

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

EUROPEAN COMMISSION

Directorate-General Information Society and Media

April 2007

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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 Greece by FOCUS BARI, the Greek 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
INTERNET AND INTERNET APPLICATIONS

I.1 LEARNING TO USE THE INTERNET

- ❖ Irrespective of their age or sex, it seems that all children have learned to use the Internet from **significant others**, including siblings, parents, or other Internet-literate relatives.
- ❖ Most commonly, among all 4 group discussions, **older siblings** are the first and most important source of Internet learning, providing the basic steps of information for a wide range of applications, including Internet access and web-page access, searching the Internet or even downloading ring-tones / movies / music and playing online games.
“My brother has shown me everything I know; he is older and knows a lot of things about Internet. When I have schoolwork and need to find information about bears, I usually ask for my brother’s assistance...” (Girls group, 9-10).
- ❖ In the same fashion, **Internet-literate parent or relatives** (i.e., uncles / aunts) are a primary source of information for children who have no older siblings. It appears that their role is to introduce children into Internet’s basic applications, as older siblings do.
“My uncle is a computer expert and he is the one who first showed me how to use the computer and the Internet. Now, when I face any kind of problems, I address to him. He knows everything!!!” (Boys group, 9-10).
- ❖ Another source of **additional information for older children** (Boys and Girls groups 12-14) are their **peers**, who often know about specific web-pages, where one can download music or movies, or sites of popular magazines, music groups, or favourite T.V. shows.
“My buddy informed me about a site, where I can download ring-tones for free, and it is a safe site, without viruses...It’s very cool...” (Boys group, 12-14).
- ❖ Throughout the discussion it becomes apparent that learning to use the Internet greatly **depends on the familial and extra-familial settings**, rather than the age or sex of children. Specifically, having older brothers or sisters, or parents who are accustomed to using the Internet are factors that play a key-role in Internet use and learning. While for older children, **peer interaction** can also contribute to Internet learning, and specifically with regard to new sites.

I.2 INTENSITY OF USAGE

- ❖ Overall, there seems to be **differentiation** among groups regarding the intensity of Internet use, according to age / type of use.
- ❖ Specifically, for **younger aged children** (9-10 & 12 years old), Internet is **primarily** an **educational tool**, rather than a recreational one. To make this clearer, younger-aged children use the Internet in order to find information relevant to their school-work, and usually enter educational sites, such as encyclopaedias (i.e., DOMI), or environment-related sites (i.e., W.W.F). Therefore, time spent while using the Internet is **variable**, for it greatly depends on school-work, the easiness or difficulty of finding the requested information, and the frequency with which teachers ask for such tasks.
- ❖ In any case, when Internet use is necessary, younger – aged children usually access the Internet **during weekends**, when they have more free time. However, **Internet use does not exceed 1-2 hours each time**, and usually is **around half hour**.

“I cannot tell you how much time I spend while on Internet because it varies according to my schoolwork. Sometimes, our teacher asks for a lot of things, and other times she does not ask us to find anything for a long time. I remember the last time I used the Internet was when we had an exercise regarding all Greek prefectures and their capital cities. That’s when I spent lots of time on Internet...” (Girls group, 9-10).
- ❖ Conversely, **older-aged children** (around 13-14 years old) seem to have **more systematic / regular Internet patterns**, since they use the Internet for a wider set of applications, ranging from information relevant to school-work, music / movie / ring-tone downloading, surfing for fun, MSN, and e-mailing.
- ❖ Accordingly, although not as frequent as everyday, Internet use is more regular and systematic, **not depending entirely on schoolwork**, but as well as on personal interests. Furthermore, it could be argued that older children do not have as many restraints as younger ones, and therefore can surf in the Internet for fun / recreation.

“If it was up to me, I would spend as many hours as possible, but my parents won’t let me, so I access the Internet 2-3 times / week, 1-2 hour each time ” (Boys group, 12-14).
- ❖ Overall, **group discussions indicate that younger children use the Internet less frequently**, according to their school-work, whereas **older children combine education with recreation**, while using the Internet.

I.3 DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ Generally, across all four groups, limits and rules are imposed on children with regard to Internet use. Still, **the nature of rules varies according to age**, with younger children (9-10 and 12 years old) having more strict rules, while older children / youngsters being more free.
- ❖ Above all, **uniformity** is observed among all groups regarding **time limits**, since none of the children is allowed to spend as much time as s/he likes on the Internet. For **younger-aged children** (9-10 & 12 years old) this rule is imposed because excessive Internet usage is perceived to be related to health-risks, due to **radioactivity**.
“Computers and their radioactivity can damage our brain and our eyes. It is not very healthy, and this is why we are not allowed to spend too much time in front of a computer screen...” (Girls group, 9-10).
- ❖ Conversely, for **older-aged children** (13-14 years old) time limits are also justified as **a matter of cost**, since spending too much time on the Internet can be rather expensive. Additionally, since older children have more responsibilities and more advanced homework, time limits are perceived to be imposed **so that children can study**, rather than “loaf”.
“I think that grown ups won’t let us spend too much time on the Internet because we have work to do, and they don’t like us hanging around irrelevant pages, instead of studying...” (Boys group, 12-14).
“It costs ! That’s why!” (Girls group, 12-14)
- ❖ Furthermore, strict rules as to the **web-pages they can visit** are imposed on **younger-aged kids** (9-10 and 12 years old), and parents often supervise their children while on Internet to offer help, when needed, and keep an eye on sites visited.
“We use the Internet together with my dad. He is usually there to help me and see what I am doing...” (Girls group, 9-10).
- ❖ Additionally, irrespective of age, all children are advised to **avoid sites that are of adult profile / content**.
- ❖ For **younger children** (9-10 and 12 years old) and **girls aged 12-14** years old, it is a completely **justifiable** rule, since, as they argue, adult content sites (specifically violent ones) can be rather **disturbing and distressing**.
“They are right because if I see something that it is not appropriate for my age, then I might have nightmares and cry, and maybe I won’t be able to forget it...” (Boys group, 9-10).
“Once I run into sex scenes in the Internet, and I turned off the computer at once!” (Boys group, 12-14 years).
“There are images and photos that should be avoided because they are not appropriate for us”. (Girls group, 12-14).

- ❖ However, **for older-aged boys**, who are on the verge of adolescence, adult content sites (especially pornographic ones) are **not only not avoided, but sought for**. Thereby, sex-related sites are **intriguing**, and youngsters **make use of these applications**.

“Hahaha! I am not avoiding these sites! On the contrary, I search for them!” (Boys group, 12-14).

- ❖ Finally, another rule, **not spontaneously mentioned** in this section, but when discussing about the risks involved while using the Internet, is to **avoid “talking” to strangers**. It is an explicit rule put to **all children** (both sexes and age groups), which is completely **justifiable**, since it can put their life in danger.

“Talking to strangers is not good anyway. The same applies for Internet...” (Girls group, 9-10).

- ❖ By and large, various rules and limits are put on Internet use, with **younger children being more restrained, while older-aged children and especially boys being more “disobedient”** in following the imposed rules.

I.4 SPECIFIC INTERNET APPLICATIONS

Boys Group 9-10

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

Girls Group 9-10

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

Boys Group 12-14

Searching for information as a part of my school work	11
Searching for information on subjects which interest me/surfing for fun	9
Sending and receiving emails	4
Using instant messaging (MSN)/chatting with friends	1
Engage in open chatrooms	1
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	3
Reading and responding to friends'blogs/homepages	2
Reading and responding to blogs/homepages of someone I have never met	1
Playing on-line games	10
Downloading music, films, videos, games or other files	5
Sharing files (music, films, videos, games or others)	3
Sharing photos	2
Downloading ring tones/images for my mobile phone	8
Taking part in competitions	1
Making phone calls through the Internet	2

Girls Group 12-14

Searching for information as a part of my school work	12
Searching for information on subjects which interest me/surfing for fun	13
Sending and receiving emails	2
Using instant messaging (MSN)/chatting with friends	4
Engage in open chatrooms	5
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	4
Reading and responding to friends'blogs/homepages	2
Reading and responding to blogs/homepages of someone I have never met	0
Playing on-line games	5
Downloading music, films, videos, games or other files	16
Sharing files (music, films, videos, games or others)	4
Sharing photos	1
Downloading ring tones/images for my mobile phone	7
Taking part in competitions	0
Making phone calls through the Internet	0

- ❖ Generally, it could be asserted that Internet **applications vary according to age**.
- ❖ Specifically, **younger-aged** children make use of limited applications, namely, searching for information as part of their **school-work**. Such information involves web-pages related to environmental issues, i.e., W.W.F or Greenpeace, official encyclopaedia sites, geography-related or history-related sites.
- ❖ Furthermore, as a secondary activity, younger children may **download songs or ring-ones** for their mobile phones, most likely under the supervision of their parents. During the discussion, it becomes apparent that young children do not search for themselves for such information, but ask their parents to download ring-tones / movies /music. It is not an application they complete by themselves.
- ❖ As a third application, children of a younger age may also access Internet **sites for fun**: They may play **online games** and **surf into the Internet in fun sites**, such as the Barbie site. Still, as a general rule, surfing for fun and online gaming is less frequent and always monitored by parents, who ensure that children do not make wrong use of Internet.
- ❖ Older children (13+) also search for information as part of their schoolwork, but also surf into the Internet in various sites just for fun, including sites related to TV shows, music, cars, movies, technology and electronics...
- ❖ Moreover, **online gaming** is also a popular choice among **older boys**. In fact, throughout the discussion it becomes obvious that boys of this age are very much into online gaming, knowing about specific sites, games, and their solutions, and seem to be extremely interested in it.
- ❖ Finally, downloading **music, movies and ring-tones is another popular application among boys and girls of the older age groups**, who know about specific sites and are perfectly aware and capable of downloading items of interest. Quite clearly, downloading is for older children an active process, which they fully complete by themselves, without their parental assistance.

CHAPTER II
MOBILE PHONE AND MOBILE USAGE

II.1 MOBILE PHONE USAGE

- ❖ Above all, it is worth mentioning that **older children / youngsters** (12-14 years old) participating in group discussions, girls and boys, **have a mobile phone**, while the majority of **younger children** (9-10 years old) either **have or make use of their parents' / siblings' mobile phones**. Hence, they are all **largely familiar** with mobile phone use and the basic applications.
- ❖ The most frequent justification for **not having mobile phones** (only younger children, 9-10) is that they are a **luxury**, since children at this age are too young to be needing mobile phones.
“Why would I need a mobile phone? I can use my mom’s” (Boys group, 9-10).
“I believe that my parents don’t see why I would need my own, when I can use theirs...” (Girls group, 9-10).
- ❖ At a spontaneous level, the most frequent mobile phone applications seem to be **text messaging (SMS) and phone calls**. The former is the key application used for sending as well as receiving messages, while the latter is mainly used in cases of need / emergencies, or just for a few minutes / quick conversations to arrange meetings.
- ❖ The intensity with which text messages and phone calls are made differs according to age.
 - **Younger children** (9-10 years old) usually make emergency phone calls or more typically “missed calls” to their parents when in need, so that their parents can call them back. Still, mobile phones seem to be a “safety net” that both parents and children make use of.
“They have bought me a mobile phone so that they can find me when they want and so that I can call them if something goes wrong.” (Boys group, 9-10)
 - **Older children** (12-14 years old) also use mobile phones for safety, but are also allowed to make more phone calls, within limits, to friends and relatives. Still, due to cost issues, they do not make extensive use.
- ❖ Evidently, most telephone calls are made to relatives (including parents, and grandparents) and text messages are sent / received / by friends and peers
- ❖ For **younger children**, playing mobile phone **games** (not online) is another **popular** application that they enjoy. Mobile phones are not necessarily seen as a practical tool (making phone calls, sending messages), but as a means of recreation. Often enough, younger children play games offered by their own or their parents mobile phone.
“I borrow my mother’s phone and I play games when I am bored. It is a really nice phone! It has very nice games!” (Girls group, 9-10).
- ❖ Furthermore, **taking pictures** / using mobile phone’s camera, is another popular option, for children of all ages.

❖ Regarding more **advanced applications**, such as **MMS**, **chatting** and **connecting** to the **Internet**, they are rarely (if at all) used.

➤ **MMS is a widely known application**, which is **not used**, since it is considered to be rather expensive. Therefore, rarely do children of all ages send or receive MMSs. Conversely, for older-aged children photo exchanging is made through infrared, which is cost-efficient!

“Why send MMS when you can use infrareds and send whatever you like...?” (Boys group, 12-14)

“My parents won’t let me because it costs too much!” (Girls group, 9-10)

➤ **Chatting and connecting to the Internet** through mobile phones is **not used at all**. What is more, **younger-aged children are not aware of such an application**. In any case, this application is considered to be expensive and complicated, especially contrasted to the easiness with which children can connect to the Internet from their home. Hence, overall these kinds of applications are perceived to be rather pointless, not addressing to their needs / age.

“I don’t get why would we want to do all these things through mobile phones. First of all they cost and secondly, they are not meant for us but for busy people not having time available...Not to mention that our peers would make fun of us...” (Boys group, 12-14).

❖ Below can be depicted the most popular / frequent mobile phone applications by discussion group.

Boys Group 9-10

Making and receiving phone calls	10
Sending/receiving SMSs	7
Taking photos/images	12
Sending/receiving/sharing images	3
Connecting to the Internet through my mobile phone	1

Girls Group 9-10

Making and receiving phone calls	11
Sending/receiving SMSs	11
Taking photos/images	10
Sending/receiving/sharing images	3
Connecting to the Internet through my mobile phone	1

Boys Group 12-14

Making and receiving phone calls	12
Sending/receiving SMSs	14
Taking photos/images	13
Sending/receiving/sharing images	6
Connecting to the Internet through my mobile phone	3

Girls Group 12-14

Making and receiving phone calls	12
Sending/receiving SMSs	13
Taking photos/images	14
Sending/receiving/sharing images	6
Connecting to the Internet through my mobile phone	0

- ❖ To sum up, the tables confirm the general findings regarding mobile phone usage in that **the most popular applications for all children seem to be making or receiving phone calls**, as well as **text messaging**, followed by **taking pictures**. Still, MMS or Internet connection are rarely is ever used.

II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

- ❖ In general terms, limited rules are imposed to the use of mobile phones, as compared to Internet use. It seems that mobile phone use is considered to be less dangerous and risky than Internet; also, it is more of a “necessity” and much more familiar to all.
- ❖ Specifically, **cost is a major issue**, and thereby children of all ages are not allowed to make extensive or unnecessary calls, sending (numerous) SMSs, or connecting to the Internet.
“They won’t let me make many calls because they cost a lot...” (Boys group, 9-10).
- ❖ Another recommendation made by parents is to use **mobile phones prudently**, since their **radioactivity** may cause **health-related problems**, i.e., brain damage.
“They have advised me not to talk too much on the phone, because it has radioactivity, and it is not healthy!” (Girls group, 12-14)
- ❖ Additionally, **younger children** (9-10 years old) are also advised not to talk / call or respond to calls of strangers, as they may have bad intentions. It is a rule applied to all aspects of life, including mobile phones, and Internet.
“They have told me to be careful and make sure that when I answer the phone I know who I am talking to...Because there are bad people, strangers that may want to hurt us...” (Boys group, 9-10).

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

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ At a spontaneous level, the risk of contracting **viruses** of all sorts through the use of Internet and mobile phones is considered to be high. According to children of all ages, viruses can be contracted by opening unknown e-mails, receiving suspicious SMSs, downloading ring-tones or through the use of blue-tooth.

“If you download something to your pc, or a ring-tone for your mobile, you can contract a virus, and there goes all your work...!” (Boys group, 9-10).

“The mobile phone I used to have contracted a virus in a coffee shop through blue-tooth. From then on, I switch off my blue-tooth when I go out...” (Girls group, 12-14).

- ❖ Hence, in order to reduce the risk of viruses, children **avoid opening e-mails, text messages of unknown senders, while trying to regularly renew their antivirus systems** – older children (mostly boys) do it by themselves, while the parents of younger children usually take the initiative to do it for them.

“What we can do it be extremely careful and not open e-mails sent by strangers...” (Girls group, 9-10).

“I know of a site that has the most updated antivirus systems...And I visit it every now and then just to see if I need to update mine” (Boys group, 12-14).

- ❖ **Health-related risks** are another issue concerning children of all ages. Particularly, the potential damage to their **eyesight** is perceived to be a rather **serious and justifiable** problem. Hence, following the instructions of their parents, older children have reduced the time spent in front of a computer, while younger children already spend limited time using the computer and the Internet.
- ❖ **Mobile phones** are also perceived to be associated with **health** problems, and specifically brain damage due to **radioactivity**. It seems that children (especially older ones who use more intensely their phone) are fully aware of this risk and make an effort to reduce the time spent talking on their mobile phone.

“I no longer talk as much as I used to in the past...My parents have told me that it can damage our brain...” (Girls group, 12-14).

- ❖ Another problem perceived as important by **older-aged children** is Internet **fraud**. To make this clearer, older children are conscious of the problems related to e-buying and the risk of unrightfully using one’s own personal details or credit card information to make purchases through the Internet.

“It is dangerous if you use your credit card on the Internet, because hackers can steal your personal details and credit card information and use them for their own purchases” (Boys group, 12-14).

“I remember once a hacker managed to use our Internet connection to make long distant calls...and the landline invoice came and it was as high as 500 euros for calls we hadn’t made!” (Girls group, 12-14)

- ❖ Accordingly, **older children avoid giving their personal details on the Internet, or take part in Internet competitions** that require their personal details, in order to reduce the risk of fraud. Still, such **measures** are perceived to be **defective and insufficient**, since hackers are thought to be experts, having advanced knowledge regarding Internet in cracking codes and the like.

“I avoid taking part in competitions that ask for my personal details. However, I think that hackers are really good at what they are doing, and if they want to crack our codes, they can and will succeed in doing so...” (Boys group, 12-14).

- ❖ Lastly, another problem encountered mostly while using the **Internet** is the development of **relations with strangers** that may have bad intentions. This risk is identified by children of all ages, and is perceived to be especially salient, since strangers may want to harm them. In order to avoid unpleasant encounters, **children avoid talking to strangers** and try to protect their identity by not giving their personal details.

“Chatting can be dangerous, since a kid may be deceived by a stranger and give her personal details... and then this stranger may come over to her place and hurt her...” (Girls group, 12-14).

- ❖ **Information regarding risks and problems** associated with the Internet and mobile phones usually stems from such sources as **parents and relatives** who are familiarised with technological issues, as well as **peers** who communicate their own experiences and problems to their friends.

“My parents are the ones who have warned me about not talking to strangers and to avoid downloading things from the Internet...” (Girls group, 9-10).

“My uncle knows everything about computers, and he is the one who warns me about new viruses and the like...” (Boys group, 9-10).

- ❖ Furthermore, it seems that risk-related precautions are taken **upon parents’ recommendations**; still they are considered to be justifiable, and therefore they are generally followed.
- ❖ Overall, it could be asserted that **children are conscious of the risks and problems related to technology** and specifically Internet and mobile phones, and **have already taken measures**, following their parents’ recommendations, to reduce or even eliminate such risks.

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

Boys group, 9-10

INTERNET APPLICATIONS

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

MOBILE PHONE APPLICATIONS

Making and receiving phone calls	4
Sending/receiving SMSs	3
Taking photos/images	1
Sending/receiving/sharing images	4
Connecting to the Internet through my mobile phone	6

Girls group, 9-10

INTERNET APPLICATIONS

**First
name**

Searching for information as a part of my school work	0
Searching for information on subjects which interest me/surfing for fun	6
Sending and receiving emails	5
Using instant messaging (MSN)/chatting with friends	3
Engage in open chatrooms	12
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	2
Reading and responding to friends' blogs/homepages	0
Reading and responding to blogs/homepages of someone I have never met	12
Playing on-line games	0
Downloading music, films, videos, games or other files	5
Sharing files (music, films, videos, games or others)	2
Sharing photos	4
Downloading ring tones/images for my mobile phone	2
Taking part in competitions	12
Making phone calls through the Internet	11

MOBILE PHONE APPLICATIONS

Making and receiving phone calls	2
Sending/receiving SMSs	2
Taking photos/images	0
Sending/receiving/sharing images	1
Connecting to the Internet through my mobile phone	9

Boys group, 12-14

INTERNET APPLICATIONS

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

MOBILE PHONE APPLICATIONS

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

Girls group, 12-14

INTERNET APPLICATIONS

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

MOBILE PHONE APPLICATIONS

Making and receiving phone calls	6
Sending/receiving SMSs	6
Taking photos/images	4
Sending/receiving/sharing images	9
Connecting to the Internet through my mobile phone	8

- ❖ Based on the tables above, it seems that **searching for information for fun (older children) or schoolwork (children of all ages) on the Internet can be problematic**, since children may accidentally visit sites which are **not appropriate for their age** (sites related to sex and violence), or in the course of their Internet search they may see unsuitable pop - ups.
“I remember once I searched for information regarding flowers and suddenly a bad picture popped up...I immediately closed the window...I didn’t tell anyone...” (Girls group, 9-10).
- ❖ At this point it should be noted that **older-aged boys** (14 years old) may secretly look for such sites and images, especially of **sexual content**, while being on Internet for school-work. Hence, pop-up of pornographic pictures is **not thought to be a problem** for them.
“Hahaha, that’s not a problem!!! I usually search for such pictures!” (Boys group, 12-14).
- ❖ Additionally, applications associated with exchanging **personal details** through the Internet, including MSN, e-mails, chat-rooms, blogs, are perceived to be dangerous by all children. Through the use of such applications, children run the risk of **coming in contact with strangers that may have bad intentions**.
“A naïve kid may think that a stranger is a good person and give his personal details, and then the stranger may hurt him...” (Boys group, 12-14).
- ❖ Another risk for all children is that of **downloads** – music, movies, ring-tones-, which may carry **viruses**. For older children (12-14 years old), sharing photos can also involve the same risk of viruses.
- ❖ Additionally, taking part in **competitions** is also perceived to be dangerous, since such applications can be **deceptive** in nature and may appear to be free of charge when they are not.
“My parents have told me not to take part in competitions because they cost even if they say they are free...” (Girls group, 9-10)
- ❖ Finally, all children allege that **Internet calls** are dangerous, in the sense that they **cost** too much, and therefore may put someone into trouble.
“The only problem with Internet calls is cost...They may cost a fortune, and then we would really get into trouble!” (Girls group, 12-14).
- ❖ Regarding **mobile phones**, it seems that at first level they are **not directly connected to problems** and risks, as in the case of Internet.
- ❖ Nonetheless, some **at second level** some problems *do* reach the surface. Specifically, there is consensus as to the risk of **connecting to the Internet**, for it can be too **expensive**.
“I have heard that Internet connection is too expensive. I have never even thought of using this application...They (parents) would kill me!” (Boys group, 12-14)
- ❖ What is more, for older children (12-14 years old), **SMS & photo exchanging** is risky in that these applications can be **carriers of viruses**, damaging the mobile phone’s software.

“I have heard of people having contracted a virus just by opening text messages...I never open sms from people I don't know...” (Boys group, 9-10)

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

IV.1 TRUTHFULNESS OF THE INFORMATION FOUND ON THE INTERNET

- ❖ Above all, the issue of truthfulness of the information found on the Internet **does not seem to concern** children generally, since **none** of them considers it to be a **problem!**
“The worst thing it can happen is that I get a 0 for my essay!” (Girls group, 9-10).
- ❖ At a spontaneous level, children **fail to understand the seriousness** of such as problem, and the reasons parents may worry.
“I don’t get why it is a problem. The worst thing that can happen to you is get a low mark in an essay for example” (Boys group, 12-14).
- ❖ Nonetheless, children argue that Internet may **not be as credible source as others**, such as books and encyclopaedias, and indeed inaccurate or incorrect information may appear on Internet. In fact, older children, boys and girls, argue that they have had personal experience with incorrect information found on the Internet.
“I had written an essay for my History class and it had some wrong information in it and my teacher asked about the sources I used. It was Internet. Still, though it is not a big deal.” (Girls group, 12-14).
- ❖ Still, it is generally agreed that although the Internet as such is not a very credible source of information, there are **ways of succumbing its drawbacks**. Namely, parents’ or teachers’ assistance, or visiting / using official sites, such as encyclopaedias’, which provide truthful and credible information.
“In any case, my mom will help me and correct me.” (Girls group, 9-10)
“We can always double-check information together with our peers or teachers, or use official sites that do not tell lies...” (Boys group, 12-14).
- ❖ Overall, it can be alleged that the risk of finding untruthful information on the Internet is not considered to be grave, firstly because it **does not entail consequences perceived to be very serious**, and secondly it is perceived to be **preventable through the help** of parents and teachers – grown-ups.

IV.2 POTENTIALLY SHOCKING CONTENTS

- ❖ Generally, the risk of coming in contact with potentially shocking images and contents, while using the Internet, is perceived to be **realistic and serious**, since numerous children, of all ages, have encountered such problems.

“Once I had an essay for the heroes of the Greek revolution of 1821, and I searched for relevant information on the Internet, and suddenly sex scenes popped into the screen...” (Boys group, 12-14).

- ❖ Such incidences entail mostly scenes / images of sexual content, rather than violence or racism. In fact, throughout the discussion it becomes evident that when referring to shocking contents, children mostly meant of **pornographic nature**.
- ❖ In fact, as expected, it seems that for **younger children** the likelihood of coming in contact with such contents is though to be **scarier and more frustrating**, for it can affect their psyche. Conversely, **older children** are more **composed and calm**.

“Of course it is serious because I may see something that it is not appropriate for my age and then have nightmares in my sleep...” (Girls group, 12-14)

“They (the pictures) may be shocking but I know what to do with them! Delete them or close the window” (Boys group, 12-14).

- ❖ In these cases, the first action taken is to **close the window and avoid visiting the same web-page** in the future. It seems that children **do not necessarily notify their parents** of the problem, having in mind that they may punish them or forbid them from ever using the Internet without any supervision (especially younger children).

“I haven’t told my parents about it. No way! They wouldn’t let me use the Internet again...!” (Girls group, 9-10).

“I usually tell my friends but not my dad. What would he do anyway? I can deal with it myself!” (Boys group, 12-14).

- ❖ Alternatively, they **discuss such problems with friends**, and some **older boys** (13-14 years old) even make fun of it, finding it **intriguing**, rather than troublesome.

“I bumped into such pages accidentally once, and I told my friends, who then they visited the site as well...” (Boys group 12-14).

IV.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ Spontaneously, it appears that children of all ages are well **aware of the danger of talking and developing relations with strangers**, in all aspects of life, including the Internet. The key source of information regarding such an issue is mainly parents, and secondarily peers / WOM at school.
“My parents have warned me of the risks of talking to strangers and the trouble I could get into...” (Girls group, 12-14).
- **Younger children** already make limited use of Internet applications, where they could meet strangers, i.e., MSN, chatting, blogs etc. Hence, they have **no personal experience** of such encounters and do not know of anyone who has actually fallen in this kind of trap.
- **Older children** may use Internet applications, such as MSN, chatting or blogs. Still, they **avoid developing such relationships**, conscious of the dangers they involve. However, some of them may have friends that have met strangers in chat-rooms, whom they usually warn of the dangers involved.
“A friend of mine at school has met a stranger on the Internet and I strongly advise her not to give him details but she does not stop... Luckily they have not met in person yet ...” (Girls group, 12-14).
- ❖ In any case, the **seriousness of the situation is recognised by all**, and there is consensus regarding the fact that such encounters need to be avoided, personal details should not be disclosed and face-to-face meetings should be passed up.
“I would personally advise my friend to stop talking to that stranger, no matter who he says he is, because he may lie, and then my friend could get into really deep trouble...” (Girls group 12-14).
“I would advise him to lie about his name etc, or give someone else’s personal details!” (Boys group, 9-10).
- ❖ Overall, children seem to be **aware of the dangers of meeting / talking to strangers**, and thereby they avoid developing relationships of any kind with people they do not know. Still, the older they get, the more likely is appears to be to come into contact with strangers, since they make use of more Internet applications.

IV.4 BULLYING

- ❖ Generally, it appears that bullying is **not a common practice** among children participating in the Greek group discussions. In fact, rarely do children know of cases, where other children have been bullied on the Internet; even older children who are more familiarized with MSN, and use it more frequently.

“It can happen I guess, but I do not know of anyone who has actually been bullied like this...”
(Girls group, 12-14)

- ❖ Even the **few exceptions** of children who have heard of such incidences are not in the position to describe in detail what happened, since most information stems from Word of Mouth rather than real knowledge.

“- I know of an incidence in which some children sworn at a kid, and he cried and cried...”

- Really? And what exactly happened, how did he deal with it? Did he tell his parents?

- I do not know exactly what happened... That’s what I have heard... (Girls group, 9-10).

- ❖ Nonetheless, children may not have personal experience with Internet bullying, but **they often are recipients of mobile phone bullying**, where they receive anonymous phone calls, during which other children swearing at them or making fun of them.

- ❖ In such cases, children of all ages **discuss it with their friends and parents** to find a solution (i.e., try to identify the people responsible, or hung up the phone, or change their number), while boys may adopt a more dynamic/offensive stance, meaning that they may swear at them or use the same means to get back at them.

“I would tell him to hung up, or swear at them too...” (Boys group, 9-10).

“Oh! It has happened to me and I told my parents and we changed numbers...” (Girls group, 9-10).

- ❖ Throughout the discussion, it becomes evident that bullying, either through the Internet or mobile phones, is perceived to be **annoying and frustrating, rather than frightening or scary**. Hence, it is not viewed as an especially important problem.

IV.5 DECEPTION OF FREE OF CHARGE CHARACTER

- ❖ As a general rule, children are **highly conscious of the dangers of being charged for downloading** ring-tones, music or movies from sites that appear to be free of charge but are not. As revealed in previous sections, **younger children do not use such applications** while on Internet. Hence the danger of being deceived is rather limited.
- ❖ Still, **older children** that are more elaborate in their Internet use, **often download** ringtones or music from the Internet. However, it appears that they do so from sites which are known not to charge for their services – usually “illegal” ones.
- ❖ As far as **competitions or betting** is concerned, it seems that **all children**, irrespective of their age, are **highly aware of the tricks employed** to deceive users. The key sources of information seem to be parents and peers.
 - **Younger children** (9-10 years old) have been imposed strict rules and limitations as to taking part in competitions and bets by their parents and do not really have personal experience.
 - **Older children** (12+) have been warned by their parents not to use such sites, but they also gain knowledge from their peers who may have been deceived.
- ❖ In any case, children of all ages agree that the **best way of dealing** with deception and money-related problems is to **consult their parents**, who are able to pay for any illegal charges. Although it is generally acknowledged that telling parents is not the most pleasant option, because even stricter rules may be imposed regarding Internet use (in terms of time, sites visited etc), it is the only reliable solution.

“I’d rather I didn’t tell my parents, but if I was in that kind of trouble they would be the only ones that would be able to help...” (Boys group, 12-14)

“I’d tell my parents...and they wouldn’t let me ever surf again on the Internet...So, this is why I don’t take interest in betting and competitions in the first place...” (Girls group, 9-10).

IV.6 ILLEGAL DOWNLOADING

- ❖ Apparently, children of all ages **fail to see** music, movie or game **downloading** without paying as **illegal**. In fact, when downloading music / movies, it seems that they are more concerned in finding sites that do not require paying, rather than using legal and official ones!
 - It is worth noting that **older children** not only fail to see the wrongfulness of downloading music without official permission / paying, but they consider paying as being “**silly**”.
“I don’t see why someone would want to pay for music, when he can get it for free in any other sites. And I don’t buy the fact that the ones who wrote the music would starve to death! They can make a lot of money through other means ...” (Boys group, 12-14).
“Rich and famous people do not make money only from these downloads...They have ways of making lots and lots of money...” (Girls group, 12-14).
 - From another viewpoint, **younger children** do **not appear to be fully conscious / do not fully** understand the reasons that downloading music / movies should be paid for. Hence, at a spontaneous level, when being informed of the fact that such downloads should be paid for, **they view it as some kind of deception!**
“So, we really need to be careful to protect ourselves from these sites!” (Girls group, 9-10)
 - At a second level, **they cannot realise the importance of paying for downloading any kind of intellectual property** “items”, and therefore, allege that when needing to download something, **they would use sites that do not require paying!**
- ❖ Overall, children **do not recognize the importance of illegal downloading**, and fail to see how this could affect other people’s lives. As a result, when downloading, they do so from illegal sites, not considering it to be wrongful.

CHAPTER V
RISK RELATED INFORMATION
AND REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ In general, the key precautions thought as important to be taken while using the Internet or mobile phones revolve around the following issues:
 - Extreme caution as to the **personal information given primarily through the Internet and secondarily through mobile phones** is suggested, since disclosing personal information (name, address, age etc) is perceived to be especially dangerous. Children of all ages are highly aware of the dangers of giving such information to strangers, since they can have bad intentions and use it to harm them.
 - Furthermore, the issue of **health** is again stressed, where children of all ages suggest to make limited use of mobile phones due to their **radioactivity** and the relevant harm that they can cause to the brain, as well as to reduce the time spent on the Internet, as this may also affect **eye-sight**.
 - **Younger children** and **older girls** also seem to be concerned with the issue of coming to contact with **stressful images**. As previously discussed, such issues are perceived to be salient, and children suggest the **strict visitation of sites that are of immediate interest**, and the limitation of surfing in unknown areas / sites. Through these means, the possibility of coming to contact with adult or offensive images / material in general is expected to be reduced.
- ❖ Throughout the discussion, it becomes evident that children have become **more conscious of the dangers of developing relations with strangers or coming to contact with shocking / adult material**. However, such issues as the truthfulness of information found on the Internet, bullying, deception of free character or illegal downloading still do not appear to have a top position into children's minds.

V.2 WAYS OF REPORTING ENVISAGED

- ❖ Overall, it seems that children show a clear preference for **anonymous ways** of reporting problems, for they are afraid that their parents (or teachers) will impose further limitations as to the use of the Internet or mobile phones. Such limitations are thought to be related to time spent on the Internet or close monitoring of the sites visited.
- ❖ Thereby, having a **report button** that automatically informs the relevant authorities just by clicking it, is seen as especially attractive, since it is perceived to be quick and effective, while managing to conceal the identity of the reporter.
“Clicking on this special button would be great! On the spot, and you wouldn’t get into trouble with your parents ...” (Boys group 9-10).
“This button is the best solution! It is easy and direct...” (Girls group, 12-14).
- ❖ Accordingly, getting in touch with a **specialist organisation** by calling a special free-phone number or sending an e-mail (some older children) is another practical and easy means of reporting problems related to Internet or mobile phone use, since the reporter’s anonymity would still remain unknown. Still, it is not thought to be as direct and effective as the previous option (button).
“This could also prove to be helpful, because nobody could know who reports the problem, but it a bit if a fuss...” (Boys group, 12-14).
- ❖ Although **parents and teachers are perceived to be appropriate** for reporting technology-related problems, in that they are more familiarized with Internet/ mobile phones and know how to deal with problems, they are not preferred, since they have the power and the means to impose further rules and limitations to children’s use of Internet / mobile phones.
“I am better off not letting my dad know about it, because he would never let me use the Internet again...” (Girls group, 9-10).
“He wouldn’t believe me (that I accidentally entered that site) and he would punish me for doing so...” (Boys group, 9-10).

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

- ❖ By and large, children of all ages express **positive attitudes** towards the **propensity to learn** more about the risks involved in Internet and mobile phone usage, since it could help them prevent or avoid many problems.
- ❖ The nature of the information sought revolves around **practical matters**, such as viruses and how to deal with them, as well as instructions and recommendations as to how to avoid giving out personal information to strangers in i.e., chat-rooms, or being deceived / preventing fraud.
- ❖ The most **appropriate channels of information are perceived to be Internet** itself, which can provide a plethora of information and it is perceived to be generally reliable.
- ❖ Additionally, **school lectures by Internet or mobile phone specialists** could provide extra information on Internet / mobile phone use, as well as practical tips for matters of interest, such as useful sites, anti-virus up-dates, dangerous web-pages etc.

SUMMARY OF RESULTS

- ❖ In general, **learning** to use the Internet greatly **depends on the family environment**, with siblings and parents being the main source of learning, and peers providing additional information, especially among older children.
- ❖ **In terms of the intensity with which children use the Internet**, it seems that younger children use the Internet less frequently and primarily for school-work, whereas older children combine education with recreation.
- ❖ In using the Internet, various rules are imposed. Such rules mainly include **time and site limitations, the avoidance of disclosing personal information to strangers, and taking part in competitions.**
- ❖ In general, **younger children** are **closely monitored** by their parents, while **older children** are let more **free.**
- ❖ Internet applications vary according to age, with older children making use of more applications overall. Nonetheless, **surfing on the Internet for schoolwork as well as for fun, and downloading ring-tones or music** seem to be the most popular applications for both age groups.
- ❖ The difference is that **younger children** usually need the **assistance** of grown-ups, while **older children** are more **independent.**
- ❖ As far as mobile phone usage is concerned, **the most popular applications for all children seem to be text messages**, as well as **phone calls**, followed by **taking pictures.**
- ❖ **Other mobile phone applications**, such as chatting, MMS, or Internet connection are not used, since they are considered to be very **expensive.**
- ❖ In terms of the risks involved while using the Internet and mobile phones, it can be asserted that **children are conscious of the risks and problems related to technology and have already taken measures**, following their parents' recommendations.
- ❖ The most important risks identified by children seem to be **developing relations with strangers, coming to contact with shocking material, and contracting viruses.**
- ❖ Apparently, such issues as the **truthfulness of information found on the Internet, bullying, deception of free character or illegal downloading** are **not perceived to be especially troubling.**
- ❖ Regarding the ways for reporting Internet or mobile phone problems, children of all ages clearly opt for **anonymity**, and specifically the "special button" option, which is effective, fast and easy.
- ❖ Finally, **positive attitudes** towards the **propensity to learn** more about the risks involved in Internet and mobile phone usage is expressed by all children.

- ❖ **The nature of such information** revolves around issues of **viruses** and the related anti-virus systems, ways of avoiding disclosing personal information to strangers and protecting oneself against fraud.

ANNEX I
COMPOSITION OF THE GROUPS

	Boys group 9-10 years	Girls group 9-10 years	Boys group 12-14 years	Girls group 12-14 years
	(Athens) (19/4/07)	(Athens) (20/4/07)	(Athens) (16/4/07)	(Athens) (17/4/07)
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	0	1	1	2
Mid-level managers	0	0	2	2
Office employees (non-managerial)	3	4	1	1
Manual workers	0	3	1	1
Others	6	0	4	3
Places and means of access to the Internet				
Home (broadband))	4	7	3	3
Home (non broadband)	0	1	6	3
School	6	3	1	3
Internet cafes	0	0	2	0
Others	0	0	0	1
Personal ownership of computer				
Yes	6	8	9	8
No	3	0	0	1
Ownership of mobile phone				
Yes	9	7	9	9
No	0	1	0	0

ANNEX II
DISCUSSION GUIDE

SAFER INTERNET

ΕΙΣΑΓΩΓΗ

Γεια σας, το όνομά μου είναι και δουλεύω στη FOCUS, την εταιρεία έρευνας αγοράς που μας έφερε όλους εδώ σήμερα.

Το θέμα της έρευνας αυτής αφορά στον τρόπο με τον οποίο τα παιδιά / οι νεαροί χρησιμοποιούν το Internet και τα κινητά τηλέφωνα.

Έχετε πάρει μια ιδέα για το ποιο είμαστε και τι προσπαθούμε να κάνουμε;

- Ρώτησε τα παιδιά αν γνωρίζουν τους όρους έρευνα / δημοσκόπηση και με τι τους συσχετίζουν.
- Εξήγησε τους ότι σκοπός είναι να καταλάβουμε τι κάνουν / τις συνήθειές τους και τι σκέφτονται – και ότι μπορούν να εκφράζονται ελεύθερα.
- Επιβεβαιώστε ότι οτιδήποτε και να ειπωθεί είναι εμπιστευτικό – π.χ. ότι οι λέξεις τους μπορεί να χρησιμοποιηθούν σαν παραδείγματα αλλά σε καμία περίπτωση δε θα συσχετιστούν με τα ονόματά τους. Συγκεκριμένα, ό,τι ειπωθεί από το κάθε παιδί δε θα μεταφερθεί στους γονείς του.

Για να αρχίσουμε, θα ήθελα καθένας από εσάς να συστηθεί και να πει λίγα πράγματα για τον εαυτό του: το όνομα σας, αν έχετε αδέρφια, αν έχετε πρόσβαση στο Internet και με ποιο τρόπο – δικά σας κομπιούτερ, των γονιών σας, στο σχολείο, σε φίλους, σε Internet καφέ – και επίσης αν έχετε κινητό τηλέφωνο.

ΘΕΜΑ Ι. ΤΟ INTERNET ΚΑΙ ΟΙ ΕΦΑΡΜΟΓΕΣ INTERNET

Ας μιλήσουμε για το Internet.

I.1 Πριν αρχίσουμε να μιλάμε για το πώς χρησιμοποιείτε το Internet, θα ήθελα να μάθω πως μάθατε να το χρησιμοποιείτε.

- Αυθόρμητες αναφορές
- Διερεύνησε :
 - Εκμάθηση από μόνοι τους ή με τη βοήθεια άλλων / από άλλους
 - Από ποιόν; Άλλα παιδιά (Ποια; φίλους, αδέρφια;), ενήλικες ; (γονείς, δάσκαλοι, άλλοι ενήλικες;)

I.2 Μπορείτε να μου πείτε πως / με ποιον τρόπο και πόσο συχνά χρησιμοποιείτε το Internet και πόσο χρόνο χονδρικά περνάτε με αυτό;

- Αυθόρμητες αναφορές
- Διερεύνησε :
 - Συστηματική / σταθερή ή μεταβλητή χρήση Internet; Από τι εξαρτάται;
 - Πόση ώρα υπολογίζουν τα παιδιά ότι το χρησιμοποιούν ; (χρόνος που περνούν κατά μέσο όρο, την ημέρα ή την εβδομάδα)

I.3 Μπορείτε να χρησιμοποιήσετε το Internet όπως θέλετε και όσο συχνά θέλετε, ή έχετε περιορισμούς, κανόνες ή συστάσεις από τους γονείς σας – ή οτιδήποτε νομίζετε ότι θα ήθελαν ή δε θα ήθελαν οι γονείς σας να κάνουν, ακόμα και να μη σας το έχουν πει.

➤ Αυθόρμητες αναφορές

➤ Διερεύνησε :

- Αν έχουν περιορισμούς / κανόνες / συστάσεις : τι ακριβώς;
- Για καθένα περιορισμό / κανόνα / σύσταση : αντιλαμβανόμενη δικαιολόγηση και βαθμός συμφωνίας
- Αν δεν έχουν περιορισμούς / κανόνες / συστάσεις : πως θα ένιωθαν αν τους επιβάλλονταν / δίνονταν;
- Ποιους θα δέχονταν ή όχι ; : αντιλαμβανόμενη δικαιολόγηση και βαθμός συμφωνίας

I.4 Έχουμε ετοιμάσει μια λίστα με διάφορες χρήσεις του Internet.

Να ρωτήσω καθέναν από εσάς :

- Να βάλετε **ένα πράσινο sticker** σε καθεμιά από τις εφαρμογές που χρησιμοποιείτε
- Να βάλετε **ένα ακόμα πράσινο sticker** στις εφαρμογές που χρησιμοποιείτε περισσότερο

➤ Μοιράστε τη λίστα

➤ Αφήστε τους συμμετέχοντες να την συμπληρώσουν

Βεβαιωθείτε ότι το σύστημα με το ένα / δυο stickers έχει γίνει κατανοητό.

Βεβαιωθείτε ότι καθένας τους έχει γράψει το μικρό του όνομα.

➤ Συλλέξτε τις λίστες , και γρήγορα εντοπίστε τις πιο συνήθεις εφαρμογές.

I.5 Βλέπω ότι κάποιες εφαρμογές χρησιμοποιούνται περισσότερο από άλλες.

Τι είναι αυτό που σας ενδιαφέρει ή τι είναι αυτό που σας αρέσει ιδιαίτερος σε αυτές τις εφαρμογές του Internet;

➤ Αυθόρμητες αναφορές

➤ Διερεύνηση : συχνές εφαρμογές που δεν αναφέρθηκαν στις αυθόρμητες αναφορές.

ΘΕΜΑ ΙΙ: ΚΙΝΗΤΑ ΤΗΛΕΦΩΝΑ ΚΑΙ Η ΧΡΗΣΗ ΤΟΥΣ

ΙΙ.1 Κάποιοι από εσάς έχουν κινητό τηλέφωνο.

Για αυτούς που έχουν, πως το χρησιμοποιείτε;

- Ρώτησε τον ένα μετά τον άλλον (μεταξύ αυτών που έχουν κινητό)

Άσε καθέναν τους να εκφραστεί ελεύθερα και μετά διερεύνησε:

- Με ποιον (φίλους, γονείς, σε ποιες περιστάσεις;)
- Ποια είναι η πιο συχνή χρήση (ομιλία, SMS, άλλες χρήσεις)

Οι υπόλοιποι δεν έχετε κινητό τηλέφωνο. Μπορείτε να μου πείτε γιατί;

- Διερευνήστε τους λόγους (κόστος; οι γονείς δε θέλουν να έχουν τα παιδιά τους κινητό; άλλα)

ΙΙ.2 Τα κινητά τηλέφωνα μπορούν επίσης να χρησιμοποιηθούν για να στείλει κανείς ή να λάβει φωτογραφίες (MMS), να λάβει μέρος σε συζητήσεις / chats , ή να συνδεθεί στο Internet. Αυτά τα κάνετε εσείς;

- Ρώτησε ξανά καθένα ξεχωριστά (αυτοί που έχουν κινητά)

- Αν έχει ήδη χρησιμοποιήσει αυτές τις εφαρμογές (ποιες), τι είναι αυτό που αρέσει / τι παίρνει από αυτό – αν δεν τις έχει χρησιμοποιήσει – γιατί;

ΙΙ.3 Χρησιμοποιείτε το κινητό σας ελεύθερα, όπως και όσο θέλετε, ή έχετε περιορισμούς, κανόνες, ή συστάσεις από τους γονείς σας; – ή οτιδήποτε νομίζετε ότι θα ήθελαν ή δε θα ήθελαν οι γονείς σας να κάνουν, ακόμα και να μη σας το έχουν πει.

- Αυθόρμητες αναφορές

- Διερεύνησε :

- Αν έχουν περιορισμούς / κανόνες / συστάσεις: τι ακριβώς;
- Για καθένα περιορισμό / κανόνα / σύσταση: αντιλαμβανόμενη δικαιολόγηση και βαθμός συμφωνίας
- Αν δεν έχουν περιορισμούς / κανόνες / συστάσεις: πως θα ένιωθαν αν τους επιβάλλονταν / δίνονταν;
- Ποιους θα δέχονταν ή όχι: αντιλαμβανόμενη δικαιολόγηση και βαθμός συμφωνίας

Ι.4 Έχουμε ετοιμάσει μια λίστα με διάφορες χρήσεις των κινητών τηλεφώνων.

Να ρωτήσω καθέναν από εσάς :

- Να βάλετε **ένα πράσινο sticker** σε καθεμιά από τις εφαρμογές που χρησιμοποιείτε
- Να βάλετε **ένα ακόμα πράσινο sticker** στις εφαρμογές που χρησιμοποιείτε περισσότερο

- Μοιράστε τη λίστα

- Αφήστε τους συμμετέχοντες να την συμπληρώσουν

Βεβαιωθείτε ότι το σύστημα με το ένα / δυο stickers έχει γίνει κατανοητό.

Βεβαιωθείτε ότι καθένας τους έχει γράψει το μικρό του όνομα.

- Συλλέξτε τις λίστες , και γρήγορα εντοπίστε τις πιο συνήθεις εφαρμογές.

ΘΕΜΑ ΙΙΙ. ΠΡΟΒΛΗΜΑΤΑ ΚΑΙ ΚΙΝΔΥΝΟΙ ΣΧΕΤΙΚΑ ΜΕ ΤΟ INTERNET ΚΑΙ ΤΑ ΚΙΝΗΤΑ ΤΗΛΕΦΩΝΑ

ΙΙΙ.1 Πέρα από το ότι είναι κάτι ευχάριστο και χρήσιμο, υπάρχουν προβλήματα ή κίνδυνοι στη χρήση του Internet ή των κινητών τηλεφώνων; – Δηλαδή πράγματα που δε σας αρέσουν ή σας φοβίζουν;

- Αυθόρμητες αναφορές
- Διερεύνησε :
 - Είδη προβλημάτων / κινδύνων που αναφέρθηκαν
 - Προβλήματα / κίνδυνοι που αναφέρθηκαν σε σχέση με το Internet ή τα κινητά τηλέφωνα
 - Πως έχουν μάθει τα παιδιά για αυτά τα προβλήματα / κινδύνους; (Προσωπική εμπειρία ? Τους έχουν προειδοποιήσει ? Από ποιον ? άλλο παιδί ? Ενήλικες – ποιοι ενήλικες ? Κάποια αρχή / ίδρυμα ?)
 - Πόσο σοβαρά νιώθουν ότι είναι αυτά τα προβλήματα ?

ΙΙΙ.2Α Αυτά τα προβλήματα έχουν αλλάξει τον τρόπο που χρησιμοποιείτε το Internet ?

- Αυθόρμητες αναφορές
- Διερεύνηση :
 - Περιορισμός στην ποσότητα (όγκο) χρήσης
 - Λήψη μέτρων ; με δική τους πρωτοβουλία/με την επιρροή των γονιών

ΙΙΙ.2.Β Αυτά τα προβλήματα έχουν αλλάξει τον τρόπο που χρησιμοποιείτε το κινητό σας τηλέφωνο;

- Αυθόρμητες αναφορές
- Διερεύνηση :
 - Περιορισμός στην ποσότητα (όγκο) χρήσης
 - Λήψη μέτρων ; με δική τους πρωτοβουλία/με την επιρροή των γονιών

ΙΙΙ.3 Εδώ έχουμε μια λίστα με τις εφαρμογές Internet και του κινητού τηλεφώνου που βάλατε νωρίτερα τα πράσινα sticker.

Παρακαλώ κολλήστε ένα **κόκκινο sticker** δίπλα στις εφαρμογές που νιώθετε ότι μπορεί να δημιουργούν κάποιο πρόβλημα οποιουδήποτε είδους, και ένα **δεύτερο κόκκινο sticker** σε αυτές που θεωρείτε ότι είναι οι πιο ενοχλητικές ή τρομακτικές.

- Μοιράστε τις λίστες.
 - Αφήστε τους συμμετέχοντες να την συμπληρώσουν
- Βεβαιωθείτε ότι το σύστημα με το ένα / δυο stickers έχει γίνει κατανοητό.
- Βεβαιωθείτε ότι καθένας τους έχει γράψει το μικρό του όνομα.
- Συλλέξτε τις λίστες, και γρήγορα εντοπίστε τις εφαρμογές που έχουν τα περισσότερα sticker με προβλήματα / κινδύνους.

ΙΙΙ.4 Ας συζητήσουμε τώρα αυτά τα προβλήματα με λεπτομέρεια, διαλέγοντας αυτά που αναφέρατε συχνότερα.

Γιατί νομίζετε ότι αυτή η εφαρμογή μπορεί να σχετίζεται με κάποιο πρόβλημα;

- Πάρτε μια μια τις εφαρμογές που αναφέρονται συχνότερα ότι μπορεί να δημιουργούν προβλήματα ή κινδύνους, και εκμαιεύστε τη φύση και το βαθμό του προβλήματος/κινδύνου.

ΘΕΜΑ IV ΑΝΤΙΔΡΑΣΕΙΣ ΣΤΗΝ ΠΑΡΟΥΣΙΑΣΗ ΣΥΓΚΕΚΡΙΜΕΝΩΝ ΠΡΟΒΛΗΜΑΤΩΝ Η/ΚΑΙ ΚΙΝΔΥΝΩΝ

Θα σας αναφέρω μερικά προβλήματα, όπως τα βλέπουν οι «μεγάλοι» που ανησυχούν για αυτά – και θα μου πείτε πως νιώθετε **εσείς** για αυτά.

IV.1 Ένα από τα προβλήματα μπορεί να είναι ότι οι πληροφορίες που βρίσκετε μπορεί να μην είναι απαραίτητα αληθείς.

Τι νομίζετε για αυτό; Γενικά, νομίζετε ότι μπορούμε να εμπιστευόμαστε ότι βρίσκουμε στο Internet?

- Αυθόρμητες αντιδράσεις
- Διερεύνηση :
 - Ποιος είναι ο συνολικός βαθμός αξιοπιστίας του Internet ?
 - Πως συγκρίνεται με άλλες πηγές (γονείς, δάσκαλοι, φίλοι, τηλεόραση, βιβλία...)
 - Γιατί το Internet είναι περισσότερο ή λιγότερο αξιόπιστο;
 - Παραδείγματα ανακριβειών στο Internet. Για τι επρόκειτο; Πως καταλάβατε ότι δεν ήταν αληθές;
 - Πόσο σοβαρό νομίζετε ότι είναι τελικά αυτό το πρόβλημα / κίνδυνος;

IV.2 Άλλο ένα πρόβλημα που ανησυχεί τους μεγάλους είναι ο κίνδυνος του να έρθει κανείς σε επαφή με εικόνες ή περιεχόμενα άλλου είδους που είναι πολύ σοκαριστικά – που μπορεί να περιλαμβάνουν σκληρές βίας, βάναντες σκληρές, ρατσισμό ή πορνογραφία.

Τι νομίζετε για αυτό;

- Αυθόρμητες αντιδράσεις
- Διερεύνηση :
 - Έχει συμβεί σε εσάς; Με τι είχε να κάνει;
 - Τι κάνατε; Μιλήσατε σε κάποιον για αυτό; Ποιόν;
 - Τι θα κάνατε αν συνέβαινε σε εσάς, ή τι θα συμβουλευάτε ένα φίλο να κάνει αν συνέβαινε σε εκείνον; Να μιλήσει σε κάποιον; Σε ποιόν; Τι πρακτικές συμβουλές θα του δίνατε;
 - Συντονιστή : επίσης διερεύνησε πόσο σοβαρό γίνεται αντιληπτό αυτό το πρόβλημα.

IV.3 Ένα ακόμα κίνδυνος που ανησυχεί τους μεγάλους είναι ότι τα παιδιά αναπτύσσουν σχέσεις με αγνώστους με τους οποίους έχουν μιλήσει στο Ιντερνετ – κάποιον που δεν έχουν γνωρίσει ποτέ πρόσωπο με πρόσωπο.

Ας πάρουμε ένα παράδειγμα..

Ο τάδε είναι ένα παιδί της ηλικίας σας.

Του αρέσει να παίζει παιχνίδια ή να βάζει το προφίλ του στο Internet, και αρχίζει να μιλά online με κάποιον στον οποίο σταδιακά δίνει κάποιες προσωπικές πληροφορίες όπως τη διεύθυνση MSN, το κινητό του τηλέφωνο, το όνομα του, που μένει, ή αρχίζει να στέλνει φωτογραφίες του.

Νομίζει ότι αυτός ο άγνωστος άνθρωπος είναι πολύ καλό παιδί της ίδιας ηλικίας, αλλά μπορεί να αποδειχτεί ότι είναι κάποιος άλλος, που μπορεί να τον ενθαρρύνει να κάνει πράγματα που δε θα έπρεπε να κάνει, ή ακόμα και ένα «μεγάλος» με κακές προθέσεις.

(Συντονιστή : Για τις ομάδες των αγοριών χρησιμοποίησε ένα τυπικό αντρικό όνομα και για τις ομάδες των κοριτσιών ένα τυπικό γυναικείο όνομα της χώρας)

Τι νομίζετε για αυτό;

➤ Αυθόρμητες αντιδράσεις

➤ Διερεύνησε :

- Έχει συμβεί σε κάποιον που γνωρίζετε; Πως, σε ποια κατάσταση;
- Νομίζετε ότι θα μπορούσε να συμβεί και σε σας; Πως επικοινωνείτε και κάνετε φίλους στο Internet;
- (Αν έχει συμβεί) Τι κάνατε; Μιλήσατε σε κάποιον για αυτό; Ποιον;
- Τι θα κάνατε αν συνέβαινε σε σας ή τι θα λέγατε σε έναν φίλο σας που του είχε συμβεί;
- Συντονιστή : επίσης διερεύνησε πόσο σοβαρό γίνεται αντιληπτό αυτό το πρόβλημα.

IV.4 Άλλη μία ανησυχία των μεγάλων είναι ότι μερικά παιδιά χρησιμοποιούν την επικοινωνία μέσω Internet για να συμπεριφερθούν άσχημα σε ένα άλλο παιδί που δε συμπαθούν. Αυτό μπορεί να γίνει για παράδειγμα μιλώντας στο MSN για αυτό το παιδί χωρίς να το συμπεριλαμβάνουν στη συζήτηση, ή στέλνοντάς του ανώνυμα κακά μηνύματα.

Τι νομίζετε για αυτό;

➤ Αυθόρμητες αντιδράσεις

➤ Διερεύνηση :

- Πως, σε ποια περίπτωση ? έχετε λάβει κακά μηνύματα; Έχετε στείλει κακά μηνύματα ποτέ σε άλλους;
- Νομίζετε ότι μπορεί να συμβεί σε εσάς;
- (Αν έχει συμβεί) Τι κάνατε; Μιλήσατε σε κάποιον για αυτό; Σε ποιον;
- Τι θα κάνατε αν συνέβαινε σε εσάς ή τι θα συμβουλευάτε ένα φίλο σας να κάνει αν του συνέβαινε;
- Συντονιστή : επίσης διερεύνησε πόσο σοβαρό γίνεται αντιληπτό αυτό το πρόβλημα.

IV.5 Άλλος ένας κίνδυνος που έχουμε ακούσει είναι να μας κοροϊδέψει κάποιος, για παράδειγμα όταν κατεβάζουμε ένα αρχείο που φαίνεται να είναι δωρεάν αλλά στην πραγματικότητα δε είναι, ή όταν λαμβάνουμε μέρος σε ένα διαγωνισμό.

Τι νομίζετε για αυτό;

➤ Αυθόρμητες αντιδράσεις

➤ Διερεύνηση:

- Έχει συμβεί σε εσάς; Σε ποια περίπτωση;

- Τι κάνατε; Μιλήσατε σε κάποιον για αυτό; Ποιον;
- Τι θα κάνατε αν συνέβαινε σε σας ή τι θα συμβουλευάτε έναν φίλο σας να κάνει αν συνέβαινε σε αυτόν; Να μιλήσει σε κάποιον; Ποιον;
- Συντονιστή : επίσης διερεύνησε πόσο σοβαρό γίνεται αντιληπτό αυτό το πρόβλημα.

IV.6 Άλλο ένα πρόβλημα μπορεί να είναι ότι τα παιδιά κατεβάζουν μουσική, ταινίες, παιχνίδια, ή άλλα πράγματα χωρίς να πληρώνουν.

Ίσως αυτό να έχει συμβεί και σε σας : έχετε κατεβάσει κάτι χωρίς να πληρώσετε;

➤ Καταγραψτε τις απαντήσεις, και συνεχίστε :

Σε πολλές περιπτώσεις, αυτό το περιεχόμενο είναι υλικό από το οποίο οι δημιουργοί (π.χ. μουσικοί) χρειάζεται να βγάλουν χρήματα για να ζήσουν και συνεπώς πρέπει να πληρώνεται.

Το γνωρίζετε αυτό; Ποιος μπορεί να είναι οι συνέπειες; Αυτά τα παιδιά νομίζετε ότι γνωρίζουν ότι είναι παράνομο / δεν επιτρέπεται; Και πως το χειρίζονται / τι κάνουν για αυτό;

➤ Διερεύνηση :

- Γνώση ότι είναι παράνομο / δεν επιτρέπεται και οι συνέπειες
- Τι θα έκαναν τα παιδιά της ομάδας σε αυτή την περίπτωση;
- Πόσο σοβαρό θεωρούν ότι είναι αυτό το πρόβλημα;

ΘΕΜΑ V. ΠΛΗΡΟΦΟΡΗΣΗ ΣΧΕΤΙΚΑ ΜΕ ΤΟΥΣ ΚΙΝΔΥΝΟΥΣ ΚΑΙ ΑΝΑΦΟΡΑ ΠΡΟΒΛΗΜΑΤΩΝ / ΚΙΝΔΥΝΩΝ

V.1 Όταν το ξανασκέφτεστε, μετά από τη συζήτησή μας, υπάρχουν κάποιες προφυλάξεις που νομίζετε ότι θα ήταν χρήσιμες να παρθούν για τη χρήση του Internet και των κινητών τηλεφώνων – ή κάτι που θα συμβουλευάτε τον μικρότερο αδερφό ή αδερφή σας να κάνει;

- Αυθόρμητες αντιδράσεις
- Διερεύνηση :
 - Προφυλάξεις (και σχετικοί κίνδυνοι) που αντιλαμβάνονται (περισσότερο) τα παιδιά μετά στη συζήτηση
 - Τάση να πραγματοποιήσουν αυτές τις προφυλάξεις

V.2 Αν βλέπατε ή γινόταν κάτι άβολο και φοβιστικό, και θέλατε να το πείτε σε κάποιον, ποιος θα ήταν ο πιο εύκολος τρόπος για εσάς να το κάνετε;

- Αυθόρμητες αντιδράσεις
- Διερεύνηση :
 - Να μιλήσετε στους γονείς σας για αυτό
 - Να μιλήσετε στο δάσκαλό σας
 - Να το πείτε στην αστυνομία
 - Να επικοινωνήσετε με μια οργάνωση που να ειδικεύεται σε αυτό τηλεφωνώντας σε έναν δωρεάν αριθμό τηλεφώνου
 - Να επικοινωνήσετε με τον οργανισμό μέσω e-mail .
 - Να υπάρχει ένα κουμπί που αυτόματα πληροφορεί τις αρμόδιες αρχές απλά κλικάροντάς το.

V.3 Πως θα θέλατε να πληροφορηθείτε περισσότερο για τα προβλήματα και τους κινδύνους που σχετίζονται με το Internet και τα κινητά τηλέφωνα;

- Αυθόρμητες αντιδράσεις
- Διερεύνηση :
 - Τάση στο να μάθουν περισσότερα για τα προβλήματα και τους κινδύνους
 - Φύση των πληροφοριών που θα έψαχναν
 - Από ποιες πηγές/από ποια κανάλια