

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

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 Portugal by TNS Euroteste, the Portuguese 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

- ❖ All the children that participated in the groups discussions know how to use the Internet and use it, being the differences found among them the degree of skill and the frequency with which they use it, which may also depend on whether they have access to the Internet at home or not:

“ I use the Net everyday “ (Boys 12-14)

“ I have a computer at home but I do not have the Net. I use it at school (Girls, 9-10)

- ❖ Two main motivations seem to have been on the basis of their wishing to learn how to use the Internet:

- **The need** : when they began to feel the need or were advised by their teachers to search the Net for information for their school work usually as another source of knowledge besides books and information given at school. The teachers themselves seem in several cases to have taught the children how to use it. The children use it for this purpose both at home and/or at school.

“I use it at home and at school. On Wednesdays and Thursdays we use the Internet in the library at school with the teacher” (Girls, 9-10)

- **Curiosity** seems to have been the major motivation for the children to learn how to use the Net. Several situations were mentioned that have triggered it: at home, seeing their brothers and sisters or their parents using it. At the home of relatives (uncles, cousins). Because their friends were beginning to learn or said it was interesting, etc.

“I asked my uncle because I felt curious. I saw him using the net and asked him to teach me (Boys 9-10)

“My friends told me that surfing the Net was nice and there were great games and I asked my father to teach me.” (Boys 12-14)

“My parents gave my brother a computer. He started to work with it and using the Net and I learned by myself seeing him.” (Girls 12-14)

I.2 INTENSITY OF USAGE

- ❖ The frequency and intensity of usage of the Internet varies among the participants in this study. In general the children of the older groups seem to use it more often and during more time than the younger ones, but in every group this intensity may vary.

“Every day” “2, 3 times a week” “I cannot tell.” “Almost every day” (Girls 12-14)

“Every day” “When I need it, more or less 2 times a week” “Once a week” (Boys 9-10)

“Daily” “Everyday” “Everyday” “Not much because I do not have it at home” (Boys 12-14)

“Everyday in the afternoon” “Only at school, twice a week” (Girls 9-10)

- ❖ The intensity of the usage seems to depend on

- Whether they have easy access to it (Net at home or outside the home)

“I spent hours and hours on the Net. Searching for information for school work, playing games on-line and chatting with my friends“ (Boys 12-14)

“Not much. I do not have access to the Net at home. I use the net at school for school work and at my friends’ homes to play games and surf for fun” (Boys 12-14)

- If there are any time limits – for ex. at school there are time limits for the children to use the Net and at home the parents try to impose certain limits (especially in the younger groups)

“At school there is a time limit for us to use the Net.” (Girls 9-10)

“When my parents are at home I use the Net a maximum of 45 minutes per day. When they are not, I use it the time I want.” (Boys 9-10)

- The uses they see as more appealing – besides searching for information for school work and surfing for fun, the use of MSN and the games on-line seem to be the most attractive reasons for using the Net.

“What I do more frequently is playing games on-line. It is almost addictive. We are there playing with other people. It is very nice.” (Boy 12-14)

“I use the net more for games they talk about at school. They tell me the sites when I come home I go there and play” (Boys 9-10)

“Very often. Almost every day. Especially on the Messenger.” (Girls, 12-14)

- ❖ Regarding how much time the children spend on the Net, the majority do not seem to be able to quantify it

“I spend hours and hours on the Net. Searching for information for school work, playing games on-line and chatting with my friends” (Boys 12-14)

“Sometimes, I use it just to see the messages and other times I spend hours and hours on it” (Girls 12-14)

I.3 DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ The rules imposed by the parents seem to have as a goal a balance between duty time and leisure time, especially in what concerns the groups of younger children. The children themselves assume that these rules/limits regard those activities on the Net that are not connected with studying, such as games and MSN

“I can spend the time I want on the Net, but I must always ask my father first.” (Boys 9-10)

“My parents say that only after doing my homework can I play games on-line” (Boys 9-10 and Girls 9-10)

“When I spend much time at the computer my father tells me to stop and study (Boys 12-14)

“We do not have access to the Net from home because my mother thinks I would not study because of that” (Girls 12-14)

- ❖ In certain cases, chiefly regarding the younger groups, the parents can install a program in the computers that does not allow the users to visit certain sites

“I can only visit the sites that my anti-virus lets me to. If a red cross appears it is because we cannot go there.” (Boys 9-10)

“My parents put something in my computer that blocks certain sites and we cannot go there. I think it is because there are dangerous people on the Net. (Girls 9-10)

- ❖ As to recommendations given by the parents, they seem to be the same for all the groups:
 - Do not visit certain sites (pornography, violence, shopping sites)
 - Never disclose personal data when communicating on the Net and never agree to meet people they only know on-line
 - Delete any message that seems dubious
- ❖ As to the acceptance/agreement with these rules and recommendations there seems to be a nuance – it depends on how clearly the children see the reason for it.
 - The restrictions on the time they spend on the Net (when they exist) do not seem to be always followed:

“When my parents are at home I use the Net a maximum of 45 minutes per day. When they are not, I use it the time I want.” (Boys 9-10)
 - On the other hand, the above mentioned recommendations seem to be entirely understood and followed:

“I accept it because mothers say this for our safety. “ (Girls 12-14)

“There are sites that may contain virus and then if we go there, it is harmful for our computer.” (Boys 9-10)

I.4 SPECIFIC INTERNET APPLICATIONS

- ❖ The participants were asked to fill in a table of several possible uses of the Internet indicating the applications that they used and which they used most.

The results are as follows:

INTERNET APPLICATIONS USED – Group : Boys 9-10 years

Use Use most

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

INTERNET APPLICATIONS USED – Group : Girls 9-10 years**Use****Use most**

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

INTERNET APPLICATIONS USED – Group : Boys 12-14 years**Use****Use most**

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

INTERNET APPLICATIONS USED – Group : Girls 12-14 years**Use****Use most**

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

- ❖ Regarding the applications that are used more than others, the reasons why the participants are particularly interested in or particularly like them are as follows

- **Searching for information as part of their school work:**

It is something they are used to do both at home and at school. Nowadays there are computers with access to the Internet in the schools, it makes part of their routine. And a few of them acknowledge that searching on the Net is easier:

“I use the Net for my school work. For “project area” the teachers ask us to do that. And for Portuguese Language we also need to search on the Net and in books.” (Boys 9-10)

“It is easier to search on the Internet. We search by subjects. In a book, we spend more time trying to find the information we want and on the Net it is easier to find” (Boys 12-14)

- **Playing games on-line:**

“For me it is an addiction. After doing my homework I play games on-line. It is fun and I have a good time.” (Girls 9-10)

“I like it. First the way we play is appealing, it is funnier than cards, then the games are nice. And I also like the fact we are playing with other people and at the same time we chat” (Boys 12-14)

The following applications seem to be used more intensely by the older children:

- **Using MSN / chatting with friends:**

The elements of the older groups, boys and girls seem to use it intensely (together with sending/receiving e-mails). They like to communicate with friends and colleagues and this is an appealing way of doing it..

“I like to chat with my friends. I do it often but I can be doing some other things at the same time” (Boys 12-14)

- **Searching for information on subjects which interest them / surfing for fun:**

Such as for instance finding new ‘things’.

“I discovered something new by chance. I liked it and now I intend to search for more information about it.” (Boys 12-14)

CHAPTER II :
MOBILE PHONE AND MOBILE PHONE
USAGE

II.2 MOBILE PHONE USAGE

❖ The great majority of the children that participated in this study own a mobile phone.

❖ **The most frequent applications (in all groups) are:**

➤ **(Making) Receiving phone calls (mostly to contact with their parents)**

“I have a mobile phone for my parents to call me. As to my friends I send them messages or speak to them on the Net” (Boys 9-10)

“My parents gave me a mobile phone so that I can contact them if something bad happens” (Girls 12-14)

“Yes, we could say that 90% is messages and 10% is phone calls” (Boys 12-14)

➤ **Sending/receiving SMSs** – it is the most spread use. It is the way that the children communicate with their friends.

“Practically I only use my mobile phone to send and receive SMS. Once in a while my parents call me and on that occasion I speak on the phone, but that’s it.”

and particularly among the older groups (but rarely)

➤ **Sending/receiving photos/images**

“I use the mobile phone to send and receive photos but very seldom because it is very expensive” (Boys 12-14)

❖ According to the respondents, the reasons **for not having a mobile phone** may vary:

- When there is no money to buy a mobile phone and/or to maintain it
- The child exaggerated, the costs increased and the parents took it away from him/her
- The parents do not want them to own a mobile phone due to the fact that they could be harmful for one’s brain because of the waves (which in their opinion is no danger because they use mostly SMS).

❖ **Sending and receiving images (MMS) and connecting to the Internet through the mobile phone** are applications that the children do not seem to use much – and the reason is because it is too expensive. However, many children are aware that if the mobile phones possess the possibility of infra-reds and Bluetooth, these applications are free of charge. Another reason is because connecting with the Internet is easier

“Yes, but it is very expensive. And besides, it is much more practical to go to the Net through the computer.” (Girls 12-14)

“When the mobile phone has infra-reds, we do not spend money. It is free.” (Boys 12-14)

“Sometimes I connect to the Internet to download mobile phone rings” (Boys 12-14)

- ❖ The participants were asked to fill in a table of mobile phone uses indicating which were the applications they used and which they used most.

The results are as follows:

MOBILE PHONE APPLICATIONS USED – Group: Boys 9-10 years	Use	Use most
Making and receiving phone calls	7	3
Sending/receiving SMSs	5	5
Taking photos/images	3	0
Sending/receiving/sharing images	3	1
Connecting to the Internet through my mobile phone	3	3

MOBILE PHONE APPLICATIONS USED – Group: Girls 9-10 years	Use	Use most
Making and receiving phone calls	3	0
Sending/receiving SMSs	3	0
Taking photos/images	1	0
Sending/receiving/sharing images	1	0
Connecting to the Internet through my mobile phone	0	0

MOBILE PHONE APPLICATIONS USED – Group: Boys 12-14 years	Use	Use most
Making and receiving phone calls	7	0
Sending/receiving SMSs	7	7
Taking photos/images	8	1
Sending/receiving/sharing images	3	0
Connecting to the Internet through my mobile phone	4	1

MOBILE PHONE APPLICATIONS USED – Group: Girls 12-14 years	Use	Use most
Making and receiving phone calls	8	1
Sending/receiving SMSs	8	7
Taking photos/images	8	6
Sending/receiving/sharing images	7	2
Connecting to the Internet through my mobile phone	1	0

II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

- ❖ Although there are children that seem to be able to use their mobile phones freely, the majority of the participants are very much aware that there are limits for their mobile phone use – which is the money that they are allowed to spend.

“My parents say ‘Do not spend the money at once’.” (Boys 12-14)

“I only can load money into my phone once a month.” (Boys 9-10)

- ❖ The rules/recommendations of the parents seem to focus primarily on the need to control the money loaded into the mobile phone – and one way of doing that is by establishing a period between payments. Therefore, if the children spend their mobile phone money before the end of that period, they cannot use them.

“My mother pays once a month. If I run out of money in my mobile phone, I cannot use it until she puts money into the phone again.” (Girls 12-14)

- ❖ Another advice parents give, chiefly to the younger participants, is for them to be careful and not answer to messages sent by people they do not know

“My parents tell me never to answer to messages from people I do not know, never tell my address. And also never to open messages from because they may contain virus or something like that.” (Girls 9-10)

- ❖ The limits imposed (when there are any) seem to be accepted by the children since they more or less understand that they should not spend too much money with the mobile phone.

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

III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ **Viruses, contacts with strangers and hacking** are the major problems and risks that were spontaneously mentioned by the participants when thinking about using the Internet. Viruses and contacts with strangers are very much present in the minds of the majority of the children (although among the younger ones the intensity of its presence may vary) while hacking appeared mainly among the older boys.

“Viruses” “Viruses” (all groups)

“Viruses that can enter our computer when we are playing games on-line” (Girls 12-14)

“There is the risk of people we do not know starting to talk with us” ... “Yes, they pose as people we know and then they do us harm, they can attack us”.“ (Boys 9-10)

“The hackers are a danger, they may spread viruses that destroy the hard disk, or copy all that we have in the computer, passwords, documents, etc. (Boys 12-14)

- ❖ There is also the awareness that the use of mobile phone may imply those type of risks – viruses and messages from strangers, but it seems that their perception is that there are less risks than when using the Internet.

“There are also risks in the use of the mobile phone but much less than on the Internet(...) you just delete the messages that are sent by strangers and that’s it” (Girls 12-14)

- ❖ **Parents, teachers and the mass media** (news casts and even Portuguese soap operas) are the main sources of warning/advice against possible dangers (mainly contacts with strangers and avoiding giving personal data).

“My mother is always saying ‘Do not do this, do not do that’ so that nothing dangerous happens to me” (Boys 9-10)

“On the news on TV. About children that went to meet people they knew on the Net and then they run risks, they can be kidnapped or murdered” (Girls 9-10)

- ❖ The participants stated that since they became aware of the risks, they try to be more cautious when using the Net. This caution involves (chiefly among the older groups) keeping the anti-virus updated and (all groups) avoiding engaging in open chat rooms or visiting blogs of people they do not know.

“I will never visit blogs of people I do not know. They can invite us to go to places. My father worries a lot with that.” (Boys 9-10)

“Yes, I became more prudent. I no longer visit chats.” (Girls 12-14)

“Keeping the anti-virus updated, not going to sites that can be dangerous and not opening e-mails from dubious sources.” (Boys 12-14)

III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

- ❖ The participants were asked to fill in a table of Internet and mobile phone applications and indicating which were the applications they felt involved problems of any kind.

The results are as follows:

PROBLEMS/RISKS RELATED TO INTERNET AND MOBILE PHONE USAGE

INTERNET APPLICATIONS - Group Boys 9-10 years

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

MOBILE PHONE APPLICATIONS

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

INTERNET APPLICATIONS - Group Girls 9-10 years**Risk****Much risk**

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

MOBILE PHONE APPLICATIONS

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

INTERNET APPLICATIONS - Group Boys 12-14 years**Risk****Much risk**

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

MOBILE PHONE APPLICATIONS

Making and receiving phone calls	0	0
Sending/receiving SMSs	0	0
Taking photos/images	0	0
Sending/receiving/sharing images	2	0
Connecting to the Internet through my mobile phone	8	1

INTERNET APPLICATIONS - Group Girls 12-14 years**Risk****Much risk**

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

MOBILE PHONE APPLICATIONS

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

❖ Asked to mention the specific risks they felt certain applications involved, the children stated the following.

➤ **Engaging in open chatrooms / Reading and responding to blogs/homepages of people they never met.**

The major risk is exactly the disclosure of personal data and the meetings that can be dangerous

“The risk here is to think you are talking with someone and that is not true and the meetings they try to arrange.” (Girls 12-14)

➤ **Downloading music, films, etc + playing games on-line**

The risks involved in these applications are the virus.

➤ **Downloading ring tones / images for the mobile phone**

These downloads are paid but it seems that the conditions are not very clear or well explained and the children see themselves without money in their mobile phone.

“I thought that when we buy a ring tone we paid for it that that was it. But no. They take money from our mobile phone everyday after the download being made. My mother discovered that there was an option to end that but it is written in very small letters and most people do not read it. I felt it was like deceitful advertising.” (Girls 12-14).

➤ **Taking part in competitions.**

The risks involve giving one’s personal data, thinking that one is taking part in a competition when sometimes that may not be true.

“We may be taking part in something that is different from what we thought.” (Girls 12-14)

“The risk is when they say ‘To enter the competition you must tell us your name, address, etc’. And from there they can use them for everything (bad)”. (Boys 12-14)

CHAPTER IV :

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

IV.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ Many of the participants seem to be aware that not always is the information they find on the Internet necessarily true, generally owing to their or their friends' experiences in connection with school work. Among the participants of three groups (two groups of boys and the group of older girls) there were always a few of them that were aware of this chiefly in connection with Wikipedia (although not only). The group of the younger girls (less intense Net users) was not aware of this.

"This has never happened to me." (Girls 9-10)

"There is a site, Wikipedia, that is an on-line encyclopaedia. Anybody can write there. And sometimes there are wrong things". (Boys 12-14)

- ❖ Therefore, on the basis of experiences they see around them and following the advice of their teachers, they try never to use this information alone but always in combination with other sources at least for their school work.

"Once a friend of mine consulted Wikipedia for home work and in class he said a wrong thing. My teacher said that sometimes it was not correct and that we have to confirm in other sources." (Boys 9-10)

"There was some information that I read on a book and on the Net it was completely different. I asked my teacher and she said that on the Internet the information was not always correct". (Girls 12-14)

- ❖ Although, according to some children, it is easier to find information on the Net, books, libraries and teachers are more credible sources.

IV.2 POTENTIALLY SHOCKING CONTENTS

- ❖ This problem does not seem to be felt as extremely serious by the participants in the groups. They acknowledge the existence of potentially shocking sites and sometimes of potentially shocking contents outside those sites (messages that are sent to them, for instance) but it does not seem to be of great concern or to be seen as extremely serious.

“It happened to me. I opened a video message whose sender I did not know and it was pornography I told my mother and she told me never to open messages from people I do not know nor visit dangerous sites.” (Girls 12-14)

“It happened to a friend of mine. She was looking for a city in Iraq and suddenly there were images of people shooting other people. Very violent.” (Boys 9-10)

“I went to the library and next to me there was this boy surfing the Net and suddenly he opened a page and it was pornography.” (Boys 12-14)

- ❖ Basically, what they would do is close the window or get out of that site and forget. And, according to the older children, if they are careful they can avoid visiting that kind of sites because quite often the name of the site already hints of what the contents are. When the case seems to be too shocking the advice is to talk to one’s parents.

“I would advise them to close the window and forget, there is not much more you can do.” (Boys 12-14)

“Eliminate and get out of it” (Boys 9-10)

“There are sites the first page of which immediately shows what type they are” (Girls 12-14)

“Those children that are more vulnerable may be more impressed and should tell their parents”(Boys 12-14)

- ❖ Another precaution that may be taken is not to let children surf the Net alone, as one of the participants explained

“My parents do not let my younger sister (7 years old) to be alone on the Internet. Either I am with her or my mother or my father. She is never alone.” (Girls 12-14)

IV.3 POTENTIALLY DANGEROUS CONTACTS

- ❖ As mentioned before, the participants in this study seem to be much aware about this risk of engaging in relations with a stranger with whom they have talked online – due to the warnings they receive from their parents and family members and to stories they hear or watch on the news of situations of this kind.

“I heard a story that happened to a colleague of a friend of mine. She met on-line a boy of the same age that said he also lived in Benfica (Lisbon neighbourhood). They arranged a meeting but she went there with some friends. They saw him from a distance and he was a black older boy. And she went home.”(Girls 12-14)

“I know that if we are not careful this might happen to me. I was warned about it by my parents and my teacher” (Girls 9-10)

- ❖ There is the perception, chiefly among the older boys that

“Nowadays almost everybody is aware of this danger”

or at least

“There are more people aware of it than those who are not” (Boys 12-14)

- ❖ Besides their parents and their teachers, information about this appears

“In our daily life. In the newspapers, on television, people talk a lot about it. And also those e-mails that circulate about traffic of human organs, we receive a lot of them.” (Boys 12-14)

IV.4 BULLYING

- ❖ This problem does not seem to be felt as extremely serious by the participants in the groups. They acknowledge the existence of children using on-line communication to say unpleasant things about other children but it seems to be seen as what has always been done among children before the Net appeared.

“I know girls in my school that do that. They do not like a girl and start saying bad things about her in their blogs. And it also happens with ex-friends, by revenge.”
(Boys 12-14)

“One day I got cross with a friend of mine. Then I talked about her with my friends on MSN. But afterwards everything got solved”. (Girls 12-14)

“It happened to me. But then I said ‘there are a lot of Saras and I am not the one they speak badly about. Who wants to believe, believes, who does not, does not believe.’” (Girls 9-10)

- ❖ Basically, what they would do is try to solve things among them. If this seem to be more serious, especially the younger children, they would tell their parents. As to the older children they would tell the person about whom those things circulated and would try to locate the source of it. Again, if things did not stop, they would tell their parents.

“I would tell my friend about whom those bad things were being said.” (Girls 12-14)

“I would ask my parents to help.” (Girls 9-10)

IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

- ❖ The type of situations where people are cheated when downloading a file that seems to be free of charge but has to be paid for seems to be familiar to several of the participants. They compare it with the case, that seems to have happened more often to them and to people they know, of the downloading of ring tones/images for their mobile phones where they thought that had to pay only once for the ring tone but it turned out that it went on for days and weeks.

Other examples are related to games which they think (correctly or not) that are free of charge but they have to pay. However there is also the perception (among the older children) that those applications that are paid for ask for the payment at the beginning and thus they see it in advance and may get out of that site.

“I tried to download a game and they would not let me. Then my father saw that we had to pay” (Girls 9-10)

“In principle, we see at the beginning that we will have to pay. In this case it is not cheating. The ring tones was because of the little letters that were hard to read” (Girls 12-14)

IV.6 ILLEGAL DOWNLOADING

- ❖ One way or another, all the children that participated in this study download music, films, videos and games without paying.
- ❖ Except for some of the younger girls, the participants in general are more or less aware that downloading music, and videos (and games?) is illegal, even if many of them try to conceal the fact.

“I know it is legal. I use a programme, E-mule that is not illegal. I search for the tune and then I download it and it is free of charge. I can do it because the programme is made for that.” (Girls 9-10)

- ❖ The ways they use to defend themselves from “illegality” is
 - stating that they pay for their downloads with the megabytes that disappear from their account

“We pay because we are spending megabytes.” (Boys 12-14)

“I run out of megabytes when I do download the films or the music. It is as if I were paying for them” (Boys 9-10)

- stating that if they sold the files downloaded they would be illegal; but as they do it ‘for them (to watch, to listen to)’ it is not illegal

“The person who puts the films on the Net is a hacker. If we downloaded it and sold them, that would be illegal. But as it is only for us to watch, it is not.” (Girls 12-14)

“This way it is not illegal. It is only for me, it stays in my computer. It would be illegal if I sold it” (Boys 9-10)

“On the films we buy, they say that if we download films and sell them we can spend 3 years in jail” (Boys 9-10)

- ❖ But even with these justifications, some of the children end up acknowledging that what they do is not right, although everybody does it.

“Yes, this may be illegal, but then everybody would go to jail” (Boys 12-14)

“If I were the singer, I would find it unfair. But as I am not....” (Boys 9-10)

“There are people that go to jail because they download films. When we buy DVDs there is a warning saying it is illegal to copy them.” (Girls 9-10)

CHAPTER V :
RISK RELATED INFORMATION AND
REPORTING

V.1 PRECAUTIONS ENVISAGED BY CHILDREN

- ❖ The precautions that the participants would feel useful to take in using the Internet and mobile phones are listed below:
 - In no situation should you give one's personal data when engaging in communication on-line (Boys 12-14)
 - Be careful with the viruses and with the contact with people you do not know on the Net (Boys 9-10)
 - Never go to sites you do not know (Girls 9-10)
 - Never give your personal data on the Internet, do not talk with strangers on-line and delete all the e-mail messages that come from sources you do not know (Girls 12-14)

V.2 WAYS OF REPORTING ENVISAGED

- ❖ **Parents only and parents and best friends** are the persons that the children spontaneously mentioned as first turning to in order to inform about something uncomfortable or scary they saw or experienced..
- ❖ When prompted to indicate other people they could turn to, the **teachers** come next, in particular if the uncomfortable or scary situation happened at school.
- ❖ The **police** are also considered an option if the “matter was very serious”, such as the meetings with people known from the Internet or if they were being subject to blackmail. The older boys do not believe in going to the police about these matters, only if they were robbed.
- ❖ The hypothesis of contacting a **specialized organisation** does not seem to have had any echo among the two groups of younger children. As to the older ones, the girls accept the idea for truly serious matters provided the organization is specialised on those matters. The older boys dismiss the idea, they do not seem to believe in those organizations due, in some cases, to personal experience.

“What for? Once I contacted one such organization, they did not understand. They made me wait on the phone and then they asked me to send an e-mail.” (Boys 12-14)
- ❖ As to the **report button**, while some of the younger children and the older girls thought it was a good idea for serious situations (quicker help than calling the police), the older boys found it ridiculous.

V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

- ❖ Regarding the attitude towards information on problems and risks, basically two attitudes were detected.

- The children that feel they are already informed and that now it is up to them to be alert and take care.

“I think that what appears on TV and newspapers and what we talk with our parents is enough... There is much information “ (Girls 12-14)

- The children that would like to learn more about problems and risks and ways to avoid them both in terms of personal safety and computer/mobile phone safety.

“I would not mind learning more about safety. It should be done at school, like those classes on Social Prevention” (Boys 9-10)

“Yes, I would like to know more about how to avoid viruses. It would be important because there are viruses that destroy a computer.”(Boys 12-14)

and mention a type of programme of that could be followed

“There is a weekly program on TV about the risks that exist now when using the Internet, the anti-virus programs they recommend, etc.”

SUMMARY OF FINDINGS

- ❖ All the children that participated in the group discussions know how to use the Internet and do use it, being the differences found among them the degree of skill and the frequency with which they use it, which may also depend on whether they have access to the Internet at home or not:
Two main motivations seem to have been on the basis of their wishing to learn how to use the Internet: need and curiosity
- ❖ The frequency and intensity of usage of the Internet vary among the participants in this study. In general the children of the older groups seem to use it more often and during more time than the younger ones, but in every group this intensity may vary.
- ❖ The rules imposed by the parents seem to have as a goal a balance between duty time and leisure time, especially in what concerns the groups of younger children. The children themselves assume that these rules/limits regard those activities on the Net that are not connected with studying, such as games and MSN and seem to accept them.
- ❖ The most used Internet applications are ‘searching for information as part of their school work’ and ‘playing games on-line’ (all the groups) followed by ‘using MSN/chatting with friends’ and ‘surfing for fun’
- ❖ As to mobile phones, there are two major applications in terms of use: ‘sending/receiving SMS’ to communicate with friends and ‘receiving phone calls’ in general from their parents.
- ❖ Although there are children that seem to be able to use their mobile phones freely, the majority of the participants are very much aware that there are limits for their mobile phone use – which is the money that they are allowed to spend.
- ❖ Viruses, contacts with strangers and hacking are the major problems and risks that were spontaneously mentioned by the participants when thinking about using the Internet. Viruses and contacts with strangers are very much present in the minds of the majority of the children (although among the younger ones the intensity of its presence may vary) while hacking appeared mainly among the older boys.
- ❖ As to the reactions of the participants to the presentation of six categories of problems and risks, it may be said that “Potentially dangerous contacts” seems to be the problem that most scare the children. Regarding illegal downloading, they all do it and the majority seem to be aware of its illegality even if they try to ‘justify’ themselves with certain ‘nuances’ such as “if we sold the downloads, that would be illegal. But as we do not...”
- ❖ Parents, best friends and teachers are those to whom they would preferably turn to if they saw/experienced an uncomfortable, scary situation.

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
	Lisbon – 9th April 8 participants	Lisbon – 10th April 6 participants	Lisbon 11th April 8 participants	Lisbon 12th April 8 participants
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	3	2	3	2
Mid-level managers	2	2	2	2
Office employees (non-managerial)	2	2	3	3
Manual workers	1			1
Others				
Places and means of access to the Internet				
Home (broadband))	5	4	6	6
Home (non broadband)				
School	8	6	5	6
Internet cafes			1	
Others			1 friends' homes	1 friends' homes
Personal ownership of computer				
Yes	8	6	8	8
No				
Ownership of mobile phone				
Yes	6	6	8	8
No				

ANNEX II
DISCUSSION GUIDE

SAFER INTERNET STUDY

GUIÃO

(03.04.2007)´

INTRODUÇÃO

Olá, o meu nome é e trabalho para a TNS euroteste, uma empresa de estudos de mercado e de opinião, responsável pelo estudo que nos trás hoje aqui.

Este estudo tem como tema a forma como as **crianças/os jovens** utilizam a Internet e os telemóveis

Têm uma ideia clara de quem somos e do que fazemos?

- Perguntar às **crianças/jovens** se estão familiarizados/se conhecem os termos estudos de opinião/sondagem e o que associam a isso.
- Explicar-lhes que o objectivo é compreender o que as pessoas fazem e pensam- e que devem expressar-se livremente.
- Reassegurar que, independentemente do que digam, as suas respostas vão ser tratadas com confidencialidade – isto é, as suas palavras podem ser tomadas como exemplo do ponto de vista das crianças/jovens, mas sem sequer ser associado o seu nome; em particular, aquilo que uma criança/jovem (participante) diz na sessão não será repetida para os seus pais.

Para começar, vou pedir a cada um de vocês que se apresente de forma breve: quem são, se têm irmãos ou irmãs, se têm acesso à Internet e como – no seu próprio computador, no computador dos seus pais, na escola, na casa dos amigos, num cibercafé – e também se têm telemóvel.

TEMA I. A INTERNET E AS UTILIZAÇÕES DA INTERNET

Vamos falar sobre a Internet

I.1 Antes de falarmos sobre a forma como utilizam a Internet, gostaria de saber como aprenderam a utilizá-la.

- Reacções espontâneas
- Aprofundar :
 - Auto-aprendizagem ou aprenderam com outros
 - Aprenderam com quem? Outras crianças (quem? amigos, irmãos ou irmãs?), adultos? (pais, professores, outros adultos?)

I.2 Poderiam dizer-me como e com que frequência utilizam a Internet e quanto tempo, aproximadamente, gastam na Internet.

➤ Reacções espontâneas

➤ Aprofundar:

- A utilização da Internet é regular ou variável? Do que depende essa utilização?
- Quanto tempo as crianças consideram passar em média na Internet (tempo passado em média por dia ou por semana)?

I.3 Podem utilizar a Internet como quiserem, com a frequência que quiserem, ou têm alguns limites, regras ou recomendações dadas pelos vossos pais – ou algo que vocês pensem que os vossos pais gostariam que fizessem ou que não fizessem, apesar de não o dizerem.

➤ Reacções espontâneas

➤ Aprofundar:

- Se existem limites/regras/recomendações/regras implícitas: Quais são?
- Para cada limite/ recomendação/ regra implícita: justificação percebida e grau de concordância
- Se não existem limites/regras/recomendações/regras implícitas: como é que sentiriam se lhes fossem dadas algumas?
- Com quais é que concordariam/ aceitariam (ou não)? justificação percebida e grau de concordância.

I.4 Preparámos uma lista com vários tipos de utilizações da Internet.

Posso pedir a cada um de vocês que:

- Coloquem/ponham uma etiqueta verde para cada tipo de utilização que fazem
- Coloquem/ponham uma segunda etiqueta verde nas utilizações mais frequentes

➤ Distribuir a tabela

➤ Deixar os participantes preencher

Confirmar que o sistema de colocação de uma etiqueta verde/ duas etiquetas verdes está compreendido

Confirmar que cada participante escreveu o seu nome.

➤ Recolha os questionários, e tente rapidamente identificar as utilizações mais frequentes.

I.5 Vejo que algumas utilizações são mais frequentes/comuns do que outras.

O que é que vos interessa ou o que é que mais gostam neste tipo de utilizações da Internet

➤ Reacções espontâneas

➤ Aprofundar: sobre as utilizações frequentes que não tenham sido esclarecidas nas reacções espontâneas

TEMA II. TELEMÓVEL E A UTILIZAÇÃO DO TELEMÓVEL

II.1 Alguns de vocês também têm telemóvel.

Para aqueles que têm um, digam-nos como é que o utilizam, ou seja para quê?

- Perguntar alternadamente a cada participante que tenha telemóvel.

Deixar cada um expressar-se livremente. Depois aprofundar:

- Com quem (amigos, pais, em que circunstâncias ?)
- O que é que utilizam mais (conversação verbal, SMS, outras aplicações)

Outros jovens como vocês não têm um telemóvel. Conseguem dizer-me porquê?

- Aprofundar as razões (custos; os pais preferem que os seus filhos não tenham um; outros)

II.2 Os telemóveis também podem ser usados para enviar ou receber fotografias (MMS), participar em chats, ou ligar-se à Internet. Também fazem isto?

- Perguntar outra vez a cada participante que tenha telemóvel
 - Se ele/ela já utilizou estas funções (qual/quais, qual o benefício que tira da sua utilização ou - se não utiliza – porquê?

II.3 Utilizam o vosso telemóvel livremente, como e quantas vezes quiserem, ou têm alguns limites, regras ou recomendações dadas pelos vossos pais – ou algo que vocês pensem que os vossos pais gostariam que fizessem ou que não fizessem, apesar de não o dizerem.

- Reacções espontâneas
- Aprofundar :
 - Se existem limites/regras/recomendações/regras implícitas: Quais são?
 - Para cada um dos limites/regras/recomendações/ regras implícitas: justificação percebida e grau de concordância.
 - Se não existem limites/recomendações/ regras implícitas: como se sentiriam se lhes fossem dadas?
 - Com quais é que concordariam (ou não) ? justificação percebida e grau de concordância.

II.4 Temos aqui uma pequena lista de possíveis utilizações do telemóvel Da mesma forma que fizemos para a Internet um pouco antes, podem por favor:

- Pôr uma etiqueta verde para cada tipo de utilização que fazem do telemóvel
- Pôr uma etiqueta verde nas utilizações mais frequentes/ que fazem mais vezes.
- Distribuir a tabela
- Deixar os participantes preencher

Confirmar se o sistema de uma/ duas etiquetas foi claramente entendido.

Confirmar que cada participante escreveu o seu nome.

- Recolher os questionários, e rapidamente identificar as utilizações mais frequentes.

TEMA III. PROBLEMAS E RISCOS ASSOCIADOS À INTERNET E AO TELEMÓVEL

III.1 Para além de ser algo útil e agradável, existem também problemas ou riscos na utilização da Internet ou do telemóvel – Refiro-me a coisas de que não gostam ou que consideram inquietantes?

- Reacções espontâneas
- Aprofundar :
 - Tipos de problemas/riscos mencionados
 - Problemas/ riscos associados à utilização da Internet/ do telemóvel
 - De que forma as crianças tomam conhecimento destes problemas/riscos (Experiências pessoais? Serem avisadas sobre os mesmos? Por quem? Outra criança? Adultos – Que adultos? Uma instituição/autoridade?)
 - Como é que as crianças avaliam o grau de seriedade destes problemas/riscos?

III.2A Estes problemas mudaram a forma como usam a Internet?

- Reacções espontâneas
- Aprofundar:
 - Limitações na utilização (em termos de volume)
 - Precauções tomadas; por iniciativa própria/ sob a influência dos pais

III.2.B Estes problemas mudaram a forma como utilizam o telemóvel?

- Reacções espontânea
- Aprofundar :
 - Limitações na utilização (em termos de volume)
 - Precauções tomadas; por iniciativa própria/ sob a influência dos pais

III.3 Aqui está uma tabela com a lista dos vários tipos de utilizações do telemóvel e da Internet, na qual puseram as etiquetas verdes anteriormente.

Por favor coloquem uma etiqueta vermelha próxima dos tipos de utilizações que sentem que podem envolver qualquer tipo de problema, e uma segunda etiqueta próximo dos tipos de utilizações que consideram mais desagradáveis ou mais inquietantes.

- Distribuir a tabela
- Deixar os participantes preencherem.

Confirmar se o sistema de uma/ duas etiquetas foi claramente entendido.

Confirmar se cada participante escreveu o seu nome.

- Recolher os questionários, e identificar rapidamente as utilizações mais apontadas como aquelas que envolvem riscos.

III.4 Vamos discutir estes problemas mais em detalhe, falando daqueles que vocês mais mencionaram.

Porque é que pensam que este tipo de utilização pode envolver um problema?

- Falar sucessivamente de cada uma das utilizações mais apontadas como envolvendo um problema ou risco, e esclarecer a natureza e o grau do problema/risco.

TEMA IV REACÇÕES À APRESENTAÇÃO DE PROBLEMAS OU DE RISCOS ESPECÍFICOS

Vou agora falar-vos sobre certos problemas que preocupam os adultos – e vão-me dizer o que é que vocês próprios pensam.

IV.1 Um dos problemas poderá ser que a informação que encontram na Internet não é necessariamente verdade/nem sempre é verdade.

Como se sentem sobre isso? De uma maneira geral, pensam que podemos confiar naquilo que encontramos na Internet?

- Reacções espontâneas
- Aprofundar :
 - Globalmente qual é o grau de credibilidade da Internet?
 - Como se compara ao de outras fontes (pais, professores, amigos, televisão livros...)
 - Porque é que a Internet é mais ou menos credível?
 - Exemplos de coisas pouco exactas na Internet. De que se tratava? Como souberam que eram falsas?
 - Em que medida consideram isso como um problema sério?

IV.2 Outro problema que preocupa os adultos é o risco de serem enviadas ou passarem imagens, ou outro tipo de conteúdos, que podem ser profundamente chocantes – podem incluir cenas de violência, cenas brutais, racismo ou pornografia.

O que pensam sobre isto?

- Reacções espontâneas
- Aprofundar :
 - Já vos aconteceu? Era sobre o quê?
 - O que é que fizeram? Falaram com alguém sobre o assunto? Quem?
 - O que é que fariam se vos acontecesse, ou o que é que aconselhariam a um amigo a fazer se lhe acontecesse a ele/ela? Falar com alguém sobre o assunto? Quem? Que conselho prático dariam?
 - Moderador: Aprofundar também em que medida isto é considerado como um problema/risco sério.

IV.3 Outro risco que preocupa os adultos é que as **crianças/jovens** iniciem relações com estranhos, com quem costumam falar online - alguém que eles nunca conheceram cara a cara.

Deixem-me dar-vos um exemplo.

X/Y é uma **criança/jovem** da vossa idade.

Ele/ ela gosta de jogar jogos online ou colocar o seu perfil na Internet, e começa a falar online com alguém e começa, a dar informações pessoais tal como o seu endereço de MSN, o seu número de telemóvel, o seu nome, ou onde vive, ou começa a enviar fotografias dele ou dela.

Ele/ela pensa que esta pessoa é alguém da sua idade e alguém bem simpático, mas pode acabar por ser uma pessoa bem diferente, que pode encorajá-lo(a) a fazer coisas que ele/ela não deveria fazer, ou mesmo ser um adulto com más intenções.

(**Moderador:** para o grupo dos rapazes, utilizar um nome masculino comum em Portugal (X); para o grupo das raparigas, utilizar um nome feminino comum (y)).

O que pensa sobre isto?

➤ Reacções espontâneas

➤ **Aprofundar :**

- Aconteceu a alguém que conhecem? Como, em que situação?
- Pensam que pode acontecer com vocês? Como comunicam e fazem amigos online?
- (Se aconteceu) o que é que fizeram? Falaram com alguém sobre o assunto? Quem?
- O que é que fariam se acontecesse com vocês ou o que é aconselhariam a um amigo se acontecesse com ele/ela?
- Moderador: Aprofundar também em que medida isto é considerado como um problema/risco sério.

IV.4 Outra preocupação que os adultos têm é que algumas **crianças/jovens** utilizam a comunicação online para se portarem mal com outra **criança/jovem** por não gostarem dele/dela. Pode ser, por exemplo, falar mal sobre ele/ela no MSN sem o/ a incluir, ou enviar mensagens anónimas maldosas.

O que pensam sobre isto?

➤ Reacções espontâneas

➤ **Aprofundar :**

- Já aconteceu com vocês? Como, em que situação? Já receberam mensagens maldosas? Vocês já enviaram mensagens maldosas?
- Pensam que pode acontecer convosco?
- (Se aconteceu) O que é que fizeram? Falaram com alguém sobre isso? Quem?
- O que é que fariam se acontecesse com vocês ou o que é aconselhariam a um amigo se acontecesse com ele/ela?
- Moderador: Aprofundar também em que medida isto é considerado como um problema/risco sério.

IV.5 Outro risco do qual já ouvimos falar, é o de ser enganado, por exemplo quando fazemos o download de um ficheiro que parece ser gratuito/grátis mas que afinal é necessário pagar algo, ou quando participamos num concurso. O que é pensam sobre isto ?

- Reacções espontâneas
- Aprofundar :
 - Já aconteceu com vocês? Em que situação?
 - O que é que fariam se acontecesse com vocês ou o que é aconselhariam a um amigo se acontecesse com ele/ela? Falar com alguém sobre o assunto? Quem?
 - Moderador: Moderador: Aprofundar também em que medida isto é considerado como um problema/risco sério.

IV.6 Outro problema pode ser o de muitas **crianças/jovens** fazerem download de músicas, filmes, jogos ou outros conteúdos sem pagar.

Talvez isto já vos tenha acontecido: Já fizeram download de alguma coisa sem pagar?

- Registrar as respostas, depois continuar:

Em muitos casos, estes conteúdos são materiais que os fabricantes/editores (musicais por exemplo) necessitam de vender para fazer dinheiro e ganhar a vida, e deveriam por isso ser pagos.

Sabiam desta situação? Quais poderão ser as consequências? Essas **crianças/jovens** sabem que é ilegal? Como lidam elas com isso?

- Aprofundar :
 - Conhecimento de estar a fazer algo ilegal/ conhecimento das consequências
 - O que fizeram/ fariam as **crianças/jovens** participantes numa situação como esta?
 - Em que medida é considerado um problema sério?

TEMA V. INFORMAÇÃO SOBRE OS RISCOS E FORMAS DE ALERTA

V.1 Quando pensam sobre isto, depois do nosso debate/discussão, existem algumas precauções que sentem que poderiam ser úteis na utilização da Internet e dos telemóveis – ou algo que aconselhariam ao vosso irmão ou irmã mais nova a fazer?

- Reacções espontâneas
- Aprofundar :
 - Precauções (e tipos de riscos em causa) dos quais as **crianças/jovens** tomaram (mais) consciência durante a discussão
 - Propensão para tomar realmente estas precauções

V.2 Se vocês vissem ou tivessem uma experiência pessoal com algo desagradável ou inquietante, e quisessem dizer a alguém, qual seria a forma mais fácil para vocês fazerem isso?

- Reacções espontâneas

- Aprofundar :
 - Falar com os vossos pais sobre isto
 - Falar com um professor sobre isto
 - Informar a polícia
 - Contactar uma organização especializada telefonando para uma linha (especial-grátis)
 - Contactar uma organização por e-mail.
 - Utilizar um botão de alerta no qual basta clicar uma vez para prevenir automaticamente as autoridades responsáveis.

V.3 Gostariam de aprender mais sobre os problemas e riscos ligados à utilização da Internet e do telemóvel?

- Reacções espontâneas
- Aprofundar :
 - Propensão para querer saber mais sobre os problemas e riscos
 - Natureza das informações procuradas
 - Que tipos de fontes/ através de que canais

FIM DA DISCUSSÃO.

DISTRIBUIR OS DOCUMENTOS DE INFORMAÇÃO/ CONSCIENTIZAÇÃO/ ALERTA DO NÚCLEO NACIONAL ORGANIZADOR OU OUTRAS ORGANIZAÇÕES NÃO GOVERNAMENTAIS.

TIPOS DE UTILIZAÇÃO DA INTERNET	Primeiro Nome
Pesquisar informação como parte do meu trabalho da escola	
Pesquisar informação sobre assuntos que me interessam/ navegar por diversão	
Enviar e receber e-mails	
Utilizar mensagem instantâneas (MSN) /entrar/participar em chats com amigos	
Entrar em salas de conversação abertas	
Criar o meu próprio blog/ homepage e colocar online (posting) os meus próprios textos, fotos, música na Internet	
Ler e responder a blogs/ homepages de amigos	
Ler e responder a blogs/ homepages de alguém que eu não conheço	
Jogar jogos on-line	
Fazer download de músicas, filmes, vídeos, jogos ou outros ficheiros	
Partilha de ficheiros (música, filmes, vídeos, jogos ou outros)	
Partilhar fotos	
Fazer download de toques/imagens para o meu telemóvel	
Participar em concursos	
Fazer chamadas telefónicas através da Internet	

UTILIZAÇÕES DO TELEMÓVEL**Primeiro Nome**

Fazer/receber chamadas telefónicas	
Enviar/receber SMSs	
Tirar fotos/ imagens	
Enviar/receber/partilhar imagens	
Aceder à Internet através do meu telemóvel	

