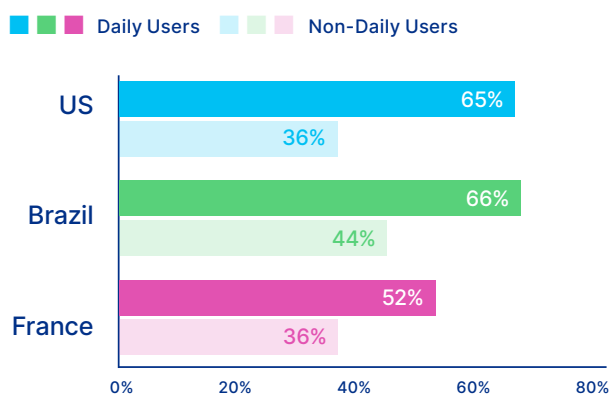


DAILY VS. NON-DAILY AI ENGAGEMENT

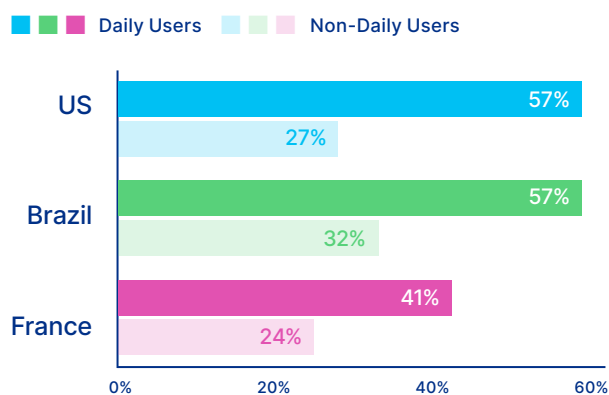
Daily Users Find AI Easier and Less Isolating

These relational perceptions were mirrored in how daily and non-daily users described the emotional benefits of interacting with AI. Across all three countries, daily users were considerably more likely to agree that chatting with AI is easier or more comfortable than talking to a real person (US: 65% daily users vs 36% non-daily; Brazil: 66% vs 44%; France: 52% vs 36%), that it helps them feel less lonely (US: 57% daily vs 27% non-daily; Brazil: 57% vs 32%; France: 41% vs 24%), and that it helps them work through their problems (US: 72% daily vs 43% non-daily; Brazil: 68% vs 40%; France: 76% vs 57%).

% Agree: "Interacting with [AI chatbot] is easier/more comfortable than interfacing with a real person."



% Agree: "Interacting with [AI chatbot] helps me feel less lonely."

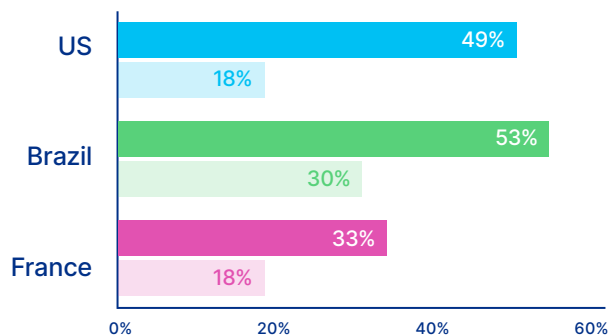


Daily Users Show Greater AI Reliance for Daily Decision-Making

The most frequent users also showed greater comfort in seeking AI for help and a stronger tendency to consult AI before making decisions. When asked whether they feel more comfortable asking an AI chatbot for help than asking another person, 60% of daily US users agreed, more than double the rate of non-daily users (27%); there were also noticeable differences in Brazil (63% of vs 43% non-daily) and France (49% agreed vs 27% non-daily). A similar pattern emerged around decision making: 49% of daily US users agreed they feel the need to consult a chatbot before making decisions, compared to only 18% of non-daily users. In Brazil, 53% of daily users agreed (vs 30% non-daily), and in France, 33% agreed (vs 18% non-daily).

% Agree: "I feel the need to consult an AI chatbot before making decisions."

■ ■ ■ Daily Users
■ ■ ■ Non-Daily Users





DAILY VS. NON-DAILY AI ENGAGEMENT

Daily Users Share More of Themselves With AI

Beyond these attitudinal differences between daily and non-daily users, there were also striking differences in behavior. In the US, nearly half of daily users frequently shared personal thoughts and feelings with their chatbot (49%) and general facts about themselves (46%), compared to less than one in five non-daily users (18% and 18%, respectively). Brazil showed similar rates of personal disclosure: 39% for personal thoughts and feelings, and 48% for general facts, which is more than double the rates of non-daily users (17% and 18%). Even asking the chatbot about itself was substantially more common among daily users in the US (39% vs 16%) and Brazil (33% vs 12%). The difference was smaller in France (12% vs 10%), though it is consistent with that country's more reserved overall orientation toward AI.

More Research Needed on Heavy AI Users

Overall, daily users of AI appear to engage in a much broader repertoire of common uses, frequently engaging with chatbots for everything from discovering new information to expressing their thoughts and feelings. They also have more positive attitudes about the technology and are more open to sharing their feelings with chatbots and asking them for advice than less frequent users. Considering the consistency of these patterns across all three countries and across relational, emotional, and behavioral domains, future research needs to determine what constitutes safe and healthy AI engagement, especially for the heaviest users of the technology.



CONCLUSION





CONCLUSION

AI Will Shape How an Entire Generation Learns, Creates, and Connects

There are common patterns in how teens from all three countries use AI chatbots, especially as a tool for seeking information and helping with schoolwork. These findings point to the need for guided, purposeful AI use that also supports independent learning, creative exploration, and social skill building. At the same time, it's important to understand how young people may have different experiences and outcomes based on context, including country, gender, frequency of use, and other factors.

 **Brazilian youth show rapid adoption and strong enthusiasm for AI chatbots.** They are the most engaged users, with 46% using AI daily and 70% saying AI is moderately or very important in their daily lives. Additionally, 68% believe AI's overall impact is positive.

 **Teens in France show cautious and skeptical adoption of AI chatbots.** They are the least engaged users, with only 20% using AI daily and 30% saying AI is moderately or very important in their daily lives. Just 39% believe AI's overall impact on young people is positive, similar to the US (43%) but much lower than Brazil (68%).

 **US youth are early adopters and fall between the other two countries, having used chatbots the longest but maintaining more measured attitudes.** 36% are daily users and 38% say AI is moderately or very important in their daily lives. However, they are the most concerned about AI's potential negative impacts, with 32% saying they use chatbots too much and 40% that it makes them lazier. They also express the highest societal concerns, with 52% very or extremely concerned about AI's impact on jobs and careers and 46% about environmental effects.

These findings highlight the need for international research that identifies differences in potentially risky and beneficial behaviors to tailor design and policy recommendations to specific user groups.



CONCLUSION

Learning

For youth in all three countries, the most frequent uses of AI are for education and research purposes, both for school-based and informal learning. Employing AI to search for new information, simplifying content they find, expanding on a known topic, and learning new things are all very common uses. A majority of youth (and over 80% of Brazilian teens) report that AI chatbots help them understand content more deeply and improve their skills. These uses represent some of the most potentially revolutionary impacts of AI on young people's learning; providing them with complex, difficult to find and synthesize information in an easily understood and clearly presented format. Developers should lean into this use of AI, encouraging discovery and learning and the excitement that comes with it.

Educators and caregivers are concerned that teens are using AI to complete their coursework for them rather than to support their own learning. According to the youth in our survey, this is, in fact, a fairly common use (especially in Brazil where 46% say they do this frequently). Importantly, the motivation behind this use is most often (but far from always) not knowing how to complete the assignment on their own.

Additionally, many youth (more than half in the US and Brazil) have used AI to create study guides, demonstrating their understanding that the technology can help them learn and not only generate completed assignments. **The opportunity, therefore, is for AI models to steer young people toward supported learning events and away from simply providing completed solutions and assignments. Teachers and parents can help model this type of use while discouraging behaviors that substitute AI output for genuine learning.**

AI Literacy

A key tool to help young people recognize the benefits and avoid the pitfalls of AI use is educational experiences designed specifically to teach about how to use this new technology. Youth in Brazil and the US were more likely than not to have received some sort of guidance or instruction about AI (e.g. 71% of Brazilian youth and 62% of US reported learning how to use AI effectively). Many fewer teens in France, however, have received this type of training (between 32% and 46% depending on the topic).

Perhaps relatedly, French teens were also the least likely to report that they frequently checked information from AI chatbots against other sources (26% compared to 44% in the US and 50% in Brazil). **There are many other factors that could also explain this difference, but these findings support a clear call for well-designed, broadly implemented AI media literacy education across all three countries.**



CONCLUSION

Creativity

We are entering an age where youth can conceive of an image and, rather than drawing or otherwise manually creating it, they can describe it to AI and have it generated almost instantly. It is easy to see how such an opportunity could potentially supplant creative endeavors and reduce teens' desire to create art. Our results in this area are somewhat complicated, with many teens saying they use AI to create digital art (US, 55%; Brazil 84%), but fewer saying they have the AI entirely complete a creative project for them.

Perhaps surprisingly, more than half the teens reported that using AI to create art feels original, authentic, and personal. Over 60% of youth in Brazil even say that AI helps them realize their creative vision. The creative act, it seems, continues to be fulfilling and motivating for many youth even when it is assisted by AI chatbots. However, a non-inconsequential group of teens (over one-third in France and Brazil, and 45% in the US) feel less creative when they use AI. **Model design that develops more of a creative collaboration between chatbot and young user could help ensure that creativity is fostered and heightened rather than supplanted.**

Social Engagement

AI chatbots present their responses to user prompts in the form of natural language and with a sense of personhood or personality that simulates a conversation. This design could allow teens to practice social interactions and build interpersonal skills, but it could also encourage potentially unhealthy attachments. Of the activities measured in this study, socializing with and venting emotions to AI chatbots were the least frequently reported. That said, 44% of Brazilian youth and 31% of US youth did report frequently using AI for roleplaying social scenarios, and well over half of the Brazilian teens said that AI chatbots help them build social skills (compared to 37% of the US teens and 32% of the French). For most youth in Brazil, but many fewer in the US and France, teens who are using AI in ways that could enhance their social skills feel as though it is helping. **Further research is needed to determine how these platforms can best encourage human social interactions while ensuring teens maintain healthy boundaries with AI.**

Gender

In addition to consistently observed differences among the three countries studied, we also found considerable differences in how adolescent boys and girls use and think about AI. These differences were most pronounced in the US, where boys reported using chatbots more frequently, were more likely to be daily users, and were more likely to say that chatbots were moderately or very important to their everyday lives (boys, 48%; girls 28%). Boys were more likely than girls to use chatbots to complete an entire school assignment and to socialize, role play, and express their feelings. Boys also asked chatbots for personal advice more often than girls across every topic measured. Overall, boys appear to be more engaged with this technology, at least in the US, and more readily use it for behaviors generally considered some of the riskiest. **Research investigating AI use in the US should examine these differences in detail to uncover potential mechanisms and help ensure equitable use for all genders.**



CONCLUSION

Frequency of Use

Some findings support a possible trajectory of how young people engage with AI as they become more experienced users. For example, although US teens have been using AI chatbots longer than French teens, both groups report comparable rates of use for searching for information and conducting research. At the same time, French teens are much less likely than US teens to report using AI for personal purposes, such as socializing or expressing their thoughts and feelings.

A similar pattern emerged across all countries: when comparing daily and non-daily users: daily users were considerably more likely to use chatbots in personal and relational ways, including for advice, emotional expression, and decision-making. Together, these findings suggest that as adolescents gain experience with AI, their use may broaden beyond information-seeking into more personal and socially oriented forms of engagement. **Although other explanations are possible, this pattern underscores the importance of continued research and of thoughtful safeguards from parents, educators and platform designers as teens' relationships with AI continue to evolve.**

Implications

We are at a pivotal inflection point in the evolution of generative AI, one that will shape how an entire generation learns, creates, and connects. It is all but inevitable that use of AI chatbots will continue to expand, and teens' reliance on these tools for educational, creative, and social purposes will deepen. **To ensure that this growth translates into accelerated learning, richer creative expression, and more meaningful social connection, all stakeholders must prioritize the digital wellness of young people.**

While parents, educators, policymakers, and youth themselves each have an important role to play, two opportunities stand out. The first is **expanding AI literacy education**, particularly in France, where teens reported substantially lower rates of instruction across every dimension we measured and were also least likely to fact-check information from chatbots. The second is **platform design that encourages creative collaboration and supported learning rather than task completion**, so AI strengthens rather than substitutes for the skills young people are developing. If AI tools are intentionally designed to amplify the benefits identified in this report while embedding safeguards against potential risks, the next era of AI can support adolescents in thriving across both their digital and offline worlds.



APPENDIX



APPENDIX

Methodology

Between November 13 - December 31, 2025, the Digital Wellness Lab conducted three separate surveys of adolescents (ages 13-17) in the United States, Brazil and France using the Alchemer survey platform. Prior to the main data collection phase, a preliminary soft launch was conducted with 100 participants in the United States from November 4-6, 2025 to assess completion rates and response patterns; these data were subsequently excluded from the final analysis to reflect changes made to the overall survey length and structure. Attention check questions were included to ensure that participants continued to read and respond appropriately to the items, and those who answered these questions incorrectly were disqualified. All responses were subsequently screened both using Alchemer's automated data cleaning tools (e.g., "speeding", patterned responses, fake/gibberish answers) and manual review of open-response questions that were quarantined for potential data quality issues.

The Boston Children's Hospital IRB reviewed and approved this study. All participants were part of Alchemer's survey network and had previously agreed to be contacted for survey opportunities. At the beginning of our survey, participants were presented with detailed information about the study, including its purpose, potential risks, compensation details, contact information for the research team, and other pertinent details. In the United States, participants acknowledged their understanding of this information and consented to participate, with the option to withdraw at any time. To ensure compliance with local laws and regulations in France and Brazil, parental consent was required before adolescents could provide their assent to participate. Professional translation of consent/assent language and survey questions into French and Brazilian Portuguese was provided by Alchemer.

The complete survey questions are available [here](#).



Samples & Demographics

Note: Different demographic questions were used for each country to reflect local regulations and customs, as sourced from national census questions and in consultation with native speakers with experience conducting research in Brazil (Dr. Evelyn Eisenstein) and France (Dr. Gonthier & Dr. Erhel). The Alchemer survey team also provided the following information about differences in recruitment between the three countries:

The US has more panel sources and desktop survey takers than Brazil or France, which impacts response patterns and access to panelists.

Recruiting and invitation methodology differ between markets. The US is heavier on respondents joining panels and accessing surveys via portals vs. direct email / text invitations which are more common in Brazil or France.

All Countries

Age: 13-17

Inclusion criteria: Have used an AI chatbot before

United States (N = 1010)

Gender: 50.2% male (N = 507), 48.1% female (N = 486), 1.1% non-binary (N = 11), 0.5% other (N = 5), 0.1% prefer not to answer (N = 1)

Race/Ethnicity*: 73.1% White/Non-Hispanic (N = 562), 19.8% Black/African American (N = 152), 17.8% Hispanic (N = 180), 7.1% Multiracial (N = 59), 4.9% Asian (N = 38), 1% Other (N = 8), 0.7% American Indian/Alaskan Native (N = 5), 0.5% Middle Eastern/North African (N = 4), 0.2% Prefer not to answer (N = 2)

Education: 65.6% public school (N = 663), 10.3% homeschool (N = 104), 7.7% charter school (N = 78), 4.4% private boarding school (N = 44), 4% secular private school (N = 40), 3.7% magnet school (N = 37), 3.6% religious private school (N = 36), 0.8% prefer not to answer (N = 8)

Setting: 44.7% city (N = 451), 32.4% suburb (N = 327), 12.3% town (N = 124), 10% rural (N = 101), 0.7% prefer not to answer (N = 7)

Brazil (N = 928)

Gender: 51% boys (N = 473), 48.7% girls (N = 452), 0.2% neither boy nor girl (N = 2), 0.1% other (N = 1)

Race/ethnicity: 69.1% White (N = 631), 11% Black (N = 99), 16.2% Mixed (N = 148), 2.7% Other (N = 25), 0.5% Indigenous (N = 5), 0.5% Asian (N = 5), 0.4% prefer not to answer (N = 4)

Education: 56.1% private school (N = 521), 42.8% public school (N = 397), 0.6% other (N = 6), 0.3% none (N = 3), 0.1% prefer not to answer (N = 1)

Setting: 57.9% major capital (N = 537), 20.8% large city (N = 193), 20.6% small city (N = 191), 0.4% favela/comunidade (N = 4), 0.3% prefer not to answer (N = 3)

* Respondents could choose as many categories as they wanted; in order to avoid counting participants twice, those who selected multiple choices are included in the "Multiracial" category. Any respondent who selected "Hispanic" was included only in the Hispanic category regardless of other race/ethnicity selections they made. This approach results in the above-listed mutually exclusive categories.

France (N = 1076)

Gender: 51.1% boys (N = 550), 48.6% girls (N = 523), 0.2% neither boy nor girl (N = 2), 0.1% prefer not to answer (N = 1)

Parent/Family Origin:** 97.1% France (N = 1017), 3% North Africa (N = 31), 2.3% Europe (outside of France) (N = 24), 1.3% other (N = 14), 1% Asia (N = 10), 0.2% Middle East (N = 2), 0.2% Americas (N = 2), 0.2% prefer not to answer (N = 2)

Education: 75.1% public school (N = 808), 21.7% private school (N = 233), 4.7% boarding school (N = 51), 0.7% homeschool (N = 8), 0.4% prefer not to answer (N = 4)

Setting: 18.2% major metropolis (N = 196), 16.1% large city (N = 173), 30.3% medium-sized city (N = 326), 35% countryside village (N = 377), 0.4% prefer not to answer (N = 4)

Data Analysis

In addition to descriptive analysis, we conducted independent samples t-tests to examine whether boys and girls differed significantly in their use of AI chatbots and related attitudes/perceptions. Statistically significant results are reported with a p-value of $<.05$, indicating less than a 5% probability that the findings are due to random chance.

Survey Setup & Logic

Platform/Chatbot Characteristics: Participants were randomly assigned to answer questions about a specific “frequently-used” chatbot that they reported using at least once a week in the past 3 months

Relationships with AI: Participants were assigned to answer questions about a specific chatbot/platform that they used the most (“most-used”); if there was more than one, one was assigned at random.

Creativity: Participants who said they had never used AI to create, edit/refine, or brainstorm skipped specific questions related to use.

Advice: Participants who said they had never asked an AI chatbot for advice on any of the listed topics skipped this section.

Companion AI: Participants who said they had never used companion AI skipped specific questions related to use.

**Respondents could select multiple options for their parent/family origin, allowing for a total of more than 100%.

APPENDIX

References

- Bartneck, C., Kulić, D., Croft, E., & Zoghbi, S. (2009). Measurement instruments for the anthropomorphism, animacy, likeability, perceived intelligence, and perceived safety of robots. *International Journal of Social Robotics*, 1, 71–81. <https://doi.org/10.1007/s12369-008-0001-3>
- Bickham, D.S., Powell, N., Chidekel, H., Yue, Z., Schwamm, S., Tiches, K., Izenman, E., Ho, K., Carter, M., & Rich, M. (2024). *Optimism and uncertainty: How teens view and use artificial intelligence*. Boston, MA: Digital Wellness Lab at Boston Children’s Hospital. <https://digitalwellnesslab.org/pulse-surveys/optimism-anduncertainty-how-teens-view-and-use-artificial-intelligence/>
- Carolus, A., Koch, M. J., Straka, S., Latoschik, M. E., & Wienrich, C. (2023). MAILS - Meta AI literacy scale: Development and testing of an AI literacy questionnaire based on well-founded competency models and psychological change- and meta-competencies. *Computers in Human Behavior: Artificial Humans*, 1(2), 100014. <https://doi.org/10.1016/j.chbah.2023.100014>
- Cavalcante Silva, G. (2025). Articulating AI futures for Brazil: on different regimes of technological solutionism. *Critical Policy Studies*, 19(4), 637–656. <https://doi.org/10.1080/19460171.2024.2449381>
- Family Online Safety Institute (FOSI). (2025). *Generative AI in uncertain times: How teens are navigating a new digital frontier*. <https://fosi.org/wp-content/uploads/2025/11/Generative-AI-in-Uncertain-Times-FOSI-2025-Research-Report.pdf>
- Fortim, I., & Zandavalli, S. D. (2025). RIGHTS.AI: Children’s experiences of generative artificial intelligence in Brazil. *Digital Futures for Children*. https://researchonline.lse.ac.uk/id/eprint/129516/1/RIGHTS.AI_Brazil_Fortim_Zandavalli_2025.pdf
- Hughes, M. E., Waite, L. J., Hawkey, L. C., & Cacioppo, J. T. (2004). A short scale for measuring loneliness in large surveys: Results from two population-based studies. *Research on Aging*, 26(6), 655–672. <https://doi.org/10.1177/0164027504268574>
- Kaufman, J. (2012). Counting the muses: Development of the Kaufman Domains of Creativity Scale (K-DOCS). *Psychology of Aesthetics, Creativity, and the Arts*, 6(4), 298–308. <https://doi.org/10.1037/a0029751>
- Kerstan, S., Bienefeld, N., & Grote, G. (2024). Choosing human over AI doctors? How comparative trust associations and knowledge relate to risk and benefit perceptions of AI in healthcare. *Risk Analysis*, 44(4), 939–957. <https://doi.org/10.1111/risa.14216>
- Ledbetter, A. M. (2009). Measuring online communication attitude: Instrument development and validation. *Communication Monographs*, 76(4), 463–486. <https://doi.org/10.1080/03637750903300262>
- Lee, S., & Park, G. (2024). Development and validation of ChatGPT literacy scale. *Current Psychology*, 43(21), 18992–19004. <https://doi.org/10.1007/s12144-024-05723-0>

REFERENCES

- Liu, Y., & Wang, H. (2026). Who on Earth is using generative AI?. *World Development*, 199, 107260. <https://doi.org/10.1016/j.worlddev.2025.107260>
- Lyon, T. F. (1971). Role clarity, need for clarity, satisfaction, tension, and withdrawal. *Organizational behavior and human performance*, 6, 99-110. Retrieved from <https://backend.production.deepblue-documents.lib.umich.edu/server/api/core/bitstreams/246d3488-c30d-4ca8-888e-b2338a0d4c0f/content>
- Maes, M., Van den Noortgate, W., Vanhalst, J., Beyers, W., & Goossens, L. (2015). The Children's Loneliness Scale: Factor structure and construct validity in Belgian children. *Assessment*, 24(2), 244-251. <https://doi.org/10.1177/1073191115605177>
- Malone, G. P., Pillow, D. R., & Osman, A. (2012). The General Belongingness Scale (GBS): Assessing achieved belongingness. *Personality and individual differences*, 52(3), 311-316. <https://doi.org/10.1016/j.paid.2011.10.027>
- McClain, C., Anderson, M., Sidoti, O., & Bishop, W. (2026). How teens use and view AI. *Pew Research Center*. <https://www.pewresearch.org/internet/2026/02/24/how-teens-use-and-view-ai/>
- Nelemans, S. A., Meeus, W. H. J., Branje, S. J. T., Van Leeuwen, K., Colpin, H., Verschueren, K., & Goossens, L. (2017). Social Anxiety Scale for Adolescents (SAS-A) Short Form: Longitudinal measurement invariance in two community samples of youth. *Assessment*, 26(2), 235-248. <https://doi.org/10.1177/1073191116685808>
- Ng, D. T. K., Wu, W., Leung, J. K. L., Chiu, T. K. F., & Chu, S. K. W. (2024). Design and validation of the AI literacy questionnaire: The affective, behavioural, cognitive and ethical approach. *British Journal of Educational Technology*, 55(3), 1082-1104. <https://doi.org/10.1111/bjet.13411>
- OECD. (2025). *How do people experience new technologies and perceive generative AI? Insights from a few countries worldwide*. OECD Centre on Well-being, Inclusion, Sustainability and Equal Opportunity. https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/12/how-do-people-experience-new-technologies-and-generative-ai_d35cfc25/49b8d10e-en.pdf
- O'Sullivan, P. B., & Carr, C. T. (2018). Masspersonal communication: A model bridging the mass-interpersonal divide. *New Media & Society*, 20(3), 1161-1180. <https://doi.org/10.1177/1461444816686104>
- Otis, N. G., Delecourt, S., Cranney, K., & Koning, R. (2025). *Global evidence on gender gaps and generative AI* (working paper 25-023). Harvard Business School. https://www.hbs.edu/ris/Publication%20Files/25023_52957d6c-0378-4796-99fa-aab684b3b2f8.pdf
- Pentina, I., Hancock, T., & Xie, T. (2023). Exploring relationship development with social chatbots: A mixed-method study of replika. *Computers in Human Behavior*, 140, 107600. <https://doi.org/10.1016/j.chb.2022.107600>

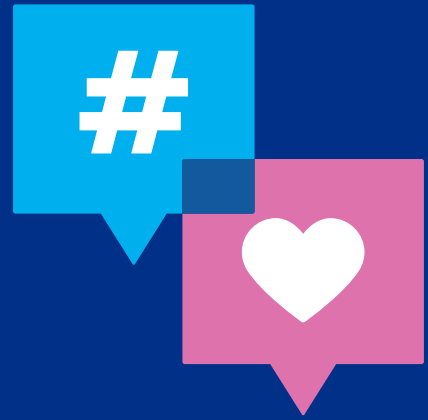


REFERENCES

- Rickwood, D., Deane, F. P., Wilson, C. J., & Ciarrochi, J. (2005). Young people's help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health*, 4(3), 218–251. <https://doi.org/10.5172/jamh.4.3.218>
- Robb, M.B., & Mann, S. (2025). *Talk, trust, and trade-offs: How and why teens use AI companions*. San Francisco, CA: Common Sense Media. https://www.commonsensemedia.org/sites/default/files/research/report/talk-trust-and-trade-offs_2025_web.pdf
- Russo, C., Romano, L., Clemente, D., Iacovone, L., Gladwin, T. E., & Panno, A. (2025). Gender differences in artificial intelligence: The role of artificial intelligence anxiety. *Frontiers in Psychology*, 16, 1559457. <https://doi.org/10.3389/fpsyg.2025.1559457>
- Tian, L., Wu, W., Tan, Y., & Feng, S. (2026). Self-reported AI literacy and gendered self-efficacy: Evidence from Chinese adolescents. *Telecommunications Policy*, 103152. <https://doi.org/10.1016/j.telpol.2026.10315>
- Yang, F., & Oshio, A. (2025). Using attachment theory to conceptualize and measure the experiences in human-AI relationships. *Current Psychology*, 44(11), 10658–10669. <https://doi.org/10.1007/s12144-025-07917-6>
- Yuan, Z., Cheng, X., & Duan, Y. (2024). Impact of media dependence: How emotional interactions between users and chat robots affect human socialization?. *Frontiers in Psychology*, 15, 1388860. <https://doi.org/10.3389/fpsyg.2024.1388860>
- Zhang, Y., Zhao, D., Hancock, J. T., Kraut, R., & Yang, D. (2025). The rise of AI companions: How human-chatbot relationships influence well-being [Preprint]. *arXiv*. <https://arxiv.org/pdf/2506.12605>
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2



Boston Children's
Digital Wellness Lab



The Digital Wellness Lab at Boston Children's Hospital seeks to understand and promote positive and healthy digital media experiences for young people, from birth through young adulthood.

The Digital Wellness Lab at Boston Children's Hospital is supported by a diverse portfolio of philanthropic foundations, corporations, and individual donors. All research conducted by the Digital Wellness Lab is designed, implemented, analyzed, and reported independently by Lab investigators. This report was produced as part of the Lab's broader research mission to generate independent, evidence-based insights on young people's experiences in digital environments.

For more information about our work, please contact us at dwl@childrens.harvard.edu or visit digitalwellnesslab.org