

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

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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 Poland by BSM, the Polish 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

- ❖ There is a general conviction that learning to use the Internet is easy. Children speak about it with a certain carelessness, treating the use of Internet as something obvious for them. At the same time, they have a feeling of certain generational separation – they are acquainted with the Internet better than their parents, the world of the Internet belongs more to their own than to their parents' world.

“It is rather me who could teach my parents. For my parents Internet is like black magic art. They just enter a key word if they want to find something. Whenever something pops out or something else happens to the computer, the blame is laid on me. Because it's me who always enters such websites. And they don't understand it. - You have broken the computer again...”
(Boys group, 12-14 years)

- ❖ Knowledge about the Internet, the ways to use it, is most often a result of one's own experiences, making attempts, learning from one's mistakes. Older siblings or colleagues play an important role in the first contact with the computer and the Internet. Younger girls mention the role of their fathers, although in general, parents rarely seem to perform any role in the introduction to the Internet world.

“My dad taught me... Me too. Dad bought the first PC and he was the first to sit in front of it. And then I learnt it through observing him. Later on I played on it. When I didn't understand something, he helped me.” (Girls group, 9-10 years)

“If you click on something and it's wrong, later on you already know that you should not click on it – I learnt it by myself.” (Girls group, 12-14 years)

- ❖ After some period of using the Internet, there appears a need of reading computer press, especially among older boys. This is a source of information on interesting websites, games, etc.

“And having read some literature, some magazines, you are learning more and more on the Internet. How to enter different things. How to create websites.” (Boys group, 12-14 years)

- ❖ Computer science teachers are treated as a source of information on particular programmes, applications rather than information on the Internet world.
- ❖ Therefore, they belong rather to a separate world of adults.

I.2 INTENSITY OF USAGE

- ❖ As a matter of fact, Internet is used everyday (the majority) or a few times a week. Children usually switch on the PC and enter the Net after coming back home from school. Based on declarations, we can suppose that on average children spend in the Net 1 to 4 hours daily. Probably the longest time is spent on it by younger boys, and the shortest time – by younger girls.
- ❖ The possibility of spending a long time in the Internet seems not only to be a value desired by children, but it can also be a token of prestige, a position in the group of acquaintances.
- ❖ People who use the Internet less intensively belong to a distinct minority. It is mainly connected with the fact that they have some clear passions, interests (e.g. playing an instrument, one's own computer game) or are subject to restrictions on access to the Internet or a PC.

I.3 DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ Restrictions on access to the Internet are first of all connected with time of access to a PC. Time limitations are predominantly connected with the necessity of sharing a PC with siblings. It is usually regulated with a kind of agreement between siblings regarding 'temporary-alternating' access to a PC, whereas parental interventions are necessary in order to enforce compliance with these agreements.
- ❖ Access to a PC is also sometimes restricted directly by the parents. Parents instruct their children not to spend too much time at a PC. However, this rarely has a form of clearly specified rules, although there are some attempts of regulations that seem to be barely effective. Nevertheless, the parents' presence at home is itself, to certain extent, a factor which affects the time spent by children in the Net.

"I used to play computer games a lot. And later on, when I played too much, my daddy gave me and my sister such a punishment that we first had to read 10 pages of a book before we could sit down at the PC. But now I still sit down when I want to." (Girls group, 9-10 years)

- ❖ Children generally accept time limitations. Maybe they feel that they need this type of external control; self-control is still too weak in them.

"In my case, parents still are a little bit right. If we sat too long at the PC, we could get our eyes spoiled a bit. Or our sight would get too poor. Or we would already start wearing glasses. That's terrible. I once used to wear them." (Girls group, 9-10 years)

- ❖ A distinct limitation of access is most often connected with a form of punishment for bad behaviour (e.g. bad marks at school) in the *real* world. Children sporadically mention the rule: you can use a PC after you have done your homework. However, this applies rather to younger boys. With regard to older children, parents recognize the possibility that doing one's homework may be supported by being in the Internet – hence the above-mentioned rule does not apply here.
- ❖ **Younger children** do not mention directly that they are not allowed to enter websites for adults. It seems to be obvious, similarly as in case of the ban on watching adult films on TV. This type of prohibition does not need to be formulated – it is in a way self-evident, both for children and parents. Taking into account some non-verbal behaviours (such as smiles, voice suspension, general elation etc.) or accounts of vehement, strict penalties (a ban on using a PC), we can suppose that especially older boys have experiences of entering this type of websites. In general, however, this issue is not discussed; it belongs rather to the intimate sphere. It seems that parents prefer to suppose that their children are not yet interested in *these* matters.
- ❖ **Older boys** speak more openly about the ways of formulating bans by parents. It is clear what they are not supposed to watch – parents name it differently, from stating it directly to using more camouflaged forms. Most parents forbid entering pornographic websites; a minority also prohibits playing games that are saturated with brutality, aggression.

“There are rules. You cannot enter erotic websites – that’s what they told me.” (Boys group, 12-14 years)

“They didn’t say it to me in that way – they don’t talk about it that literally; they said: «Michael, you surely know which websites you cannot enter.” (Boys group, 12-14 years)

“And for me it looks like this. If I have the Internet, it will be a direct message. «If you enter an... obscene website... If I see it... Internet is out of the question until you are 18.” (Boys group, 12-14 years)

It is self-evident which websites are not to be entered. Those for people over 18 years old..” (Boys group, 12-14 years)

- These prohibitions, as it arises from the relation of boys, are sometimes ineffective. The websites are sometimes so interesting that bans do not help. As a result, parents administer restrictions on access to a PC, e.g. for a month. The consciousness of prohibition, the fear of being punished or simple shame cause that the boys try to hide the traces of their peregrinations.

“Or you deliberately enter... You do it, and later on the Internet is cut off for a month. But you can hide it. Delete it. But even if you delete the history, it still remains in the files. - but parents can set up a filter, instead of forbidding children to enter these websites. There are special filters, but one must be able to set them up. You cannot permit parents to set up a filter”. (Boys group, 12-14 years)

- In their opinions, parents are often so vigilant that they are able to recognize the negative effects that the inappropriate usage of the Internet, by watching the behaviour of their children.

“When something has a negative influence on a child, parents usually forbid it – And how do they know what has a negative influence? - Some aggressive behaviour. Bad marks. Vocabulary.” (Boys group, 12-14 years)

- Boys from this age group try to somehow control the way of surfing.

“I generally don’t like to enter such websites, where viruses can be downloaded. Of course, I have an antivirus programme, but my mum says that it is not effective, so I can’t enter strange websites at all.” (Boys group, 12-14 years)

I.4 SPECIFIC INTERNET APPLICATIONS

INTERNET APPLICATIONS USED	Girls group, 9-10 years		Boys group, 9-10 years		Girls group, 12-14 years		Boys group, 12-14 years		TOTAL	
	*	**	*	**	*	**	*	**	*	**
Searching for information as a part of my school work	7	4	7	3	9	4	8	2	31	13
Searching for information on subjects which interest me/surfing for fun	6	3	9	6	7	3	9	3	31	15
Sending and receiving emails	3	2	6	3	7	4	7	3	23	12
Using instant messaging (MSN)/chatting with friends	5	3	5	4	8	6	9	7	27	20
Engage in open chatrooms			4	1	2		3	1	9	2
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	3	1	5		4	4	3		15	5
Reading and responding to friends'blogs/homepages	2	1	4	1	7	4	3		16	6
Reading and responding to blogs/homepages of someone I have never met			2		2		1		5	0
Playing on-line games	5	5	9	6	4	1	9	7	27	19
Downloading music, films, videos, games or other files	2	1	6	4	6	5	7	6	21	16
Sharing files (music, films, videos, games or others)	2		3	2	4	2	6	4	15	8
Sharing photos	1	1	2		5	1	4		12	2
Downloading ring tones/images for my mobile phone	2		5	3	3		4	2	14	5
Taking part in competitions			5	1	1		3	1	9	2
Making phone calls through the Internet	1		5		3	2	2		11	2
Total	39	21	77	34	72	36	78	36	266	127

*applications used ** applications mostly used

- ❖ **Younger girls** use the Internet when searching for information (but also for example pictures) necessary to do their lessons. Above all, the most attractive applications are: instant messaging (the Polish Gadu-Gadu, shortly: GG), playing on-line games and surfing for fun, which can assume quite unexpected forms (look at the citation). The former is less popular than among older children, mainly due to the fact that fewer children in this age group have Internet access.

“I’m simply searching. If my sister tells me about some website, I enter it. Or I just sit and and think about some website. And as soon as I devise it, I enter this address. But it often doesn’t exist.” (Girls group, 9-10 years)

- ❖ In the case of **younger boys**, using the Internet first of all means surfing for fun and playing on-line games. According to these boys, the frequent objective of surfing is searching for attractive games. Participation in games is also often connected with readiness to take part in different contests. Using Gadu-Gadu or Skype is, similarly as in the case of younger girls, less popular than among older boys. However, even this application is also in the shade of the main joy coming from the Internet – on-line games.

“Because you can just write letters, and that’s it – you don’t have to pay for the phone – and when you are using Skype, you can play games at the same time – and even better: you can simultaneously talk and play games.” (Boys group, 9-10 years)

➤ Younger boys are also active in downloading files as well as ring tones and wallpapers for mobile phones from the Net.

- ❖ **Older girls** like, first of all, communicating mainly through instant messaging (Gadu-Gadu) and e-mails. They also exchange their opinions and feelings on blogs. They are active in downloading files and searching for information. Less often they play on-line games.

- ❖ **Older boys** play on-line games and chat on Gadu-Gadu when being in the Net. They like surfing for fun, they also use the Net to collect information.

“I like playing on-line games – you don’t have to buy them. You need to employ some tactics. And when playing with people, you can simultaneously talk with them. You can play with friends in general. And these games are free and you can download them.” (Boys group, 12-14 years)

- Their activity is connected also with downloading and sharing files with friends. They are aware that such behaviour is illegal.

Instead of watching a film, you can download it and then watch it on your PC. But now the police catches people for downloading files. This is piracy.” (Boys group, 12-14 years)

CHAPTER II
MOBILE PHONE AND MOBILE PHONE USAGE

II.1 MOBILE PHONE USAGE

MOBILE PHONE APPLICATIONS USED	Girls group, 9-10 years		Boys group, 9-10 years		Girls group, 12-14 years		Boys group, 12-14 years		TOTAL	
	*	**	*	**	*	**	*	**	*	**
Making and receiving phone calls	6	5	8	6	9	7	9	9	32	27
Sending/receiving SMSs	6	6	8	6	8	8	8	6	30	26
Taking photos/images	4	1	7	4	8	1	5	1	24	7
Sending/receiving/sharing images	2	1	5	2	7	1	5	3	19	7
Connecting to the Internet through my mobile phone	1		4	1			2		7	1
Total	19	13	32	19	32	17	29	19	112	68

* applications used ** applications mostly used

- ❖ Mobile phones are used most often for SMS communication and conversation. A mobile phone is least often used for connecting to the Internet. The main obstacle here is the high cost of connections.
- ❖ **Boys** a bit more often call than communicate with SMSs. According to them, they are more often in contact with their parents (although these are rather parents who call them, not the opposite) than with friends. They also utilize connections with PC by IrDA or Bluetooth. Although they sometimes send pictures, wallpapers or animations with MMS, they prefer to use direct Bluetooth connections for these applications. Telephones, especially among younger boys, are used for playing games e.g. when travelling by car or when access to a PC is limited. Other applications do not enjoy too big an interest.
- ❖ **Girls** have a larger inclination to use a telephone mainly for the SMS functionality. They rather call their friends, but also families; they also like playing mobile games. Sometimes they also send pictures, wallpapers by MMS.

II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

- ❖ The main limitations of using mobile phones refer to connection costs. Children usually use pre-paid phones – charging them is connected with receiving additional money from their parents, who try to remember how long the last charge sufficed for.
- ❖ The limitation of using mobile phones is connected with the prohibition of using mobile phones at school during lessons. Most children still take telephones with them to school and at least some of them use them for SMS communication.
- ❖ Another limitation of mobile phone usage refers to the anxiety of having a mobile phone stolen. Parents try to bring these circumstances to children's attention, when they should take the phone with them. However, they usually resign from it after some time.

When I had a mobile, in the beginning I didn't take it to school. But I often needed to phone somewhere during a break, for example that I had forgotten to take my slippers and I asked my mum to bring them for me. And now I take the mobile to school all the time.” (Girls group, 9-10 years)

- ❖ Limitation of access to a mobile phone is applied as a form of punishment for bad behaviour.

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

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ **Girls** indicate attempts to be contacted by strangers as the primary danger related to using a mobile phone (strange SMSs from strangers) or the Internet (instant messages Gadu-Gadu or chats).

“Or that for example someone may send an SMS to your mobile: «let’s meet here or there», and he may do some harm to you.” (Girls group, 9-10 years)

Similarly as it was with a mobile, someone may do it on GG or somewhere else... on some sites... but most often on GG... When someone talks with us, he may pretend to be a person in our age, or even younger, and this might be someone else. Or he may pretend to be your colleague.” (Girls group, 9-10 years)

- ❖ **Girls** openly speak about sharing information on such incidents with their parents and colleagues. They claim that they do not accept such contacts, although they also mention cases when the stranger turned out to be a colleague who just wanted to make a joke of them. In the way they talk about it, there is some extent of fascination with something new, surprising, a bit sensational.

“I would show it to my parents. And it depends what that would be. If it was «let’s meet there and there», I would show it to parents. And I would write back that I will meet them and I would come with my parents.” (Girls group, 9-10 years)

I would say it to my colleague, I mean a couple of times she met with people from the Internet, but most often she went to a public place then and colleagues were following her.” (Girls group, 12-14 years)

- ❖ There is also a thread of establishing contact by unfamiliar people who still hide their identity. They do it in order to place pressure, frighten or humiliate somebody.
- ❖ **Younger girls** maintain that they had not been warned by parents about such threats. Whereas older girls recall TV programmes and the spot that suggestively showed the mechanism of an older man giving himself out for a little girl.
- ❖ They also spontaneously mention other types of threats: mobile phone theft, physical damage, unskillful usage e.g. connecting with ambulance service or a fire brigade with no need, deterioration of eyesight. **Older girls**, apart from a mobile phone theft, also mention virusing a computer.
- ❖ **Younger boys** spontaneously mention the following threats: mobile phone theft, finding virused or payable websites on the Internet.
- ❖ **Older boys** indicate also the risk of virusing a computer or a mobile phone, hacking (learning passwords and access to games), but also chats as a place where one can meet a person giving oneself out for somebody else.

“You can make friends with a girl, and then she will turn out to be a paedophile.” (Boys group, 12-14 years)

They also mention a situation when the rule of safe expression of one's opinions on a strangers-closed *Grono* chat, whose participants were colleagues from one class. The consequences of a teacher's entrance to this chat were severe school penalties.

- ❖ **Boys, especially the older ones**, learn about the risks for safe computer usage (hackers, viruses) first of all from their own experience, from colleagues and computer magazines. In their opinion, these are the most serious threats.

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

PROBLEMS/RISKS RELATED TO INTERNET USAGE	Girls group, 9-10 years		Boys group, 9-10 years		Girls group, 12-14 years		Boys group, 12-14 years		TOTAL	
	*	**	*	**	*	**	*	**	*	**
Searching for information as a part of my school work			1	1			2		3	1
Searching for information on subjects which interest me/surfing for fun	1		2	1	3		6	2	12	3
Sending and receiving emails	4		2	1	3	1	9	6	18	8
Using instant messaging (MSN)/chatting with friends	3	2	5	3	5	1	6	2	19	8
Engage in open chatrooms	4	2	6	2	8	4	5	3	23	11
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	1		5	2			1		7	2
Reading and responding to friends'blogs/homepages	3		3	1					6	1
Reading and responding to blogs/homepages of someone I have never met	5	4	7	4	2	1	4	2	18	11
Playing on-line games			5	1			4		9	1
Downloading music, films, videos, games or other files	1		8	5	3		9	7	21	12
Sharing files (music, films, videos, games or others)	1		5	4			5	3	11	7
Sharing photos			4	3			2	1	6	4
Downloading ring tones/images for my mobile phone			5	4			5	1	10	5
Taking part in competitions	1		3	3			1		5	3
Making phone calls through the Internet	4	3	5	4	1		1		11	7
Total	28	11	66	39	25	7	60	27	179	84

PROBLEMS/RISKS RELATED MOBILE PHONE USAGE	Girls group, 9-10 years		Boys group, 9-10 years		Girls group, 12-14 years		Boys group, 12-14 years		TOTAL	
	*	**	*	**	*	**	*	**	*	**
Making and receiving phone calls	2	1	1		6		1		10	1
Sending/receiving SMSs	2	1	1		2		4	1	9	2
Taking photos/images			1				1		2	0
Sending/receiving/sharing images			3	2	2		5	2	10	4
Connecting to the Internet through my mobile phone	2		9	5	4	1	7	4	22	10
Total	6	2	15	7	14	1	18	7	53	17

* risks ** serious risks

- ❖ The most serious threats connected with using the Internet refer to participation in open chats, entering websites (blogs) of strangers and downloading files. Using a mobile phone brings first of all the threat related with connecting to the Internet.
- ❖ **Girls** first of all mention threats connected with the possibility of establishing a contact with people whom they do not know (blogs, chats, instant messaging and SMSs). Moreover, when participating in chats, there is a possibility of unintended entrance to websites which are not designated for children.

And if it's in one person's blog, if we write something about ourselves, he or she may learn about it. For example, if we write when our parents are out of home, or when we are out. And if we provide our address, this person can easily find us. And enter our home and do there what they want to." (Girls group, 9-10 years)

"A website on which there will be something not for us may open. Or something not for children at all." (Girls group, 9-10 years)

„Chat – because there are thousands of people whom you don't know... with random people. Strangers whom you don't trust." (Girls group, 12-14 years)

- ❖ **Younger boys** also talk about the threat of coming into contact with strangers. However, the question of downloading different multimedia files seems to worry them more. This anxiety results from 3 issues: the risks of getting a PC virused, participating in illegal underhand dealings and being deceived when downloading supposedly free files to a mobile phone.

*“Because when you download something from a PC, e.g. films, these are so called pirates.”
(Boys group, 9-10 years)*

- ❖ **Older boys** feel definitely most concerned with the question of virus risks connected with receiving emails and downloading multimedia files both to a computer and a mobile phone. To a smaller extent, the object of their concern are the potentially negative consequences of establishing and maintaining contacts with strangers. They are more concerned about incidental (uncontrolled by themselves) entering websites with adult content.

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

IV.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ For **younger girls** this issue is not a problem. They actually learnt about such a threat during the discussion. They understand this risk in such a way that it may result in bad mark at school, if the basis for homework is false information downloaded from the Internet.
- ❖ In the group of **older girls** there are sporadic opinions on the possibility of finding untrue information. Among some of them it causes anxiety related with the situation of searching for information necessary to do one's homework. In this context, information is expected to be true. A method to deal with this problem is using the known, trusted websites. In general, there is a prevailing conviction that it is not difficult to find out whether something is true or false. Eventually, it can be clarified with a teacher.
- ❖ However, in the areas of interest which are not directly related with school, the expectation of truthfulness is not that distinct. Here it is important that information should be interesting, intriguing.

“On different websites on ghosts there may be many false stories, because I am interested in that and I don't believe in them.” (Girls group, 12-14 years)

- ❖ **Younger boys** are more aware of the possibility to find false information. They easily provide such examples. Their scepticism towards the information seems to be increasing when it is sensational and gives the impression of being hardly probable. In general, however, they have a feeling that information which can be found in the Internet can be trusted.

One gentleman wrote on a chat that he once jumped from a block of flats and nothing bad happened to him. Or there was a full armour, and it was from a wrong century. Or that the Honda company went bankrupt – there was 1945 instead of 1918 (the point is the end of the First World War, not the Second).” (Boys group, 9-10 years)

- ❖ **Older boys** are more worried about the possibility of downloading ready-made compositions, which may turn out to be false. As a result, it may lead to negative school marks. In general, however, they consider the Internet to be a reliable source of information, and the only condition here is using the websites which are trustworthy.

IV.2 POTENTIALLY SHOCKING CONTENTS

- ❖ **Younger girls** provide examples of accidental entrance to such websites. It rather refers to their colleagues or older siblings. They declare that such incidents occur really seldom.
- ❖ **Older girls**, however, have direct experience of contacts with websites that include a shocking content. They mention films which present killing animals, a schoolgirl's suicide, and pornography.

“My colleague entered Grono and there was «the website that I recommend». We entered it, and there were such photos of animals, horses destined for slaughter, and how butchers make this meat, and at first we wanted to enter it, but as soon as we entered, we closed it, as we couldn't look at that.” (Girls group, 12-14 years)

“Our colleague downloaded Harry Potter, and it turned out to be a pornographic film instead; everybody laughed at her that she downloads porn movies.” (Girls group, 12-14 years)

My colleague wanted to show us a film about Ann, how she hanged herself at home after all; it was a film on how she hanged herself on a lantern, and it was a nightmare. (Girls group, 12-14 years)

- ❖ Entries to such websites occur accidentally, although according to the girls, there are situations that boys intentionally enter this type of websites. Girls feel powerless in case of such situations, they do not have a feeling that they could do anything more than just leave such a website, delete the downloaded content.

“During free hours, boys watch such films that I even don't want to laugh.” (Girls group, 12-14 years)

“I simply stop it, and she deleted the film.” (Girls group, 12-14 years)

“We didn't inform anyone – it didn't come to our minds. We cannot do too much about it, because even if we say it, no one will care and there will be no reaction.” (Girls group, 12-14 years)

- ❖ **Boys** react quite easily to the question on shocking content on the Internet. They burst out laughing, saying “porn”. They easily name websites where one can find films including scenes of violence, brutality.

“Those with violence are actually the finest ones. There is such a website MAXIO and on this website there is such a film as Kimbi, where they are breaking bones, «happy friends».” (Boys group, 9-10 years)

Yes, there is such a scene there: there is one homeless man, and another one, and they begin to beat each other, and later on a whole rabble comes, closer and closer, and everyone begins to beat one another.” (Boys group, 9-10 years)

- ❖ Older boys add here also participation in games with high intensity of brutality; they even mention the experience of searching for scenes of tortures. Readiness to share the knowledge about places with brutal scenes gives the impression that the knowledge about it is a factor influencing their position in the peer group. With this knowledge they can show off, win approval of their colleagues.

“Postal is a maximally bloody game. If you play it once, you become inured to anything.” (Boys group, 12-14 years)

“My 12-year-old sister sometimes searches for different tortures in Google.” (Boys group, 12-14 years)

- ❖ Reluctance is induced in boys by what they call *disgusting* – bad treatment of animals, excrements and parts of pornography.

For instance people who neglect their animals – disgusting. Once there was «Bar» on the Internet, but in this bar they didn't eat food, but their droppings (yuck!). (Boys group, 9-10 years)

IV.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ This type of threat is vividly discussed by younger girls. The older ones are more reserved. This thread has appeared earlier when girls spontaneously mentioned the situation of uncertainty. Contact through the Internet with a stranger is intriguing and it often ends with just a pleasant exchange of feelings. Such a contact is sometimes addictive and one forgets about precautions.

“Sometimes when you may meet someone through the Internet. But sometimes you can meet a person who is nice and a good mate. And you feel like meeting her.” (Girls group, 9-10 years)

“My colleague once chatted with a girl, who then turned out to be a boy and she fell in love with him, and later on it was a nightmare.” (Girls group, 12-14 years)

- ❖ Even the appearance of a meeting suggestion is not treated as something what can cause anxiety. Quite the opposite – it inspires imagination. It encourages to create one’s behaviour scenarios. It is more alarming when the Internet interlocutor wants to learn specific personal details – name, surname, address. Most children know – they learnt it from their parents – that they are not supposed to provide such information.

“I am cautious. If anyone on GG wants to receive such information from me, I don’t provide it for sure. Neither the address. Because when I was 7, my dad told me that I shouldn’t give it to anyone... when we received a PC, dad told me not to write back, not to say where I live.” (Girls group, 9-10 years)

- ❖ They are also aware that such meetings are dangerous – hence they are trying to inform and involve their parents, colleagues. However, there are also opinions indicating less safe action in such situations: independent verification *in the real* who this person is.

“Nothing like this has happened to me yet. But if I chatted with someone, before I would provide my address... I could send my photo instead. But if I were to give my address and telephone number to anyone, I would for example prefer to arrange a meeting with this person. In order to see if he or she really is in my age. And when I meet him, I would like to talk with him. If I met this person and saw that he or she is not the one... suspicious one, I would then tell my parents about it.” (Girls group, 9-10 years)

“My colleague chatted with a boy, who asked her for a meeting in Saski Park and she went there under the escort of my colleagues, but this boy didn’t come there.” (Girls group, 12-14 years)

“My colleague arranged to meet with a boy who was 3 years older than her, but when she saw him, she passed by him, pretending that it wasn’t her; later on he called her why she hadn’t come.” (Girls group, 12-14 years)

- ❖ Boys are definitely less susceptible to the interest in meeting people through the Internet. They are aware of a possible stanger’s impersonating someone else with characteristics similar to theirs. They have their own methods of controlling such a conversation, e.g. this is the other person who is to say what he or she is interested in. Their anxiety of meeting someone *dangerous* is little. They answer to the presented scenario of events with a joke. They seem, however, to be aware of a potential risk.

„He can meet my dog (joking).” (Boys group, 9-10 years)

“This is particularly dangerous. Because if someone presents himself in such a way, and the meeting takes place, he may be a thief or a hooligan... it can be more serious.” (Boys group, 10-12 years)

- ❖ **Older boys** generally share the rule of not arranging meetings with strangers. They know about it from public advertisements, *vlepkas* (in Polish: type of stickers placed in public space communicating their author's message), the police, their parents. What is worrying is the fact that, according to them, it would be a shame to admit such a contact, if it turned out to be unsuccessful and/or did any harm.

If a stranger starts chatting with me, I always ask «who are you?», and if this is somebody I don't know, I don't talk with him any longer. I also block such a person... or ask: «Where do I know you from?». (Boys group, 10-12 years)

“I think that such a person wouldn't tell anyone about it. Because, suppose, if he is such a macho – the one who received messages from this false girl – goes with his mobile and chains and wants to meet this girl, who turns out to be a pedophile... and mugs him. But it's obvious that he wouldn't tell anyone about it the next day, because he was mugged.” (Boys group, 10-12 years)

Older boys sometimes meet strangers, for example when trading in cards or other objects which are desired at their age. According to them, they are trying to behave *rationally*, they arrange meeting in safe places such banks, they don't take valuables with them, etc.

IV.4 BULLYING

- ❖ Younger girls are not familiar with bullying through instant messaging tools. They know it from their real life.
- ❖ Older girls, however, are familiar with such cases. They give an example of a teacher who was negatively bullied on Grono. Whereas there is an interesting case when after a quarrel of two colleagues, the one who began sending negative opinions about the other one was displaced from *Grono*.
- ❖ This problem seems to be not essential to girls, maybe because it is something they got used to *in the real*, as it often happens in groups of friends.
- ❖ Younger boys meet such a threat; they seem to treat it more seriously than girls. They are worried with the situation that something that refers directly to them may happen without their knowledge.
- ❖ The accounts of older boys include a thread of personal experience, though with a positive ending – the bullying person was punished.

“Yes. I had such a situation that someone bullied me on GG. But I had a circle of my close friends and they dealt with this guy quite brutally.” (Boys group, 12-14 years)

IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

- ❖ Girls haven't met such a threat. They didn't know that such a danger threatened them, although, as they maintained, "in the Internet everything is possible".
- ❖ Boys also haven't met such a risk. Younger ones associate it rather with downloading wallpapers and ring tones, which, according to them, may connect with the lack of information on free access. Older boys think that as long as they do not fill in any forms on a website with their contact details (they never do that), there is no possibility of being charged with any payment.

IV.6 ILLEGAL DOWNLOADING

- ❖ The youngest girls are not involved in downloading illegal multimedia files. They seem to be rather unfamiliar with these issues. Their activity in this area boils to downloading a picture of an actor or ring tones. It doesn't seem to be essential to them.
- ❖ Older girls are aware of the illegal character of downloading music files. However, this threat is treated rather as a possibility to suffer punishment than the feeling of acting badly. This situation does not concern them personally, they rather indicate their colleagues.

*„My colleague's parents had to pay a fine, because he downloaded music and they received an order from the police. - My colleague also had to pay, because he received an order and it turned out that he had a lot of films and music, and what is more, he had his PC seized.”
(Girls group, 12-14 years)*

- ❖ Younger boys understand this phenomenon and they call it piracy. It does not evoke a feeling of a particular threat.
- ❖ The older ones also know cases of police interventions to fight piracy. In their opinion, downloading music or films from the Internet is not a crime, provided that it is not connected with breaking into a payable site. They download it for their own use and they do not disseminate it further, they do not have money to pay for that. At the same time, they add that it is not ripping authors off. Quite the opposite, thanks to the people who download performers become more popular.

*“It is stealing. But we are such unemployed kids. We just go to school. We don't earn money.”
(Boys group, 12-14 years)*

“There are many people who don't want to download. I have one acquaintance who doesn't download any games or anything, but he buys everything.” (Boys group, 12-14 years)

“This is ridiculous. Why buy when you can download everything from the Internet.” (Boys group, 12-14 years)

“Why borrow a DVD film for 10 or 9 PLN, if you can wait about three hours and have it free of charge.” (Boys group, 12-14 years)

“Downloading files is acceptable, but dissemination isn't. You can do it for yourself. But without saving on any data carriers.” (Boys group, 12-14 years)

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ **Younger girls** would first of all recommend exercising caution in case of contacts with strangers. Do not arrange a meeting, and if otherwise, tell mum about it.

“Not to receive any messages on GG from people they don’t know.” (Girls group, 12-14 years)

- ❖ They would also recommend to their younger siblings not to order any products on the Internet independently, because it may turn out to be a cheat.
- ❖ **Older girls**, apart from caution in establishing contacts with strangers, also express a warning against downloading files.

“Not to chat on the Internet, not to provide her contact data, to shut off if someone suggests something wrong. Maybe not to download files illegally, I don’t know.” (Girls group, 12-14 years)

To be careful about websites they are entering, or when they are 7 or 8, to enter websites under their parents’ care.” (Girls group, 12-14 years)

- ❖ There was also an idea to designate blogs with a number specifying the age from which a given blog is acceptable.

“Maybe there are some blogs that it should be indicated whether they are permitted from the age of 15 or 16”. (Girls group, 12-14 years)

- ❖ **Younger boys** would warn against entering pornographic websites and payable services. They are, however, hardly ready to formulate any warnings – the Internet seems fascinating to them, and threats seem to be barely real (apart from the menace of financial consequences connected with charging a fee by the files provider).

- ❖ **Older boys**, similarly, are also reserved in formulating warnings. They seem to have a feeling of the little effectiveness of bans. These seem to be ineffective – on the contrary, they induce even larger interest. In their opinion, one’s own experience, learning on one’s own failures is what counts first of all. What is more, according to them, most threats are not particularly significant.

“Not to switch on the Internet – to leave it for the elders.” (Boys group, 12-14 years)

“The best would be to command them to switch it off. Because the forbidden fruit is always so tempting.” (Boys group, 12-14 years)

It is very simple to tell them not to open such websites, because there may be pornography or list these websites. (Boys group, 12-14 years)

V.2 WAYS OF REPORTING ENVISAGED

- ❖ **Younger girls**, in the case of negative experience with the Internet, would share the knowledge about it first of all with their colleagues. They would do it in such a way so that they would warn as many colleagues as possible. Paradoxically enough, they are not aware that such an action would contribute to disseminate this website or information.

“I would tell my colleague. So that she should be cautious about it if she enters this website. And I would also tell this colleagues that she should tell her colleague, who also uses it.”
(Girls group, 9-10 years)

“So that it became widespread and everyone knew about it.” (Girls group, 9-10 years)

- ❖ They also trust their parents with regard to this matter. They would be also moderately inclined to inform appropriate authorities (the president, the police). The alarm button was treated as a tool for fast deletion of a *bad website*. They would not inform their teachers about it.

“I wouldn’t tell the teachers, because they deal more with teaching students, than other things.” (Girls group, 9-10 years)

- ❖ **Older girls** are not inclined to inform anyone. They just confine themselves to deleting the shocking website. The police is ineffective, busy with other issues. Teachers are not interested in that. Whereas the parents can place the blame on them for entering such a website. In this context, being in the Internet becomes for girls their own, closed, intimate, personal world. The only exception is a statement testifying for the need of having some control over one’s contact with the Internet.

“I entered such a blog, and there was some pornography, and I wrote to this person that these were bad films, but it turned out that it was just a mistake. Someone just changed the addresses and they were up-to-date already. It’s worth to ask, because sometimes it may be a mistake.” (Girls group, 10-12 years)

- ❖ The idea of the alarm button was received positively. Its advantage lies in the fact that it doesn’t require any special activity, it is not necessary to talk about it with anyone and, according to the girls, it is anonymous.

- ❖ **Younger boys** would rather turn to their parents with this issue, although they declared it with little conviction. They rejected the idea of contacting the teachers or the police. Other ways did not arise their interest.

- ❖ **Older boys** would be more inclined to tell their parents, siblings, colleagues about it. They consider it pointless to contact a teacher or the police with this issue. Similarly, sending e-mails to special institutions seems to be barely effective to them, and first of all, it requires engagement.

“I don’t play with e-mails, exactly, I don’t feel like sending e-mails. If there was something like this, that you just click, an e-mail appears, you send the link – that would be OK.” (Boys group, 12-14 years)

- ❖ Like in the case of older girls, they also received the idea of an automatic button positively.

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

- ❖ **Younger girls** are moderately interested in these problems. They rather count on their parents' help.
- ❖ **Older girls** are more interested in information on threats. They say about the need of placing warnings about websites with drastic content.

“There simply should be a warning, because when I entered a website of kennels, there was a note that if I enter further, there will be drastic scenes and pictures And if someone has got frazzled nerves, he shouldn't watch it.” (Girls group, 12-14 years)

- ❖ They also recall a TV spot about “an older man impersonating a girl on a chat” – they believe this is a very good way of informing on this threat.
- ❖ They also express themselves in favour of different kinds of meetings, similar to the one they just have taken part in, as a source of additional information.

All ways to realise it are good, but if I meet it, I am more aware of the threat, but such a help in getting aware is also useful.” (Girls group, 12-14 years)

- ❖ **Younger boys** don't demonstrate any interest in gaining information in this area.
- ❖ It is similar in case of **older boys** – with regard to different threats, they would rather like to learn about the ways of increasing the easiness of using Internet resources. Here they would welcome advice from other colleagues, hackers, computer magazines, but also parents.

SUMMARY OF THE RESULTS

- ❖ The children's attitude towards the Internet is peculiar. Internet is not only treated as a resource of information, a tool for communication with other people or even just entertainment. This relation is not of rational nature, it does not result from rational knowledge, which would assign some objectives, means, rules. Even the first contact, *learning the Internet*, has little in common with execution of cognitive processes or intellectual engagement. Also the usage of the Internet is, in a large measure, intuitive. The Internet is a type of internal world projection, where the true blends with the imagined, the possible with the impossible, the rational with emotions, hopes, fears, and fascinations. This world is by definition a personal world, in which there is a little place for adults, parents, and especially teachers.
- ❖ Girls find in this world what attracts them most: the possibility of being in relations with others, sharing their feelings, emotions, searching for friendship or even love. They have a greater possibility of disclosing their states, the specific language of signs (e.g. emoticons) facilitates this type of communication, making it even more intensive than in reality. Girls are more conscious of threats resulting from establishing acquaintances with strangers, but at the same time, it is an area of their fascinations.
- ❖ Boys, in turn, treat Internet as means of broadening the world of possibilities to live through adventures (on-line games), winning new attractive trophies (downloading files with games or wallpapers). They (especially the younger ones) are fascinated with fighting, violence, power, similarly as it can be in case of their playing war in real world. The older ones, being in the adolescent period, when they undergo hormonal changes, devote their attention to erotics – the sphere towards which they feel fascination, but also much anxiety.
- ❖ Both for girls and boys, the world of Internet belongs in a high degree to the intimate, personal sphere. It is a kind of an artificial mirror that reflects the often distorted images of their needs, emotions and desires. They defend this world from the access of adults or even the already internalised norms. Using the transactional analysis terminology, this is first of all the world of the *child*, only sometimes supported with the world of the *adult*. There is no place for the *parent* here.
- ❖ Communication on the threats of using the Internet that originate in the world of adults can be effective only if it generates strong emotions. A public advertisement which warned against establishing acquaintances through the Internet was remembered well. The spot included words said with a low male voice: "My name is Wojtek, and I am 14 as well". This juxtaposition causes laughter, is easily understandable and influences the emotions sphere. This type of communication, arousing clear, strong emotions, should be executed with reference to the negative effects of illegal downloading of files or excessive attention to the fascination with violence or pornography. It is important to show children what their relation with the Internet world looks like from the outside.
- ❖ Strictly educational activities for safer usage of the Internet do not seem to be effective. It can be envisaged that filters restricting access to the Internet will create some limitations to children, but it should not be expected that these limitations will be internalised. Among the suggested ways of informing about finding negative places on the Internet, the *emergency button* was the approved one. It is the most *childlike* solution, spontaneous in the aspect of a simple reaction to what can arouse negative emotions.

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
	Warsaw, 16.04.07	Warsaw, 13.04.07	Warsaw, 16.04.07	Warsaw, 13.04.07
Household social level (Socio-professional category of the head of household)				
Business owners, liberal Professions, high-level managers	0	2	2	2
Mid-level managers	1	2	2	1
Office employees (non- managerial)	4	2	4	4
Manual workers	4	1	1	2
Others	0	0	0	0
Places and means of access to the Internet				
Home (broadband))	6	6	7	9
Home (non broadband)	0	0	0	0
School	1	1	2	0
Internet cafes	1	0	0	0
Others	1	0	0	0
Personal ownership of computer				
Yes	6	6	9	8
No	3	1	0	1
Ownership of mobile phone				
Yes	8	6	9	9
No	1	1	0	0

ANNEX II
DISCUSSION GUIDE

BADANIE BEZPIECZNIEJSZY INTERNET
SCENARIUSZ
(29.03.2007)

WSTĘP

Dzień dobry, nazywam się..., reprezentuję firmę BSM Pracownia Społeczna. Firma BSM prowadzi projekt badawczy, dotyczący używania Internetu i telefonów komórkowych wśród dzieci i młodzieży. Spotykamy się tu dzisiaj właśnie w tym celu, aby pomówić o Internecie i telefonach komórkowych. Ale zanim przejdziemy do tematu spotkania Chciał/a/bym omówić z Wami kilka bardzo istotnych kwestii, dotyczących przebiegu spotkania i badania opinii.

- Zapytać uczestników czy spotkali się z pojęciami badań opinii/ sondażu i co przez to rozumieją.
- Wytłumaczyć im, że w badaniach chodzi o poznanie zwyczajów i przekonań ludzi – wypowiedzi nie są w żaden sposób oceniane lub wartościowane. Wręcz przeciwnie : im więcej różnych opinii tym lepiej. Ważne są szczere, otwarte wypowiedzi.
- Upewnić ich, że badanie jest anonimowe. Wszystkie wypowiedzi są anonimowe. Informacje uzyskane podczas spotkania posłużą do stworzenia całościowego raportu. Nigdzie nie pojawią się ich imiona. Ani rodzice, ani inni opiekunowie nie będą informowani o przebiegu spotkania.

ROZGRZEWKĄ

Chciałbym/ chciałabym poprosić Was, żebyście się przedstawili i opowiedzieli coś o sobie w kilku zdaniach: Jak macie na imię, ile macie lat, co lubicie robić ? Czy macie rodzeństwo ? W jakim wieku ? Czy macie dostęp do Internetu ? Jeśli tak, to gdzie ? Czy korzystacie z własnego komputera, komputera rodziców, może komputera szkolnego, u przyjaciół czy też w kawiarence internetowej ? Interesuje mnie również, czy posiadacie telefony komórkowe.

I.1. TEMAT I. INTERNET I JEGO ZASTOSOWANIE

Porozmawiajmy o Internecie.

I.1 Zanim zaczniemy mówić o tym, w jakich celach wykorzystujecie Internet, chciał/a/bym dowiedzieć się, jak nauczyliście/ jak uczycie się z niego korzystać.

- Spontaniczne odpowiedzi.
- Pogłębić :
 - Jak nauczyliście lub uczycie się korzystać z internetu ? samodzielnie czy z pomocą innych?
 - Czyja pomoc jest najlepsza w nauce korzystania z internetu? Innych dzieci/ młodych ludzi? (dopytać: kto? koledzy, rodzeństwo?), Czy dorosłych? (dopytać : rodzice, nauczyciele, inni dorośli?)

I.2 Jak często używacie Internetu i ile czasu spędzacie w sieci za każdym razem?

- Spontaniczne odpowiedzi
- Pogłębić :
 - Czy używacie internetu regularnie czy w różnych odstępach czasu ? Od czego to zależy ?

- Do jakiej średniej odnoszą się dzieci, oceniając częstotliwość używania internetu (średnia długość korzystania z internetu w ciągu dnia czy tygodnia)?

I.3 Czy możecie używać internetu wtedy, kiedy chcecie i jak chcecie czy też są jakieś ograniczenia, zasady lub wskazówki, dawane przez rodziców? Może czujecie, że są rzeczy, które powinniście lub nie powinniście w Internecie robić, z których Wasi rodzice będą zadowoleni lub wręcz przeciwnie, nawet jeśli Wam tego nie mówią, czyli takie niepisane zasady?

- Reakcje spontaniczne
- Pogłębić
 - Jeśli są ograniczenia/zasady/wskazówki/niepisane zasady : jakie to zasady?
 - Dla każdej z zasad, reguł wyjaśnienie/uzasadnienie i poziom akceptacji
 - Jeśli nie ma określonych zasad, jak zareagowałiby, gdyby takowe zostały wprowadzone?
 - Które z nich zaakceptowałiby/ uznali za uzasadnione (lub nie)? : uzasadnienie i poziom akceptacji

I.4 Przygotowaliśmy listę różnych zastosowań internetu.

Chciał/a/bym, żeby każdy z Was:

- Oznaczył **zieloną kropką** wszystkie zastosowania, które wykorzystuje
- Postawił **drugą zieloną kropkę** przy funkcjach, z których korzysta najczęściej
- Rozdać tabelki
- Dać uczestnikom czas na wypełnienie tabeli.
Sprawdzić czy uczestnicy zrozumieli zadanie i czy napisali swoje imię czytelnie.
- Zebrać kwestionariusze i szybko sprawdzić, które z opcji są najczęściej używane.

I.5 Widzę, że są opcje, których używacie częściej niż innych.

Co najbardziej Was interesuje lub najbardziej lubicie w tych zastosowaniach internetu?

- Reakcje spontaniczne
- Dopytać o najczęstsze zastosowania nie omawiane w wypowiedziach spontanicznych

TEMAT II : TELEFON KOMÓRKOWY I JEGO ZASTOSOWANIA

II.1 Niektórzy z Was mają również telefon komórkowy.

Powiedzcie mi po kolei, do czego używacie Waszego telefonu?

- Zapytać po kolei każdą z osób, która ma telefon komórkowy.
Pozwólcie każdemu wyrazić się spontanicznie i dopytać:

- Do kogo dzwonicie, z kim się komunikujecie (przyjaciele, rodzice, w jakich okolicznościach, w jakim celu...)?
- Do czego używacie telefonu najczęściej (rozmowy, SMSy, inne opcje)?

Inni z Was nie mają telefonu komórkowego, możecie powiedzieć mi dlaczego?

- Dopytać o przyczyny (koszt ; rodzice się nie zgadzają, inne)

II.2 Za pomocą telefonu możemy również dostawać i wysyłać zdjęcia (MMSy), brać udział w czacie, łączyć się z internetem. Czy używacie również tych opcji ?

- Dopytać po kolei uczestników, którzy mają telefon komórkowy:

- Czy używa już tych funkcji (której/ których), co mu one dają, albo – jeśli nie używa - dlaczego?

II.3 Czy możecie używać telefonu komórkowego wtedy, kiedy chcecie i jak chcecie czy też są jakieś ograniczenia, zasady lub wskazówki, dawane przez rodziców ? Może czujecie, że są rzeczy, które powinniście lub nie powinniście za pomocą waszego telefonu robić, z których Wasi rodzice będą zadowoleni lub wręcz przeciwnie, nawet jeśli Wam tego nie mówią, czyli takie niepisane zasady?

- Reakcje spontaniczne
- Pogłębić

- Jeśli są ograniczenia/zasady/wskazówki/niepisane zasady : jakie to zasady?
- Dla każdej z zasad, reguł wyjaśnienie/uzasadnienie i poziom akceptacji
- Jeśli nie ma określonych zasad, jak zareagowałiby, gdyby takowe zostały wprowadzone?
- Które z nich zaakceptowałiby/ uznali za uzasadnione (lub nie) ? : uzasadnienie i poziom akceptacji

II.4 Przygotowaliśmy listę różnych zastosowań telefonu komórkowego.

Chciał/a/bym, żeby każdy z Was, tak jak w przypadku Internetu:

- Oznaczył **zieloną kropką** wszystkie zastosowania, które wykorzystuje
- Postawił **drugą zieloną kropkę** przy funkcjach, z których korzysta najczęściej
- Rozdać tabelki
- Dać uczestnikom czas na wypełnienie tabeli.

Sprawdzić czy uczestnicy zrozumieli zadanie i czy napisali swoje imię czytelnie.

- Zebrać kwestionariusze i szybko sprawdzić, które z opcji są najczęściej używane.

TEMAT III. PROBLEMY I ZAGROŻENIA ZWIĄZANE Z INTERNETEM I TELEFONEM KOMÓRKOWYM

III.1 Używanie internetu i telefonu komórkowego jest fajne i przyjemne, ale być może wiążą się z tym jakieś problemy lub zagrożenia – coś, co Wam się nie podoba lub Was niepokoi?

- Reakcje spontaniczne
- Dopytać :
 - Rodzaje problemów/ potencjalnych zagrożeń
 - Problemy/ zagrożenia, związane z używaniem Internetu/ telefonu komórkowego
 - Skąd o nich wiedzą ? (własne doświadczenie ? czyjeś ostrzeżenie ? czyje ? innego dziecka ? dorosłego - kogo ? jakiejś instytucji/ władz?)
 - Jak poważne są dla dzieci te problemy zagrożenia ? Jak je oceniają?

III.2A Czy te problemy/zagrożenia wpłynęły na to, jak używacie Internetu ?

- Reakcje spontaniczne
- Dopytać :
 - Ograniczenie korzystania z Internetu
 - Podjęli środki ostrożności z własnej inicjatywy/ pod wpływem rodziców

III.2B Czy te problemy/zagrożenia wpłynęły na to, jak używacie telefonu komórkowego ?

- Reakcje spontaniczne
- Dopytać :
 - Ograniczenie korzystania z telefonu komórkowego
 - Podjęli środki ostrożności z własnej inicjatywy/ pod wpływem rodziców

III.3 Posłużymy się ponownie tabelkami zastosowań internetu i telefonu komórkowego, które oznaczaliście wcześniej na zielono.

Teraz poproszę Was o oznaczenie **czerwoną kropką** zastosowań, które, Waszym zdaniem niosą ze sobą ryzyko i **drugą czerwoną kropką** tych, które wydają się najbardziej nieprzyjemne, niepokojące.

- Rozdać tabelki
 - Dać uczestnikom czas na wypełnienie
- Sprawdzić czy uczestnicy zrozumieli zadanie i czy napisali swoje imię czytelnie.
- Zebrać kwestionariusze i szybko sprawdzić, które z opcji są wymieniane najczęściej, jako ryzykowne/ problematyczne.

III.4 Porozmawiajmy teraz bardziej szczegółowo o opcjach, które zaznaczyliście najczęściej

Dlaczego uważacie, że akurat te sposoby korzystania z Internetu czy telefonu mogą stwarzać problemy?

- Omawiać po kolei każdą z opcji najczęściej wymienianych, jako ryzykowne. Poprosić o wyjaśnienie isoty i poziomu problemu/ zagrożenia.

IV. REAKCJE NA PREZENTACJĘ KONKRETNÝCH PROBLEMÓW I ZAGROŻEŃ

Podam Wam teraz kilka przykładów problemów, które martwią dorosłych. Chciałbym, żebyście powiedzieli mi co Wy o nich sądzicie.

IV.1 Jednym z możliwych problemów, jest fakt że informacje zamieszczane w Internecie niekoniecznie muszą być prawdziwe
Co o tym sądzicie? Tak ogólnie, myślicie, że można wierzyć informacjom znajduwanym w Internecie?

➤ Reakcje spontaniczne

➤ Dopytać :

- Jaka jest ogólnie wiarygodność Internetu ?
- A w porównaniu z innymi źródłami wiedzy (rodzice, nauczyciele, przyjaciele, telewizja, książki ...)
- Dlaczego Internet jest mniej lub bardziej wiarygodny?
- Przykłady sytuacji, w których mieliście do czynienia z rzeczami nieodpowiadającymi rzeczywistości w Internecie? Co to było, o co chodziło? Skąd wiedzieliście, że macie do czynienia z nieprawdą ?
- Na ile jest to postrzegane jako poważny problem/ zagrożenie.

IV.2 Kolejny problem, który martwi dorosłych : może się zdarzyć, że ktoś Wam wyśle lub natkniecie się na zdjęcia, lub inne treści, które mogą być niezwykle szokujące – np. sceny przemocy, brutalności, rasizmu lub pornografii.
Co o tym myślicie ?

➤ Reakcje spontaniczne

➤ Pogłębić :

- Zdarzyło Wam się coś takiego? Co to było, o co chodziło ?
- Jak zareagowaliście ? Rozmawialiście z kimś o tym? Z kim ?
- Co byście zrobili, gdyby Wam się to przydarzyło, albo gdyby zdarzyło się to Waszemu koledze, co byście mu doradzili ? Porozmawiać z kimś ? Z kim ? Jakiej rady udzielilibyście takiemu koledze ?
- Moderator : eksplorować również na ile jest to postrzegane jako poważny problem/ zagrożenie.

IV.3 Następne zagrożenie, którym martwią się dorośli, to fakt, że dzieci nawiązują znajomości z nieznajomymi, których poznali przez komunikatory, czaty, itp. – z którymi nigdy wcześniej się nie mieli bezpośredniego kontaktu.

Posłużmy się przykładem:

Jaś jest chłopcem w Waszym wieku, Marysia jest dziewczynką w Waszym wieku

On czy ona lubi grać w gry on-line lub umieszcza swój profil w Internecie i nawiązuje z kimś kontakt w sieci, powoli zaczyna wysyłać coraz więcej informacji o sobie, takich jak adres mailowy, adres 'gadu-gadu' (nick), numer telefonu komórkowego, swoje imię, adres zamieszkania, albo zaczyna wysyłać swoje zdjęcia. Myśli, że osoba, z którą jest w kontakcie, jest sympatycznym chłopcem/ dziewczynką w jej/jego wieku. Ale może się zdarzyć, że jest to ktoś zupełnie inny. Ktoś, kto zachęci jego/ ją do robienia rzeczy, których nie powinno się robić, albo nawet okaże się to być ktoś dorosły, kto ma złe intencje.

Moderator : Dla grup chłopięcych, użyć imienia męskiego, dla dziewczynek, żeńskiego.

Co o tym myślicie ?

➤ Reakcje spontaniczne

➤ Dopytać :

- Coś takiego przydarzyło się jakiemuś Waszemu koledze ? O co chodziło, jaka to była sytuacja?
- Sądzicie, że podobna sytuacja mogłaby się przytrafić również Wam ? Jak porozumiewacie się i jak nawiązujecie znajomości w sieci ?
- (Jeśli się zdarzyło) Co zrobiliście ? Czy rozmawialiście z kimś o tym ? Z kim ?
- Co byście zrobili, gdyby Wam się to przydarzyło, co poradzilibyście koledze w takiej sytuacji ? Porozmawiać z kimś ? Z kim ?
- Moderator : eksplorować również na ile jest to postrzegane jako poważny problem/ zagrożenie.

IV.4 Jeszcze jedna kwestia, która budzi niepokój dorosłych. Są dzieci, które porozumiewają się przez komunikatory i zachowują się źle wobec innego dziecka, bo go nie lubią. Może to być np. sytuacja, w której Jaś mówi źle o Stasiu na Gadu-Gadu, próbując wykluczyć go z grupy lub wysyłając mu nieprzyjemne albo niegrzeczne anonimy.

Co o tym myślicie ?

➤ Reakcje spontaniczne

➤ Dopytać:

- Zdarzyło Wam się coś takiego ? Co to była za sytuacja ? Dostaliście już kiedyś takie niemiłe wiadomości, komunikaty ? Być może sami takie wysyłaliście ?
- Myślicie, że coś takiego może się Wam przydarzyć ?
- (Jeśli się zdarzyło) Co zrobiliście ? Czy rozmawialiście z kimś o tym ? Z kim ?
- Co byście zrobili, gdyby Wam się to przydarzyło, co poradzilibyście koledze w takiej sytuacji ? Porozmawiać z kimś ? Z kim ?
- Moderator : eksplorować również na ile jest to postrzegane jako poważny problem/ zagrożenie.

IV.5 Jeszcze jedno zagrożenie, o którym już wspomnieliśmy, czyli : stać się ofiarą oszustwa, np. ściągając jakiś darmowy plik, dowiadujecie się, że jednak musicie za niego zapłacić, czy też uczesnicząc w jakimś konkursie.

Co o tym sądzicie ?

➤ Réactions spontanées

➤ Explorer :

- Coś takiego Wam się przydarzyło ? O co chodziło, jaka to była sytuacja?
- Co zrobiliście ? Czy rozmawialiście z kimś o tym ? Z kim ?
- Co byście zrobili, gdyby Wam się to przydarzyło, co poradzilibyście koledze w takiej sytuacji ? Porozmawiać z kimś ? Z kim ?
- Moderator : eksplorować również na ile jest to postrzegane jako poważny problem/ zagrożenie.

IV.6 Kolejny problem, który może się pojawić, związany jest z tym, że wiele dzieci ściąga muzykę, filmy, gry, oraz inne pliki nie płacąc.

Być może wam również zdarzyło się ściągać jakieś pliki, nie płacąc ?

➤ Zannotować odpowiedzi i kontynuować:

W wielu przypadkach autorzy kopiowanych treści (np. muzycy) potrzebują za nie wynagrodzenia, żeby mieć za co żyć i dlatego są one płatne.

Wiedzieliście o tym ? Jakie mogą być Waszym zdaniem konsekwencje ? Czy dzieci, które tak kopiuja, wiedzą, że to jest nielegalne/ zabronione? Jak sobie z tym radzą ?

➤ Dopytać :

- Poziom świadomości robienia czegoś nielegalnego/ poziom świadomości konsekwencji
- Jak zareagowałyby dzieci uczestniczące w grupie w takiej sytuacji?
- Na ile jest to oceniane jako poważny problem/ ryzyko?

TEMAT V. INFORMACJE O RYZYKU I MOŻLIWOŚCIACH OSTRZEGANIA

V.1 Spróbujcie teraz pomyśleć, po tym wszystkim, co tu zostało dotychczas powiedziane, czy są jakieś środki ostrożności, które można, należy wziąć pod uwagę, korzystając z internetu i telefonu komórkowego – lub coś, co doradzilibyście młodszemu rodzeństwu ?

➤ Reakcje spontaniczne

➤ Pogłębić :

- Środki ostrożności (i rodzaje zagrożeń, których one dotyczą), które zostały dzieciom uświadomione podczas spotkania
- Gotowość do rzeczywistego zastosowania tych środków

V.2 Jeśli zobaczylibyście coś nieprzyjemnego, niepokojącego lub znaleźlibyście się w jakiejś nieprzyjemnej, niepokojącej dla Was sytuacji i chcielibyście o tym kogoś poinformować, jak chcielibyście to zrobić, żeby było to dla Was najłatwiejsze ?

➤ Reakcje spontaniczne

- Dopytać :
 - Powiedzieć rodzicom
 - Powiedzieć nauczycielowi
 - Poinformować policję
 - Skontaktować się z jakąś konkretną instytucją, dzwoniąc na darmowy numer telefonu
 - Skontaktować się z tą instytucją przez e-mail
 - Nacisnąć 'przycisk awaryjny', na który wystarczy kliknąć, aby automatycznie zawiadomić właściwe władze

V.3 Jak chcielibyście dowiadywać się o problemach i zagrożeniach, związanych z używaniem internetu i telefonu komórkowego ?

- Reakcje spontaniczne
- Dopytać :
 - Gotowość poszerzenia swojej wiedzy o problemach i ryzyku
 - Rodzaj informacji, której potrzebują
 - Z jakich źródeł/ poprzez które kanały informacyjne

KONIEC DYSKUSJI
ROZDAĆ DOKUMENTY INFORMACYJNE ORGANIZACJI POZARZĄDOWYCH