

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

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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 Finland by Marketing Radar Ltd., the Finnish 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

In every group the participants said to have learned to use the Internet mainly at home. Some participants, especially the younger boys found it difficult to say how they had learned to use the Internet as they didn't remember exactly how it had happened.

❖ Parents and older siblings were mentioned in many cases as the persons who had advised the participants in the beginning of using the Internet.

"I remember when I got my first e-mail address and I was very excited in using it. My mother was there with me." (Girls group, 12-14 years)

❖ Also more knowledgeable friends were mentioned in every group as persons who had helped in learning to use the Internet.

❖ The godparents were also mentioned in some cases as the guides to the world of Internet:

"My parents were out of the country one summer and I stayed with my godfather who showed me how the Internet works." (Girls group, 12-14 years)

❖ The school was also a place where the children use the Internet and learn new things about it.

The overall feeling is however, that **the knowledge of using the Internet is acquired at home** more than anywhere else.

I.2 INTENSITY OF USAGE

The intensity of using the Internet varies quite a lot among all the participants. There were children who said to use the Internet only once a week just to check their e-mail but also some who visited there daily and spent there couple of hours every day.

❖ The younger girls and boys used the Internet clearly less than the older boys and girls. The reason for not using the Internet that much is besides the recommendations of the parents, also own choice. The children said that they have many other interests than the Internet, on the top they play with their friends outside. Some even said to be a bit bored with the use of Internet.

“I do not spend there very much time anymore because there is nothing interesting to see, it is boring.” (Girls group, 9-10 years)

❖ The estimates of the time spent in Internet varied between the groups and also within the groups. The younger girls said to spent time in the Internet from half an hour to 10 hours a week, the younger boys quite similarly from couple of minutes to 7 hours a week.

- The use of the Internet seemed to be concentrated on the weekends among the younger boys especially. Many said that they can choose either Friday or Saturday to play in the Internet. Even though they are allowed to choose when to use the Internet most have limits how long they can spend time there at a time.

“Friday is my game day - then I am allowed to play from five o'clock to twelve o'clock in the midnight.” (Boys group, 9-10 years)

❖ Most of the older boys and girls use the Internet daily. However, the time spent in the Internet varied a lot from a quick visit to 5 hours a day among the older participants. The older participants as well as the younger participants said that they have other hobbies and interests that they spend time with such as boys' different team sports and girls' hanging out with their friends.

❖ The usage intensity is partly dependent on the place where the Internet is used e.g. quite a few participants' parents were divorced and they said that they have different rules and opportunities when they are staying at their mother or their father.

“I can use the Internet only at my father's because there is no Internet connection at my mum's.” (Girls group, 12-14 years)

I.3 DEGREE OF FREEDOM IN USING THE INTERNET

In general the participants had some kind of limits of using the Internet even though they were not necessarily explicit. The rules related almost solely the time spent in the Internet. It was obviously a question that had in some way or another been discussed in the family or in the school because the participants had an idea of the reasons behind the limits.

❖ The children in every group seemed to be very aware that it is not recommended to sit in front of the screen for hours:

- It was said to be damaging for the eyes to stare at the screen for too long.
- It was said to cause headache to stay in the Internet for too long.
- The radiation of the computer was said to cause fatigue.
- The idea of the time span that was considered too long differed among younger and older girls:
 - o In the young girls group there was an opinion of 1,5 hours being too long time sitting in front of the screen uninterrupted.
 - o In the older girls group three hours was considered too long a time in the Internet

“I actually have set myself some kind of limits of spending time in the Internet.” (Girls group, 9-10 years)

❖ In families with more than one child another common rule or limit for using the Internet from the point of view of the participants were the siblings: many said to have some kind of rules for turns of using the Internet/ the computer.

“I have had some quarrel with my older sister about the Internet turns – now the rules are that she gets to use the Internet daily for 1,5 hours and I get to use the internet 3,5 hours every other day.” (Boys group, 12-14 years)

“We have only one computer that is placed in my sister’s bedroom and once she wants to go to sleep I have to disappear.” (Girls group, 12-14 years)

❖ Only a few participants mentioned that they had discussed about the content of the internet with their parents in that respect that there are places in the Internet where the children shouldn’t visit. This came up especially in the group of younger girls.

“My parents have told me that I should not visit the kind of sites where there might be e.g. older men, there are certain sites that have been pointed out not being suitable for girls of my age.” (Girls group, 9-10 years)

❖ Some children seem to have more freedom to use the Internet - the parents trust that their children know which sites are not allowed to visit.

“I actually have no limits of using the Internet because my parents trust that I do not visit any bad sites.” (Girls group, 9-10 years)

❖ The participants who said that they have no fixed rules of using the Internet told that their usage has been well under control so that the parents have not considered it necessary to set any explicit rules.

❖ The setting up of different rules seemed to do mostly with the age of the Internet user. Older girls recalled that they used to have more rules or restrictions before, but at the moment their Internet usage is more free.

➤ Another reason for more freedom in the Internet using was considered to be the previous using: if the parents have had no reason to limit the Internet usage because it has been within reasonable limits the children are rewarded with less strict rules.

❖ Some of the boys told that if they have broken some house rules or misbehaved in any way restricting the Internet usage is one way of punishing them.

❖ Using the Internet is in some cases restricted to certain hours: very late in the evening it is not allowed to use the Internet. Also if there has been trouble with getting a good night sleep the amount of Internet –usage might be reduced.

❖ Naturally, not all the rules are appreciated. Especially in the older boys group some reported of having arguments with their parents of the suitable amount of Internet usage. In this connection some of them even admitted that they might be a bit hooked on the Internet.

*“My parents have not exactly approved it when I sometimes play all night even if it is weekend...”
(Boys group, 12-14 years)*

“It is annoying to break up a conversation in a chat room when someone else needs to use the Internet.” (Girls group, 12-14 years)

In general the **rules and restrictions are considered quite ok because it is understandable that it is not healthy to spend all free time in the Internet.** The restrictions are not considered very bad because there are also other activities in the lives of children and young people but some of the older girls admitted that the Internet might become so addictive that it is hard to know the limits yourself and therefore it is good that the parents demand that their children go out and play as well.

I.4 SPECIFIC INTERNET APPLICATIONS

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

Common to all groups was the interest towards different Internet games. However, the interest level varied between the groups and within them as well. Other common applications used by majority of the participants was surfing in the net and sending and receiving emails. One general finding is that the older participants made use of the Internet much more widely than the younger participants, e.g. they said that the Internet is a permanent work tool for their school works. Additionally, the older participants used the Internet as an active communication channel to socialize with their friends which wasn't that common for younger participants.

❖ The games that the participants said to play in the Internet differed according to their age and gender.

- The boys in both age categories like to play the kind of action games or fighting games.
- The younger girls like to play games that are perhaps not that dynamic than the “boys games” but rather resemble the real life playing e.g. with dolls; they mentioned a play in the Internet where one can decorate a room or a house by choosing from different alternatives, create an own look.
- The older girls seemed to be less interested in games on the whole and those who said to play mentioned the kind of games where they “hop from one level to another”.

❖ For the younger boys the Internet usage was almost the same as playing games in the Internet. For them Internet seems to provide with a means of playing in the form of the games. The surfing in the net is in many cases related to the interest in the Internet games as well; some of the boys said that they surf for codes of the games and that the sites they mostly visit are game sites. Another interest that the boys in this age group mentioned was watching videos from YouTube.

“I would like to kill more characters in Runescape to get more stuff for myself...” (Boys group, 9-10 years)

- Some of the younger boys had to search information for a school project from the Internet. They stated that it is quite easy to go to Google and search information with a search word. Some had subscribed ring tones for the mobile phone from the net.

❖ The girls aged 9-10 years were not as interested in playing games with the computer as their coeval boys seemed to be. When girls play games they choose more peaceful games than the boys. The girls in the younger age group seemed to be more interested than the boys of using Internet as a means of communication e.g. through email or instant messaging.

❖ Older boys use chat rooms because they are considered easy to use. They chat with their school mates and friends that live further away. Runescape –role play is quite popular among the older boys but they seem to play a wide variety of different Internet games, also the ones that have to be paid for.

❖ Older girls also chat with their friends and in addition to that they also go to IRC –gallery where they can put their pictures for other guests to see. The girls were of the opinion that this kind of activity is more used by girls than boys. The girls found it difficult to mention any specific sites that they visit often, they said that the hints of an interesting site usually come from a friend and then they go to see that site. The subject matters usually deal e.g. with information about an interesting band.

- Girls in both groups and especially in the older girls group were more interested in taking part of competitions in the net, some said that she won tickets to a concert from a competition.

The major differences in using the Internet between the different age groups seems to be that the **younger participants mostly play games in the Internet** whereas the **older participants communicate with their friends in the Internet** or also **use the Internet as an information source** e.g. for their school projects.

CHAPTER II
MOBILE PHONE AND MOBILE PHONE USAGE

II.1 MOBILE PHONE USAGE

❖ Using the mobile phone is for most kids in the target age group familiar – among the participants only one younger girl didn't have a phone of her own. The children are equipped with mobile phones at a very young age basically because the parents have a possibility to contact them during the day while still at work themselves.

❖ The younger boys and girls use their phones clearly less actively than the older boys and girls. They said that the most used application is making and receiving phone calls and that they usually speak with their parents. The mobile phone is for the younger participants a means of keeping their parents updated of e.g. their location and plans for the near future.

“I have a phone to be able to get in contact with my parents and my friends as well.” (Boys group, 9-10 years)

- Younger girls and boys use their mobile phones pretty much for the same purposes and the same ways; calling, sending SMSs and playing. The distinction between boys and girls in this age group was that the girls said to use more SMSs than the boys who preferred calling.
- In the boys group there were participants who had more sophisticated phones that could be used in more complicated applications than just SMSs and calling. However, the boys didn't use the finesses in their phones because the services were known to be quite costly.

“I play the worm game sometimes.” (Girls group, 9-10 years)

“I play the games in my phone e.g. if I am waiting for someone.” (Boys group, 9-10 years)

❖ The older boys and girls use their phones quite actively. Even though they mostly use the common applications like the younger children do, they also told to use other applications. This comes partly because they might have a bit more sophisticated phones than the younger children. For most of the older participants the phone is a means of contacting their friends rather than parents. For the boys the most used application is making and receiving phone calls whereas most of the girls preferred SMSs.

- The girls motivated their preference for SMSs behaviour with the fact that in the school during the breaks it is so noisy that there are difficulties in hearing when calling. Someone also stated that, SMS -messaging is considered somehow easier, calling to a bit stranger person is not as comfortable as sending an SMS.

❖ The older boys and girls also had more experiences of using other applications than calling and SMSs. However, the interest towards using these services more seemed to be quite small.

“In my opinion the MMS – messages are not that useful because the screen is so small and I can do the same things in the Internet.” (Girls group, 12-14 years)

“I have ordered soft drinks from a vending machine with my phone.” (Boys group, 12-14 years)

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

Overall, **the mobile phone use was for the participants a daily work**. It seems quite common that the children going to school get own mobile phones firstly for the parents to be in contact with them during the day. As the children get older they are used to communicating vividly with their friends over the phone even though they should meet them everyday.

II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

❖ Even though not all participants had explicit rules and restrictions in using their mobile phone all of them were quite aware that restrictions and limits might be set up if they would use their phone just to chat with their friends for hours. The main reason behind the possible or set restrictions is the size of the phone bill - it is ok to talk with friends on the phone or send them messages, however quite obviously too excessive use is not overlooked by the parents who usually pay for all the fun.

- The explicit restrictions that some of the participants told about were results of earlier excessive use of the phone which had resulted in too big a phone bill.

❖ It seemed that the younger participants mainly use their phone to call briefly to their parents (who quite often call back them because the parents' phone bill is paid by the employer) and therefore the phone usage has not been restricted at least explicitly.

"I call to my mother and then she calls back to me so that I don't get too much phone bill." (Boys group, 9-10 years)

❖ The excessive use of mobile phone seems to become an issue when the children age and become more independent and usually at the same time the importance of friends as their tower of strength grow. The older children said to phone and send messages mainly with their friends and not as much with their parents as the younger children said to do.

- Besides talking more with their friends the older participants, especially the boys, also had their phone bills increased with the purchase of different mobile services. A few of the boys said that they were imposed to restricted phone use after ordering too much chargeable services with their phone.

"My father didn't like it very much when I ordered soft drinks from a vending machine because they are more expensive that way and that is why I now have a restraint in my mobile phone so that I cannot do it anymore." (Boys group, 12-14 years)

❖ The most common restriction in mobile phone usage among the participants was a previously set amount of money that the children can use their phone in a month. This means that the children know it beforehand that they can e.g. talk worth 20€ a month and when this amount of money is spent they will have to wait for the month to change to be able to use their phone again. Another way of limiting the bills are the prepaid subscriber connections: after the child has talked or send messages for a certain amount of money the phone no longer works before new prepaid card is placed in the phone.

- A third way for the parents to be sure about the amount of their children's phone bill are the new subscriber connections packages: the package contains a certain amount of time for calls and a certain amount of SMS –messages.

"I have the kind of subscriber connection package that contains 500 minutes of talk and 100 SMS – messages." (Boys group, 12-14 years)

❖ Besides restricting the amount of money spent to phone bills, some participants mentioned that the parents are not happy if they use their phone after nine o'clock.

❖ **The children were quite united with their parents on the issue that the phone usage has to be restricted if it is not under control** and the phone bills become too big. Some of the older girls even said that it is quite ok that they have a restricted amount they can spend on using their phone because most likely they would spend more if it was possible.

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

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

Using the Internet is not free from problems and risks according to the participants. They were all aware of many different kinds of problems related to Internet, usually through own experiences. Then again the mobile phone usage was not considered to contain as much risks or problems in the thoughts of the participants, the only risk seemed to be too large bills.

❖ The difference between the answers of the boys and the girls in general was what they considered as risks or problems. Among the boys the risks and problems related to Internet usage are mostly about the “well-being” of the computer: as a result of a virus the computer might not work the way it used to work before or in worst case the computer might be completely destroyed. Girls in both groups were also aware of the safety issues related to the computer but they were also concerned about their own privacy and possible negative contacts in the Internet.

- In the group of younger boys the most mentioned risk was the computer viruses that might attack the computer due to e.g. going to sites that are not reliable or loading some contents from the Internet. According to the boys this kind of unreliable sites might be e.g. the sites that contain a lot of pop-up –windows. The majority said to have encountered annoying pop-up –windows that promise e.g. that the computer user has won a large amount of money. These unwanted pop-ups are so common that the children already know that they should not react to them in any way or click them open because this might result in getting a virus or loads of email in their mailbox. Some of them had also discussed about them with their parents who had advised to ignore such contents.

“There are all the kinds of viruses and error messages coming sometimes in the computer screen...” (Boys group, 9-10 years)

- Some of the younger boys had encountered adult entertainment sites but as a distinction from the girls the boys had ended up there usually because of a recommendation or a practical joke of a friend.

“I got a little scared when I went to the address www.kalle.fi which my friends told me about... it was a porn site.” (Boys group, 9-10 years).

- The boys said to be more knowledgeable about the possible risks they might encounter in the Internet after they have used the Internet and discussed the negative sides with their parents. They had also learned that giving their personal information e.g. in the form of email –address is not recommended. One of the ideas of how to avoid unsuitable contents was to go first to Google and try to find out from the short description of the contents of the site.

“I have visited Internet safety –sites where there was small tasks about Internet safety. I learned that I should not give any personal information in the Internet, even the information of which school I go to might give a sick person too much information about me. I found the address from the back of a Donald Duck –comic book” (Boys group, 9-10 years).

- A few younger girls told that they had encountered such scary contents in the Internet that it had affected their sleep or that they had had nightmares that could be quite directly related to the contents seen in the Internet.

“I once accidentally saw a short trailer of a horror movie and could not sleep well for few nights because of that.” (Girls group, 9-10 years)

- Among the younger girls the encounters with unsuitable contents had all happened accidentally e.g. that the address of an intended site was misspelled or that the first impression of the content was quite different than it actually was, i.e. the first impression was misleading and got them to go to the site.

“I tried searching information about the Prime Minister Matti Vanhanen and put the wrong ending (.com/.fi/.org/.net) to the address and ended up to a porn site.” (Girls group, 9-10 years)

“I found cute looking characters called “Happy Tree Friends” in some Internet site and as I went further to see what they were it came out that “Happy Tree Friends” is a site for cartoon violence.” (Girls group, 9-10 years)

- The girls also felt that the sites where the pop-up –windows promise the computer user huge sums of money are annoying because they are not considered credible.
- Some of the girls had discussed the negative experiences in the Internet with their parents. Others said that they do not want to talk about it with their parents who might worry too much and assume that their child has visited the site deliberately.
- Despite the personal experiences of unsuitable contents most of the participants have had, they didn’t consider it very serious problem. However, they wondered if the accidents of encountering unsuitable material could be decreased by e.g. using registration to such sites that contain material that is not allowed or suitable for the children.
- Some of the younger girls said that encountering harmful material in the Internet had made them more careful surfers.

“I believe it is possible to prevent seeing harmful material by going only to sites that are in some ways familiar, e.g. national TV broadcasting channels’ sites are expected to be of safe content. Also going to sites that are directed to children should be safe.” (Girls group, 9-10 years)

- Older boys considered the main risks and problems related to Internet usage to be of technical nature: a majority of them had experiences of getting viruses to the computer after loading something from the Internet or clicking a link that is contaminated.

“If you use programmes that allow you to share files you should be certain that the fire wall is working or else there might be a disorder in the computer.” (Boys group, 12-14 years)

- Another annoying feature the boys mentioned, besides the viruses, was spam mail.

“Receiving 50 spam mails during one day is too much!” (Boys group, 12-14 years)

- The boys used the Internet quite actively for loading files e.g. music. They were all aware that it is illegal to load e.g. music from the Internet for free but they didn’t feel a strong risk of being punished for it. A few of the boys knew that it is not punishable to load the files from the Internet but sharing them is.
- The risks related to loading files or clicking suspicious links had been discussed with parents and friends. They didn’t feel that the risks they were aware of had very much affected their Internet usage.

“I do not think that even though the loading of files is illegal it is not a risk for me to get caught from it, there are too many users and the authorities are more interested in the people who share.” (Boys group, 12-14 years)

- Of the four groups only in the older girls group the reliability of the information in the Internet was mentioned spontaneously as one of the risks related to Internet usage. They all agreed on the idea of not being able to trust the information found in the net.
- Many of the older girls had also encountered in receiving viruses in their computers at home from loading stuff from the Internet. Also spam mail was familiar to some of the participants.

“I received so much spam at one time that I had to stop using the mailbox. This mail is so useless like selling something stupid through Internet or a request to join to a list of a perfectly stranger.” (Girls group, 12-14 years)

- The issues that the older girls considered as risks related more to their privacy than in any other group. This had to do with the activities that were quite common among them: many visited an IRC –site that also contains pictures.

“Loading own pictures or videos in the Internet is risky in that way that your pictures might spread out in the net and you might never get your pictures out of the net for good.” (Girls group, 12-14 years)

- Another problem related to adding own pictures in the net was considered picture manipulation: – if your picture is in the internet it can be copied and manipulated and placed in a unpleasant site or connection.
- The older girls said to go to the chat rooms and some of them considered discussing with strange people a risk or at least it is not comfortable if there is any reason to doubt that the person is not what she/he has claimed to be. Sometimes the people, who usually are considered as unsuitable contacts e.g. older men, are quite honest with their age.

“My friend had an experience of older men harassing her in some chat room, they started to ask too personal information.” (Girls group, 12-14 years)

- All the risks that the girls were aware of had affected their Internet usage in some ways.
 - The risk of misuse of own pictures has resulted manipulating the pictures self before placing them in the Internet.
 - Avoiding sites that contain a lot of pop-up –windows
 - Not opening the messages in the Messenger if the sending person cannot be trusted, because there might be viruses in such messages.

In general the participants had encountered several different kinds of negative sides of using the Internet. The biggest problems according to their experiences related to viruses that harm the computer, suspicious people in the open chat rooms and spam mail.

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

PROBLEMS/RISKS RELATED TO INTERNET USAGE	Boys group 9-10 years	Girls group 9-10 years	Boys group 12-14 years	Girls group 12-14 years
Searching for information as a part of my school work	2	1	0	4
Searching for information on subjects which interest me/surfing for fun	7	3	5	4
Sending and receiving emails	3	2	4	6
Using instant messaging (MSN)/chatting with friends	2	3	1	3
Engage in open chatrooms	2	7	4	5
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	1	3	1	2
Reading and responding to friends' blogs/homepages	2	4	1	1
Reading and responding to blogs/homepages of someone I have never met	3	5	4	1
Playing on-line games	7	3	4	3
Downloading music, films, videos, games or other files	4	3	7	6
Sharing files (music, films, videos, games or others)	3	2	1	4
Sharing photos	1	4	3	3
Downloading ring tones/images for my mobile phone	1	3	1	4
Taking part in competitions	2	4	3	3
Making phone calls through the Internet	2	6	0	0
PROBLEMS/RISKS RELATED TO MOBILE PHONE USAGE	Boys group 9-10 years	Girls group 9-10 years	Boys group 12-14 years	Girls group 12-14 years
Making and receiving phone calls	5	0	0	1
Sending/receiving SMSs	6	1	0	0
Taking photos/images	0	1	0	1
Sending/receiving/sharing images	1	1	0	3
Connecting to the Internet through my mobile phone	3	3	5	5

The table above shows the differences between the boys and the girls and what they consider risks in the Internet. According to the boys the most risks relate to surfing, playing games in the Internet and downloading files from the Internet. The girls on the other hand think of the risks related to Internet usage a bit more broadly: they consider that communicating with strangers contains risks.

The risks related to the use of mobile phones are small: the most severe risk according to the older participants is the use of Internet through the mobile phone which is a risk because it might increase the phone bill a lot and also because the phone might be affected by viruses as well as the computer.

❖ The risks related to the surfing for fun, playing online games and downloading files from the Internet are all considered to carry a risk of receiving a virus from the Internet. To downloading files from the Internet is also related the risk of it being illegal and punishable.

❖ Communicating with strangers in the chat rooms or reading or responding to a strangers' blog is considered a risk because the people that spend time in the Internet are not always nice and friendly but might have also some bad intentions against other Internet users.

“There might be older men who like harassing young girls.” (Girls group, 9-10 years)

“In the chat rooms the people can be e.g. paedophiles or other criminals.” (Boys group, 9-10 years)

When thinking about the risks to the computer, the suspicious sites containing a lot of pop-ups should be avoided according to all groups. Additionally, as long as the Internet user does not share personal information in the Internet where someone might misuse the information in many ways, the Internet usage is considered quite safe.

CHAPTER IV

REACTIONS TO THE PRESENTATION OF SIX CATEGORIES OF PROBLEMS AND RISKS

IV.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ In general the participants in all groups were very aware that the information in the Internet might not be always true.
- ❖ In the younger girls group the participants some said that the domestic sites are more credible than foreign sites, e.g. the sites of a national TV broadcasting company is a trusted source.
- ❖ Compared to other information sources all the groups agreed the Internet to be less credible than e.g. the TV, books or parents/teachers. The reason is said to be that anyone can add contents to the Internet whereas the other information sources are not the same way manipulated.
- ❖ The younger girls considered the issue in that way serious that they might get scared about something they see or read in the Internet and if the content then is not even true they might be worrying for no reason.

“I once checked an English word for my homework from the Internet and later it appeared to be a wrong word.” (Girls group, 9-10 years)

“I heard that someone in our school had copied a whole school work from the net and later it came out that this work was made by someone who was much younger than the person who gave it as his own making.” (Boys group, 9-10 years)

“The books have passed a control of some kind, than is why the books are more trusted.”(Boys group, 12-14 years)

“The books are considered more reliable because the information in the books are perceived to be based on reasearch.” (Girls group, 9-10 years)

❖ The older participants seemed to have quite realistic attitude towards the information in the net. They were of the opinion that it depends on the subject how the information can be trusted. Thus they also said to control the rightness of the facts by comparing information from different sources in the net. Related to this notion the credibility of the information in the Internet is dependent on the site where the information can be found.

- Wikipedia, which was known and tried by many at least the older participants was criticized of unreliability because it is written collaboratively by volunteers; its articles can be edited by anyone with access to the Internet.

“I have encountered some information about a pop star who was claimed to be dead but in reality he was well and alive.”(Girls group, 12-14 years)

IV.2 POTENTIALLY SHOCKING CONTENTS

❖ Most participants had encountered some unpleasant contents in the Internet. A majority of the accidental visits were said to be caused because of wrong spelling of the address they were supposed to visit.

❖ The children saw this problem to be mostly worrying for their computers because they were aware that such sites usually contain viruses.

“Our computer almost broke when I accidentally went to some adult entertainment site.” (Girls group, 9-10 years)

❖ The initial reaction of the participants who said to have encountered any unpleasant material in the Internet was to go away from the site immediately.

“An older school mate told me that I should go to this site called www.kalle.fi to get a free game from there. I went and realised soon that the site was not for me and went away from there quite quickly. (Boys group, 9-10 years)

❖ A part of the younger girls said to talk about seeing unpleasant contents with their parents. However, not all of them talked with their parents about seeing such contents because they fear that the parents think that the visit has been intentional or that the parents worry too much about the issue.

❖ A majority of the younger boys had also seen some kinds of unpleasant contents in the Internet which usually was adult entertainment. Their attitude towards this kind of contents was pretty careless, talking about it made them giggle. It seemed that what they had seen had not really shocked them at least they didn't admit it. The boys were less willing to talk about such things with their parents because they felt that it would be embarrassing.

❖ There seemed not to be any single good advice for what to do in case something unpleasant is found in the Internet but to go away from the site and older boys' advice for younger siblings was to avoid shocking material was at least not to tell them about any addresses to unpleasant sites.

“My little brother would be exited to go and see such sites if I told him that he should not go there... (Boys group, 12-14 years)

IV.3 POTENTIALLY DANGEROUS CONTENTS

❖ Luckily, the participants didn't have any serious personal experiences of encountering such problems in the Internet but they had heard of cautionary examples of such cases.

❖ This issue raised more discussion among the girl groups because they had more experiences of such cases either personal or from a friend. Through these examples the girls were aware that they should not give their personal information to anyone stranger in the Internet. Some even said that they fake their name or give e.g. their mother's email address or a fictitious address.

"My friend had chatted with someone who she first thought was 16 year old guy in the game site. Later it appered somehow that the guy was 25 years old. My friend deleted him from all the places his information was e.g. her Messenger list and she also stopped going to this site where she met this guy." (Girls group, 12-14 years)

"I discussed with someone about my schoolwork and after a while this person invited me to a private chat room where he then asked her my number. Back then I didn't know better and unfortunately gave my number and the person started calling – I believe that he was about 50 years old." (Girls group, 9-10 years)

❖ Some of the older girls said to trust their own instinct in communicating with strangers in the Internet, the girls were of the opinion that you must be careful in choosing to whom you give your personal information and thus avoid unnecessary dangers. They also mentioned that administrators of the sites have a certain responsibility to take away any inappropriate contents. This kind of control was considered important.

❖ The older boys said that one alarm sign of a suspicious person would be if a strange person starts to ask for your contact information immediately.

❖ The assumption of the most participants was that if they would be seriously harassed by someone in the Internet they would tell their parents about it to get things solved. Some of the participants had already discussed with their parents about associating with strangers in the Internet and the message of the parents was the same: the children should not give any personal information to strangers in the net. The older girls said that if they should encounter suspicious people in the net they would delete them from their list and maybe talk to their parents about the issue and if the case was really serious they would contact the police.

IV.4 BULLYING

❖ The bullying the participants had experienced or had heard of was quite harmless even though never nice to the target.

“The boys in our class bully by asking about the email addresses of our classmates to be able to send some virus-mail.” (Girls group, 9-10 years)

“My friend had placed some of my pictures to Internet and my email address as well, I talked about this with my mum who told me to discuss it with this friend and we got it solved.” (Girls group, 9-10 years)

“My friend had an experience of bullying: pictures of her in bikinis were placed in the Internet for a wider audience to see.” (Girls group, 12-14 years)

“Anonymous email – that is the kind of bullying I have heard of.” (Boys group, 9-10 years)

❖ The participants assessed that the size of the problem is dependent on how serious such bullying would get. Some of the younger girls would rather talk to someone else than their parents about such issues, e.g. step-mother or -father could be the kinds of adults that could be considered talking to as well as the teacher in some cases.

IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

❖ The participants didn't consider this issue very serious problem either because it was not very familiar to them or because they already knew how to avoid problems that could relate to e.g. free of charge loading.

➤ The younger girls considered the annoying pop-ups that promise huge sums of money as one of the examples of deception in the Internet.

❖ Older participants had encountered such deception as they were aware what could happen after clicking such link:

"I loaded some music and received pictures of naked people." (Boys group, 12-14 years)

"I have heard of people who go to Messenger offering people free music downloads which then contain viruses." (Girls group, 12-14 years)

❖ The advice of the participants would be to suspect everything that is for free because they might be causing trouble in a way or another.

IV.6 ILLEGAL DOWNLOADING

❖ Knowledge of this issue differed quite much among the participants and also within the groups even though almost everyone had downloaded something even though they had at least a vague idea that it is not a good thing to do.

❖ The older boys said to download quite much material from the Internet and they were more aware of the possible consequences of such actions. Even though they knew that downloading was illegal it had no effect on their behaviour in general because they believed that just downloading is not that serious a crime than sharing the material to others.

“Downloading is illegal it is not punishable whereas sharing the files is punishable.” (Boys group, 12-14 years)

❖ Another mitigation they like to think of is the fact that there are so many people who download material from the Internet that it is impossible to punish everyone. Still, some older boys admitted that they had lately started to think about the ethicality of such downloading.

“I have started to download only some samples of an artist just to have an idea of the music before I go to the record shop or Internet site to buy the album.” (Boys group, 12-14 years)

❖ The younger girls had not had so many experiences of downloading and thus the consequences would according to them be mostly viruses, possibly that they should eventually pay for the material.

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

❖ The participants were quite unanimous that younger siblings should be advised by being with them when they use the Internet to avoid them accidentally going to some sites that are not suitable for small children. If sitting beside the young Internet user is not for some reason possible they should at least be advised that they should not go and click the pop-up –windows that promise fame and fortune and that they should never give their personal information to strangers they might meet in the Internet.

❖ The older siblings can watch over the Internet usage of their younger siblings and if nothing else, they can report to the parents if there is something that they should know of and interfere the situation:

*“My little brother visits the “bad sites” and I tell our parents who can then react to the issue.”
(Girls group, 9-10 years)*

“I would like a restraint in the computer so that it would not allow entering sites that contain material unsuitable to children.” (Girls group, 9-10 years)

“There should be a service that warns if a site contains material that is allowed e.g. only for children over 15 years of age.” (Boys group, 12-14 years)

❖ One participant in the older boys group had an idea of how to avoid annoying spam which might contain viruses as well: create two mail addresses so that the one is for sending and receiving normal mails and the other could be given as a contact information in situations like entering a competition and possibly receiving a lot of spam afterwards.

V.2 WAYS OF REPORTING ENVISAGED

- ❖ The two age groups differed a bit in that way to whom they preferred talking about their uncomfortable experiences in the Internet.
 - The younger participants, especially the girls would primarily talk to their parents or other adults that are close to them but not necessarily their teacher. It seemed that the younger boys were more embarrassed about talking to their parents than the girls were.
 - The older boys and girls said that if they would feel the need to talk to someone it would most likely be a friend before parents. They added however, that the right person to talk to depends a lot about the issue at hand.
 - Some participants motivated why they would not like to tell their parents about the uncomfortable experiences in the net with the thought that the parents are too close and that they worry too much and also that it is embarrassing to talk to them about having seen e.g. adult entertainment material in the Internet.
- ❖ All participants considered informing the police a bit exaggerated thinking about the risks and problems that they had encountered. The content should be really bad and serious in order for them to inform about it to the police.
- ❖ Talking to or contacting totally stranger e.g. specialist organisation sounded a bit strange for most of the children. If they would choose this alternative they would rather call or even visit the person face to face to tell about the issue than to email him/her. Emailing was not considered a good way in a situation where the child would be expected to get an immediate answer and also to be sure that someone really reacts to his/her help request.
 - The younger girls thought that additional information about safer Internet usage should be brought to them by the school or their parents who might have had new information related to safer Internet usage from the news.
 - Older boys suggested that information about safer Internet usage could be given in newspapers and bus stops.
- ❖ Having a report button that automatically informs the relevant authorities just by clicking was criticized by the participants, especially the older ones. The children found it hard to imagine how this kind of service could be implemented in reality and therefore they didn't consider it an opportunity.

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

- ❖ Apart from the younger girls the other three groups felt that they do not need any more information about Internet safety issues.
 - The younger boys had quite a careless attitude to this question, they said that they have no fears in going to the Internet and that if they encounter something that is not for them they just go away from the site and forget about it. One of the younger boys motivated his answer of not needing to know more with the fact that he had already learned about the issue by going to a site that contained information about safer Internet usage.
 - Older boys and girls said that they feel that their knowledge is sufficient when it comes to Internet usage – Internet has been a part of their daily lives for quite a many years already. Some even said that maybe the information should be more useful for his parents.

SUMMARY OF RESULTS

In every group the participants said to have learned to use the Internet mainly at home. Some participants, especially the younger boys found it difficult to say how they had learned to use the Internet as they didn't remember exactly how it had happened, the computers and the Internet as well has been a part of their lives for so long.

The intensity of using the Internet varies quite a lot among all the participants. There were children who said to use the Internet only once a week just to check their e-mail but also some who visited there daily and spent there couple of hours every day. Quite naturally, the older boys and girls used the Internet more than the younger ones, e.g. for their school projects as well as communicating with their friends.

In general the participants had some kind of limits of using the Internet even though they were not necessarily explicit. The rules related almost solely to the time spent in the Internet. It was obviously a question that had in some way or another been discussed in the family or in the school because the participants had an idea of the reasons behind the limits.

In general the rules and restrictions were considered quite ok because it is understandable that it is not healthy to spend all free time in the Internet. Also because there are a lot of other activities in the lives of children and young people the rules and limits of using the Internet are not considered too bad. Some of the older participants admitted that the Internet might become so addictive that it is hard to know the limits yourself and therefore it is good that the parents demand that their children go out and play or have other activities as well as just sitting in front of the computer.

The major differences in using the Internet between the different age groups seems to be that the younger participants mostly play games in the Internet whereas the older participants communicate with their friends in the Internet or also use the Internet as an information source e.g. for their school projects.

Overall, the mobile phone use was for the participants a daily work. It seems quite common that the children going to school get own mobile phones primarily for the parents to be in contact with them during the day. As the children get older they are used to communicating vividly with their friends over the phone even though they should meet them everyday at school.

The children were quite united with their parents on the issue that the phone usage has to be restricted if it is not under control and the phone bills become too big. Some of the older girls even said that it is quite ok that they have a restricted amount they can spend on using their phone because most likely they would spend more if it was possible.

Using the Internet is not free from problems and risks according to the participants. They were all aware of many different kinds of problems related to Internet, usually through own experiences. Then again the mobile phone usage was not considered to contain as much risks or problems in the thoughts of the participants, the only risk seemed to be too large bills.

The participants had encountered several different kinds of negative sides of using the Internet. The biggest problems according to their experiences related to viruses that harm the computer, suspicious people in the open chat rooms, spam mail and annoying pop-up –windows that are considered to possibly contain viruses if clicked open.

When thinking about the precautions for not having to encounter all the problems and risks available the participants had a few thoughts. The risks to the computer could be avoided by not going to the suspicious sites containing a lot of pop-ups. Additionally, as long as the Internet user does not share personal information in the Internet where someone might misuse the information in many ways, the Internet usage is considered quite safe. Still, it would be desirable if the sites that contain unsuitable material for children were more controlled e.g. that in order to see the site the Internet user should answer a question of his/her age. This would perhaps decrease the accidental encounterings of unsuitable material.

The need for more information of safer Internet usage was small, only the younger girls said that they would like to learn more about it. The channel through which such information could be distributed could e.g. be parents and the school. Parents or close friends were named as the people whom the children would turn to in case they would encounter something unpleasant in the Internet. A majority said however that they have not encountered such shocking contents in the internet that they would have a need to tell about it to anyone.

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
	Espoo, 24th April 2007	Espoo, 23th April 2007	Espoo, 23th April 2007	Espoo, 24th April 2007
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	1	1		2
Mid-level managers	4	1	3	4
Office employees (non-managerial)	2	3	4	1
Manual workers	1	2		1
Others		1	1	
Places and means of access to the Internet				
Home (broadband))	8	7	8	8
Home (non broadband)				
School	6	6		5
Internet cafes				
Others	6	3		2
Personal ownership of computer				
Yes	2	2	5	
No	6	6	3	8
Ownership of mobile phone				
Yes	8	5	8	7
No		3		1

ANNEX II
DISCUSSION GUIDE

TURVALLISEMPI INTERNET TUTKIMUS

KESKUSTELURUNKO

(29.03.2007)

ESITTELY

Hei olen ja työskentelen Marketing Radar Ltd.:ssa, joka on markkinatutkimusyri t y s, joka vastaa tutkimuksesta jonka takia olemme tänään kokoontuneet tänne keskustelemaan.

Aiheena meillä on lasten ja nuorten Internetin ja matkapuhelinten käyttö.

Onko teillä mitään käsitystä siitä, mitä markkinatutkimuksella tarkoitetaan tai miten sitä tehdään?

- Kysy lapsilta tietävätkö he mitä mielipidetutkimus tarkoittaa ja mitä asioita he yhdistävät siihen
- Selitä, että tarkoitus on ymmärtää, mitä ihmiset tekevät ja ajattelevat ja siksi heidänkin kannattaa olla mahdollisimman avoimia vastauksissaan.
- Vakuuta heidät siitä, että kaikki heidän kertomansa on luottamuksellista tietoa eli ne ovat esimerkkejä lasten näkemyksistä, mutta sanomisia ei liitetä heidän henkilöllisyyteensä. Erityisesti korosta, että lasten kertomia mielipiteitä ei kerrota heidän vanhemmilleen..

Aloitetaan lyhyellä esittelykierroksella: kertokaa vaan nimenne ja onko teillä siskoja tai veljiä ja missä käytätte Internetiä – omalla koneella, vanhempien koneella, koulussa, kavereiden luona, kirjastossa, internetkahvilassa jne. - ja lopuksi myös omistatteko matkapuhelimen.

THEME I. INTERNET JA INTERNETTOIMINNOT

Jutellaan ensin Internetistä.

I.1 Ennen kuin juttelemme siitä kuinka käytätte Internetiä, haluaisin tietää miten olette oppineet käyttämään Internetiä.

- Spontaneous reactions
- Probe :

I.1.1 Itsenäisesti tai muiden avulla

I.1.2 Kenen avulla? Muiden lasten (Kenen? Ystävät, siskot, veljet?), aikuisten? (vanhemmat, opettajat, muut aikuiset?)

I.2 Kertokaa kuinka ja kuinka usein käytätte Internetiä ja kuinka kauan vietätte siellä aikaa kerrallaan?

- Spontaneous reactions
- Probe :

I.1.3 Säännöllinen vs. vaihteleva Internetin käyttö? Mistä riippuu miten käytetään?

I.1.4 Kuinka paljon lapset arvioivat käyttävänsä aikaa keskimäärin per päivä/viikko?

I.3 Saatteko käyttää Internetiä niin usein ja paljon kuin haluatte ilman rajoitteita vai onko teillä olemassa vanhempien määräämät säännöt ja suositukset? – tai vaikka vanhemmat eivät olisi suoraan sanoneet, onko teillä olemassa käsitys siitä mitä vanhemmat odottavat tai mitä he eivät hyväksyisi liittyen Internetin käyttöön?

- Spontaneous reactions
- Probe :

I.1.5 Jos on rajoja/suosituksia/ selkeitä sääntöjä, mitä ne ovat?

I.1.6 Jokaisesta rajasta/suosituksista/selkeästä säännöstä, näkemys niiden oikeutuksesta ja yksimielisyys säännöistä

I.1.7 Jos ei ole rajoja/suosituksia/ selkeitä sääntöjä, mitä mieltä lapset ovat siitä, että sellaisia tulisi?

I.1.8 Mitä sääntöjä hyväksyttäisiin, mitä taas ei? näkemys niiden oikeutuksesta ja yksimielisyys säännöistä

I.4 Olemme tehneet listan erilaisista Internetin hyödyntämismahdollisuuksista.

⇒ Pyytäisin teitä jokaista:

I.1.9 Laittamaan **yksi vihreä merkki** jokaisen sellaisen toiminnan kahdalle, jota käytätte

I.1.10 Laittamaan **toinen vihreä merkki** sellaisten toimintojen kohdalle, joita eniten käytätte

- Jaa lomake.
- Anna osallistujien täyttää lomake.
Tarkista, että sääntö yhdestä tai kahdesta merkistä on ymmärretty oikein.
Tarkista, että jokainen osallistuja on kirjoittanut etunimensä lomakkeeseen.
- Kerää lomakkeet ja hvainnoi kaikkein käyteyimmät toiminnot.

I.5 Huomaan, että joitain toimintoja käytetään selvästi toisia enemmän.

Mistä näissä toiminnoissa olette erityisesti kiinnostunut tai mistä erityisesti pidätte näissä toiminnoissa?

- Spontaneous reactions
- Probe : frequent applications not elicited in spontaneous reactions

THEME ii : MATKAPUHELIMET JA NIIDEN KÄYTTÖ

II.1 Joillakin teistä on käytössään matkapuhelin.

Kertokaa miten käytätte matkapuhelinta, minkälaisiin tarkoituksiin?

- Kysy jokaiselta erikseen, anna jokaisen kertoa omin sanoin. Tarkenna sitten:

I.1.11 Kenen kanssa puhutaan/viestitellään (ystävät, vanhemmat, missä tilanteissa?)

I.1.12 Mitä käyttötapaa suositaan (puhelut, SMS:t, muut applications)

Kaikilla teillä ei ole kännykkää, osatteko sanoa miksi?

- Tarkenna syitä (kustannukset; vanhempien toive, ettei lapsella ole kännykkää, muita)

II.2 Kännykällä voidaan lähettää ja vastaanottaa valokuvia (MMS), osallistua chattiin tai mennä Internetiin. Käytättekö puhelinta koskaan tällaisiin tarkoituksiin?

- Kysy taas jokaiselta kännykän omistajalta erikseen

I.1.13 Jos mainittuja toimintoja on käytetty, mitä niistä ja mikä on niiden merkitys -toisaalta jos ei ole käytetty, miksei?

II.3 Käytättekö puhelintanne vapaasti eli niin paljon kuin haluatte vai onko teillä vanhempien määräämiä rajoja, sääntöjä tai suosituksia - tai vaikka vanhemmat eivät olisi suoraan sanoneet, onko teillä olemassa käsitys siitä mitä vanhemmat odottavat tai mitä he eivät hyväksyisi liittyen kännykän käyttöön?

- Spontaneous reactions

- Probe :

I.1.14 Jos on rajoja/suosituksia/ selkeitä sääntöjä, mitä ne ovat?

I.1.15 Jokaisesta rajasta/suosituksista/selkeästä säännöstä, näkemys niiden oikeutuksesta ja mielipide niiden järkevyydestä

I.1.16 Jos ei ole rajoja/suosituksia/ selkeitä sääntöjä, mitä mieltä lapset ovat siitä, että sellaisia tulisi?

I.1.17 Mitä sääntöjä hyväksyttäisiin, mitä taas ei? näkemys niiden oikeutuksesta ja mielipide niiden järkevyydestä

II.4 Tässä on lyhyt lista matkapuhelimen käyttötarkoituksista. Samalla tavalla kuin hetki sitten Internetin käyttöä ajatellen täytitte lomakkeen, täyttäkää seuraava lomake ajatellen kännykän käyttöä:

I.1.18 Laittamaan **yksi vihreä merkki** jokaisen sellaisen toiminnan kahdalle, jota käytätte

I.1.19 Laittamaan **toinen vihreä merkki** sellaisten toimintojen kohdalle, joita eniten käytätte

- Jaa lomake.

- Anna osallistujien täyttää lomake.

Tarkista, että sääntö yhdestä tai kahdesta merkistä on ymmärretty oikein.

Tarkista, että jokainen osallistuja on kirjoittanut etunimensä lomakkeeseen.

➤ Kerää lomakkeet ja havainnoi kaikkein käytemmät toiminnot

THEME III. INTERNETIN JA MATKAPUHELIMEN KÄYTTÖÖN LIITTYVÄT ONGELMAT JA RISKIT

III.1 Vaikka Internet ja matkapuhelin ovat molemmat hyödyllisiä ja hauskoja välineitä, liittykö niiden käyttöön mielestänne jotain ongelmia tai riskejä? Tarkoitan nyt jotain josta ette pidä tai joka pelottaa teitä?

- Spontaneous reactions
- Probe :

I.1.20 Erilaiset ongelmat ja riskit

I.1.21 Ongelmat ja riskit liittyen Internetin käyttöön/matkapuhelimen käyttöön

I.1.22 Miten lapset ovat tulleet tietoisiksi ongelmista ja riskeistä?

(Omaehtoisten kokemusten kautta? Heitä on varoitettu niistä? Kuka? Joku toinen lapsi? Aikuinen – kuka? Joku julkinen taho?)

I.1.23 Miten vakavina he kokevat ongelmat/riskit?

III.2A Ovatko nämä ongelmat vaikuttaneet siihen, miten käytätte Internetiä?

- Spontaneous reactions
- Probe :

I.1.24 Käytön rajoitukset

I.1.25 Tehdyt varotoimenpiteet; heidän omasta aloitteestaan tai vanhempien vaikutuksesta

III.2.B Ovatko nämä ongelmat vaikuttaneet siihen, miten käytätte matkapuhelintanne?

- Spontaneous reactions
- Probe :

I.1.26 Käytön rajoitukset

I.1.27 Tehdyt varotoimenpiteet; heidän omasta aloitteestaan tai vanhempien vaikutuksesta

III.3 Tässä on taulukko, johon on listattu sekä Internet ja matkapuhelintoiminnot, joihin laitoitte aiemmin vihreitä merkkejä.

Nyt pyytäisin teitä laittamaan yhden punaisen merkin sen toiminnon viereen, johon liitätte jotakin ongelmallista, ja toisen punaisen merkin sellaisten toimintojen viereen, joita pidätte kaikkein harmillisimpana tai pelottavana.

- Jaa lomake.
- **Anna osallistujien täyttää lomake.**
Tarkista, että sääntö yhdestä tai kahdesta merkistä on ymmärretty oikein.
Tarkista, että jokainen osallistuja on kirjoittanut etunimensä lomakkeeseen.
- Kerää lomakkeet ja havainnoi, mihin toimintoihin lapset liittävät eniten riskejä.

III.4 Jutellaan vielä hieman tarkemmin niistä ongelmista, joita olette merkinneet lomakkeisiin.
Miksi ajattelette että näihin toimintoihin liittyy ongelmia?

- Käsittele jokainen toiminto yksitellen, jos siihen on liitetty riski tai ongelma ja selvitä niiden luonne ja vakavuusaste.

THEME IV REAKTIOT ESITELTYIHIN ONGELMIIN JA RISKEIHIN

Kerron teille seuraavaksi Internetiin liittyvistä asioista, joista aikuiset ovat huolissaan ja sen jälkeen haluaisin kuulla teidän mielipiteenne asiasta.

IV.1 Eräs ongelma on se, että Internetissä oleva tieto ei välttämättä ole totta. Mitä mieltä olette tästä? Ajatteletteko yleisesti ottaen, että Internetissä oleviin asioihin ja tietoon voi luottaa?

➤ Spontaneous reactions

➤ Probe :

I.1.28 Mikä on Internetin luotettavuus yleisesti ottaen?

I.1.29 Miten se suhteutuu muihin tietolähteisiin (vanhemmat, opettajat, ystävät, televisio, kirjat...) Jos ajattelette muita tietolähteitä ja vertaatte niiden luotettavuutta Internetiin, mitä ajattelette?

I.1.30 Miksi Internet on enemmän tai vähemmän luotettava tietolähde?

I.1.31 Esimerkkejä virheellisestä tiedosta, jota on saatu Internetistä. Mitä asia koski? Mistä saitte sitten tietää, ettei tieto ollut totta?

I.1.32 Kuinka vakavana pidätte tätä ongelmaa, ettette voi olla aivan varmoja siitä, että kaikki tieto, jonka Internetistä löydätte olisi totta?

IV.2 Toinen aikuisten huolenaihe on se, että lapset näkevät Internetissä sellaisia kuvia tai lukevat sellaisista asioista, jotka voivat olla pelottavia/ järkyttäviä – esimerkkejä tällaisista asioista ovat väkivalta, alastomat ihmiset tai rasismi. Mitä mieltä olette tästä ongelmasta?

➤ Spontaneous reactions

➤ Probe :

I.1.33 Oletteko itse törmänneet tällaisiin asioihin Internetissä? Mistä oli kyse tarkemmin?

I.1.34 Mitä teit tämän jälkeen? Juttelitko jonkun kanssa asiasta? Kenen?

I.1.35 Mitä luulisitte tekeväanne, jos näin kävisi, tai mitä neuvoisitte kaverille? Juttelemaan jonkun kanssa asiasta? Kenen? Mitä käytännön ohjeita antaisit?

I.1.36 Vetäjä: tarkenna myös miten vakavana tätä ongelmaa/riskiä pidetään.

IV.3 Eräs aikuisia huolestuttava piirre Internetissä on se, että lapset “keskustelevat” siellä vieraiden ihmisten kanssa, joita he eivät ole koskaan tavanneet.

Otetaan esimerkki.

Emma/Ville on teidän ikäisenne lapsi.

Hän tykkää pelata pelejä ja jutella toisten lasten kanssa Internetissä. Tutustuttuaan mukavaan tyyppiin hän saattaa antaa itsestään henkilökohtaisia tietoja esim. oma nimi, sähköpostiosoite, puhelinnumero, kotiosoite ja myös lähettää kuvansa uudelle tuttavalleen.

Hän olettaa, että henkilö on suurinpiirten saman ikäinen ja todella mukava, mutta saattaa olla, että koska Emma/Ville ei ole koskaan tavannut tätä henkilöä, hän onkin jotain ihan muuta kuin mitä hän sanoo olevansa. Internet –tuttavuus voi olla esim. aikuinen, joka ei välttämättä olekaan kovin ystävällinen.

Mitä ajatuksia teille herää tällaisesta tilanteesta?

➤ Spontaneous reactions

➤ Probe :

I.1.37 Tunnetteko ketään, jolle olisi sattunut näin? Miten, minkälaisessa tilanteessa?

- I.1.38 Osaatteko kuvitella, että tällaista voisi tapahtua itsellenne? Miten tutustutte uusiin ihmisiin Internetissä?
- I.1.39 Jos tällaista on tapahtunut, mitä teitte? Juttelitteko jonkun kanssa asiasta? Kenen?
- I.1.40 Mitä tekisitte, jos itsellenne kävisi näin tai mitä neuvoisitte kaverille, jos hänelle kävisi näin?
- I.1.41 Vetäjä: tarkenna myös miten vakavana tätä ongelmaa/riskiä pidetään.

IV.4 Eräs asia, josta aikuiset ovat huolissaan on se, että lapset käyttävät Internetiä avuksi kiusaamalla jotakin toista lasta, josta he eivät pidä. Esimerkkejä tällaisesta käytöksestä on puhuminen toisesta hänen tietämättään esim. chatissa tms. tai ikävien nimettömien viestien lähettäminen hänelle. Mitä mieltä olette tästä?

- Spontaneous reactions
- Probe :

I.1.42 Onko teistä kenellekään sattunut näin? Miten, minkälaisessa tilanteessa? Oletteko saaneet ikäviä viestejä? Entä oletteko ehkä joskus lähettäneet itse ikäviä viestejä?

- I.1.43 Osaatteko kuvitella, että tällaista voisi tapahtua itsellenne?
- I.1.44 Jos tällaista on tapahtunut, mitä teitte? Juttelitteko jonkun kanssa asiasta? Kenen?
- I.1.45 Mitä tekisitte, jos itsellenne kävisi näin tai mitä neuvoisitte kaverille, jos hänelle kävisi näin?
- I.1.46 Vetäjä: tarkenna myös miten vakavana tätä ongelmaa/riskiä pidetään.

IV.5 Eräs riskeistä on Internetissä tapahtuva huijaus, esim. jonkun tiedoston lataaminen, joka vaikuttaa ensin ilmaiselta, mutta josta sitten kuitenkin joutuu maksamaan tai kilpailuihin osallistuminen. Mitä mieltä olette tästä?

- Spontaneous reactions
- Probe :

I.1.47 Onko teistä kenellekään sattunut näin? Miten, minkälaisessa tilanteessa?

- I.1.48 Mitä teitte? Juttelitteko jonkun kanssa? Kenen?
- I.1.49 Mitä tekisitte, jos itsellenne kävisi näin tai mitä neuvoisitte kaverille, jos hänelle kävisi näin? Juttelemaan jonkun kanssa asiasta? Kenen?
- I.1.50 Vetäjä: tarkenna myös miten vakavana tätä ongelmaa/riskiä pidetään.

IV.6 Vielä yksi ongelma saattaa liittyä siihen, kun lapset lataavat Internetistä musiikkia, elokuvia, pelejä tai muuta sisältöä ilmaiseksi. Ehkä tekin olette tehneet näin?

- Kerää vastaukset, jatka:

Monissa tapauksissa tämä materiaali on sen tekijälle (esim. Muusikoille) heidän leipätyötään, eli koska he tekevät musiikkia työkseen, heille pita maksaa siitä, että sitä saa kuunnella.

Oletteko tietoisia tästä? Mitä seurauksia saattaa tulla, jos lataa omalle tietokoneelleen materiaalia ilmaiseksi? Tietävätkö lapset toiminnan laittomuudesta Miten he siihen suhtautuvat?

- Probe :

- I.1.51 Tietoisuus laittomuudesta/seuraamuksista
- I.1.52 Mitä lapset tekisivät tällaisessa tilanteessa?
- I.1.53 Miten vakavana tätä ongelmaa/riskiä pidetään?

THEME V. RISKEISTÄ TIEDOTTAMINEN

V.1 Nyt kun olemme jutelleet paljon erilaisista Internetin käyttöön liittyvistä riskeistä ja ongelmista, onko teillä mielessänne mitään varotoimenpiteitä, joita voitaisiin käyttää kun Internetiä käytetään – jotain neuvoja, joita antaisitte esim. pikkusiskoillenne tai –veljillenne?

- Spontaneous reactions
- Probe :
 - Varotoimenpiteet (ja mihin riskeihin/ongelmiin ne liitetään) joista lapset ovat keskustelun myötä tietoisempia
 - Aikomus käyttää näitä varotoimenpiteitä todellisuudessa

V.2 Jos näkisitte tai kokisitte jotain epämiellyttävää tai pelottavaa Internetissä ja haluaisitte kertoa siitä jollekulle, mikä olisi kaikkein helpoin tapa tehdä se?

- Spontaneous reactions
- Probe :

I.1.54 Puhua omien vanhempien kanssa

I.1.55 Puhua opettajan kanssa

I.1.56 Ilmoittaa poliisille

I.1.57 Ottaa yhteyttä organisaatioon, joka on erikoistunut tällaisiin asioihin soittamalla ilmaiseen puhelinpalveluun

I.1.58 Ottaa yhteyttä organisaatioon, joka on erikoistunut tällaisiin asioihin ottamalla yhteyttä sähköpostitse.

I.1.59 Painamalla nappia, joka yhdellä napin painalluksella välittää tiedon tarvittaville tahoille.

V.3 Miten haluaisitte saada lisää tietoa Internetin ja matkapuhelimen käyttöön liittyvistä riskeistä ja ongelmista?

- Spontaneous reactions
- Probe :
 - Alttius oppia uutta ongelmista ja riskeistä
 - Halutun tiedon luonne
 - Minkäläisten lähteiden ja kanavien kautta tietoa voitaisiin lasten mielestä välittää?

KESKUSTELUN LOPETUS.

JAA MATERIAALI.