

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

EUROPEAN COMMISSION

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TABLE OF CONTENTS

Introduction	3
Chapter I – Internet and Internet applications	5
I.1 Learning to use the Internet	6
I.2 Intensity of usage	7
I.3 Degree of freedom in using the Internet	8
I.4 Specific Internet applications	9
Chapter II – Mobile phone and mobile phone usage	11
II.1 Mobile phone usage	12
II.2 Degree of freedom in using mobile phones	15
Chapter III – Perceptions of Internet and mobile phone related problems and risks	16
III.1 Spontaneous mentions of problems and risks	17
III.2 Problems and risks related to specific applications	19
Chapter IV – Reactions to the presentation of six categories of problems and risks	23
IV.1 Truthfulness of information found on the Internet	24
IV.2 Potentially shocking contents	26
IV.3 Potentially dangerous contacts	28
IV.4 Bullying	30
IV.5 Deception on free of charge character	31
IV.6 Illegal downloading	32
Chapter V – Risk related information and reporting	33
V.1 Precautions envisaged by children	34
V.2 Ways of reporting envisaged	35
V.3 Attitudes towards information on problems and risks	36
Summary of results	37
Annex I Composition of the groups	40
Annex II Discussion guide	42

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 Spain by Advira/Escario Research, the Spanish 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

- ❖ The children state that they have learned to use the Internet mainly with the help of those closest to them: older brothers and sisters, cousins and parents.
 - It is necessary to point out that the computer has become another “appliance” in households, which has been acquired even before they were born. Therefore, it is perceived as an everyday, familiar tool.
 - The ones who introduce the use of Internet are those that mark the guidelines of use, which also means the teaching of the objectives of this tool and of the limits of its use. This way, the parents can carry out the role of a mentor who leads towards the most practical content, such as a search for information for schoolwork, although recreational searches also, such as is the case of some games or children’s films websites.
 - Brothers and sisters or other similar people, cousins or friends generally have a role more directed towards the search of new content. They go farther than the parents, and towards the use of communication programs used among peer groups, such as Messenger. In other words, they introduce a world that starts to become separated from adult control.
 - This monitoring can take place in a parallel manner. While the parents have a greater specific weight on small children, peers whether they are brothers and sisters, cousins or friends are more relevant for children from 12 to 14 years old.
- ❖ The role of the school in the introduction of the use of Internet is very limited and even nonexistent. At school, they study computer initiation, but Internet is not studied in depth. A certain attitude of rejection has been detected by some schools towards children using Internet. They are taught by their teachers that Internet is a means of recreation and communication, but not so much as a way of learning. This indoctrination has especially been detected in the participants that go to religious schools.

“At school, we have an hour and half of class on Wednesdays” (Boys aged 9 to 10 years)

“I go to a nun school and they don’t let us Internet at all. I look for information for schoolwork, but then I write it by hand so they won’t say anything” (Girls aged 9 to 10 years)

- ❖ After getting a basic idea, the attitude and the use of Internet varies fundamentally based on the age group that the children are in.
 - The smaller children limit their use to what has been learned and only the most daring decide to surf. In general, they perceive it as a means that is somewhat hostile towards them due to its complexity and limited relevance in terms of their interests. Nonetheless, in these opinions, it is necessary to keep in mind that the parents’ indoctrination is of great importance, and few children dare to question the lines marked by their parents.
 - In the older children, on the other hand, a more proactive attitude has been detected. After having learned the first lessons of use, they continue their learning process on their own or through exchanging information with friends, going little by little and turning the Internet into a customized tool.

I.2. INTENSITY OF USAGE

- ❖ The intensity of Internet usage varies considerably if we keep in mind the two variables that have formed part of the study sample: age and gender.

- Age: The intensity of use increases in line with the age of the user. The young children use Internet less than the older ones. Girls and boys say that they approximately use the Internet half an hour per day three days per week.

In general, it is a time of use that has been established by the parents and, when there are older siblings in the home, also by them, who generally monopolize this tool.

“My sister is hooked on Messenger all day, and the computer is also in her room. I use it when she lets me” (Girls aged 9 to 10 years)

It is important to point out that this age group is satisfied with this time period of use, since, as has been previously pointed out, they do not perceive Internet as a personalized tool.

“I don’t feel like being longer than that” (Boys aged 9 to 10 years)

- Although older children have a greater intensity of use than the young children in general, a big difference depending on the gender has been detected:
 - The boys say that they are connected between a half an hour and one hour per day during the week, almost every day, for a total of 4 or 5 hours per week. On weekends, the average goes up to approximately 2 to 3 hours.
 - The older girls say that they use Internet 2 or 3 hours per day during the week and approximately 4 to 6 hours per day on weekends.
- This different intensity of use in the 12 to 14 year old age group has its explanation in the type of use that is made of Internet: while the girls more intensively use the Internet as a means of communication among their circle of friends, fundamentally other girls, which leads to using this tool in an almost obsessive way in the search of creating common spaces, the boys, on the other hand, feel less attracted towards communication and do not find other aspects that lead them to intensively use the Internet.

I.3. DEGREE OF FREEDOM IN USING THE INTERNET

- ❖ The younger children as well as the older children state that they have quite a lot of freedom when it comes to using the Internet. In general, they do not feel controlled or limited. The greatest limitation can come in the form of punishment if the child does not get good grades.
- ❖ Another already mentioned limitation comes depending on whether there are other siblings in the home: children with brothers and sisters have to adapt their use of the Internet in order to share it with the other family members.
- ❖ The children perceive that there are no clearly established time limits. Internet has the same limits as other activities: bedtime, mealtime, time to go to school. The perception of a criterion that the children feel to be quite arbitrary is pointed out: parents restrict it in a subjective way, when they think they have been using the Internet too long.

“They watch TV and they tell us that we have been there for a long time” (Boys aged 12 to 14 years)

- ❖ The timetables for using Internet come after homework has been finished, and they should not coincide with family gatherings for lunch or supper. Apart from these restrictions, the children are free to use the Internet whenever they want.

“I connect when I get up on weekends” (Boys aged 12 to 14 years)

- ❖ In the case that the parents did impose a time limit, all of the children, except for the older girls, would accept it. They are still too young to question the authority of their parents and, furthermore, this does not represent having to give up a lot. Only the older girls would be critical of this possibility. Internet is perceived as a need, an open channel of communication with their friends, which they do not want to give up.

“There would be a fight, but you always do what they say” (Girls aged 12 to 14 years)

I.4. SPECIFIC INTERNET APPLICATIONS

	Girls 9-10 */**	Boys 9-10 */**	Girls 12-14 */**	Boys 12-14 */**	Total */**
Searching for information as a part of my school work	5/3	4/3	6/2	7/2	22/10
Searching for information on subjects which interest me/surfing for fun	7/0	5/4	3/3	3/5	18/12
Sending and receiving emails	4/0	5/1	7/0	7/1	23/2
Using instant messaging (MSN)/chatting with friends	5/2	4/2	0/8	1/7	10/19
Engage in open chatrooms	0/1	2/0	1/0	2/0	5/1
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	4/0	5/0	5/0	2/0	16/0
Reading and responding to friends' blogs/homepages	4/0	4/0	6/1	3/0	17/1
Reading and responding to blogs/homepages of someone I have never met	0/0	0/0	0/0	0/0	0/0
Playing on-line games	7/0	6/3	5/0	5/1	23/4
Downloading music, films, videos, games or other files	4/1	6/2	2/6	3/6	15/15
Sharing files (music, films, videos, games or others)	3/0	6/0	1/2	5/0	15/2
Sharing photos	4/0	4/0	3/1	3/0	14/1
Downloading ring tones/images for my mobile phone	1/0	2/0	2/0	2/0	7/0
Taking part in competitions	0/0	2/0	1/0	4/0	7/0
Making phone calls through the Internet	0/0	5/0	3/0	0/0	8/0
Total	48/7	60/15	45/23	47/22	200/67

- ❖ The participants have spontaneously spoken about the use of Internet, where a big difference in terms of age groups is worth pointing out:
 - The smaller children mainly use Internet for looking for information through Google for subjects related to their studies, mainly images. They also state that they play games online, making reference to small applications that do not need to be downloaded such as, for example, www.minijuegos.com .
 - The older children use Messenger as their main tool of online communication. It is the application that they spend the most time using.

“It is a substitute for your mobile phone” (Boys aged 12 to 14 years)

CHAPTER II
MOBILE PHONE AND MOBILE PHONE USAGE

II.1. MOBILE PHONE USAGE

- ❖ The presence and the use of the mobile phone vary considerably based on the age group of the participants in the study. Although the mobile phone seems to be an element controlled by parents, there is an increase in the frequency of use and the diversification of the applications of this communication tool as the children grow:

- Among the smaller children, from 9 to 10 years old, only a small minority have their own mobile telephone, and in this case, there is a very restricted use of it: for receiving calls from their parents, in other words, for being located. The parents are the ones who establish these limits and prohibit the children from making calls. Nonetheless, these children do not express the desire to make greater use of their mobile phone: very few children among their peer group have this means of communication.

“I have a mobile and I only take it with me on weekends when I go out around the neighborhood with my friends. My parents call me when they want me to come home” (Girls aged 9 to 10 years)

Some young children that do not have their own mobile phone are familiar with the use of them, since their parents let them use theirs when they go out on weekends.

“My mother gives me hers” (Girls aged 9 to 10 years)

- On the contrary, all of the older children that have participated in this study have their own mobile telephone. The children in this age group take control of their mobile upon turning it into a communication tool among peers, on the margin of their parents. Although the parental function is still preserved, there is greater resistance than with the younger children. They live this control as an unavoidable price that they must pay.

- In terms of the mobile **usage** of the older children, this seems to be fundamentally limited and conditioned by the economic expense, which is the big problem for this profile. In this sense, it is the parents' attitude towards the mobile expense that seems to determine the form of payment: pre-paid cards for the less permissive and more controlling parents and a contract for the more flexible parents.

The children with cards feel more limited. They live in fear of spending their monthly mobile allowance, since that would mean having to pay for a recharge from their savings, or in the worst case scenario, having no credit left and therefore, not having the possibility of sending messages, making calls until the following month.

Those that have a contract feel freer. They do not have the sensation of strict control. They are more owners of their mobile. Nonetheless, they state that they should not go over a more or less set amount if they do not want to be punished by their parents: there is an implicit agreement of trust that they should not betray if they want to continue enjoying this tool.

- The importance of controlling the expense also determines the **form of use**. To start, few calls are made and many SMS messages are sent, not using the more expensive services such as MMS or chatting, despite their appeal. On the other hand, they look for free services such as Bluetooth.

- If the older children's intensity and content of use of mobiles is analyzed, it is possible to find **differences based on gender**:
- The girls are more intensive users of mobile telephones. They use them for sending SMS messages, cheaper and almost more discreet than calling their friends. Like on the Internet, the objective of being communicated with peers is the main motivation.
 - The boys use online games, Bluetooth to a greater extent. They exchange files containing music, polytones, games, photos. It is a use that is more centered on recreation than on communication.
 - Several coincide on something: they generally make "fake" calls to their parents (call and then hang up), so that the parents call them back, thus not spending their own money.

MOBILE PHONE USAGE	Girls 9-10 */**	Boys 9-10 */**	Girls 12-14 */**	Boys 12-14 */**	Total */**
Making and receiving phone calls	2/1	0/2	1/7	4/5	7/15
Sending/receiving SMSs	1/0	1/0	1/7	3/5	6/12
Taking photos/images	2/0	0/0	4/1	3/4	9/5
Sending/receiving/sharing images	0/2	0/0	5/2	5/4	10/8
Connecting to the Internet through my mobile phone	0/0	0/0	3/0	0/1	3/1
Total	5/3	1/2	14/17	15/19	35/41

II.2. DEGREE OF FREEDOM IN USING MOBILE PHONES

- ❖ In general, the children feel free in terms of the use of their mobile. Their parents do not control who they call or how they use their telephone. This is perceived as being their property. Their freedom is only inhibited by the economic expense, which represents a continuous threat.
- ❖ As has been previously pointed out, the form of payment, whether it is a card or contract, has an influence on their perception of existing limits:
 - The card is the way that the parents have of controlling mobile use. A deposit is made monthly, and that represents a limit.
 - Those that have a contract feel freer, but a freedom that is based on trust: if there is excessive spending, they run the risk of having their use limited. The contract is a parents' gesture of trust towards the children, and this is something that they value.
- ❖ The mobile telephone limits are also generally caused by other factors such as school grades: the parents threaten the children with taking away their mobile if they get bad grades. Therefore, the phone turns into a currency that the parents have for influencing their children's school performance.
- ❖ In summary, the children perceive from their parents' behavior that the only condition of use of the mobile phone is not spending a lot and getting good grades. There are no other limits nor can they imagine what other possible rules can be imposed.

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

III.1. SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

- ❖ The perception of problems or risks associated to the use of Internet or mobile telephones varies considerably based on the age group that is asked. Only one point is coincided on: the problem of the continuous bombarding of advertising for pornographic contents, which creates difficulties in fluidly using this tool without interruptions. It seems that the intromission of this type of content reaches such a high volume that these young users seem to be very familiar with its presence, which does not mean that it is not bothersome to them.

“Sometimes you are looking for something and something else comes out, like naked girls” (Girls aged 9 to 10 years)

- In general, the small children (9 to 10 years) repeat the warnings on the problems or risks of using Internet or mobile phones that they have heard from the older brothers and sisters or parents. For them, they are theoretical problems. They have not been in this type of situation yet. They spontaneously mention problems that they are unfamiliar with in practice such as:
 - Addiction, vice (Boys aged 9 to 10 years)
 - A lot of mobile phone use (Boys aged 9 to 10 years)
 - Communication with strangers (Boys and Girls aged 9 to 10 years)
 - Deception/tricking (Boys and Girls aged 9 to 10 years)
- On the other hand, the older children mention more specific problems and ones that are perceived as being real for the Internet as well as for the mobile phone:
 - Internet: Viruses or ruining the computer is a concern related to lack of knowledge or to the novelty of the use of the computer. The children, especially the older ones, feel responsible for the large expense that buying the computer has represented. The children that have to share it with other family members feel greater pressure towards this possible problem.

Another fear related to Internet is the theft of the Messenger password, especially feared by the girls.
 - In terms of mobile phone: losing the phone itself, especially for the boys aged 12 to 14 years old represents a concern, due to the awareness of the high cost that this represents for them and due to the fear of being without this tool.

The 12-14 year old boys and girls mostly have pre-paid phone cards as a billing tool for their mobile phones. Going over their allotted consumption allowance is another one of their main concerns.

The possibility of running out of mobile telephone battery is mentioned as a concern of less importance (Boys aged 12 to 14 years).
- ❖ In terms of changes in attitude or precautions spontaneously mentioned for these problems or situations are:
 - Making safety copies of important files on the computer (Boys aged 12 to 14 years)

- Having an updated antivirus
- Consulting older brothers and sisters or parents before going in to a “doubtful” website
 - “I ask my brother before going into the site”* (Boys aged 9 to 10 years)
- Consulting official trustworthy sites in order to avoid viruses or unpleasant spam (Boys aged 12 to 14 years)
- Not communicating with strangers (Girls aged 12 to 14 years)
- Not chatting (Girls aged 9 to 10 years)
- Sending messages instead of calling in order to control mobile phone expenditure (Boys and Girls aged 12 to 14 years)
- Frequently recharging the mobile phone battery (Boys aged 12 to 14 years)
 - “I recharge it every night”* (Boys aged 12 to 14 years)

III.2. PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

SPECIFIC INTERNET APPLICATIONS	Girls 9-10 */**	Boys 9-10 */**	Girls 12-14 */**	Boys 12-14 */**	Total */**
Searching for information as a part of my school work	4/0	0/0	0/0	0/0	4/0
Searching for information on subjects which interest me/surfing for fun	4/0	3/0	1/0	5/0	13/0
Sending and receiving emails	2/0	1/1	4/0	6/1	13/2
Using instant messaging (MSN)/chatting with friends	5/0	2/0	3/0	2/0	12/0
Engage in open chatrooms	4/0	3/5	4/3	5/2	16/10
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	5/0	2/1	4/0	2/1	13/2
Reading and responding to friends' blogs/homepages	3/0	2/0	3/1	2/0	10/1
Reading and responding to blogs/homepages of someone I have never met	5/1	3/4	5/0	4/2	17/7
Playing on-line games	8/0	0/0	1/0	1/2	10/2
Downloading music, films, videos, games or other files	4/0	2/0	5/0	3/2	14/2
Sharing files (music, films, videos, games or others)	3/0	2/0	0/2	3/1	8/3
Sharing photos	2/0	0/0	2/0	1/0	5/0
Downloading ring tones/images for my mobile phone	5/0	3/1	1/0	5/1	14/2
Taking part in competitions	6/0	1/2	1/0	3/2	11/4
Making phone calls through the Internet	6/0	5/1	0/0	4/3	15/4
Total	66/1	29/15	34/6	46/17	175/39

MOBILE PHONE USAGE	Girls 9-10 */**	Boys 9-10 */**	Girls 12-14 */**	Boys 12-14 */**	Total */**
Making and receiving phone calls	1/0	3/0	4/0	0/0	8/0
Sending/receiving SMSs	1/0	2/1	0/0	2/0	5/1
Taking photos/images	0/0	2/1	0/0	0/0	2/1
Sending/receiving/sharing images	2/0	5/0	0/0	1/0	8/0
Connecting to the Internet through my mobile phone	3/0	5/1	3/0	5/4	16/5
Total	7/0	17/3	7/0	8/4	38/7

❖ Going in depth into each one of the situations that have come out, the participants in the study have pointed the following out as problems:

➤ Looking for information as part of schoolwork:

- Lack of truth: The importance of the use of this application is the most serious. The younger participants have doubts on the truth/reliability of the information found due to unfamiliarity with the tool.
- Breaking the rules: The older children often use the information found for doing their papers for school, without having to write them themselves. In this case, their concern is that the teacher will discover what they have done.

“That they trick you” (Girls aged 9-10 years)

“That they catch you for copying” (Girls aged 12-14 years)

- Looking for information on subjects that interest me/ surfing for fun: pornography can appear in Spam while surfing through different pages.
- Sending and receiving emails: Emails with attached files can contain viruses
- Using instant messaging (MSN)/chatting with friends: Contact with strangers can be a danger if the person contacted is not the way one thought
- Participating in open chats: Contact with strangers can be a danger if the person contacted is not they way one thought
- Reading and responding to blogs /websites of someone that I have never met. Contact with strangers can be a danger if the person contacted is not the way on thought
- Playing on-line games: Vice. Addiction, not being able to stop playing can be harmful to face-to-face relationships with friends.

“If you play for a long time, you can become addicted” (Boys aged 9 to 10 years)

- Downloading music, films, games or other files: the use of programs such as Emule can contain viruses or pornography
- Downloading tones /images for my mobile phone: They can lead to uncontrolled spending
- Making calls through the Internet: They can lead to uncontrolled spending

❖ The mobile telephone applications that can involve a risk are:

- Making and receiving calls. They can lead to uncontrolled spending. You can communicate with strangers.

“My parents tell me not to answer if I don’t know who is calling” (Girls aged 9 to 10 years)

“I get in trouble when I go overboard” (Girls aged 12 to 14 years)

- Taking photos /images: Using up battery
- Sending/receiving/sharing images: This can lead to uncontrolled spending.

- Connecting to the Internet through my mobile telephone: It can lead to uncontrolled spending

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

IV.1. TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

- ❖ As has been previously pointed out, one of the most widely used Internet applications by children is the search for information for schoolwork. The main tool used is the Google search engine, and from there other more specific pages, where Wikipedia especially stands out.
- ❖ In general, all of the children give quite a lot of credibility to the information found on the Internet. They are lacking criteria in order to distrust this medium. The use of this means is common as their main source of information.
- ❖ The level of suspicion increases or decreases based on what the information is going to be used for, and it is also greater in the older children than in the younger ones. The greater the importance of the purpose of the information is, the more precautions one takes to verify it.

“You are distrusting if it is important, like for school projects” (Girls aged 12 to 14 years)

- ❖ The tools used for establishing information as being reliable are:
 - The reputation of the name of the website
 - Similarity of the information in different websites
 - Type of page of origin of the information

“You trust the official websites mores” (Boys aged 12 to 14 years)

“The credibility depends. You trust the news ones, but not the blogs”. (Girls aged 12 to 14 years)

“You don’t trust it if it is something strange” (Girls aged 12 to 14 years)

- ❖ The younger participants (9 to 10 years) are more suspicious in terms of the credibility of the Internet. There is a lower use of the Internet for searching for information compared with other sources, such as their parents, teachers, text books or television. The fact that this profile still does not feel completely secure using this tool could have an influence.

“They sometimes fool you” (Girls aged 9 to 10 years)

“What you see on television is truer” (Boys aged 9 to 10 years)

- ❖ The information obtained on the Internet is not usually compared with other means. Nonetheless, this behavior is not exclusive to the use of Internet, but is extended to other sources of information: a habit of verifying does not exist.
 - Nonetheless, books and even TV are more reliable than information obtained on the Internet. This assessment can be based on the fact that the Internet represents a source that is somewhat unstable. Contents can change and it can even be difficult to go back to the information that has been found at a given moment. In most cases, it is information that is not shared very much: it cannot be transported. It is generally looked at while alone.

- If there are doubts, the parents can play to role of judges, who evaluate the credibility of each source. They are still a reference of knowledge and authority that children go to for resolving doubts.

(Contradictory information on the Internet and in the text book) “...*I asked my parents and they told me that the book was right*” (Boys aged 12 to 14 years)

IV.2. POTENTIALLY SHOCKING CONTENTS

- ❖ The participants admit to regularly seeing impacting images on the Internet, mainly pornography, although it is referred to in children's terminology: naked girls. In no case are images of violence, brutality or racism commented on.
 - It is important to point out that the frequency with which these pages are found makes them be considered an almost regular element of this tool, a bothersome element, that gets in the way of their use and one that they would like to eliminate, especially the youngest ones, who are the ones that *understand* these messages the least.
- ❖ The older children (12 to 14 years) come across these contents with greater regularity, due to making a somewhat more intensive use of the Internet. The younger children do not generally surf without previously established criteria, and they are less prone to receiving these images, although they also mention them.
- ❖ In general, there is the sensation that these pages represent the negative side of the Internet, almost as an error in the system itself, which lacks self-control in order to prevent these pages from automatically sneaking up on the screens.

"They come out without touching anything" (Boys aged 12 to 14 years)

- The way in which pages with shocking content appear on their screens is also mentioned: searches for web sites on dolls or school subjects through search engines such as Google, which list apparently interesting addresses, which then turn out to be ones with pornographic content.
 - Once again, these young Internet users show a certain level of dissatisfaction with the tool: it is a means that needs to be perfected. It has obstacles that need to be gotten around until reaching the sought objective.

"I put in "Bratz" and one of those pages with naked girls came out. I should have put "Bratz dolls" " (Girls aged 9 to 10 years)

- ❖ The common reaction to these images is that of closing the page or, for those that get more scared and have less knowledge, turning the computer off and then turning it back on again. Some even unplug it, like preventing these images from entering their home.

"I change screens" (Boys aged 9 to 10 years)

"I quickly close" (Boys aged 9 to 10 years)

- ❖ As the boys and girls become regular Internet users and as they get older, the comments on these pages to parents descend.
 - In general, the young children generally tell parents about something that has caught their attention, also as a way of justifying themselves to their elders and in search of protection. However, when they see that these pages are something almost *irremediable* they stop mentioning them.
 - The older children overlook these "interferences". They give less importance to them as a sign of their control of the tool.

"My mother knows that they pop up when I am using the Internet, because they also come out for her"
(Boys aged 12 to 14 years)

- ❖ None of the groups perceive severe risks in coming across impacting images. They do not feel that they are important enough or that they represent a personal risk as to mention it to their parents. In any case, they are commented on among friends.
- ❖ Only a minority mentions the existence of anti-spam programs for preventing these contents from coming out, and there are very few participants that use them (2).
 - In general a program that prevents the coming out of these pages would be very positively valued, not so much because the content is feared, but because it makes surfing and the use of the Internet more difficult and slower.

IV.3. POTENTIALLY DANGEROUS CONTACTS

- ❖ The possibility of there being contact with strangers, through Messenger as well as with through mobile phones and that these situations may be dangerous, is something that is known by all of the profiles consulted.
 - This possibility is lived with greater anxiety by the younger children, who still are not daring enough to get into conversations with strangers. They need the security of what is close to them. Furthermore, this profile finds themselves less in situations that put them in contact with strangers, since they use Internet less as a via of communication. Nonetheless, they are aware of this possibility from other older children, whether they are siblings or cousins.

“My sister does answer strangers when they enter through Messenger, she pulls their leg”
(Girls aged 9 to 10 years)

- However, the older children, from 12 to 14 years old do come across these contacts and in this case, we come across diverse reactions, from those who avoid establishing any contact, to those that admit to “playing to throw them off”. In this sense, the tools that they use for defending themselves against strangers are lying or including false data as a way of preserving their anonymity and controlling the situation.

Lastly, if the uninvited interlocutor is bothersome, eliminating the contact from the list of favoring users is chosen: remove

“...It is removed and that’s it” (Girls aged 12 to 14 years)

- ❖ The use of the web cam among the girls aged 12 to 14 years old represents a very high risk in the case of contact with strangers. They are especially concerned about others using their image or movie for criticizing them.
- ❖ The possibility of contact with strangers through the mobile phone is much more worrying, especially among the girls aged 12 to 14 years. The possibility that someone can get their telephone number and harasses them is something that they are familiar with through their own personal experience or from friends. On the contrary, for the younger children, this is an almost unimaginable possibility, since very few of them have mobile telephones or have not been using them for very long.

“In the Messenger you close it and that’s it, but if they have your mobile number, they can keep on calling you” (Girls aged 12 to 14 years)

“If the number does not appear on the screen on my mobile phone, I don’t answer it” (Girls aged 12 to 14 years)

- ❖ The older girls (Girls aged 12 to 14 years) admit to almost never commenting on the problems that they may have with their parents. They are afraid that their parents will get scared and will take away their computer or mobile phone. They comment and solve all of their problems with their friends. It is possible to state that there is combination of more daring behavior and a perception of parents worrying a lot in this profile, which leads the girls to hide their experiences.

“Alone. If it is something really big, I would tell my friends, if not, you keep quiet and that’s it or you wait a while” (Girls aged 12 to 14 years)

- ❖ The girls feel that contact with strangers is an important risk. The use of open chats is recognized as being dangerous because all or almost all of the communication is done with strangers. Although this is known there are several participants that have occasionally participated in chats.

“It is super important. You can trust him and meet up” (Girls aged 12 to 14 years)

“I was in the Coca cola chat and I got out because they say all kinds of things to you” (Girls aged 12 to 14 years)

- ❖ The importance of this risk can be assumed. The possibility, despite the risk, of a satisfactory relationship being established and the fact that in many cases this type of relationship is more convenient than a face to face one, makes the risk not be an obstacle for those that have participated or who know someone close to them that has had some type of experience.

“It happened to a cousin of mine, she is 14 and he is 20, and they have been going out for 3 or 4 years” (Girls aged 12 to 14 years)

“It happened to my sister. Now they are married” (Girls aged 12 to 14 years)

- ❖ The younger children say that they only tell their problems to their parents or to older siblings when they feel that they can not deal with the problem by themselves.

IV.4. BULLYING

- ❖ The greatest fear of boys and girls aged 12 to 14 years who use the Messenger is the fear of their password being stolen. These children are aware of many cases, personal or of others, of impersonation in this program.

“I went into the Messenger of a friend” (Boys aged 12 to 14 years)

“...I thought it was a friend and it was a woman” (Girls aged 12 to 14 years)

“They steal your password to make fun of you” (Girls aged 12 to 14 years)

- ❖ In the case of the boys aged 12 to 14 years old, they state, in a somewhat naïve way, that they can solve the problem on their own if they know the cause. If not, they would tell their parents.

“I would find out who it was” (Boys aged 12 to 14 years)

“I would tell my parents” (Boys aged 12 to 14 years)

- ❖ As has been previously pointed out, the older girls (Girls aged 12 to 14 years) admit to almost never telling their parents about the problems they may have. They are afraid that they will get scared and take their computer away from them.

IV.5. DECEPTION ON FREE OF CHARGE CHARACTER

- ❖ The older boys and girls, 12 to 14 years old, have been in situations where they thought that the service that they wanted was free, but then it was not. The most common is the services or the purchases through SMS messages.
- ❖ Among the boys and girls aged 12 to 14 years the most worrisome risk for them is uncontrolled spending. Their possible source of uncontrolled spending is the mobile phone. The possibility of being charged for services that have not been requested concerns them a lot. It is the main obstacle in using music or game downloads through their mobile phones.

“That happened to me. I wanted a polytone that cost 0.20 and then it ended up costing 20 euros”
(Girls aged 12 to 14 years)

“The Zeus Club, they used up all of your credit with the SMS messages, and you couldn’t get out of it”
(Girls aged 12 to 14 years)

- ❖ In general, in subjects related to money, all of the children always go to their parents. The older children know that in order to pay for something on the Internet, a credit card number must be entered.
- ❖ No known cases of being involved in a competition have been mentioned.

IV.6. ILLEGAL DOWNLOADING

- ❖ The downloading of music and films is something known and used, in many cases, among the older children. All of the children know tools or programs of P2P file exchange such as Emule, Imesh or Ares.
- ❖ This activity is not perceived as being illegal, since it has been learned from their parents and it is done under supervision.
- ❖ The younger children are aware of it and have downloaded files from P2P programs belonging to their parents or siblings, but they do not do it due to the little use that they make of computers.

“I have all the Play games pirated” (Boys aged 9 to 10 years)

- ❖ The children justify it claiming that the price of CDs is very high. The possibility of downloading one single song without having to buy the entire CD, or simply because it is a widely extended practice. In several cases, they justify their use as a revenge of the high prices. In others, as another channel of communication.

“It is a way of telling them that it is very expensive” (Boys aged 12 to 14 years)

“If you like it a lot, you end up buying the CD” (Girls aged 12 to 14 years)

“Everyone does it” (Girls aged 9 to 10 years)

- ❖ They do not feel that they are causing any harm to musicians, actors or film directors. In any case, harming the industry is recognized, but this does not concern them.
- ❖ Some risks derived from the practice of pirating are mentioned, from cases of very poor film quality and viruses, to child pornography.

“The worst thing is when you download a film and it is not the one you wanted” (Girls aged 12 to 14 years)

“Sometimes a porno film comes out in Emule” (Boys aged 12 to 14 years)

“Once in Emule child pornography appeared and my mother called a friend who is a lawyer and they called the police” (Girls aged 12 to 14 years)

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

V.1. PRECAUTIONS ENVISAGED BY CHILDREN

❖ There is a vague perception of the dangers of Internet or mobile telephone use among the children.

- The risks are specific and known among the older children, who have even sometimes experienced situations that they consider to be dangerous.
- Among the younger children, there is the impression that they should not establish communication with strangers, but they do not clearly know what danger comes from these risks, since they are at home and feel protected.

❖ The dangers most frequently mentioned spontaneously are:

- Impersonation in Messenger, especially among the girls aged 12 to 14 years.

“They steal your password and they do what they want, they know who you talk to” (Girls aged 12 to 14 years)

- Virus
- Uncontrolled economic expense with the mobile phone (Girls and Boys aged 12 to 14 years)
- Pornography (Boys and girls aged 9 to 10 years)
- Uncontrolled use of personal images

“My neighbor put a photo of herself in www.sexyono.com and many people stole it and used it for their profile” (Girls aged 12 to 14 years)

❖ The main precautions recommended are:

- Not putting in real data, lying, always including false data in registry questionnaires
- Not talking with strangers in chats
- Not using the web cam in Messenger
- Use of Windows filters
- An updated antivirus
- Making safety copies on the computer
- Never giving out your mobile phone number
- Not answering the mobile phone when the mobile number does not appear on the screen

“Entering data that don’t exist” (Boys aged 12 to 14 years)

V.2. WAYS OF REPORTING ENVISAGED

- ❖ In the case of wanting to mention an Internet or mobile phone problem, the younger children go to their older brothers and sisters as the first option. After that, or if they do not have older siblings, they go to their parents. Their friends can be an option depending on the severity of the problem. If they do not feel that their problem is serious, they will not tell their parents about it.
- ❖ The older children almost always comment on their problems to friends, especially the girls.
- ❖ The boys are less reticent about communicating problems to their parents than the girls.
- ❖ For the girls, Internet (specifically Messenger) and the mobile phone are tools of absolute necessity. The risk of their parents getting scared and taking away or limiting the use of these things is very high. They would have to be very worried or be in a situation without any other possible solution in order to tell their parents. This is the last option.
- ❖ The police are not considered to be an option. It is a measure for a very serious problem, and it is a contact that parents have to make.
- ❖ They are not aware for any specific organization that they can go to. This type of organizations are very distant to them, even more so than the police.
- ❖ They feel that it is a good idea to have a link to go to or “an emergency button” for communicating a situation of risk or for making a denouncement.
- ❖ Teachers are generally not an option for discussing personal problems, except for an exception depending on the type of teacher and the closeness to him/her. They would only go to them if it was a technical question such as problems with a virus or similar.

V.3. ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

❖ There is a big difference in the attitudes towards the possibility of being informed of problems and risks:

- The younger children do not feel that they are informed enough of the risks. The information that they have is vague. But they do not have a clear awareness of the risks, which makes it difficult for them to face or conceive information that helps them in this task. Nonetheless, in the beginning they seem open to the possibility of finding out more.

For them the safest source of information is also the closest: the parents and older brother and sisters. This profile needs a personal guide to trust and one that explains the risks and problems in a comprehensible way for their age, which the use of these tools can involve.

“I would be if they sent propaganda or that there was something on TV” (Girls aged 9 to 10 years)

- The older children, as a consequence of their general attitude and of their self-perception of security, feel informed enough on the risks of Internet. In general, they do not demand information.

A source directed directly to them, which is not influenced by adults, seems to be the most appropriate for this profile.

SUMMARY OF RESULTS

- ❖ One of the main conclusions of the present study is the verification of the existence of big differences in the perception and use of the Internet and mobile telephones based on age groups, and in second place, the importance of the gender variable in the older children (from 12 to 14 years).
 - Based on age groups:
 - The younger children still feel somewhat distant to these tools. They do not have the need or stimuli that lead them to wanting to spend more hours per day on the Internet or of needing a mobile telephone.
 - On the other hand, the older children are interested. It is a personalized tool, that gives them:
 - The possibility of establishing continuous communication with their peers behind their parents' back, especially relevant for the girls.
 - A source of information and materials (photos, drawings): for doing school projects. Internet has turned into the main source of knowledge for this profile. They feel more familiar and comfortable in front of a screen than a book.
 - Recreation: games, surfing, photos.
 - By gender, among the 12 to 14 year old children:
 - The girls make a more intensive use of these tools, and they fundamentally use them as a form of communication with peer groups.
 - The boys show less of a need of being constantly communicated, and lean more towards a recreational use.
- ❖ It seems that between 10 and 12 years old is when children change their relationship with the Internet and the mobile telephone. At the same time as adolescence starts, there is a progressive distancing from parents and the search for spaces that their parents do not have access to. The utility of these tools and their suitability for creating a world with its own signs of identity is discovered.
- ❖ Regarding the perception of limits in the use of the Internet and the mobile phone, it is very weak. In general, they do not impose limits. They go as far as they want, and they do not feel very controlled by their parents.
 - Internet: The older children start to have limits, and they are exclusively time based. They perceive confidence from their parents in terms of safety, which seems to be related to the fact that the child is at home, calmly sitting in front of the computer. They do not detect their parents' concern about contents or uses of the Internet than they might make.
 - Mobile telephones: the only limit is economical.
- ❖ For the older children, the main concern is the loss of these means of communication as a form of punishment for bad behavior or bad grades at school: the parents know what their favorite game is and can take it away from them as punishment. This fear does not exist among the younger children, due to the limited use that they have of the Internet and mobile phones.

- ❖ In terms of the risks that tools can involve, the perception the profiles consulted have is attention-catching. For all of them, the risk that they involve is minimal, and can always be controlled by the user. This perception is somewhat clearer and more specific in the older boys and girls than in the younger ones.
 - Internet:
 - The risks that worry them the most are centered on Messenger: Identity theft:
 - In the older children, the main fear is that someone can steal their password and use it for impersonating.
 - In the younger children: that someone lies in his/her profile and tricks them, pretending to be someone else.
 - Virus: the possibility of ruining the computer, which in many cases is shared with other siblings, represents a risk when accessing diverse Internet pages or content.
 - Mobile telephone: uncontrolled spending and its consequences: seeing mobile use restricted. The responsibility of dosing out spending when there is a limit established by their parents is the main fear and obstacle in the use of the mobile phone.
- ❖ In terms of the risks suggested in the study, such as contact with pornography and violent images, the participants do not feel especially threatened, and these things are close, real dangers for them.
 - Pornographic pages are the only risk that they perceive as *everyday* and that have become almost a regular part of Internet. An element that is an obstacle in its use, but one that does not cause fear.
- ❖ With respect to informing parents or adults about problems with the Internet or mobile phones, the children are not in favor of telling their parents about risk situations. Especially the older children fear the possibility that their parents will assess the risk as being very high, can get scared and limit or even take away the use of Internet or their mobile phone.
 - Therefore, when faced with a situation that can be strange or potentially dangerous, they first assess that risk with their friends, who share certain complicity and the same objective. The risk is always less than the loss that Internet or their mobile phone would represent.

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
	23/04/07 18 :00	26/04/07 18 :00	26/04/07 18 :00	24/04/07 18 :00
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	3	3	3	4
Mid-level managers	2	3	3	3
Office employees (non-managerial)	2	3	2	1
Manual workers	2	0	1	0
Others	0	0	0	0
Places and means of access to the Internet				
Home (broadband))	9	8	8	8
Home (non broadband)	0	0	1	0
School	3	1	6	2
Internet cafes	0	0	1	1
Others	2	0	5	6
Personal ownership of computer				
Yes	9	8	9	8
No	0	1	0	0
Ownership of mobile phone				
Yes	1	2	7	8
No	8	7	2	0

ANNEX II
DISCUSSION GUIDE

ESTUDIO SOBRE UN INTERNET MÁS SEGURO

GUÍA DE DISCUSIÓN

(29.03.2007)

INTRODUCCIÓN

Hola, soy..., de..., la agencia de investigación de mercado encargada del estudio por el que estamos reunidos aquí hoy.

El tema de este estudio es cómo los niños/jóvenes utilizan Internet y los teléfonos móviles.

¿Tenéis una clara idea de quiénes somos y lo que hacemos?

- Preguntar a los niños si conocen los términos “estudios/sondeos de opinión” y lo que asocian con ellos
- Explicarles que el objetivo es entender lo que hace y piensa la gente– y que deberían expresarse de forma completamente libre
- Tranquilizarles en el sentido de que todo lo que digan será tratado de forma confidencial – es decir, sus palabras pueden ser tomadas como ejemplos de las opiniones de los niños/jóvenes, pero sin estar asociadas nunca a sus nombres; en particular, lo que diga un participante no será revelado a sus padres.
- Decirles (de una manera suave) que todo se graba y que puede haber personas detrás del espejo.

Para empezar, me gustaría que cada persona se presentase con unas palabras: quién eres, si tienes hermanos y hermanas, si tienes acceso a Internet y cómo:– tu propio ordenador, el ordenador de tus padres, en el colegio, en casa de amigos, en un cibercafé– y también si tienes un teléfono móvil.

TEMA I. INTERNET Y LAS APLICACIONES DE INTERNET

Vamos a hablar de Internet.

I.1 Antes de empezar de hablar sobre como utilizáis Internet, me gustaría saber cómo aprendisteis a utilizarlo.

- Reacciones espontáneas
- Indagar :
 - Aprendisteis solos o con la ayuda de otras personas
 - ¿Con quién? ¿Otros niños/ jóvenes (¿Quién? ¿Amigos, hermanos o hermanas?), adultos (¿padres, profesores, otros adultos?)?

I.2 ¿Me pueden decir cómo y con qué frecuencia utilizáis Internet y cuánto tiempo, aproximadamente, pasáis en él?

- Reacciones espontáneas

➤ Indagar :

- ¿Uso habitual o variable de Internet? ¿De qué depende?
- ¿Cuánto tiempo calculáis que pasáis utilizando Internet (tiempo que pasáis como promedio, por día o por semana)

I.3 ¿Podéis utilizar Internet como deseáis y con la frecuencia que deseáis, o tenéis algunos límites, reglas o recomendaciones establecidas por vuestros padres – o cualquier cosa que creéis que a vuestros padres les gustaría que hicierais o no hicierais aunque en realidad no os lo hayan dicho?

➤ Reacciones espontáneas

➤ Indagar :

- Si hay límites /reglas/recomendaciones/reglas implícitas: ¿cuáles son?
- Para cada uno de los límites /reglas/recomendaciones/reglas implícitas: justificación percibida y grado de acuerdo
- Si no hay límites /reglas/recomendaciones/reglas implícitas: ¿cómo se sentirían si vuestros padres os los estableciesen?
- ¿Cuáles aceptarían / estarían de acuerdo (o no)?: justificación percibida y grado de acuerdo

I.4 Hemos preparado una lista con varios posibles usos de Internet. Os voy a pedir a cada uno de vosotros:

- Que ponga **una pegatina verde** en cada una de las aplicaciones que utiliza
- Que ponga **una segunda pegatina verde** en las aplicaciones que más utiliza

➤ Distribuir la tabla.

➤ Dejar que los participantes la rellenen.

Comprobar que han entendido el sistema de una pegatina / dos pegatinas.

Comprobar que cada participante ha escrito su nombre de pila.

➤ Recoger los cuestionarios, y rápidamente identificar las aplicaciones más frecuentes.

I.5 Veo que algunas aplicaciones se utilizan con más frecuencia que otras.

¿En qué estáis especialmente interesados o os gusta especialmente en estas aplicaciones de Internet?

➤ Reacciones espontáneas

➤ Indagar : aplicaciones frecuentes no suscitadas en las reacciones espontáneas

TEMA II. : TELÉFONIA MÓVIL Y USO DE TELÉFONOS MÓVILES

II.1 Algunos de vosotros también tienen un teléfono móvil.

Para los que tenéis uno, ¿cómo lo utilizáis?

- Preguntar de forma sucesiva a cada uno de los participantes (que tiene teléfono móvil)

Dejar que cada uno se exprese de forma libre. A continuación indagar:

- ¿Con quién (amigos, padres, en qué circunstancias?)
- ¿Para qué se utiliza con más frecuencia (conversaciones verbales, SMS, otras aplicaciones)

Otros de vosotros que no tenéis teléfono móvil. ¿Me podéis decir por qué?

- Indagar las razones (coste ; deseo de los padres de que sus hijos no lo tengan ; otras)

II.2 Se pueden utilizar los teléfonos móviles para enviar o recibir fotos (MMS), para participar en chats, o para conectarse a Internet. ¿También hacéis eso?

- Volver a preguntar a cada participante (que tiene teléfono móvil)
 - Si ya ha utilizado estas funciones (¿cuáles?), qué le aportan o – si no las ha utilizado – ¿por qué?

II.3 ¿Utilizáis vuestros teléfonos móviles libremente, cómo vosotros deseáis y tanto que deseáis, o tenéis límites, reglas o recomendaciones establecidas por sus padres – o cualquier cosa que creéis que a vuestros padres les gustaría que hicierais o no hicierais aunque en realidad no os lo hayan dicho?

- Reacciones espontáneas
- Indagar :
 - Si hay límites /reglas/recomendaciones/reglas implícitas: ¿cuáles son?
 - Para cada uno de los límites /reglas/recomendaciones/reglas implícitas: justificación percibida y grado de acuerdo
 - Si no hay límites /reglas/recomendaciones/reglas implícitas: ¿cómo se sentirían si vuestros padres os los estableciesen?
 - ¿Cuáles aceptarían / estarían de acuerdo (o no)?: justificación percibida y grado de acuerdo

II.4 Aquí tengo una breve lista de usos de teléfonos móviles.

Del mismo modo que los usos de Internet de los que hemos hablado antes, que cada uno de vosotros:

- Ponga **una pegatina verde** en cada una de las aplicaciones que utiliza
- Ponga **una segunda pegatina verde** en las aplicaciones que más utiliza
- Distribuir la tabla.
- Dejar que los participantes la rellenen.
Comprobar que han entendido el sistema de una pegatina / dos pegatinas.

Comprobar que cada participante ha escrito su nombre de pila.
- Recoger los cuestionarios, y rápidamente identificar las aplicaciones más frecuentes.

TEMA III. LOS PROBLEMAS Y RIESGOS ASOCIADOS A INTERNET Y LA TELEFONÍA MÓVIL

III.1 Aparte de ser algo útil y placentero, también existen problemas o riesgos en el uso de Internet o los teléfonos móviles – ¿quiero decir cosas que no os gustan o que os dan miedo?

- Reacciones espontáneas
- Indagar :
 - Tipos de problemas/riesgos mencionados
 - Problemas/riesgos asociados al uso de Internet /teléfonos móviles
 - De qué forma son conscientes los niños/jóvenes de estos problemas/riesgos (¿Experiencia personal? ¿Ser avisados sobre ellos? ¿Por quién? ¿Otro niño? ¿Adultos – qué adultos? ¿Una institución/autoridad?)
 - ¿Hasta que punto creéis que son importantes esos problemas /riesgos?

III.2A ¿Han cambiado estos problemas la forma en la que utilizáis Internet?

- Reacciones espontáneas
- Indagar :
 - Limitaciones en el (volumen de) uso
 - Precauciones que se toman ; por su propia iniciativa/bajo la influencia de los padres

III.2.B ¿Han cambiado estos problemas la forma en la que utilizáis vuestros teléfonos móviles?

- Reacciones espontáneas
- Indagar :
 - Limitaciones en el (volumen de) uso
 - Precauciones que se toman ; por su propia iniciativa/bajo la influencia de los padres

III.3 Aquí tengo una tabla con la lista de las aplicaciones tanto de Internet como de los teléfonos móviles en la que habéis puesto las pegatinas verdes antes. Por favor, poned **una pegatina roja** junto a las aplicaciones que creéis que pueden entrañar problemas de algún tipo, y **una segunda pegatina roja** para los que consideráis como los más molestos o que más miedo dan.

- Distribuir la tabla.
- Dejar que los participantes la rellenen.
Comprobar que han entendido el sistema de una pegatina / dos pegatinas.

Comprobar que cada participante ha escrito su nombre de pila.
- Recoger los cuestionarios, y rápidamente identificar las aplicaciones seleccionadas con más frecuencia como las que entrañan un riesgo.

III.4 Vamos a hablar de estos problemas de forma más detallada, tratando cada uno que habéis mencionado.

¿Por qué creéis que esta aplicación podría entrañar un problema?

- Tratar de forma sucesiva cada aplicación mencionada con frecuencia como una que entraña un problema o riesgo, e indagar sobre la naturaleza y grado del problema /riesgo.

TEMA IV REACCIONES ANTE LA PRESENTACIÓN DE PROBLEMAS O RIESGOS ESPECIFICADOS

Ahora os voy a hablar de ciertos problemas, tal y como los ven los adultos preocupados por ellos – y quiero que me digáis qué opináis **vosotros** sobre ellos.

IV.1 Uno de los problemas puede ser que la información que encontráis en Internet no sea necesariamente verídica.

¿Qué opináis de esto? En general, ¿creéis que podemos fiarnos de lo que encontramos en Internet?

- Reacciones espontáneas
- Indagar :
 - ¿Cuál es el grado general de credibilidad de Internet?
 - ¿Cómo queda en comparación con otras fuentes (padres, profesores, amigos, televisión, libros...)
 - ¿Por Internet es más o menos creíble?
 - Ejemplos de cosas inexactas vistas en Internet. ¿De qué trataba? ¿Cómo os distéis cuenta de que no era verdad?
 - ¿Hasta qué punto creéis importante este problema /riesgo?

IV.2 Otro problema que preocupa a los adultos es el riesgo de recibir o encontrar imágenes que pueden ser espeluznantes – que pueden incluir escenas de violencia, brutalidad, racismo o pornografía.

¿Qué opináis de esto?

- Reacciones espontáneas
- Indagar :
 - ¿Os ha pasado a vosotros? ¿De qué trataba?
 - ¿Qué hicisteis? ¿Hablasteis con alguien sobre ello? ¿Con quién?
 - ¿Qué haríais si os lo pasase a vosotros, o qué le aconsejaríais que hiciese un amigo si se lo pasase a él/ella? ¿Hablar con alguien sobre ello? ¿Con quién? ¿Qué consejos prácticos le daríais?
 - Moderadora: también indagar sobre el grado de importancia que creen que tiene este problema/ riesgo.

IV.3 Otro riesgo que preocupa a los adultos es que los niños entablen relaciones con extraños con los que han hablado online – personas a las que nunca han conocido en persona.

Vamos a poner un ejemplo.

X/Y es un niño de vuestra edad.

A él/ella le gusta jugar a juegos o colgar su perfil en Internet, y él/ella empieza a hablar online con alguien al que poco a poco facilita información personal, como, por ejemplo, su dirección MSN, su número de teléfono móvil, su nombre, o dónde vive, o empieza a mandarle fotos de él/ella.

Él/ella cree que esta persona es un niño de su edad y que es una persona muy agradable, pero puede resultar ser alguien muy distinto, que podría animarle a hacer cosas que no debería hacer, o incluso un adulto con malas intenciones.

(Moderadora: Para los grupos de chicos, utilizar un nombre masculino típico para España (X) ; Para los grupos de chicas, utilizar un nombre femenino típico (Y)).

¿Qué opináis de esto?

➤ Reacciones espontáneas

➤ Indagar :

- ¿Le ha pasado a alguien que conocáis? ¿Cómo, en qué situación?
- ¿Creéis que os podría pasar a vosotros? ¿Cómo comunicáis y hacer amigos online?
- (Si les ha pasado) ¿Qué hicisteis? ¿Hablasteis con alguien sobre ello? ¿Con quién?
- ¿Qué haríais si os lo pasase a vosotros, o qué le aconsejaríais que hiciese un amigo si se lo pasase a él/ella?
- Moderadora: también indagar sobre el grado de importancia que creen que tiene este problema/ riesgo.

IV.4 Otra preocupación que tienen los adultos es que algunos niños utilicen la comunicación online para comportarse mal con otro niño porque no les cae bien. Eso puede ocurrir de las siguientes formas: por ejemplo, hablando sobre él/ella en MSN sin incluirle en la conversación, o mandándole mensajes desagradables de forma anónima.

¿Qué opináis de esto?

➤ Reacciones espontáneas

➤ Indagar :

- ¿Os ha pasado a vosotros? ¿Cómo, en qué situación? ¿Habéis recibido mensajes desagradables? ¿Habéis enviado mensajes desagradables a otras personas?
- ¿Creéis que podría pasar a vosotros?
- (Si les ha pasado) ¿Qué hicisteis? ¿Hablasteis con alguien sobre ello? ¿Con quién?
- ¿Qué haríais si os lo pasase a vosotros, o qué le aconsejaríais que hiciese un amigo si se lo pasase a él/ella?
- Moderadora: también indagar sobre el grado de importancia que creen que tiene este problema/ riesgo.

IV.5 Otro riesgo del que hemos oído hablar es el de ser timado, por ejemplo al descargar un archivo que parece ser gratuito pero que hay pagarle, o cuando se participa en una competición.

¿Qué opináis de esto?

➤ Reacciones espontáneas

➤ Indagar:

- ¿Os ha pasado a vosotros? ¿En qué situación?

- ¿Qué hicisteis? ¿Hablasteis con alguien sobre ello? ¿Con quién?
- ¿Qué haríais si os lo pasase a vosotros, o qué le aconsejaríais que hiciese un amigo si se lo pasase a él/ella? ¿Hablar con alguien sobre ello? ¿Con quién?
- Moderadora: también indagar sobre el grado de importancia que creen que tiene este problema/ riesgo.

IV.6 Otro problema puede ser que muchos niños descarguen música, películas, juegos u otros contenidos sin pagar.

A lo mejor esto os ha pasado a vosotros también: ¿habéis descargado algo sin pagar?

➤ Anotar las respuestas, y después continuar :

En muchos casos, este contenido se trata de material con el que los fabricantes (los músicos, por ejemplo) necesitan ganar dinero para ganarse la vida y por lo tanto hay que pagarlo.

¿Sois conscientes de esto? ¿Cuáles podrían ser las consecuencias, en vuestra opinión? ¿Sabéis que es ilegal/no se permite? ¿Qué opináis sobre esto?

➤ Indagar :

- Conciencia de hacer algo ilegal /conciencia de las consecuencias
- ¿Qué hicisteis/ haríais en esta situación?
- ¿Hasta qué punto creéis que es un problema importante?

TEMA V. INFORMACIÓN E INFORMES RELACIONADOS CON RIESGOS

V.1 Cuando pensáis en ello, después de toda nuestra conversación, ¿hay precauciones que crearíais útiles para utilizar Internet y los teléfonos móviles– o algo que aconsejaríais hacer a un hermano menor?

- Reacciones espontáneas
- Indagar :
 - Precauciones (y riesgos relacionados) de las que esta reunión ha hecho a los niños (más) conscientes
 - Propensión a tomar estas precauciones en realidad

V.2 Si vieseis o experimentaseis algo que os resultase molesto o que diese miedo, y quisieseis informar a alguien sobre ello, ¿cuál sería la forma más fácil de hacerlo?

- Reacciones espontáneas
- Indagar :
 - Hablar con vuestros padres sobre ello
 - Hablar con un profesor sobre ello
 - Informar a la policía
 - Contactar con una organización especialista llamando a un teléfono gratuito especial
 - Contactar con esa organización por email.
 - Tener un botón de informe que automáticamente informa a las autoridades relevantes haciendo un clic sólo

V.3 ¿De qué forma os gustaría saber más sobre los problemas y riesgos relacionados con el uso de Internet y teléfonos móviles?

- Reacciones espontáneas
- Indagar :
 - Propensión a saber más sobre los problemas y riesgos
 - Naturaleza de la información buscada
 - De qué tipos de fuentes/ a través de qué canales

FIN DE LA REUNIÓN.

DISTRIBUIR EL MATERIAL SOBRE CONCIENCIACIÓN DE LOS NODOS NACIONALES U
OTROS ONG.

APLICACIONES DE INTERNET UTILIZADAS**Nombre de pila**

Buscar información como parte de mi trabajo escolar	
Buscar información sobre temas que me interesan/ navegar por diversión	
Mandar y recibir emails	
Utilizar mensajería instantáneo (MSN)/chatear con amigos	
Participar en chats abiertos	
Crear mi propio blog/página web y colgar mis propios textos, fotos, música en Internet	
Leer y responder a los blogs /páginas web de amigos	
Leer y responder a los blogs /páginas web de alguien al que nunca he conocido	
Jugar a juegos online	
Descargar música, películas, vídeos, juegos u otros archivos	
Compartir archivos (música, películas, vídeos, juegos u otros)	
Compartir fotos	
Descargar tonos /imágenes para mi teléfono móvil	
Participar en competiciones	
Hacer llamadas a través de Internet	

APLICACIONES DE TELÉFONO MÓVIL UTILIZADAS**Nombre de pila**

Hacer y recibir llamadas	
Mandar/recibir SMS	
Sacar fotos /imágenes	
Mandar/recibir/compartir imágenes	
Conectarse a Internet a través de mi teléfono móvil	

PROBLEMAS/RIESGOS ASOCIADOS AL USO DE INTERNET Y TELÉFONOS MÓVILES

APLICACIONES DE INTERNET

Nombre de pila

Buscar información como parte de mi trabajo escolar	
Buscar información sobre temas que me interesan/ navegar por diversión	
Mandar y recibir emails	
Utilizar mensajería instantáneo (MSN)/chatear con amigos	
Participar en chats abiertos	
Crear mi propio blog/página web y colgar mis propios textos, fotos, música en Internet	
Leer y responder a los blogs /páginas web de amigos	
Leer y responder a los blogs /páginas web de alguien al que nunca he conocido	
Jugar a juegos on-line	
Descargar música, películas, vídeos, juegos u otros archivos	
Compartir archivos (música, películas, vídeos, juegos u otros)	
Compartir fotos	
Descargar tonos /imágenes para mi teléfono móvil	
Participar en competiciones	
Hacer llamadas a través de Internet	

APLICACIONES DEL TELÉFONO MÓBIL

Hacer y recibir llamadas	
Mandar/recibir SMS	
Sacar fotos /imágenes	
Mandar/recibir/compartir imágenes	
Conectarse a Internet a través de mi teléfono móvil	

