

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

EUROPEAN COMMISSION

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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 Italy by Market Dynamics International, the Italian 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

- ❖ Respondents in all groups claim that their learning to use the internet mainly comes from their family –parents, older sisters/brothers, cousins, young uncles- and only marginally it's provided at school. In fact while all children attending primary school have the possibility to access PC and have some lessons about the fundamentals of PC usage, those attending the secondary school do not have the same facilities, in some schools PC are not available or the teaching plans do not envisage regular lessons on its usage. Moreover the access to the internet is quite limited, either in terms of availability or time devoted to it.

“We have specific PC lessons, but just to learn using the PC, not the internet” (Girls group, 9-10 years)

“Our computer teacher is quite strange, when he has something else to do, he allows us to surf the internet and leaves the classroom” (Boys group, 9-10 years)

- ❖ Overall, the majority of children claim that they can use a PC either at home or at school, but they use the internet mainly at home.
- ❖ Only a couple of children do not have a PC at home and therefore they access the internet when visiting a friend or grandmother/uncle.
- ❖ Observation of their mother and father using the internet seems to be the main source of learning together with basic explanations during their first trials. Obviously other members of the family or friends were the reference to those not having a PC at home.

“My father is a business consultant and often works at home, so I've been sitting next to him on several occasions to learn” (Boys group, 9-10 years)

“Looking my elder brother or my friends using it” (Boys group/ girls group, 9-10 years)

“I started when I was 11 and a family friend helped me to select a few games to play on-line” (Boys group, 12-14 years)

“We now have only a few lessons, but at school we are not allowed to access the Internet” (Girls group, 12-14 years)

Please note that after the recent changes in the education guidelines sanctioned by the Ministry of Education, much freedom is left to each school to decide about the teaching programmes and therefore each principal of a school can decide if, and how often, PC lessons are included or not.

I.2 INTENSITY OF USAGE

- ❖ At home, the access to the internet – allowed only after having completed school tasks- is rather frequent, about 5 times per week, but with some limitations in terms of time spent surfing the web. The frequency is influenced by the free time available or the need to complete some research to complete a school task, while the time spent depends:
 - on the type of internet contract held by the family (flat fare rather than based on time consumption)
 - on the limitations set by parents
 - on the self-limitations decided by the children themselves
 - on the reason why the children access the internet
- ❖ The great majority of families have a broad band type of connection, either optical fibre or ADSL with a flat fare type of contract, in relation with the intensity of usage needed by the family. Obviously those having a contract based on time consumption tend to set stricter limitations to their children, however about 50% of parents have agreed a daily maximum time - which should not be exceeded - that varies between 10 and 45 minutes. Children have no problems to accept such limitations which have been previously negotiated.
- ❖ The remaining 50% claims to almost follow the same rules as a form of self-discipline even if their parents did not formally intervene to establish a rule, since they trust the good common sense of their children.

I.3 DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ Only a few children among the younger groups say that they can access the internet only when mom or daddy are available to sit aside them, while the great majority are allowed to connect when being alone in front of the PC. However, parents have taken some precautions activating blocks to certain telephone numbers or setting programs to stop access to certain web sites.
- ❖ Children report that apparently the major worries of their parents concern to risk to reach sites which may activate viruses or automatic diallers, much more than visiting unsuitable sites.
- ❖ The limitations of use set by parents are commonly well accepted, first of all because these were discussed and shared, secondly because the children do not feel are satisfied with the degree of freedom they have agreed on. The only complaint is that sometimes they have to interrupt the game while playing: in this case they try to negotiate with their parents and obtain some extra 5 or 10 minutes.

- ❖ Respondents have no idea on which further limitations could be set, however they seem to be conscious that the justifications claimed by their parents, such as:

“Too many hours spent in front of a PC screen are not good for your eyes” (Boys group, 9-10 years)

“Prefer not to risk you turn into an Internet addict, as it happened to some guys who needed serious therapies like drug addicted” (Boys group, 12-14 years)

“Prefer that after completing school tasks you go out, do some sport or at least do some movement in the open air” (Girls group, 9-10 years)

are correct and reasonable.

- ❖ Somebody report that their parents sometimes check the chronology of the web-sites visited just to have an idea of their surfing, but this is not perceived as an intrusion in their privacy, but rather as a legitimate form of protection.
- ❖ The overall impression is that parents rely on the measures they have activated to prevent what they consider as major risks, then show quite a lot of confidence in their children in terms of self-discipline either in terms of time dedicated to internet usage or capability to autonomously manage some possibly difficult situations they may face.

“I’m in agreement, it’s right that our parents have some form of control, otherwise a boy of 5 years can enter a porno web-site and when grown-up he will be a lecher adult” (Boys group, 9-10 years)

I.4 SPECIFIC INTERNET APPLICATIONS

INTERNET APPLICATIONS USED

Boys Group, 9-10 years

Ever Used Used More Often

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

INTERNET APPLICATIONS USED**Girls Group, 9-10 years****Ever Used Used More Often**

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

INTERNET APPLICATIONS USED**Boys Group, 12-14 years****Ever Used Used More Often**

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

INTERNET APPLICATIONS USED

Girls Group, 12-14 years

Ever Used Used More Often

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

- ❖ All the children in all groups, spontaneously report that Instant Messaging, playing games, satisfy their curiosity on specific themes and research for doing school tasks are the major applications used when connected to the internet.
 - “I chase games and download the demo, when I’ve finished the allowed 60 minutes, I go for a new one” (Girls group, 9-10 years)*
 - “I surf the web when doing research for my history or geography school tasks” (Boys group, 12-14 years)*
 - “I’ve discovered Wikipedia, it’s quite useful, it covers all the subjects I’m looking for” (Girls group, 12-14 years)*
 - “I’m fond of soccer, motoracing, so I like to visit the sites of my favourite sport teams” (Boys group, 9-10 years)*
 - “I like animals and look for sites with nice images and information” (Girls group, 9-10 years)*

- ❖ In fact, looking at the self-completed exercise, it appears that almost all applications are used, with some differences in terms of frequency, also influenced by sex and age of respondents.
 - “I like to print my photos and send them to my friends” (Girls group, 9-10 years)*

- ❖ It is evident that chatting is one of the most used applications, and MSN is the most widely used since it is felt ‘safer’ rather than open chat sites. MSN is mainly used to communicate with school mate and friends, as well as to keep in touch with family members living in another town.
 - “I’m chatting with MSN only when out of town, on vacation to keep in touch with my friends, not with school mates” (Girls group, 9-10 years)*
 - “Soon after lunch, I connect with MSN and start doing my home-work: if I need help can always call on a friend, and at the same time keep an eye on the situation, just in case others need help” (Boys group, 9-10 years)*

- ❖ MSN is preferred to telephone when communicating with friends at home because there is more privacy and one feels free to express own emotions through a PC rather than in a voice conversation.
 - “When talking on the phone you always risk that your mother or brother are behind the door to try and listen your conversation, while a dialogue through MSN is definitely more discrete” (Girlg group, 12-14 years)*
 - “ You may feel embarassed to express your feeling to a girl in a voice conversation, while with MSN you don’t have such a problem” (Boys group, 12-14 years)*

- ❖ Younger groups, both boys and girls, like to play on-line games, more than teen-agers who prefer to use Play Station or similar electronic game box.

- ❖ Downloading of music, video-clips or movies is declared as a common practice, but in fact this activity is mainly exploited by other family member: parents first of all, followed by cousins, elder brothers – sisters.

- ❖ Downloading includes ring tones and screen saver for the mobile phone: children prefer not to directly download on their hand set because of cost and possible frauds, which some of them have experienced.

CHAPTER II

THE MOBILE PHONE AND MOBILE PHONE USAGE

II.1 MOBILE PHONE USAGE

- ❖ All children have their own mobile phone, except for two boys in the younger age break (9 years old), one knows how to use it, has a SIM card, but no handset until the end of this school year: the reason why is that their parents feel they are still too young to own a mobile phone. All respondents confirm they received their first mobile phone at the age of 10-11 years, i.e. at the end of primary school/beginning of secondary school.
- ❖ All use a pre-paid card of different values, according to the decision of their parents: the limitation of use set by the family is determined by the monthly money allowance. However, all children have found some ways out to save as much money as possible or to integrate the amount of the card supplied, such as: dial and wait for a ring as a signal when calling mom or daddy so that they do not spend a penny and are called back by their parents or integrate the original pre-paid card, purchasing an additional one using their own money without telling their family.

“When I go and see my grandmother, she always give me some money, so I can buy an additional pre-paid card to integrate my monthly allowance: in some periods I’m sending quite a lot of SMS every day” (Girls group, 12-14 years)

“I’ve agreed with my mother that when I need to talk to her I call and after one ring I close, so she knows and calls me back” (Girls group, 12-14 years)

- ❖ Voice calls and SMS are the most frequent applications to communicate with the family and friends, followed by taking and sharing photos. MMS, as well as internet connection, are much less used because these services are too expensive.

“MMS and internet are too expensive so I limit the use of these applications, only when extremely necessary or have some funds left over” (Girls group, 9-10 years)

“My father is living in France, so sometimes I like to send him some photos” (Girls group, 9-10 years)

II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

- ❖ As said before, the only limitations imposed by the family are implicit in the monthly limit of expenditure: this means no use or only occasional use of internet, chat and MMS, for instance when being on vacation and having a particular need.
- ❖ Children neither perceive any particular limitation in the use of their mobile phone nor controls. As a matter of fact the mobile hand set is kept always at hand and the access is protected by passwords so that nobody can intrude their ‘secrets’. Mobile phone seems to be a modern version of the old ‘personal diary’ sealed with a lock: children are quite jealous of the MMS stored in their phone and would never allow somebody to read them, ...especially their parents.

“My mobile phone is always with me and I’ve put passwords wherever is possible so nobody can enter and read messages or address list” (Girls group, 12-14 years)

“I’m pretty sure that my parents do not read my SMS, can’t tell the same for my sister” (Boys group, 12-14 years)

- ❖ The current situation is acceptable to children and the only condition they are not prepared to accept is the possibility that adults – either parents or other members of the family could access the contents of their mobile phones.
- ❖ Obviously children would like to have a higher credit on their pre-paid cards, but well understand that the amount fixed by their family is adequate to the family economic situation and therefore accept this limitation.

MOBILE PHONE APPLICATIONS USED

Boys Group, 9-10 years

	Ever Used	Used More Often
Making and receiving phone calls	6	4
Sending/receiving SMSs	8	6
Taking photos/images	6	5
Sending/receiving/sharing images	5	4
Connecting to the Internet through my mobile phone	5	2

MOBILE PHONE APPLICATIONS USED

Girls Group, 9-10 years

	Ever Used	Used More
Making and receiving phone calls	7	6
Sending/receiving SMSs	6	6
Taking photos/images	4	1
Sending/receiving/sharing images	5	2
Connecting to the Internet through my mobile phone	2	1

MOBILE PHONE APPLICATIONS USED**Boys Group, 12-14 years**

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

MOBILE PHONE APPLICATIONS USED**Girls Group, 12-14 years**

	Ever Used	Used More
Making and receiving phone calls	6	3
Sending/receiving SMSs	6	6
Taking photos/images	6	2
Sending/receiving/sharing images	4	1
Connecting to the Internet through my mobile phone	0	0

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

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ The risks spontaneously mentioned by children are confined to the possibility to let viruses or automatic diallers infect their PC. Only after repeated probing boys in both groups mention the possibility to access by chance a pornographic or paedophile sites, while girls apparently do not consider this risk and only after explicit reference to ‘adult sites’ admit that the possibility might exist.

“The very first time I had access to the internet I got a virus” (Boys group, 9-10 years)

“I was looking for Dragon Ball using Google, but the first site I came across was a porno version of the game, so I clicked exit, and re-started my search” (Boys group, 9-10 years)

- ❖ Violence, fighting or war, cruel scenes in general are not seen as a risk, nor perceived as particularly disturbing since daily TV News are showing a lot of harsh scenes and images so there is a sort of habit which in some ways acts like an anaesthetic to youngster’s emotions.

“Images on the internet are not worse than those aired on TV” (Boys group, 12-14 years)

“My parents want that we watch TV News and there is enough violence in there” (Boys group, 9-10 years)

“I’ve never run into something specially disturbing or shocking” (Girls group, 9-10 years)

- ❖ In all cases, respondents in each group claim that this is not perceived as something which creates real troubles since it’s very easy to get out of the site by simply clicking ‘exit’ or ‘close’ and, in case the key doesn’t work, the immediate reaction is to switch-off the PC.

“Should it happen and I feel upset, I simply exit the site or switch off the PC” (Girls group, 12-14 years)

- ❖ As far as mobile phones, children do not see such a type of problem since they do not usually access the internet and the only risk is represented by frauds when downloading ring tones or music, i.e. advertising offering a quite cheap one time service which then turns into a continued subscription or a reasonable cost to download a song (1 or 2 Euros) which increases up to 30, 60 Euros to download a second and third song. Obviously the advertising is appealing to children and cheating about the hidden terms of the contract which is activated when ringing a determined telephone number.

- ❖ While girls seem to be less involved in the use of internet and more focused on mobile phone, boys are more active thus having more possibilities to face troublesome situations. A few reported personal experiences or experiences made by school mates or friends:

On the internet:

- Viruses
- Automatic dialler
- Pornographic sites
- MSN – Chat

“I was told by a friend that it is possible that automatic diallers enter your PC, it happened to him and could only know once he received the telephone bill, so now I’m very careful and keep monitoring the situation to be sure I’m with the right connection” (Boys group, 9-10 years)

On the mobile phone:

- Frauds: services much more expensive than announced or subscriptions to not requested services

“I wanted to download ring-tones then later on I discovered that I had a subscription to pay for” (Boys group, 9-10 years)

“I wanted to download a song at the cost of 1 €, but when I downloaded a second and third song, I was charged 30€ plus 40€...in the end I’ve spent 70 € for 2 songs!!” (Boys group, 9-10 years)

- ❖ Based on direct or indirect experience, the only true modification in the usage taken to react to unpleasant situations is to avoid downloading on mobile phones: ring tones, images or music are downloaded on the PC and then transferred to the mobile.
- ❖ For any other potentially unpleasant situations the measures taken are:
 - Viruses & Automatic dialler: new/additional anti-virus programs, avoid to open attachments to e-mails received from unknown senders
 - Pornographic sites: additional protections to stop automatic dialling or close and exit the site, extreme solution: switch-off PC.
 - MSN-Chat: avoid to answer and /or keep in touch with unknown nick-names.
- ❖ The problem with chatting is that even using preferably MSN, it happens that own nick name is spread around by friends and it may occur that unknown persons start messaging among well known friends. In the majority of cases there are no problems since these persons are of the same age, but in a couple of cases it happened that after the first contacts, children perceived that the new ‘friend’ was not really a mate, but rather an adult. On these occasions, children informed their parents and stopped answering their messages.

“One of my friends started chatting with an unknown mate, who answered messages of other friends. Then he realized that the contacts were quite frequent, so he stopped answering. Two days later, he started receiving telephone calls on his mobile and he was really upset, so he told his father to intervene and the problem was solved.” (Boys group, 9-10 years)

Children know that this is a possibility, but are not scared since they feel they are able to manage the situation: what is important is not to accept any date. From their point of view until the contact is maintained within pure messaging – no web-cam, no telephone number, no appointments – children feel safe, even when being in touch with unknown persons.

“I’m not worried to chat with unknowns friends, but I pay attention not to give any personal information nor accept dates” (Girls group, 12-14 years)

“Where is the problem? If I’m in doubt on the identity of the person I simply don’t answer” (Girls group, 9-10 years)

“If you do not use a web-cam, nor send photos or telephone number you can also chat in an open room” (Boys group, 12-14 years)

- ❖ When being in doubt or perceiving something might go wrong, they first discuss the issue with their friends and then with parents, school teachers are never taken into consideration.

The reasons are the following:

- friends are the first natural reference: the exchange of experience often helps without alerting parents
- parents are only involved when major issues occur or when discussion with friends proved insufficient to solve the problem
- teachers or school representatives are neither perceived as ‘counsellors’ nor as ‘friends’ to whom address when having a problem
- the same distance is reported vs. police or institutions

The gap between children and authorities is probably due to the fact that youngster feel they could be misunderstood, they would be asked too many questions, small facts could be exaggerated and much time will be lost to get to a conclusion.

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

PROBLEMS AND RISKS RELATED TO THE INTERNET

Boys Group, 9-10 years

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

PROBLEMS AND RISKS RELATED TO MOBILE PHONE

	Risk	Higher risk
Making and receiving phone calls	3	2
Sending/receiving SMSs	4	1
Taking photos/images	3	2
Sending/receiving/sharing images	4	1
Connecting to the Internet through my mobile phone	4	1

PROBLEMS AND RISKS RELATED TO THE INTERNET

Girls Group, 9-10 years

Risk Higher risk

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

PROBLEMS AND RISKS RELATED TO MOBILE PHONE

	Risk	Higher risk
Making and receiving phone calls	2	1
Sending/receiving SMSs	0	0
Taking photos/images	4	0
Sending/receiving/sharing images	4	2
Connecting to the Internet through my mobile phone	6	2

PROBLEMS AND RISKS RELATED TO THE INTERNET

Boys Group, 12-14

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

PROBLEMS AND RISKS RELATED TO MOBILE PHONE

	Risk	Higher risk
Making and receiving phone calls	0	0
Sending/receiving SMSs	0	0
Taking photos/images	0	0
Sending/receiving/sharing images	3	0
Connecting to the Internet through my mobile phone	2	0

PROBLEMS AND RISKS RELATED TO THE INTERNET

Girls Group, 12-14 years

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

PROBLEMS AND RISKS RELATED TO MOBILE PHONE

	Risk	Higher risk
Making and receiving phone calls	0	0
Sending/receiving SMSs	0	0
Taking photos/images	0	0
Sending/receiving/sharing images	0	0
Connecting to the Internet through my mobile phone	6	0

- ❖ The self-completed exercise confirms what already outlined, i.e. open chat rooms and internet connection through mobile phone are the situations overall considered more at risk.
- ❖ Then, depending on applications used, personal experience and own evaluation of what is a risk, any application could represent a risk. (Please see detailed ranking above).
- ❖ Overall, it appears that the concept of ‘risk’ has many different facets, it might be:
 - Pure hardware risks
 - Pure financial/economical risks
 - Wrong search results
 - Wrong contacts when chatting

Only the last two cases represent a potential personal risk, but very easy and simple precautions are sufficient to feel free from any negative consequences.

CHAPTER IV

REACTIONS TO THE PRESENTATION OF SIX

CATEGORIES OF PROBLEMS AND RISKS

IV.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ Surfing the web is mainly related to research made to accomplish school tasks, look for information about sport champions, favourite singers or movie actors/actress while only a few respondents among the elder students look for tourist information: overall the visited sites offer useful and trustful information, though in some cases discrepancies were found visiting different sites dealing with the same subjects.

- ❖ It was difficult to have well defined examples, they could only remember that it had something to do with history (different dates – different way of reporting the facts).
 - “When using information collected on the web, I can only say whether they were good or not when I have my job evaluated by the teacher: if the mark is high, the information was reliable” (Boys group, 9-10 years)*
 - “When I go through a web-site rich in pop-ups and advertising I guess it’s not a good one” (Girls group, 9-10 years)*
 - “When picking-up information on the web, I also make use of my personal knowledge to double check the data: it may happen you find description of events different from what I know or situated in different dates” (Boys group, 12-14 years)*

- ❖ The comparison with other source of information mainly refers to television where it is also possible to hear/see the same news presented in different ways. Obviously parents, teachers and school books are considered as reliable.

- ❖ Children feel that they can identify whether information are more or less reliable taking into consideration:
 - How the web site is designed: the more advertising and pop-ups the less reliability
 - Cross-checking: same results visiting different sites on the same subject
 - Own judgement based on personal knowledge of the subject

IV.2 POTENTIALLY SHOCKING CONTENTS

- ❖ As previously reported, children do not perceive that they could be shocked by the contents they can face with, while surfing the internet.
- ❖ Someone looking for a game found the pornographic version rather than the regular one, but he was not shocked, he simply exit the site.
- ❖ Boys reported that some curiosity might exist when a pornographic site might appear when looking for something else, while girls say they are not at all interested, however both boys and girls claimed they are not shocked by the images they could have incidentally seen.
Respondents specified that the real adults sites require a subscription or some form of payment, therefore they never access an adult site.

- ❖ The only – not shocking but disturbing- images mentioned in all groups refer to an amateur video showing students beating a school mate afflicted by Down syndrome.
This short video-clip made in a school with a mobile phone was firstly circulated in the You Tube web-site, then removed by the police who identified and punished the authors.
All boys know You Tube, while girls do not know what it is, however this video was not seen in the internet, but in the TV daily News, proposed several times for at least one week when the fact became known.
- ❖ As said before, children try to manage any situation by themselves since they do not think that very critical situations might happen, except for viruses, and the possibility to escape is always at hand: click to exit the site, or switch-off the PC.
- ❖ Friends and parents are called on mainly to reset the PC : doing full scan of the system or updating/adding anti-virus programmes. It is not felt necessary to call on people outside their close environment: children do not see any reasons to do so as things might be easily solved in a much easier way.

IV.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ In fact we have seen that only a boy (aged 10) reported a problem while messaging with friends through MSN: while chatting with a few friends, a new contact entered and started to send messages to this guy. After a few days, he perceived that the tone was a bit different from that of his friends', so he stopped answering his messages: at this moment he started receiving calls on his mobile phone and only then he decided to tell his father who answered a call telling to this person he will call on the police should he not stop disturbing his son. After this intervention no more messages nor calls.
The overall impression is that he was more annoyed than scared and didn't understand what the real risk could have been. The explanation for what happened is that most likely some friends have given away his personal data to other friends or older cousins/ uncles

who also spread the information up to the point that it reached someone completely unknown to the group.

- ❖ The other respondents feel that they are not facing potential risks since they are in no way obliged to answer messages sent by unknown people: when a new contact appears in the community they tend to double check with friends whether it is known by someone, if not they may decide what to do. Girls tend to continue keeping in touch more than boys do and see how things go on, but being careful not to deliver personal data. All claim that there are no risks, provided they do not accept to meet unknown persons nor send them photos.

“In any case, I’m not at all obliged to answer messages: the best defence is to ignore messages coming from unknown persons” (Girls group, 12-14 years)

- ❖ Their attitude reflects the suggestions they would give to face cases of potential dangerous contacts.
- ❖ Another recommendation is to pay attention to the style of the language used in the messages: in their opinion adults may be easily identified since are unable to express themselves with the same words used by children.
- ❖ The need to call on parents or other adults is not felt necessary, unless the situation becomes really disturbing as it was in the case above described.

IV.4 BULLYING

- ❖ Children seem to know that this may happen, but nobody admit they have ever used MSN to damage other children. Bullying is a recent phenomenon unfortunately rather spread in the school environment, mainly addressed to immigrants or students with problems (as it was the case with the Down syndrome boy) and consumed at school with aggressive behaviours, rather than using a ‘softer’ approach like MSN.

- ❖ Reference was also made to the recent suicide of a 16 y.o. Philippine student who couldn’t any longer afford the repeated abuses suffered on behalf of his school-mates.

The problem of setting a more civil living-together was brought to the attention of the school authorities and even the mother of the student had asked the school head-master to take action, but nothing happened. This tragedy was widely presented and discussed on the TV, underlying the inefficiency of the school system to manage this type of situation.

This example partially explains why, overall, children do not trust school and teachers as a good option to solve problems, and the next example is a further confirmation.

- ❖ Teen-agers girls reported that they have violence and bullying in their school where a group of boys have targeted an Egyptian student and continue to be very aggressive with him. Some of them have informed either teachers and school head-master, but no specific actions were taken; the only visible measure taken was to plan a meeting with all the teachers, discuss the issue and decide what could be done, but it takes time and things continue as before.

Some girls wanted to do something more to help this boy, have informed their parents, but are not sure how to move because on one side they are scared of the reactions of this violent group and on the other side they fear that things could even worsen for the poor boy. Police is out of discussion because they can’t assure full time protection and again violence can move out of the school and become even more severe.

- ❖ In conclusion, bullying is a tough problem nowadays quite common and increasing in our schools, but not practiced through internet. This is a problem which worries children who do not know how to react and to whom to address to have adequate protection.

IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

- ❖ We have seen that this problem happened to a few children who wanted to download music or ring tones & images on their mobile phones. It doesn't happen when connecting to the internet through PC because children do not have a credit card and the majority has a flat contract.
- ❖ Those who had this bad experience were obviously vexed, but this is a "one time experience" because then they learn the lesson and do not run into the same problem a second time, moreover they spread the word helping other children to avoid similar situations.
- ❖ This is perceived as a concrete risk, but not as a 'first category' risk since at the worst you can lose some money.
- ❖ Parents were obviously informed, but they do not feel it is necessary to tell someone else.
- ❖ The only suggestion they can give is not to trust advertising inviting to call telephone numbers which offer to deliver free services.

IV.6 ILLEGAL DOWNLOADING

- ❖ Downloading is quite common among children, either being personally involved or asking their parents, other family members or friends to download or provide copies of downloaded materials.
- ❖ This practice is normally considered tolerated rather than illegal since programs to download are openly available and their own parents do use these programs. Moreover children know that what is important is not to duplicate and sell the downloaded CD or DVD, while private use can't be really considered illegal.

"I've never heard that it was illegal when downloading is for personal use only" (All groups)
- ❖ When asked whether they have ever questioned themselves about the fact that artists have to live and therefore earn money selling their productions, children answered that they never spontaneously thought of it, but at the same time when conscious of the problem they immediately reacted saying that this is a minor problem since artists are quite rich and the sales of CD or DVD is only a minor part of their global earnings, so the damages caused by downloading is really marginal.

"I really don't care, it's not my problem: singers and actors are rich enough" (All groups)
- ❖ Elder girls have supported their justification by saying that there are artists, especially singers – either well known or just beginners – who deliberately choose to distribute their new production through the internet only without producing copies to be put on sales

because their aim is to reach the public and increase the number of their fans: this ensures contracts for participation in TV shows or international tours which deliver much more money than the sale of CD or DVD.

“Their major earnings come from tours and invitations to TV shows or events, the amount of money they get well compensate for lower sales of CD or DVD.” (Girls & Boys group, 9-10 years)

“Quite recently I’ve heard about song singer writers who are circulating new song on the internet only, without producing a CD, therefore this means that their fans download their music” (Girls group, 12-14 years)

- ❖ Moreover, children feel that the music market is too expensive in general and for them in particular, therefore downloading is a way to have an unlimited access to the production and this may also generate a legal consumption, such as participation to concerts and events.

“I feel that spreading music consumption, even if downloaded, it’s good because it favours knowledge and supports attendance to concerts” (Boys group, 12-14 years)

- ❖ In conclusion, downloading is not considered as an illegal act, provided it is for own use only: until new more restrictive rules are possibly set, children intend to continue downloading.

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ Children do not believe that there are any further precautions to be taken in addition to what above mentioned.
- ❖ Those having younger sisters/brothers feel that it is necessary to protect children and usually they ask to sit aside them when surfing the internet in order to help and check how they move through the sites.
- ❖ The only suggestion which was not mentioned earlier is the option of selecting games and most frequently surfed sites and save them in the 'preferred' site list so it is not necessary to use the search engine, thus avoiding possible risks.
This measure could be very effective with younger children who mainly access the internet to play games.

V.2 WAYS OF REPORTING ENVISAGED RISKS

- ❖ All through the discussion it was repeatedly confirmed by children that they can't think of anything which could really upset their emotions since images and situations daily aired in the TV News well cover the full possibly 'disturbing' range.
- ❖ Their sensibility is hit by aggressive behaviours among students or youngster of their age, but these subjects are more easily seen on the TV screen rather than in the internet.
- ❖ Families usually watch TV News when sitting around the table for lunch or dinner and children are exposed as well. When probed about their interest in TV News, the great majority said that they would prefer to look at different programmes and keep a quite passive attitude, however some of the elder boys said that their parents specifically want that they keep informed about what happens in our country and around the world.
- ❖ Should any particularly difficult situation occur, the natural reporting is obviously to their parents or friends in case of minor issues. School teachers will not be involved for the reasons previously described, while the decision to report to police is left to adults.

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

- ❖ The information currently available is considered sufficient as far as the internet, while for what concerns mobile phones some more information about possible frauds is required.
- ❖ Apparently there is not a structured programme to communicate with children and explain how to use the internet in a safe way: each one was told something by parents, friends or – rarely- teachers. Then they put pieces together, like in a puzzle, and created a frame of reference which is rather satisfactory.
- ❖ Nobody reported to have received specific materials nor have been given a specific web address of a site where it is possible to find complete information
- ❖ After having distributed the leaflet received by CNR, only one boy in the younger group claimed to have seen it at school, but was unable to comment on it. No further reactions by all the other children.

*“I’ve seen a leaflet like that in my PC classroom, but the teacher didn’t explain it”
(Boys group, 9-10 years)*

SUMMARY OF RESULTS

- ❖ The main differences emerged between boys and girls: boys seem more attracted by the use of PC and therefore are apparently more familiar with the use of internet, showing to have more experience in surfing the web, while girls are more focused on mobile phone.
- ❖ The level of apprenticeship much depends on parents' mastership in terms of PC and internet, more than learning at school where significant differences appear comparing different schools, especially among teen-agers groups.
- ❖ The use of internet at school is quite restricted, while at home some explicit or implicit rules guide the surfing of the web on behalf of children. While children attending the primary school do not stay at home alone even if their mom is at work, the situation is different with teen-agers, who apparently are frequently left alone during the afternoon and therefore less under control. Overall, some general rules are agreed upon, then, depending on the family situation, parents operate a more or less apparent monitoring. Many children feel that they are not really controlled because their parents trust them.
- ❖ Limitations are set as far as time spent on the internet, access to open chat rooms and visiting adult's web-sites and children seem to well accept and share their parent's recommendations. Boys are more open and admit that occasionally, by chance they may have been directed to one of these sites while surfing the web, while girls reacted as if they were immune from any possible contamination.
- ❖ At a spontaneous level, the only potential risks which are perceived come from virus attacks or hidden payment services, however when filling-in the self completed exercise it appears that they are conscious of potential risks coming by the use of different applications.
- ❖ The perception of risk, however, doesn't mean that they are scared or worried: the warnings from their parents and the exchange of experiences with friends and school mates make children feel quite safe, provided they are keen enough to follow the rules and do not let curiosity prevail: the most frequently mentioned countermeasure is the possibility to close and exit, or at worse switch-off the PC, a definitive measure always at hand, very simple and easy.
- ❖ Mobile phones are much less under control since the only parameter used seems to be the monthly expenditure: until the fixed amount of money allowed for the pre-paid card is not exceeded, parents do not worry. This quite simple rule however, is an implicit limitation to the use of the mobile phone: since the cost for internet connection is quite high, children tend not to use this application.
 It's true that girls especially have found ways to spend more than the amount established by their parents by integrating the fund allowed with their own money, without informing their family.
 Overall mobile phone is so vital for children that they can't afford to be cut off, so they try to manage its availability at the best, without wasting money with unnecessary applications.
- ❖ As far as disturbing contents and images, children are rendered unsusceptible by a lot of crude images passing daily on the TV screen: it seems that almost nothing on the internet could be worse than what is so frequently presented in the News. Until now, nobody went through a shocking experience in the internet.

- ❖ Bullying is unfortunately a spreading phenomenon in the school, but it's a face-to-face type of abuse rather than through the internet. All children are informed about recent , very dramatic episodes, repeatedly treated and discussed on the television and this is most likely the only type of event able to touch their emotions.
The reason is that this problem is very close to them –someone reported similar situations in their school- and they do not know how to solve it, as the facts have proven that telling parents, school and authorities was not enough to save a life.
- ❖ Potential frauds or money charged vis-à-vis expected free services are deceiving, but are considered as a one-time-fatal-error, disturbing but useful to make experience and avoid further risks.
- ❖ Messaging is almost limited to MSN which is felt rather safe, definitely safer than open chat rooms, however children follow some rules: double-check unknown new entries, do not give personal details, avoid personal contact/meeting...in the end they do not face any risk until they do not accept a date with an unknown person.
- ❖ Children report that downloading is a quite widespread practice within the families – parents, other members of the family or children themselves do usually download music, video or movies. They know that it is illegal when downloading is aimed at sales, duplication or parallel distribution, but not for own personal use. Moreover they do not think that their parents are going to do something illegal.
When probing about the damages caused to the artists, with one voice they all reacted saying that artists are rich enough as to afford lower margins due to downloading. To many children any artistic career is not a job: artists are lucky people earning a lot of money simply doing what they prefer and amusing doing it, therefore it's a nonsense to feel guilty for them
To reinforce their point of view, they are pretty sure that the sales of CD is only marginal to their activity, otherwise artists would have put major pressure on the music industry to lower the cost of CD.
- ❖ Children show to be in harmony with their parents, with an open and friendly attitude, nevertheless when they have a problem their preferential path leads to friends.
Only in case of very serious problems parents are involved immediately. At a spontaneous level nobody else is mentioned besides friends and family; after probing school and police authorities continue not to be taken into account.
A few children only could identify at least one teacher to whom they could reveal their thoughts, but they are not sure they'll be fully understood. Police is not included in their range since they feel that only adults may decided whether it is the case to call on them or not.
- ❖ Nobody is aware of any materials specifically developed to help children make their use of internet safer, only one boy claimed to have seen at school the same leaflet we distributed at the end of the group discussions.

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
	Milan, April 18th	Milan, April 19th	Milan, April 18th	Milan, April 19th
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	4	2	2	1
Mid-level managers	2	2	1 + 1	1
Office employees (non-managerial)	1	1	1 + 1	2
Manual workers	2			1
Others (Artisans)		1		1
Places and means of access to the Internet				
Home (broadband))	8	6	4 + 2	6
Home (non broadband)	1			
School	9	7	2	4
Internet cafes				
Others		1		
Personal ownership of computer				
Yes	9	6	4	6
No				
Ownership of mobile phone				
Yes (All with pre-paid card)	8	7	4 + 1	6
No				

* Group composition complemented by 2 interviews

ANNEX II
DISCUSSION GUIDE

STUDIO “INTERNET PIU’ SICURA”

GUIDA DI CONDUZIONE

INTRODUZIONE

Buongiorno, sono Clara Origlia di Market Dynamics, incaricata di condurre lo studio che ci riunisce oggi attorno a questo tavolo.

L’argomento di questo studio riguarda l’uso di Internet e dei telefonini da parte di bambini e ragazzi.

Avete un’idea di chi siamo e cosa facciamo?

- Chiedere se conoscono il termine ‘sondaggi d’opinione’ e cosa significa per loro
- Spiegare che lo scopo dello studio è di capire cosa fanno e cosa pensano e che quindi possono esprimersi liberamente
- Rassicurarli che tutto ciò che verrà detto sarà trattato in via riservata – cioè le loro parole potranno essere usate come esempio del punto di vista dei ragazzi, ma non saranno mai in nessun caso messe in relazione con chi le ha dette ; in particolare, tutto ciò che i partecipanti diranno durante l’incontro non verrà mai riferito ai loro genitori.

Per iniziare, chiederò a ciascuno di voi di presentarsi brevemente: nome, com’è la vostra famiglia, se avete fratelli o sorelle, se avete un accesso internet disponibile e come: con un vostro PC o con quello dei vostri genitori, a casa, a scuola, dagli amici, presso un Internet point, in biblioteca,...e anche se avete un telefonino a vostro uso esclusivo.

TEMA I. INTERNET E LE SUE APPLICAZIONI

Iniziamo a parlare di Internet.

I.1 Prima di iniziare a discutere di come usate Internet, vorrei chiedervi come avete imparato a navigare.

- Reazioni spontanee
- Approfondire:
 - Imparato da soli o da altri
 - Da chi ? Altri ragazzi (Chi? Amici, fratelli, sorelle ?), adulti ? (genitori, insegnanti, altri adulti ?)

I.2 Mi potete dire come e con quale frequenza usate Internet e per quanto tempo per ogni volta?

- Reazioni spontanee
- Approfondire:
 - Ne fate un uso regolare o occasionale ? Da cosa dipende ?
 - Quanto tempo passate su Internet in media (al giorno o alla settimana)

I.3 Potete usare Internet come volete e per quanto tempo volete, o i vostri genitori vi hanno posto dei limiti, ci sono delle regole o vi hanno fatto delle raccomandazioni – o qualcosa che voi pensate che i vostri genitori vorrebbero che voi faceste o non faceste anche se non ve ne hanno parlato espressamente .

- Reazioni spontanee
- Approfondire:
 - Se limitazioni/regole/raccomandazioni/norme implicite : di cosa si tratta ?
 - Per ciascuna delle limitazioni/regole/raccomandazioni/norme implicite: quali sono le giustificazioni percepite e il grado di accordo
 - Se non ci sono limitazioni/regole/raccomandazioni/norme: come reagirebbero se fossero imposte delle condizioni?
 - Quali sarebbero disposti (o non) ad accettare/condividere : quali sono le giustificazioni percepite e il grado di accordo

I.4 Abbiamo preparato una lista con i vari possibili usi di Internet e vi chiedo di:

- Mettere un **bollino verde** accanto a ciascuna delle applicazioni che usate
- Mettere un secondo **bollino verde** accanto a ciascuna delle applicazioni che usate di più
- Distribuire le schede ai partecipanti e attendere che abbiano completato l'esercizio spontaneamente
- Verificare che il meccanismo uno/due bollini sia stato ben compreso
- Verificare che tutti i partecipanti abbiano scritto il proprio nome
- Raccogliere le schede e verificare velocemente quali sono le applicazioni più frequenti.

I.5 Dalle vostre schede si può vedere che alcune applicazioni vengono usate più di altre: cosa vi interessa in particolare o cosa vi piace in particolare di queste applicazioni di Internet?

- Reazioni spontanee
- Approfondire: applicazioni frequenti non emerse a livello di reazioni spontanee

TEMA II. : TELEFONO CELLULARE E SUO UTILIZZO

II.1 Alcuni di voi hanno un telefonino.

Chiedo quindi a chi lo possiede: mi potete dire che uso ne fate, come lo utilizzate?

- Chiedere a ciascun possessore di telefonino (cellulare a sua disposizione) lasciandolo esprimere liberamente, quindi approfondire:
 - Con chi parlate di solito? (amici, genitori, in quali occasioni?)
 - Come è usato più frequentemente (comunicazioni verbali, SMS, altre applicazioni)

Alcuni tra voi non hanno il telefonino: mi potete dire come mai?

- Approfondire le ragioni (costo ; è una scelta dei genitori che preferiscono che il loro figlio non ce l'abbia ; altro)

II.2 I telefonini possono essere usati anche per inviare fotografie (MMS), chattare, o collegarsi ad Internet. Vi capita di usare il vostro telefonino anche per queste applicazioni ?

- Chiedere di nuovo ad ogni possessore di telefonino
 - Se ha mai avuto occasione di utilizzare qualcuna di queste funzioni (quali), per fare cosa, in quali occasioni – se no – per quali ragioni?

II.3 Potete usare il vostro telefonino liberamente, quanto volete o i vostri genitori vi hanno fatto delle raccomandazioni, posto dei limiti, delle regole, – o qualcosa che voi pensate che i vostri genitori vorrebbero che voi faceste o non faceste anche se non ve ne hanno parlato espressamente .

- Reazioni spontanee
 - Approfondire: Se limitazioni/regole/raccomandazioni/norme implicite : di cosa si tratta ?
 - Per ciascuna delle limitazioni/regole/raccomandazioni/norme implicite: quali sono le giustificazioni percepite e il grado di accordo
 - Se non ci sono limitazioni/regole/raccomandazioni/norme: come reagirebbero se fossero imposte delle condizioni?
 - Quali sarebbero disposti (o non) ad accettare/condividere : quali sono le giustificazioni percepite e il grado di accordo

II.4 Abbiamo preparato una lista con i vari possibili usi dei telefonini e, come avete già fatto per Internet, vi chiedo di:

- Mettere un **bollino verde** accanto a ciascuna delle applicazioni che usate
- Mettere un secondo **bollino verde** accanto a ciascuna delle applicazioni che usate di più
- Distribuire le schede ai partecipanti e attendere che abbiano completato l'esercizio spontanee
- Verificare che il meccanismo uno/due bollini sia stato ben compreso
- Verificare che tutti i partecipanti abbiano scritto il proprio nome

TEMA III. INTERNET E TELEFONINI . PROBLEMI CORRELATI E RISCHI

III.1 Oltre ad essere qualcosa di utile e piacevole, ci sono anche dei problemi o dei rischi nell'uso di Internet o dei telefonini – Intendo dire cose che non vi piacciono o che vi possono spaventare?

- Reazioni spontanee
- Approfondire :
 - Tipi di problemi/rischi menzionati
 - Problemi/rischi correlati all'uso di Internet / telefonini
 - In che modo i ragazzi sono consapevoli di questi problemi / rischi (Esperienza personale ? Sono stati messi sull'avviso ? Da chi ? Altri ragazzi ? Adulti – chi ? La scuola/autorità/istituzioni ?)
 - Quanto ritengono si tratti di problemi/rischi seri ?

III.2A Questo genere di problemi ha modificato il modo in cui usano Internet ?

- Reazioni spontanee

- Approfondire :
 - Limitazioni d'uso (in termini di quantità)
 - Precauzioni prese ; di loro spontanea iniziativa / su sollecitazione dei genitori

III.2.B Questo genere di problemi ha modificato il modo in cui usano il telefonino ?

- Reazioni spontanee
- Approfondire :
 - Limitazioni d'uso (in termini di quantità)
 - Precauzioni prese ; di loro spontanea iniziativa / su sollecitazione dei genitori
 -

III.3 Qui c'è una scheda con la lista di applicazioni sia di Internet che del telefonino sulle quali avete prima messo i bollini verdi

Ora mettere **un bollino rosso** accanto alle applicazioni che secondo voi potrebbero creare dei problemi di qualsiasi tipo e **un secondo bollino rosso** accanto a quelle che ritenete più fastidiose o rischiose.

- Distribuire le schede ai partecipanti e attendere che abbiano completato l'esercizio spontaneamente
- Verificare che il meccanismo uno/due bollini sia stato ben compreso
- Verificare che tutti i partecipanti abbiano scritto il proprio nome
- Raccogliere le schede e verificare velocemente quali sono le applicazioni più frequentemente identificate come potenzialmente rischiose

III.4 Vediamo di approfondire un po' meglio questo discorso dei rischi potenziali, prendendo quelli da voi segnati, uno per uno.

Per quali ragioni pensate che questa applicazione possa comportare dei problemi ?

- Continuare con ciascuna delle applicazioni che compaiono più spesso tra quelle potenzialmente rischiose e sollecitare la descrizione del tipo e della gravità del rischio/problema.

TEMA IV REAZIONI ALLA PRESENTAZIONE DEI PROBLEMI O RISCHI PRECISATI

Parleremo ora di certi problemi, così come li vedono gli adulti e per i quali si preoccupano, e voi mi direte cosa ne pensate, qual è **la vostra sensazione**.

IV.1 Uno dei problemi è la possibilità che le informazioni che trovate su Internet non siano necessariamente veritiere.

Voi cosa ne pensate ? Parlando in senso generale, voi credete che ci si possa fidare di tutto quello che troviamo su Internet?

- Reazioni spontanee
- Approfondire :
 - Tutto considerato qual è il livello di credibilità di Internet ?
 - Come si confronta con altre fonti di informazione (genitori, insegnanti, amici, televisione, libri...)
 - Per quali ragioni ritenete che Internet sia più o meno credibile ?
 - Esempi di informazioni imprecise su Internet. A cosa si riferiva ? Come vi siete accorti che l'informazione non era vera / corretta?
 - Quanto ritenete che questo problema / rischio sia serio ?

IV.2 Un altro problema che preoccupa gli adulti è il rischio di essere convogliati o di trovarsi davanti ad immagini o contenuti che potrebbero turbarvi profondamente – pensiamo a scene di violenza, di brutalità, di razzismo o pornografia, pagine che potrebbero essere shockanti. Cosa ne pensate?

➤ Reazioni spontanee

➤ Approfondire :

- E' capitato anche a voi ? A quale proposito ?
- Cosa avete fatto ? Ne avete parlato con qualcuno ? Con chi ?
- Cosa fareste se capitasse a voi, o cosa consigliereste ad un compagno/amico di fare se capitasse a lui ? Gli suggerireste di parlarne con qualcuno ? Con chi ? Quale consiglio pratico gli dareste ?
- *Moderatore* : verificare quanto ritengono che questo problema / rischio sia serio

IV.3 Un altro rischio che preoccupa gli adulti è la possibilità che i ragazzi intrattengano un rapporto con sconosciuti con cui si sono messi in contatto on-line – qualcuno che non hanno mai incontrato di persona.

Facciamo un esempio.

Mario (Giusy) è un ragazzino(a) della vostra età. Gli piace giocare o comunicare con gli altri su Internet facendo una descrizione di sé, inizia così a dialogare on-line con qualcuno e man mano gli fornisce informazioni di carattere personale come il suo indirizzo MSN, il suo numero di telefonino, gli racconta dove vive e magari gli manda anche qualche sua fotografia. Lui (lei) pensa che il suo corrispondente sia un ragazzino (a) della sua età, anche molto simpatico (a) , ma nella realtà potrebbe anche essere qualcuno molto diverso, qualcuno che potrebbe incoraggiarlo (a) a fare cose che non dovrebbe fare, o anche un adulto con cattive intenzioni.

Voi cosa ne pensate ?

➤ Reazioni spontanee

➤ Approfondire :

- E' capitato qualcosa del genere a qualcuno che conoscete ? Come, in quale situazione ?
- Pensate che a voi potrebbe mai capitare ? Come comunicate e vi fate nuovi amici on-line ?
- (Se è capitato) Cosa avete fatto ? Ne avete parlato con qualcuno ? Con chi ?
- Cosa avreste fatto se fosse capitato a voi o cosa suggeriste di fare ad un amico che si trovasse in una situazione simile?
- *Moderatore* : verificare quanto ritengono che questo problema / rischio sia serio
-

IV.4 Un'altra preoccupazione degli adulti è che alcuni ragazzi possano usare la comunicazione on-line per comportarsi male con altri ragazzi con cui non hanno un buon rapporto. Ad esempio, parlandone male su MSN senza renderli partecipi o informati, o inviando loro messaggi anonimi contenenti delle cattiverie. Cosa ne pensate?

➤ Reazioni spontanee

➤ Approfondire :

- Vi è mai capitato? Come, in quale situazione ? Avete mai ricevuto dei messaggi cattivi ? Vi è mai capitato di inviare messaggi cattivi ad altri ?
- Pensate che vi potrebbe capitare ?
- (Se è accaduto) Cosa avete fatto ? Ne avete parlato a qualcuno ? A chi ?
- Cosa fareste se capitasse a voi, o cosa consigliereste ad un compagno/amico di fare se capitasse a lui ? Gli suggerireste di parlarne con qualcuno ? Con chi ? Quale consiglio pratico gli dareste ?
- *Moderatore* : verificare quanto ritengono che questo problema / rischio sia serio

IV.5 Un altro rischio di cui si parla è la possibilità di essere truffati, ad esempio quando si scarica un file che sembra essere messo a disposizione gratuitamente, ma per il quale viene poi richiesto un pagamento o quando si partecipa ad un concorso apparentemente gratuito.
.Cosa ne pensate?

➤ Reazioni spontanee

➤ Approfondire :

- E' capitato anche a voi ? In quale occasione ?
- Cosa avete fatto ? Ne avete parlato a qualcuno ? A chi ?
- Cosa fareste se capitasse a voi, o cosa consigliereste ad un compagno/amico di fare se capitasse a lui ? Gli suggerireste di parlarne con qualcuno ? Con chi ? Quale consiglio pratico gli dareste ?
- *Moderatore* : verificare quanto ritengono che questo problema / rischio sia serio

IV.6 Ancora un problema potrebbe nascere quando i ragazzi scaricano musica, films, giochi o altri files senza pagare.

Forse questo vi è già capitato : avete scaricato qualcosa senza pagare ?

➤ Registrare le risposte, quindi continuare :

In molti casi si tratta di materiale o contenuti per i quali i loro autori (ad esempio musicisti) si aspettano di ricavare il denaro per vivere e che quindi devono essere pagati.

Ne siete consapevoli ? Quali pensate possano essere le conseguenze ? Questi ragazzi sono informati che si tratta di qualcosa di proibito, illegale? Voi cosa ne pensate ?

➤ Approfondire :

- Consapevolezza di commettere un'azione illegale/delle relative conseguenze
- Voi come avete fatto o cosa fareste?
- Quanto questo sembra essere un problema serio ?

TEMA V. INFORMAZIONE SUI RISCHI POTENZIALI

V.1 Ripensando a quello che abbiamo discusso finora, pensate che ci siano delle precauzioni che sarebbe utile intraprendere quando si usa Internet e/o il telefonino – o qualcosa che potreste raccomandare di fare ad un vostro fratello o sorella più piccoli di voi?

➤ Reazioni spontanee

➤ Approfondire :

Precauzioni (e relativi rischi) di cui siete venuti (più) a conoscenza

Propensione a mettere in pratica i consigli/adottare precauzioni

V.2 Se vedete o vi capita qualcosa che vi mette a disagio o vi turba e ne volete parlare con qualcuno, quale sarebbe il modo più semplice, più facile?

➤ Reazioni spontanee

➤ Approfondire :

- Ne parlate con i vostri genitori
- Ne parlate con un insegnante
- Informate la polizia
- Contattate un'organizzazione/associazione che si occupa di questi problemi chiamando al telefono un numero verde
- Contattate questa organizzazione tramite e-mail.
- Avete a disposizione un tasto che informa le autorità preposte semplicemente con un click

V.3 Come preferireste essere informati per saperne di più sui problemi e rischi connessi all'uso di Internet e/o dei telefonini ?

➤ Reazioni spontanee

➤ Approfondire :

- Propensione a saperne di più sui problemi e rischi
- Natura delle informazioni cercate
- Da quali fonti/attraverso quali canali

FINE DELLA DISCUSSIONE.

DISTRIBUIRE IL MATERIALE CONOSCITIVO TRAMITE I CENTRI LOCALI O ALTRE ONG.

APPLICAZIONI DI INTERNET USATE

Nome | _____ |

Cercare informazioni per completare le ricerche scolastiche/ i compiti di scuola	
Cercare informazioni su argomenti che mi interessano/navigare per divertimento	
Inviare e ricevere e-mails	
Usare la messaggeria istantanea (MSN)/chattare con gli amici	
Intrattenermi in chat libere	
Creare un mio blog/homepage in Internet e inserirci i miei testi, le mie foto, la mia musica	
Leggere e rispondere a blog/homepage di amici/conoscenti	
Leggere e rispondere a blog/homepage di qualcuno che non ho mai incontrato di persona	
Giocare a giochi on-line	
Scaricare musica, film, video, giochi o altri file	
Condividere file (musica, film, video, giochi o altro)	
Condividere foto	
Scaricare suonerie/immagini per il mio telefonino	
Partecipare a gare/concorsi	

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E mail : optem@optem.fr

Market Dynamics International
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20121 MILAN
ITALY

Fare telefonate attraverso Internet	
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APPLICAZIONI DEI TELEFONINI USATE

Nome | _____ |

Fare e ricevere telefonate	
Inviare e ricevere SMS	
Fare foto/registrazione immagini	
Inviare/ricevere/condividere immagini	
Connettersi ad Internet attraverso il telefonino	

PROBLEMI/RISCHI CORRELATI ALL'USO DI INTERNET

Nome | _____ |

Cercare informazioni per completare le ricerche scolastiche/ i compiti di scuola	
Cercare informazioni su argomenti che mi interessano/navigare per divertimento	
Inviare e ricevere e-mails	
Usare la messaggeria istantanea (MSN)/chattare con gli amici	
Intrattenermi in chat libere	
Creare un mio blog/homepage in Internet e inserirci i miei testi, le mie foto, la mia musica	
Leggere e rispondere a blog/homepage di amici/conoscenti	
Leggere e rispondere a blog/homepage di qualcuno che non ho mai incontrato di persona	
Giocare a giochi on-line	
Scaricare musica, film, video, giochi o altri file	
Condividere file (musica, film, video, giochi o altro)	
Condividere foto	
Scaricare suonerie/immagini per il mio telefonino	

Partecipare a gare/concorsi	
Fare telefonate attraverso Internet	

PROBLEMI/RISCHI CORRELATI ALL'USO DEI TELEFONINI

Fare e ricevere telefonate	
Inviare e ricevere SMS	
Fare foto/registrazione immagini	
Inviare/ricevere/condividere immagini	
Connettersi ad Internet attraverso il telefonino	