

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

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 the Netherlands by PQR Research, the Dutch 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

- ❖ When the respondents were asked about the way they learnt to use the Internet, most of them did not really know how to answer. For them using the Internet is such an obvious activity, that learning about it is something that comes to them naturally. It is not something that they ever think of. In addition, they all have been using the Internet for quite a few years already. **All children learnt to use the Internet mainly by just trying and finding out themselves.** Some say they learnt it by watching others (friends or relatives) or they got advice from a friend about what they should try or which web pages they should visit. The existence of MSN messenger seems to contribute to this process, because a majority of the respondents mention that they share their experiences on the Internet through MSN. **School and parents do not seem to play a (big) role** in teaching children how to use the Internet.

“It goes quicker when I find it out myself.” (Girls group, 9-10)

“It is in my blood, I am a computer freak.” (Boys group, 9-10)

“I know more about the Internet than my mother.” (Girls group, 12-14)

I.2 INTENSITY OF USAGE

- ❖ **All children are frequent users of the Internet.** Most of them use the Internet **on a daily basis**. There are a few children who do not use the Internet every day but they are on the Internet at least a few times a week.
 - The Internet is **mainly used at home**. All respondents have a computer at home with Internet access. Often there are even several computers in one house. It seems to be that the older one gets, the more frequent one has its own computer. The majority of the boys group 12-14 and the girls group 12-14 have their own computer. This is of important influence on the intensity of usage as they do not have to share their computer with other family members.
 - All children have the possibility to access the Internet **at school**, although nobody really likes to do that because of the restrictions concerning the usage of Internet: only to use for serious school matters, many web sites are blocked (including MSN), a slow connection and there are often not enough computers. In addition ones whereabouts on the Internet are checked (simultaneously or consecutively via ‘history’).

“At school it is annoying to use the Internet as we are not allowed to be on chat boxes or anywhere one can obtain viruses.”(Girls group, 9-10)

“At school they peek at what you are doing!” (Boys group, 9-10)

“On school they can check if you visit sites with racism or pornography, if you do, you’ll get suspended.” (Boys group, 12-14)
 - Other places where the Internet is used as well includes: at the home of a friend or a relative, at the after school care centre or at the library.

- ❖ Time spend on the Internet varies from half an hour to non-stop. On average however, one spends **one to two hours a time** on the Internet at home. The intensity of usage depends on several aspects:
 - **Some of the respondents have to share the computer** with their relatives meaning they cannot go on the Internet as much and as long as they like.
 - For those who do have a **computer of their own** it is quite normal to have their computer turned on **non stop**, even when they are busy doing something else, for example homework or when they are not in the room. In that case the Internet is used when taking a break from homework or reaching/getting reached by a friend on MSN. Especially the girls group 12-14 find it very important that they can be reached all the time. They all have **Internet via broadband (one fixed price per month)**, so it does not matter price wise how much time they spend on the Internet.
 - Frequency also depends on **parents**. Some parents have set a rule on a maximum usage of Internet /computer per day (see 1.3).
 - In general usage of Internet increases **when one has time off** (not at school, homework is finished). Some say they use the Internet more during the weekend, as they do not have to go to school; others are using their weekend for doing other things.
 - Both boys and girls group 9-10 mention that in the summer time they often prefer to play outside, instead of being inside using the Internet.
 - A majority of the respondents use the Internet when they are **bored**. At the same time they will stop using the Internet when they are bored again! The time they spend on the Internet depends on whether they find something nice to do, like chatting with a friend or downloading stuff.

“I have my computer standard on partypeeps2000.com and MSN.” (Girls group, 12-14)

“I’m on the Internet every evening; how long depends on whether I have schoolwork or not.” (Girls Group, 9-10)

“How much time I spend on the Internet depends on my mothers’ mood!”(Boys group, 9-10)

1.3 DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ **Overall the children do not really feel they are very restricted by their parents in the way they use the Internet.** Some do mention that their parents check the history of their browser or MSN. Some find that an intrusion on their privacy. Others can imagine why their parents would do something like that.
- ❖ When the majority was thinking about any limits, rules or recommendations that their parents may have given to them, the only thing that spontaneously came to mind were **limits concerning the time they are allowed to spend on the Internet and the computer.**
 - **The number of computers** in the household is of influence by this rule. Especially when there are more family members with whom they have to share the computer, or when there is homework or a chore to do, limitations and rules are set and clear. When there are more computers or the respondent has its own computer, time is a subject that is less relevant.
 - For some parents the reason for setting rules on a maximum time is **health related**.

- Some parents let it depend on the **amount of schoolwork** or **the weather outside**, and some parents cut back the time that their children are allowed to use the Internet as way of **punishment**. The majority of children think it is justified for their parents to set boundaries on this matter.
 - A few mentioned that it does not matter how long they spend on the Internet because their parents have a subscription so the time spend on Internet does not influence the amount of money they have to pay. All children, except one, have broadband access to the Internet.

“My little sister can go first as she has to go to bed early.” (Girls group, 9-10)

“I can finish my game or chat and then I have to make way for someone else.” (Boys group, 9-10)

- ❖ Other rules mentioned by the respondents concerns **downloading files**. This because of the fear of downloading viruses or the possibility of downloading too big files which will slow down the computer. Some have to ask a parent to check the file before downloading or are only allowed to download files from people they know. A majority agrees with their parents about these rules. The girl group 9-10 was the only group that did not mention rules about downloading spontaneously. However they did mention it spontaneously during the 3.1 section on possible risks and problems.
- ❖ Some are **restricted** by their parents **in the sites they are allowed to visit**.
 - **Adult sites/pornography:** This was especially mentioned by both boys groups. Although it seems like their parents do not explicitly forbid them to go to these sites, it is clear to all children that their parents do not appreciate it. Getting caught while visiting such a site is indicated to be quite humiliating.

“I can understand why my parents do not want me to visit porn sites; it is not nice for my sister.” (Boys group, 12-14)

- **Violent sites:** the boys group 9-10 mentioned that they are not allowed to play violent games involving blood and murder or/and visiting sites with violent content.
- **Paid sites:** for example games that cost money.
- ❖ **Limitation in chatting with strangers** is something that is mentioned by both girls groups. The main rule that is set on that area is ‘no chatting to strangers’, ‘no sharing of personal information with strangers’ and ‘no chatting in open chat rooms’. Some parents advice their children to lie and give strangers wrong information, for example about where they live. The girls group 9-10 mention this limitation as a rule given by their parents. It is likely that they are the ones that have the highest risk of getting into trouble while chatting. The girls group 12-14 experience this limitation more as common sense.
 - Limitation in chatting with strangers is also the case for the boys groups. Although they did not mention anything about this matter at this point of the conversation, later on it was very clear that they comprehend the risk of chatting to strangers.

“I am allowed to enter chat rooms as long as I never make appointments with strangers.” (Girls group, 12-14)

1.4 SPECIFIC INTERNET APPLICATIONS

Internet applications used	Boys 9-10	Girls 9-10	Boys 12-14	Girls 12-14	Total
Searching for information as a part of my school work	4*/0**	8/2	4/1	8/0	24/3
Searching for information on subjects which interest me/surfing for fun	8/1	8/4	8/5	8/1	32/11
Sending and receiving emails	5/2	8/4	6/3	8/0	27/9
Using instant messaging (MSN)/chatting with friends	6/2	8/6	8/7	8/8	30/23
Engage in open chat rooms	1/1	1/0	0/0	1/0	3/1
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	1/0	3/0	6/1	8/7	18/8
Reading and responding to friends' blogs/homepages	3/0	7/0	6/1	8/0	22/1
Reading and responding to blogs/homepages of someone I have never met	1/0	1/0	1/0	3/0	6/0
Playing on-line games	8/6	8/5	6/5	4/0	26/16
Downloading music, films, videos, games or other files	7/4	6/2	7/5	8/7	28/18
Sharing files (music, films, videos, games or others)	3/1	2/1	5/0	8/1	18/3
Sharing photos	1/1	6/1	4/0	8/1	19/3
Downloading ring tones/images for my mobile phone	1/1	3/1	1/0	0/0	5/2
Taking part in competitions	3/0	2/0	4/1	0/0	9/1
Making phone calls through the Internet	2/1	0/0	2/1	1/0	5/2
Total	54/20	71/26	68/30	81/25	272/101

* applications used /** application used most frequently

❖ **Dutch children are quite active on the Internet: they all use many different applications.** Most (frequently) used applications are: MSN, surfing for fun, downloading files, playing online games and sending e-mails.

- **MSN** is considered to be a very important way of communicating with friends and acquaintances. All the respondents go on MSN (although boys 9-10 least) to chat about little daily things or to tease each other by making remarks or sending links with funny videos or jokes. Also matchmaking or getting into contact with someone they are fond of, are activities that are spontaneously mentioned by both girls groups. An important benefit is that on MSN children can be more open about things (as they are 'anonymous').

"MSN is always on." (Boys group, 12-14)

“When you are not allowed to go outside, you can still talk to someone. You can tell each other everything.” (Girls group, 9-10)

“I feel more open, for example with a handsome guy with whom I exchange MSN addresses.” (Girls group, 12-14)

- Although MSN is mostly used for fun, the conversation can be serious as well. Both the boys group 9-10 as the girls group 9-10 mentioned school as a subject that comes up a lot.
- When talking about MSN the boys and girls group 12-14 spontaneously indicate a negative side of MSN; fights are easily picked and there is a lot of cursing and calling names going on. This happens among people that know each other, but there are also strangers that submit themselves to MSN contact lists in order to cause a disturbance.
- At the end of all of the group discussions most children exchanged MSN addresses!

- **Surfing on the Internet for fun** starts often when one gets a link from a friend via MSN or one just starts to ‘Google’ something. Music, (funny) videos and images are the foremost subjects of interest.

“I am surfing all the time on the Internet. I like to search for funny stuff like videos and images. Actually, it is the only thing I do.”(Girls group, 9-10)

- **Downloading** files is something that almost everybody does. Music is the most popular thing to download but also games, pictures and movies.

“Yes, I like to download music then you do not have to pay for it.” (Girls group, 12-14)

- **Playing online games** is a frequently used Internet application. Boys seem to prefer games that involve shooting or violence, although their parents do not like them to play such games.
- **Sending and receiving e-mails** is often done, but less frequent than chatting on MSN. It seems to be used more for ‘serious’ matters and for less frequent contacts.

- ❖ **Other applications which are not done by all, but by a lot** (and not most frequent) involve creating one’s own web log, reading and responding to friends’ blogs, sharing files and photo’s and searching the Internet for school.

- Creating own homepages/weblogs is more done by older children (12-14). However younger children do visit these blogs/homepages as well. All girls 12-14 have their own blog. Most popular homepages/blogs are Hyves.nl, myspace.com, partypeeps2000.com and <http://nl.facebox.com>.

- ❖ **Least used Internet applications** involve: ‘engage in open chat rooms’, ‘responding to unknown blogs’, ‘downloading ring tones’, ‘taking part in competitions’ and ‘making phone calls through the Internet’:

- ‘Engage in open chat rooms’ and ‘responding to unknown blogs’ are used less often for obvious reasons: possible danger in terms of viruses and people with wrong intentions.
- ‘Downloading ring tones and images for mobile phones’ is perceived to be too expensive and based on bad experiences several children mention that they found it hard to get rid of ‘sudden/hidden’ subscriptions.

- The Internet applications ‘taking part in competitions’ and ‘calling through the Internet’ were not always understood.
 - Competitions were often interpreted as games. Not many children enter competitions as they have to give personal info (which they are often not allowed to) or expect that they have to pay. In addition they are regularly confronted with fake prizes.
 - Most thought calling through the Internet involved MSN Audio. Only a few children use Skype and/or MSN Audio.

CHAPTER II
MOBILE PHONE AND MOBILE PHONE USAGE

2.1 MOBILE PHONE USAGE

- ❖ **A majority of the respondents own a mobile phone.** In the boys and girls groups 12-14 even everyone owns a mobile phone.

- **Girls seem to have more monthly subscriptions** and boys seem to have more prepaid.

- ❖ For a majority their mobile phone has a practical function: **always reachable**. They carry it with them so that, when needed, they can call their parents or parents can call them. In the girl group 12-14 this is mentioned as a reason for the parents to pay their subscription so they can always call, unlike a prepaid when one's debit is finished, one cannot make phone calls.

- Mobile phones are used to get in contact with friends and relatives. It seems that the younger one is the more one uses their mobile phone to get in contact with their parents, and the older one gets, friends become more important.

"Sometimes I am playing outside, and then my mother calls I have to come in for dinner." (Girls group, 9-10)

"I have to reach my school by public transport, when I get there I have to call that I got there safely." (Boys group, 9-10)

- ❖ Those who do not have a mobile phone say that their parents or themselves do not think it is necessary yet. However most are familiar with the applications, and often borrow the phone of a parent, for instance to play games.

- ❖ The mobile phone owners use their mobile phone **mainly for making and receiving phone calls and sending and receiving SMS**.

- Preferences for one or the other depend on whether one can (still) make free phone calls or send free SMS, whether one wants to talk to someone or not.

- ❖ In addition to phone calls and SMS, **taking photos** is the most popular application. The ones who do not take pictures do not own a phone with camera device. Some also make video footage.

- Sending/receiving of pictures is done less frequently as not all have MMS device on their mobile phones. The ones who do, find it quite expensive.

- ❖ Connecting to the Internet through mobile phone is perceived as being too expensive; also it is indicated as not being practical because of the small keyboard and screen and for some it is too complicated.

"I mainly use my phone for sending SMS and making phone calls. There is also the possibility to download songs by Bluetooth, but I don't feel like doing that, far too complicated." (Girls group, 12-14)

- ❖ Devices which are not mentioned in the tables, but which are used by many Dutch children include **games and listening to music via an MP3 player or the radio**.

Mobile phone applications used	Boys 9-10	Girls 9-10	Boys 12-14	Girls 12-14	Total
Making and receiving phone calls	5*/0**	7/6	8/6	8/6	28/18
Sending/receiving SMSs	3/0	7/3	8/8	8/8	26/19
Taking photos/images	4/0	6/6	6/3	8/6	24/15
Sending/receiving/sharing images	2/0	7/2	3/2	6/1	18/5
Connecting to the Internet through my mobile phone	2/0	0/0	0/0	0/0	2/0
Total	16/0***	27/17	25/19	30/21	98/57

* applications used /** application used most frequently

***Please note that the boys group 9-10 did not understand that they also had to indicate the most frequently used application. However during the group discussion it became clear that they use their mobile phones most frequently for phone calls and SMSs.

2.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

❖ Respondents have the feeling that they can in general use their mobile phones as they wish.

The rules that are given regarding usage of mobile phones by parents are mostly **cost related** as parents often pay the subscription/prepaid for their children and do not want their children to spend too much money. High phone bills or spending ones telephone credit too much are often a reason for an argument. For some children applying for commercial SMS (such as horoscopes, contests or jokes) is forbidden as it costs too much money.

- Some children have to pay extra if they surpass their limit.
- Most children consider MMS, connecting to the Internet and downloading ring tones to be a waste of money and rather spend their subscription/prepaid on SMS and phone calls.

“My mother watches my phone bill and when it gets too high, she gets angry with me.” (Girls group, 12-14)

“In stead of getting an allowance my parents pay for my mobile subscription.” (Girls group, 12-14)

❖ The respondents could not really think of other rules besides money related rules. However they are **not allowed to curse or call names**. The rules that are given to them are in general perceived as justified.

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

3.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ When thinking about aspects of the Internet and mobile phone usage that could be risky or problematic in any way, it became clear that most of the respondents have difficulties of thinking about things that they really find problematic or scary. All the problems mentioned spontaneously are experienced more as an annoyance than something really dangerous or otherwise a big problem. When ‘problems and risks’ was rephrased in ‘something you don’t like’, it became easier for the respondents to give an answer to this question.
- ❖ As for the problems that are related to Internet usage **chatting to strangers** came first to mind by most of the respondents. While some base their opinion on the warnings of their parents, most actually have ‘bad’ experiences with this. There are only a few respondents who engaged in open chat rooms, but apparently this problem also occurs on the MSN. Problems concerning MSN are:
 - Strangers that submit themselves on the MSN contact list.
 - Strangers that try to make contact in order to get personal information or photos.
 - Strangers that go on MSN pretending to be someone else, someone the respondent knows or who pretend to be the respondent oneself!
 - Children seem to react quite indifferently on coping with strangers/unwanted people. They would simply block or remove this person from their contact list; give no personal information as long as one does not know this person; pretend to be off line, ignore this person. Unless they feel being threatened or stalked, then they would inform their parents or report it to the specific web site.

“When someone on the MSN is annoying me, I block him but I never remove him in case I do want to talk to him again.” (Girls group, 12-14)

- ❖ **Name calling or picking a fight** seems to be quite common. All children have experienced this themselves, either by being name called or by name calling themselves. If confronted with name calling they would just call names back (although most children are not allowed to) or ignore this person. Unless they feel being threatened, then they would inform their parents or report it to the specific web site.

“There is a girl in my class that calls names at everybody on MSN, I find that a bit scary.” (Girls group, 9-10)

- ❖ Children find it also annoying that they receive quite a lot of **unwanted content**: such as spam, unwanted pop-ups and e-mails and pictures/movies with content that they were not looking for. A solution for counteract unwanted e-mail is to use several e-mail addresses.
- ❖ **Viruses and hacking** are considered to be a bother as well. Solutions brought forward are using a good fire wall, to be careful with downloading and to use difficult to hack MSN addresses.

“When I want to download a file, I first have to check with my parents whether it is safe or not. If not I just click it away” (Girls group, 9-10)

“Sometimes they send a message with a virus attached to it. They think that is funny.” (Boys group, 9-10)

- ❖ Another aspect of the Internet that is considered to be a bother is **fake contests**. Some had to learn it the hard way, as they had to pay money in stead of winning something. Some were warned by there parents about it. Most however find it common sense that taking part in Internet competitions is not a wise thing to do. As mentioned in chapter 1.4 giving personal information, which often is required by entering competitions, is considered to be a risk.

“When one enters a competition the risk exist one gets into a fight.”(Boys group, 12-14)

- ❖ Strikingly, for the boys group 9-10 **computer related problems** were much more top of mind than problems and risks that are related to the Internet. When they were asked about the aspects they consider to be a problem while they use the Internet, they mention the following examples: computers that get stuck; the computer mouse that does not work anymore and electricity that is cut off.
- ❖ A majority of the respondents find it very difficult to indicate **problems and risks concerning mobile phone usage**. They come up with the following annoyances that most have experienced themselves.
 - **Obscene phone calls.**
 - **Being scolded** by known and unknown persons.
 - **Stalking** and being called by **unknown numbers**.
 - **Children react quite indifferently on unwanted phone calls.** They would simply ignore it or not answer the phone or hang up or let someone else answer the phone

“What to do with unknown numbers that are calling you? My mother always says just pick up the phone and if he does not tell his name then I have to hang up.” (Girls group, 12-14)

- **Scam:** such as people that are calling one from abroad or unwanted SMS and ring tones that need to be paid for.
- Not surprisingly, **theft** of mobile phones is considered to be very annoying.

3.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

Problems/risks related to Internet applications	Boys 9-10	Girls 9-10	Boys 12-14	Girls 12-14	Total
Searching for information as a part of my school work	2/0	0/0	1/0	0/0	3/0
Searching for information on subjects which interest me/surfing for fun	6/1	6/0	5/0	0/0	17/1
Sending and receiving emails	5/0	8/3	6/2	1/0	20/5
Using instant messaging (MSN)/chatting with friends	3/0	4/2	4/2	0/0	11/4
Engage in open chat rooms	7/3	8/6	8/8	7/0	30/17
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	6/0	4/1	5/1	1/0	16/2

Reading and responding to friends' blogs/homepages	4/0	1/0	4/1	0/0	9/1
Reading and responding to blogs/homepages of someone I have never met	7/0	6/3	5/3	4/0	22/6
Playing on-line games	7/2	2/1	5/4	2/0	16/7
Downloading music, films, videos, games or other files	8/1	7/2	7/4	4/0	26/7
Sharing files (music, films, videos, games or others)	5/1	5/2	7/2	1/0	18/5
Sharing photos	1/0	2/1	3/2	0/0	6/3
Downloading ring tones/images for my mobile phone	5/1	5/1	5/4	7/3	22/9
Taking part in competitions	7/0	6/0	3/2	3/0	19/2
Making phone calls through the Internet	5/0	6/2	4/0	1/0	16/2
Total	78/9	70/24	72/35	31/3	251/71

* involves problems / ** most annoying/scary

Problems/risks related to Mobile phone applications	Boys 9-10	Girls 9-10	Boys 12-14	Girls 12-14	Total
Making and receiving phone calls	2/2	3/2	2/0	5/0	12/4
Sending/receiving SMSs	3/0	4/2	2/1	1/0	10/3
Taking photos/images	0/0	0/0	0/0	0/0	0/0
Sending/receiving/sharing images	1/0	1/0	8/2	0/0	10/2
Connecting to the Internet through my mobile phone	5/1	5/1	8/6	6/1	24/9
Total	11/3	13/5	20/9	12/1	56/18

* involves problems / ** most annoying/scary

❖ Personal related problems/personal safety:

- Related to all of the above Internet and mobile phone applications, children identify **‘engaging in open chat rooms’** as being most likely to involve problems.
 - One does not know who one is chatting with, these persons might have bad intentions and might get to know too much personal information. That is why a majority of the respondents say they hardly ever visit open chat rooms. Another reason mentioned is that there is a lot of fighting going on.
 - As already mentioned before, ‘chatting with strangers on MSN’ might involve problems as well. The same applies for interacting ‘on blogs of someone they have never met before’ and ‘receiving phone calls’ from stalkers.

❖ **Computer/technical related problems:**

- **‘Sending and receiving e-mails’ and ‘downloading music, films, games’ and ‘Downloading ring tones’** is considered to be a risk because of the chance of getting viruses and spam on ones computer.
 - This risk becomes higher when one does not know the sender/web site.
 - ‘Downloading ring tones’ not only involves the danger of downloading possible viruses but often also involves quite a high risk of technical problems as several children indicate that they never did receive their ring tones.

❖ **Money related problems:**

- **‘Connecting to the Internet through my mobile and downloading ring tones’** is perceived to be a problem as it costs quite a lot of money and is not easy to use.

*“I do not down load ring tones from the Internet. That way my phone credits disappear too quickly.”
(Boys group, 12-14)*

CHAPTER IV

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

4.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ Children are aware that not everything on the Internet is true. However, they **do not perceive this to be a major issue**.
- ❖ In general the credibility of the Internet is considered to be quite high. Whether information on the Internet is perceived to be credible depends heavily on the web site. Well known, serious, established sites/companies are more trusted than web sites from one single person or sites without contact information such as an address.

“Sometimes people lie about what they actually look like.” (Girls group, 12-14)

“Wikipedia.nl sometimes says something different than other sites. Which one do I have to believe then?”(Girls group, 9-10)

- ❖ Respondents find it hard to compare reliability of the different sources, as all sources (television, parents, teachers, books) can say things, deliberately or not, that are not true. In addition, television can be watched and books can be read on the Internet as well.
 - On the overall, books are seen as more reliable than the Internet as several people will screen the book before it will be published. However, information on the Internet is more likely to be recent and easier to find.
- ❖ A majority feels that false information on the Internet is mainly a problem when the information is needed for schoolwork. Some have experienced this when preparing for a presentation or when writing a paper. Other examples of false information on the Internet are fake competitions which will be discussed further in section 4.5

“One day I looked up something about Greek myths on Wikipedia.nl and then my teacher told me that it was not true.”(Boys group, 12-14)

“On Nickelodeon.nl it said ‘play now game X’ and then it appears to be that you can only play it at a certain time of the day.”(Boys group, 9-10)

4.2 POTENTIALLY SHOCKING CONTENTS

- ❖ Most of the respondents have come across images or other contents that include violence, nudity or racism.
 - **For a majority this is not really a problem**, although they can imagine adults are worried about it, because of the risk that younger children might come across it as well. Only a minority of the boys and girls group 9-10 specifically say they do not like it when that happens and are rather not confronted with shocking scenes.

“I’ve seen an animal being slaughtered. I do not like to see these kinds of things. It gives me nightmares.” (Boys group, 9-10)

“The second time you see it, it already is less scary”(Girls group, 9-10)

- Shocking content is not only come across by accident. Children, especially 12-14, often send each other links with shocking content just to tease/shock each other.

- ❖ During the discussion several scenes come up, that are/could be potentially shocking. However, the responses of the children make clear that they are not easily shocked.
 - In the boys group 9-10 and 12-14 pornography was the first thing that came to mind when asked about shocking scenes, by the respondents referred to as nude pictures, adult sites or sex pictures. Mostly it is found to be very funny, and of course interesting. Both the girls group 9-10 and 12-14 were quite indifferent in their reaction to pornography. Sometimes they find it a bit annoying when they are confronted with some unwanted images, but it is not something that really gets them upset.

“Quite funny. Not real porn. I can handle it but there are children that can not” (Boys group 12-14)
 - Whether violence is considered to be shocking depends on the degree of the violence and whether it is real or not, or when there is a clear victim. Most shocking for most of the respondents is animal abuse, not because the children do not want to be confronted with the sight of that, but because they have mercy with the abused animal.

“‘Happy slapping’ is really hilarious! They just hit strangers and film it.” (Girls group, 12-14)

“Well, the other day I received a link to Youtube where a girl from my school got really beaten up. But what can I do, they will call me a bitch and beat me up.” (Girls group, 12-14)
- ❖ Because there is not a lot that the respondents find shocking, they almost never feel the need to talk about it to their parents about what they have seen. If they do not want to see it, they just click it away. Other measurements taken are for example use of a spam filter or to block people/senders.

4.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ The example given in this section was recognisable for all children. **Everyone is aware that there is a risk involved in chatting to strangers, but they all know very well how to handle it.** Talking to strangers is a subject that is thoroughly discussed between parents and their children and is quite a popular subject in the media, so for them it is very clear that it is not wise to give personal information to a stranger. Therefore, most of the children find the child in the example given quite foolish.
- ❖ A majority has had on line contact with strangers. When talking about the risks and problems that are involved with this, almost everyone had an example about someone who had problems with strangers on the Internet. These examples are mostly about adult strangers trying to get children to meet them or to turn on their web cam.
 - Most of the older children (12-14) seem to own a web cam!
 - None of the children indicates to have had really negative experiences. They only know about others who are considered to be foolish enough to give too much personal information to strangers.

“I was chatting with this guy who said he was 18, but it turned out that he was already 40 years old!” (Girls group, 9-10)

“This guy showed me his dick, but I just blocked him. He makes a monkey out of himself, not me!” (Girls group, 12-14)

“I did it once, meeting with a stranger, but in the end I gave him the address of my friend. If it would have gotten out of control I would have warned my father and he really does not want to meet my father.”(Boys group, 12-14)

4.4 BULLYING

❖ **Bullying through online communication is something that is familiar to all respondents.** It is not felt as being really serious as they say that everybody (to a more or lesser degree) does it sometimes.

- When the girls behave badly towards other children it is mostly done by gossiping or excluding the person they do not like. When the boys are bullying on the Internet, they usually call names or curse. Most of the time they do it out of boredom or when they are with a friend.
- When teasing stops being nagging each other and it becomes threatening, it is considered to be serious enough to inform their parents. If not, they will simply ignore it or scold back.

“When I get bored, I start doing silly stuff.” (Boys group, 12-14)

“Name calling does not hurt. I sometimes call names but then afterwards I’ll tell them that it was a joke.”(Boys group, 9-10)

“I do gossip on MSN, but everyone does it. So what’s the big deal?”(Girls group, 9-10)

“At school we had this workshop on Internet bullying. Such a bull shit, it’s really over the top, you do not need to have a workshop to understand that you should not bully people.”(Girls group, 12-14)

4.5 DECEPTION ON FREE OF CHARGE CHARACTER

❖ **Although deceit on the Internet is recognisable for most, again it is not considered to be a big problem or risk.** It is something that has to be taken into consideration. The foremost opinion expressed in all groups is that, when the small print is read and no account numbers are given, there is nothing to be afraid of.

❖ Being cheated on the Internet is a risk that the respondents are aware of. In all the groups examples are given easily:

- As mentioned in chapter 3.1 almost everybody has come across **fake contests**, were in the end it becomes clear that winning is impossible but still you have to pay for entering.
- Some have experienced that **downloading ring tones** can be risky because:

- Sometimes the ring tone looks free of charge when it is not.

“Leek spinning girl [Loituma Girl] seemed to be free, but apparently it was not! ”(Boys group, 9-10)

- Downloading a ring tone sometimes comes attached with a subscription.
- Sometimes downloading a ring tone obligates to accept more ring tones for which one has to pay.

- The girls group 12-14 specifically mention the risk of being contacted by **fake modelling agencies**.

“Sometimes through Partypeeps2000.com someone sends a message that they saw my pictures and that I can be a model, but I do not even have pictures on my page.” (Girls group, 12-14)

4.6 ILLEGAL DOWNLOADING

- ❖ **A majority of the respondents are active in downloading files from the Internet.** Whether this concerns illegal downloading or not, is not very clear to most of them.

“Actually, I do not really know when a file is illegal or not.”(Boys group, 9-10)

“I download music but that is free of charge.”(Girls group, 9-10)

“Downloading through Limewire is not illegal, otherwise it would be not online anymore.” (Girls group, 9-10).

- ❖ The moral consequences are not very vivid for the children. When probed, some of them say they understand why it is illegal. **But most of the time it is not qualified as a bad thing to do, as it is so commonly done.** In fact most of their parents download as well.

“The big artists will not miss the money, because there are enough people who will pay for it. When an artist is at the beginning of his career, I’d buy the record.”(Girls group, 12-14)

“Everyone prefers something for free over something that costs money.” (Girls group, 9-10)

“Why would you pay 20 euro for a DVD? Actually it’s stealing,...but everyone does it .(Boys group,12-14)

- ❖ The biggest concern with (illegal) downloading is to get viruses on the computer. Downloading big files that are unfamiliar is not allowed, or has to be checked by a parent before downloading.
- ❖ Another concern is that one often downloads something and gets something different than expected.

“I wanted to download ‘White Chicks’, but instead I got a lot of porn.” (Girls group, 12-14)

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

5.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ None of the respondents really feel that after the discussion they are more aware of certain problems and risks concerning usage of the Internet or their mobile phone. As became clear during the discussion, **the majority feels that they are experienced and informed enough to take care of themselves on the Internet.** All the risks that are dealt with during the discussion are at least recognized by all the children and most of them indicate they have already figured out how to prevent themselves from getting into trouble. The overall opinion is that when using common sense, problems will be less likely to occur.
- ❖ The precautions mentioned by the children at this point of the discussion, were all mentioned before.

“Be careful but have fun.” (Girls group, 9-10)

“Just never give your personal details.” (Boys group, 12-14)

“Do not respond to advertisements and always pay attention to the small print.” (Girls group, 9-10)

“Be cautious of viruses.” (Boys group, 9-10)

“Do not respond to someone you do not know.” (Girls group, 12-14)

“Do not talk to people on the MSN you do not know.” (Boys group, 9-10)

“I do not have to advice my little brother. He can manage. Most children can.” (Girls group, 12-14)

5.2 WAYS OF REPORTING ENVISAGED

- ❖ Although the respondents think of themselves as quite capable to manage their own, **they can imagine that they would get help when they come across something serious:**
 - If the content involves **criminal activity** the respondents say that they would go to the police or inform their parents.
 - When the respondents come across something that is **annoying or scary** they would first discuss it with their friends and if it is really annoying or scary they involve their parents.
 - When the respondents get older it gets less likely that they go to their parents when they are in trouble. Instead they go to friends for advice.

“I never discuss something with my parents. I deliberately use a small letter font so that they find it hard to read.” (Girls group, 12-14)

- When the problems are **related to school** children will involve teachers.

- To contact a specialist organisation is not something that would be easily done, although a minority of the respondents is aware of the existence of such organisations.

“I read in a brochure that when someone is stalking you, you can call a special number to turn him in to the police. They pay you for it! I forgot the number.” (Boys group, 12-14)

- Generally the report button is qualified as a good idea. However, the respondents have their doubts about the reliability of such a button.

“For turning in paedophiles it would be a good thing. Although I would be afraid that this freak finds out I turned him in. Also I would not be sure if it is reliable, one can also click the button on purpose.”(Boys group, 12-14)

5.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

- ❖ The respondents feel that they can manage themselves quite well using the Internet and a mobile phone. Therefore, they do not really feel the need to learn more about the risks and problems.
- ❖ Some of the respondents are familiar with campaigns that are initiated by the government on safety issues on the Internet. For them however, this public service information does not seem to be very relevant nor invites the children to explore further on this subject. On them the campaign does not have the wished effect as they find the approach patronizing and non informative.

“On TV, there is an infomercial from public service information about a girl that always is busy threatening everyone by MSN. She says stuff like: ‘Tomorrow I am going to beat you up completely...’. Totally exaggerated. Adults want to give information and immediately tell about the worst scenario.” (Girls group, 12-14)

“Maybe the adults are the ones that can use some information about how risky the Internet really is.” (Girls group, 12-14)

- ❖ A few mentioned they saw TV documentaries on children getting into trouble with strangers on the Internet. For them this was very impressive and informative. Also it gave them and their parents a reason to talk with each other about this subject.
- ❖ It seems that for some respondents computer safety is considered to be more relevant and interesting than personal safety.

“Maybe they can make a page of teletext with all the common viruses.”(Girls group, 9-10)

SUMMARY OF RESULTS

❖ Usage of Internet and online behaviour

- All of the respondents have access to the Internet at home. In the boys and girls group 12-14 most of the children have their own computer.
- All of the respondents have used the Internet for some years now and feel that they are quite experienced in it. Most of them found out for themselves which possibilities the Internet offers.
- Almost everyone uses the Internet on a daily basis; the ones who do not, are on the Internet at least a few times a week. The time spend on the Internet varies, but on the average it is one to two hours a day. The intensity of usage depends on several aspects:
 - Does the child have to share the computer with other relatives?
 - Preference; what does the respondent like to do on the Internet and how much time does that take. Are there other things that the respondent prefers/has to do, like schoolwork or playing outside?
 - What are the rules the parents have set on intensity of usage?
- Although the Internet also is used for finding information for schoolwork, the most important reason to go on the Internet is searching for fun and maintaining informal contacts. Therefore a majority mention MSN as the most used Internet application. On MSN the children connect with each other for little chitchats, sending (funny) links, matchmaking and so on. They also have contact by email, although MSN is more preferred as a quick and easy way to connect with others. Emails are used for more serious matters and less frequent contacts. Furthermore, the respondents are quite active in downloading music, games, videos and movies. Playing online games is frequently done by most of the respondents, especially the boys. It seems like this application loses on popularity when the children get older. A small majority has created a personal web log, this application is mostly used by the boys and girls group 12-14.
- The Internet applications that the children use the least are 'engage in open chat rooms', 'responding to unknown blogs', 'downloading ring tones', 'taking part in competitions' and 'making phone calls trough the Internet'. These applications are perceived as being too risky or too expensive.
- Rules and limitations set by their parents on Internet usage and behaviour that the respondents spontaneously mentioned are mostly about the time they spend on the Internet. Also mentioned were rules about contacting strangers, downloading large and unfamiliar files and visiting pages with shocking content. It appears that the rules about intensity of usage are more top of mind for the children than rules about personal safety. The impression exist that rules about time are more a struggle between children and their parents while rules that concern the personal safety are more as something that comes without saying.

❖ Mobile phone usage and online behaviour

- In the boys and girls group 12-14 all of the respondents own a mobile phone, and a majority of the boys and girls group 9-10 own a mobile phone.
- The most important reason for having a mobile phone is being reachable for and to reach relatives and friends. The older the children get, the more they use it for contacting friends in stead of their parents. The boys and girls 9-10 got their mobile phones in order to that their parents can reach them when needed and vice versa.

- Mobile phones are mostly used for making and receiving phone calls and sending and receiving SMSs. Other popular applications are making photos, playing games and listening to music on MP3 or radio. The applications that were mentioned as being the least popular are MMS and connecting to the Internet.
- Rules and limitations that are set by parents are mostly about money as they hardly go online.

❖ **Perceptions and attitudes towards related risks and safety issues.**

- Most of the respondents feel that they are quite experienced on the Internet and that they can manage themselves well. Certain aspects of the Internet are qualified as risky. These aspects concern talking to strangers and sharing personal information with them, obtaining viruses while downloading and being tricked in to scams that cost money.
- Although during the discussion examples of behaviour were given that could be qualified as risky, the children do not see it that way. They find they know exactly how far they can go. When examples were given about real risky situations, it did not involve themselves but someone they know or heard of.
- Children seem to react quite indifferently on coping with problems on the Internet. They would simply block or remove strangers/unwanted persons from their contact list; give no personal information as long as one does not know this person; pretend to be off line, or ignore this person. Unless they feel being really threatened or stalked, then they would inform their parents or report it to the specific web site. Other precautions that are taken are the use of spam filters or firewalls, no responding to advertisements, are aware of the small print before responding to advertisements or entering competitions.
- The children are not easily shocked, nor get upset when they come across pages with shocking content or otherwise have bad experiences on the Internet. In the boys and girls groups 9-10 some mention that they get their parents involved when they experiencing something that is not pleasant. The older they get the more they prefer going to a friend for advice.
- Most of the problems that were specifically probed for at section IV, were already spontaneously mentioned by the children earlier in the conversation. Although none of the problems that are presented in this section are considered to be highly risked, it became clear that some situations are qualified as more problematic than others. Children who engage with strangers on the Internet is considered to be the greatest risk. Followed by being cheated and bullying on MSN. The children can imagine that shocking content can be a problem, but in general they do not qualify it as a problem for themselves.
- While the situations that are mentioned in section IV are mainly about risks and problems that are personal related, the problems and risks spontaneously mentioned by the children also concerns other levels. Most of the children also worry about technical and money related problems.
- The respondents indicate that information provided by the government on this subject can be a good thing, although the recent campaigns that the children are familiar with are perceived as too patronizing. Tone of voice and degree of reality are very important for the children. TV documentaries that reveal the bigger picture on this subject are considered to be more impressive.

- It should be taken into account that all of the respondents live in or nearby Amsterdam. They are in general considered to be more experienced or 'streetwise', or at least they act as if they are. This difference in cultural behaviour may be of an influence during the group discussions. However, we do not expect to find different results amongst children in other areas of the Netherlands regarding Internet behaviour and attitudes.

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
	Amsterdam April 11th 2007	Amsterdam April 11th 2007	Amsterdam April 12th 2007	Amsterdam April 11th 2007
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	2	1	0	2
Mid-level managers	2	2	2	2
Office employees (non-managerial)	1	3	4	3
Manual workers	2	1	0	1
Others	1	1	2	0
Places and means of access to the Internet				
Home (broadband))	8	7	8	8
Home (non broadband)		1		
School	8	8	8	8
Internet cafes				
Others	1	3		
Personal ownership of computer				
Yes	3 own computer 5 family computer	2 own computer 6 family computer	5 own computer 3 family computer	8 own computer
No	0	0	0	0
Ownership of mobile phone				
Yes	5	7	8	8
No	3	1	0	0

ANNEX II
DISCUSSION GUIDE

THE DISCUSSION GUIDE USED BY THE MODERATORS OF THE GROUP DISCUSSIONS

onderzoeksdata : 11 en 13 april 2007
projectnummer : 1657
locatie : Amsterdam

INTRODUCTIE

5'

- welkom
- doel van het onderzoek: uitvinden hoe kinderen/jongeren in Europa Internet en mobieltjes gebruiken
- er zijn geen foute antwoorden, gaat om jullie mening
- uitleg apparatuur en notulist
- anonimiteit en rapportage
- introductie van de respondent:
 - voornaam, leeftijd, broers/zussen
 - gebruik je wel eens Internet en waar (op je eigen computer, de computer van je ouders, op school, bij vrienden/vriendinnen, in een internetcafé)
 - heb je een mobiele telefoon?

THEMA 1 INTERNET EN INTERNETTOEPASSINGEN

12'

1.1 (kort)

ITR: voor we gaan praten over hoe jullie het Internet gebruiken, zou ik wat meer willen weten over de manier waarop jullie hebben geleerd om het Internet te gebruiken.

- spontane reacties
- *vraag door:*
 - heb jullie het jezelf geleerd of hebben jullie het van anderen geleerd
 - van wie
 - andere kinderen (vrienden, broers/zussen)
 - volwassenen (ouders, meesters/juffen, andere volwassenen)

1.2 (kort)

ITR: hoe en hoe vaak gebruik je het Internet, en hoe veel tijd zit je ongeveer op het Internet?

- spontane reacties
- *vraag door:*
 - gebruiken jullie het Internet regelmatig of verschilt het
 - waar hangt dat dan van af
 - hoe lang zitten jullie gemiddeld op het Internet (per dag of per week)

1.3 (kort)

- in hoeverre mogen jullie zelf bepalen hoe vaak je gebruik maakt van Internet
- in hoeverre hebben jullie ouders daar regels voor bedacht of grenzen voor opgesteld
- geven ze wel eens advies over hoeveel je het Internet gebruikt
- zijn er dingen waar van jullie weten dat jullie ouders het liever wel/niet hebben dat je het doet, hoewel ze dat misschien nooit gezegd hebben
- spontane reacties
- *vraag door:*
 - als er regels, grenzen of adviezen zijn, welke zijn dat?
 - voor elke regel/grens/advies:

- in hoeverre vinden jullie deze regel terecht
- in hoeverre zijn jullie het met deze regel eens
- als er geen regels, grenzen of adviezen zijn:
 - hoe zouden jullie het vinden als je ouders wel regels zouden opstellen
 - welke regels zouden jullie accepteren
 - welke regels niet

1.4

ITR: we hebben een lijst gemaakt van verschillende dingen die je op Internet kunt doen. Ik wil graag dat jullie nu een groene sticker plakken achter de dingen die jullie op het Internet doen en een tweede groene sticker bij de dingen die jullie het meest op Internet doen.

Deel de lijsten uit

Laat de deelnemers de lijsten invullen

Let op dat het één sticker/twee sticker systeem is begrepen.

Let op dat iedereen zijn voornaam op de lijst heeft gezet.

Verzamel de lijsten en bekijk bij welke toepassingen de kinderen het Internet vooral gebruiken.

1.5 (kort)

ITR: ik zie dat sommige Internettoepassingen vaker genoemd worden dan andere

- wat vinden jullie vooral leuk of interessant aan deze internettoepassingen
- spontane reacties
- vraag ook door naar veel gebruikte toepassingen die niet tijdens de spontane reacties zijn genoemd

THEMA 2 MOBIELE TELEFOONS EN HET GEBRUIK ER VAN 8'

2.1 (kort)

ITR: sommigen van jullie hebben ook een mobiele telefoon. Als je er een hebt kun je me dan vertellen hoe je deze gebruikt? Per respondent (die een mobiele telefoon heeft):

- spontane reacties
- *vraag door:*
 - met wie
 - vrienden
 - ouders
 - wanneer
 - waar wordt de mobiele telefoon het meest voor gebruikt
 - telefoongesprekken
 - sms
 - andere toepassingen (klok, alarm, foto's e.d.)
- anderen van jullie hebben geen mobiele telefoon. Kunnen jullie me vertellen waarom?
- vraag door naar redenen (kosten, mag niet van de ouders, et cetera)

2.2 (kort)

ITR: Mobiele telefoons kan je ook gebruiken om foto's te versturen of te ontvangen (MMS), te chatten of om Internet te gebruiken. Doen jullie dit ook? Vraag dit apart aan elk van de respondenten die een mobiele telefoon hebben.

- heb je deze functies al eens gebruikt
 - o zo ja, welke? wat vonden jullie er van
 - o als je dit niet gedaan hebt, waarom niet

2.3 (kort)

- in hoeverre mogen jullie je telefoon gebruiken, zoals jullie willen
- in hoeverre hebben jullie ouders daar regels voor bedacht of grenzen voor opgesteld
- zijn er dingen waar van jullie weten dat jullie ouders het liever wel/niet hebben dat je het doet, hoewel ze dat misschien nooit gezegd hebben
- spontane reacties
- *vraag door:*
 - als er regels, grenzen of adviezen zijn, welke zijn dat
 - voor elke regel/grens/advies:
 - in hoeverre vinden jullie deze regel terecht
 - in hoeverre zijn jullie het met deze regel eens
 - als er geen regels, grenzen of adviezen zijn:
 - hoe zouden jullie het vinden als je ouders wel regels zouden opstellen
 - welke regels zouden jullie accepteren
 - welke regels niet

2.4

ITR: Hier is een korte lijst met manieren van telefoongebruik. Willen jullie, zoals jullie dat net gedaan hebben met de Internet toepassingen:

- één groene sticker plakken bij elke toepassing die je gebruikt
- een tweede groene sticker plakken bij de toepassingen die je het meest gebruikt.

Deel de lijsten uit

Laat de deelnemers de lijsten invullen

Let op dat het één sticker/twee sticker systeem is begrepen.

Let op dat iedereen zijn voornaam op de lijst heeft gezet.

Verzamel de lijsten en bekijk met welke redenen de kinderen de mobiele telefoon vooral gebruiken.

THEMA 3 PROBLEMEN EN RISICO'S INTERNET EN MOBIELE TELEFOON 15'

3.1

ITR: Behalve dat het nuttig en leuk is, zijn er misschien ook dingen die jullie niet leuk of bijvoorbeeld eng vinden aan het gebruik van Internet of je mobiele telefoon

- spontane reacties
- *vraag door:*
 - soorten problemen/risico's die worden genoemd
 - welke problemen/risico's komen voor bij internetgebruik/mobiele telefonie
 - hoe weten jullie dit

- persoonlijke ervaring
- gewaarschuwd en door wie (andere kinderen, volwassenen, een organisatie/instelling)
- hoe serieus worden deze problemen/risico's ervaren

3.2 A

ITR: hebben deze problemen er voor gezorgd dat jullie anders met het Internet omgaan?

- spontane reacties
- *vraag door:*
 - minder gaan gebruiken
 - voorzorgsmaatregelen genomen (op eigen initiatief of onder invloed van de ouders)

3.2 B

ITR: hebben deze problemen er voor gezorgd dat jullie anders met jullie mobieltje omgaan?

- spontane reacties
- *vraag door:*
 - minder gaan gebruiken
 - voorzorgsmaatregelen genomen (op eigen initiatief of onder invloed van de ouders)

3.3

ITR: Hier is een tabel met de lijst van zowel de toepassingen voor Internet als mobiele telefoon waarop jullie eerder de groene stickers hebben geplakt.

- plak één rode sticker bij de dingen waarvan jullie denken dat het problemen op zou kunnen leveren (die vervelend of eng zijn)
- plak een tweede rode stickers bij de dingen die je als meest vervelend of eng ervaart.

Deel de lijsten uit

Laat de deelnemers de lijsten invullen

Let op dat het één sticker/twee sticker systeem is begrepen.

Let op dat iedereen zijn voornaam op de lijst heeft gezet.

Verzamel de lijsten en bekijk welke toepassingen het meeste als risicovol worden beschouwd.

3.4 (kort)

Laten we eens dieper ingaan op de dingen waar de meeste rode stickers zijn geplakt

- waarom denken jullie dat deze toepassing problemen kan opleveren
- in welke mate (hoe ernstig/erg).

THEMA 4 REAKTIES OP SPECIFIEKE PROBLEMEN OF RISICO'S

40'

*ITR: Ik ga jullie nu vertellen over bepaalde problemen, die volwassenen ongerust maken. En jullie gaan me vertellen wat **jullie** er zelf over denken.*

4.1

Een van de mogelijke problemen is dat de informatie die op het Internet te vinden is, niet per se waar is.

Wat vinden jullie daar van? Denken jullie dat de informatie op het Internet over het algemeen gesproken wel betrouwbaar is?

- spontane reacties
- *vraag door:*
 - wat is over het algemeen de mate van betrouwbaarheid/geloofwaardigheid van het Internet
 - hoe vergelijkt dit zich met andere bronnen (ouders, leraren, vrienden, televisie, boeken...)
 - waarom is het Internet meer of minder betrouwbaar/geloofwaardig
 - voorbeelden van onjuiste informatie op het Internet. Waar ging dat over? Hoe kwamen jullie er achter dat het niet waar was?
 - *ITR: hoe serieus is dit probleem voor de respondenten?*

4.2

ITR Een ander probleem dat volwassenen ongerust maakt, is het risico dat men iets toegestuurd krijgt of in aanraking komt met plaatjes die heel schokkend kunnen zijn – zoals gewelddadige situaties, racisme en porno.

- spontane reacties
- *vraag door:*
 - is het jullie wel eens gebeurd
 - waar ging dat over
 - wat deed je
 - hebben jullie met iemand erover gepraat, met wie
 - wat zou je doen als het je zou gebeuren
 - of wat zou je een vriend(in) adviseren als het hem/haar gebeurt?
 - *ITR: onderzoek in hoeverre dit probleem als ernstig wordt ervaren.*

4.3

ITR: een ander risico waar volwassenen zich zorgen over maken is dat kinderen een relatie aangaan met een vreemde met wie ze online in contact zijn gekomen en nooit in het echt hebben gezien. Ik zal jullie een voorbeeld geven:

X/Y is ongeveer net zo oud als jullie. Hij/zij vindt het leuk om spelletjes (te gamen) op het Internet te spelen of zijn/haar profiel te plaatsen op het Internet. Hij/zij raakt aan de praat met iemand aan wie hij/zij op een gegeven moment persoonlijke gegevens geeft zoals zijn/haar MSN adres, zijn/haar mobiele telefoonnummer, zijn/haar naam, of waar hij/zij woont, of gaat foto's sturen van zichzelf.

Hij/zij denkt dat deze persoon dezelfde leeftijd heeft als hem/haar en dat diegene heel aardig is, maar het kan zijn dat dit heel iemand anders is en hem/haar aanmoedigt om dingen te doen die hij/zij beter niet kan doen, of zelfs een volwassene met slechte bedoelingen.

(ITR: bij de jongens groep een typische jongensnaam gebruiken en bij de meisjesgroep een typische meisjesnaam)

- spontane reacties
- *vraag door:*
 - kennen jullie iemand die dit is overkomen
 - wat gebeurde er toen
 - denken jullie dat dit jullie zou kunnen overkomen

- op welke manier communiceren jullie en hoe maken jullie vrienden online
- als het iemand gebeurt is
 - wat heb je toen gedaan
 - heb je er met iemand over gepraat
 - met wie
- wat zou je doen als dit jou zou overkomen
 - of wat zou je een vriend adviseren wanneer het hem/haar overkomt?
- *ITR: onderzoek in hoeverre dit probleem als ernstig wordt ervaren.*

4.4

ITR: Iets anders waar volwassenen zich zorgen over maken is dat sommige kinderen Internet of mobiele telefoons gebruiken om zich slecht te gedragen ten opzichte van kinderen die ze niet aardig vinden. Bijvoorbeeld door over hem/haar te roddelen op de MSN, of diegene anoniem gemene berichtjes te sturen. Wat vinden jullie daarvan?

- spontane reacties
- *vraag door*
 - is dit jou wel eens overkomen
 - wat is er gebeurd
 - heb je wel eens een gemeen bericht ontvangen
 - heb je misschien wel eens zelf een gemeen bericht naar anderen gestuurd
 - denk je dat dit jou zou kunnen gebeuren
 - als het iemand gebeurt is:
 - wat deed je toen
 - heb je er met iemand over gepraat, met wie
 - wat zou je doen als het jou zou gebeuren
 - wat zou je adviseren aan een vriend als het hem/haar overkomt
 - *ITR: onderzoek in hoeverre dit probleem als ernstig wordt ervaren.*

4.5

Een ander risico waarover we hebben gehoord is het slachtoffer worden van bedrog, bijvoorbeeld als je een bestand download waarvan het lijkt dat het gratis is, terwijl dat niet zo is. Of wanneer je meedoet met een wedstrijd. Wat vinden jullie daarvan?

- spontane reacties
- *vraag door:*
 - is dit jou wel eens overkomen
 - in welke situatie
 - wat heb je toen gedaan
 - met iemand gepraat, met wie
 - wat zou je doen als het jou zou gebeuren
 - wat zou je adviseren aan een vriend als het hem/haar overkomt
 - *ITR: onderzoek in hoeverre dit probleem als ernstig wordt ervaren.*

4.6

ITR: Een ander probleem kan zijn dat veel kinderen muziek, films, games of iets anders downloaden zonder er voor te betalen. Misschien is het jullie ook wel eens gebeurd: hebben jullie wel eens iets gedownload zonder te betalen?

- *Laat de respondenten reageren, vervolg dan:*

In de meeste gevallen gaat het hier om materiaal waar de makers (bijvoorbeeld muzikanten) hun inkomen mee moeten verdienen omdat het hun beroep is.

Zijn jullie je hier bewust van? Wat zijn de gevolgen, denk je? Weten jullie dat het illegaal/niet toegestaan is? Hoe gaan jullie daar mee om?

- *vraag door op*
 - bewustzijn van dat ze iets illegaals doen of bewustzijn van de gevolgen
 - wat zouden de respondenten doen in zo'n situatie
 - in hoeverre wordt dit probleem als ernstig ervaren

THEMA 5 INFORMATIE EN MELDING OVER RISICO'S

10'

5.1

Nu we hier zo over hebben gepraat en je denkt er over na, zijn er voorzorgsmaatregelen waarvan jullie denken dat het nuttig is om ze te nemen als je gebruik maakt van Internet en een mobiele telefoon – of is er iets dat jullie zou adviseren aan je jongere broertje of zusje om te doen?

- spontane reacties
- *vraag door op:*
 - voorzorgsmaatregelen (en de risico's die daar bij horen) waar de respondenten zich door de discussie (meer) bewust van zijn geworden
 - de neiging om deze voorzorgsmaatregelen ook daadwerkelijk te nemen

5.2 (kort)

Als je iets zou zien of meemaken dat je onprettig of eng zou vinden en je wilt iemand er over vertellen, op welke manier zou je dat het makkelijkste kunnen doen?

- spontane reacties
- *vraag door op:*
 - praten met je ouders
 - praten met een leraar
 - de politie op de hoogte stellen
 - contact zoeken met een specialistische organisatie door het bellen naar een gratis nummer
 - contact zoeken met die organisatie door een e-mail te sturen
 - beschikbaarheid van een meld-icoontje waarmee je door het aan te klikken automatisch alle verantwoordelijke instanties op de hoogte brengt

5.3 (kort)

Op welke manier zouden jullie meer te weten willen komen over de problemen en risico's rondom het gebruik van Internet en mobiele telefoons?

- spontane reacties
- *vraag door:*
 - neiging om meer over problemen en risico's te leren
 - soort informatie waar naar de respondenten zoeken
 - van welk soort bronnen/ op welke manieren

AFSLUITING

- hartelijk dank

- vergoeding en handtekening
- deel 'awareness' materiaal uit