

SAFER INTERNET

FOR CHILDREN

QUALITATIVE STUDY

IN THE 29 EUROPEAN COUNTRIES

NATIONAL ANALYSIS : LATVIA

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 Latvia by TNS Latvia, the Latvian 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

- ❖ According to the information obtained in the group discussions, **almost all of the study participants have a computer with access to the Internet at home**, and in each group one child have said that they have their own computer with an independent Internet access. Overall, only one of all participants of the discussion groups has a computer without access to the Internet at home, so to surf the web the teenager goes to Internet cafes or uses Internet at his parents' offices.
- ❖ Answering to how and when they have learnt to work with a computer and the Internet, children and youths have shown themselves as open to and interested in the new information and communication technologies. Irrespective of gender, **all of the study participants have been using computers and Internet for several years already**, mostly stating that they have learned it themselves. A couple of children and teenagers in each group have been introduced to it by a family member or friends.

"I don't know, I've learnt it myself in the process, but Dad has also showed me a bit. [...] I've been using it for ages, since preschool. (Boy group, 9-10 years old)

"I've been using Internet for some four years and learnt how to use it myself." (Girl group, 9-10 years old)

"I've been using it for two or three years. Learnt myself. Mum started learning and everyone explained it to her what to do, and then I." (Boy group, 12-14 years old)

"...we used to have that icon on the desktop, and one day Mum allowed me to study something on the computer and I saw something there and I clicked that icon and there was the Internet. Mum showed me many websites and from there I went to other sites. I clicked here and there, registered at some sites and that way started to use it very often. So from the age of 6 I've been using the Internet (laughs) (Girl group, 12-14 years old)

1.2 INTENSITY OF USAGE

- ❖ In modern informed society, computer has become a part of everyday life for children and teenagers, and it is demonstrated by frequency of use of the Internet. **All of the study participants use Internet several times a week and the majority – almost daily.**

Average time of a single Internet session is quite different for boys and girls – in both boy groups they mostly said that they used Internet for at least three hours a day, while in the girl groups the time spent online varied from thirty minutes to one hour.

To the question concerning frequency of use of the Internet, answers in the girl groups were quite similar, whereas in the boy group very different times spent online daily were given. Moreover, in the opinion of the surveyors one of the teenage respondents in 12-14 years old boy group had serious signs of computer dependency, as the boy stated that he quite regularly spent average of 7 hours at the computer a day.

- ❖ According to the information obtained during the study, children and teenagers mostly use Internet to relax and have fun visiting various dating websites, playing online games, chatting; therefore, **if there were something else to do**, for example, going for a walk, to involve in activities outside school, **frequency of use of Internet and time spent at the computer could eventually decrease.**

“I’d like to go somewhere with my family. And I wouldn’t want to become dependent, I’ll think of other things to do.” (Boy group, 12-14 years old)

“It varies, of course. But if the weather is fine I spend more time outdoors but if the weather is miserable and there’s nothing to do, then together with the breaks I take it will be about two hours. Something like that!” (Girl group, 9-10 years old)

“It varies from week to week, four [times], three, something like that. [...] It’s, like, interesting, but I wouldn’t want to spend all the time at it, I’d like go out and all.” (Girl group, 12-14 years old)

I.3 DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ According to the information obtained during group discussions, **when using computer and the Internet, almost all children and teenagers face certain restrictions:**
 - **Related to use of computer** – use of computer shall be stopped:
 - Observing time restrictions set by the parents for a single session at the computer;
 - If the place at the computer needed by other family member;
 - **Related to specific details use** – parents’ restrictions concerning visiting certain websites.
- ❖ Comparing children’s opinions in different groups, it is interesting to note that various restrictions in respect of Internet use have been more often mentioned in boy groups; moreover, 9 to 10 year old boys have been talking about them most actively. We need to remember that in comparison with girls, intensity of Internet usage among boys for entertainment purposes is notably higher.
- ❖ Describing restrictions of Internet use in more detail, the **following prohibitions** have been named:
 - Conversations with strangers;
 - Playing online games not suitable for children (gory, violent, gamble, adult);
 - Buying things on the Internet;
 - Registering on various websites;
 - Download of various software products.
- ❖ We can consider that **parents not only set restrictions and prohibitions in respect on Internet use for their children, but also more or less reason such actions.** It is confirmed by the children’s answers explaining why they think such restrictions are being set, for example:
 - Registering on various websites and disclosing the address in parents’ opinion may lead to being burgled;
 - Playing various violent online games may adversely affect or change behaviour;
 - When downloading software one may get a virus.
- ❖ According to what has been told in the discussion group, **majority of children and teenagers do not have negative attitude towards parents’ restrictions on Internet use and mainly they are taken into account.**

Actually, the boys are a bit more sceptical about the parents’ restrictions as they think that parents exaggerate, while many girls have admitted that one of the parents is sitting next to them at the computer:

My parents exaggerate, ‘cause if I played only those educating games I’d get bored, but when they see it they say that I play all the time, but I don’t.” (Boy group, 9-10 years old)

“I don’t have anyone sitting next to me, but they know I could go there, but at the same as I can’t use some programmes, and I don’t go there and all.” (Girl group, 12-14 years old)

- ❖ Possibly acceptance of such restrictions is due to the fact that they have already had negative experience in the Internet use:

“I’ve seen a video, a mate showed me, she looked and there was a title of a song, nice song, we were listening and in the end, you know, you could get a heart attack because there was a dead man’s head there...” (Girl group, 12-14 years old)

“There is one website and you write there, like, any name of a singer, like, some Gwen Stefani or something like that, and I thought that at last I would be able to see some video there, and there, like, at once some adult stuff started popping out...”(Girl group, 12-14 years old)

I.4 SPECIFIC INTERNET APPLICATIONS

Detailed review of options of Internet use.

Boy group, 9-10 years old

Play real-time online games	8
Call friends via Internet	6
Send and receive e-mails	6
Search for information to do homework	6
Search for information to find something I'm interested in / surf just for fun	6
Use instant messaging (MSN)/chat with friends	6
Take part in competitions	5
Download ringtones / images for mobile phone	5
Download music, films, video, games, or other files	5
Read and comment in friends' blogs/websites	3
Share files (music, films, video, games, or other)	3
Read and comment in blogs/websites of someone whom I have never met	2
Use open chatrooms	2
Have my own blog/website, put my texts, photos, music on the Internet	1
Share photos	1

Girl group, 9-10 years old

Search for information to find something I'm interested in / surf just for fun	8
Download music, films, video, games, or other files	8
Call friends via Internet	7
Send and received e-mails	7
Search for information to do homework	7
Use instant messaging (MSN)/chat with friends	6
Share files (music, films, video, games, or other)	6
Use open chatrooms	4
Play real-time online games	3
Download ringtones / images for mobile phone	3
Share photos	3
Have my own blog/website, put my texts, photos, music on the Internet	2
Read and comment in friends' blogs/websites	2
Read and comment in blogs/websites of someone whom I have never met	1
Take part in competitions	0

Boy group, 12-14 years old

Download music, films, video, games, or other files	8
Search for information to find something I'm interested in / surf just for fun	7
Play real-time online games	7
Call friends via Internet	7
Search for information to do homework	6
Use instant messaging (MSN)/chat with friends	6
Share files (music, films, video, games, or other)	6
Send and received e-mails	5
Read and comment in friends' blogs/websites	5
Read and comment in blogs/websites of someone whom I have never met	3
Share photos	3
Download ringtones / images for mobile phone	3
Take part in competitions	2
Use open chatrooms	1

Have my own blog/website, put my texts, photos, music on the Internet	1
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Girl group, 12-14 years old

Search for information to do homework	7
Download music, films, video, games, or other files	7
Send and received e-mails	6
Use instant messaging (MSN)/chat with friends	6
Search for information to find something I'm interested in / surf just for fun	5
Call friends via Internet	5
Read and comment in friends' blogs/websites	4
Take part in competitions	4
Use open chatrooms	3
Read and comment in blogs/websites of someone whom I have never met	3
Play real-time online games	3
Share files (music, films, video, games, or other)	3
Download ringtones / images for mobile phone	3
Have my own blog/website, put my texts, photos, music on the Internet	2
Share photos	2

- ❖ Judging from most popular answers picked by the participants of the groups, **majority of children and teenagers surf the net for fun, search for information for their studies and download music.** Approximately half of all the study participants send and receive e-mails and call friends via Internet.

There are significant differences in use of activities offered on the Internet in respect of real-time online games between genders; while 15 of 16 participants have picked it in both boy groups, in the girl groups only one in three participants have picked such activity. Boys have expressed greater interest in participation in various Internet competitions, while girls find chatting in open chatrooms more appealing.

Comparing the information obtained in different age groups, significant differences have not been observed.

- ❖ In explanation of choice of favourite activity, similar factors have been mentioned in all group discussions:

Playing games and participating in the Internet competitions – meet new people, play more intelligent and more complicated games;

“There you can meet people. And you can't see there” (Boy group, 9-10 years old)

“You, like, play against a computer when you go online and just play, and the computer is doing what it always does, but if you play with other people, they play very differently, as the thinking is different.” (Girl group, 9-10 years old)

Calling friends via Skype – opportunity to save money, find out homework when off school sick, contact friends who haven't been seen for a long time;

“You can save money, and you don't need to write anything down.” (Boy group, 9-10 years old)

“'Cause friends have a lot to tell, and why not use the Internet if it's free there, but if you're making a phone call you have to pay.” (Girl group, 12-14 years old)

“If you're off sick you can find out homework tasks in a chat.” (Boy group, 12-14 years old)

“You can keep in touch with friends who are far away.” (Boy group, 12-14 years old)

“I chat with my childhood friend. Although we never meet.” (Girl group, 12-14 years old)

Downloading films, music – to find out about latest releases, be aware of the current events in the music and film world before it becomes available to all.

“Find out what new songs are out there, and films. Have a look at a cinema poster and maybe download it.” (Boy group, 9-10 years old)

CHAPTER II
MOBILE PHONE AND MOBILE PHONE USAGE

II.1 MOBILE PHONE USAGE

- ❖ According to the information obtained in group discussions, **overwhelming majority of the discussion participants own mobile phone**. Overall, only three of all the participants of the groups – the respondents from 12-14 year old boy groups – admitted that at that time they did not have a mobile phone and stating that the phone had been lost, broken or saying that there was no need as the boy could use his brother’s phone.
- ❖ Children and youths have told that they mainly use their mobile phones for to purposes – **making and receiving calls** and **texting and receiving text messages**.
- ❖ Many of the participants of the study in each group use their phones to visit popular Latvian **Internet portals (draugiem.lv, one.lv)**. In fact, the children did not have uniform opinion, as some considered such Internet very affordable and convenient, and others expressed an opinion that access to Internet portals via mobile phone is rather limited and incomplete.

“It’s kind of complicated, so I normally don’t go there. It’s not the same as from the computer where you just click, have look and there you go. It’s just for having a look whether you have some mail, or when you need to send something urgently, then you send. That’s it!” (Girl group, 9 - 10 years old)

“That’s why [I don’t use], ‘cause I think that computer is more convenient. PC mouse is much handier!” (Boy group, 12-14 years old)

“You can write faster, right! Greater opportunities!” (Boy group, 12-14 years old)
- ❖ It is interesting to note that in boy groups possibility of **game downloading** have been mentioned many times, among girls none of the participants has mentioned it.

Detailed review of mobile phone use.

Boy group, 9-10 years old

Make and receive calls	8
Send and receive texts	8
Take pictures	8
Send/ receive/ share images	7
Connect to the Internet via mobile phone	4

Girl group, 9-10 years old

Make and receive calls	8
Send and receive texts	8
Take pictures	5
Send/ receive/ share images	5
Connect to the Internet via mobile phone	5

Boy group, 12-14 years old

Make and receive calls	7
Send and receive texts	7
Send/ receive/ share images	5
Connect to the Internet via mobile phone	5
Take pictures	3

Girl group, 12-14 years old

Send and receive texts	8
Make and receive calls	6
Connect to the Internet via mobile phone	5
Send/ receive/ share images	3
Take pictures	1

- ❖ Summing up we must conclude that kinds of mobile phone use spontaneously named by children and teenagers do not differ significantly from those marked by the study participants in the table – also there calling and texting are named the most popular uses.

We have to add that in respect of taking pictures with mobile phones, there is a very interesting trend; it is popular among younger boys and girls, but in teenage discussion group, hardly anyone has mentioned it.

II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

- ❖ According to the information summarised in the study, the majority of parents use prepaid cards for their children's mobile phones. Therefore, the most common restriction on use of mobile phone is exactly **running out of credit on a prepaid card**. In fact, the group participants have various monthly limits – from 3 LVL up to even 20 LVL, for the majority – 5-7 LVL.
- ❖ Answering the question what it is that parents do not like in their children's use of mobile phones, the group participants have mentioned the following aspects at the same time explaining and to an extent justifying their parents' opinions that have often been proved right by the children's own experiences:

- **Annoyance with too long talks** – as a credit may run low or phone battery may die and it would be impossible to make a call when really needed;

“Parents also might not like too long phone calls to friends, especially if in the middle of the night.” (Girl group, 12-14 years old)

“The battery might die and you won't be able to make an important call!” (Boy group, 12-14 years old)

- **Prohibition to call strangers and prank calls to emergency services;**

„Mum tells not call and fool around... I've never done it, let alone to some emergency services like ambulance or police. I know, many kids do it! Or call some pizza place and make an order.” (Girl group, 9-10 years old)

“The parents may not like all that dialling a random number and hanging up as soon as someone answers.” (Girl group, 12-14 years old)

- **Objections against calling back unknown numbers** and talking with strangers;

- **Restrictions on playing games and surfing the net on mobile phone** – as according to the parents' opinion, phone can harm vision, and their excess worry is that it can lead to dependency;

“You can become dependent! We have one like that in my form, he's at it all the time...” (Boy group, 12-14 years old)

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

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ Talking about possible problems and risks that can be faced when using information and communication technologies, all group participants have the same opinion that use of Internet presents more potential risks than use of mobile phone.
- ❖ According to the information obtained during group discussions, the following risks, problems and unpleasant situations are associated with the **Internet use** for the children:
 - risk of downloading a virus;
 - fear that during the game some negative, frightful information may appear on the screen (expressed in boy groups);
 - refraining from disclosing own address on the net so nobody will come and break into their home;
 - risk of receiving sexual offers (especially among girls)

“All kinds of games. For example, take Cālis – you go there and choose a game and you reach some level and a monster face would appear.” (Boy group, 9-10 years old)

- ❖ In its turn, **use of mobile phone**, as it has already been mentioned, in children’s opinion presents significantly less problems.

Comparing the respondents’ opinions in different groups, we can state that boys have also mentioned fear to receive threatening letters, and a couple of boys from an older boy group have admitted that they do not see mobile phone as a source of potential risk at all.

However, the girls have admitted that they feel very uncomfortable with both the fact that they have been making prank calls to random numbers and then received calls from such numbers, and with receiving some texts with fake offers.

“You make a call and you happen to reach someone, and then they keep calling back. Not for fun, someone thinks something serious. Then you can really be afraid that you got yourself into some mess!” (Girl group, 9-10 years old)

- ❖ We have to note that although in all group discussions certain risks related especially to Internet use and that at some point may be faced even with a mobile phone were mentioned, almost none of the study participants have experienced such degree of discomfort enough to give up use of Internet or mobile phone completely.

- ❖ Studying risks spontaneously named by the respondents, we can make some assumptions:

- Children and teenagers listen more to their parents’ recommendations or warnings about the use of Internet and mobile phones when they are confirmed by their own experience or the experience of close friends.
- Girls are more cautious Internet and mobile phone users as, for example, after learning that a friend has had to pay a lot of money after replying to an unknown text message, they do not repeat it.
- But the boys’ attitude to what is happening is more carefree:

“Once I wanted to play that same game, I’ve been playing it before and know it, and the second time I’ve been trying not to be scared, but got a fright anyway!” (Boy group, 9-10 years old)

“I’m not afraid! All those rubbish computers, the school cannot afford it. You just kick the case and it almost falls over!” (Boy group, 12-14 years old)

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

Opinion of children and teenagers on risks and problems connected with use of Internet.

Boy group, 9-10 years old

Searching for information to find something I'm interested in / surf just for fun	5
Have my own blog/website, put my texts, photos, music on the Internet	5
Read and comment in blogs/websites of someone whom I have never met	5
Share files (music, films, video, games, or other)	5
Searching for information to do homework	4
Use open chatrooms	4
Download music, films, video, games, or other files	4
Download ringtones / images for mobile phone	4
Participate in competitions	4
Play real-time online games	3
Share photos	3
Call friends via Internet	3
Send and receive e-mails	2
Use instant messaging (MSN)/chatting with friends	2
Read and comment in friends' blogs/websites	1

Girl group, 9-10 years old

Searching for information to find something I'm interested in / surf just for fun	6
Use open chatrooms	6
Download music, films, video, games, or other files	6
Send and receive e-mails	5
Share files (music, films, video, games, or other)	5
Use instant messaging (MSN)/chatting with friends	4
Read and comment in blogs/websites of someone whom I have never met	4
Share photos	4
Have my own blog/website, put my texts, photos, music on the Internet	3
Play real-time online games	3
Download ringtones / images for mobile phone	3
Read and comment in friends' blogs/websites	2
Searching for information to do homework	1
Call friends via Internet	1
Participate in competitions	0

Boy group, 12-14 years old

Download music, films, video, games, or other files	8
Share files (music, films, video, games, or other)	7
Searching for information to find something I'm interested in / surf just for fun	6
Play real-time online games	5
Download ringtones / images for mobile phone	5
Searching for information to do homework	4
Send and receive e-mails	4
Use instant messaging (MSN)/chatting with friends	4
Call friends via Internet	4
Have my own blog/website, put my texts, photos, music on the Internet	3
Read and comment in friends' blogs/websites	3
Participate in competitions	3
Use open chatrooms	2
Read and comment in blogs/websites of someone whom I have never met	1

Share photos	1
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Girl group, 12-14 years old

Download music, films, video, games, or other files	6
Read and comment in blogs/websites of someone whom I have never met	4
Send and receive e-mails	3
Use instant messaging (MSN)/chatting with friends	3
Have my own blog/website, put my texts, photos, music on the Internet	3
Play real-time online games	3
Share photos	3
Searching for information to find something I'm interested in / surf just for fun	2
Use open chatrooms	2
Share files (music, films, video, games, or other)	2
Download ringtones / images for mobile phone	2
Participate in competitions	2
Read and comment in friends' blogs/websites	1
Searching for information to do homework	0
Call friends via Internet	0

- ❖ According to the information obtained during the study, for the group participants irrespective of age and gender, danger of activities on the Internet most often is associated **with risk of getting a computer virus**. The respondents think that virus can be caught just surfing the net, opening e-mails, contacting via Skype, or downloading music and various files.
- ❖ Moreover, in respect of a risk of getting a computer virus children and teenagers, boys and girls have the same idea and see such risk as an absolutely possible one, while in respect of many other problems connected with Internet, the participants of the study have varied thoughts, for example, some think that one can be prosecuted for illegal file downloading, and others think that no one would notice.

Opinion of children and teenagers on risks and problems connected with use of mobile phones.

Boy group, 9-10 years old

Making and receiving telephone calls	3
Sending and receiving texts	3
Taking pictures	1
Send/ receive/ share images	6
Connect to the Internet via mobile phone	7

Girl group, 9-10 years old

Making and receiving telephone calls	7
Sending and receiving texts	5
Connect to the Internet via mobile phone	5
Taking pictures	2
Send/ receive/ share images	1

Boy group, 12-14 years old

Making and receiving telephone calls	5
Sending and receiving texts	5
Taking pictures	2
Send/ receive/ share images	5
Connect to the Internet via mobile phone	6

Girl group, 12-14 years old

Making and receiving telephone calls	3
Sending and receiving texts	3
Taking pictures	3
Send/ receive/ share images	0
Connect to the Internet via mobile phone	0

- ❖ As it has already been mentioned, children and teenagers consider use of mobile phones much safer and presenting less problems and risks than use of the Internet. It is confirmed by both spontaneous reaction in the groups and picks in the tables – in all groups except older girls, access to the Internet via mobile phone has been named as a potential risk situation most often.

CHAPTER IV

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

IV.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ According to the information obtained during the study, for **children and teenagers quite sceptical attitude to truthfulness and credibility of the information available on the Internet is typical.**
- ❖ A couple of respondents in each group have stated that it depends on an Internet portal or a chosen website. Characteristically, informative and news portals, such as google.lv, delfi.lv, apollo.lv, tvnet.lv, are considered providers of most accurate information, while truthfulness of information found in various entertainment sites is often doubtful.
- ❖ Justifying their opinion on credibility of information available on the Internet, group participants have mentioned many negative examples, mainly from their own experience:
 - *“Once there was some stupid chain letter sent to draugiem.lv, that draugiem[.lv] will be closed.”* (Boy group, 9-10 years old)
 - *“There’s no feeling of security. That is why when you find your password, well, your profile, then the one who’s made that website can find it out.”* (Boy group, 9-10 years old)
 - *“Anyone can write any information on the Internet”.* (Boy group, 12-14 years old)
 - *“In those inboxes [inbox.lv], young guys have put so much stuff in there, you can’t know what’s true and what’s not.”* (Girl group, 12-14 years old)
- ❖ Comparing the Internet with other means of communication, TV is considered the most credible source of information, as *“they always tell the truth on the news”* (Boy group, 9-10 years old), and magazines, as *“as people there are that thinking type”* (Girl group, 12-14 years old)
- ❖ Also information obtained from friends and relatives is considered credible and correct.

IV.2 POTENTIALLY SHOCKING CONTENTS

- ❖ Majority of children and youths have admitted that they have **happened to come across unpleasant, shocking visual materials on the Internet**. Mainly it is about shocking photos and videos, and less about available pornographic materials, which is probably to do with age of the studied groups.

It is significant that this problem has been discussed more in boy groups who have mainly seen such images when playing real-time games, while girls mainly say that they are sick of those chain letters that children and youths send each other with request to send those e-mails further on in the content;

- ❖ **Most typical action** when coming across some shocking, pornographic, scary material (photos, videos, etc) – **have a look and then delete**.

Of all group participants only a couple of boys in younger group have told someone of receiving such materials, and one of them admitted that he had paid special attention to it:

“For example, on draugiem[.lv] it’s like that – if you want to check, I’ve browsed through various videos and found some porn, you don’t watch, but send to the People’s Police. There is such place where you can complain, People’s Police.” (Boy group, 9-10 years old)

- ❖ In surveyors’ opinion, children and youths do not take negative visual material too seriously, some of them have even received shocking, frightful photos from their friends, so an opinion that the adults should not worry too much about it dominated among the participants of the group. It was recommended to pay more attention to what little kids are doing in the net:

“There are such more sensitive kids who play Counter Strike and there nails are hammered into heads, they take and go to do it to people.” (Boy group, 12-14 years old)

IV.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ According to the discussion in the group, majority of discussion participants have had contacts with strangers on the Internet, in both Latvian and English.

Analysing answers of the respondents dependent on gender, we must conclude that boys have had contacts with strangers online when playing games much more often than girls, whereas the girls tend to chat and exchange letters with strangers more;

- ❖ Assessing **level of danger** of contacts with stranger, the group discussion participants had mixed opinions – to some children it seemed dangerous, while others thought that everything depended on character of conversation and disclosed information.

„Moderator: Ok! Who can be dangerous in that chatroom?

Respondent 1: People!

Moderator: Strangers, right?

Respondent 2: There is a conversation about things you don't want to talk about. If I chatted and Mum found out, she'd be angry.

Respondent 3: I don't know who those strangers are. Anyway, you just chat with them, normally you never tell them anything. [...] If you met some stranger in the street and he started to hassle, then for sure...

Moderator: It's more dangerous, right?

Ieva: It's much more dangerous!” (Girl group, 12-14 years old)

- ❖ Opinions on possible negative consequences of boys and girls are quite different – the boys have often mentioned possible treats to beat someone up, take money, whereas the girls have mentioned proposals of sexual nature. Moreover, the opinion that in any case the girls should worry more about the consequences when contacting strangers, as they cannot defend themselves, dominated among the boys.
- ❖ We conclude that for children and teenagers when thinking about contacts with strangers initial associations cannot be negative, but rather positive – a new friend and a promise of fun. In fact, all of them have admitted that in such contacts they keep confidentiality and if the unknown partners in conversation begin to inquire about an address or a telephone number, they interrupt the conversation and also recommend their friends doing the same.

IV.4 BULLYING

- ❖ Together with use of Internet for fun and entertainment, chatting in various chatrooms and leaving e-mail addresses on various websites, many children and youths rather often receive insulting, anonymous and name-calling messages.
- ❖ We need to add that the discussion participants are not always the victims in such matters, as according to their own words, they have been involved in such actions themselves; however, it is more typical for the boys.

“A friend of mine created a fake profile and called a girl from his form names.” (Boy group, 12-14 years old)

- ❖ Typical action in such situation – receiving an email – read it and delete.

“I was called names once, but I deleted such letters. Why would I need such letters or reply to them, it’s just a waste of my and hers, and it would spoil the mood even worse.” (Girl group, 12-14 years old)

- ❖ Summing up what has been said, we conclude that it is unpleasant for the children to receive such messages, but they do not see it as a serious problem or a threat to their safety on the Internet.

IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

- ❖ According to the results of the group discussions, many of the study participants and their friends have come across fraud on the Internet. Significantly, this is the only discussed problem that is especially relevant for mobile phone use.
- ❖ Typical situations:
 - Fraudulent message with request of forwarding it further and as a result a large amount is added to a mobile phone bill:

“There was one case when I received a text from tele2, but I realised it was a fake as there was a mistake in the text, and tele2 didn’t send those. That 200 lats worth of free minutes would be added if I called some number. I deleted it. My girlfriend also received the same.”
(Girl group, 12-14 years old)
 - Message is sent to get an image or a ringtone, nothing is received, but the money is charged, maybe even not once;

“I had this once with one[.lv], I ordered a game, but never received it!” (Boy group, 12-14 years old)

“Not on the Internet, but in many magazines, remember, there were back pages full of them, all those games, animation, and stuff. [...] I once tried to download, they charged double amount” (Girl group, 12-14 years old)
- ❖ Regretfully we have to admit that in such cases children did not act actively, just told the friends, and tried not to send such texts anymore.
- ❖ Undoubtedly, children and teenagers admit that such situations are very unpleasant exactly due to financial loss and the risk lies in the fact that often it is impossible to verify truthfulness of information of such kind.

IV.6 ILLEGAL DOWNLOADING

- ❖ As it has already been mentioned, downloading music, films, and various videos from the Internet is very popular among children and teenagers.
- ❖ Still group participants have different ideas about whether they may be prosecuted for that – many boys and girls confirmed it, whereas other completely dismissed such possibility stating that such activities on the Internet have far too great scale for it to be possible to track someone down.

„Moderator: Why is it dangerous to share music files and films?

Respondent: Because it's illegal.

Moderator: And so what? Can you be caught at it?

Respondent: The police can, have caught many.” (Boy group, 9-10 years old)

„Respondent 1: Mainly music is downloaded illegally from the Internet, as in the shops people pay for it. And if you get caught...

Moderator: What do you think, can they catch you, or is it unreal?

Respondent 1: It's complicated! If some wants to catch, he will surely catch and many, but... It's just complicated!

Respondent 2: I don't know, there are too many places so that he could, say... Who doesn't download those videos from the Internet, who buys them?!” (Girl group, 9-10 years old)

- ❖ Significantly, almost all children are aware of illegal nature of downloading from the Internet, but only some admitted that they were worried and it was a serious problem.

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ According to the information obtained in group discussions, children and teenagers see the following measures as necessary to protect them and their computers from external risks when using the Internet:
 - **Install good antivirus software** for maximum protection from accidental download of some virus;
 - **It is not recommended to visit unknown websites**, where some computer viruses may be hidden;
 - **It is not advisable to have conversations with strangers**, also it is not advisable to add strangers as friends, for example, in Skype;
 - **You cannot disclose you personal information on the Internet** – name, surname, address in order to protect your confidentiality and prevent possible unpleasant situations in future – possible burglary, fraud, undesirable contacts with bad people, etc.

- ❖ The surveyors think that many children do not realise seriousness of problems related to safety on the Internet – even though on the one hand they consider themselves informed in such matters and actually can name the things that must not be done when surfing the net, on the other hand they admit that often they do not observe them, for example:
 - **boys** – playing real-time games and using various software programs:
“You shouldn’t use DC++, but I don’t use it anyway.” (Boy group, 9-10 years old)
 - **girls** – chatting with strangers online:
“For example, if he writes you something back, like, let’s meet tomorrow somewhere, you mustn’t go as you don’t know the person at al. [...] It’s a rule, as, say, if you have to meet him somewhere, it can be dangerous, but if you just exchange messages, then it’s OK.” (Girl group, 12-14 years old)

V.2 WAYS OF REPORTING ENVISAGED

- ❖ According to the information obtained during the study, **friends are the first and, regrettably, often the only people whom children would tell about their problems or worries, or what they have faced on the Internet.**
- ❖ When considering other possible sources they would turn for help, children and youths did not have a univocal opinion:
 - Contemplating possibility of telling **parents**, younger group participants were more positively disposed to it, whereas 12-14 year old teenagers valued it with reservations, for example, the girls thought that the parents would worry too much, but the boys admitted that they would turn to parents only as a last resort.

"I wouldn't want to worry them, as, for example, if I told it Mum and Dad, they might take it... for example, they would start worrying and then they would ban you from doing, for example, that thing completely so that it wouldn't happen to you again." (Girl group, 12-14 years old)

"Moderator: Ok, parents! Paul? Would you tell your parents?"
Respondent 1: If it got completely, totally, totally, totally out of hand, then I'd tell! If it was something absolutely, absolutely, absolutely crazy, then I'd tell.[...] The most horrible virus, for example." (Boy group, 12.-14 years old)
 - Overall the group participants valued sceptically possibility of telling a **teacher** about problems related to Internet, some admitted that it would be better still to talk to a school psychologist, while the others pointed out mocking attitude of their peers to necessity of visiting a psychologist.

"Moderator: And what about your teachers? Would you tell anything to a teacher?"
Respondent 1: I don't speak with them! You go to a teacher when you don't understand something.
Respondent 2: Our maths teacher only shouts and shouts and we never can have a normal conversation!" (Boy group, 12-14 years old)
 - Also turning to the **police** for help has been valued very reservedly, as they consider that police can be involved only in critical situations. Moreover, in younger boy group an opinion about not trusting the police was voiced:

"I'd be afraid to say, as the police would go straight to that maniac and the information will be disclosed to the maniac, and then he would be able to do something bad." (Boy group, 9-10 years old)
 - Attitude to an **opportunity of using an alarm button** had also varied in the groups – while some valued it more positively and said that they would use it, the other said that there would be a risk of them being tracked down, and it might get them into trouble.
 - Although the group participants have told that they are aware of the **telephone numbers to call in case any problems arise**, they have mainly dismissed a chance of them using such service.
 - In addition, as a good way to inform about problems related to the Internet, one of the younger boy group participants mentioned "People's Police" on a popular among children and youths portal draugiem.lv, which allows informing the administrators of the portal about possible breaches, situations and problems.
- ❖ Summing up the information about seeking help obtained in group discussions it is important to note that in the surveyor's opinion, children and youths (irrespective of gender) often expressed

doubts whether, firstly, they would actually receive help, and secondly, whether their confidentiality would be observed and they would not have more problems afterwards.

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

- ❖ According to the information obtained in the group discussions, **majority of children and youths consider themselves well informed about issues related to possible problems and risks connected with use of the Internet and mobile phones.**
- ❖ The respondents stated that their parents had told them about safety on the Internet, they had found out about it at school, in mass media, including on most popular Internet portals (for example, draugiem.lv).
- ❖ Interesting that although credibility of the information is often doubted by discussion participants, when thinking about what they see as the best ways of receiving information concerning safety of children and youth on the Internet, they have named exactly Internet portals.

SUMMARY OF FINDINGS

I. Internet and Internet applications

- ❖ **In modern informed society, computers have become a part of everyday life for children and teenagers**, and it is demonstrated by the following:
 - Availability – almost all of the discussion participants have a computer with Internet access at home;
 - Experience of use – all of the children and teenagers, have been working with computers for several years already, mainly learning how to use it themselves;
 - Frequency of use – lately majority of the respondents have been using the Internet almost daily.
- ❖ According to the obtained information, **in use of computers and Internet for almost all children and teenagers certain restrictions have been set:**
 - In respect of duration of one session – sessions at the computer should be interrupted according to the limits set by the parents for duration of a single session at the computer, or when the computer is needed by another family member;
 - In respect of use – parents' restrictions concerning visiting particular websites.
- ❖ Since the parents not only set restrictions and limits on Internet use, but also more or less reason them, the majority of children and teenagers do not have negative attitude to such restrictions and manly observe them.
- ❖ **Most popular Internet activities of children and teenagers** – surfing the net, calling via Skype, playing games, participating in competitions and downloading films and music.

II Mobile phone and mobile phone usage

- ❖ **Almost all of the discussion participants have own mobile phone**, which is mainly used for two purposes – **making and receiving calls and sending and receiving text messages**. Accessing popular Latvian Internet portals (draugiem.lv, one.lv), downloading games and sending and receiving images and melodies are also quite popular among children and teenagers.
- ❖ Since the most popular way of payment for mobile phone for children and teenagers is prepayment cards, **the main restriction of mobile phone use is depletion of credit put on a prepaid card**.
- ❖ At the same time, the parents have asked their children not to talk on the phone for too long, not to call back unknown numbers, and not to use mobile phones for active surfing and playing games on the Internet.

III Perceptions of Internet and mobile phone related problems and risks

- ❖ According to the information obtained in the study, **children associate use of Internet with more problems and possible risks that use of mobile phone**. In fact, almost none of the study participants have experienced that much discomfort of trouble in this respect enough to give up using Internet or mobile phone completely.
- ❖ Irrespective of age and gender, for the discussion participants **danger of activities on the Internet** is most often **to do with risk of downloading a virus** that may be caught simply surfing the net, opening e-mails, calling via Skype, and even downloading music and various files. However, in respect of other problems related to the Internet use, opinions of the discussion participants varied.

IV Reactions to the presentation of six categories of problems and risks

- ❖ Overall, all children and teenagers have come across **false information of the Internet**, so they are quite sceptical in their attitude to credibility of such information. In comparison with other mass media, TV and press were named the most reliable sources of information.
- ❖ Many of the discussion participants have received **both shocking and unpleasant visual material, and faced insults and name calling on the Internet**. Unfortunately, most typical reaction of children and teenagers in such situation would be reading the message and most likely deleting it, telling only their friends about it.
- ❖ Majority of children and teenagers have had contacts with strangers on the Internet. As none of them has met those people in person and experienced some extremely unpleasant consequences, the discussion participants have varied opinions on level of danger of contacts with strangers – if some children thought it was dangerous, the others considered that they were the ones defining the manner of the conversation and the information being disclosed.
- ❖ Downloading music and films from the Internet is very popular among children and teenagers, and even though they are aware of illegal nature of such actions, only some admit that they are worried about being caught and prosecuted.

V Risk related information and reporting

- ❖ According to the information obtained in group discussions, **children and teenagers see the following measures necessary to protect themselves and their computers from possible risks when using Internet:**
 - Install good antivirus software on the computer,
 - It is not recommended to visit unknown websites,
 - It is not advisable to have conversations with strangers,
 - You cannot disclose you personal information on the Internet.
- ❖ According to the information obtained during the study, **friends are the first and, regrettably, often the only people whom children would tell about their problems or worries, or what they have faced on the Internet.**
- ❖ When considering other possible sources they would turn for help to, opinions of children varied, and unfortunately most of them valued the following sceptically:
 - not only turning to the police or some support centre for help doubting that they will receive help and whether their confidentiality will be observed and they do not end up in more trouble afterwards;
 - but also turning for help to parents not wanting to worry them.
- ❖ It is interesting that even though credibility of the information on the web is doubted by the discussion participants, when thinking about optimum way of obtaining information related to safety on the Internet, children and youths first of all mentioned exactly Internet portals.
- ❖ Summing up, in the opinion of the surveyors the children should be informed about safety on the Internet with actual, particular examples relevant to their teenage lives, as, according to the information obtained during the study, great part of the children simply do not take this problem seriously – although on the one had they consider themselves informed in such matters and

actually can name what not to do on the Internet, on the other hand they admit that sometimes they break such rules and disobey the parents' restrictions.

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
	Riga 18.04.07.	Riga 18.04.07.	Riga 19.04.07.	Riga 19.04.07.
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	1	2	1	1
Mid-level managers	1	2	2	-
Office employees (non- managerial)	4	2	2	3
Manual workers	2	2	2	4
Others	-	-	1	-
Places and means of access to the Internet				
Home (broadband))	8	7	6	8
Home (non broadband)	-	-	1	-
School	-	1	1	-
Internet cafes	-	-	-	-
Others	-	-	-	-
Personal ownership of computer				
Yes	8	8	8	8
No	-	-	-	-
Ownership of mobile phone				
Yes	8	8	6	8
No	-	-	2	-

ANNEX II
DISCUSSION GUIDE



74, CHEMIN DE LA FERME DES BOIS
BP 13 - 78950 GAMBALS

DROŠĀKA INTERNET PĒTĪJUMS
NORĀDĪJUMI DISKUSIJĀM
(29.03.2007)

IEVADS

Labdien! Mani sauc un es strādāju, tirgus pētījumu aģentūrā, kuras veicamais pētījums mūs šodien savedis kopā.

Šī pētījuma priekšmets ir tas, kā bērni un jaunieši izmanto internetu un mobilos telefonus.

Vai jums ideja ir skaidra un jūs saprotat, ko mēs taisāmie darīt?

- pajautājiet bērniem, vai viņi zina, kas ir socioloģiskie pētījumi/aptaujas un kādas viņiem ar tiem ir asociācijas;
- paskaidrojiet viņiem to, ka mērķis ir saprast, ko cilvēki dara un domā un ka viņi savas domas var izteikt pilnīgi brīvi;
- pārlieciniet viņus, ka, lai ko viņi teiktu, ziņas ir konfidenciālas, t.i., viņu teikto ņem par piemēru tam, ko bērni domā, bet nesaista ar viņu vārdiem. Sevišķi jāuzsver, ka tas, ko bērns saka, netiks atstāstīts vecākiem.

Sākumā es jums katram palūgšu dažos vārdos iepazīstināt ar savi: kas jūs esat, vai jums ir brāļi un māsa, ja jūs piekļūstat internetam, vai tas ir jūsu pašu dators, jūsu vecāku dators, dators skolā, pie draugiem, interneta kafējnīcā. Pasakiet arī, vai jums ir mobilais telefons.

I TĒMA. INTERNETS UN INTERNET IEKĀRTAS

Parunāsim par internetu.

I.1 Pirms mēs sākam runāt par to, kā jūs izmantojat internetu, es vēlētos zināt, kā jūs to iemācījāties lietot.

- Spontānas reakcijas
- Tinciniet:

Iemācījās paši vai iemācījās no citiem

No kā? No citiem bērniem? (Kādiem? Draugiem, brāļiem vai māsām?) No pieaugušajiem (vecākiem, skolotājiem, citiem pieaugušajiem)?

I.2 Vai jūs varētu man tagad pastāstīt, kā un cik bieži jūs internetu lietojat un cik daudz laika apmēram jūs tajā pavadāt?

- Spontānas reakcijas
- Tinciniet:

Regulāri lietojat internetu vai neregulāri? No kā tas ir atkarīgs?

Cik daudz laika, pēc bērnu aplēsēm, viņi internetu lieto (vidēji pavadītais laiks, dienā un nedēļā)?

- I.3** Vai jūs internetu varat lietot pēc savas vēlēšanās, cik bieži vien gribat, vai jums vecāki nosaka kādus ierobežojumus, noteikumus vai ieteikumus, vai ir kaut kas tāds, kas pēc jūsu domām jūsu vecākiem patiktu vai nepatiktu, ja jūs darītu, lai arī viņi to tieši nav teikuši?
- Spontānas reakcijas
 - Tinciniet:
 - Ja ir kādi ierobežojumi/noteikumi/ieteikumi/neizteikti nosacījumi, kādi tie ir?
 - Par katru no ierobežojumiem/noteikumiem/ieteikumiem/neizteiktajiem nosacījumiem: cik pēc dalībnieku domām tie ir pamatoti un kādā mērā viņi tiem piekrīt?
 - Ja ierobežojumi/noteikumi/ieteikumi/neizteikti nosacījumi nepastāv: kā viņi justos, ja tādi tiktu noteikti?
 - Kādus no tiem viņi pieņemtu/piekristu (ja nav)? Domas par to pamatotību un kādā mērā viņi tam piekrīt?
- I.4** Mēs esam sagatavojuši sarakstu ar iespējamo interneta lietojumu. Vai es jums varētu palūgt:
- Vienu **zaļu uzlīmi** pielīmēt pie tām iespējām, kuras jūs izmantojat;
 - Otru **zaļo uzlīmi** pielīmējiet tām iespējām, kuras izmantojat visbiežāk.
- Izdaliet tabulu.
 - Ļaujiet dalībniekiem tās aizpildīt.
 - Pārbaudiet, vai sistēma ar vienu/divām uzlīmēm ir saprasta.
 - Pārbaudiet, vai katrs no dalībniekiem ir uzrakstījis savu priekšvārdu.
 - Ievāciet anketas, ātri atrodi visbiežāk izmantotās iespējas.
- I.5** Redzu, ka dažas no iespējām jūs izmantojat biežāk par pārējām. Kas jūs īpaši interesē vai jums īpaši patīk šajās interneta iespējās?
- Spontānas reakcijas
 - Tinciniet: biežāk izmantotās iespējas, par ko nav teikts spontānajās reakcijās



74, chemin de la Ferme des Bois
78950 GAMBAIS

II Tēma – mobilie telefoni un to lietošana

II.1 Dažiem no jums ir arī mobilais telefons. Tie, kuriem ir, lūdzu pastāstiet, kā jūs to lietojat!

- Pēc kārtas jautājiet tiem dalībniekiem, kuriem ir mobilais telefons. Ļaujiet viņam/viņai brīvi izteikties. Pēc tam prašņājiet:

Ar ko (draugiem, vecākiem, kādos apstākļos)?
Kam tas visbiežāk tiek izmantots (sarunām, īsziņām, citām lietām)?

Citiem no jums, iespējams, mobilo telefonu nav. Varat man pastāstīt kāpēc?

- Tīciniet, lai noskaidrotu iemeslus (cena, vecāku vēlme, lai viņu bērnam tāda nebūtu, citi iemesli).

II.2 Mobilos telefonus var izmantot arī, lai sūtītu vai saņemtu fotogrāfijas, piedalītos čatā, ieiētu internetā. Vai jūs arī kaut ko no tā darāt?

- Atkal jautājiet katram no dalībniekiem, kam ir mobilie telefoni.

Ja viņš/viņa šīs funkcijas izmanto (kuras?), ko viņš/viņa no tā iegūst? Ja neizmanto, tad kāpēc?

II.3 Vai jūs mobilo telefonu lietojat brīvi, pēc savas vēlēšanās, vai jums vecāki noteikuši kādus ierobežojumus, noteikumus vai ieteikumus, vai zināt, ka viņi tādus noteiktu, pat ja nav to teikuši?

- Spontāna reakcija

- Tīciniet:

Ja ir kādi ierobežojumi/noteikumi/ieteikumi/neizteikti nosacījumi, kādi tie ir?

Par katru no ierobežojumiem/noteikumiem/ieteikumiem/neizteiktajiem nosacījumiem: cik pēc dalībnieku domām tie ir pamatoti un kādā mērā viņi tiem piekrīt?

Ja ierobežojumi/noteikumi/ieteikumi/neizteikti nosacījumi nepastāv: kā viņi justos, ja tādi tiktu noteikti?

Kādus no tiem viņi pieņemtu/piekrīstu (ja nav)? Domas par to pamatotību un kādā mērā viņi tam piekrīt?

II.4 Te ir īss saraksts ar mobilā telefona iespējamo pielietojumu.

Tādā pašā veidā, kā jūs darījāt iepriekš ar interneta sarakstu, vai jūs varētu:

Vienu **zaļu uzlīmi** pielīmēt pie tām iespējām, kuras jūs izmantojat;

Otru **zaļo uzlīmi** pielīmējiet tām iespējām, kuras izmantojat visbiežāk.

- Izdaliet tabulu.

- Ļaujiet dalībniekiem tās aizpildīt.

Pārbaudiet, vai sistēma ar vienu/divām uzlīmēm ir saprasta.

Pārbaudiet, vai katrs no dalībniekiem ir uzrakstījis savu priekšvārdu.

- Ievāciet anketas, ātri atrodi visbiežāk izmantotās iespējas.

III TĒMA. AR INTERNETU UN MOBILAJIEM TELEFONIEM SAISTĪTĀS PROBLĒMAS UN RISKI

III.1 Ja neskaita to, ka tie ir noderīgi un patīkami, vai reizēm ar interneta un telefona lietošanu ir saistīti arī riski un problēmas, es domāju lietas, kas jums nepatīk vai liek justies bailīgi?

- Spontānas reakcijas
- Tinciniet:

Minēto problēmu/risku veidi

Problēmas/riski, kas saistīti ar interneta/mobilo telefonu lietošanu

Kā bērni apzinās šīs problēmas/riskus

(Personīgā pieredze? Vai ir par to brīdināti? Kas brīdināja? Citi bērni?

Pieaugušie – kuri? Kāda iestāde?)

Cik, pēc viņu domām, nopietni šie riski ir?

III.2A Vai šīs problēmas ir mainījušas veidu, kādā jūs izmantojat internetu?

- Spontānas reakcijas
- Tinciniet:

Lietošanas ierobežojumi (apjomam)

Pieņemtie piesardzības pasākumi; pēc pašu iniciatīvas / vecāku ietekmē

III.2.B Vai šīs problēmas ir mainījušas veidu, kādā jūs izmantojat mobilo telefonu?

- Spontānas reakcijas
- Tinciniet:

Lietošanas ierobežojumi (apjomam)

Pieņemtie piesardzības pasākumi; pēc pašu iniciatīvas / vecāku ietekmē

III.3 Te ir tabula ar sarakstu gan internetam, gan mobilajam telefonam, kurā jūs pirms tam līmējāt zaļās uzlīmes. Lūdzu, uzlīmējiet vienu **sarkanu uzlīmi** pie tām lietām, kuras, pēc jūsu domām, var radīt jebkāda veida problēmas un otro **sarkano uzlīmi** pielīmējiet tām iespējām, kuras pēc jūsu domām ir visbīstamākās.

- Izdaliet tabulu.
- Ļaujiet dalībniekiem tās aizpildīt.

Pārbaudiet, vai sistēma ar vienu/divām uzlīmēm ir saprasta.

Pārbaudiet, vai katrs no dalībniekiem ir uzrakstījis savu priekšvārdu.

- Ievāciet anketas, ātri atrodi visbiežāk pieminētās iespējas, kuras norādītas kā riskantas.

III.4 Tagad par šīm problēmām parunāsim sīkāk, pēc kārtas ņemot katru no tām iespējām, kuras esat minējuši visbiežāk. Kāpēc jūs domājat, ka šīs iespējas izmantošana var radīt problēmas?

- Ņemiet pēc kārtas katru biežāk minēto riskanto vai problemātisko iespēju, noskaidrojiet problēmas/riska veidu un pakāpi.

IV TĒMA REAKCIJA UZ KONKRĒTU PROBLĒMU VAI RISKU NOSAUKŠANU

Tagad es jums pastāstīšu par zināmām problēmām, kuras saskata un par ko uztraucas pieaugušie, un jūs pastāstīsiet, kādas ir **jūsu** sajūtas attiecībā uz tām.

IV.1 Viena no problēmām ir tā, ka tā informācija, kuru jūs atrodat internetā, ne vienmēr ir patiesa. Ko jūs par to domājat? Kopumā runājot, vai jūs domājat, ka mēs varam uzticēties tam, kas ir atrodams internetā?

➤ Spontānas reakcijas

➤ Tinciniet:

Kāda kopumā ir ticamības pakāpe internetā atrodamajiem?

Kā to var salīdzināt ar citiem avotiem (vecākiem, skolotājiem, draugiem, televīziju, grāmatām...)?

Kāpēc internets ir vairāk vai mazāk uzticams?

Ja ņem piemērus tam, ka internetā atrodamas nepareizības – par ko tās bija? Kā jūs sapratāt, ka tā nav taisnība?

Cik nopietns ir šis risks/problēma?

IV.2 Vēl viena problēma, par ko pieaugušie uztraucas, ir risks, ka kāds var atsūtīt kādus attēlus vai materiālus, kas ir ļoti šokējoši, piemēram, ar vardarbības vai rasisma ainām, ar pornogrāfiju. Ko jūs par to domājat?

➤ Spontānas reakcijas

➤ Tinciniet:

Vai jums tā ir gadījies? Kas tas bija?

Ko jūs darījāt? Kādam teicāt? Kam?

Ko jūs darītu, ja ar jums tā gadītos, vai ko jūs ieteiktu darīt draugiem tādā gadījumā?

Kādam par to pateikt? Kam? Kādu praktisku padomu jūs dotu?

Moderatoram: tinciniet arī par to, par cik nopietnu problēmu viņi to uzskata?

IV.3 Vēl viens risks, par ko pieaugušie uztraucas, ir tas, ka bērni iesaistās attiecībās ar svešiniekiem, ar kuriem ir tikai runājuši internetā, bet nav sastapušies aci pret aci.

Apskatīsimies piemēru.

X/Y ir bērns jūsu vecumā.

Viņam/viņai patīk spēlēt spēles vai savu profilu ievietot internetā, viņš tiešsaistes režīmā sāk runāt ar kādu un šim kādam pakāpeniski iedod personīgu informāciju, piemēram, savu MSN adresi, mobilā telefona numuru, nosauc savu vārdu, pastāsta, kur dzīvo, sūta viņam/viņai attēlus. Viņš/viņa domā, ka šī persona ir bērns viņa/viņas vecumā un patiešām jauks, bet var izrādīties, ka tas ir kāds pilnīgi savādāks cilvēks, kas var mudināt viņu darīt tādas lietas, kuras viņš nevēlas, tas var būt pat pieaugušais ar sliktiem nolūkiem.

(Moderatoram: zēnu grupai kā pirmo lietojiet jūsu valstī bieži sastopamu puikas vārdu (X); meiteņu grupai kā pirmo lietojiet jūsu valstī bieži sastopamu meitenes vārdu (Y)).

Ko jūs par to domājat?

➤ Spontānas reakcijas

➤ Tinciniet:

Vai kādam no jums pazīstamiem tā ir gadījies? Kā, kādā situācijā?

Vai jūs domājat, ka tā var gadīties ar jums? Kādā veidā jūs sarunājaties un draudzējaties internetā?

(Ja ir tā noticis) Ko jūs darījāt? Vai kādam par to stāstījāt? Kam?

Ko jūs darītu, ja ar jums tā gadītos, vai ko jūs ieteiktu darīt draugiem tādā gadījumā?

Moderatoram: tinciniet arī par to, cik nopietna šī problēma vai risks liekas.

IV.4 Vēl viena lieta, kas uztrauc pieaugušos, ir tas, ka daži bērni internetā sazinoties ar citiem bērniem slikti uzvedas, jo viņiem šis bērns nepatīk. Tas, piemēram, var nozīmēt, ka kāds par viņu slikti runā čatā, viņam vai viņai klāt neesot, sūta anonīmas riebīgas ziņas...
Ko jūs par to domājat?

➤ Spontānas reakcijas

➤ Tinciniet:

Vai jums tā ir gadījies? Kā, kādā situācijā? Vai jūs saņēmt riebīgas ziņas? Varbūt jūs paši esat kādam sūtījuši šādas ziņas?

Vai jūs domājat, ka tā var gadīties ar jums?

(Ja ir tā noticis) Ko jūs darījāt? Vai kādam par to stāstījāt? Kam?

Ko jūs darītu, ja ar jums tā gadītos, vai ko jūs ieteiktu darīt draugiem tādā gadījumā?

Moderatoram: tinciniet arī par to, cik nopietna šī problēma vai risks liekas.

IV.5 Vēl viens risks, par ko esam dzirdējuši, ir krāpšanās. Piemēram, jūs ielādējiet kādu failu, kas šķiet ir bez maksas, bet pēc tam jums par to liek samaksāt, vai arī tā notiek, ja piedalāties sacensībās. Ko jūs par to domājat?

➤ Spontānas reakcijas

➤ Tinciniet:

Vai jums tā ir gadījies? Kādā situācijā?

Ko jūs darījāt? Vai kādam par to stāstījāt? Kam?

Ko jūs darītu, ja ar jums tā gadītos, vai ko jūs ieteiktu darīt draugiem tādā gadījumā?

Izstāstīt par to kādam? Kam?

Moderatoram: tinciniet arī par to, cik nopietna šī problēma vai risks liekas.

IV.6 Vēl viena problēma ir tā, ka daudzi bērni lejupielādē mūziku, filmas, spēles vai ko citu, par to nemaksājot. Iespējams, arī jūs tā esat darījuši: vai jūs esat kaut ko lejupielādējuši, par to nemaksājot?

➤ Pierakstiet atbildes, pēc tam turpiniet:

Daudzos gadījumos šis saturs ir materiāls, ar ko tā taisītāji (piemēram, mūziķi) pelna naudu, lai varētu dzīvot un samaksāt par visu nepieciešamo. Vai jūs to zināt? Kādas pēc jūsu domām varētu būt sekas? Vai šie bērni zina, ka tas ir nelikumīgi un nav atļauts? Kā jūs ar to tiekat galā?

➤ Tinciniet:

Apziņa par to, ka tiek darīts kaut kas nelikumīgs / seku apzināšanās

Ko dalībnieki darīja vai darītu šādā situācijā?

Cik nopietna šī problēma liekas?

V TĒMA. AR INFORMĀCIJU UN ZIŅOJUMIEM SAISTĪTAIS RISKS

V.1 Kad jūs pēc visas šīs sarunas par visu to padomājat, vai ir kādi piesardzības pasākumi, kuri pēc jūsu domām būtu noderīgi, lietojot internetu un mobilos telefonus – ir kaut kas tāds, ko jūs ieteiktu darīt saviem jaunākajiem brāļiem un māsām?

- Spontānas reakcijas
- Tīciniet:
 - Drošības pasākumi (un ar tiem saistītie riski), kurus šī saruna bērniem ir likusi apzināties
 - Tiekme šos drošības pasākumus izmantot īstenībā

V.2 Ja jūs esat redzējuši vai piedzīvojuši kaut ko, kas jums liek justies neērti vai baidīties, un jūs gribējāt kādu par to informēt, kāds būtu vieglākais veids, kā to izdarīt?

- Spontānas reakcijas
- Tīciniet:
 - Runāt par to ar vecākiem
 - Runāt par to ar skolotājiem
 - Informēt policiju
 - Kontaktēties ar īpašu organizāciju, pazvanot pa speciālu telefona numuru
 - Sazinoties ar šo organizāciju pa e-pastu
 - Izmantot ziņojuma pogu, kas automātiski, to nospiežot, informē attiecīgās iestādes

V.3 Kādā veidā jūs vēlētos uzzināt par problēmām un riskiem, kas saistīti ar interneta un mobilo telefonu lietošanu?

- Spontānas reakcijas
- Tīciniet:
 - Tiekme vairāk uzzināt par riskiem un problēmām
 - Meklētās informācijas veids
 - No kāda veida avotiem / pa kādiem kanāliem

DISKUSIJAS BEIGAS.

Izdaliet materiālu no valsts iestādēm un nevalstiskajām organizācijām.