

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

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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 groupd 9 to 10 years
- Girls groupd 9 to 10 years
- Boys groupd 12 to 14 years
- Girls groupd 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 Slovenia by RM Plus, the Slovenian 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

❖ The majority of young interlocutors spontaneously state to have learned how to use the Internet on their own. Upon additional stimulation they remember that there was somebody who has shown them for the first time but they have been improving and upgrading their knowledge mainly on their own after that. In case of firstborn youngsters, the first instance of use was shown by their parents, friends, or their parents' friends and some of them first met the Internet at school. In second- and thirdborns, older brothers and sisters play an important role also.

❖ It is interesting that the younger participants stated the persons who introduced them to the Internet a bit faster while a lot of older participants (12-14 years) told that they have learnt how to use the Internet on their own. **We do not know exactly, but it is anticipated that both age groups had similar experiences – that some person, presumably an older one and not necessarily an adult, has introduced them into the use of the Internet or at least showed them how to connect to the Internet.** Some individuals have obtained the basics at school. **The introduction was elemental for the most cases, only how to connect. Other types of experience are gained mostly with the use itself, exchange of experiences with peers or relatives who know more about the use, and with more experienced acquaintances and friends.** Almost everybody thinks that the use is rather simple; they tell that at first, logging-on is necessary and then they can find practically anything with the help of a good browser. Among browsers, they mention the Google.

❖ **Many interlocutors told that they know more about the Internet than their parents, or at least more than one of their parents.**

“My uncle is a computer specialist and he has shown me some things.” (Boys group, 9-10 years)

“My mom has shown me because she digs the Internet all the time.” (Boys group, 9-10 years)

“I’ve learned myself. Then a friend tells you about some programmes and you try more on your own.” (Girls group 12 – 14 years.)

“Nobody showed me. You just log on, try a few times and off you go surfing on the Internet.” (Boys group, 12-14 years)

I.2 INTENSITY OF USAGE

❖ The intensity and the time of usage vary significantly from user to user. Here, the type of Internet connection through which these youngsters use this medium plays a significant role. They are not very patient with the Internet connections that are not of the broadband type. Those youngsters who are able to use a more optimal connection spend more time on the Internet. **The usage of the Internet grows with the age – the younger two groups tend to use it much less than the older two.** Some of them participate in computer clubs and use the Internet within the scope of these clubs. Only a few use the Internet merely at school. A large part of younger interlocutors use the Internet only occasionally, from once a week or less to half an hour at the most (rarely more) a day. The older two groups aged 12-14 spend some more time on the Internet. Very obviously, the usage increases with the age. In the older groups there were individuals who spent up to 3 hours a day on the Internet.

❖ **The intensity of usage depends on the type of Internet connection in the first place. As a rule, those without broadband Internet connection tend to use Internet less. The same stands for those who only use Internet while at school. Those a little younger (the two groups until 12 years) told that they were able to use the Internet for fun only after doing their homework and other curricular activities. Some parents use the deprivation of the internet as a punishment for their children's bad grades or other offences.** The intensity of usage of the Internet depends also on other users in the household, on the older brothers and sisters and on the parents who occupy the computer.

❖ The younger interlocutors tell that they use the Internet for school purposes, mostly to prepare theme papers, home reading, essays, to search for pictures for school and also for personal interests. Other than that, they play games online, they surf and search for different subjects of interest: toys, cars, cards, games; a few are also sending emails. They also have experiences with watching TV programmes, they know they can download songs and films but the girls are still unable to while the boys are close to this type of knowledge. The girls know about the MSN but only two of them use it, while boys have some more experience.

❖ The older two groups use the Internet for school purposes also, searching for books summaries (dijaški.net), while the younger ones use it for chatting in the chatrooms, chatting on msn, for downloading the files (mostly music but also films and photos), downloading ringtones and music for their mobile, surfing, playing games, sending emails, reading blogs, visiting certain websites, voting on "Glasuj za" ("Vote for"), visiting web forums. When downloading larger files, they stay online during the night also. All of the above is used by girls and Boys group 12-14 years, with one difference, that boys tend to use the Internet somewhat more, spend more time there and subsequently know it better in the technical manner. They are more familiar with downloading files, they can manage more demanding searches and larger files while the girls are more familiar with chatting, communication – in the chatrooms as well as on the MSN. All the boys in this age group confirm that they use the MSN while majority of girls do the same. All boys spontaneously admit to downloading files from the Internet. In boys of this age group, the use of the Internet for personal interests prevails, while in the other 3 groups the Internet is said to be used more in connection with school obligations. They understand the Internet as a medium of almost unlimited possibilities where they can find practically anything that embellishes and refines their everyday living.

"I use the Internet every day for 15 minutes to half an hour but sometimes I do not go online at all."
(Boys group 9 – 10 years)

"I search for things for school on the Internet." (All groups)

"I go online at school because I attend the computer club." (Girls group 9 – 10 years)

"I go online sometimes for 3-4 hours a day – too much, I know. After 22:00 hours I go offline." (Girls group 12 – 14 years)

"I go to chatrooms and chat." (Girls group 12 – 14 years)

"I don't chatrooms, I prefer to talk to people live." (Girls group 12 – 14 years)

"I download some music, videos, films or maybe the NBA dunks." (Boys group 12 – 14 years)

"When downloading some longer films, I stay online also at night." (Boys group 12 – 14 years)

I.3 DEGREE OF FREEDOM IN USING THE INTERNET

❖ **The majority of boys in the age 12–14 answer that they have unrestricted use of the Internet. Despite all, some also add that they know how much Internet they can use and they know very well they can use it only when finished all school obligations.** Quite a few interlocutors nevertheless mentioned that they have unlimited use of the Internet. In some cases, this is also the truth. **They mentioned that their parents prohibited them to visit porno sites. In girls of this age, the situation is slightly different. Only a few of them say that their parents let them use the Internet unrestrictedly but they also know that this is not good.** It is not good to use the Internet too long and too much in one day. They probably adapt the actual time when a computer should be turned off to some extent. One of them says that during school week, this should be done by 22:00 in the evening and other two add that 22:30 is the latest hour but only on exceptional occasions because they do not go online that late. We got the impression that in boys (some of them), the time when they go offline might be even after 23:00, at least occasionally. When they download the files from the Internet, the computer stays on all night. During weekends, this part of youngsters uses the Internet even more than during the week. **Some parents have no control over the Internet usage.** Verbally, all girls agree that limitations regarding the intensity of Internet usage are necessary regardless of the fact who set the limits, whether their parents do it or they do it themselves. **The majority of those who are online for too long are aware that their parents do not like that in majority of cases. In cases when time limits are loose, the youngsters do not feel too frustrated and agree with the parents. Very strict limitations are quite rare, more frequently in girls who do not agree with this entirely. In boys, the awareness on possible excessive usage is somewhat lower.** Despite all, the majority agrees that it is not good to be awake too long in the night because the next day they could be too sleepy; one of the interlocutors does not agree and tells that a person can get used to sleeping less.

❖ **Boys aged 12–14 do not mention a lot of restrictions on subject matter.** One younger boy tells that his father and mother sometimes peek over his shoulder and check his Internet activity and one said parents told him not to visit porno –sites. **In girls, situation is somewhat different. They tell that their parents gave them certain instructions on safety of the usage.** These instructions include: not to put their photos on the Internet, not to talk to strangers, to contact only with persons of their own age and persons whom they know. **The majority agrees that limitations are pointful and serve the purpose of their protection.**

❖ The younger groups of youngsters aged 9–10 tend to use the Internet less. **All interlocutors use the Internet on their own, the supervision and presence of the parents is scarce. Despite the fact that the children were on the Internet on their own, parents still have control over the time and the content.** Only a few can use the computer and the Internet without limitations whenever and however long they want to; also, their need to do so is not as strong as in their older peers. Some of them would like to use the Internet more than they are able to now. In most cases, the usage is reduced to an hour a day at the most. They do not mention to be downloading music, films and similar from the Internet which means that the information on the quantity of usage is believable. The parents in majority tend to set limitations on the usage, mostly in connection to completed school obligations as well as with usage limitation used as a punishment. They all agree that time limitations are appropriate because their parents are supposed to know what is right. Those who have somewhat slower or less efficient Internet may even resent their parents for not arranging more optimal solution.

❖ **The younger group, more often girls than boys, is advised regarding the usage of the Internet by their parents: not to give their personal information on forums, not to give their personal information to anybody they do not know, to talk only to the acquaintances, to avoid unusual sites because of possibility of getting a virus on a computer, to call their parents if anything strange happens, not to play aggressive games where blood is shed, not to install any programmes by any third persons because their computer might get harmed.** The boys in the younger age group are afraid of viruses in particular and first of all remember their parents' prohibition on installing programmes without parents' consent and on visiting potentially dangerous sites "regarding the viruses". Only a few boys were warned by their parents regarding giving up their personal information; however some of them are aware of the danger related to this.

"My sister and I attend sports trainings and can use the computer only in the evenings. Our other allows us to use the computer one hour a day each." (Girls group 9-10 years)

"I think it is cool to be warned not to do foolish things because someone could take advantage of us." (Girls group 9-10 years)

"My mom wants me to switch on that family filter when I go online and not to give my personal information to anybody." (Girls group 9-10 years)

"You should pay attention not to contaminate your computer with a virus. If anything goes wrong, you should inform your parents." (Boys group 9 – 10 years)

"It is wrong to put your photos on the Internet." (Girls group 12 – 14 years)

"You can find practically anything you need on the Internet. The Internet is really cool." (Boys group, 12 – 14 years)

"I have a camera also but they don't let me use it so I would not talk to some adults." (Girls group 9 – 10 years)

I.4 SPECIFIC INTERNET APPLICATIONS

❖ The youngsters aged 9 – 10 years in general use the Internet less than their older peers. Girls use it maybe somewhat more than boys do. **Girls and boys both answer that they use the internet mostly for searching for information in the scope of their school activities.** Searching for information on topics of their interest/surfing for fun and often also sending and receiving e-messages and playing games online is in the second place regarding the intensity of usage in girls. **Playing online games is somewhat more common in boys than in girls;** sending emails is somewhat less common and also less common is searching for information on topics of their interest/surfing for fun. Reading and responding to blogs/homepages of friends' as well as those of unknown persons is not of a large interest for this age group, boys and girls alike. MSN and engaging in chatrooms are practiced only by the girls. Two of the girls even mentioned using the possibility of creating blogs/websites and sharing their own texts, photos and music on the Internet. Downloading music, film, videos, games and other files is used both by boys and girls. Shared files usage (music, films, videos, games or other) is somewhat more frequently used by the boys than the girls. As regards the latter two options, we are not completely sure whether their personal usage was real or it was more of a family matter or merely a wish to do this. The girls mention that they know their interlocutors on the MSN while in the chatrooms they can interact with persons whom they don't know.

❖ Girls in the younger group mention that they use the Internet mostly for playing on-line games but after additional questions it turns out that what they had was playing computer games in general, not only on-line ones. The girls believe that the Internet is so neat because you can find practically anything there; there are also educational texts and contents there, as well as images, films and other funny stuff. The boys agree with this notion; however they mention already at this point that everything on the Internet cannot be taken for real. The boys assess that they mostly use the Internet for searching for information and for playing on-line games.

❖ According to the collected data, the girls in the age group 12 - 14 years use the Internet somewhat more often than the boys do. The most commonly used are the possibilities for searching for information in the scope of curricular activities and searching for information of their own interest/surfing for fun, followed by downloading of music, films, videos, games or other files, the MSN and sending and receiving emails. The girls agree that these are the most common possibilities of Internet usage in their cases. Boys find on-line games, MSN, searching for information in the scope of curricular activities and downloading the files from the Internet the most attractive options. Sharing of files is already quite common in this age group. Almost half of the participants take an active part in the Internet chatrooms. Creation of their own blogs/homepages and posting their own texts, photos and music on the Internet is somewhat more common in boys than in girls. Downloading ringtones/images for their mobile phones is used by both; the girls use it somewhat more than the boys do.

❖ Boys and Girls aged 12 – 14 tell that they use the option of file sharing (eMule, torrent). They add that this is a faster way than usual downloading files from the Internet.

❖ **Considering that some of the children are relatively young some are mixing up the wishes and the actual state. All collected figures cannot be taken for sure. One of the important factors can be the exposure in front of their peers which additionally intensifies the need for “adaptation” of the truth. This notion is especially related to the boys in the age 9 – 10 years.**

“I sometimes talk to my schoolmate on the MSN and if she does not understand something, I send her a smiley.” (Girls group 9 – 10 years)

“My dad has installed a programme for a camera so those who also have the same can see you when you talk to them.” (Girls group 9 – 10 years)

“With the Internet, it is cool you can use it for anything because there are so many possibilities.” (Girls group 12 – 14 years)

“File sharing is the eMule for example. The transfers are quicker.”(Girls group 12 – 14 years.)

“I play games most of the times.” (Boys group, 9 – 10 years)

USED INTERNET

	Girls 9-10	Boys 9-10	Girls 12-14	Boys 12-14	Total
Searching for information as a part of my school work	9/4	8/6	10/6	9/2	36/18
Searching for information on subjects which interest me/surfing for fun	9/4	6/3	10/6	8/2	33/15
Sending and receiving emails	8/1	4/2	10/2	8/3	30/8
Using instant messaging (MSN)/chatting with friends	4/2	0/0	9/6	9/4	22/12
Engaging in open chatrooms	3/0	0/0	4/0	4/1	10/1
Creating my own blog/homepage and posting my own texts, photos, music	2/0	0/0	3/0	6/1	10/1
Reading and responding to friends'blogs/homepages	0/0	0/0	5/0	4/0	9/0
Reading and responding to blogs/homepages of someone I have never met	0/0	0/0	2/0	4/1	6/1
Playing on-line games	8/3	8/6	8/2	9/5	33/16
Downloading music, films, videos, games or other files	6/2	5/2	10/4	8/3	29/10
Sharing files (music, films, videos, games or others)	1/1	4/2	6/2	7/1	18/6
Sharing photos	1/0	3/1	4/0	4/0	12/1
Downloading ring tones/images for my mobile phone	1/0	0/0	7/2	4/1	12/3
Taking part in competitions	1/0	2/0	1/0	2/0	6/0
Making phone calls through the Internet	1/0	1/1	3/0	1/0	6/1
Total	54/17	41/23	92/30	87/24	274/94

*usage ** the most frequent usage

USED MOBILE TELEPHONE

Making and receiving phone calls	9/8	8/6	10/10	8/6	35/30
Sending/receiving SMSs	9/3	7/5	10/2	9/4	35/14
Taking photos/images	7/2	5/4	9/3	7/2	28/10
Sending/receiving/sharing images	8/1	0/0	8/3	6/2	22/6
Connecting to the Internet through my mobile phone	4/1	0/0	5/0	4/0	13/1
Total	37/15	20/15	42/18	34/14	133/62

*usage ** the most frequent usag

CHAPTER II
MOBILE PHONE AND MOBILE PHONE USAGE

II.1 MOBILE PHONE USAGE

❖ **Only one of our interlocutors – Girls aged 9-10 years – does not have a mobile phone.**

The rest use it for making phone calls, which was stated immediately in the beginning and unanimously, then for sending SMSs, taking photos and films, connecting to the Internet and for playing games. They are aware of other usage applications – paying with the mobile phone, downloading music and films from the Internet and from the computer, sending the SMSs and similar. The girls conclude that they mostly make phone calls, most frequently to their parents, brothers and sisters as well as their friends and schoolmates. The girls believe that SMSs are more expensive than call making. They prefer to send images through the IR than through MMSs. The images contain mostly different figures or photos taken by them.

❖ **The Boys aged 9 – 10 years show even greater enthusiasm for mobile phones than the girls.** They tend to use the same applications as the girls and in addition to that also: **Downloading music from the computer, downloading films, sending both over the IR or Bluetooth connections; while playing games is more often than in the girls. Some of them are engaged with the mobile phone for several hours a day.** They also use the Internet; they rarely send SMSs – mostly because of the costs – one of them also sends music played by himself to his parents.

❖ **All our girl interlocutors aged 12 -14 years own a mobile telephone. The majority of them own it for several years (since 1st, 2nd or 3rd grade, now they are in the 7th, 8th or 9th grade).** They use the mobile phone for making calls, sending SMSs, taking photos, taking films of their teachers in front of a blackboard so they don't have to take notes (which is now forbidden, they add), paying cinema tickets (using Moneta – paying service through the mobile phones), they are also aware of the possibility of money transfers from one mobile phone to the other. **When referring to the usage, they immediately mentioned possible danger and abuse of this option. These problems are mentioned in more detail in the corresponding chapter.**

❖ The older boys use the mobile phone for: calling their parents, teasing girls, sharing photos and ring tones, sending SMSs, downloading ring tones from the computer using Bluetooth, sharing photos using Bluetooth and infrared; they know that mobile phone enable GPS and Moneta (paying through the mobile phone) and prepaying for mobile phone services through Moneta. They also know that Mobitel (the largest mobile telephone operator) enables free-of-charge emergency calls, they are aware of the Planet – possibility of Internet usage through the mobile phone and money transfers through one mobile phone to another. Some of the older boys believe that sending SMS s is not interesting anymore.

"Some just ring for a short while so people call them back or just say: Call me back." (Girls group 9 – 10 years)

"I just send my mom a smiley so she knows how I feel because she does not want me to call her too often." (Girls group 9 – 10 years)

"I use it every day from morning till evening." (Boys group 9 – 10 years)

"I listen to the music, play games, and send images." (Boys group 9 – 10 years)

II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

❖ **Freedom in using mobile phones is limited in the most cases only with quantity of usage. There are almost none other restrictions.**

❖ The younger Girls aged 9 – 10 years consider prohibition of mobile phone usage during school hours appropriate but some of them think that usage could be allowed during school breaks. Sometimes parents need them or they need their parents and would like to call them during the breaks. The girls also have discipline in regard of calling. Since they know their parents might attend meetings, they do not make calls but rather send SMSs. They all own prepaid mobile phones. This seems very reasonable to all because they cannot spend unrestrictedly. They believe their parents made a smart decision. They support their opinion with the arguments that in this case, they cannot access “Planet - internet” portal which is very expensive and that their parents decided on the card phone to prevent them from borrowing their mobiles to their schoolmates which could cause excessive expenses. One of the girls still does not own a mobile phone and she tells this is because there is no actual need for owning one. Despite all said, she tells that she is going to get one now when she might need it when going to the cinema with her friends and be able to call her parents when to come and pick her up. Other warnings relate to not talking to strangers, but this came up later in the conversation. But they are aware that somebody could molest them over the phone also.

❖ **All the boys in the group 9-10 years own a prepaid card mobile phone. They know this is meant to limit their spending.** Limitations from their parents aged 9 – 10 are merely time-bound again and related to the costs: Not to make too many, too long and any irrelevant phone calls. They do not complain over this limitation, it seems logical to them not to be able to spend unlimitedly. There are practically no other limitations.

❖ **The majority of the older boys own a prepaid mobile phone; a few own a subscriber one.** One of the interlocutors does not own a mobile phone and was very vague in his description. Card phones were their parents’ choice so that they can limit their usage. In these boys, parents haven’t set any other limitations in regard of spending. In most cases, they take care and control their spending. Some of them believe it is less costly to send SMSs than to make calls. This is also one form of saving.

❖ **Similar to the boys, majority of the girls in the age 12 – 14 own a prepaid card mobile phone.** Among three children with a subscriber relationship, one has a blockage set to a particular amount. Their monthly usage amounts to 10 Euros or more. Parents tend to buy them phone cards up to a certain amount; in case of excessive use they have to buy cards from their allowance. In most cases, parents limit usage in terms of quantity, they limit conversations that take too long, making late night calls; one younger girl interlocutor tells that she gets punished for spending over the limit. Limitations in terms of applications refer also to spending – they are supposed to be using the cheaper services. Some girls have heard about dangers in mobile telephone usage and are very attentive and try to be reasonable when using the mobile telephone.

“If I call, they are a bit stricter in regard of the length of a call while they are less strict when someone else is calling me.” (Girls group 12 – 14 years)

“My dad called me once during the break because he made a mistake.” (Girls group 9 -10 years)

“I have a card phone so I don't spend too much.” (Boys group 9 – 10 years)

“If I spend too much, I have to buy a card from my pocket money or I simply ask my mom for another card.” (Girls group 12 – 14 years)

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

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

❖ Considering in general, we can draw a conclusion that boys fear mostly troubles associated with the viruses that can harm the performance of the mobile phone or the computer. Nevertheless, hidden is another, different fear. Some are known through the rumours and some through their own experiences – violence shown on films or on pictures, different brutal scenes (older boys group). The girls tend to think of their own personal endangerment more than boys, both younger and older ones. The younger ones are aware that communicating too much of their personal information is wrong because someone could bother, threaten or blackmail them afterwards. The older girls are concerned about the danger of abuse even somewhat more but a question is raised whether they also act according to their intellectual awareness of that danger. The girls were warned about the danger mostly by their parents and grandparents as well as by their peers.

❖ The younger boys and girls know somehow there are certain risks but are not clearly aware what kind of personal risk could that be. In the older groups, the awareness of their possible risk is somewhat more materialized, they know about child abuse and why certain things can be risky.

❖ The Girls aged 9 – 10 years first think about the risk of their mobile phone being stolen, the risk of radiation by both, the computer and the mobile phone, they are also aware of the risk of the viruses. They also mention the possibility of being molested or blackmailed through the mobile phone. They were warned mostly by their parents and grandparents. One of the youngest girls tells she has to switch the family protection icon on when she connects to the Internet. **All the girls have been warned not establish contacts with strangers and not to reveal any personal information or send any photos to them.**

❖ The younger Boys aged 9 – 10 years were thinking about the risk of viruses all the time or most of the time. This was related to the mobile phones as well as to the Internet. They tell about the possibility of virus risk by some uncommon SMS that can damage the mobile phone. If their usage is not careful, they can join a club which withdraws certain amounts of money from their mobile phone. They also mention that they ordered some images or recordings and never received what they had ordered. In relation to the Internet and the risks, viruses are the main topic since these can be hidden behind certain images received or some websites visited. The “firewalls” or good anti-virus programmes can provide protection against these. They also tell that sometimes certain sites tend to open which they had no intention on visiting. In case they face some problem on the Internet, they try to disconnect it and then to turn off or restart the computer.

❖ At first, the older Girls aged 12 – 14 years tell that that the risk in using the Internet is related to viruses. Immediately after that they mention the possibility of abuse of information, misleading when selling products. **They are fully aware that revealing their personal information or posting their photos on the Internet is not good because somebody could molest them.** They mention that communicating through the webcam and being seen by somebody who might masturbate looking at their video as if they had a sexual intercourse is not good. **The majority loudly confirms that they tend not to reveal their personal information to strangers.** They also tell that mobile phones can be contaminated with viruses and that somebody might molest them over the mobile phone.

❖ They mention some other cases of abuse or risks:

- They claim that usage of the mobile phone can be dangerous or it can be abused. They have heard that a fight was recorded in one of the schools when a youngster was beaten up and that inadvertent issues can also be recorded and be communicated around among the users.

- The possibility of sending money through the mobile phone to another mobile phone can also be risky. One of them has heard that a boy had been blackmailed into sending the money from his mobile to some other mobile phone.
- Paying for certain services because you never know the actual price of the service due to nontransparency of the amounts which are often written in very small letters. This is the case with ordering films such as “Crazy frog” and similar.
- Annoying SMS sending or making calls when somebody bothers them and will not stop.
- If you send your photo through the mobile phone or to the Internet, somebody could manipulate your photo into a position you would not want and could affect your reputation.

❖ The older boys again think of the viruses and cracks first but they are also aware of the risk of talking to somebody who could potentially be dangerous to them on the forums; they think about circulating the photos with violent contents (they mention the case of two hanged men in France, decapitation somewhere in the Arab world and sending of similar photos and films, one of them mentions having seen a TV broadcast on two boys who established contact with some men who raped them afterwards). In general, the majority speaks about viruses, Trojan horses and similar. They mention to have heard about recordings of violence at some school (from abroad) which means spreading of bad influence by spreading these recordings.

❖ **All groups have in common to avoid risks by not visiting the suspicious sites; they know that using anti-virus programmes can help them protect against dangerous e-mails and that a firewall can protect them against the risks on the Internet. They avoid too personal contacts and revealing personal information, publishing photos and sending their photos to others. Despite all said some might come into "muddy waters" nevertheless.**

“One of my schoolmates told me that a naked woman or some adverts appeared to her every five minutes, which bothered her very much. This is supposed to be meant for the adults; children should not use it that often.” (Boys group, 9 – 10 years)

“My schoolmate entered a number and then somebody called me 3 times and warned me about something.” (Boys group 9 – 10 years)

“It is risky mainly because you can get viruses if you receive some unusual e-mail.” (Boys group, 9 – 10 years)

“I know boys who are hackers and can watch people chatting over the MSN; they can even lead your mouse.” (Girls group 12 – 14 years)

“I don’t really care if somebody calls me and tries to mock me over the mobile phone.” If they think it is funny that’s OK, it does not mean anything to me.” (Boys group, 12 – 14 years)

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

❖ **The awareness of the situation is somewhat higher in girls than in boys.** Some boys left the sheets for putting stickers regarding the safety empty in this task, in both younger and older groups – for both types of risk: for usage of the Internet and for usage of the mobile phone. In girls, this is somewhat rarer.

❖ The girls tell, the older ones being somewhat more articulate, and the younger ones also, that it would be the most dangerous if they published **their personal information and their photos on the Internet**. They **assess Internet chatrooms** as being the most dangerous because of the possibility of talking to strangers they know nothing about. The younger feel that on-line competitions can be risky because they could pose a threat of paying for services or giving out the personal information that could be misused by somebody using a false website. The MSN is not assessed with a high risk level. The older girls also mention the risks of viruses for the mobiles as well as the Internet. Installing programmes without authenticated source, opening unusual files and visiting strange sites on the Internet can pose a potential risk.

❖ The older girls are aware that it is not good to share their photos because these can appear on the mobile phone as well. **They fear of publication of any photos of personal nature so as to avoid any risk of violating their reputation. They also mention that images can be falsified also – such as putting a face on someone else’s body.**

❖ The boys, particularly the younger ones, expose the risk of viruses above all. The younger group of boys assesses surfing the Internet and sending emails as being the most risky; then there is also on-line game playing because here also dangerous sites can open that could harm the computer or the game can freeze and the computer needs to be restarted. In mobile phones, the risk lies mostly in receiving SMSs that could contain a virus and the Internet connection. Many older boys believe that usage of a mobile phone cannot be risky in any terms.

❖ **The older group of boys assesses that usage of a mobile phone is not very dangerous in fact.** One of the interlocutors told that he had heard of a websites where people who did not pay attention became club members by ordering something and get their money withdrawn from their mobiles. As regards the Internet, they assess that sites where they usually search for crack codes can be potentially dangerous. Regarding the Internet they believe that giving out personal information on sites they are not familiar with is not good; chatrooms are also considered as risky. They know that the identity of a participant can be hidden here.

“Some younger brothers or sisters can go to the MSN and talk to their friends as if they were them personally.” (Girls group 12 – 14 years)

“Game playing can be risky because something can get broken because the games sometimes freeze.”(Boys group 9 – 10 years)

“Somebody might molest you over the phone.”(Girls group 9 – 10 years.)

DANGEROUS INTERNET USAGE

	Girls 9-10 */**	Boys 9-10 */**	Girls 12-14 */**	Boys 12-14 */**	Total */**
Searching for information as a part of my school work	0/0	2/1	0/0	1/0	3/1
Searching for information on subjects which interest me/surfing for fun	2/1	5/3	3/0	3/0	13/4
Sending and receiving emails	6/2	4/1	4/0	6/1	20/4
Using instant messaging (MSN)/chatting with friends	5/2	2/1	7/0	2/0	16/3
Engaging in open chatrooms	9/5	2/1	10/7	5/0	26/13
Creating my own blog/homepage and posting my own texts, photos, music	6/1	0/0	2/1	3/1	10/3
Reading and responding to friends'blogs/homepages	3/1	0/0	2/0	2/0	7/1
Reading and responding to blogs/homepages of someone I have never met	8/4	2/1	6/1	4/1	20/7
Playing on-line games	4/0	6/5	3/1	4/2	17/8
Downloading music, films, videos, games or other files	3/0	4/3	6/2	4/1	17/6
Sharing files (music, films, videos, games or others)	7/3	2/0	5/1	6/2	20/6
Sharing photos	3/2	0/0	3/1	3/0	9/3
Downloading ring tones/images for my mobile phone	4/0	1/1	1/0	2/0	8/1
Taking part in competitions	8/3	2/2	1/0	2/0	13/5
Making phone calls through the Internet	6/3	0/0	1/0	1/0	8/3
Total	74/27	32/19	14/14	48/8	168/68

*dangerous ** the most dangerous

DANGEROUS MOBILE TELEPHONE USAGE

Making and receiving phone calls	8/4	0/0	3/0	2/0	13/4
Sending/receiving SMSs	8/2	2/2	2/0	4/2	16/6
Taking photos/images	3/2	0/0	0/0	1/0	4/2
Sending/receiving/sharing images	8/4	3/1	1/0	3/1	15/6
Connecting to the Internet through my mobile phone	7/2	5/3	5/0	8/3	25/8
Total	34/14	10/6	10/0	18/6	73/26

*dangerous ** the most dangerous

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

IV.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

❖ All groups of young interlocutors are aware that the Internet cannot be trusted entirely. More or less, they are aware that everything that some strangers publish on the Internet is not necessarily accurate or credible. All the groups mention that they heard or came across information that was not reliable to the full extent. Such unreliable contents are related and more disturbing when searching for matters that relate to school activities. Some interlocutors use the Internet to search for book- and essay resumes. They try to find an entire report paper related to a certain topic, a resume of a book or an essay for example. This practice is well established among youngsters aged above 12 years. Mostly, they described such practices in the third person, but some of the interlocutors actually do that themselves. They tell that it can happen that the author of the paper hasn't used accurate information, that their descriptions are not really good and so this type of papers cannot be entirely trusted. The older interlocutors over 12 years of age mentioned that they visit the <http://www.dijaski.net/> site where many school related topics can be found. According to the already said, these sites offer ready papers on different topics which can be used as a whole or in parts so that they do not need to put as much effort in their work as they should otherwise.

❖ **The interlocutors use the Internet very often for searching for information, papers of photos which they need in their course of school work. The majority of the Internet non-reliability problems are thus related to these topics. The majority knows that problems exist but the younger have somewhat less tools for checking and mistrust grows with the age.** One of the older boys states very clearly that reliability and authenticity can be checked. He tells that one should check when the site was originally created and when it was updated for the last time. If the site is very old and hasn't been updated for a long time, he will not trust it. The sites which state that the visitors are welcome to add their information cannot be trusted either. He adds that he could for example write something about coffee of which he does not know anything and post it on the Internet - this would mean that such publication is not good at all and the Internet has that type of publications.

❖ **The majority trusts Wikipedia and also some other sites that seem managed well and which have certain encyclopaedic information but they do not trust just anything. Scepticism tends to grow with the age; the older they are the more they examine. One of the girls in the group 12 – 14 years tells that their teacher warned them that even the information in the Wikipedia is not necessarily accurate.**

❖ **Aside from the problems when they really want to copy something and the majority knows that can be controversial because of the authenticity of the copied text, they mention also other matters that can be misleading:**

- one of their schoolmates did not have the whole information because the Internet site he quoted was not a complete one or the information was entirely inaccurate,
- one site states one information and the other states differently, they are not congruent with each other,
- the bus timetables are inaccurate,
- inaccurate event timetables,
- we searched for information about history and the dates were different,
- schoolmates and I visited the same site but got it all wrong because the data were inaccurate.

❖ **How do they recognize the sites which are not to be trusted or which can be trusted less:**

- the sites do not look edited,
- they do not look good, they have a bad background for example,
- the sites are old or haven't been updated for a long time,
- the sites want them to post their personal data,

- only a few older interlocutors check whether the founder of the site is some formal person, an association or something similar; they tend to trust more, if this is the case.
- ❖ **How would the younger children react to protect them from irrelevant matters (9 – 10 years)?**
 - ask somebody for the sites where credible information can be found; for example their schoolmates, friends, teachers,
 - if possible, check the information in the books because the books are more credible sources,
 - avoid sites that look suspicious, old and not in order.
- ❖ **How do the older check (12 – 14 years)?**
 - When sites are well known, they are less contestable,
 - Positive personal experiences contribute to higher level of trust,
 - They do not trust the sites which contain high levels of grammar mistakes,
 - They trust Wikipedia,
 - They trust their schoolmates,
 - They check the ownership of the sites,
 - They check how old are the sites and when they were last updated,
 - Cross-checking with other sites and establishing the congruency of the information is possible,
 - Reference check in encyclopaedias and books is also possible.
- ❖ **These topics are discussed mainly at school, when a mistake occurs; the younger ones who search with the help of their parents also talk to them about it, while the older exchange information on credible sites with their schoolmates and friends for the most part.**

“It is cool to search on the Internet but you never know what is true and what false.” (Boys group 9 – 10 years)

“Wikipedia is OK.” (Girls group 9 – 10 years, Girls group 12 – 14 years)

“If the sites do not look good, then the information is also not good.” (Girls group 9-10 years)

“Anybody can publish anything on the Internet so everything cannot be true.” (Boys group, 12 – 14 years)

IV.2 POTENTIALLY SHOCKING CONTENTS

❖ **Everybody has some experience with this, either they have seen such contents on their own or somebody has told them about the sites and the contents that were shocking to them.**

The girls find the sites containing sex shocking and unattractive. They consider them annoying and close them immediately when these show up. The boys seem to be a bit more curious and tend to stop at such sites; maybe they are even looking for them. The boys find scenes containing violence, killing and brutal torturing of people annoying and horrifying. The girls find scenes of torturing the animals far too excessive to watch.

❖ **The older Boys aged 12 – 14 years are more curious than the other groups and have more experiences with the contents like these.** They obviously browse and search for such sites but some of them only heard about them. Sadly, they've also heard about those the most brutal.

❖ Images of sex are the most commonly shown automatically. All the interlocutors deny to having seen any child sex images on the Internet at any given time. Very rarely, shocking contents are sent to them. They pop up in the Internet and some even browse for them on their own, sometimes unintentionally; sometimes these contents are found because they search for something forbidden or they receive the information about it from someone they know.

❖ **They describe the following experiences:**

❖ **Boys group 9 - 10**

- I was playing a game when a horrible picture emerged and I was scared do I ran to my grandma.
- Santa Claus, but it was very ugly
- a baby, reading and smoking a cigarette
- you search for the games and something terrible pops up
- away with the weapons – boxers, pistols and other arms
- somebody gets beaten and then it reads: come, join us
- somebody gets beaten and then they undress them and hang them on some hanger
- Sponge Bob is depicted vulgarly on the Internet, it has a penis
- the president of the Parliament (Janez Janša) is depicted as a Gollum (from the Lord of the Rings), with his teeth beaten out

❖ **Girls group 9 - 10**

- My schoolmate and I were looking at some dog photos when something really strange appeared and we were unable to leave the site.
- My schoolmate and I were looking at something about the deer and an image of torture of a deer appeared and then like it was some kind of virus. It was horrible, a ripped-up deer.
- I was searching for information on orchards when some pictures appeared how it is done and then I closed it.

❖ **Girls group 12 - 14**

- A site has opened saying that I won a prize in some competition and when I clicked on it, some pornographic sites opened. My father tried to close them but it took him quite some time.
- Some Casino sites opened and then a sex site opened and saved these among the bookmarks on their own. These sites open every time I connect tot eh Internet.
- To me, adverbs containing these contents are opening frequently.
- The e-mails contain a lot of such SPAM messages but these can be sent to special folders.

- Sometimes some friend sends it over the MSN and say “look at this” – and then there is violence when somebody is doing something violent to someone else.

❖ **Some Boys aged 12 – 14 years** have a slightly different relation towards the pornographic sites than the other three groups. Some of them do not oppose to the pornographic sites. Some only find it disturbing when they come across “gay sex” sites although this is not disturbing to everybody. All of them find violent scenes, scenes of killing, torturing and rapes very shocking. Violent scenes from Afghanistan were mentioned, one of the boys mentioned gay porno violence and added that he did not even want to tell this but it was really shocking. Boys of this age would share information on what they had seen only with their best friends. They would not tell their parents to have looked at the pornographic contents, especially not to their mothers because they find it funny.

❖ **The reaction of the younger and the older participants are similar, with the exception that the younger ones tend to seek help from their parents more often. What do they do in cases like this:**

- close and exit such sites quickly,
- sometimes the sites refuse to close so you turn of and restart the computer,
- you press a button to clean up all the programmes (one of the younger girl interlocutors),
- I would call a certain number and tell them to delete these sites (one of the younger girl interlocutors),
- I would tell the teacher at school (one of the younger girl interlocutors),
- They tell their parents and ask them for help,
- They just forget about the whole thing,
- They tell their friends (boys and girls 12 -14 years).

❖ **The younger two groups, both boys and girls, would seek for help from their parents; they would not hesitate particularly when the contents would have any connection with the sex. Although some of the children would rather conceal tot heir parents that pornographic sites opened to them because they would not like to be accused to be intentionally searching for these contents. The older group of the girls told that they would not share the information about disturbing contents containing sex with their parents, however they might share anything about violence in case that such sites would be opening to them. They would tell their friends. The older boys would not share the information about opening pornographic site with their parents, maybe only with their best friends or rather with nobody. A few even search for scenes of brutal violence on their own. The abovementioned is true for unintentional opening of the contents. The situation is somewhat different when it comes to molestation. In such cases, most of them would ask for help from their parents sooner or later.**

❖ Despite the tendency of not confiding particular events to their parents the youngsters know that it is not their fault that the unwanted sites are opening to them. Those few who search for controversial contents on their own are aware to have searched for it and do not seem shocked over the possibility of these contents on the Internet. A few individuals, boys and girls alike, doubt about it and articulate the wish for the absence of violent contents on the Internet very weakly. We have hopes (and probably not entirely without any foundation) that at least half of the interlocutors would like to be protected from the shocking contents.

“It is not easy to tell because someone might think it is our fault and that we wanted to see something like that.” (Girls group 9 – 10 years)

“What does shocking mean?” (Boys group, 9 – 10 years)

“If I saw something shocking on the Internet I would not be scared, it is only on the Internet.” (Boys group, 9 – 10 years)

“I saw a site where it read it was not for persons under 18 years. I opened the site anyway and I saw such slaughtering that I felt sick and closed the whole thing. No, I did not tell anybody. Why should i?” (Boys group 12 – 14)

“I have nothing against these porno sites, only my parents believe they are not appropriate.” (Boys group 12 – 14)

IV.3 POTENTIALLY DANGEROUS CONTACTS

❖ **The Girls aged 9 – 10 years tell that something like that has never happened to them so far and that they do not know anybody who experiences such a thing.** One of the girls however says that she is aware of these risks and that you can hear about it on the television. The youngest ones are not aware yet where this question could lead because one of them states that a friend of hers gave her address and her mobile phone number to another friend and her mobile phone was stolen afterwards. Perhaps only few understand this could be a case of sexual harassment. One of the interlocutors told that her father adapted the Internet access so that the usage is now safe for her.

❖ **The younger boys and girls state very clearly that their parents have told them not to establish any contact with strangers and not to talk to anybody whom they do not know.** They tell that chatrooms are the most risky places for such contacts. The boys tell that in case they gave their information to somebody, these persons could harass them, they could come to their homes to harass them or they could threaten them. They also tell that if somebody bothered them, they would break the communication or would give them false information. In case somebody harassed them, either through the Internet or through their mobile phone or personally, they would tell that to their parents and if it happened at school, they'd tell it at school. Only few of them understand this could be a case of sexual harassment.

❖ **The Girls group 12 -14 years also state not to have this kind of experiences. They are aware that contacting complete strangers could be dangerous.** In their opinion, chatrooms are the most dangerous places for this type of contacts. They do not find MSN dangerous because every contact there needs to be accepted and confirmed. They tell they do not accept anybody whom they do not know. They believe that their parents do not need to warn them of these risks anymore because they have already been warned when they were younger. One of the female interlocutors (12 years) somewhat vaguely mentioned in the previous conversation that somebody had asked her about her name but everything went well when she talked about it with her father who then forbade her to contact any strangers in the chatrooms. The older girls understand this could be a case of sexual harassment although it was not explicitly stated. They tell that it is not right to take part in the portal glasujzame.com (voteforme.com) which is a website intended for selection of popular teenagers (mostly teenage girls) who post their photos on this site, their description and also their personal information. Their peers then select the most popular individuals. The girls are aware that some adults could take advantage of these publications although one of our interlocutors had her post on this site also. Their conclusion is that they were younger then and would not post it anymore.

❖ **The Boys group 12 -14 are almost entirely aware that in cases like that sexual harassment could also take place.** The majority thinks at first that the girls are more at risk than the boys are. At the same time, they think that the girls could easily be imposed upon such contacts in spite of the initial friendliness and affection. They believe that some girls are hungry for contacts and could easily be lead on into something dangerous. One of the interlocutors told that a girl yearning for attention and suffering from teenage caprices could very easily succumb to nice words and flattering of a seemingly friendly person which could just be the cover for a paedophile who could sexually violate her. Another male interlocutor adds that “glasujzame.com” (voteforme.com) where teenage girls post their photos, birth data and e-addresses a kind of a display window for paedophiles who can choose girls as if they were in that window. One of the male interlocutors also adds that they are checking at the ADMIN whether paedophiles could be somehow involved with the glasujzame.com or the MSN but concludes that it has not happened so far. **The boys do not feel threatened in this regard at all.**

❖ The interlocutors deny to have been concluding any friendships through the Internet, they answer to have contacted only with the acquaintances. We are not sure whether this notion can be entirely trusted. According to the above-said, the level of awareness regarding the contact-making with the strangers is quite high. With these risks, children who aspire for something new and for warm contacts of which they are lacking among their closest in particular or who are misunderstood in their everyday environment, are the soft targets. A big question is whether such individuals would talk about a contact established with a stranger at all. It is also the question whether they could even identify the harassment. The rest of them would tell about the harassment to their parents or at least their friends or maybe to other adult persons whom they were close to if they identified the harassment.

“I heard about it on the television.” (Girls group 9 – 10 years)

“I would tell my parents or in school if it happened in the vicinity of the school.” (Boys group, 9 – 10 years)

“When you are younger, your parents tell you and when you are older, you know that on your own. I do not talk to anybody whom I don’t know.” (Girls group 12 – 14 years)

“It is not that bad if it is a boy, it is much worse if it is a girl in her adolescence. A paedophile sends her love letters that she wants and then he can violate her.” (Boys group, 12 – 14 years)

IV.4 BULLYING

❖ The girls have practically no experience with bullying. None of them mention any long-term tormenting harassment. They have heard that some of them received a call or a few calls which quickly ceased or they received a message or a few messages which also quickly ceased to come. They mention a few cases of threats which ended without any particular interventions or reporting. They find it annoying but not extremely fearful or alarming.

❖ The younger boys (9 – 10 years) state some cases of bullying and harassment in the school. They do not state any worrying cases of threats through the Internet or the mobile phone. One of the older Boys aged 12 – 14 years tells that one of his schoolmates was sending insulting and threatening contents through the MSN under a fictitious name. He did not send it to his schoolmates but to someone else. Somebody found that boy and beat him up. The affair was not reported to anyone. We can read between the lines that maybe some of our interlocutors could have threatened somebody else or have bullied others.

“Not over the Internet, but somebody threatened me in person. It is between the boys.” (Girls group 9 - 10 years)

“You have to have some enemies to be threatened to in this way.” (Girls group 12 – 14 years)

“If we called the police, they probably would not believe us and would not even check although they ought to.” (Boys group, 12 – 14 years)

“No, this is personal matter.” (Boys group, 12 – 14 years)

IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

❖ **The majority is quite aware that caution is necessary when ordering because sometimes things have to be paid for. Some have had such a negative experience and some have heard of it.**

❖ The younger girls (9 – 10 years) can not remember any such deception but they say those are by all means possible. The older girls 12 -14 years mention that the sister of one of them experienced that she was thinking she was sending an MMS but in fact, she was sending a real postcard and the service was rather expensive. Another girl mentions that she downloaded something to her mobile phone and started receiving messages which had to be paid for and she was not aware of the need for the payment. They also mention the “Crazy frog” where you have to be a member to be able to order anything and that one order actually means you have to become a member and your money is withdrawn from the mobile. The majority is not aware of this. The warning about the payment is written in very small letters and so are the instructions on how to terminate the membership.

❖ The younger boys have heard of this possibility. They mention that it is possible that instructions on taking part in a competition can be unclear and then you have to pay for participation. They have also heard that a site opened to someone claiming to have won a prize but it wasn't real, they also mention a contact game of television competition where you participate in the game but nobody wins the main prize, the price for participation in the game is also unclear – it is possible that you order a product and never get it. They also find ordering through SMS risky because the rules are vague and you might become a member of some payable system.

❖ The older boys mention that the experience when they downloaded a game which they believed was free of charge and it turned out later it was not; the younger ones mention ordering melodies and films through the SMSs because this way you become a member and it takes a lot of effort to terminate the withdrawal of the money.

“The instructions for termination of membership are written with really small letters.” (Girls group 12 – 14 years)

“It is not right; I would tell my parents and the police.” (Boys group, 9 – 10 years)

IV.6 ILLEGAL DOWNLOADING

❖ **Downloading files from the Internet is very widespread. Some of our interlocutors do it on their own (age 12 – 14 years) while the other know individuals who do it. The majority knows that it is illegal but have a feeling that this activity is not massively persecuted and they are of course sure that they will not be persecuted by anyone. The discussion was not educational in the sense that anybody would consider not doing it.**

❖ Neither the girls nor the boys are doing it for now but know somebody who does; those are either older brothers, sisters, parents, relatives or some acquaintances. Some younger girls know this is liable to punishment but some probably don't. The younger boys know it is liable to punishment to somewhat larger extent but probably not all of them do. Despite that, they do not find this activity too disputable. One interlocutor even tells that it is liable to punishment only to those who actually downloaded the file while merely receiving it from someone is not punishable.

❖ The older boys and girls (12 – 14 years) know that downloading music and films through the Internet is liable to punishment. The real problem is in their not believing that they could be the ones to be legally or criminally prosecuted because the whole world is doing it. The girls' argument in favour of this notion were: everybody is doing it; a house investigation should be announced in advance and they don't believe it could happen in their home; some musicians share their music on their websites on their own, which means that they do not oppose to downloading their music from the Internet; the majority of musicians make more money touring than selling CDs. The boys tell that file sharing is also prohibited (E-mule and similar). They add that anybody who knows one thing about computers starts downloading the files from the Internet sooner or later. They know it is not right but they do not believe that they could be punished. They also tell that it would be wrong to broadcast a film that was downloaded from the Internet in some public place, a pub or similar. This would make this activity even more punishable. One of the male interlocutors tells that these files also pose a threat in terms of viruses which could do a lot of harm to a computer. They also discuss the matter of how police could even find them in case there was any sharing. **The disputable matter with downloading form the Internet is that the video rental stores could go bankrupt and that the authors demand their rights because this is their income.**

"Those who make films are really angry already because films can simply be downloaded from the Internet." (Girls group 9 – 10 years)

"I have heard that it is punishable but I haven't heard that anybody has been punished yet." (All groups)

"If you have the E-mule, you can download for free." (Boys group, 9 – 10 years)

"Everybody says it is punishable but half of the World is doing it; no, the whole World is downloading." (Girls group 12 – 14 years)

"They should punish for something else more severe and not punish me for downloading the music from the Internet." (Girls group 12 – 14 years)

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ The youngsters in all four groups have posed them in the role of the older brothers or sisters who want to protect their younger siblings in quite a vehement way. The participants of all four groups would give very similar advice to their siblings. The advice to seek for help also with the parents was somewhat more frequent in both younger groups.
- ❖ They enumerated the following measures and pieces of advice:
 - Younger (9 – 10 years)
 - I would not show him but I would say to ask somebody every time before clicking anything.
 - to have an anti-virus programme installed
 - not to respond to calls from strangers
 - I would advise him as to what sites are more credible
 - I would advise him as to what sites do not contain viruses
 - I would not let them to download music or films from the Internet
 - to ask father and mother about everything because they know the most
 - not to download songs because this is punishable
 - not to play games that are not meant for them
 - not to visit chatrooms on their own because somebody could follow them
 - not to share their information on the Internet
 - not to correspond with strangers
 - to create a nick name for the chatrooms and not use their own
 - ❖ Older (12 - 14 years)
 - not to visit sites containing viruses
 - not to download the music and films from the Internet because I will rather do that for them
 - I use the Firefox because it gives more safety
 - to tell me if anything gets blocked or they believe something could be wrong
 - I would help them and search on Mozilla where the problem is
 - not to leave their personal information on the Internet
 - not to discuss with strangers
 - not to buy just anything from the Internet
 - I would not let them if they were a lot younger because they can broke something
 - not to connect to the Internet on their own if they don't know enough
 - if my younger brother was on-line on his own, I would disconnect the Internet cable for a few hours to stop the viruses
 - it is good to use the “family filter”
 - to block certain sites, those who seem disputable
 - you cannot prevent the usage of the Internet for the indefinite time, it is necessary to protect the connection properly
 - I would not warn them not to give his personal information on the Internet because with 8 years of age he does not even know how to
 - to turn off the computer if anything gets blocked and does not go on
 - not to open the pornographic adverts and pornographic sites
 - to avoid open chatrooms
 - not to open SPAM MAILS
 - to delete messages from the unknown addresses
 - to ask me about as many unknown things as possible

❖ Many interlocutors probably pay regard to most of the recommendations, the younger ones in particular but obviously not everything. **The most curious and “fearless” are the boys, in our case the group 12 - 14 years of age. It is possible that some of the girls also take more liberty than they admitted to** but in such an informal group this notion cannot be established for sure. A conclusion can be made that they are aware of the safety elements but most likely they do not adhere to them on the whole. Curiosity and other notions are more attractive for some of them than the reasonable hindrances.

V.2 WAYS OF REPORTING ENVISAGED

- ❖ Almost everybody loudly stated that all troubles should be reported to the parents and they assess that vast majority would do just that. Friends may come handy for some problems and computer specialists for the viruses. Other services seem to be less appropriate, the school is in the last place – except for the problems originating in schools.
- ❖ They would never tell about things they consider minute, these are for example the cases of opening of pornographic sites when browsing on the Internet or offering non-existing prizes. They would not tell their parents about any troublesome sex contents because of the fear of being accused by the parents to have caused opening of these with their own usage. They would perhaps mention that only to their friends or older brothers if they trusted them enough. They would report their virus related problems to the parents or some relatives or acquaintances who can deal with the computers.
- ❖ There is not much experience with harassment through these media. There is an open question about the level of harassment or blackmailing to trigger their reaction and tell about the problem. A stagnation on the question to confide or not to confide the inconvenience triggers thinking about the person to whom they confided the problem and their reaction; would that person weigh their level of involvement into the problem in terms of their encouragement and similar. This is a problematic matter but the majority of the girls opened in the conversation and told that they would tell at least to their best friend. They also told that such sex-related matters are hard to confide to their parents and absolutely impossible to tell at school.
- ❖ The boys would tell about the problems sooner or later but would try to solve the problem on their own at first, maybe also with the help of their friends.

“It is very hard to tell the parents that pornographic sites have opened. They might think it was my fault.” (Girls group 9 – 10 years)

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

❖ The majority thinks they know enough about the risks. Girls in particular were warned by their parents in regard of personal risks; in regard of risks to the computers they believe that a computer specialist should be consulted because only these know enough. The parents estimate that they know a lot and learn something new every day. They can not imagine to be systematically informed on safe usage of the Internet.

❖ The younger interlocutors say that it is good to talk about it and that they learned interesting things; they consider the way conversation was conducted in this discussion maybe the most interesting of all. They are able to imagine that such way of communication on Internet usage to be conducted in schools also.

“A conversation like this is good. You learn new things. I didn’t know that downloading music from the Internet is punishable.” (Girls group 9 – 10 years)

“You learn something new every day.” (Girls group 12 – 14 years)

“Now we know everything, when we were younger – maybe.” (Boys group 12 – 14 years)

SUMMARY OF RESULTS

❖ All interlocutors have at least some experiences in the usage of the Internet. They all believe that the Internet is very useful and have already used it for searching for different contents needed for school. They searched for these contents either on their own or had help from others.

❖ Internet usage and experience tend to grow with the age. The younger participants use the Internet mostly occasionally, half an hour to one hour a day. The older use it more regularly, some even several hours a day. They all answer that they use the Internet for searching for school-related contents, next are the on-line games in the younger participants and in the older ones also more complex operations including downloading the files from the Internet, mostly music but also films and games.

❖ The majority of them were introduced to the Internet by their parents and some of them by older brothers and sisters, cousins or other relatives. Very few individuals had the first contact with the Internet in school. The majority admits (particularly in the group aged 12 – 14 years) to be more able to use the Internet now than their parents do. At least one of the parents tends not to master this medium as good as their children do.

❖ There are limitations of the usage which are more time-related than content-related. Parents find time control easier than the content-related one. The younger children mostly agree that existence of time limits is good, while some of the older ones are aware that they spend too much time on the Internet every day and this is not good because some other interesting stuff exists for sure. Parents probably don't limit these older participants in Internet usage since they stay on-line sometimes even until 23:00 in the evening even during the school week. They conclude that they have to set limitations regarding the Internet usage on their own also, while their parents usually associate the time-related limitations to completing of school obligations. In regard of the content and the way of usage they have heard their parents' recommendations and majority of girls was warned not to share their photos or personal information on the Internet which they try to adhere to.

❖ Only one of the girls does not own a mobile telephone, while all other children do. A vast majority owns a prepaid card mobile phone because this is the kind that limits the volume of usage. It seems that the trend of sending SMSs is declining because majority states that they use the mobile phone mostly for making calls. The youngest children mostly call their parents for shorter messages such as where they are, that parents should come and pick them up, that they are already back home, how was school and similar. Those a little older talk with their friends a lot. Sharing music, recordings and images using Bluetooth and IR is very popular. These are mostly the recordings that circulate through the mobile phones or the recordings downloaded from the Internet. Sharing of their photos or other recordings is much rarer. Boys aged 9 – 10 years in particular find mobile phones a very important toy. They use the mobile for game playing also and a few of them connect to the Internet using it.

❖ The open chatrooms pose the greatest risk on the Internet because there the children could get involved with strangers if they did not pay attention. The girls are more concerned about possible personal endangerment while the boys worry more about the viruses which could harm their computer. Awareness about possible abuses increases with the age. The youngsters aged over 12 years are rather well aware of the possible endangerment of paedophilia; they believe that the girls are more endangered. The younger girls know that it is not right to communicate with strangers but some of them have no perfectly clear conception why. They find the usage of MSN harmless because with it, they can decide who to authorize for the contact.

❖ In regard of mobile phone usage they believe that receiving the SMSs from strangers and communicating with them is more risky. Some believe that Internet connection can also be risky – the risk of viruses. The interlocutors told that a virus can be received on the mobile also through the Bluetooth and IR.

❖ Interlocutors of all groups are aware that the Internet is not entirely credible. They believe that those sites that seem to be arranged, that look good and are updated or frequently used to be safe; Wikipedia is mentioned as a credible site. The older ones add that a good sign of credibility of information on a website is the date of origin and frequent updating.

❖ There is a difference between boys and girls in regard of shocking contents. The girls are shocked looking at pornographic photos and tend to close the site immediately while the boys even look at some of these sites. The younger girls are disturbed by the violence over the animals which unexpectedly pop up while browsing the Internet while some older boys have already searched for sites with brutal contents. Despite all this, the older boys also have their threshold for the alarm: They disapprove brutal contents of violence on youngsters, brutal tortures, killings and sexual violence, while some disapprove gay sex.

❖ They denied knowing of any case of paedophilia. We got the feeling that they were fairly well aware of these notions because they told to have heard about the cases on the television or elsewhere. We believe that the girls are probably careful when contacting with strangers. The older boys think that the girls are at greater risk in regard of this type of abuse. Nobody mentioned that this could happen to boys also.

❖ In regard of threats and violence among peers they do not feel very threatened from the Internet or the mobile phone. Everybody has heard something about these threats but these have ceased without any big interventions in all cases. But they have heard or witnessed the violence and blackmail amongst the peers in school. They all disapprove it a great deal.

❖ The majority has heard about frauds on the Internet and so they warn against buying, ordering and downloading from the internet without examining what they download or order and from where.

❖ They are very tolerant towards downloading the files from the Internet. Downloading the files from the Internet seems perfectly good to them although the majority knows that it is illegal. They excuse this activity with the notion that they in particular will probably not be prosecuted amongst all existing criminal in the World considering the whole world is doing it.

❖ They told a lot of advice for younger brothers and sisters in Internet usage; they probably adhere to the majority of the said and some would be more protecting towards their younger siblings than towards themselves.

❖ In the end, we would like to add that we find awareness of potential Internet-related risks in our young interlocutors to be on quite a high level while at the same time we believe that they have not confided their most traumatic experiences to us. We should also bear in mind that our interlocutors were from well-settled families since we contacted both in regard of the participation, the children and their parents. These youngsters were probably not fully representative sample of youngsters despite our careful consideration for equal representation of all social classes. We cannot be entirely sure to what extent are these youngsters, who are only vaguely supervised by their parents, aware or potentially endangered. Those cases might be associated with much more worrying information than those we collected.

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
	Maribor 13.4.2007	Maribor,12.4.2007	Ljubljana,18.4.2007	Ljubljana,17.4.2007
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	1	5	1	2
Mid-level managers	1	0	2	2
Office employees (non-managerial)	4	4	3	5
Manual workers	0	0	3	1
Others	2	0	0	0
Places and means of access to the Internet				
Home (broadband))	8	8	5	8
Home (non broadband)	0	0	2	1
School	4	5	4	5
Internet cafes				
Others	1	1	2	1
Personal ownership of computer				
Yes	3	4	7	2
No	5	5	2	8
Ownership of mobile phone				
Yes, subscription package	0	1	3	4
Yes, pre-paid card	8	7	5	6
NO	0	1	1	0

ANNEX II
DISCUSSION GUIDE

ŠTUDIJA – VARNEJŠI INTERNET

IZHODIŠČA ZA RAZGOVOR

(29. 03. 2007)

UVOD

Pozdravljeni, ime mi je in delam za, to je raziskovalna agencija, ki izvaja študijo, zaradi katere smo danes tukaj.

Študija se ukvarja s tem, kako otroci/mladostniki uporabljajo internet in mobilne telefone.

Ali vam je jasno kdo smo in kaj počnemo?

- Otroke vprašajte, ali poznajo pojme mnenjska raziskava/anketa in kaj vedo v povezavi z njimi
- Razložite jim, da je namen raziskave razumeti kaj ljudje počnejo in mislijo – naj se izražajo kakor jim najbolj ustreza
- Razložite jim, da bo vse, kar bodo povedali, ostalo zaupno – na primer, njihove besede boste uporabili za primer pogledov otrok, vendar ne bodo nikoli povezane z njihovimi imeni; posebej omenite, da nič od tega, kar bodo sodelujoči otroci povedali, ne bo posredovano njihovim staršem.

Za začetek vas prosim, da se vsak na kratko predstavi: kdo ste, ali imate kaj bratov in sester, ali imate dostop do interneta in na kakšen način – imate svoj računalnik, uporabljate računalnik od staršev, uporabljate računalnik v šoli, pri prijateljih, v internetnih kavarnah – in ali imate svoj mobilni telefon.

I. TEMA INTERNET IN NAČINI UPORABE INTERNETA

Pogovorimo se o internetu.

I.1 Preden se začnemo pogovarjati na kakšne načine uporabljate internet, me zanima kako ste se ga naučili uporabljati.

- Spontani odzivi
- Razišči:
 - Samouki ali so se naučili od drugih
 - Od koga? Od ostalih otrok (Od koga? Prijateljev, bratov ali sester?), odraslih? (Staršev, učiteljev, drugih odraslih?)

I.2 Mi lahko poveste na kak način in kako pogosto uporabljate internet in koliko časa približno prebijete v internetu?

- Spontani odzivi

- Razišči:
 - Redna ali občasna uporaba interneta? Od česa je to odvisno?
 - Koliko časa otroci, po lastni oceni, prebijejo v internetu (povprečno na dan ali na teden)

I.3 Lahko uporabljate internet kakor hočete in kadar hočete, ali so vam starši postavili kakšne omejitve, pravila ali priporočila – ali si starši želijo, da bi počeli določene stvari oz., da jih ne bi počeli, čeprav vam niso posebej povedali.

➤ Spontani odzivi

➤ Razišči:

- Če imajo omejitve/pravila/priporočila/namignjena pravila: kakšna so?
- Za vse omejitve/pravila/priporočila/namignjena pravila: se jim zdijo pravična in do kakšne mere se z njimi strinjajo?
- Če nimajo nobenih omejitev/pravil/priporočil/namignjenih pravil: kako bi se počutili, če bi jih dobili?
- S katerimi bi se (ali se ne bi) strinjali/katere bi upoštevali?: se jim zdijo pravična in do kakšne mere se z njimi strinjajo

I.4 Pripravili smo seznam z različnimi možnimi načini uporabe interneta.
Vsakega posebej prosim, da:

- Nalepite po **eno zeleno nalepko** pri posameznih uporabljenih načinih uporabe
- Nalepite **še eno zeleno nalepko** pri najbolj pogostih načinih uporabe

➤ Razdelite tabelo.

➤ Naj jo sodelujoči izpolnijo.

Preverite, ali so razumeli sistem ene/dveh nalepk.

Preverite, ali so vsi sodelujoči zapisali svoje ime.

➤ Poberite vprašalnike in hitro poiščite najbolj pogoste načine uporabe.

I.5 Vidim, da so nekateri načini uporabe bolj pogosti kot drugi.

Kateri vas posebej zanimajo ali kaj vam je posebej všeč pri teh načinih uporabe?

➤ Spontani odzivi

➤ Razišči: pogosti načini uporabe, ki niso bili omenjeni med spontanimi odzivi

II. TEMA: MOBILNI TELEFONI IN NJIHOVA UPORABA

II.1 Nekateri imate tudi mobilni telefon.

Mi lahko tisti, ki ga imate, poveste kako ga uporabljate?

- Po vrsti vprašajte vse sodelujoče (ki imajo mobilni telefon)

Vsem pustite, da se izražajo kakor jim ustreza. Nato raziščite:

- S kom (s prijatelji, s starši, v kakšnih okoliščinah?)
- Za kaj ga najbolj pogosto uporabljajo (pogovori, sporočila SMS, drugi načini uporabe)

Ostali nimate mobilnega telefona. Mi lahko poveste zakaj ne?

- Raziščite razloge (stroški; starši si ne želijo, da bi ga njihov otrok imel; drugi razlogi)

II.2 Mobilne telefone lahko uporabljate tudi za pošiljanje in prejemanje fotografij (sporočila MMS), lahko sodelujete v klepetih ali se povežete v internet. Uporabljate svoj mobilni telefon tudi za te stvari?

- Znova vprašajte vse sodelujoče (tiste, ki imajo mobilni telefon)

- Če je že uporabljal/-a te funkcije (katere), kaj z njimi pridobi – če jih ne uporablja, zakaj ne?

II.3 Ste prosti pri uporabi svojega mobilnega telefona, kadar koli in kakor koli hočete, ali so vam starši postavili kakšne omejitve, pravila ali priporočila – ali si starši želijo, da bi počeli določene stvari oz., da jih ne bi počeli, čeprav vam niso posebej povedali.

- Spontani odzivi

- Razišči:

- Če imajo omejitve/pravila/priporočila/namignjena pravila: kakšna so?
- Za vse omejitve/pravila/priporočila/namignjena pravila: se jim zdijo pravična in do kakšne mere se z njimi strinjajo
- Če nimajo nobenih omejitev/pravil/priporočil/namignjenih pravil: kako bi se počutili, če bi jih dobili?
- S katerimi bi se (ali se ne bi) strinjali/katere bi upoštevali?: se jim zdijo pravična in do kakšne mere se z njimi strinjajo

II.4 Tukaj je kratek seznam načinov uporabe mobilnega telefona.

Enako kot poprej pri načinih uporabe interneta vas prosim, da:

- Nalepite po **eno zeleno nalepko** pri posameznih uporabljenih načinih uporabe
- Nalepite **še eno zeleno nalepko** pri najbolj pogostih načinih uporabe

- Razdelite tabelo.

- Počakajte, da jo sodelujoči izpolnijo.

Preverite, ali so razumeli sistem ene/dveh nalepk.

Preverite, ali so vsi sodelujoči zapisali svoje ime.

- Poberite vprašalnike in hitro poiščite najbolj pogoste načine uporabe.

III. TEMA TEŽAVE IN TVEGANJA POVEZANA Z INTERNETOM IN MOBILNIMI TELEFONI

III.1 Poleg uporabnosti in prijetnosti so pri uporabi interneta ali mobilnih telefonov tudi kakšne težave ali tveganja – mislim na stvari, ki jih ne marate ali se jih bojite?

- Spontani odzivi
- Razišči:
 - Vrste omenjenih težav/tveganj
 - Težave/tveganja povezana z uporabo interneta/z uporabo mobilnih telefonov
 - Od kod otroci vedo za te težave/tveganja (Osebne izkušnje? So bili o njih posvarjeni? Kdo jih je posvaril? Drugi otroci? Odrasli – kateri odrasli? Ustanova/oblasti?)
 - Kako resne se jim zdijo te težave/tveganja?

III.2A Ste zaradi teh težav začeli internet uporabljati na drugačen način?

- Spontani odzivi
- Razišči:
 - Omejitev uporabe (v kakšnem obsegu)
 - Izvedeni ukrepi; samoiniciativno/zaradi vpliva staršev

III.2.B Ste zaradi teh težav začeli svoj mobilni telefon uporabljati na drugačen način?

- Spontani odzivi
- Razišči:
 - Omejitev uporabe (v kakšnem obsegu)
 - Izvedeni ukrepi; samoiniciativno/zaradi vpliva staršev

III.3 Tole je tabela z načini uporabe interneta in mobilnih telefonov, pri katerih ste prej lepili zelene nalepke.

Lahko prosim nalepite po **eno rdečo nalepko** pri načinih uporabe, ki lahko kakor koli povzročajo težave in **še eno rdečo nalepko** pri načinih uporabe, za katere mislite, da so najbolj nadležni ali se jih najbolj bojite.

- Razdelite tabelo.
- Počakajte, da jo sodelujoči izpolnijo.
Preverite, ali so razumeli sistem ene/dveh nalepk.

Preverite, ali so vsi sodelujoči zapisali svoje ime.
- Poberite vprašalnike in hitro poiščite načine uporabe, ki so bili največkrat označeni kot tvegani.

III.4 Pogovorimo se o teh težavah malo podrobneje. O vseh, ki ste jih označili z največ nalepkami. Zakaj mislite, da lahko pri tem načinu uporabe pride do težav?

- Za vse načine uporabe, ki so bili najbolj pogosto označeni kot težavni ali tvegani, poizvedite o vrsti in stopnji težave/tveganja.

IV. TEMA ODZIVI NA PREDSTAVITEV IZBRANIH TEŽAV ALI TVEGANJ

Zdaj bom govoril/-a o določenih težavah, kako jih vidijo odrasli, ki imajo zaradi njih skrbi – vi pa mi povejte kakšni so **vaši** občutki o njih.

IV.1 Ena od težav je ta, da informacije, ki jih najdete v internetu, niso nujno tudi resnične.

Kaj mislite o tem? Splošno rečeno, mislite, da lahko zaupamo informacijam, ki jih najdemo v internetu?

- Spontani odzivi
- Razišči:
 - Kakšna je splošna stopnja verodostojnosti v internetu?
 - Kako se lahko primerja z drugimi viri informacij (starši, učitelji, prijatelji, televizija, knjige, ...)
 - Zakaj je internet bolj ali manj verodostojen?
 - Primeri nenatančnih stvari, ki ste jih opazili v internetu. O čem je bilo govora? Kako ste izvedeli, da informacije niso resnične?
 - Kako pomembna se vam je zdela ta težava/tveganje?

IV.2 Še ena težava, ki skrbi odrasle, je tveganje pri prejetih slikah ali drugih vsebinah, ki so lahko močno pretresljive – med nje spadajo prizori nasilja, brutalni prizori, razizem ali pornografija. Kakšni so vaši občutki o tem?

- Spontani odzivi
- Razišči:
 - Se je kaj takšnega zgodilo vam? Za kaj je šlo?
 - Kaj ste naredili? Ste se s kom pogovorili o tem? S kom?
 - Kaj bi naredili, če bi se to zgodilo vam? Kaj bi svetovali prijatelju, če bi se to zgodilo njemu/njej? Bi se o tem z nekom pogovorili? S kom? Kakšen praktični nasvet bi dali prijatelju/-ici?
 - Moderator: raziščite tudi, kako resna se jim je zdela ta težava/tveganje.

IV.3 Še eno tveganje, ki odraslim povzroča skrbi, je, da bi otroci vzpostavili odnos z neznancem, s katerim so govorili prek interneta – z nekom, ki ga nikoli niso srečali v živo.

Poglejmo primer.

X/Y je otrok vaše starosti.

On/ona rada igra računalniške igre ali pa je objavil/-a svoj profil v internetu. Prek interneta se začne pogovarjati z nekom, kateremu sčasoma izda svoje osebne podatke, kot je njegov/njen naslov MSN, njegova/njena številka mobilnega telefona, njegovo/njeno ime ali domači naslov, ali pa tej osebi začne pošiljati svoje slike.

Otrok lahko tako misli, da gre za drugega otroka njegove/njene starosti in da je prijazna oseba. V resnici pa je lahko nekdo povsem drug. Nekdo, ki bi ga/jo spodbujal k stvarim, ki jih ne bi smel/-a početi, lahko je tudi odrasla oseba s slabimi nameni.

(Moderator: za skupine dečkov uporabite običajno moško ime za vašo državo (X); za skupine deklic uporabite običajno žensko ime (Y)).

Kakšni so vaši občutki o tem?

- Spontani odzivi
- Razišči:

- Se je kaj takšnega zgodilo nekemu, ki ga poznate? Kako, v kakšnem primeru?
- Mislite, da se lahko to zgodi tudi vam? Kako komunicirate in sklepate prijateljstva v internetu?
- (Če se je kaj takšnega zgodilo) Kaj ste naredili? Ste se o tem s kom pogovorili? S kom?
- Kaj bi naredili, če bi se to zgodilo vam? Kaj bi svetovali prijatelju/-ici, če bi se to zgodilo njemu/njej?
- Moderator: raziščite tudi, kako resna se jim je zdela ta težava/tveganje.

IV.4 Odrasle skrbi tudi to, da se nekateri otroci prek internetne komunikacije grdo obnašajo do drugih otrok, ker jih ne marajo. Na primer, prek MSN govorijo o njem/njej, ali mu/ji pošiljajo anonimna »grda« sporočila.

Kakšni so vaši občutki o tem?

➤ Spontani odzivi

➤ Razišči:

- Se je kaj takšnega zgodilo tudi vam? Kako, v kakšnem primeru? Ste prejeli »grda« sporočila? Ste morda »grda« sporočila sami pošiljali drugim?
- Mislite, da se lahko to zgodi tudi vam?
- (Če se je kaj takšnega zgodilo) Kaj ste naredili? Ste se o tem s kom pogovorili? S kom?
- Kaj bi naredili, če bi se to zgodilo vam? Kaj bi svetovali prijatelju/-ici, če bi se to zgodilo njemu/njej?
- Moderator: raziščite tudi, kako resna se jim je zdela ta težava/tveganje.

IV.5 Še eno tveganje, o katerem smo slišali, so prevare, kot je prenos datoteke, ki naj bi bila brezplačna, pozneje pa je zanjo treba plačati. Ali za sodelovanje v kakšnem tekmovanju ali žrebanju.

Kakšni so vaši občutki o tem?

➤ Spontani odzivi

➤ Razišči:

- Se je kaj takšnega zgodilo tudi vam? V kakšnem primeru?
- Kaj ste naredili? Ste se o tem s kom pogovorili? S kom?
- Kaj bi naredili, če bi se to zgodilo vam? Kaj bi svetovali prijatelju/-ici, če bi se to zgodilo njemu/njej? Bi se s kom pogovorili? S kom?
- Moderator: raziščite tudi, kako resna se jim je zdela ta težava/tveganje.

IV.6 Še ena težava je lahko, da veliko otrok prenaša glasbo, filme, igre ali drugo vsebino, ne da bi plačali zanjo.

Morda se je to zgodilo tudi vam: ste že kdaj prenesli nekaj, za kar niste plačali?

➤ Zapišite si odzive, nato nadaljujte:

V veliko primerih gre za vsebino, katere avtorji (na primer glasbeniki) potrebujejo zaslužek, od katerega živijo in bi morali zanjo biti plačani.

Se zavedate tega? Kaj mislite kakšne so lahko posledice? Ali ti otroci vedo, da je to nezakonito/ni dovoljeno? Kako ravnajo glede tega?

➤ Razišči:

- Zavedanje o početu nezakonitih stvari/zavedanje o posledicah
- Kaj so/bi sodelujoči otroci naredili v takšnih primerih?
- Kako resna se jim zdi ta težava?

V. TEMA INFORMACIJE IN POROČANJE O TVEGANJIH

V.1 Če zdaj po našem pogovoru malo pomislite, ali zdaj mislite, da obstajajo kakšni preventivni ukrepi, ki bi bili primerni pri uporabi interneta in mobilnih telefonov – ali mogoče kak nasvet za mlajšega brata ali sestro?

- Spontani odzivi
- Razišči:
 - Ukrepi (in z njimi povezana tveganja), ki se jih otroci (bolj) zavedajo zaradi diskusije
 - Nagnjenost k upoštevanjem teh ukrepov v realnosti

V.2 Če bi videli ali izkusili nekaj neprijetnega ali strašnega in bi o tem želeli nekoga obvestiti, kakšen bi bil najlažji način za to?

- Spontani odzivi
- Razišči:
 - O tem bi se pogovorili s svojimi starši
 - O tem bi se pogovorili z učiteljem
 - Obvestili bi policijo
 - Obrnili bi se na specializirano organizacijo s klicem na brezplačno telefonsko številko
 - Na takšno organizacijo bi se obrnili prek e-pošte
 - Želeli bi si imeti gumb, s katerim bi z enim klikom samodejno obvestili ustrezne organe oblasti

V.3 Na kak način bi želeli izvedeti več o težavah in tveganjih pri uporabi interneta in mobilnih telefonov?

- Spontani odzivi
- Razišči:
 - Želja po dodatnih informacijah o težavah in tveganjih
 - Narava iskanih informacij
 - Iz katerih vrst virov/po katerih kanalih (poteh)

KONEC RAZGOVORA.

RAZDELITE MATERIAL ZA OZAVEŠČANJE OD DRŽAVNIH VIROV ALI DRUGIH NEVLADNIH ORGANIZACIJ.

UPORABLJENI NAČINI UPORABE INTERNETA**Ime**

Iskanje informacij v okviru šolskih obveznosti	
Iskanje informacij o temah, ki me zanimajo/deskanje zaradi zabave	
Pošiljanje in prejemanje e-poštnih sporočil	
Uporaba neposrednega sporočanja (MSN)/klepetanje s prijatelji	
Sodelovanje v javnih klepetalnicah	
Izdelava lastnega spletnega dnevnika/domače strani in objavljane lastnih besedil, fotografij, glasbe v internetu	
Branje in odgovarjanje na spletne dnevnike/domače strani prijateljev	
Branje in odgovarjanje na spletne dnevnike/domače strani oseb, ki jih še nikoli nisem srečal	
Igranje spletnih iger	
Prenašanje glasbe, filmov, video posnetkov, iger ali drugih datotek	
Skupna raba datotek (glasba, filmi, video posnetki, igre ali drugo)	
Skupna raba fotografij	
Prenašanje zvonjenj/slik za svoj mobilni telefon	
Sodelovanje na tekmovanjih	
Telefonski klici prek interneta	

UPORABLJENI NAČINI UPORABE MOBILNIH TELEFONOV**Ime**

Klicanje in prejemanje telefonskih klicev	
Pošiljanje/prejemanje sporočil SMS	
Fotografiranje	
Pošiljanje/prejemanje/skupna raba slik	
Povezovanje z internetom prek svojega mobilnega telefona	

TEŽAVE/TVEGANJA POVEZANA Z UPORABO INTERNETA IN MOBILNIH TELEFONOV

NAČINI UPORABE INTERNETA

Ime

NAČINI UPORABE INTERNETA	Ime
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