

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

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INTRODUCTION

❖ The European Commission – Directorate-General Information Society and Media - has commissioned OPTEM and its European partners to carry out a qualitative study on the subject “Safer Internet for Children”⁽¹⁾.

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

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

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

❖ It aims at improving knowledge about :

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

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

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

❖ **This report constitutes the national analysis of results of the section of the study conducted in the Czech Republic by Mareco, the Czech 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

- ❖ “Learning the Internet” occurs probably along two main lines:
 - for younger boys and girls, there is learning coming from the family environment, where certain generation processes can be identified: source of information is father, very often mom and grandfather (in no case grandmother), very often an older sibling. The statements of the respondents reveal that where not enough intellectual environments are, this way is logically absenting. On the other hand, the statements on the use of the Internet show that it can lead to more cultivated use of the Internet;
 - for older boys and girls, “learning” from classmates and friends dominates. The learning shifts to the area of chatting, downloading of music, games, movies, pictures, etc.
- ❖ Learning in schools becomes quite negligible in the minds of the young respondents. For those already with Internet access, it comes late. Upon query to what level the school taught you to use the Internet, they respond without an obvious interest “in school too” or

“Mainly at home from my sister, something in school during informatics”. (Boys group, 12 - 14 years):

- ❖ Particularly boys and girls describe the art of the teachers on using the Internet (except for informatics teachers) with certain funny contempt.

“School? We are there once per month for fifteen minutes.” (Boys group, 9 - 10 years):

I.2 INTENSITY OF USAGE

- ❖ The use of the Internet shows higher frequency in boys and older respondents.
 - Boys group, 9 - 10 years says daily roughly 1 – 2 hours
 - Girls group, 9 - 10 years mostly says 2 – 3 hours per week, daily frequency is exceptional
 - Girls group, 12 - 14 years says daily frequency 1 – 2 hours per day
 - Boys group, 12 - 14 years 2 – 5 hours a day

I.3 DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ Limitation of the time devoted to the Internet is more used for younger respondents. The main connections related to the limitations are:
- ❖ A sibling or parent needs the computer – either for work or for the Internet

“In the evening, father wants to play his games and I have to go. I play with him.” (Boys group, 9 - 10 years)

“First, I have to do my homework.” (Boys group, 9 - 10 years)

“In the evening, I have to go to bed. Mom sometimes says by eight.” (Boys group, 9 - 10 years)

“I have 30 minutes approved; I may have more if I do something useful for school.” (Girls group, 9 - 10 years)

- ❖ Older respondents, particularly boys, feel unlimited in the use of the Internet. Free Internet access is prestigious to a certain level. The limitations are specific only:

“I don’t visit Russian-language websites, they are too infected by viruses.” (Boys group, 12 - 14 years)

- ❖ Spontaneously, no limitations applicable to the theme or bans on downloading files, etc. were given.

I.4 SPECIFIC INTERNET APPLICATIONS

Boys group, 9 - 10 years	Usage (most often)
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	3
Engaging in open chatrooms	-
Creating my own blog/homepage and posting my own texts, photos,	-
Reading and responding to friends’blogs/homepages	-
Reading and responding to blogs/homepages of someone I have never	-
Playing on-line games	9(5)
Downloading music, films, videos, games or other files	7(1)
Sharing files (music, films, videos, games or others)	2(1)
Sharing photos	1
Downloading ring tones/images for my mobile phone	2(1)
Taking part in competitions	1
Making phone calls through the Internet	1(1)

Boys group, 12 - 14 years

Usage (most often)

Searching for information as a part of my school work	10
Searching for information on subjects which interest me/surfing for	10
Sending and receiving emails	10(1)
Using instant messaging (MSN)/chatting with friends	9(4)
Engaging in open chatrooms	4
Creating my own blog/homepage and posting my own texts, photos,	3
Reading and responding to friends' blogs/homepages	3
Reading and responding to blogs/homepages of someone I have never	2
Playing on-line games	9(1)
Downloading music, films, videos, games or other files	8(3)
Sharing files (music, films, videos, games or others)	5(1)
Sharing photos	4
Downloading ring tones/images for my mobile phone	5
Taking part in competitions	3
Making phone calls through the Internet	4

Girls group, 9 - 10 years

Usage (most often)

Searching for information as a part of my school work	8(1)
Searching for information on subjects which interest me/surfing for	7
Sending and receiving emails	8(1)
Using instant messaging (MSN)/chatting with friends	4
Engaging in open chatrooms	
Creating my own blog/homepage and posting my own texts, photos,	6(3)
Reading and responding to friends' blogs/homepages	3
Reading and responding to blogs/homepages of someone I have	1
Playing on-line games	7(3)
Downloading music, films, videos, games or other files	3
Sharing files (music, films, videos, games or others)	5
Sharing photos	2
Downloading ring tones/images for my mobile phone	1
Taking part in competitions	4
Making phone calls through the Internet	3

Girls group, 12 - 14 years

Usage (most often)

Searching for information as a part of my school work	9
Searching for information on subjects which interest me/surfing for	9
Sending and receiving emails	8(4)
Using instant messaging (MSN)/chatting with friends	9(5)
Engaging in open chatrooms	3
Creating my own blog/homepage and posting my own texts, photos,	3
Reading and responding to friends' blogs/homepages	3
Reading and responding to blogs/homepages of someone I have	2
Playing on-line games	6
Downloading music, films, videos, games or other files	7
Sharing files (music, films, videos, games or others)	5
Sharing photos	2
Downloading ring tones/images for my mobile phone	3
Taking part in competitions	-
Making phone calls through the Internet	5

❖ Searching for information as a part of my school work

- This use of the Internet was reported by almost all participants in the discussion in all groups. The discussion on the Internet use for learning in school, however, does not witness bigger personal importance to it. Particularly the older groups say they get instructions on where to find information for their homework – particularly thematic reports. The level of the use of materials taken from the Internet is tolerated differently; in some cases the tolerance is surprisingly high:

“I may use text from the Internet without modifications but I have to demonstrate knowledge of what’s going on there, e.g. if there is a strange word, I have to know what it means.” (Girls group, 12 - 14 years):

❖ Searching for information on subjects which interest me/surfing for fun

- This method of Internet use is mentioned by all older groups and by the absolute majority of all respondents of younger groups. The interests are individual but concentrate on the fields of music, games, information from the world.

❖ Sending and receiving emails

- It is a relatively frequent use but higher frequency is obvious for older respondents and discussions show that girls are more attracted by it. In the older group of girls, almost half of the girls say this is the most frequent activity on the Internet.

❖ Using instant messaging (MSN)/chatting with friends

- The use of chatting is highly frequented by older boys and girls; almost all use it. Half of older boys and girls mention this activity as the most frequent. If they’re talking about chatting, it is obvious it has a specific magic for them; there are topics suitable for chatting, different for boys, girls, between boys and girls. Chatting becomes a more frequent communication form bringing new experiences because of certain anonymity.

❖ Engaging in open chat rooms

- Both older boys and girls talk about it but a smaller part of them. The statements of the respondents reveal this activity is not given a specific extraordinary value; it is not valued entertainment.

❖ Creating my own blog/homepage and posting my own texts, photos, music on the Internet

- This activity has a stronger position with girls and in Czech groups; it was mentioned by the majority of younger girls (Girls group, 9 - 10 years). Girls talked about their own websites with certain pride, talked about describing their own experience on them, including their opinions. This activity probably supports growth of the personality. As the respondents responded evasively to the query of whether there is somebody reacting on the website, it seems they are intended for self-satisfaction rather than for communication with the world.

❖ Reading and responding to friends' blogs/homepages

- Reported by a smaller part of the respondents, more by girls, not at all by young boys. The discussion shows this is not a valued form of the communication.

❖ Reading and responding to blogs/homepages of someone I have never met

- Participation in this activity is obviously exceptional. It is confirmed by non-interest of this communication form for the young generation.

❖ Playing online games

- Highly reported by boys of both age categories. Girls mention it relatively frequently as well but not as frequently as the boys. It is likely it dominates in younger respondents than older ones. The majority of younger respondents report this activity as the most frequent one when working on the Internet, only one older boy reported it as the most frequent. A similar situation is with girls, although the frequency is lower. This activity is the most frequented by younger respondents. Young respondents name different game portals; it is obvious they're well oriented in this field.

❖ Downloading music, films, videos, games or other files

- This activity is relatively frequent by older boys, about one-third of them say this is the most frequent one. The discussion revealed that the majority of older boys and girls consider downloading to be the best feature of the Internet although some of them do not say this is their most frequent activity. For younger respondents, downloading of games is exceptional.

"I know one guy downloads them." (Boys group, 9 - 10 years):

❖ Sharing files (music, films, videos, games or others)

- It is more frequented by older respondents, roughly half of the participants in the discussion. In the discussion, the respondents say that sharing is less interesting than downloading of files. Sharing is only information on what's good to download and what's not.

❖ Sharing photos

- This is a less frequented activity; the discussion of boys shows that sharing is focused on less appropriate themes.

"I download something but then I delete it also from history." (Boys group, 12 - 14 years):

- ❖ Downloading ring tones/images for my mobile phone
 - The activity of supplementary function for boys and girls, it is interesting for a smaller part of respondents.
- ❖ Taking part in competitions
 - Only a few respondents are interested in this activity.
- ❖ Making phone calls through the Internet
 - Used more by older boys and girls, financially favourable for them.

CHAPTER II
MOBILE PHONE AND MOBILE PHONE USAGE

II.1 MOBILE PHONE USAGE

- ❖ Almost all participants in the discussion have mobile phones; ownership of a mobile phone is considered commonplace.
- ❖ Boys group, 9 - 10 years have classmates without mobile phones. The reason is “they are poor”. The tone used for this statement manifests mercy. Other respondent says:

“My dad does not have a mobile; he says it is useless thing.” (Boys group, 9 - 10 years):

“My sister has three mobile phones, she got two from boys.” (Boys group, 9 - 10 years):

- ❖ A mobile phone is understood as a common thing, an available present for young people.
- ❖ In the Boys group, 12 - 14 years group, there is one respondent without a mobile phone. The reason he gives is that he does not need it. He says it with pride.
- ❖ Ownership of a mobile phone is perceived as commonplace, it does not have a prestigious meaning. On the contrary, not having a mobile phone by some young personalities is considered prestigious.

Boys group, 9 - 10 years

Usage (most often)

Making and receiving phone calls	9(4)
Sending/receiving SMSs	8(3)
Taking photos/images	5(1)
Sending/receiving/sharing images	4(1)
Connecting to the Internet through my mobile phone	3

Boys group, 12 - 14 years

Usage (most often)

Making and receiving phone calls	9(2)
Sending/receiving SMSs	9(6)
Taking photos/images	5(1)
Sending/receiving/sharing images	4
Connecting to the Internet through my mobile phone	2

Girls group, 9 - 10 years

Usage (most often)

Making and receiving phone calls	8(5)
Sending/receiving SMSs	7(3)
Taking photos/images	2
Sending/receiving/sharing images	5
Connecting to the Internet through my mobile phone	

Girls group, 12 - 14 years

Usage (most often)

Making and receiving phone calls	9(2)
Sending/receiving SMSs	9(7)
Taking photos/images	6
Sending/receiving/sharing images	8
Connecting to the Internet through my mobile phone	

- ❖ The mobile phone is used for verbal communication and sending SMS in roughly the same intensity. When filling in the table, many asked whether to stick two stickers indicating most frequent use for both the activities.
- ❖ For Boys group, 9 - 10 years and Girls group, 9 - 10 years, the mobile phone is used mainly for contact with parents; for Boys group, 12 - 14 years and Girls group, 12 - 14 years contact with friends prevail.
- ❖ Relatively common is the possibility of using the mobile phone for other functions: photography, sending of pictures, less chatting and connecting to the Internet. Spontaneously, connecting a mobile phone to the Internet is risky because of viruses.

“We exchange songs by mobile.” (Girls group, 12 - 14 years):

II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

- ❖ Limitation of mobile phones is reported virtually because of the volume of calls by all groups. Parents make limitations via either a card or a lump sum. The respondents bear these limitations with a smile. *“If I spend the limit during the first half of the month, I am out of luck or I have to buy a card with my own money.”* These arguments were heard repeatedly in all groups. The respondents consider them normal. They do not feel any other limitation types and perhaps cannot imagine.
- ❖ Filling in the table confirms spontaneously mentioned use of the mobile phone. Making and receiving phone calls is reported by all respondents; in the Boys group, 12 - 14 years group some with exception because: *“Phoning via IP is cheaper, calling via a mobile phone is expensive.”*
- ❖ Sending/receiving SMS is mentioned by all respondents, in the older groups it dominates as the most frequent activity in the use of the mobile phone.
- ❖ Taking photos/images
 - Roughly half of the respondents mention this activity; somewhat more favourable in older girls.
- ❖ Sending/receiving/sharing images
 - Frequency similar to taking photos. It could be concluded that use of the mobile phone for photo taking and picture manipulating is a more favourable activity in girls not boys. Boys prefer processing of photos and sending photos (MMS) over the Internet, it is much cheaper and suitable because of usual financial limitations of the mobile phone.
- ❖ Connecting to the Internet through my mobile phone
 - Relatively low frequency in boys, none in girls. This activity has an unpleasant reputation because of viruses.

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

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ The risk relatively intensively perceived by young people is the virus attack risk. In some cases, respondents talked theoretically of possible “attacking a computer by hackers”. Some Boys group, 12 - 14 years respondents complain about spam.
- ❖ Some Boys, 12 - 14 years group members consider shopping on the Internet risky; those who do shopping say it is necessary to find out about the respectability of the seller.
- ❖ Young girls from Girls group, 9 - 10 years can see a danger in the fact that some classmates – boys – become addicted to Internet, they can’t live without it. One respondent claimed headaches when sitting too long at the computer.
- ❖ Spontaneously, this group did not express a fear of any other risk. The respondents are not aware of any other risk threatening them anyhow or do not consider it threatening. They are also unaware of being informed of any other risk by somebody.
- ❖ Only in the Girls group, 9 - 10 years and Girls group, 12 - 14 years groups does the theme of personal data appear. In the Girls group, 9 - 10 years, it is rather a learnt principle; in the Girls group, 12 - 14 years the question is associated with stories and experiences from their social environment.

*“When protection is off, I sometimes download a virus. My computer broke down because of this.”
(Boys group, 9 - 10 years):*

- ❖ All groups talked about viruses attacking the computer. The respondents avoid operations being dangerous with respect to virus attack. They mostly rely on antivirus software, although they sometimes encounter a situation when antivirus software fails.
- ❖ No real risk is expected by using mobile phones mostly. Only some older girls in the groups are aware that there can be some possible risks connected to mobile phones.

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

Boys group, 9 - 10 years

INTERNET APPLICATIONS

Risks (biggest)

Searching for information as a part of my school work	-
Searching for information on subjects which interest me/surfing for fun	-
Sending and receiving emails	5(1)
Using instant messaging (MSN)/chatting with friends	2
Engaging in open chatrooms	1(1)
Creating my own blog/homepage and posting my own texts, photos,	-
Reading and responding to friends' blogs/homepages	-
Reading and responding to blogs/homepages of someone I have never met	-
Playing on-line games	8(5)
Downloading music, films, videos, games or other files	4(1)
Sharing files (music, films, videos, games or others)	2
Sharing photos	3(1)
Downloading ring tones/images for my mobile phone	1
Taking part in competitions	
Making phone calls through the Internet	5

MOBILE PHONE APPLICATIONS

Risks (biggest)

Making and receiving phone calls	-
Sending/receiving SMSs	2
Taking photos/images	-
Sending/receiving/sharing images	-
Connecting to the Internet through my mobile phone	5(5)

Boys group, 12 - 14 years

INTERNET APPLICATIONS

Risks (biggest)

Searching for information as a part of my school work	1
Searching for information on subjects which interest me/surfing for fun	3
Sending and receiving emails	3
Using instant messaging (MSN)/chatting with friends	1
Engaging in open chatrooms	5
Creating my own blog/homepage and posting my own texts, photos,	2(1)
Reading and responding to friends' blogs/homepages	-
Reading and responding to blogs/homepages of someone I have never met	5
Playing on-line games	2
Downloading music, films, videos, games or other files	10(8)
Sharing files (music, films, videos, games or others)	3(1)
Sharing photos	1
Downloading ring tones/images for my mobile phone	2
Taking part in competitions	3
Making phone calls through the Internet	1

MOBILE PHONE APPLICATIONS

Risks (biggest)

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

Girls group, 9 - 10 years

INTERNET APPLICATIONS

Risks (biggest)

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

MOBILE PHONE APPLICATIONS

Risks (biggest)

Making and receiving phone calls	-
Sending/receiving SMSs	-
Taking photos/images	-
Sending/receiving/sharing images	-
Connecting to the Internet through my mobile phone	5(5)

Girls group, 12 - 14 years

INTERNET APPLICATIONS

Risks (biggest)

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

MOBILE PHONE APPLICATIONS

Risks (biggest)

Making and receiving phone calls	5(1)
Sending/receiving SMSs	1(1)
Taking photos/images	-
Sending/receiving/sharing images	3
Connecting to the Internet through my mobile phone	8(7)

❖ Searching for information as a part of my school work

- School information is not considered a risky activity; only in one case did a Boys group, 12 - 14 years participant say he downloaded a virus together with report materials.

❖ Searching for information on subjects which interest me/surfing for fun

- This activity is also considered rather safe, only a few respondents in Boys group, 12 - 14 years, Girls group, 9 - 10 years and Girls group, 12 - 14 years can see a potential risk in this activity.

❖ Sending and receiving emails

- This activity is considered rather risky, roughly half of the respondents classified it into risky activities, in two cases (in Boys group, 9 - 10 years and Girls group, 12 - 14 years) as one of the riskiest.

- ❖ Using instant messaging (MSN)/chatting with friends
 - A smaller part marked this activity as risky.
- ❖ Engaging in open chatrooms
 - This activity is perceived as rather risky. Almost all Girls group, 12 - 14 years respondents included it in the risk activities. Therefore, this activity is not so popular.
- ❖ Creating my own blog/homepage and posting my own texts, photos, music on the Internet
 - Some respondents in older Girls group, 12 - 14 years and Boys group, 12 - 14 years groups can see certain risks in this activity. They include the risk of virus attack as well as the danger of uncontrollable contacts.
- ❖ Reading and responding to friends' blogs/homepages
 - It is a rather less frequented activity and is not considered to be too risky. About one-third of girls in both groups consider it as "higher risk"; as far as boys are concerned, they associate it with virus transfer.
- ❖ Reading and responding to blogs/homepages of someone I have never met
 - Especially girls consider it very risky. In the Girls group, 9 - 10 years, half of the respondents considered it as most risky.
- ❖ Playing online games
 - It is considered as risky with respect to virus attacks on computers. The risk is perceived especially by boys in the Boys group, 9 - 10 years. More than half of the respondents considered it the most risky.
- ❖ Downloading music, films, videos, games or other files
 - This activity is considered to be the most risky in the Boys group, 12 - 14 years. All respondents in this group consider it dangerous and the vast majority as the riskiest one. There is a fear of virus attack.
- ❖ Sharing files (music, films, videos, games or others)
 - A smaller part of the respondents sees this activity as risky with respect to virus attacks within all groups.
- ❖ Sharing photos
 - Similarly, this activity is considered risky by some individuals. However, it is not widely used and therefore the risks are marginal only.
- ❖ Downloading ring tones/images for my mobile phone
 - An activity with few risks.
- ❖ Taking part in competitions
 - Also an activity with low frequency, partially risky according to Boys group, 12 - 14 years and Girls group, 9 - 10 years.

- ❖ Making phone calls through the Internet
 - Younger groups consider a certain risk in this activity. The risk of virus attack and hacking of a computer is mentioned.
- ❖ Making and receiving phone calls
 - Only older girls in the Girls group, 12 - 14 years perceive and indicate risks associated with common use of a mobile phone. Half of them can see the risk of phoning – wiretapping, etc.
- ❖ Sending/receiving SMS
 - Only a few boys and girls consider sending SMS as risky.
- ❖ Taking photos/images
 - No risk is perceived by anybody.
- ❖ Sending/receiving/sharing images
 - Slightly risky is sending personal images by the Girls group, 12 - 14 years respondents.
- ❖ Connecting to the Internet through my mobile phone
 - All groups consider this activity as very risky; the riskiest in the use of mobile phones. The reason is potential virus attack on computers and mobile phones.

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

IV.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ The respondents in all groups agree that the Internet contains both correct and false information. The discussion results that in principle, they do not feel threatened by false information. Also, younger groups are convinced that they can distinguish between correct and “suspicious” information.

“If the Internet says that the Sun is a planet, of course, I won’t believe that.” (Boys group, 9 - 10 years):

- ❖ The younger and older groups mention the source of information as the main perspective for distinguishing. Typically unreliable is information from the gutter press (mainly by Boys group, 9 - 10 years). In the older groups, there is confidence that the respondents can distinguish between true and unreliable information.
- ❖ In fact, young respondents see no problem in the untruthfulness of some information. Generally, the proportion of truth and false information is estimated at 50:50. Most respondents were confused by the query of comparing the truthfulness of information with other sources. In principle, they more believe parents or teachers but they use the Internet for information of a different character. Girls group, 12 - 14 years girls agreed that they believe radio more. TV is with a certain distance.
- ❖ In principle, the respondents see no problem in the truthfulness of Internet news. They are aware that different people can access the Internet and that respectable sources should be used.

IV.2 POTENTIALLY SHOCKING CONTENTS

- ❖ The respondents meet brutal violence mainly in games. The attitude of the boy groups to such products is slightly critical, they can’t see a problem, and they argue it’s a question of choice. The girl groups are more critical although young people do not consider this dangerous. The Girls group, 9 - 10 years says they are not interested in such games; they do not need to have any order or instructions.
- ❖ The difference between boy and girl groups is greater with respect to pornography. In the Boys group, 9 - 10 years group, this theme is symbolized, in a whisper to a neighbour as something secretly interesting but unsuitable for open acknowledgement.

“When I am surfing and my parents come in, I switch it off quickly.” (Boys group, 9 - 10 years):

- ❖ They say “*not particularly*” to the question whether somebody informed them of certain risks. In the Boys group, 12 - 14 years group, open searching for pornography on the Internet is a common thing and it is not necessary to deprecate it. According to them, this field must not be deprecated. The danger of these websites is high virus levels. However, they strictly reject pornography with young immature girls.

“They should be spanked and sent back home.” (Boys group, 12 - 14 years):

- ❖ In the Girls group, 9 - 10 years, this theme is criticized and principally refused. According to them, it should not be on the Internet.

“I have instructions to immediately turn the computer off if porn appears.” (Girls group, 9 - 10 years):

- ❖ The respondents search for a way how to control this on the Internet. They suggest warning windows or the possibility to block pornography directly.
- ❖ In the Girls group, 12 - 14 years, the attitude of girls is more reconciliatory; one part takes this theme as commonplace, a smaller portion rejects it. In this group, there is no prevailing opinion that pornography is a problem. One respondent in this group proudly admits they shot scenes in the school symbolizing saucy themes.

“We are a good group in our class, it was nothing wrong, just fun but we uploaded it onto the Internet.” (Girls group, 12 - 14 years):

IV.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ By a vast majority of the Boys group, 9 - 10 years, Boys group, 12 - 14 years, and Girls group, 9 - 10 years groups, this idea was rejected as unreal because “it is clear that neither address nor personal contact provided over the Internet is wise behaviour and in principle, personal data are neither provided nor personal contacts looked for”.

“If I don’t know who it is, I would neither send street, password nor photo.” (Boys group, 9 - 10 years):

- ❖ General affirmation. Similar statements were shown by Boys group, 12 - 14 years.

“Only stupid people will give an address.” (Boys group, 12 - 14 years):

“I can check the identity of a partner. I will ask for some details and check whether it exists and whether he lives here. E.g. I will check the school he attended.” (Boys group, 12 - 14 years):

- ❖ Not all respondents believe this statement.
- ❖ Contacts with personally unknown persons are mainly maintained by girls. Yet in Girls group, 9 - 10 years, some girls admit that they have contacts with persons they don’t know via the Internet.
- ❖ The theme evoked a big discussion in the Girls group, 12 - 14 years. After a certain reserved discussion where experiences of classmates were discussed, the girls started to describe their own experience. It showed that many of them have personal experience with contacts over the Internet. They are, however, aware of the risks associated with these relationships. Typical stories were:

“Before I establish contact, I watch him, how’s he behaving, who he is.” (Girls group, 12 - 14 years):

“We agreed I will have a pink skirt. My friend has a pink skirt too, so we came together and said we are sisters; he didn’t know with whom he established the contact over the Internet.” (Girls group, 12 - 14 years):

“I agreed with my friend she would constantly monitor us from a distance and act if something goes wrong...” (Girls group, 12 - 14 years):

- ❖ The discussion reflected a climate of adventure and excitement. The respondents perceived it as a game with a certain caution level required but as a fun experience. They consider it a contemporary form of establishing relationships that is normal. They are not aware of more serious dangers. They know cases that occurred (elsewhere in the world) but they think this will not be their case and that they will be able to avoid such danger.

“It’s a marginal problem if I do not give addresses. If I give my address, it may be a serious problem.” (Boys group, 12 - 14 years):

- ❖ During the discussion, girls mentioned different protective techniques – e.g. sending his photo. The others say they cannot be sure the photo is of that Internet partner.
- ❖ This activity is obviously attractive to girls. To the question whether an online contact may lead to a serious relationship, they respond affirmatively. However, they know nobody who has succeeded in this way.

IV.4 BULLYING

- ❖ This is a little experienced case, in the boy groups the respondents mentioned cases when somebody bullied either them or other friends but they deduced nothing serious from it.

“Somebody threatened to kill my friend and later, another friend avowed it was him.” (Boys group, 9 - 10 years):

“Yes, vulgar abuses are received in e-mails; if I know the author, I ask why and if I don’t, I remain cool.” (Boys group, 12 - 14 years):

“I receive ugly anonymous messages, don’t know from whom.” (Girls group, 12 - 14 years):

- ❖ The respondents do not consider this communication to be something out of bounds of normal jokes and can’t see any danger or risks in it. The respondent in the Girls group, 12 - 14 years however said she suffered sleeplessness.

IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

- ❖ The respondents usually specify cases of deceptions that happened to their parents or friends. The deceptions are associated with a mail order service and are probably influenced by cases shown on TV.

“My uncle has a similar case.” (Boys group, 9 - 10 years):

- ❖ They consider this area to be a serious problem and the only protection according to them is caution in selection of the companies. In their opinions, it is necessary to contact reputable companies only with whom they or their friends have had a positive experience.

IV.6 ILLEGAL DOWNLOADING

- ❖ This problem evoked a rather emotional discussion in all groups. In almost all groups both girls and boys admitted they download mainly music and games without payment. Big advocates of this form were the respondents mainly from older groups Boys group, 12 - 14 years and Girls group, 12 - 14 years. There was virtually no respondent who would consider downloading these products inappropriate or unfair. The most frequent arguments were:

“If it is new, where should I get it? It should be cheaper and then, people will not steal it.” (Boys group, 9 - 10 years):

“If we don’t resell it, it’s not so serious.” (Boys group, 9 - 10 years):

“Why shouldn’t I download it if it is free on the Internet?” (Boys group, 12 - 14 years):

“When I do not have any money, I would download it if it were freely accessible.” (Boys group, 12 - 14 years):

“It’s the fault of those being robbed.” (Boys group, 12 - 14 years):

“Everybody does that; it’s nothing bad.” (Girls group, 12 - 14 years):

“I don’t know anybody who would buy something that is free; everybody should pay for downloading any song?” (Girls group, 12 - 14 years):

❖ These are the responses to an argument that in a hypermarket, the goods are also freely available and it is bad to steal them:

“It’s different.” (Boys group, 12 - 14 years):

“It’s checked there, I have to pass by the cashier.” (Girls group, 12 - 14 years):

❖ These are responses to an argument that the authors live from such money:

“They have a lot of money; they do not need my money” etc. (Boys group, 12 - 14 years):

“When the author is so stupid and can’t manage protection of downloading without payment, s/he can’t wonder if people download it. If s/he wants to save money on protection, s/he perhaps assumes some downloading.” (Boys group, 12 - 14 years):

❖ In general, the respondents in all groups were of the uniform opinion that downloading of products without payment is commonplace and normal. More or less, they were surprised by any potential objections to such behaviour.

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ Should there be something inappropriate, disturbing, they mention consultation with a friend or sibling.
- ❖ They would warn younger siblings to pay attention:
 - To viruses, not do download something with a virus where there is the danger of virus infection
 - Not to visit erotic websites, they could learn something wrong, he would be a womanizer
 - To mention games not to play because they are sad, brutal and cruel
 - S/he should not visit unknown websites.

V.2 WAYS OF REPORTING ENVISAGED

- ❖ To talk with parents is frequent especially with younger respondents. For Boys group, 9 - 10 years and Girls group, 9 - 10 years, consultation with parents is equally frequent as consultation with friends or siblings.
- ❖ To talk with a teacher: this method is rather exceptional. Only some female respondents trust teachers to visit them with problems resulting from the Internet. In these cases the trust is so high so it exceeds all other possible consultations. However, it is exceptional. The following statements are more typical:

With a teacher? No way.” (Boys group, 9 - 10 years):

“A teacher? How can he help me?” (Boys group, 12 - 14 years):

- ❖ Informing the police is spontaneously rejected by all the groups. In Girls group, 12 - 14 years, one respondent told a story where she was engaged in an unpleasant contact and needed help. She went to the police, where she got a lecture on avoiding such contacts, provided no help what to do and did nothing. There is a general opinion that visiting the police is an inadequate procedure and the respondents do not expect any solution from this side.
- ❖ Contacting a special organization is a little personal for the respondents, they feel such institutions already exist but don't believe they're capable of resolving such problems. The discussion reveals that personal knowledge and developed trust are missing.
- ❖ Contacting such organizations by e-mail is equal to phone consultation and they do not consider it a suitable form. To have a warning button that automatically informs relevant offices by pressing it made especially the boys laughing:

“Somebody would still press it and clog the system in a moment.” (Boys group, 9 - 10 years):

- ❖ The respondents offer many other measures such as:

“To have identification numbers working as a barrier against strangers.” (Boys group, 12 - 14 years):

“To secure websites against viruses.” (Boys group, 12 - 14 years):

“To limit websites, fewer pages and more control.” (Boys group, 12 - 14 years):

“Put a window on the blogs warning this is illegal.” (Boys group, 12 - 14 years):

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

- ❖ The interest in learning more of the risks is relatively spontaneous. The tendency to learn more of the problems and risk is high but it reflects the degree of risks perceived as specified in the discussions. The vast majority of respondents, particularly in the older groups, are of the opinion they know a lot about the Internet, but that still develops and it would be fine to know the updated things. The character of searched information particularly applies to:
 - Generally: where are the risks, what to be afraid of?
 - Updated information on how to protect. Educational programs.
 - Anti-virus systems, how to fight viruses (all the groups).
 - Instructions on what to do when a computer gets infected.
 - How to unblock a computer, how to manage blocked websites.
 - How to identify a receiver, partner on the Internet ((Boys group, 12 - 14 years)).
 - Not to monitor me when browsing certain websites.
 - To contact a website administrator.

- ❖ The main way to provide such information is the Internet according to the respondents. A brochure is seen as useful as well but less preferred.

SUMMARY OF RESULTS

- ❖ All the respondents have Internet access, mostly broadband at home. Almost all have a mobile phone.
- ❖ Initially, learning Internet occurs in the family environment, and also between friends and siblings. According to the respondents, school has a secondary role; they don't feel they would learn anything substantial at school.
- ❖ Most respondents spend some time on the Internet daily, less in the younger segments (boys about one to two hours, girls less), in the older segments more hours.
- ❖ With respect to the level of knowledge, there are no significant differences between boys and girls. In the younger groups, there are visible differences in themes when compared to the older groups. In the latter, there is obvious relatively broad experience, higher downloading and chatting share.
- ❖ The existing limitations for the Internet are negligible, it relates more to time spent on a computer by younger segments. The limitations of mobile phones have undoubtedly a financial character, almost in all groups the respondents have monthly limits.
- ❖ The standard Internet activities include surfing and sending e-mails. The Internet is also used for some school tasks, often based on the teacher's input; however, this is not too often.
- ❖ The specifically important and favourite activities of individual groups on the Internet that resulted from the discussions are:
 - Boys group, 9 - 10 years gaming
 - Girls group, 9 - 10 years own websites (for some only)
 - Boys group, 12 - 14 years downloading of games, music and video and other files
 - Girls group, 12 - 14 years chatting with known and unknown persons.
- ❖ For a mobile phone, the standards include calls and sending SMS.
- ❖ With respect to perceiving the risks of Internet, spontaneously and univocally recalled fears come from viruses. Considering the fact that computers are normally equipped with antivirus software, such fears are not so intensive. Despite that, almost all have experienced virus infections. In general, it results in limitation of activities where the risk of virus infection is considered higher than average. These are generally Russian websites, some specific websites including erotic ones, participation in chat rooms, downloading some games, and connection to the Internet via a mobile phone.
- ❖ Evaluation of the truthfulness of information on the Internet is roughly in the 50:50 proportion. The respondents are of the opinion that the main criterion for assessing truthfulness is the media source the information originates from. Generally, the gutter press is considered to be a very unreliable source, whereas standard newspapers (MF Dnes, Lidové noviny, Hospodářské noviny) are considered reputable. Radio broadcasting is believed more than television, the Internet at a lower level. However, the respondents think they can distinguish correct information. They do not consider this area dangerous.
- ❖ Brutal, racist and pornographic themes on the Internet are received with the awareness of certain risk. The fear of this theme reduces with age. The racist themes are spontaneously rejected, the brutal themes are more rejected by girls than boys, however, neither boy categories have affection to it. Rejection of porn themes by girls is higher in younger groups with the domination of the

educational effect of parents. For boys, interest is obvious and for the younger groups, it is associated with barriers against adults; for older respondents, watching these websites is considered to principally be a harmless commonplace. Porn of immature girls and boys is univocally disparaged. Perceiving danger of this theme reduces with growing age.

- ❖ Contacts with unknown people are considered risky; however, the respondents are sure they can protect themselves. The main protective rule is not providing an address. For boys, contacts with unknown people are less frequent and they do not pose an attractive activity. For girls, particularly in a higher age category, the activity is rather frequent, because it is probably very attractive, is a matter of interpersonal communication and brings pleasant excitement. During the discussion, many stories from such contacts were described, which witnessed that the female respondents are willing to bring these contacts up to the risky level. The protective mechanisms are simple and naïve (a friend monitors the meeting from a distance, etc.).
- ❖ Bullying and other nasty e-mails are perceived by the boys as a failed game and the respondents tend to despise it. Girls perceive them physically and differently. Some respondents already encountered this activity, it is rather disparaged and it is not so frequent. It is not considered too risky. Protection has the forms of assertive techniques.
- ❖ The respondents encountered deceptions of which victims were either parents or friends. The most frequent cases related to Internet shops. The protection is better choice of companies and verification of their respectability. There are almost negligible personal experiences because of the age categories of the respondents.
- ❖ Particularly intensive discussion in the groups of older respondents was launched by the question of downloading music, video, etc. from the Internet without payment. The respondents consider this activity commonplace and logical and they defend their right to get interesting music, videos, etc. with passion. The legal awareness of these age groups is very low and hardly modifiable.
- ❖ The discussions showed that warnings about Internet risks are rare. Consultations in case of any serious problem are sought from friends or siblings, i.e. in the age category understanding them. In exceptional cases it is a teacher and for younger categories these are parents.
- ❖ Consultations with the police or other official institutions are rejected; the respondents are not ready to make more confidential contact with them.
- ❖ However, there is an interest in learning more about the risks brought by the Internet. The respondents would like to learn more, particularly how to defend against virus infection consequences, to learn more about persons they come or may come into contact with via the Internet and generally what to avoid on the Internet and how.
- ❖ Today, the Internet represents a phenomenon for these age categories, significantly filling their lives, entertainment, contact with the world and partially social contacts as well.

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
	Prague 12th April 2007	Prague 16th April 2007	Prague 12th April 2007	Prague 16th April 2007
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	3	3	2	3
Mid-level managers	1	1	1	1
Office employees (non- managerial)	4	4	4	3
Manual workers	-	1	-	1
Others	1	-	1	1
Places and means of access to the Internet				
Home (broadband))	7	9	5	5
Home (non broadband)	2	1	2	1
School	8	10	8	8
Internet cafes		2		
Others	6	9	6	7
Personal ownership of computer				
Yes	9	10	8	9
No				
Ownership of mobile phone				
Yes	9	9	8	9
No		1		

ANNEX II
DISCUSSION GUIDE

**STUDIE O BEZPEČNĚJŠÍM INTERNETU
PRŮVODCE DISKUSÍ
(29.03.2007)**

ÚVOD

Dobrý den, jmenuji se a pracuji pro, což je výzkumná agentura zodpovědná za studii, kvůli které jsme dnes tady.

Tématem této studie je, jak děti/mladí lidé používají internet a mobilní telefony.

Máte jasnou představu o tom, kdo jsme a co děláme?

- Zeptejte se dětí, zda znají pojem průzkum veřejného mínění a co si pod tím představují
- Vysvětlete jim, že cílem je porozumět, co lidé dělají a co si myslí – a že by se měli vyjadřovat zcela volně
- Ujistěte je, že cokoliv řeknou, bude s tím zacházeno jako s důvěrnými informacemi – tj. jejich slova mohou být použita jako příklady názorů dětí, ale nikdy nebudou spojovány s jejich jmény; zejména platí, že to, co děti řeknou, nebude opakováno jejich rodičům.

Na začátek požádám každého z Vás, abyste se několika slovy představili: kdo jste, jestli máte nějaké sourozence, jestli máte přístup na internet a jak – máte Váš vlastní počítač nebo počítač Vašich rodičů, ve škole, u kamaráda/kamarádky, v internetové kavárně – a také jestli máte mobilní telefon.

INTERNET A INTERNETOVÉ APLIKACE

Hovořme nyní o internetu.

- I.1** Před tím, než začneme hovořit o tom, jak používáte internet, bych rád/a věděl/a, jak jste se naučili jej používat.
- Spontánní reakce
 - Prozkoumejte:
 - Sami nebo od jiných
 - Od koho? Od dětí (kdo? přátelé, sourozenci?), od dospělých? (rodiče, učitelé, jiní dospělí?)
- I.2** Mohli byste mi říci, jak a jak často používáte internet a zhruba kolik času na něm trávíte?
- Spontánní reakce
 - Prozkoumejte:
 - Pravidelné nebo různé/nepravidelné používání internetu? Na čem to závisí?
 - Na kolik času děti odhadují jejich používání internetu (průměrně strávený čas denně nebo týdně)
- I.3** Můžete používat internet tak, jak si přejete, a tak často, jak si přejete, nebo máte nějaká omezení, pravidla nebo doporučení, která Vám dali rodiče – nebo cokoliv, o čem si myslíte, že by Vaši rodiče rádi udělali, ačkoli Vám to nikdy ve skutečnosti neřekli.

- Spontánní reakce
- Prozkoumejte:
 - Pokud jsou nějaká omezení/pravidla/doporučení/nevyslovená pravidla: jaká?
 - Pro každé omezení/pravidlo/doporučení/nevyslovené pravidlo: vnímaná oprávněnost a stupeň souhlasu
 - Pokud nejsou žádná omezení/pravidla/doporučení/nevyslovená pravidla: jak by se děti cítily, kdyby nějaká byla?
 - Která by děti akceptovaly (nebo neakceptovaly)/se kterými by souhlasily (nebo nesouhlasily)?: vnímaná oprávněnost a stupeň souhlasu

I.4 Připravili jsme si seznam různých možných internetových aplikací.
Mohu každého z Vás požádat:

- Abyste dali **jednu zelenou nálepku** každé aplikaci, kterou používáte
- Abyste dali **druhou zelenou nálepku** aplikacím, které používáte nejvíce
- Rozdejte tabulky.
- Nechte účastníky, aby tabulku vyplnili.
Ověřte si, že děti porozuměly systému jedné/dvou nálepek.
Ověřte, zda každý účastník napsal své jméno.
- Vyberte dotazníky a rychle určete nejčastější aplikace.

I.5 Vidím, že některé aplikace jsou používány častěji než jiné.
Co konkrétně Vás v těchto aplikacích zajímá nebo co konkrétně se Vám na těchto internetových aplikacích líbí?

- Spontánní reakce
- Prozkoumejte: časté aplikace, které nebyly zmíněné ve spontánních reakcích

MOBILNÍ TELEFON A POUŽÍVÁNÍ MOBILNÍHO TELEFONU

II.1 Někteří z Vás mají také mobilní telefon.

Vy, kteří ho máte – prosím, řekněte mi, jak ho používáte?

- Ptejte se postupně každého účastníka (který vlastní mobilní telefon). Nechte každého, aby se volně vyjádřil. Potom prozkoumejte:
- S kým mobilní telefon používají (přátelé, rodiče, za jakých okolností/kdy?)
- Na co se mobil nejčastěji používá (verbální konverzace, SMS, jiné aplikace)

Někteří z Vás nemáte mobilní telefon. Můžete mi říct, proč?

- Prozkoumejte důvody (náklady; rodiče si nepřejí, aby jejich děti měly mobilní telefon; jiné)

II.2 Mobilní telefony se mohou používat také na posílání nebo přijímání fotografií (MMS), chatování (s vícero účastníky) nebo připojování se na internet. Používáte také tyto funkce?

- Opět se ptejte každého účastníka (který vlastní mobilní telefon)
- Pokud už účastník použil tyto funkce, které z nich to byly a co mu to dalo; pokud nepoužil tyto funkce, proč?

II.3 Používáte svůj mobilní telefon volně – tak, jak si přejete (způsob použití i četost použití), nebo máte nějaká omezení, pravidla nebo doporučení, která Vám dali rodiče – nebo cokoliv, o čem si myslíte, že by Vaši rodiče rádi udělali, ačkoli Vám to nikdy ve skutečnosti neřekli.

- Spontánní reakce
- Prozkoumejte:
- Pokud jsou nějaká omezení/pravidla/doporučení/nevyslovená pravidla: jaká?
- Pro každé omezení/pravidlo/doporučení/nevyslovené pravidlo: vnímaná oprávněnost a stupeň souhlasu
- Pokud nejsou žádná omezení/pravidla/doporučení/nevyslovená pravidla: jak by se děti cítily, kdyby nějaká byla?
- Která by děti akceptovaly (nebo neakceptovaly)/se kterými by souhlasily (nebo nesouhlasily)?: vnímaná oprávněnost a stupeň souhlasu

II.4 Nyní tu máme krátký seznam možných použití mobilních telefonů.

Stejně jako to bylo u internetu, můžete prosím:

- Dejte **jednu zelenou nálepku** každé aplikaci, kterou používáte
- Dejte **druhou zelenou nálepku** aplikacím, které používáte nejvíce
- Rozdejte tabulky.
- Nechte účastníky, aby tabulku vyplnili.

Ověřte si, že děti porozuměly systému jedné/dvou nálepek.

Ověřte, zda každý účastník napsal své jméno.

- Vyberte dotazníky a rychle určete nejčastější aplikace.

TÉMA III. PROBLÉMY A RIZIKA SOUVISEJÍCÍ S INTERNETEM A MOBILNÍM TELEFONEM

III.1 Kromě toho, že používání internetu a mobilního telefonu je užitečné a příjemné, existují také určité problémy a rizika s tím spojené – myslím tím věci, které se Vám na tom nelíbí nebo o kterých si myslíte, že jsou znepokojující – které jsou to?

- Spontánní reakce
- Prozkoumejte:
- Typy problémů/rizik, které byly zmíněné
 - Problémy/rizika související s používáním internetu/mobilního telefonu
 - Do jaké míry si jsou děti vědomé těchto problémů/rizik (Osobní zkušenost? Byly o nich informovány? Kým? Jiným dítětem? Dospělými – kterými dospělými? Informovala je nějaká instituce/úřad?)
 - Jak vážné si děti myslí, že tyto problémy/rizika jsou?

III.2A Změnily tyto problémy způsob, jakým používáte internet ?

- Spontánní reakce
- Prozkoumejte:
- Omezení v (míře) použití
 - Přijatá opatření; opatření přijatá v jejich vlastní iniciativě/pod vlivem rodičů

III.2.B Změnily tyto problémy způsob, jakým používáte svůj mobilní telefon?

- Spontánní reakce
- Prozkoumejte:
- Omezení v (míře) použití
 - Přijatá opatření; opatření přijatá v jejich vlastní iniciativě/pod vlivem rodičů

III.3 Tady je tabulka se seznamem aplikací internetu i mobilních telefonů, do které už jste dali zelené nálepky.

Prosím nalepte **jednu červenou nálepku** vedle aplikací, které považujete za jakkoli problémové, a **druhou červenou nálepku** vedle aplikací, které považujete za nejhorší z tohoto hlediska nebo nejvíce znepokojivé.

- Rozdejte tabulky.
 - Nechte účastníky, aby tabulku vyplnili.
Ověřte si, že děti porozuměly systému jedné/dvou nálepek.
Ověřte, zda každý účastník napsal své jméno.
- Vyberte dotazníky a rychle určete aplikace, které byly nejčastěji vybrané jako rizikové

III.4 Hovořme o těchto problémech detailněji – vezmeme jeden po druhém tak, jak jste je uvedli. Proč si myslíte, že daná aplikace by mohla být problémová/riziková?

- Uvažujte postupně každou aplikaci, o které se účastníci často zmínili, že by mohla představovat problém nebo riziko, a zjistěte charakter a stupeň problému/rizika.

TÉMA IV REAKCE NA KONKRÉTNÍ PROBLÉMY NEBO RIZIKA

Nyní Vám řeknu o určitých problémech tak, jak je vnímají dospělí, kteří jsou jimi znepokojeni – a Vy mi řeknete, co si Vy o nich myslíte.

IV.1 Jedním z problémů může být, že informace, které najdete na internetu nemusejí být nutně pravdivé.

Co si o tom myslíte? Obecně – myslíte si, že můžeme důvěřovat tomu, co najdeme na internetu?

- Spontánní reakce
- Prozkoumejte:
 - Jaký je celkově stupeň důvěryhodnosti internetu?
 - Jak je to v porovnání s jinými zdroji informací (rodiče, učitelé, přátelé, televize, knihy,...)
 - Proč je internet více nebo méně důvěryhodný?
 - Příklady chybných/nesprávných informací viděných na internetu. O čem byly? Jak jste přišli na to, že to není pravda?
 - Jak vážný si účastníci myslí, že tento problém/riziko je?

IV.2 Jiným problémem, který dospělé znepokojuje je riziko, že dostanou nebo narazí na obrázky nebo jiný obsah, který je může hluboce šokovat – který může obsahovat násilí, brutální záběry, rasismus nebo pornografii.

Co si o tom myslíte?

- Spontánní reakce
- Prozkoumejte:
 - Stalo se to Vám? Co to konkrétně bylo?
 - Co jste dělali? Mluvili jste o tom s někým? S kým?
 - Co byste dělali, kdyby se Vám to stalo, nebo co byste poradili kamarádovi/kamarádce, aby udělal/a, kdyby se to stalo jemu/jí? Mluvili byste o tom s někým? S kým? Jakou praktickou radu byste dali?
 - Moderátor: prozkoumejte také, jak vážný si účastníci myslí, že tento problém/riziko je.

IV.3 Jiným rizikem, které dospělé znepokojuje je, že se děti zapletou do nějakého vztahu s někým cizím, s kým „mluvili“ online – s někým, s kým se nikdy osobně nesetkali.

Uveďme si příklad.

X/Y je dítě Vašeho věku.

Rád/a hraje hry nebo posílá svůj profil po internetu a začne s někým „hovořit“ online, postupně mu dává osobní informace jako svoji MSN adresu, své číslo mobilního telefonu, své jméno nebo adresu nebo mu posílá svoje fotky.

Myslí si, že daná osoba je dítě jeho/jejího věku, že to je někdo opravdu milý, ale může se ukázat, že je to někdo úplně jiný, kdo by ho/ji mohl navádět dělat věci, které by dělat neměl/a, nebo dokonce by to mohl být dospělý se zlými úmysly.

(Moderátor: Pro chlapeckou skupinu použijte mužské jméno typické pro Vaši krajinu (X); pro dívčí skupinu použijte ženské jméno typické pro Vaši krajinu (Y)).

Co si o tom myslíte?

- Spontánní reakce
- Prozkoumejte:
 - Stalo se to někomu, koho znáte? Jak se to stalo, v jaké situaci?
 - Myslíte si, že by se to mohlo stát Vám? Jak komunikujete a jak si „hledáte přátele“ online?

- (Pokud se to stalo) Co jste dělali? Mluvili jste o tom s někým? S kým?
- Co byste dělali, kdyby se Vám to stalo, nebo co byste poradili kamarádovi/kamarádce, aby udělal/a, kdyby se to stalo jemu/jí?
- Moderátor: prozkoumejte také, jak vážný si účastníci myslí, že tento problém/riziko je.

IV.4 Další starost, jakou dospělí mají, je to, že některé děti používají online komunikaci na to, aby se chovali špatně k jinému dítěti proto, že ho nemají rádi. To může být například tak, že o něm/ní hovoří přes MSN bez něho/ní nebo tak, že mu/jí posílají anonymní ošklivé zprávy/vzkazy.

Co si o tom myslíte?

- Spontánní reakce
- Prozkoumejte:
- Stalo se Vám to? Jak se to stalo, v jaké situaci? Dostali jste nějaké ošklivé zprávy? Poslali jste Vy sami nějaké ošklivé zprávy někomu jinému?
 - Myslíte si, že by se to mohlo stát Vám?
 - (Pokud se to stalo) Co jste dělali? Mluvili jste o tom s někým? S kým?
 - Co byste dělali, kdyby se Vám to stalo, nebo co byste poradili kamarádovi/kamarádce, aby udělal/a, kdyby se to stalo jemu/jí?
 - Moderátor: prozkoumejte také, jak vážný si účastníci myslí, že tento problém/riziko je.

IV.5 Jiným rizikem, o kterém slyšíme, jsou podvody. Například jsme podvedeni, když si stáhneme soubor, který se zdá, že je zadarmo, ale nakonec se za něj musí platit, nebo při účasti v soutěži. Co si o tom myslíte?

- Spontánní reakce
- Prozkoumejte:
- Stalo se Vám to? V jaké situaci?
 - Co jste dělali? Mluvili jste o tom s někým? S kým?
 - Co byste dělali, kdyby se Vám to stalo, nebo co byste poradili kamarádovi/kamarádce, aby udělal/a, kdyby se to stalo jemu/jí?
 - Moderátor: prozkoumejte také, jak vážný si účastníci myslí, že tento problém/riziko je.

IV.6 Jiným problémem může být to, že hodně dětí si stahuje hudbu, filmy, hry nebo jiný obsah bez toho, aby zaplatily.

Možná se to stalo také Vám: stáhli jste si někdy něco bez zaplacení?

- Zaznamenejte odpovědi, potom pokračujte:

V mnoha případech je tento obsah tím, co jeho tvůrci (například hudebníci) potřebují, aby si tak vydělali na život, a proto by se za to mělo platit.

Uvědomujete si to? Jaké mohou být následky, podle Vašeho názoru? Vědí tyto děti, že to je nelegální/že se to nesmí? Jak s touto informací nakládají?

- Prozkoumejte:
 - Uvědomění si toho, že dělají něco nelegálního/uvědomění si následků
 - Co děti v takové situaci udělaly/by udělaly?
 - Jak vážný si děti myslí, že tento problém je?

TÉMA V. INFORMACE TÝKAJÍCÍ SE RIZIKA A OZNAMOVÁNÍ

V.1 Když o tom zpětně přemýšlíte, po celé této naší diskusi, napadají Vás nějaká opatření, která by se mohla přijmout při používání internetu a mobilních telefonů – nebo něco, co byste poradili mladším sourozencům, aby udělali?

- Spontánní reakce
- Prozkoumejte:
 - Opatření (a související rizika), která si děti na základě diskuse (více) uvědomily
 - Tendence přijmout tato opatření ve skutečnosti

V.2 Pokud jste viděli nebo zažili něco, o čem si myslíte, že to je nepříjemné nebo znepokojující, a chtěli byste o tom někoho informovat, jaký by byl pro Vás nejjednodušší způsob, jak byste to udělali?

- Spontánní reakce
- Prozkoumejte:
 - Mluvit o tom s rodiči
 - Mluvit o tom s učitelem
 - Informovat policii
 - Kontaktovat speciální organizaci zavoláním na speciální telefonní číslo zadarmo
 - Kontaktovat takovou organizaci emailem
 - Mít k dispozici oznamovací tlačítko, které automaticky informuje relevantní úřady jednoduše stlačením tohoto tlačítka

V.3 Jak byste se chtěli dozvědět více o problémech a rizicích souvisejících s používáním internetu a mobilních telefonů?

- Spontánní reakce
- Prozkoumejte:
 - Sklon k tomu dozvědět se více o problémech a rizicích
 - Charakter hledaných informací
 - Z jakých typů zdrojů/jakými kanály/jakým způsobem

KONEC DISKUSE.

ROZDEJTE INFORMAČNÍ MATERIÁL Z NÁRODNÍCH ÚŘADŮ NEBO JINÝCH
NÁRODNÍCH VLÁDNÍCH ORGANIZACÍ.