

**SAFER INTERNET
FOR CHILDREN
QUALITATIVE STUDY
IN 29 EUROPEAN COUNTRIES
NATIONAL ANALYSIS : DENMARK**

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INTRODUCTION

- ❖ **The European Commission** – Directorate-General Information Society and Media - **has commissioned OPTEM and its European partners to carry out a qualitative study on the subject “Safer Internet for Children”⁽¹⁾.**
- ❖ **This study covers 29 countries** (the 27 Member States, as well as Iceland and Norway) and **it involves children :**
- ❖ Boys aged 9 to 10 years
- ❖ Girls aged 9 to 10 years
- ❖ Boys aged 12 to 14 years
- ❖ Girls aged 12 to 14 years
 - all of whom have the possibility to access the Internet (although not necessarily at their home place) and use it at least once per month.
- ❖ **It aims at improving knowledge about :**
- ❖ **Internet usage by children, as well as mobile phone usage** (by those who own a mobile phone)
- ❖ **Their on-line behaviour**
- ❖ **Their perceptions of risk and safety related questions**
 - The results of the study are to be used to contribute to designing the Safer Internet Programme, and to increase the impact of awareness building actions.
- ❖ The **methodology used is that of group discussions** – with, in each country, four groups of children (one in each of the above categories).
- ❖ **This report constitutes the national analysis of results of the section of the study conducted in Denmark by Ulveman Explorative, the Danish permanent member of the above-mentioned network of partners.**
- ❖ It includes, in the Annexes
 - The composition of the groups
 - The discussion guide used by the moderators

(1) Study conducted under the aegis of the Framework Contract Eurobarometer “Qualitative Studies”, set up and managed by Directorate-General Communication A/4.

CHAPTER I
THE INTERNET AND INTERNET APPLICATIONS

I.1 LEARNING TO USE THE INTERNET

- ❖ A general finding for the groups is that participants have usually learned to use the Internet from their siblings, parents or friends.
 - Some participants also mention learning about the Internet at school, where a teacher explained to them how to go online.
- ❖ Some of the children have been introduced to the Internet from a very early age, about 6-7 years of age, while others have not really been introduced to it yet. Thus, the familiarity of the Internet to the children varies great deal, with the older children being most familiar with using the Internet, and the younger children being less familiar with it (or they do not have an interest in it yet).

“Learned it at school” (Girls group 12-14 years)

“My mother taught me to play games” (Boys group 9-10 years)

“We have to use it all the time in the school for projects” (Boys group 12-14 years)

“My father and sister have introduced me to the Internet” (Girls group 9-10 years)

I.2 INTENSITY OF USAGE

- ❖ There is a lot of variation in the amount of time participants spend on the Internet.
 - In the group of 9-10 year old boys compared with the group of 12-14 year old boys it is clear that the younger boys spend less time on the Internet than the older boys.
 - The 9-10 year old boys express that they usually go online if there is nothing else to do, if nobody wants to play with them etc., whereas the 12-14 year old boys tend to spend more time online playing games etc. even if they do have the option to go outside.
 - Thus, in the group of 9-10 year old boys the Internet is used about half an hour each day, sometimes less, whereas the older 12-14 year old boys spend more time online.

“When I do not have anybody to play with I go online” (Boys group 9-10 years)

“If you are together with friends, then you are online together” (Boys group 12-14 years)

- As for the girls, the 12-14 year olds are also on the Internet more frequently than the 9-10 year old girls. The 12-14 year olds spend a lot of time online chatting to friends on MSN.

“I chat on the Internet, when I have nothing else to do” (Girls group 12-14 years)

“Not too much time on the Internet” (Girls group 9-10 years)

- ❖ Both groups of 12-14 year olds tend to spend more time on the Internet than the younger children, who still prefer to play and talk with their friends rather than being online.
- ❖ The intensity of usage is clearly linked to **what** the children use the Internet for – for example, many of the 9-10 year old boys only use the Internet to play online games, whereas the 12-14 year old boys use it for games, but also for multiple other purposes such as surfing websites, sending text messages, looking at pictures etc.
 - It should be mentioned here, that there was a clear difference between the boys in this group: the boys aged 12 were much more like the 9-10 years olds and used the Internet mainly for online games, whereas the oldest boys - aged 13 and especially 14 - in the group had started using the Internet for chatting etc. Thus, this group was the most heterogeneous of the 4 groups, which might be beneficial to consider when putting the groups together,
- ❖ Thus, different factors affect Internet use for the groups: the younger children tend to choose playing/talking with friends to the Internet, and if these activities are available they will not spend time online. The older children use the Internet to chat with friends, and therefore also spend more time online. The 12-14 year old children are more dependent on meeting with and being accepted by their peers, whereas the 9-10 year olds are still more connected to their parents, siblings etc.

I.3 DEGREES OF FREEDOM IN USING THE INTERNET

- ❖ In general the participants do not have any specific limitations in terms of **how much** they are allowed to use the Internet.
 - Some participants say that they are not allowed to spend several hours a day on the Internet, and their parents have for example made the rule that after dinner they are not allowed to be online anymore. Or, the parents will tell them that now they have spent too much time online and are not allowed to sit in front of the computer anymore. But there are no specific restrictions as to how many hours per day/week the children are allowed to spend online.

“Rules (about using the Internet) are nice” “Or you just get a headache” (Girls group 9-10 years)

- The general impression is that the children are quite free to use the Internet – especially the younger children, who (as mentioned above) do not make the Internet a very high priority. Their time spent on the Internet is therefore fairly self-regulatory.
- ❖ Across groups, several participants mention different types of restrictions from their parents in terms of Internet **behaviour**.
 - They say that they are not allowed to reveal their identity to anyone they meet online, for example by giving out the following:
 - Name
 - Address
 - Phone number (and/or mobile phone number)
 - Email address
 - MSN address
 - Thus, several parents have been quite specific in these instructions to their children. However, as will become clear later in this report, many of (especially) the 12-14 year old children do not behave according to their parents’ warnings.

“My mother wants me to help with dinner and after dinner I do not want to be online anymore” (Girls group 12-14 years)

- ❖ When asked how they would perceive it if their parents were to give them any restrictions, many participants say that it would be fine with them (especially among the 9-10 year old participants), and they understand the need for restrictions. However, several of the 12-14 year old children did not see the need for restrictions being placed upon them by their parents. Especially the 12-14 year old boys were very independent, and openly declare that they do not tell their parents about a lot of the things they do online, and that they would not obey if restrictions were made.

“...but I am not allowed to spend all the time I want, they say I have to turn off” (Boys group 9-10 years)

- ❖ Thus, the parents' rules about time spent online vary according to the children's age: the older children have more restrictions because they use the Internet more, whereas not so many restrictions are needed (yet) for the younger children, as they have a natural tendency to spend less time online.
- ❖ Also, in terms of rules about Internet behaviour, the rules are generally the same for all the children, but especially the 12-14 year old boys do not seem to take them that seriously.

"No exact rules (about time spent online)" "3-4 hours maximum" (Boys group 12-14 years)

I.4 SPECIFIC INTERNET APPLICATIONS

❖ The specific Internet applications can be illustrated as follows:

	Boys group 9-10 */**	Girls group 9-10 */**	Boys group 12-14 */**	Girls group 12-14 */**	Total */**
Searching for information as a part of my school work	2 / 2	2/3	6/1	3 / 4	13/10
Searching for information on subjects which interest me/surfing for fun	3/ 4	4/4	6/3	3 / 3	16/14
Sending and receiving emails	3/ 2	4/2	4 / 0	2 / 1	13/5
Using instant messaging (MSN)/chatting with friends	3/ 1	3/1	3 / 4	2 / 4	11/10
Engaging in open chatrooms	2/ 1	5/0	2/2	2 / 0	11/3
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	1/ 0	2/1	3/0	0 / 1	6/2
Reading and responding to friends' blogs/homepages	2/ 0	3/1	3 / 0	2 / 1	10/2
Reading and responding to blogs/homepages of someone I have never met	0/ 0	0/1	2/0	2 / 0	4/1
Playing on-line games	1/ 7	0/7	2 / 6	3 / 1	6/21
Downloading music, films, videos, games or other files	4/ 0	4/0	0/8	2 / 1	10/9
Sharing files (music, films, videos, games or others)	4/ 0	2/0	2 / 3	2 / 0	10/3
Sharing photos	3/ 0	3/0	3 / 0	1 / 0	10/0
Downloading ring tones/images for my mobile phone	3/ 0	0/1	3/ 2	1 / 0	7/3
Taking part in competitions	3/ 0	4/1	3 / 1	2 / 0	12/2
Making phone calls through the Internet	2/ 0	2 / 1	2/ 1	0 / 0	6/2
Total	35/17	39/23	44/31	27/16	145/87

* Used applications ** Most frequently used applications

- ❖ The boys aged 9-10 (column 1 in the table) most frequently use the Internet for playing **on-line games**, and also for **searching for subjects of interest**. However, as can also be seen from the table, this group is also aware of many other things for which to use the Internet, even though they might not use these applications very frequently.
 - Thus, in this group the Internet was mostly popular for playing games online – which is again linked to the age group: they are still at the age where playing is more important than actual communication online.

“I play games online” (Boys group 9-10 years)

- ❖ The girls aged 9-10 (column 2) are, like the 9-10 year old boys, most likely to use the Internet for playing games online, as well as searching for topics of interest. The number of applications used frequently is slightly larger here than in the 9-10 year old boys’ group.
 - This could be the case because girls are a bit more mature than boys at this age, and have discovered different uses of the Internet earlier. At any rate, the general pattern for the young girls is similar to that of the young boys.

“Mostly sites about my interest. Are there sites about dogs?” (Girls group 9-10 years)

- ❖ In the group of 12-14 year old boys (column 3) the picture is quite different, however. The boys in this group are still clearly very interested in playing online games (6 out of 9 participants marked this application as frequently used), but here **MSN** and **downloading** things from the Internet also have very high places in the spectre of applications. This shows that the boys in this group make more use of the more communicative areas of the Internet, and the number of applications they use frequently is much larger than that of the 9-10 year old boys.
 - Again it should be stressed that **age** was definitely a divider in this group, with the younger boys – aged 12 - being much more interested in online games and not so familiar with chatting etc. online.

“I use the Internet for) Arto, MSN, W-man, speak, Habbo, myspace, agame, mousebreaker etc”
(Boys group 12-14 years)

- ❖ The 12-14 year old girls (column 4), like the boys in the same age group, are very focused on using MSN for chatting with their friends online. This group is the only one that did not show any interest in playing games online (only 1 out of 8 participants used the Internet for this frequently) – however, 3 participants did use this application some times.
 - Thus, for these girls the Internet is most frequently used for communication with friends, and not so much for the general entertainment aspects.
- ❖ The biggest contrast in Internet applications is between the girls aged 12-14 and the boys aged 9-10: almost all the girls use the Internet for chatting with friends (and almost none of the boys), and almost all the boys most frequently play online games, whereas only one of the girls marked that she does this frequently. This reflects the very different needs of these age groups.
- ❖ Thus, as previously mentioned, the amount of time spent online by the different age groups is closely linked to the specific applications used: the younger children mostly use the Internet for playing games and the older children tend to use it more for communicating with friends. This goes well with the fact that the youngest boys spend the shortest time online compared to the other groups.

- ❖ To all the children in the 12-14 age group **MSN** tops the list of applications, and many of them also chat with people they do not know in open chat rooms. Also, the boys aged 12-14 quite frequently use it to download things from the Internet as well. The Internet therefore serves different purposes for the different groups of children: it is more about being entertained when you are bored for the younger children and more about communication for the older ones.

“There is so much to do (instead of being online), and I do not know how to do” (Girls group 9-10 years)

CHAPTER II
MOBILE PHONE AND MOBILE PHONE USAGE

II.1 MOBILE PHONE USAGE

- ❖ Out of all participants, only **one** did not have her own mobile phone – this was a participant in the group of 9-10 year old girls. Thus, the children generally had their own mobile phones and were very familiar with using it.

“I use my mobile phone for SMSes, phone calls and pictures” (Girls group 9-10 years)

“I just got my mobile phone, I have not used it yet” (Boys group 9-10 years)

- ❖ Most of the children had gotten their mobile phone when they were around 8 years old – and some even earlier.
- ❖ The mobile phones are mostly used for sending SMSs to friends and making phone calls to parents – particularly when they need to let them know where they are, when they will be home etc. Some participants, especially in the boys’ group, also use their mobile phones to listen to music.
- ❖ In the group of 12-14 year old boys the talk quickly turns to happy slapping, and it turns out that some of the boys have downloaded this online – only one, however, has actively participated in it with his mobile phone. Thus, quite spontaneously, the issue of bullying comes up in this group, which will be addressed later.

“If you have participated in happy slapping you can go online with it and earn a lot of money” (Boys group 12-14 years)

- ❖ Although mobile phones are used daily by all the participants who own one, it is clear that the two groups of older children perceive it as more necessary and “a part of them”: they feel isolated from their peers if they do not have access to their phone.
 - These children use the cell phone much more to stay in contact with their friends – this connects with the previous finding that the older children also use the Internet more often for communication than the younger ones.

“SMSs for my friends phone calls for my family” (Girls group 12-14 years)

❖ Table of hand counts of answers:

MOBILE PHONE APPLICATIONS	Boys group 9-10 years */**	Girls group 9-10 years */**	Boys group 12-14 years */**	Girls group 12-14 years */**	Total */**
Making and receiving phone calls	1/6	0/7	3/6	5/4	9/23
Sending/receiving SMSs	1/7	0/7	2/7	2/6	5/27
Taking photos/images	4/3	2/5	5/3	4/3	15/14
Sending/receiving/sharing images	0/3	2/2	6/1	4/0	12/6
Connecting to the Internet through my mobile phone	0/1	0/0	4/0	1/0	5/1
Total	6/20	4/21	20/17	16/13	46/71

- ❖ The table clearly shows that sending SMSes is the most used application across groups, closely followed by phone calls. Among the boys aged 9-10, sending/receiving/sharing images is also used by many participants – more than in the other groups, whereas the girls in the 9-10 year age group prefer taking photos.
- ❖ Thus, the general pattern is that the children predominantly use the mobile phone for sending SMSes and making phone calls – the more “traditional” applications. Especially the SMSs can turn out to involve risks, as will be illustrated later in the report.

II.2 DEGREES OF FREEDOM IN USING MOBILE PHONES

❖ Several types of restrictions come up when talking about using mobile phones in the 4 groups:

- The mobile phone should be turned off while sleeping
- The mobile phone should be turned off during dinner
- Not allowed to spend more than a certain amount per month
- Not allowed to receive SMSes from people you do not know
- Not allowed to connect to the Internet
- Not allowed to send pictures to places that cost money
- Not allowed to send threatening SMSes
- Not allowed to use the mobile phone if you skip school

❖ The girls aged 12-14 tend to agree with the rules and restrictions set by their parents: they can understand why they want the mobile phone to be turned off during dinner and at night, and most of them realize it is for their own good.

❖ The boys aged 12-14 are more annoyed by the rules and express dissatisfaction with them. Especially one participant in this group, who had his phone taken from him because he skipped school for 10 days, said that the mobile phone is essential in his life:

“It was the worst thing, being without a mobile phone for 10 days....it is your life” (Boys group 12-14 years)

- Here we again see how this age group is clearly linked to their friends through mobile phone usage – the world collapses if you do not have access to it.

“If someone calls when we are eating I cannot call or SMS, only afterwards....it is really annoying if you eat a little late, because then you cannot really reply until you get back to school” (Girls group, 12-14 years)

❖ In the younger age groups the parents have also set rules about sending pictures (Girls group 9-10 years) and receiving messages from unfamiliar people (Boys group 9-10 years).

❖ In general the children are generally quite free to use their mobile phones, though, and restrictions are (especially for the older children) mostly used as a means for **not spending too much money** or as **punishment** for unacceptable behaviour (e.g. skipping school).

❖ Compared to the use of the Internet, it seems that parents have set more rules about Internet usage than mobile phones in terms of the **children’s behaviour** (for example giving out your address etc.), whereas the rules concerning the mobile phones are more concerned with the **price** and **intrusiveness** into the family’s routines.

CHAPTER III
PERCEPTIONS OF INTERNET AND MOBILE PHONE
RELATED PROBLEMS AND RISKS

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ The following applications of the Internet/mobile phone were spontaneously mentioned as involving risks:

- **The Internet**

- Giving out personal information (phone number, address, MSN address, email) on the Internet
 - People might threaten or bully you by sending SMSes or emails, or on MSN
 - People might take your username/password in online games
- Writing back if you receive a message (for example in a chat room) from an unfamiliar person
 - The person might send you nasty or pornographic messages
 - The person might be much older and have bad (and maybe sexual) intentions
 - You can get cheated
- Downloading things off the Internet
 - It is not legal
 - It can cause a virus on your computer

- **The mobile phone**

- Receiving threatening SMSes
 - Makes you feel uncomfortable and afraid – especially if it is someone you might meet at school the next day
 - You should not erase them – then you can find out who sent them
 - You should not write back if it is someone you do not know
- ❖ Across groups, most of the children express that they have experienced bullying – especially through SMSes. This type of bullying is viewed by the children as worse than bullying via MSN or in chat rooms: you can block people from your MSN account permanently, but you can only turn your mobile phone off temporarily, because you have to turn it back on to be in touch with your friends – and when you do, you will be reminded of the bullying.

“On MSN you can block people, in chat rooms you can leave...on the mobile phone it is someone you know, you have to turn the phone back on” (Girls group 12-14 years)

“I send threatening SMSes” (Boys group 12-14 years)

- ❖ The major difference between the groups when it comes to bullying, is that for the younger boys “real life” bullying, which happens at school, is perceived as far worse than bullying taking place online or on the mobile phone – physical threats are the worst. In contrast, the girls find online and mobile phone bullying worse.

“If I get a SMS and I do not know who have send it), my mother look if it is someone she knows (Boys group 9-10 years)

- ❖ When it comes to the Internet involving risks, all the children mention **chat rooms** as being risky:
 - People might send you nasty messages, which is why it is important not to give out any personal information. This was especially mentioned by the 9-10 year old girls.
- ❖ Most of the children have either been warned of the risks by their parents, who have told them never to give out any information online, or they have had a negative experience, which has made them think more about the dangers of the Internet.
- ❖ However, though all the children were aware of the dangers of using chat rooms, they still express that they give out personal information to people they are not familiar with (even if they have checked out the identity of the person) – if some time goes by and they feel like they can trust the person they are chatting with.
- ❖ In general, it is only if the child has had a negative experience (such as chatting with someone and finding out the person is much older) that the risks become clear, and the child then stops giving out information.
 - For most of the children, though, the fact that you can simply block people in the chat room or on MSN is enough “security” for them, and they do not consider it an important obstacle for continuing to use chat rooms.

“My friend got a SMS that said: I hate you and I want to beat you” (Girls group 9-10 years)

- ❖ Thus, generally – although they are aware of the risks of using mobile phones and the Internet – the children are not afraid or nervous about it, and do not seem to take it very seriously. And the awareness of the risks of the Internet and mobile phones does not make them change their behaviour in any remarkable way – it is a negative experience that leads to this change of behaviour.

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

❖ Table of hand counts of answers – problems and risks using Internet and mobile phones:

	Boys group 9-10 */**	Girls group 9-10 */**	Boys group 12-14 */**	Girls group 12-14 */**	Total */**
Searching for information as a part of my school work	1/2	0/0	0/0	0/0	1/2
Searching for information on subjects which interest me/surfing for fun	5/2	1/0	2/0	0/0	8/2
Sending and receiving emails	3/1	5/1	2/0	2/0	12/2
Using instant messaging (MSN)/chatting with friends	3/2	3/1	2/0	3/1	11/4
Engaging in open chat rooms	2/1	4/0	6/0	2/2	14/3
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	1/0	1/0	0/1	0/0	2/1
Reading and responding to friends' blogs/homepages	3/1	0/0	1/0	0/0	4/1
Reading and responding to blogs/homepages of someone I have never met	0/2	2/0	3/0	3/2	8/4
Playing on-line games	1/5	1/0	0/0	1/0	3/5
Downloading music, films, videos, games or other files	3/0	5/0	3/0	0/0	11/0
Sharing files (music, films, videos, games or others)	3/0	0/0	0/0	0/0	3/0
Sharing photos	0/0	1/0	0/0	2/0	3/0
Downloading ring tones/images for my mobile phone	3/0	0/0	0/0	0/0	3/0
Taking part in competitions	4/0	0/0	2/2	1/0	7/2
Making phone calls through the Internet	1/1	1/0	1/0	1/1	4/2
Total	33/17	24/2	22/3	15/6	94/28

* Problematic/risky applications ** Most problematic/risky applications

MOBILE PHONE APPLICATIONS	Boys group	Girls group	Boys group	Girls group	Total
	9-10 years	9-10 years	12-14 years	12-14 years	
	*/**	*/**	*/**	*/**	
Making and receiving phone calls	2/3	3/0	1/0	3/0	9/3
Sending/receiving SMSes	2/3	4/1	2/0	2/0	10/4
Taking photos/images	0/1	1/0	0/0	0/0	1/1
Sending/receiving/sharing images	1/1	0/1	5/2	1/0	7/4
Connecting to the Internet through my mobile phone	2/0	0/0	0/0	4/0	6/0
Total	7/8	8/2	8/2	10/0	33/12

- ❖ There are many differences in the problems/risks the groups associated with the various Internet and mobile phone applications.
- ❖ **Regarding Internet applications:**
 - There are many differences between the groups – the young children do not have much to say at all: some of them are more active and some of them say nothing at all when marking their sheet.
 - The boys aged 9-10 were the group where most marked competitions as being risky. This could be because these boys usually use the Internet for games and competitions, and therefore they only have knowledge about the risks associated with these types of applications.
 - The girls aged 9-10 marked emails and chat rooms as risky – but generally it seems that they are more afraid of the unknown than actually afraid of a risk they know is there.
 - Several of the boys in the group aged 12-14 marked chat rooms as risky, which also goes well with the previous finding that they use this more often than the younger boys.
 - The girls aged 12-14 marked MSN and blogs as risky: these girls know of the risks present on the Internet (by for example responding to blogs of unfamiliar people or giving out your MSN address), and are therefore worried about these specific applications.
- ❖ Thus, there are very many differences between the groups when it comes to threats on the Internet.
- ❖ Overall, though, most children across groups think that chat rooms and emailing could be risky, followed by MSN and downloading things off the Internet.
- ❖ However, in many cases the children do not associate problems with many of the applications presented to them.

❖ **Regarding mobile phones applications:**

- As can be seen in the table, the boys aged 9-10 mostly felt that SMSes are associated with risks, because you can be threatened by someone you know (possibly from school). Thus, the boys are first and foremost scared of threats, which can result in physical violence at school.
- In the girls group of 9-10 year olds SMSes were also associated with risks.
- Only a few of the boys aged 12-14 marked SMSes as risky – here, 5 out of 9 participants marked sending/receiving/sharing images as involving risks. They also clearly expressed that it is specifically happy slapping that could be problematic. Again, the physical aspects of the threat is important, as well as the fact that happy slapping is illegal.
- In the group of 12-14 year old girls half of the participants felt that connecting to the Internet through the mobile phone was problematic. This goes well with the fact that this is also the group expressing the most fear about disclosing personal information online.

CHAPTER IV
REACTIONS TO THE PRESENTATION OF SIX
CATEGORIES OF PROBLEMS AND RISKS

IV.1 TRUTHFULNESS OF INFORMATIONS FOUND ON THE INTERNET

- ❖ Boys 9-10: did not say anything about this.
- ❖ Girls 9-10: These girls stress the fact that you cannot trust people you chat with online – this shows they have an awareness of the risks associated with this.
 - Many of the girls say they know people who have lied about their age in the chat rooms called Arto and Habbo, in order to be able to use them (you may only be a user if you are over 14).
 - However, as for the boys, the girls seem to take it for granted that people will lie, and so they do not take it very seriously.
- ❖ Boys 12-14: The children in this group are used to the fact that information on the Internet might not be true – to the degree that they actually **expect** people to lie in chat rooms etc. – and many of them admit to lying themselves.

“It has become a part of everyday life” (Boys group 12-14 years)

“[Referring to chat rooms] You should not hope for too much in there” (Boys group 12-14 years)

- The boys in this group say that many boys lie to impress girls they meet online – for example by saying they look different than they actually do. Or, they will lie about doing things that give status, such as happy slapping, to get more respect from their peers.
- ❖ Girls 12-14: The girls in this age group focus more on actual false information on websites, such as Wikipedia (online dictionary). Though they are aware that it is possible that such information might be wrong, it does not represent a big problem for them.
- ❖ Thus, overall the truthfulness of information on the Internet is not something the children see as very problematic – although they are well aware of the risks - and they even expect that information in chat rooms may be false.

IV.2 POTENTIALLY SHOCKING CONTENTS

- ❖ Boys 9-10 years: The boys find pornographic images nasty, and find it repulsive that you can find it online. Another important thing to them in this regard is the fact that shocking content might appear if they click into the wrong website: for example, one boy explains that by accident he went into a website with pornographic game.

“I am not allowed to look at nasty things” (Boys group 9-10 years)

- ❖ Girls 9-10: Also find pornographic pictures nasty, and feel it can be scary for children. Many in this group have also tried clicking into the wrong websites, finding pornographic content.

“One time I clicked into cartoonnetwork.dk, and all the characters appeared in many different ways, they were naked and everything.” (Girls group 9-10 years)

Thus, a lot of the girls had had such experiences online, and are therefore aware of the risk.

- ❖ Boys 12-14: In this group some of the boys were not at all bothered about possibly finding shocking content – they are simply so used to encountering for example pornographic content, that they just click away from the site, or delete the email if they happen to get one.
- ❖ Girls 12-14: These girls are also so used to seeing shocking content online that they are not shocked by it at all: most of the girls say that they simply leave a website or delete pornographic content sent to them.

“I don’t think about it, I just delete it” (Girls group 12-14 years)

- ❖ Thus, again, most of the children are used to finding pornographic content online, and they do not consider it a big problem – they simply go to another website or delete it.

“You just ignore them or give the wrong phone number” (Boys group 12-14 years)

- ❖ Primarily the 9-10 year old girls say that they would tell their mother, a teacher or their friends if they encountered pornographic or violent content online, whereas the boys did not mention said that they told anyone about shocking content.

IV.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ Across groups, the vast majority of the participants have either tried sharing personal information with someone they had met online, or at least know someone who has.
 - In the older age groups several children have tried it themselves, whereas in the younger groups it is more common to have heard of other people's experiences with it.
 - Especially the issue of **age** is mentioned by almost all the children: the potential risk that someone you talk to online might be someone who is much older than you.
- ❖ This shows that most of the children actually do not listen to their parents' warnings: even though most of the children say that they have been told not to give out any personal information online, they still do it if they feel they can trust the person "on the other side".
 - Especially the 12-14 year old boys are quite reckless, and do not care what their parents have told them
 - In this group one also expresses that the reason he would never tell his parents about meeting a stranger online and meeting him, is that he is afraid to be punished by his parents:

"...[I met him at a station] and then it was this old, nasty, 44-year old man. Then I walked away. I have never told my parents about it, they would get angry. It might have consequences, I might have my mobile phone taken from me" (Boys group 12-14 years)

- The group of 12-14 year old boys thus seem to keep their Internet and mobile phone behaviour to themselves, which might put them more at risk than the other groups.
- ❖ Again, especially the 9-10 year old girls tend to agree with the rules set by their parents – and they have learned from the experiences of others that it is wise not to meet strangers you have chatted with online

"A girl from my class had an NK ["Net Boyfriend", someone you are "dating" online] on Arto, then he asked if they could go to his house and play, and then she went, and he was a really old man. She did not come to school for a week because she was so sad." (Girls group 9-10 years)

- ❖ A few of the 12-14 year old girls have also had bad experiences talking to strangers online, but they tend to talk to their friends rather than their parents – this is probably quite common for the age group in general.

"I just talked with my friend and she told me not to worry" (Girls groups 12-14 years)

- Many of the girls in this group also mention that they will give out personal information to someone they have met online if they trust that the person is who he/she says he/she is – for example, if they have seen the person on a webcam and "made sure" that he/she is not older
- ❖ Overall, although the children are aware of the dangers of talking to strangers online, many of them do it anyway, and without telling their parents about it. Especially the 12-14 year old boys clearly do not communicate to their parents what they do online.

IV.4 BULLYING

- ❖ As mentioned previously, most of the children have either experienced bullying or have friends who have tried it – either on MSN, via SMS or in real life.

“...a friend of mine has been threatened through a chat homepage, he told his parents and some friends” (Boys group 9-10 years)

- ❖ Except for the one boy in the 12-14 year group, who had tried happy slapping, none of the children admit to having bullied others
 - However, as noted earlier, a few of the boys aged 12-14 admit to having downloaded images of happy slapping, which can be considered bullying
- ❖ Also, as mentioned earlier, the boys are mainly afraid of the physical bullying, whereas the girls focus on bullying on SMS and MSN as a significant problem.
 - When asked, the vast majority of the 12-14 year old girls say that bullying is a major problem.
 - One girl says that the reason for this is that you should be able to avoid bullying when you are not at school – and it is hard to answer back to someone, who is bullying you
 - Thus, especially these girls consider bullying a major problem
- ❖ In terms of telling friends or parents, several of the boys aged 9-10 mention that they have received a phone number from their school, which they can call if they are bullied.
- ❖ Overall, across groups, all the children were very aware of bullying in its different forms, but it was mostly the girls who considered it a problem.

IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

- ❖ In all the groups at least one participant has tried downloading something off the Internet, which they thought was free of charge but then actually cost money.
- ❖ *“I do not download, only if I hear a tune I like, I ask my father to do it”* (Girls group 12-14 years)
- ❖ In general, this is not a very common problem in the groups, because most of them do not frequently use the Internet in a way where they would be encouraged to see free offers. Even the few children who have tried it do not consider it very problematic – they are now simply aware that it can happen and that they should watch out.

IV.6 ILLEGAL DOWNLOADING

- ❖ The group of 12-14 year old boys is the only one, where it is common to download for example music off the Internet – even though they are aware that it is illegal, it does not seem dangerous enough for them to stop. This could be because they might not think the consequences are that severe.
- ❖ In the other groups it is not popular to do this.
 - In the group of 9-10 year old boys, some of the participants express that they do not know it is illegal to download music from the Internet, although one participant mentions that the police will take action if you download illegally.
 - The 9-10 year old girls do know it is illegal, and do not download because they feel bad for the people making a living from the music. Again, this was the group where the rules set by the parents were emphasized the most.
 - The 12-14 year old girls are also aware that it is illegal, and in this group nobody downloads things from the Internet.
- ❖ Thus, overall it is only the group of 12-14 year old boys who frequently download music etc. from the Internet. This goes well with the previous finding that this group has the tendency to disregard rules more than the other groups.

“It is illegal, but it does not look like it is illegal” (Boys group 12-14 years)

CHAPTER V
RISK RELATED INFORMATION
AND REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ In general the children were not very expressive when it came to precautions they would take regarding the Internet and mobile phones, or advice they would give a friend or a sibling.
- ❖ In the girls groups it is mentioned (again) that it is important not to give out personal information (girls group 9-10 years) and the older girls (12-14 year olds) would advise younger siblings not to enter certain websites, such as supermodel.dk, because they perceive them as misleading.

“There are a lot of bad things on Arto, so it is better to follow the rules” (Girls group 9-10 years)

- ❖ In general, this theme did not give that many comments, which shows that the children do not think much about how to protect themselves from the dangers of the Internet and mobile phones.

V.2 WAYS OF REPORTING ENVISAGED

❖ As with the topic above, there were not many spontaneous comments about this in any of the groups – but when probed they mentioned different ways of reporting:

- The boys aged 9-10 said they had a number from school they can call in case they are bullied (or see someone else being bullied). It was mentioned that if the bullying happened outside the school, and they had their mobile phone available, they would call their parents – if at school, they would go to the office

“We got a number at school where we can call” (Boys group 9-10 years)

- The girls aged 9-10 mention the possibility of contacting the owner of the website, on which you experience something inappropriate. They also like the idea of a report button – one girl in particular stresses that this button should appear more clearly on the website, so you know exactly where to click if you need to.

“On Arto you can send SOS if you have problems” (Girls group 9-10 years)

- The boys aged 12-14 – as mentioned before – are not interested in reporting anything to their parents, but most of them say they talk to their friends about bad experiences online or on the mobile phone. In this group the possibility of having a report button on websites is considered a good idea – although it involves the risk of reporting the wrong person by mistake. It is clear that in this group the boys who chat online are very aware of what to do if they want to report someone – for example by contacting the owner of the website.

“You can block it and just delete it” (Boys group 12-14 years)

- In the girls group 12-14 years, there is no agreement about whether a report button would be a good idea. However, the general pattern in this group is that most of the girls – like the boys in the same age group - are aware of what to do if they want to report someone online.

“You can just block the person or you can leave the chatroom” (Girls group 12-14 years)

❖ Thus, mostly the older children had considered the idea of clicking a button online to report someone, but they already know what to do in order to report – so the idea of a report button is not that relevant to them. In contrast, the younger children are still more focused on telling their parents and/or a teacher at school.

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

❖ As with the two previous topics, the children were not very articulate about this issue. However, these points were made in the individual groups:

- In the boys group 9-10 years it was suggested that a good way to learn more would be by having a meeting at school, with both parents and children present, where the problems and risks could be explained.

“It could be a meeting with parents and children, where they get a lot of informations” (Boys group 9-10 years)

- The 9-10 year old girls – as expected from the previous finding that they generally accept their parents rules – are more focused on learning more from their parents or possibly the teachers

“My teacher tells if there are any problems” (Girls group 9-10 years)

- The 12-14 year old boys were more negative towards learning about the problems and risks of the Internet and mobile phone than the 3 other groups – one participant even called it “annoying” that they had to see a video about it every six months

“We already get some information, but I find it annoying” (Boys group 12-14 years)

- Finally, the 12-14 year old girls suggested that there could be a website where you could read about the problems and risks, and where there could be examples of things that can happen to children on the Internet.

“Everybody says there is enough information at school” (Girls group 12-14 years)

❖ Thus, except for a low interest among the 12-14 year old boys, there is a general acceptance of the present information on problems and risks of the Internet: most of the children think this is alright, and accept that there needs to be some kind of information about it at school.

SUMMARY OF RESULTS

- ❖ In terms of Internet usage, some of the children have been introduced to the Internet from a very early age, about 6-7 years of age, while others have not really been introduced to it yet. Thus, the familiarity of the Internet to the children varies great deal, with the older children being most familiar with using the Internet, and the younger children being less familiar with it (or they do not have an interest in it yet).
- ❖ Different factors affect Internet use for the groups: the younger children tend to choose playing/talking with friends to the Internet, and if these activities are available they will not spend time online. The older children use the Internet to chat with friends, and therefore also spend more time online. The 12-14 year old children are more dependent on meeting with and being accepted by their peers, whereas the 9-10 year olds are still more connected to their parents, siblings etc.
- ❖ The parents' rules about time spent online vary according to the children's age: the older children have more restrictions because they use the Internet more, whereas not so many restrictions are needed (yet) for the younger children, as they have a natural tendency to spend less time online.
- ❖ Also, in terms of rules about Internet behaviour, the rules are generally the same for all the children, but especially the 12-14 year old boys do not seem to take them that seriously.
- ❖ The amount of time spent online by the different age groups is closely linked to the specific applications used: the younger children mostly use the Internet for playing games and the older children tend to use it more for communicating with friends. This goes well with the fact that the youngest boys spend the shortest time online compared to the other groups.
- ❖ To all the children in the 12-14 age group **MSN** tops the list of applications, and many of them also chat with people they do not know in open chat rooms. Also, the boys aged 12-14 quite frequently use it to download things from the Internet as well. The Internet therefore serves different purposes for the different groups of children: it is more about being entertained when you are bored for the younger children and more about communication for the older ones.
- ❖ The general pattern is that the children predominantly use the mobile phone for sending SMSes and making phone calls – the more “traditional” applications. Especially the SMSes can turn out to involve risks.
- ❖ In general the children are quite free to use their mobile phones, though, and restrictions are (especially for the older children) mostly used as a means for **not spending too much money** or as **punishment** for unacceptable behaviour.
- ❖ Compared to the use of the Internet, it seems that parents have set more rules about Internet usage than mobile phones in terms of the **children's behaviour** (for example giving out your address etc.), whereas the rules concerning the mobile phones are more concerned with the **price** and **intrusiveness** into the family's routines.
- ❖ Generally the children are not afraid or nervous about using mobile phones and the Internet, and do not seem to take it very seriously. And the awareness of the risks of the Internet and mobile phones does not make them change their behaviour in any remarkable way – it is a negative experience that leads to this change of behaviour.

- ❖ There are very many differences between the groups when it comes to threats on the Internet. Overall, though, most children across groups think that chat rooms and emailing could be risky, followed by MSN and downloading things off the Internet. When it comes to perceived risks when using mobile phones, results were very mixed – but many of the children feel that SMSes can be problematic (because you can be bullied).
- ❖ Overall the truthfulness of information on the Internet is not something the children see as very problematic – although they are well aware of the risks - and they even expect that information in chat rooms may be false.
- ❖ Most of the older children are used to finding pornographic content online, and they do not consider it a big problem – they simply go to another website or delete it.
- ❖ Overall, although the children are aware of the dangers of talking to strangers online, many of them do it anyway, and without telling their parents about it. Especially the 12-14 year old boys clearly do not communicate to their parents what they do online.
- ❖ Overall, across groups, all the children were very aware of bullying in its different forms, but it was mostly the girls who considered it a problem. However, of all the different risks and problems dealt with in the discussions, bullying was the one that most children had something to say about (in all groups) and the one that they tended to have most concerns about.
- ❖ Deception of a free of charge character is not a very common problem in the groups, because most of them do not frequently use the Internet in a way where they would be encouraged to see free offers.
- ❖ It is only the group of 12-14 year old boys who frequently download music etc. from the Internet. This goes well with the finding that this group has the tendency to disregard rules more than the other groups.
- ❖ In general the topic of precautions did not give that many comments, which shows that the children do not think much about how to protect themselves from the dangers of the Internet and mobile phones.
- ❖ Mostly the older children had considered the idea of clicking a button online to report someone, but they already know what to do in order to report – so the idea of a report button is not that relevant to them. In contrast, the younger children are still more focused on telling their parents and/or a teacher at school.
- ❖ Except for a low interest among the 12-14 year old boys, there is a general acceptance of the present information on problems and risks of the Internet: most of the children think this is alright, and accept the need for some kind of information about it at school.

ANNEX I
COMPOSITION OF THE GROUPS



COMPOSITION OF THE GROUPS

	Boys group 9-10 years	Girls group 9-10 years	Boys group 12-14 years	Girls group 12-14 years
	Høje Taastrup, April 17	Høje Taastrup, April 18	Høje Taastrup, April 18	Høje Taastrup, April 17
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	3	2	1	5
Mid-level managers	0	3	2	0
Office employees (non-managerial)	6	1	3	2
Manual workers	0	1	3	0
Others	0	1	0	1
Places and means of access to the Internet				
Home (broadband))	5	8	7	7
Home (non broadband)	4		2	1
School	3	7	6	7
Internet cafes	0		1	0
Others	5	4	2	3
Personal ownership of computer				
Yes	4	2	5	4
No	5	6	4	4
Ownership of mobile phone				
Yes	9	7	9	8
No	0	1	0	0

ANNEX II
DISCUSSION GUIDE

UNDERSØGELSE OM SIKRERE INTERNET

SPØRGERAMME

(29.03.2007)

INDLEDNING

Goddag, mit navn er...og jeg arbejder for Ulveman : Bønnelykke, det analyseinstitut, der står for den undersøgelse vi er her for at tale om idag.

Undersøgelsens tema er, hvordan børn/unge benytter Internettet og mobiltelefoner.

Har I en klar idé om, hvem vi er, og hvad vi laver?

- Spørg børnene om de kender begreberne meningsmålinger/undersøgelser og hvad de forbinder med dem
- Forklar dem at formålet er at forstå, hvad folk gør og tænker – og at de skal udtrykke sig helt frit
- Forsikre dem om, at det de siger, vil blive behandlet fortroligt – dvs. deres udsagn vil blive taget som eksempler på børns synspunkter, men uden nogensinde at blive forbundet med deres navne; især vil det, barnet siger, ikke blive nævnt for hans/hendes forældre

Til at begynde med vil jeg bede hver af jer om kort at præsentere jer selv: hvem I er, om I har søskende, om I har adgang til Internettet og hvordan – jeres egen computer, jeres forældres computer, på skolen, på en Internet café – og også om I har en mobiltelefon.

TEMA I. INTERNETTET OG ANVENDELSEN AF INTERNETTET

Lad os tale om Internettet.

I.1 Før vi begynder at diskutere, hvordan I bruger Internettet, vil jeg gerne vide, hvordan I lærte at bruge det.

- Spontane reaktioner
- Probe :
 - Selvlært eller lært fra andre

- Fra hvem? Andre børn (hvem? Venner, søskende?), voksne? (forældre, lærere, andre voksne?)

I.2 Kan I fortælle mig, hvor meget og hvor ofte I bruger Internettet, og cirka hvor meget tid I bruger på det?

➤ Spontane reaktioner

➤ Probe :

- Regelmæssig eller varierende brug af Internettet? Hvad afhænger det af?
- Hvor lang tid anslår børnene deres brug af Internettet til at være (tid brugt i gennemsnit, per dag eller per uge)

I.3 Kan I bruge Internettet, som I vil, og så ofte I vil, eller har I nogen begrænsninger, regler eller anbefalinger fra jeres forældre – eller noget, I tror, jeres forældre gerne vil have, at I gør eller ikke gør, selvom de ikke har sagt det direkte.

➤ Spontane reaktioner

➤ Probe :

- Hvis begrænsninger/regler/anbefalinger/underforståede regler: hvilke?
- For hver af begrænsningerne/reglerne/anbefalingerne/de underforståede regler: oplevet berettigelse og grad af enighed
- Hvis ingen begrænsninger/regler/anbefalinger/underforståede regler: hvordan ville de have det, hvis de fik nogen?
- Hvilke ville de (eller ville de ikke) acceptere/være enige i? Oplevet berettigelse og grad af enighed

I.4 Vi har forberedt en liste med forskellige ting, man kan bruge Internettet til. Nu vil jeg bede hver af jer:

- Om at sætte **et grønt klistermærke** ved hver af de ting, I bruger Internettet til
- Om at putte **et til grønt klistermærke** ved de ting, I bruger Internettet mest til

➤ Uddel tabellen.

➤ Lad deltagerne udfylde den.

Check at systemet med et klistermærke/to klistermærker er blevet forstået.

Check at hver deltager har skrevet sit fornavn.

➤ Indsaml spørgeskemaerne og identificér hurtigt de oftest benyttede anvendelser.

I.5 Jeg kan se, at I bruger Internettet til nogle ting mere end til andre.

Hvad er I især interesserede i eller hvad synes I især om ved at bruge Internettet til disse ting?

➤ Spontane reaktioner

➤ Probe: ofte benyttede anvendelser som ikke kom frem ved de spontane reaktioner

THEME II. : MOBILETELEFON OG BRUG AF MOBILTELEFON

II.1 Nogle af jer har også en mobiltelefon.

De af jer, der har en, kan I fortælle mig, hvordan I bruger den?

- Spørg deltagerne en efter en (dem der har en mobiltelefon)

Lad hver af dem udtrykke sig frit. Probe derefter:

- Med hvem (venner, forældre, under hvilke omstændigheder ?)
- Hvad bliver den mest brugt til (mundtlige samtaler, SMS, andre anvendelser)

Andre af jer har ikke en mobiltelefon. Kan I fortælle mig hvorfor?

- Probe for årsager (pris; forældres ønske om at barnet ikke har en mobiltelefon; andre)

II.2 Mobiltelefoner kan også bruges til at sende og modtage billeder (MMS), deltage i chats, eller som forbindelse til Internettet. Gør I også det?

- Spørg igen hver deltager (der har en mobiltelefon)

- Hvis han/hun allerede har brugt disse funktioner (hvilke/hvilken), hvad han/hun får ud af det eller – hvis de ikke har brugt dem/den – hvorfor?

II.3 Bruger I ofte jeres mobiltelefon frit, som I vil, og så ofte I vil, eller har jeres forældre givet jer nogle begrænsninger, regler eller anbefalinger – eller er der noget, I tror, jeres forældre vil have, at I gør eller ikke gør, selvom de måske ikke har sagt det direkte.

- Spontane reaktioner

- Probe :

- Hvis begrænsninger/regler/anbefalinger/underforståede regler: hvilke?
- For hver af begrænsningerne/reglerne/anbefalingerne/de underforståede regler: oplevet retfærdiggørelse og grad af enighed
- Hvis ingen begrænsninger/anbefalinger/underforståede regler: hvordan ville de have det, hvis de fik nogen?
- Hvilke ville de (eller ville de ikke) acceptere/være enige i? : Oplevet berettigelse og grad af enighed

II.4 Her er en kort liste over ting, man kan bruge mobiltelefonen til.

På samme måde som med Internettet før, vil I nu:

- Sætte **et grønt klistermærke** ved hver ting, I bruger mobiltelefonen til
- Sætte **et til grønt klistermærke** ved de ting, I bruger mobiltelefonen mest til

- Uddel tabellen.

- Lad deltagerne udfylde den.

Check at systemet med et klistermærke/to klistermærker er blevet forstået.

Check at hver deltager har skrevet sit fornavn.

- Indsaml spørgeskemaerne, og identificér hurtigt de oftest brugte anvendelser.

TEMA III. PROBLEMER OG FARER FORBUNDET MED INTERNET OG MOBILTELEFONER

III.1 Foruden det, at det er nyttigt og rart, er der så også nogle problemer eller farer ved at bruge Internettet eller mobiltelefoner – jeg mener ting, som I ikke kan lide, eller som I er bange for?

- Spontane reaktioner
- Probe :
 - Typer af problemer/farer, der bliver nævnt
 - Problemer/rfarer forbundet med brug af Internettet/mobiltelefoner
 - Hvordan er børnene bevidste om disse problemer/farer (Personlig oplevelse? Er de blevet advaret om dem? Af hvem? Et andet barn? Voksne – hvilke voksne? En institution/autoritet?)
 - Hvor alvorlige synes de, at disse problemer/farer er?

III.2A Har disse problemer ændret jeres måde at bruge Internettet på?

- Spontane reaktioner
- Probe :
 - Begrænsninger for (omfanget af) brugen
 - Forholdsregler, der bliver taget; på deres eget initiativ/under påvirkning af forældrene

III.2.B Har disse problemer ændret den måde, I bruger jeres mobiltelefon på?

- Spontane reaktioner
- Probe :
 - Begrænsninger for (omfanget af) brugen
 - Forholdsregler, der bliver taget; deres eget initiativ/under påvirkning af forældrene

III.3 Her er en tabel med den liste over ting, man kan bruge både Internettet og mobiltelefonen til, som I tidligere satte grønne klistermærker ved.

Jeg vil nu bede jer sætte **et rødt klistermærke** ved siden af de ting, som I synes indebærer nogen problemer, og **et til rødt klistermærke** ved siden af dem, som I synes er mest irriterende eller skræmmende.

- Uddel tabellen.
- Lad deltagerne udfylde den.

Check at systemet med et klistermærke/to klistermærker er blevet forstået.

Check at hver deltager har skrevet sit fornavn.

- Indsaml spørgeskemaerne, og identificér hurtigt de anvendelser, der hyppigst er blevet valgt, fordi de indebærer en fare.

III.4 Lad os diskutere disse problemer mere detaljeret ved at tage hver af dem, som I har nævnt mest.

Hvorfor tror I, at dette kan indebære et problem?

- Tag hver af de hyppigt nævnte anvendelser forbundet med et problem eller en fare, og afdæk problemets/farens type og omfang.

TEMA IV REAKTIONER PÅ PRÆSENTATIONEN AF SPECIFIKKE PROBLEMER ELLER RICISI

Jeg vil nu fortælle jer om bestemte problemer, som voksne opfatter dem og bekymrer sig om dem – og så skal I fortælle mig, hvad I tænker om dem.

IV.1 Et af problemerne kan være, at den information man finder på Internettet ikke nødvendigvis er rigtig.

Hvad tænker I om det? Synes I generelt vi kan stole på det, vi finder på Internettet?

- Spontane reaktioner
- Probe :
 - I hvor høj grad er Internettet generelt troværdigt?
 - Hvordan kan det sammenlignes med andre kilder (forældre, lærere, venner, TV, bøger...)
 - Hvorfor er Internettet mere eller mindre troværdigt?
 - Eksempler på usande ting set på Internettet. Hvad handlede det om? Hvordan fandt I ud af, at det ikke passede?
 - Hvor alvorligt føler de, at dette problem/denne fare er?

IV.2 Et andet problem som bekymrer voksne er risikoen for at modtage eller se billeder eller andet indhold, der kan være meget chokerende – det kan være voldelige scener, brutale scener, racisme eller pornografi.

Hvad tænker I om det?

- Spontane reaktioner
- Probe :
 - Er det sket for jer? Hvad handlede det om?
 - Hvad gjorde I? Snakkede I med nogen om det? Hvem?
 - Hvad ville I gøre, hvis det skete for jer, eller hvad ville I råde en af jeres venner/veninder til at gøre, hvis det skete for ham/hende? At snakke med nogen om det? Hvem? Hvilket praktisk råd ville I give?
 - Moderator: Probe også for, hvor alvorligt føler de, dette problem/denne fare er.

IV.3 En anden fare, som bekymrer voksne, er at børn får et forhold til en fremmed, som de har snakket med på Internettet – en, de aldrig har mødt i virkeligheden.

Lad os tage et eksempel.

X/Y er et barn på din alder.

Han/hun kan lide at spille spil eller lave en profil på Internettet, og han/hun begynder at chatte med en, som han/hun gradvist giver personlig information til, for eksempel sin MSN adresse, sit mobilnummer, sit navn, eller hvor han/hun bor, og begynder at sende billeder af sig selv.

Han/hun tror at denne person er et barn på hans/hendes egen alder og at personen er rigtig sød, men det kan vise sig at være en helt anden, som måske vil opmuntre ham/hende til at gøre ting han/hun ikke burde gøre, eller endda en voksen med dårlige hensigter.

(Moderator : For drenggruppen – brug et typisk drengenavn i dit land (X); for pigegruppen – brug et typisk pigenavn (Y)).

Hvad tænker I om det?

➤ Spontane reaktioner

➤ Probe :

- Er det sket for nogen, I kender? Hvem, i hvilken situation?
- Tror I, det kunne ske for jer? Hvordan kommunikerer I og får venner/veninder online?
- (Hvis det er sket) Hvad gjorde I? Snakkede I med nogen om det? Hvem?
- Hvad ville I gøre, hvis det skete for jer, eller hvad ville I råde en af jeres venner/veninder til at gøre, hvis det skete for ham/hende?
- Moderator : probe også for, hvor alvorligt de føler, dette problem/denne fare er.

IV.4 En anden bekymring, som voksne har, er, at nogle børn bruger online kommunikation til at opføre sig dårligt overfor et andet barn, fordi de ikke kan lide ham/hende. Det kan for eksempel være ved at snakke om ham/hende på MSN uden at inkludere ham/hende, eller at sende ham/hende anonyme ubehagelige beskeder.

Hvad tænker I om det?

➤ Spontane reaktioner

➤ Probe :

- Er det sket for jer? Hvordan, i hvilken situation? Har I modtaget ubehagelige beskeder? Har I måske selv sendt ubehagelige beskeder til andre?
- Tror I, det kunne ske for jer?
- (Hvis det er sket) Hvad gjorde I? Snakkede I med nogen om det? Hvem?
- Hvad ville I gøre, hvis det skete for jer, eller hvilket råd ville I give en af jeres venner/veninder, hvis det skete for ham/hende? At snakke med nogen om det? Hvem?
- Moderator : probe også for, hvor alvorligt de føler, dette problem/denne fare er.

IV.5 En anden risiko, som vi har hørt om, er at blive snydt, for eksempel når man downloader en fil, som tilsyneladende er gratis, men som man skal betale for, eller når man deltager i konkurrencer.

Hvad tænker I om det?

➤ Spontane reaktioner

➤ Probe :

- Er det sket for jer? I hvilken situation?
- Hvad gjorde I? Snakkede I med nogen om det? Hvem?
- Hvad ville I gøre, hvis det skete for jer, eller hvad ville I råde en af jeres venner/veninder til, hvis det skete for ham/hende? At snakke med nogen om det? Hvem?
- Moderator : probe også for, hvor alvorligt de føler, dette problem/denne fare er

IV.6 Et andet problem kan være, at mange børn downloader musik, film, spil eller andet indhold uden at betale.

Måske er dette også sket for dig: har du nogensinde downloaded noget uden at betale?

➤ Notér deres svar, og fortsæt derefter:

I mange tilfælde er dette indhold materiale, som skaberne (musikere for eksempel) har brug for at tjene penge på, så de kan leve af det, og derfor bør de blive betalt for det.

Er I klar over det? Hvad kan konsekvenserne være, tror I? Ved disse børn, at det er ulovligt/ikke er tilladt? Hvordan håndterer de det?

➤ Probe :

- Kendskab til at gøre noget ulovligt/kendskab til konsekvenser
- Hvad gør de/ville de deltagende børn gøre i en sådan situation?
- Hvor alvorligt føler de, dette problem er?

TEMA V. FARERELATERET INFORMATION OG ANMELDELSE

V.1 Når I tænker tilbage, efter hele vores diskussion, er der så nogle forholdsregler, som I nu synes, kunne være brugbare I forhold til at bruge Internettet og mobiltelefoner – eller noget, som I ville sige til en lillebror eller lillesøster, at han/hun skulle gøre?

- Spontane reaktioner
- Probe :
 - Forholdsregler (og relaterede farer), som diskussionen har givet børnene en (større) bevidsthed om
 - Tilbøjelighed til at træffe disse forholdsregler i virkeligheden

V.2 Hvis I så eller oplevede noget, I syntes var ubehageligt eller skræmmende, og I gerne ville informere nogen om det, hvad ville så være den nemmeste måde for jer at gøre det på?

- Spontane reaktioner
- Probe :
 - At snakke med jeres forældre om det
 - At snakke med en lærer om det
 - At informere politiet
 - At kontakte en specialorganisation ved at ringe til en særlig gratis telefonlinie
 - At kontakte den organisation på email
 - At have en anmeldelsesknop, som automatisk informerer de relevante myndigheder, bare ved at klikke på den

V.3 Hvordan ville I gerne lære mere om de problemer og risici, der er forbundet med Internettet og brug af mobiltelefoner?

- Spontane reaktioner
- Probe :
 - Tilbøjelighed til at lære mere om problemer og farer
 - Typen af information, der bliver søgt
 - Fra hvilke typer kilder/gennem hvilke kanaler

SLUT PÅ DISKUSSIONEN.

UDDEL MATERIALE FRA *THE NATIONAL NODES* ELLER ANDRE NGOer.

BRUGTE ANVENDELSER AF INTERNETTET**FORNAVN**

1.Søge information som en del af	
2.Søge information om emner, der interesserer mig/surfer for sjov	
3.Sende og modtage mails	
4.Bruge instant messaging (MSN)/ chatte med venner/veninder	
5.Chatte i åbne chatrooms	
6.Lave min egen blog/hjemmeside og lægge mine egne tekster,	
7.Læse og svare på venners/veninders blogs/hjemmesider	
8.Læse og svare på blogs/hjemmesider af en person,	
9.Spille spil on-line	
10.Downloade musik, film, videoer, spil eller andre filer	
11.Dele filer	
12.Dele billeder	
13.Downloade ringetoner/billeder	
14.Deltage i	

15.Lave telefonopkald over Internettet	
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PROBLEMER/FARER FORBUNDET MED BRUG

AF INTERNETTET FORNAVN

INTERNET ANVENDELSER

1.Søge information som en del af mit skolearbejde	
2.Søge information om emner, der interesserer mig/surfe for sjov	
3.Sende og modtage emails	
4.Bruge instant messaging (MSN)/chatte med venner/veninder	
5.Chatte i åbne chatrooms	
6.Lave min egen blog/hjemmeside og lægge mine egne tekster, billeder, musik ud på Internettet	
7.Læse og svare på venners/veninders blogs/hjemmesider	
8.Læse og svare på blogs/hjemmesider af en person, jeg aldrig har mødt	
9.Spille spil on-line	
10.Downloade musik, film, videoer, spil eller andre filer	
11.Dele filer (musik, film, videoer, spil eller andet)	
12.Dele billeder	
13.Downloade ringetoner/billeder til min mobiltelefon	
14.Deltage i konkurrencer	
15.Lave telefonopkald over Internettet	

BRUGTE ANVENDELSER AF MOBILTELEFONER**Fornavn**

1.Lave og modtage	
2.Sende/modtage SMSer	
3.Tage billeder	
4.Sende/modtage/dele billeder	
5.Få forbindelse til Internettet	

**PROBLEMER/FARER FORBUNDET MED BRUG AF
MOBILTELEFONER**

FORNAVN

MOBILTELEFON ANVENDELSER

1.Lave og modtage telefonopkald	
2.Sende/modtage SMSer	
3.Tage billeder	
4.Sende/modtage/dele billeder	
5.Få forbindelse til Internettet gennem min mobiltelefon	