

**SAFER INTERNET FOR CHILDREN**

**QUALITATIVE STUDY IN 29 EUROPEAN COUNTRIES**

**NATIONAL ANALYSIS : BELGIUM**

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## TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	<b>4</b>
<b>CHAPTER I : INTERNET AND INTERNET APPLICATIONS</b> .....	<b>6</b>
<b>I.1. LEARNING TO USE THE INTERNET</b> .....	<b>7</b>
<b>I.2. INTENSITY OF USAGE</b> .....	<b>8</b>
<b>I.3. DEGREE OF FREEDOM IN USING THE INTERNET</b> .....	<b>9</b>
<b>I.4. SPECIFIC INTERNET APPLICATIONS</b> .....	<b>11</b>
<b>CHAPTER II. MOBILE PHONE AND MOBILE PHONE USAGE</b> .....	<b>14</b>
<b>II.1. MOBILE PHONE AND MOBILE PHONE USAGE</b> .....	<b>15</b>
<b>II.2. DEGREE OF FREEDOM IN USING MOBILE PHONES</b> .....	<b>17</b>
<b>CHAPTER III. PERCEPTIONS OF INTERNET AND MOBILE PHONE RELATED PROBLEMS AND RISKS</b> .....	<b>18</b>
<b>III.1. SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS</b> .....	<b>19</b>
<b>III.2. PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS</b> .....	<b>21</b>
<b>CHAPTER IV. REACTIONS TO THE PRESENTATION OF SIX CATEGORIES OF PROBLEMS AND RISKS</b> .....	<b>25</b>
<b>IV.1. TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET</b> .....	<b>26</b>
<b>IV.2. POTENTIALLY SHOCKING CONTENTS</b> .....	<b>27</b>
<b>IV.3 POTENTIALLY DANGEROUS CONTACTS</b> .....	<b>28</b>
<b>IV.4 BULLYING</b> .....	<b>30</b>
<b>IV.5. DECEPTION ON FREE OF CHARGE CHARACTER</b> .....	<b>31</b>
<b>VI.6 ILLEGAL DOWNLOADING</b> .....	<b>32</b>
<b>CHAPTER V. RISKS RELATED INFORMATION AND REPORTING</b> .....	<b>33</b>
<b>V.1 PRECAUTIONS ENVISAGED BY CHILDREN</b> .....	<b>34</b>
<b>V.2 WAYS OF REPORTING ENVISAGED</b> .....	<b>35</b>
<b>V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS</b> .....	<b>36</b>
<b>SUMMARY OF FINDINGS</b> .....	<b>37</b>

**ANNEX I. COMPOSITION OF THE GROUPS .....40**  
**ANNEX II. DISCUSSION GUIDE .....42**

## **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”.**<sup>1</sup>

❖ **This study covers 29 countries** (the 27 Member States, as well as Iceland and Norway) and **it involves children :**

- Boys aged 9 to 10 years
- Girls aged 9 to 10 years
- Boys aged 12 to 14 years
- Girls aged 12 to 14 years

all of whom have the possibility to access the Internet (although not necessarily at their home place) and use it at least once per month.

❖ **It aims at improving knowledge about :**

- **Internet usage by children, as well as mobile phone usage** (by those who own a mobile phone)
- **Their on-line behaviour**
- **Their perceptions of risk and safety related questions**

The results of the study are to be used to contribute to designing the Safer Internet Programme, and to increase the impact of awareness building actions.

❖ The **methodology used is that of group discussions** – with, in each country, four groups of children (one in each of the above categories).

❖ **This report constitutes the national analysis of results of the section of the study conducted in Belgium by E.A.D.C. (division Yellow Window Management Consultants), the Belgian 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

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

**CHAPTER I :**  
**INTERNET AND INTERNET APPLICATIONS**

## **I.1. LEARNING TO USE THE INTERNET**

- ❖ As an introduction to the discussion, the respondents were asked how they learned to use the Internet
- ❖ Most children, across the youngest age groups and the oldest girls group, have learned to use the Internet together with their father or mother, and have then explored the Internet by themselves.
- ❖ The other children have learned it on their own.
  - Within the oldest boys group all have learned on their own, either by watching a family member using the computer, either by trying and exploring the computer and the Internet.
  - Four girls of the youngest girls group (9-10) have also observed a family member, before asking to teach them how to use the computer.
- ❖ Two children, a 10-year old girl and a 13 year-old boy, followed a computer course.

## **I.2. INTENSITY OF USAGE**

- ❖ The participants were asked how and how often they use the Internet and how much time they spend on it.
- ❖ Across the groups, there were differences between the youngest age groups (9-10 years old) and the older age groups (12-14 years old) and within groups.
  - Most children have received instructions of their parents and are also controlled when using the Internet that they do not exceed the time limit.
  - Some children must share the computer with brothers or sisters and can therefore not spend much time on the Internet.
  - The time spent on the Internet varies from a few minutes to one hour daily for the youngest boys group. One participant could choose how long he spends on the Internet as it is his own computer.
  - Even though most are allowed to use the Internet several times a week, they first have to finish homework. This is especially true within the youngest girls group.
  - Within the oldest boys group no rules were given by the parents about the frequency and duration, but most boys spend 1 to 2 hours a day, sometimes more on Wednesdays and in the weekends.
  - Within the oldest girls group time spent on the Internet varies from a few times a week to using the Internet every day. The same applies for the duration; one girl only goes on the Internet for 30 minutes, while two others spend one hour and a half on the Internet.
  - One older girl has no Internet at home and therefore uses the Internet at her boarding school. She is however not allowed to use MSN or play games (those websites have been blocked), and can only use “Hotmail” and search information for school assignments.

### I.3. DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ The participants were asked if they use the Internet freely, as they wish and as much as they wish, or whether they have any limits, rules or recommendations given by their parents (explicitly or not).
- ❖ Within the younger boys group it was obvious that the parents had set clear rules for using the Internet: the children were not allowed to go on websites containing 'sex', or 'dirty websites' as they said.

- Two boys need first to ask for their parents to log in on the computer before being able to use it.
- Another boy is not allowed to play group games with other children, and two may not go on websites that are not free.
- Although some do not understand why their parents have set those rules, the whole group agreed with the recommendations given by their parents.

*“Not all the pages are for children.” (Boys group, 9-10 years)*

- ❖ Rule number one for the younger girls group was that they were only allowed to go on the Internet when having finished homework.

- Here also the parents had given some rules: no Internet after supper, having to ask which websites they can visit, visit only websites for children.
- One girl did not receive any rules, but decided for herself only to visit children's websites and to use MSN.
- One girl was allowed to only play on or visit the website “Douance”, while another could only go on “Yahoo” and “Google” without explaining if she could further click on the links found in Google.
- One mother had placed the computer on a location allowing her to control her daughter using the computer.

- ❖ The older boys group were imposed fewer rules by their parents, but also knew for themselves what they were not allowed to do.

- For example, one boy said he did not watch erotic websites, not because he was told not to do so, but because it is logic.

*“Je ne vais pas trop tard, je décide moi-même et mes parents savent que je suis discipliné. »  
(Boys group, 12-14 years)*

- On boy could not go on charged websites and another was told never to give his real name and address, and to create one.
- Only one boy said that sometimes he does not agree with his parents when he has to stop using the computer.

- ❖ Some girls of the older age group were not allowed to go on websites which may contain viruses or download anything as to prevent viruses.

- One older girl did not agree with her father's rules saying that she knew more about the Internet than him.

#### I.4. SPECIFIC INTERNET APPLICATIONS

##### **INTERNET APPLICATIONS USED** Boys group, 9-10 years (see note below)

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

##### **INTERNET APPLICATIONS USED** Girls group, 9-10 years

Searching for information as a part of my school work	10
Searching for information on subjects which interest me/surfing for fun	12
Sending and receiving emails	12
Using instant messaging (MSN)/chatting with friends	11
Engage in open chatrooms	8
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	7
Reading and responding to friends'blogs/homepages	7
Reading and responding to blogs/homepages of someone I have never met	0
Playing on-line games	10
Downloading music, films, videos, games or other files	7
Sharing files (music, films, videos, games or others)	0
Sharing photos	1
Downloading ring tones/images for my mobile phone	4
Taking part in competitions	4
Making phone calls through the Internet	4

##### **INTERNET APPLICATIONS USED** Boys group, 12-14 years

Searching for information as a part of my school work	5
Searching for information on subjects which interest me/surfing for fun	10
Sending and receiving emails	9
Using instant messaging (MSN)/chatting with friends	10

Engage in open chatrooms	1
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	6
Reading and responding to friends'blogs/homepages	5
Reading and responding to blogs/homepages of someone I have never met	2
Playing on-line games	8
Downloading music, films, videos, games or other files	6
Sharing files (music, films, videos, games or others)	4
Sharing photos	6
Downloading ring tones/images for my mobile phone	2
Taking part in competitions	1
Making phone calls through the Internet	7

#### **INTERNET APPLICATIONS USED** Girls group. 12-14 years

Searching for information as a part of my school work	8
Searching for information on subjects which interest me/surfing for fun	8
Sending and receiving emails	13
Using instant messaging (MSN)/chatting with friends	13
Engage in open chatrooms	3
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	4
Reading and responding to friends'blogs/homepages	4
Reading and responding to blogs/homepages of someone I have never met	0
Playing on-line games	11
Downloading music, films, videos, games or other files	8
Sharing files (music, films, videos, games or others)	5
Sharing photos	5
Downloading ring tones/images for my mobile phone	0
Taking part in competitions	6
Making phone calls through the Internet	0

Important note: the figures in the table(s) above, especially for the youngest boys have to be interpreted with care as it could be observed, during the exercise, that the children did not always clearly understand/know which applications were referred to.

- ❖ The participants were asked to put a sticker next to the Internet applications they use, two stickers next to the applications they use the most.
- ❖ The following tables show the results of the four groups. After the exercise, the participants were asked to explain why they are particularly interested in those applications or what they particularly like in these applications.
- ❖ Within all four groups one of the most used Internet applications is playing on-line games, as well as using instant messaging to chat with friends. MSN was mentioned several times in all four groups, being perceived as a nice application to talk with friends even after school. It was also said that it was even more fun when the chatters had a webcam to see each other.

*“A l'école, tu n'as pas toujours les moyens de tout dire.”(Girls group, 9-10 years)*

*« Je parle avec mes amies, on s'envoie des images et on peut se connecter à plusieurs. »*

*(Girls group, 9-10 years)*

- ❖ From the two youngest groups it appeared that the Internet is frequently used to search information for school tasks.
- ❖ The youngest boys group was slightly different from the other three groups as most Internet applications were less used. It appeared from the discussion that the boys had less knowledge of the Internet applications and that their parents were rather strict concerning using the Internet. For example, neither of them knew what a “blog” was.
- ❖ Compared to the youngest boys group, the youngest girls used more applications. This can partly be explained by the fact that some were apparently less controlled.
- ❖ Although less used, Skype was also mentioned in the oldest boys group and the youngest girl group and used by some children to phone through the Internet.
- ❖ The older boys mentioned several positive points about the Internet: being able to chat or talk with friends, play games, find interesting information, being able to watch television programs in the morning instead of on the television at night.

*“On peut quasiment tout faire sur Internet.” (Boys group, 12-14 years)*

**CHAPTER II.**

**MOBILE PHONE AND MOBILE PHONE USAGE**

## II.1. MOBILE PHONE AND MOBILE PHONE USAGE

### MOBILE PHONE APPLICATIONS Boys group, 9-10 years (only 1 boy with a mobile phone)

Making and receiving phone calls	1
Sending/receiving SMSs	1
Taking photos/images	0
Sending/receiving/sharing images	0
Connecting to the Internet through my mobile phone	0

### MOBILE PHONE APPLICATIONS Girls group, 9-10 years (5 girls with mobile phone + 1 using the mobile phone of her mother)

Making and receiving phone calls	9
Sending/receiving SMSs	9
Taking photos/images	4
Sending/receiving/sharing images	1
Connecting to the Internet through my mobile phone	2

### MOBILE PHONE APPLICATIONS Boys group, 12-14 years (6 boys with a mobile phone)

Making and receiving phone calls	10
Sending/receiving SMSs	9
Taking photos/images	6
Sending/receiving/sharing images	6
Connecting to the Internet through my mobile phone	2

### MOBILE PHONE APPLICATIONS Girls group, 12-14 years (5 girls with a mobile phone)

Making and receiving phone calls	8
Sending/receiving SMSs	11
Taking photos/images	6
Sending/receiving/sharing images	4
Connecting to the Internet through my mobile phone	0

- ❖ In this section the participants were asked if they have a mobile phone, and if they do, how they use it. The participants were asked to put a sticker next to the mobile phone applications they use, two stickers next to the applications they use the most.
- ❖ Within the youngest boys group there was only one boy with a mobile phone. Two others had already used a mobile phone.

- The mobile phone owner received a phone after having got lost. He does not use his phone much, only to inform his mother about what he is going to do. He is not aware that mobile phones have many applications: he only uses his phone to make phone calls and to send/receive SMS.
- The other boys are not allowed to have a mobile phone, either because it is too expensive, either because they are too young. One said he is not allowed to have one, because he would call other people after having asked their number.

*“Only when I will be 12, because my mother does not trust it.” (Boys group, 9-10 years)*

- ❖ Within the youngest girls group, three out of eight girls do not have a mobile phone because they are too young and it is expensive. The other girls having a mobile phone mostly use it to call family and friends and to send/receive text messages.
  - One girl agrees with her parents as she asks herself what utility it would have. She does not want to have one either, because it is expensive.
  - Another girl believes it is necessary that she has one as she goes home by bus.
  - One girl says she calls friends not having a computer to fix appointments.
  - But a mobile phone is also perceived as useful. One girl’s friend ran away and called her to let her know where she was. The girl told the teachers and her friend was found back.
  - Only one girl accesses the Internet with her mobile phone. Another girl said her father deleted the Internet application from her mobile phone.
- ❖ All six participants of the oldest boys group have a mobile phone. The mobile phone is used mostly to call family or friends or to send/receive text messages.
  - Although all six boys receive money of their parents to buy phone credits or have a subscription paid by their parents, some have received rules to not waste their credits to fast, while others have no limit.
  - Only two boys went on Internet with their mobile phone. All mobile phone applications are used more than in the other three groups.
- ❖ Two out of the seven older girls had no mobile phone. One deliberately chose not to have one as she would have to pay everything and that is too expensive. The other girl was going to buy one with her father in a few days.
  - Those girls having a mobile phone either received one (three of them) or bought it with their own money (two girls).
  - One girl has a mobile phone to reach her mother, while another received one in case there is a problem.

## II.2. DEGREE OF FREEDOM IN USING MOBILE PHONES

- ❖ The participants were asked if they can use their mobile phone freely, as they wish and as much as they wish, or whether they have any limits, rules or recommendations given by their parents (explicitly or not).
- ❖ The only mobile phone owner within the youngest boys group is not allowed to call emergency services, only if there is an emergency. He agrees with this as one can receive a fine for doing this.
- ❖ Within the youngest girls group some received rules, others not. The most common rule is that the girls should not call too long.
  - One girl is especially careful in making phone calls as her mother does not want to buy credits.
  - One girl told that she once called the police to make a joke and that her parents told her afterwards not to do that anymore. Another girl did the same by calling Base-numbers (with free credits) at 1.30 AM as a joke hiding her number. Both girls also used their mobile phones at school to make a joke to respectively a teacher and a supervisor. The latter was said to have lost her job because of this.
- ❖ The older boys were less hampered in using their mobile phones.
  - Two boys would not understand if receiving rules, especially as one of them has bought his mobile phone with his own money.

*“Je fais ce que je veux, c’est mon GSM” (Boys group, 12-14 years)*

*“Je ne vois pas ce que je pourrais faire de mal” (Boys group, 12-14 years)*
  - One boy should always carry his mobile phone with him.

*“Quand je sors, je dois obligatoirement le prendre avec moi” (Boys group, 12-14 years)*
- ❖ The mobile phone owners of the older girls group were quite limited in the use of their mobile phone. Two girls were not allowed to call without asking permission.

**CHAPTER III.**

**PERCEPTIONS OF INTERNET AND MOBILE PHONE  
RELATED PROBLEMS AND RISKS**

### III.1. SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ The participants were asked if they see also problems or risks in using the Internet or mobile phones (things they don't like or find scary).
- ❖ In three of the four groups, except for the youngest girls group, viruses were immediately mentioned as a problem.
- ❖ All participants of the youngest boys group spontaneously mentioned 'viruses' that can attack a computer. Even when asked for other possible problems and risks, the boys kept talking about viruses, telling that 'wrong sites' have viruses.

*"Where they advertise for things that aren't needed" (Boys group, 9-10 years)*

- One boy remarked that one can become 'addicted' to the mobile phone and the computer.

*"You can become addicted to the mobile phone or to the computer" (Boys group, 9-10 years)*

- No problems or risks were named concerning mobile phones.

- ❖ The younger girls mentioned various risks linked to the use of Internet and mobile phones.

- Two girls said they had been called by strangers on their mobile phone. One did not know how the man got her mobile phone number, while the other gave her phone number to a man on Skype. One of these first girl handed over her phone to her parents and after having it kept away for a while, was no longer being called.

- One girl told that sometimes she gives her e-mail address to people she chats with on a forum and that her parents do not know this.

- One girl and her siblings were asked their names and ages by someone (who they assumed to be a man) while playing on a children's website. They gave false information as their mother did not want them to answer.

- One girl told a story about her cousin who took pictures from herself that were put on Internet by a friend as a joke, with a note saying one could have this girl. After having found out about this, the cousin told her parents who took away the pictures. The girl said that luckily there were not yet reactions to this "joke".

*"C'est pour ça que je ne chatte pas." (Girls group, 9-10 years)*

- ❖ One of the older boys immediately said that on the Internet you must never give your home address to somebody you do not know and you must never make an appointment, because you could be kidnapped.

- Another boy explained he indicates a false address on websites he does not trust.

*"Ca peut être n'importe quoi, un faux site ou un pédophile." (Boys group, 12-14 years)*

- Other reactions:

*"Je donne l'adresse de mon ami que je n'aime pas." (Boys group, 12-14 years)*

*“On peut bloquer certaines arrivées de sites assez bizarres (des sites douteux).” (Boys group, 12-14 years)*

- Talking about the problems and risks related to mobile phones, the boys said:

*“Parfois on a des appels anonymes, et ça peut être n’importe qui.” (Boys group, 12-14 years)*

*“Je change mon numéro de portable deux fois par an pour être vraiment sûr.” (Boys group, 12-14 years)*

- ❖ The older girls were quite aware of the risks entailed by engaging with strangers on the Internet.
    - Two of the girls even knew girls, from their direct social environment, who had been victims of abuse. This is reported upon in point IV.3.
    - Other girls said they realised the risks through reading articles in a youth magazine or a book from a youth author about the subject.
    - One girl only said to have been warned by her parents.
    - The girls said that their behaviour did not change after having realised the ‘extent’ of certain risks, or having heard stories from people they know.
      - One of the girls has to use a webcam of her mother to identify the people she is talking to.
      - Others explain to “block” friends on MSN they do not want to speak to.
- “I’m just careful; I’m not going on websites I don’t know.” (Girls group, 12-14 years)*
- No risks or problems were mentioned concerning mobile phones.

### III.2. PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

- ❖ The participants were asked to put a sticker next to the Internet applications which they feel may involve problems of any kind, two stickers next to the applications for those which they regard as most annoying or scary.
- ❖ It is important to keep in mind that most children of the youngest boy group were not familiar with most of these applications, and thus have fulfilled the exercise rather 'instinctively'.

#### INTERNET APPLICATIONS USED Boys group, 9-10 years

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

#### MOBILE PHONE APPLICATIONS Boys group, 9-10 years (only 1 boy with a mobile phone)

Making and receiving phone calls	1
Sending/receiving SMSs	1
Taking photos/images	0
Sending/receiving/sharing images	0
Connecting to the Internet through my mobile phone	0

- ❖ The 9-10 boys group was asked what risks they see in participating to competitions. They mentioned that the risk is high when you have to give personal information that stays on the website or when you have to pay to participate.
- ❖ Another risk for the younger boys is the viruses that come along when downloading a game.

**INTERNET APPLICATIONS USED** Girls group, 9-10 years

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

**MOBILE PHONE APPLICATIONS** Girls group, 9-10 years (5 girls with mobile phone + 1 using the mobile phone of her mother)

Making and receiving phone calls	9
Sending/receiving SMSs	6
Taking photos/images	4
Sending/receiving/sharing images	5
Connecting to the Internet through my mobile phone	3

- ❖ For the youngest girls it was clear that most risks occur when giving personal information to strangers on MSN or in chatrooms. One girl explained that since a "paedophile" got her mobile phone number she is much more prudent before accepting addresses of strangers on MSN.

**INTERNET APPLICATIONS USED** Boys group, 12-14 years

Searching for information as a part of my school work	0
Searching for information on subjects which interest me/surfing for fun	5
Sending and receiving emails	9
Using instant messaging (MSN)/chatting with friends	4
Engage in open chatrooms	5
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	4
Reading and responding to friends' blogs/homepages	3
Reading and responding to blogs/homepages of someone I have never met	8
Playing on-line games	4
Downloading music, films, videos, games or other files	3

Sharing files (music, films, videos, games or others)	4
Sharing photos	4
Downloading ring tones/images for my mobile phone	4
Taking part in competitions	8
Making phone calls through the Internet	3

**MOBILE PHONE APPLICATIONS** Boys group, 12-14 years (6 boys with a mobile phone)

Making and receiving phone calls	6
Sending/receiving SMSs	6
Taking photos/images	1
Sending/receiving/sharing images	2
Connecting to the Internet through my mobile phone	4

- ❖ While filling in the table, one of the oldest boys group said he could not understand why searching for information as a part of school work could be dangerous.

*“Je ne vois pas que ça pourrait être dangereux.” (Boys group, 12-14 years)*

- ❖ In general, responding to blogs of unknown people was considered for some older boys as very dangerous.
- ❖ The older boys mentioned no problems or risks linked to mobile phones. This is however in contradiction to what they indicated in the table above.

**INTERNET APPLICATIONS USED** Girls group, 12-14 years

Searching for information as a part of my school work	0
Searching for information on subjects which interest me/surfing for fun	5
Sending and receiving emails	1
Using instant messaging (MSN)/chatting with friends	1
Engage in open chatrooms	13
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	7
Reading and responding to friends' blogs/homepages	3
Reading and responding to blogs/homepages of someone I have never met	8
Playing on-line games	3
Downloading music, films, videos, games or other files	7
Sharing files (music, films, videos, games or others)	3
Sharing photos	3
Downloading ring tones/images for my mobile phone	4
Taking part in competitions	4
Making phone calls through the Internet	7

**MOBILE PHONE APPLICATIONS** Girls group, 12-14 years (5 girls with a mobile phone)

Making and receiving phone calls	1
Sending/receiving SMSs	0
Taking photos/images	0
Sending/receiving/sharing images	2
Connecting to the Internet through my mobile phone	8

❖ For the older girls, most problems or risks arise from chatting with strangers or responding to blogs of unknown people.

- For some, having an own blog also contains risks as you never know who may respond to your blog.
- For one girl all applications contained problems or risks as you may never know what could happen.
- When asked if they think they can encounter themselves problems with a stranger, most girls answered negatively saying they would never engage with strangers.

*“If you do not try, nothing can happen.” (Girls group, 12-14 years)*

*“I would not engage with strangers.” (Girls group, 12-14 years)*

**CHAPTER IV.**

**REACTIONS TO THE PRESENTATION OF SIX CATEGORIES  
OF PROBLEMS AND RISKS**

#### IV.1. TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ The children were asked what they think about adults' concern that the information you find on the Internet is not necessarily true.
- ❖ In all four groups this fact was acknowledged by almost all children.
- ❖ The youngest boys group confirmed that information or advertisements are sometimes incorrect. The children however stated they would realise which information is not true by verifying with books or by asking their parents.

*"I think that most is somehow true." (Boys group, 9-10 years)*

*"If you can win something for a competition, but you don't receive anything, than it is not true." (Boys group, 9-10 years)*

- The risk perceived by these children is that if one studies with information found on the Internet, there is a risk of failing exams.
  - When asked which source they would regard as most credible : friends, teacher or the Internet, most boys answered they would rather believe the Internet.
- ❖ The youngest girls would rather believe their parents or books, than the information found on the Internet. When asked if incorrect information is a problem, one girl answered that because of incorrect information you can fail school.

*"N'importe qui peut mettre un site et peut dire n'importe quoi." (Girls group, 9-10 years)*

- ❖ Some of the oldest boys confirmed they already came across false information on the Internet. One boy explained that when one searches for book resumes or downloads a movie, one can receive an incorrect book resume or a different movie.

*"Il y a des risques (of coming across false information)." (Boys group, 12-14 years)*

- ❖ The oldest girls group said to know that some information may be incorrect. For example, when searching for information on Google, one comes across different sites that contradict each other. The girls said they would check the information with a book or other people, but would rather believe the Internet than their parents or the teacher.
- The girls gave also examples of mails they receive that contain false information. For example, an e-mail saying that if one forwards this e-mail to several people, one will receive luck.

## IV.2. POTENTIALLY SHOCKING CONTENTS

- ❖ The children were asked about their views on the risk of being sent or come across images or other contents that can be deeply shocking (that can include scenes of violence, brutal scenes, racism or pornography).
- ❖ Two of the younger boys said they have already received/seen shocking pictures. Asked if they reported this to anybody, one said he told his brother, the other did not really tell it to anyone.
  - Apparently they did not realise these were pop-ups. Rather they thought somebody consciously sent these images to them.

*“I received a sex picture and I don’t know who sent it to me. I received it while chatting with somebody.” (Boys group, 9-10 years)*
  - Two boys confirmed these images are a problem, because, as they said, “you can get nightmares”. All boys, except for one, said they find the sex pictures scary.

*“I receive a shock of this.” (Boys group, 9-10 years)*

*“I’m too young for that.” (Boys group, 9-10 years)*
- ❖ The youngest girls said that sometimes images of sex or porn can be shocking. The girls said they usually click these away without talking about it to their parents. One girl said she told a friend about this.

*“Parfois c’est fait pour, c’est fait pour aller dessus.” (Girls group, 9-10 years)*

*“On peut avoir peur et puis on est traumatisé.” (Girls group, 9-10 years)*
- ❖ Within the oldest boys group, two boys laughed away this issue, while the others said there was nothing funny about seeing sex pictures. They do not see any risk in this for themselves however; they say they just close the pictures and do not tell anybody.
  - One boy said he felt responsible when he let his little brother play on a children’s website and the brother saw shocking pictures.

*“Ce n’est pas marrant.” (Boys group, 12-14 years)*
- ❖ Some of the girls in the oldest group immediately mentioned the existence of programmes that can protect your computer from such images (pop-ups). In general, the girls consider it as a problem. One confirmed that parents have a reason to be worried.
  - One girl pointed out that some children are consciously looking for such images.
  - Some girls explained they saw such pictures, while searching for information for the school, but just clicked the pictures away.
  - The girls indicated they would mind if their parents saw such pictures on their screen, because they did not do anything wrong themselves.

### IV.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ A next risk the children were asked about is that they would engage in relations with a stranger with whom they have talked online (but have never met face to face). A hypothetical ‘story’ was told illustrating such situation occurring with a child of about their own age.
- ❖ In all four groups, the children spontaneously reacted with disbelief and indignantly to this story.
- ❖ None of the boys of the youngest age group had experienced this problem or knew anybody to whom such situation had happened. All agreed that it is dangerous to engage with strangers.

*“Oops, that is dangerous” (Boys group, 9-10 years)*

- One boy told a story about his friend who was asked personal information, which he gave, after which the stranger said he wanted to meet him.
  - One boy confirmed he does chat with strangers, but only if they have a webcam, so he can judge them. The other boys do not chat at all. One boy only chats with his friends.
  - When asked what they would advise a friend in case such situation happened to him, they stated they would advise the friend to tell it to his parents or to call the police. In case it happened to themselves, they would delete the stranger from their e-mails or MSN and tell their parents.
- ❖ Most of the youngest girls considered it very unwise to give personal information to a stranger.

*“Il faut être complètement fou, car des trucs vraiment dangereux peuvent arriver” (Girls group, 9-10 years)*

- One girl said to use a webcam to avoid talking to a stranger. But she added that a man could be standing next to the child and so one can never be really sure...
  - There was one girl who told the most extraordinary stories and it was difficult to judge if this was the truth or just a product of her imagination. She told to have once given her address to a stranger that came to her house to take her with him and that her mother could prevent this from happening.
  - The girls would recommend a friend encountering such problems to first talk to a friend about it, and to their parents. Also they would advise to stop the chat session and delete the stranger from their MSN contacts.
- ❖ Within the older boys group there was a consensus that chatting with a stranger can become dangerous, and that you have to be really careful by for example not giving personal information.
  - One boy told a story about himself chatting with somebody who he thought was his friend but was not, as the person used a picture of his friend.
  - Another boy told the same happened to him, but that he could tell from the vocabulary the person used that this was not his friend. Both have a special word for saying hello. He added that if one is smart one can notice that the other person is pretending to be somebody else.

*“Rien qu’avec le vocabulaire on sait que ce n’est pas lui.” (Boys group, 12-14 years)*

*“Si on tombe dans le jeu, ça peut devenir très dangereux.” (Boys group, 12-14 years)*

*“On peut se faire harceler.” (Boys group, 12-14 years)*

- ❖ The girls in the older group did not experience this problem, but heard similar stories or know friends to which this happened.
  - As mentioned before, two of the girls knew girls (from their direct social environment) who had been victims of abuse:
    - One girl stated that somebody from her class had been raped after having fixed a date with somebody she met online.
    - One girl said her stepsister had undressed herself before the webcam at the request of a stranger she had engaged with online.
  - Important and worrying is that, when asked what they would do if any such situation occurred to them (like indecent proposals or unwanted behaviour), these girls stated they would not report anything to their parents or other adults as long as nothing happened! They seem to fear to be accused of misbehaviour themselves. And even when they would be victims themselves, the girls stated they would rather tell a friend than an adult.
  - Still, they said they would advise friends to whom such situation happened to tell their parents.
  - They would advise not to give any personal information, because as long as one does not tell anything about him or herself, nothing can happen.

*“I would advise not to have contacts with strangers, but she carries the risk herself.” (Girls group, 12-14 years)*

#### IV.4 BULLYING

- ❖ The children were asked what they think about using online communication to behave badly with another child because they do not like him/her. As examples were mentioned talking about him/her on MSN without including him/her, or sending him/her anonymous nasty messages.
- ❖ Two boys of the youngest boys group said they had ever experienced this problem. The first one said he deleted his friends of MSN who were telling him nasty things and did not mention it to anybody. The second told his parents who went to talk with the parents of the child bullying him and it stopped.
  - Some said they would advise a friend to whom it happened to tell his parents.
- ❖ The youngest girls said they never experienced this problem or did anything likewise themselves.
  - One girl's friend experienced this problem: she told her parents who went to speak with the parents of the girl who was bullying her. After that, the bullying stopped.
- ❖ Such behaviour was not really perceived as a problem by the boys in the oldest age group. One already experienced the problem. Another boy said that his friends would not participate in online conversations or discussions from which he is excluded.

*“Ce n'est pas dangereux, ça peut être une dispute.” (Boys group, 12-14 years)*

- ❖ The older girls interpreted the subject ('bullying') broader and explained situations that can rather be considered as 'pestering' behaviour. A few girls of this group confirmed to have experienced situations they considered 'pestering'. Some admitted to have pestered somebody else.
  - Important to note is that one girl admitted to have entered a programme (Hotmail), pretending she was somebody else and as such changed that other person's password (a boy she did not like). This form of identity theft was not as such recognised by the children! They considered it as a rather innocent form of pestering.
  - One girl admitted to have once fooled an unknown boy in a forum, by telling she would kill him.
  - The girls would recommend not to answer to nasty e-mails and to tell one's parents. If they were excluded by school friends, after finding it out, they would not do anything, except blocking these other children in MSN.

#### IV.5. DECEPTION ON FREE OF CHARGE CHARACTER

- ❖ The children were asked if they think one is being cheated for example when downloading a file which seems to be free of charge but has to be paid for, or when taking part in a competition.
- ❖ Some boys of the youngest boys group who already participated to a competition, claimed to see the difference between a free and a charged competition.

*“I notice that when I’m being cheated.” (Boys group, 9-10 years)*

*“It says for free and I don’t believe it.” (Boys group, 9-10 years)*

- ❖ One girl of youngest age group explained she wanted to participate to a competition, and suddenly it turned out that she had to pay.

*“C’est un danger, parce qu’après ils mettent obligatoire et il faut le faire” (Girls group, 9-10 years)*

- ❖ One boy of the oldest age group said that one has to carefully read the small letters on the website to find out if participating in a competition will be charged for. Some boys heard or experienced having to pay to participate while it was not explicitly mentioned on the website that the competition was not free.

*“Il faut avoir une loupe pour voir que c’est payant.” (Boys group, 12-14 years)*

- ❖ The oldest girls did not perceive this “problem” as a real problem.
  - One girl did not give her personal information. Another says that so many people are participating on this kind of websites, that nothing really can happen, except if you give personal information.
  - One girl would not participate in competitions, even without being warned

*“.Some websites are children’s websites and still you have to pay to participate in competitions.” (Girls group, 12-14 years)*

## VI.6 ILLEGAL DOWNLOADING

- ❖ The children were asked if they already had downloaded something without paying (music, films, games or other contents).
- ❖ Only few children realised that downloading is illegal. Most children in all groups considered it strange that downloading something available is illegal. In their opinion, it is the person who puts those files on the Internet who does something illegal.

- ❖ The youngest boys do not realize that downloading music for free from some websites is illegal.

- After having heard the explanations on downloading illegal music, the boys claimed that they will never do it again (one remarked that it does not matter anymore, because he has all the songs he wants already).

*“I download from LimeWire, you don’t have to pay for that.” (Boys group, 9-10 years)*

*“I think that LimeWire pays the musicians.” (Boys group, 9-10 years)*

- ❖ Only two of the eight youngest girls were aware that downloading can be illegal.

*“C’est pour ça que ma mère m’a interdit de le faire” (Girls group, 9-10 years)*

- One girl told to have downloaded music when it was free.

*“Mais je ne comprends pas ce que c’est illégal.” (Girls group, 9-10 years)*

- Another told that her father used I-tunes to download music, but she does not know if it is free or charged.

- ❖ The oldest boys did not immediately understand the ‘problem’ presented to them and, after having reheard the explanations, one boy reacted by saying that some sites pay the copyrights.

- ❖ Also in the oldest girls group it was believed that by downloading they did not do anything wrong. The person acting illegally is the one putting the music on Internet.

*“I don’t think that there are problems (with LimeWire).” (Girls group, 12-14 years)*

*“I don’t think that you do something wrong when you just put the music on your computer and not burning it on a CD.” (Girls group (12-14 years)*

*“It is wrong, but not our fault.” (Girls group, 12-14 years)*

- One girl pointed out it is confusing and difficult to judge what is (or not) illegal. She referred to a campaign of Belgacom (phone operator) offering ‘downloading 60 songs for free from i-Tunes’. She wondered whether that would then be illegal too... or if not: why would other free downloads be illegal?

- Some girls say it is possible to know when it is illegal, another doubts if she is able to see the difference.

*“I wouldn’t actually know.” (Girls group, 12-14 years)*

**CHAPTER V.**

**RISKS RELATED INFORMATION AND REPORTING**

## V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ The participants were asked if there are any precautions which they now feel would be useful to take in using the Internet and mobile phones – or something they would advise to a younger brother or sister to do.
- ❖ Across all four groups contact with a stranger was perceived as the most serious risk. Second came the shocking images.

*“C’est super dangereux, car tu peux te faire avoir, et tes parents sont même pas au courant.”*  
(Boys group, 9-10 years)

*“Bad images that we might not see yet.”* (Boys group, 9-10 years)

- ❖ The following precautionary measures were mentioned:
  - The youngest boys said they would go less on the Internet. They would recommend a younger brother or sister to tell and ask their parents, and to always go on the same sites.

*“Be careful that you don’t go on the wrong sites.”* (Boys group, 9-10 years)
  - The youngest girls would recommend a younger brother or sister not to talk to persons they do not know.

*“Ne jamais parler avec des gens que tu ne connais pas.”* (Girls group, 9-10 years)

*“Je serai encore plus prudente qu’avant.”* (Girls group, 9-10 years)
  - The oldest boys would make several recommendations to other children/a younger brother:

*“S’il veut faire quelque chose de risqué, d’en parler au moins à mes parents.”* (Boys group, 12-14 years)

*“S’il y a un avertissement, qu’il lise bien les avertissements et les petits caractères et ne jamais donner d’adresse. »* (Boys group, 12-14 years)
  - One older boy would recommend talking to an adult, not somebody of the same age.
  - The strongest recommendation made by the oldest girls is not to give any personal information. They also mentioned not to talk with strangers on MSN, only with relatives. One girl would explain everything: the risks and what could happen.

## V.2 WAYS OF REPORTING ENVISAGED

- ❖ The participants were asked what would be easiest for them to do, if they saw or experienced something they find uncomfortable or scary, and they want to inform someone about it.
- ❖ Most of the youngest boys would tell their parents. They said they would rather contact a specialist organization by calling or sending an e-mail instead of telling the teacher or calling the police. One boy pointed out that you do not know who is behind this specialist organisation.
- ❖ The youngest girls would either tell a friend or a family member. Most of them have already heard of a special phone-number you can call. Some would call the police.
- ❖ In general, it appeared that the older children would less easily address their parents – or ‘adults’ – when anything happened. Rather, they just would tell a friend.
  - Depending on the subject, the oldest boys would tell a friend, brother or sister, or a cousin, and then maybe tell their parents. They would less easily tell a teacher or call a free phone-number or push a button.
  - The oldest girls would first tell their friends, and not their parents, because it is easier to talk to a friend. One girl noted that a friend cannot do much, parents can.
    - The girls would tell a teacher if he/she is a trustworthy person.
    - The police will not be called.
    - One girl says she will not call the free phone-number; another would if she does not have to give personal information, otherwise she said she would go to the police. Most would prefer to call than sending an e-mail.
    - Instead of pushing a button, which they find suspicious, they would rather talk to an adult.

### V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEM AND RISKS

- ❖ The participants were asked how they would like to learn more about the problems and risks related to Internet and mobile phone usage.
- ❖ Three boys of the youngest boys group would like to receive more information. One said to know enough. They would like to learn more from their parents.
- ❖ Overall, the youngest girls declined the possibility to learn more about the subject.

*“Non merci, autrement je ne vais plus jamais toucher à Internet.” (Girls group, 9-10 years)*

- ❖ Two of the oldest boys would like to know more, the others said that they are already well-informed (by the school) or know enough.

*“J’aimerais être informé un peu plus.” (Boys group, 12-14 years)*

*“J’aimerais en savoir plus, parce qu’on n’est jamais assez informé.” (Boys group, 12-14 years)*

- ❖ Most girls of the oldest girls group did receive quite some information at school and therefore do not want to learn more.

## **SUMMARY OF FINDINGS**

## **Chapter I. Internet and Internet applications**

- ❖ Across the groups, most children have learned together with their father or mother, and have then explored the Internet by themselves. Some have learned it on their own.
- ❖ Across the groups, there were differences in intensity of usage between the 9-10 groups and the 12-14 groups and within groups. Except for the older boys group (as to what they claim), all children received rules concerning the frequency of Internet usage.
- ❖ Concerning the degree of freedom in using the Internet, it was again the older boys who said they received fewer recommendations of their parents. In fact, they decided for themselves what they could do or not do. Within the youngest groups, children receive strict rules about the websites they must not visit, containing for example 'dirty' images. The same applied for the 12 to 14 year old girls, only that they could not visit websites suspected of containing viruses.
- ❖ Within all four groups one of the most used Internet applications is playing on-line games, as well as using instant messaging to chat with friends. The younger boys group had less knowledge of the several Internet applications, only playing online games and searching for information. They were not fully aware of what most Internet applications could mean (as for example a blog) and therefore the filled-in tables may not correspond to the reality. Although parents of the youngest girls were also quite strict, some girls had already more experience in using the Internet.

## **Chapter II. Mobile phone and mobile phone usage**

- ❖ Within the youngest groups, few had a mobile phone and those owning a mobile phone could only use it to call and send/receive text messages, not having much knowledge or no knowledge at all of other applications. Parents did not want to give these young children a mobile phone as they consider it expensive and the children too young. There was a difference between the boys and girls of the 12-14 groups: most of the girls were controlled in using their mobile phone, while the boys had only received the recommendation not to spend too much. Although all children are quite careful in using their mobile phone, two girls of the youngest group like to tease other people by using their mobile phone (e.g. by calling at night).

## **Chapter III. Perceptions of Internet and mobile phone related problems and risks**

- ❖ While the boys group firstly mentioned viruses as a risk, the girls immediately mentioned chatting with a stranger as a problem. In all four groups almost no risks were mentioned for the mobile phone. Within the youngest girls group some girls were not fully aware of the risks entailed by giving personal information to a stranger.
- ❖ In all four groups most risks and problems are perceived when engaging in open chatrooms, putting personal information on the Internet, or having contacts with a stranger. The mobile phone applications are perceived as containing less risks or problems.

## **Chapter IV. Reactions to the presentation of six categories of problems and risks**

- ❖ In all four groups, children were aware that not all the information on Internet is correct. To find the truth they would read books. The youngest children would ask their parents for the truth, while the older said they would rather believe the Internet.
- ❖ Most children already received by e-mail sex images or saw them while surfing. Although for the youngest those pictures can be shocking, they just click them away and do not speak about it to anybody.

- ❖ In all four groups, the children spontaneously reacted strongly when hearing the explanations about having contact with a stranger. They all believe it can be dangerous and that you must never give personal information to unknown persons. Two older girls knew a friend or family member to which it already happened. Although all would advise a friend never to give personal information to a stranger, some already did.
- ❖ Concerning the bullying, the children were divided between those who would tell their parents when it happened to them and those who would do nothing at all. Some had already been bullied, some had bullied other children. This problem was however not considered as dangerous, just not a nice thing to do.
- ❖ For most children, taking part in a competition does not contain any risks. Most however will never give their personal address to participate. Most also think they can notice the difference between free and charged (if being mentioned), but they say one always has to be careful.
- ❖ Only few children in the four groups realised what illegal downloading is. The youngest boys and the older girls consider that you do nothing illegal when downloading music. The person who is misbehaving is the one putting the music on the Internet. These children do not seem to make the difference between illegal and not illegal, as do some girls in the youngest group. They do not understand what they are doing wrong.

#### **Chapter V. Risk related information and reporting**

- ❖ Across all four groups contact with a stranger was perceived as the most serious risk, but also the shocking images were mentioned in the youngest groups.
- ❖ All children would recommend a younger brother or sister to talk to their parents when encountering problems or to ask parents which websites are safe.
- ❖ If informing someone, the youngest children would tell their parents, while the older would first tell a friend or another family member before telling their parents. The same applies for calling the police: the younger easily said they would call the police. The children were divided when it came to tell a teacher, call a special organisation or push a button: they will tell a teacher if this person is considered trustworthy, some are suspicious about who may be behind the special organisation and most will not push the button (without giving a specific reason).

**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
	Antwerp, 13 April 2007	Antwerp, 13 April 2007	Brussels, 20 April 2007	Brussels, 20 April 2007
<b>Household social level</b> (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	1	1	2	1
Mid-level managers	1	1		1
Office employees (non-managerial)	1	3	1	4
Manual workers	3	2	2	2
Others	1		1	
<b>Places and means of access to the Internet</b>				
Home (broadband))	7	6	5	8
Home (non broadband)				
School		1	1	
Internet cafes				
Others				
<b>Personal ownership of computer</b>				
Yes	1	4 (1 without Internet)	3	1
No	6	3	3	7
<b>Ownership of mobile phone</b>				
Yes	1	4	6	5
No	6	3	0	3

**ANNEX II.  
DISCUSSION GUIDE**

## **ETUDE INTERNET PLUS SUR**

### **GUIDE D'ANIMATION**

(29.03.2007)

#### **INTRODUCTION**

Bonjour, je suis... de l'institut... qui réalise l'étude pour laquelle nous sommes réunis aujourd'hui, qui porte sur l'utilisation d'Internet et du téléphone mobile par les enfants.

Est-ce que vous savez qui nous sommes et ce que nous faisons...

- Demander aux enfants s'ils connaissent les expressions études d'opinion/sondage et ce qu'ils y associent
- Leur expliquer qu'il s'agit de comprendre ce que font et pensent les gens – qu'ils doivent s'exprimer très librement
- Les rassurer sur le fait que ce qu'ils disent sera confidentiel – c-à-d leur paroles pourront être prises comme exemples de ce que pensent les enfants, mais ne seront jamais associées à leur nom ; en particulier, ce que dira un enfant participant ne sera en aucun cas répété à ses parents.

Tout d'abord, je vais demander à chacun(e) de se présenter rapidement : qui vous êtes, si vous avez des frères et sœurs, de quel âge, si vous avez accès à Internet et comment – par un ordinateur qui est à vous, par l'ordinateur de vos parents, à l'école, chez des amis ou dans un cybercafé – et aussi si vous avez un téléphone portable.

## THEME I. INTERNET ET SES UTILISATIONS

Parlons d'Internet.

**I.1** Avant de parler de votre façon d'utiliser Internet, j'aimerais savoir comment vous avez appris à vous en servir.

- Réactions spontanées.
- Explorer :
  - Apprentissage seul ou avec d'autres
  - Par qui s'est fait l'apprentissage ? par d'autres enfants ? (qui ? amis, frères ou sœurs ?), par des adultes ? (parents, enseignants, autres adultes ?)

**I.2** Pouvez-vous me dire comment, à quel rythme et combien de temps à peu près vous allez sur Internet ?

- Réactions spontanées
- Explorer :
  - L'utilisation d'Internet est-elle régulière ou variable ? De quoi dépend-elle ?
  - A combien de temps les enfants estiment-ils leur fréquentation d'Internet (temps passé en moyenne par jour ou par semaine) ?

**I.3** Pouvez-vous utiliser Internet aussi souvent et de la manière dont vous le voulez ou avez-vous des limites, des règles ou des recommandations qui vous sont données par vos parents – ou des choses que vos parents souhaiteraient que vous les fassiez ou que vous ne les fassiez pas, selon vous, même s'ils ne vous l'ont pas dit.

- Réactions spontanées
- Explorer
  - Si limites/règles/recommandations/règles implicites : quelles sont-elles ?
  - Pour chacune des règles, limites, recommandations ou règles implicites : justification et niveau d'acceptation
  - Si pas de limites/règles/recommandations/règles implicites : comment réagiraient-ils si on leur en donnait ?
  - Lesquelles accepteraient-ils/jugeraient-ils justifiées (ou non) ? : justifications et degré d'acceptation

**I.4** Nous avons préparé une liste avec différentes possibilités d'utilisation de l'Internet.

J'aimerais que chacun(e) d'entre vous :

- Mette **une pastille verte** en face des fonctions qu'il (elle) utilise
  - Mette **une deuxième pastille verte** pour les fonctions les plus utilisées
- Distribuer le tableau
  - Laisser les participants remplir.

Vérifier que le système une pastille/deux pastilles a été compris.

Vérifier que chacun a bien inscrit son prénom.

- Ramasser les questionnaires, et identifier rapidement les utilisations les plus fréquentes.

**I.5** Je vois qu'il y a des utilisations que vous avez plus souvent que d'autres.

Qu'est-ce qui vous intéresse ou qu'est-ce qui vous plait particulièrement dans ces utilisations d'Internet ?

- Réactions spontanées
- Relancer sur des utilisations fréquentes non explicitées dans les réactions spontanées

## CHAPITRE II :LE TELEPHONE PORTABLE ET SES UTILISATIONS

### II.1 Certains d'entre vous ont aussi un téléphone portable.

Pour ceux d'entre vous qui en ont un, dites-moi à quoi vous l'utilisez ?

- Interroger chacun(e) des participant(e)s ayant un téléphone portable tour à tour.

Laisser chacun(e) s'exprimer spontanément, puis relancer :

- Avec qui (amis, parents, pour quelles circonstances...) ?
- A quoi l'utilisez-vous le plus (conversations, SMS, autres applications) ?

D'autres parmi vous n'ont pas de téléphone portable. Pouvez-vous me dire pourquoi ?

- Explorer les raisons (coût ; désir des parents que leurs enfants n'en aient pas ; autres)

### II.2 Avec le téléphone portable, on peut aussi envoyer ou recevoir des photos (par MMS), participer à un chat, ou se connecter à Internet. Est-ce que vous faites cela aussi ?

- Interroger à nouveau les participants ayant un téléphone portable en demandant à chacun :
  - S'il a déjà utilisé ces fonctions (laquelle/lesquelles), ce qu'elles lui apportent ou – s'il ne l'a pas fait – pourquoi ?

### II.3 Utilisez-vous votre téléphone portable en toute liberté, comme vous l'entendez et autant que vous le voulez, ou avez-vous des limites, des règles ou des recommandations qui vous ont été données par vos parents – ou des choses que vos parents souhaiteraient que vous les fassiez ou que vous ne les fassiez pas, selon vous, même s'ils ne vous l'ont pas dit ?

- Réactions spontanées.
- Explorer :
  - Si limites /recommandations/règles implicites : quelles sont-elles ?
  - Pour chacune des limites, règles, recommandations ou règles implicites : justification et niveau d'acceptation
  - Si pas de limites/recommandations/règles implicites : comment réagiraient-ils si on leur en donnait ?
  - Lesquelles accepteraient-ils/jugeraient-ils justifiées (ou non) ? : justifications et degré d'acceptation

## II.4 Voici maintenant une courte liste d'utilisations du téléphone portable.

Comme pour Internet tout à l'heure, vous allez :

- Mettre **une pastille verte** en face des fonctions que vous utilisez
- Mettre **une deuxième pastille verte** pour les fonctions les plus utilisées

- Distribuer le tableau
- Laisser les participants remplir.

Vérifier que le système une pastille/deux pastilles a été compris.

Vérifier que chacun a bien inscrit son prénom.

- Ramasser les questionnaires, et identifier rapidement les utilisations les plus fréquentes.

### THEME III. PROBLEMES ET RISQUES LIES A INTERNET ET AU TELEPHONE PORTABLE

**III.1** En dehors de ce que ça a d'utile et d'agréable, est-ce qu'il y a des problèmes ou des risques à utiliser Internet ou le téléphone portable – je veux dire des choses qui vous déplaisent ou qui vous inquiètent ?

- Réactions spontanées
- Explorer :
  - Types de problèmes/risques éventuels
  - Problèmes/risques liés à l'usage d'Internet/du téléphone portable
  - Comment ces problèmes/risques sont-ils connus ? (expérience personnelle ? mise en garde ? par qui ? autre enfant ? adulte – quel adulte ? institution/autorité ?)
  - Comment les enfants évaluent-ils le degré de sérieux de ces problèmes/risques ?

**III.2A** Ces problèmes ont-ils changé votre manière d'utiliser Internet ?

- Réactions spontanées
- Explorer :
  - Limitation (du volume) d'usage
  - Précautions prises ; de leur propre initiative/ou sous l'influence des parents

**III.2B** Et ces problèmes ont-ils changé votre manière d'utiliser le téléphone portable ?

- Réactions spontanées
- Explorer :
  - Limitation (du volume) d'usage
  - Précautions prises ; de leur propre initiative/ou sous l'influence des parents

**III.3** Voici un tableau qui reprend la liste des utilisations d'Internet et du téléphone portable, pour lesquelles vous avez collé les pastilles vertes tout à l'heure.

Vous allez maintenant mettre **une pastille rouge** en face des utilisations dont vous pensez qu'elles peuvent comporter un problème quel qu'il soit, et vous mettrez **une deuxième pastille rouge** pour ceux qui vous paraissent les plus déplaisants ou inquiétants.

- Distribuer le tableau
- Laisser les participants remplir

Vérifier que le système une pastille/deux pastilles a été compris

Vérifier que chacun a bien inscrit son prénom

- Ramasser les questionnaires et identifier rapidement les utilisations les plus fréquemment citées comme comportant un problème ou un risque.

**III.4** Nous allons parler de ces problèmes plus en détail, en prenant chacun de ceux que vous avez notés le plus souvent

Pourquoi pensez-vous que cette utilisation peut comporter un problème ?

- Prendre successivement chacune des utilisations fréquemment citées comme comportant un problème ou risque, et faire expliciter la nature et le degré du problème/risque.

#### **IV. REACTIONS A LA PRESENTATION DE PROBLEMES OU RISQUES SPECIFIQUES**

Je vais maintenant vous citer certains problèmes qui inquiètent les adultes – et vous me direz ce que **vous** en pensez vous-mêmes.

**IV.1** Un des problèmes possibles, c'est que les informations qu'on trouve sur Internet ne soient pas forcément vraies.

Qu'est-ce que vous en pensez ? D'une manière générale, pensez-vous qu'on peut croire ce qu'on trouve sur Internet ?

- Réactions spontanées
- Explorer :
  - Quel est globalement le degré de crédibilité d'Internet ?
  - Comment se compare-t-il à celui d'autres sources (parents, enseignants, amis, télévision, livres ...)
  - Qu'est-ce qui fait qu'Internet est plus ou moins crédible ?
  - Exemples de choses inexactes vues sur Internet. De quoi s'agissait-il ? Comment a-t-on su qu'elles étaient fausses ?
  - Dans quelle mesure cela est-il considéré comme un problème sérieux ?

**IV.2** Un autre problème qui inquiète les adultes est le risque qu'on vous envoie, ou que vous tombiez sur des images ou d'autres contenus qui peuvent être très choquants – comme des scènes de violence, de brutalités, de racisme ou de pornographie.

Qu'est-ce que vous en pensez ?

- Réactions spontanées
- Explorer :
  - Cela vous est-il arrivé ? De quoi s'agissait-il ?
  - Qu'avez-vous fait ? En avez-vous parlé à quelqu'un ? Qui ?
  - Que feriez vous si cela vous arrivait, ou que conseilleriez-vous de faire à un ami si cela lui arrivait ? En parler à quelqu'un ? Qui ? Quel conseil pratique lui donneriez-vous ?
  - animateur : explorer également dans quelle mesure cela est considéré comme un problème/risque sérieux.

**IV.3** Un autre risque qui inquiète les adultes est que les enfants entrent en relation avec un inconnu avec lequel ils ont communiqué en ligne – quelqu'un qu'ils n'ont jamais rencontré personnellement.

Prenons un exemple :

X/Y est un enfant de votre âge.

Il/elle aime jouer en ligne ou mettre son profil sur Internet, et il/elle donne peu à peu des informations personnelles, comme son adresse MSN, son numéro de téléphone portable, son nom, où il/elle habite, ou bien il/elle commence à lui envoyer des photos de lui/elle. Il/elle pense que cette personne est un enfant de son âge vraiment sympa, mais il se peut que ce soit quelqu'un de bien différent qui éventuellement l'amène à faire des choses qu'il/elle ne devrait pas faire, ou même un adulte qui a de mauvaises intentions.

Animateur : Pour les groupes de garçons, utilisez un prénom masculin typique de votre pays (X) ; pour les groupes de filles, un prénom féminin typique (Y).

Qu'est-ce que vous en pensez ?

➤ Réactions spontanées

➤ Explorer :

- Cela est-il arrivé à quelqu'un que vous connaissez ? Comment, dans quelle situation ?
- Pensez-vous que cela pourrait vous arriver ? De quelle manière communiquez-vous et vous faites-vous des amis en ligne ?
- (Si arrivé) Qu'avez-vous fait ? En avez-vous parlé à quelqu'un ? Qui ?
- Que feriez vous si cela vous arrivait, ou que conseilleriez-vous de faire à un ami si cela lui arrivait ? En parler à quelqu'un ? Qui ?
- Animateur : explorer également dans quelle mesure cela est considéré comme un problème/risque sérieux.

**IV.4** Une autre inquiétude des adultes est qu'il y a des enfants qui communiquent en ligne en se comportant mal avec un autre enfant parce qu'ils ne l'aiment pas. Ca peut être par exemple en parlant de lui sur MSN en l'excluant du groupe, ou en lui envoyant des messages anonymes méchants ou désagréables.

Qu'est-ce que vous en pensez ?

➤ Réactions spontanées

➤ Explorer :

- Cela vous est-il arrivé ? Comment, dans quelle situation ? Avez-vous déjà reçu des messages méchants ? En avez-vous peut-être envoyé vous-mêmes ?
- Pensez-vous que cela pourrait vous arriver ?
- (Si arrivé) Qu'avez-vous fait ? En avez-vous parlé à quelqu'un ? Qui ?
- Que feriez vous si cela vous arrivait, ou que conseilleriez-vous de faire à un ami si cela lui arrivait ? En parler à quelqu'un ? Qui ?
- Animateur : explorer également dans quelle mesure cela est considéré comme un problème/risque sérieux.

**IV.5** Un autre risque dont nous avons entendu parler , c'est d'être victime de tromperie par exemple en téléchargeant un fichier qui paraît gratuit alors qu'il y a quelque chose à payer, ou en participant à un concours.

Qu'est-ce que vous en pensez ?

➤ Réactions spontanées

➤ Explorer :

- Cela vous est-il arrivé ? Dans quelle situation ?
- Qu'avez-vous fait ? En avez-vous parlé à quelqu'un ? Qui ?
- Que feriez vous si cela vous arrivait, ou que conseilleriez-vous de faire à un ami si cela lui arrivait ? En parler à quelqu'un ? Qui ?
- Animateur : explorer également dans quelle mesure cela est considéré comme un problème/risque sérieux.

**IV.6** Un autre problème qui peut se poser vient du fait que beaucoup d'enfants téléchargent de la musique, des films, des jeux ou d'autres contenus sans payer.

Cela vous est peut-être arrivé à vous aussi : avez-vous déjà téléchargé quelque chose sans payer ?

➤ Enregistrer les réponses, puis poursuivre :

Dans beaucoup de cas, ce contenu est quelque chose dont les auteurs ont besoin pour gagner leur vie en recevant une rémunération dessus, c'est pourquoi c'est payant.

Le saviez-vous ? Quelles peuvent être les conséquences à votre avis ? Ces enfants savent-ils que c'est quelque chose d'illégal/interdit ? Que font-ils alors ?

➤ Explorer :

- Degré de conscience de faire quelque chose d'illégal/degré de conscience des conséquences
- Que font/feraient les enfants interviewés dans une telle situation ?
- Dans quelle mesure cela est-il considéré comme un problème/risque sérieux ?

## **THEME V. INFORMATION SUR LES RISQUES ET MOYENS D'ALERTE**

**V.1** En y réfléchissant, après toute cette discussion, est-ce qu'il y a des précautions qu'il vous paraîtrait maintenant utile de prendre dans l'utilisation d'Internet et du téléphone portable – ou quelque chose que vous conseillerez de faire à un frère ou une sœur plus jeune que vous ?

➤ Réactions spontanées

➤ Explorer :

- Précautions (et types de risques concernés) dont les enfants ont pris (davantage) conscience au cours de la discussion
- Propension à prendre réellement ces précautions

**V.2** S'il vous arrivait de voir quelque chose de déplaisant ou d'inquiétant, ou de vous trouver dans une situation déplaisante ou inquiétante, et que vous vouliez en informer quelqu'un, qu'est-ce qui serait pour vous le plus facile ?

➤ Réactions spontanées

➤ Explorer :

- En parler à vos parents
- En parler à un enseignant
- Informer la police
- Contacter un organisme spécialisé en appelant un numéro de téléphone spécial gratuit
- Contacter cet organisme par email
- Utiliser un bouton d'alerte sur lequel il suffit de cliquer pour prévenir automatiquement les autorités responsables

**V.3** Comment souhaiteriez-vous en apprendre davantage sur les problèmes et les risques liés à l'usage d'Internet et du téléphone portable ?

➤ Réactions spontanées

➤ Explorer :

- Propension à vouloir en savoir plus sur les problèmes et risques
- Nature des informations recherchées
- De quelles sources/par quels canaux

FIN DE LA DISCUSSION

DISTRIBUER LES DOCUMENTS D'INFORMATION DES NŒUDS NATIONAUX OU AUTRES ONG.

# STUDIE OVER VEILIGER INTERNET

## DISCUSSIEGIDS

(29.03.2007)

### INTRODUCTIE

- Welkom, voorstelling moderator en notulist, video, regels van het spel, GSM afzetten
- Onderwerp : gebruik van Internet en GSM door kinderen/jongeren
- Weten jullie wie wij zijn en wat wij doen...
  - Aan de kinderen vragen of ze de uitdrukkingen opiniestudies/peilingen kennen en wat ze hiermee associëren.
  - Hen uitleggen dat het de bedoeling is te begrijpen wat mensen doen en denken – en dat ze zich vrij mogen uitdrukken.
  - Hen geruststellen dat wat ze zeggen vertrouwelijk is – dit is, hun uitspraken kunnen gebruikt worden als voorbeelden over wat kinderen denken, maar zullen nooit gekoppeld worden aan hun naam; meer specifiek, wat een kind zegt zal niet aan zijn ouders doorverteld worden.
- Eerst en vooral vraag ik aan iedereen om zich kort voor te stellen: wie je bent, of je broers en zussen hebt, hoe oud je bent, of je een Internetaansluiting hebt en hoe – via jouw eigen computer, die van jouw ouders, op school, bij vrienden of in een cybercafé – en ook of je een GSM hebt.

### THEMA I. INTERNET EN INTERNET-TOEPASSINGEN

Laten wij over Internet praten.

- I.1** Vooraleer wij praten over hoe jullie Internet gebruiken, zou ik graag weten hoe jullie Internet hebben leren gebruiken.
- Spontane reacties.
  - Doorvragen:
    - Alleen geleerd of met anderen
    - Wie heeft het hen geleerd ? Andere kinderen (wie? vrienden, broers of zussen?), volwassenen ? (ouders, leerkrachten, andere volwassenen?)
- I.2** Kunnen jullie mij vertellen hoe en hoe vaak je het Internet gebruikt en hoe lang jullie ongeveer op Internet doorbrengen?
- Spontane reacties
  - Doorvragen:
    - Is het gebruik van Internet regelmatig of afwisselend? Van wat afhankelijk?
    - Hoe lang beoordelen de kinderen hun gebruik van Internet (gemiddelde tijd per dag of per week)?
- I.3** Kunnen jullie Internet zo vaak gebruiken als je wil en op de manier die jullie willen, of zijn er grenzen, regels of aanbevelingen gegeven door jullie ouders ? Of zijn er dingen waarvan je denkt dat je ouders zouden willen dat je het doet of juist niet doet, hoewel ze het misschien niet uitdrukkelijk

gezegd hebben ?

- Spontane reacties
- Doorvragen
  - Indien grenzen/regels/aanbevelingen/impliciete regels : welke?
  - Voor elk van deze grenzen, regels, aanbevelingen, impliciete regels: hoe terecht vinden ze het, en mate van akkoord
  - Indien geen grenzen/regels/aanbevelingen/impliciete regels: hoe zouden zij reageren indien ze er wel kregen?
  - Welke zouden zij al dan niet aanvaarden / mee akkoord gaan ? In hoeverre vinden ze het terecht, in hoeverre gaan ze akkoord ?

**I.4** Wij hebben een lijst voorbereid met verschillende mogelijke Internet-toepassingen.

Ik zou graag willen dat elk van jullie éérst je voornaam invult op het blad, en dan :

- Een **groen kruisje zetten** bij elk van de toepassingen die hij/zij gebruikt
- Een **tweede groen kruisje zetten** bij de meest gebruikte toepassingen

- De tabel ronddelen
- De deelnemers laten invullen.

Nagaan dat het systeem één bolletje/twee bolletjes goed begrepen is.

Nagaan dat elk zijn voornaam heeft opgeschreven.

- De vragenlijsten inzamelen, en snel de meest gebruikte toepassingen identificeren.

**I.5** Ik zie dat er toepassingen zijn die jullie meer gebruiken dan anderen : (noemen)

Wat interesseert jullie en wat bevalt jullie vooral aan deze Internettoepassingen?

- Spontane reacties
- Doorvragen over vaak gebruikte toepassingen die niet expliciet werden besproken in de spontane reacties.

## **DE GSM EN ZIJN TOEPASSINGEN**

**II.1** Sommigen hebben ook een GSM.

Voor wie er één heeft, kunnen jullie mij vertellen hoe je je GSM gebruikt ?

- Om beurt elke deelnemer die een GSM heeft ondervragen.

Laat elk zich spontaan uitdrukken, dan doorvragen:

- Met wie (vrienden, ouders, in welke omstandigheden...)?
- Waarvoor wordt de GSM het meest gebruikt (bellen, SMS, andere toepassingen) ?

De anderen hebben geen GSM. Kunnen jullie mij vertellen waarom niet?

- De redenen uitdiepen (kostprijs; de ouders willen niet dat hun kinderen een GSM hebben; andere)

**II.2** Met de GSM kan men ook foto's verzenden of ontvangen (met MMS), chatten, of zich met Internet verbinden. Doen jullie dit ook?

- Opnieuw elk van de GSM-deelnemers ondervragen door hen te vragen:
  - Of ze deze functies reeds hebben gebruikt (dewelke(n)), wat ze er al dan niet aan hebben), of – indien niet gebruikt – waarom niet ?

**II.3** Gebruiken jullie de GSM in alle vrijheid, zoals jullie willen en zo vaak als jullie willen, of zijn er grenzen, regels of aanbevelingen gekregen van jullie ouders ? Of zijn er dingen waarvan je denkt dat je ouders zouden willen dat je het doet of juist niet doet, hoewel ze het misschien niet uitdrukkelijk gezegd hebben ?

- Spontane reacties
- Doorvragen
  - Indien grenzen/regels/aanbevelingen/impliciete regels : welke?
  - Voor elk van deze grenzen, regels, aanbevelingen, impliciete regels: hoe terecht vinden ze het, en mate van akkoord
  - Indien geen grenzen/regels/aanbevelingen/impliciete regels: hoe zouden zij reageren indien ze er wel kregen?
  - Welke zouden zij al dan niet aanvaarden / mee akkoord gaan ? In hoeverre vinden ze het terecht, in hoeverre gaan ze akkoord ?

**II.4** Jullie krijgen nu een korte lijst van GSM-toepassingen.

Net zoals voor Internet daarstraks, gaan jullie :

- Een **groen kruisje zetten** bij elk van de toepassingen die hij/zij gebruikt
  - Een **tweede groen kruisje zetten** bij de meest gebruikte toepassingen
- De tabel ronddelen
  - De deelnemers laten invullen.

Nagaan dat het systeem één bolletje/twee bolletjes goed begrepen is.

Nagaan dat elk zijn voornaam heeft opgeschreven.

- De vragenlijsten inzamelen, en snel de meest gebruikte toepassingen identificeren.

### THEMA III. PROBLEMEN EN RISICO'S VERBONDEN AAN HET INTERNET EN DE GSM

**III.1** Behalve dat het nuttig en leuk is, zijn er ook problemen of risico's verbonden aan het gebruik van Internet of de GSM – ik bedoel, dingen die jullie niet leuk vinden of die jullie ongerust maken?

- Spontane reacties
- Doorvragen :
  - Soorten problemen/eventuele risico's
  - Problemen/risico's verbonden aan het gebruik van Internet/GSM
  - Van waar zijn deze problemen/risico's gekend? Persoonlijke ondervinding / Waarschuwing (door wie : ander kind; volwassenen – welke? ; instelling/autoriteit)
  - Hoe beoordelen de kinderen de ernst van deze problemen/risico's ?

**III.2A** Hebben deze problemen jullie wijze van Internetgebruik veranderd ?

- Spontane reacties
- Doorvragen :
  - Beperking in het (volume van) gebruik ?
  - Genomen voorzorgen ; uit eigen initiatief/onder invloed van de ouders

**III.2B** En hebben deze problemen jullie gebruikswijze van GSM veranderd?

- Spontane reacties
- Doorvragen :
  - Beperking in het (volume van) gebruik ?
  - Genomen voorzorgen ; uit eigen initiatief/onder invloed van de ouders

**III.3** Ziehier een tabel die de lijst bevat van Internet en GSM-toepassingen waarbij jullie daarstraks groene kruisjes hebben gezet.

Jullie gaan nu een **rood kruisje zetten** naast de toepassingen waarvan jullie denken dat deze om het even welk probleem kunnen inhouden, en jullie zetten een **tweede rode kruisje** naast deze die jullie het meest storend of zorgwekkend lijken.

- De tabel ronddelen
- De deelnemers laten invullen.

Nagaan dat het systeem één kruisje/twee kruisjes goed begrepen is.

Nagaan dat elk zijn voornaam heeft opgeschreven.

- De vragenlijsten verzamelen, en snel de toepassingen identificeren die vaakst aangeduid werden als risicohoudend.

**III.4** Wij zullen deze problemen meer in detail bespreken, door elk aan te halen die jullie vaakst hebben aangeduid.

Waarom denken jullie dat deze toepassing een probleem kan inhouden?

- Om beurt elk van de meest genoemde toepassingen die een probleem of risico inhouden citeren, en de aard en graad van probleem/risico laten uitleggen.

#### **IV. REACTIES OP DE PRESENTATIE VAN SPECIFIEKE PROBLEMEN OF RISICO'S**

Ik ga jullie nu enkele problemen opnoemen die volwassenen ongerust maken – en jullie gaan mij vertellen wat **jullie** er zelf over denken.

**IV.1** Eén van de mogelijke problemen is dat de informatie die op het Internet te vinden is, niet noodzakelijk waar is.

Wat denken jullie hierover? In het algemeen, denken jullie dat men mag geloven wat zich op Internet bevindt?

➤ Spontane reacties

➤ Doorvragen :

- Wat is in het algemeen de mate van geloofwaardigheid van het Internet?
- Hoe is die in vergelijking met andere bronnen (ouders, leerkrachten, vrienden, televisie, boeken ...)
- Wat zorgt ervoor dat Internet min of meer geloofwaardig is?
- Voorbeelden van incorrecte dingen op Internet gezien. Waarover ging het? Hoe wist men dat deze dingen incorrect waren?
- In welke mate werd dit als een ernstig probleem beschouwd?

**IV.2** Een ander probleem dat de volwassenen ongerust maakt, is het risico dat men iets toegestuurd krijgt, of dat je in aanraking komt met beelden of andere inhoud die schokkend kunnen zijn – zoals beelden van geweld, bruutheid, racisme of pornografie.

Wat vinden jullie daarvan ?

➤ Spontane reacties

➤ Doorvragen :

- Is dit jullie al overkomen ? Waarover ging het ?
- Wat hebben je dan gedaan ? Heb je er met iemand over gepraat? Met wie?
- Wat zou je doen indien het je overkwam, of wat zou je aan een vriend aanraden aan wie dit overkomt ? Er met iemand over te praten ? Met wie ? Welk concreet advies zou je geven ?
- Animator : doorvragen in welke mate dit als een ernstig probleem/risico wordt aanzien.

**IV.3** Een ander risico dat de volwassenen ongerust maakt, is dat de kinderen in contact komen met een onbekende waarmee ze online hebben gechat – iemand die ze nooit persoonlijk hebben ontmoet.

Laten wij een voorbeeld nemen :

X/Y is een kind van jullie leeftijd.

Hij/zij vindt het leuk om online te spelen of om zijn/haar profiel op het Internet te zetten, en hij/zij begint online met iemand te praten, aan wie beetje bij beetje persoonlijke informatie wordt gegeven, zoals MSN adres, GSM nummer, naam, waar hij/zij woont, of hij/zij begint foto's op te sturen van zichzelf. Hij/zij is in het idee dat het iemand is van dezelfde leeftijd en die echt leuk is, maar het is mogelijk dat het totaal iemand anders is die hem/haar er toe kan aanzetten om dingen te doen dat hij/zij niet zou mogen doen, of zelfs een volwassen die slechte bedoelingen heeft.

*(Animator : Voor de jongensgroepen gebruik een typische jongensvoornaam van jullie land (X) ; voor de meisjesgroepen, een typische meisjesnaam (Y)).*

Wat denken jullie hierover ?

- Spontane reacties
- Doorvragen :
  - Is dit iemand overkomen die jullie kennen ? Hoe, in welke omstandigheden ?
  - Denk je dat het ook jezelf kan overkomen? Op welke manier communiceren jullie en hoe maken jullie vrienden online?
  - (Indien overkomen) Wat heb je gedaan? Heb je er met iemand over gesproken? Met wie?
  - Wat zou je doen indien het je overkwam, of wat zou je een vriend aanraden aan wie dit overkomt? Er met iemand over praten? Wie?
  - Animator: doorvragen in welke mate dit als een ernstig probleem/risico wordt aanzien.

**IV.4** Een andere bezorgdheid van volwassenen is dat sommige kinderen online communicatie gebruiken om anderen te pesten of kwaad te berokkenen omdat ze hem/haar niet mogen. Dit kan bijvoorbeeld zijn door over hem/haar te praten op MSN zonder hem/haar in de groep te nemen, of door hem/haar anoniem gemene boodschappen te sturen.

Wat denken jullie hierover ?

- Spontane reacties
- Doorvragen :
  - Is dit jullie al overkomen ? Hoe, in welke omstandigheden ? Heb je zelf al gemene boodschappen gekregen ? Heb je er soms zelf al verstuurd naar iemand ?
  - Denk je dat het jezelf kan overkomen ?
  - (Indien overkomen) Wat heb je gedaan? Heb je er met iemand over gepraat? Met wie?
  - Wat zou je doen indien het je overkwam, of wat zou je een vriend aanraden aan wie dit overkomt? Er met iemand over praten? Wie?
  - Animator : doorvragen in welke mate dit als een ernstig probleem/risico wordt aanzien.

**IV.5** Een ander risico waarover wij gehoord hebben, is het slachtoffer worden van bedrog, bijvoorbeeld door een bestand te downloaden dat gratis lijkt, maar waarvoor toch betaald moet worden, of bij deelname aan een wedstrijd.

Wat denken jullie hierover ?

- Spontane reacties
- Doorvragen :
  - Is dit jullie al overkomen ? In welke situatie ?
  - Wat heb je gedaan? Heb je er met iemand over gepraat? Met wie?
  - Wat zou je doen indien het je overkwam, of wat zou je een vriend aanraden aan wie dit overkomt? Er met iemand over praten? Wie?
  - Animator : doorvragen in welke mate dit als een ernstig probleem/risico wordt aanzien.

**IV.6** Een ander probleem zou kunnen zijn dat vele kinderen muziek, films, spelletjes of andere bestanden downloaden zonder te betalen.

Misschien is dit jullie al overkomen : hebben jullie al eens iets gedownload zonder te betalen ?

➤ Antwoorden noteren, dan doorgaan :

In vele gevallen is het zo dat dit materiaal is waar de makers (bv. muzikanten) iets mee moeten verdienen om van te leven, en dat er daarom voor betaald moet worden.

Wisten jullie dit ? Wat kunnen volgens jullie de gevolgen hiervan zijn ? Weten deze kinderen dat het iets illegaal/verboden is ? Wat doen zij dan ?

➤ Doorvragen :

- Mate van bewustzijn dat er iets illegaals wordt gedaan/mate van bewustzijn van de gevolgen
- Wat doen/zouden de deelnemende kinderen in dergelijke situatie doen ?
- In welke mate wordt dit als een ernstig probleem/risico aanzien ?

## **THEMA V. INFORMATIE OVER DE RISICO'S EN MOGELIJKE MELDING**

**V.1** Wanneer je er nu over nadent, na heel dit gesprek, zijn er voorzorgen die jullie nu nuttig lijken om te nemen voor het gebruik van Internet en de GSM – of iets dat jullie aan een jongere broer of zus zouden aanraden ?

- Spontane reacties
- Doorvragen :
  - Voorzorgen (en verband houdende risico's) over dewelke de kinderen bewuster geworden zijn tijdens het gesprek
  - Neiging om echt deze voorzorgen te nemen

**V.2** Indien jullie iets zouden zien of ervaren dat je onaangenaam vindt of ongerust maakt, en je wil iemand hierover informeren, wat zou je dan het gemakkelijkste vinden ?

- Spontane reacties
- Doorvragen :
  - Er met je ouders over praten
  - Een leerkracht erover aanspreken
  - De politie inlichten
  - Een gespecialiseerde organisatie contacteren door een speciaal gratis telefoonnummer te bellen
  - Deze organisatie per e-mail contacteren
  - Een alarmknop gebruiken welke men enkel moet aanklikken om de verantwoordelijke instanties te waarschuwen

**V.3** Hoe zouden jullie meer te weten willen komen over de problemen en risico's verbonden aan het gebruik van Internet en de GSM ?

- Spontane reacties
- Doorvragen :
  - Neiging om meer te willen weten over problemen en risico's
  - Aard van de gezochte informatie
  - Uit welke bronnen/via welke kanalen

EINDE VAN DE DISCUSSIE

DEEL DOCUMENTEN UIT VAN DE NATIONALE CONTACTPUNTEN OF NGO