

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

**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”<sup>(1)</sup>.**

❖ **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 Sweden by Kommunikera, the Swedish permanent member of the above-mentioned network of partners.**

❖ It includes, in the Annexes

- The composition of the groups
- The discussion guide used by the moderators

(1) Study conducted under the aegis of the Framework Contract Eurobarometer “Qualitative Studies”, set up and managed by Directorate-General Communication A/4.

**CHAPTER I**  
**INTERNET AND INTERNET APPLICATIONS**

## I.1 LEARNING TO USE THE INTERNET

❖ A majority of both boys and girls, regardless of age, said they have learnt to use the Internet either **from parents or from elder siblings or relatives**.

➤ Interesting to notice was that only **fathers** were mentioned when parents are concerned, and also that foremost **male siblings** and relatives were mentioned.

*“My fifteen year old cousin showed me different games and websites and how to use Google search.” (Boys group, 9-10 years)*

*“Dad has shown me how to access the Internet and what one can do.” (Girls group, 9-10 years)*

*“My father knows about technique and computers and I learnt from him step by step.” (Boys group, 12-14 years)*

*“My brother taught me how to Google and getting started with MSN.” (Girls group, 12-14 years)*

❖ Quite a few, especially among the **boys**, also said that they have learnt to use the Internet **on their own**.

➤ The boys, in both age categories, talked about self learning in coherence with playing different games, watching funny video clips and music videos.

*“I have learnt it myself by playing games at Hamsterpaj and watching videos at YouTube.” (Boys group, 9-10 years)*

*“I haven’t exactly learnt it, but merely getting used to it by surfing on the Internet.” (Boys group, 12-14 years)*

➤ The girls who said they had learnt themselves how to use the Internet were foremost the older ones. They mainly referred to learning from visiting communities and chatting, and also to some extent playing games online.

*“I began with playing games at Funplanet in preschool and then moving on to Playahead and LunarStorm, and of course mailing and chatting on MSN.” (Girls group, 12-14 years)*

- ❖ Learning from friends was mentioned sporadically in the two boys groups and only by one or two girls in the younger group.
  
- ❖ Notable is that learning how to use the Internet **from teachers was not mentioned** in any group.

## I.2 INTENSITY OF USAGE

- ❖ Both the **older** boys and the older girls claimed to use the Internet **on a daily basis**.
  - The amount of time they spend on the Internet varied **from half an hour up to 3-4 hours a day**, but seldom more than one hour at the time.
  - Checking e-mails and surfing to get the latest news is relatively quickly done, whereas playing games and chatting tends to take up more time.

*“I’m checking my e-mails and the football team’s website every day, as well as surfing to see what’s new in the world, maybe for half an hour when I get home. Then chatting with friends and playing makes it a total of 2-3 hours on the Internet every day.” (Boys group, 12-14 years)*

*“I log on to MSN every day to check my e-mails and chatting with friends. I also have my own page at Playahead and I should think I spend up to 4 hours a day on the Internet.” (Girls group, 12-14 years)*

- ❖ The **younger** groups, both boys and girls, claimed to use the Internet **1–3 times a week**, and about a **quarter of an hour up to one hour at the time**.
  - In the younger groups other activities such as sports, playing an instrument and playing with friends were said to be prioritized before using the Internet.

*“I maybe use the Internet once a week for half an hour when I have nothing else to do. I get tired of it after a while and often choose to do something else.” (Boys group, 9-10 years)*

*“I try to do it every day, but more likely it’s 3 times a week. I don’t have the time because I have other activities.” (Girls group, 9-10 years)*

### I.3 DEGREE OF FREEDOM IN USING THE INTERNET

❖ The degree of freedom is clearly **more limited in the younger groups**, and the parents seem to be more observant in order to be in control. In the older groups the degree of freedom is more built on trust and the youngsters own responsibility.

- The general rule in both the **younger** boys group and the younger girls group were that the children are **not allowed to access different websites and areas without parents' permission**. A majority said that they only are allowed to enter certain websites well-known to themselves and their parents, and that unknown sites are off limit.

*"I can only use sites that I'm familiar with and I'm not allowed to watch just anything on YouTube for example, such as filth and hockey tackling." (Boys group, 9-10 years)*

*"I'm not allowed to enter websites without asking my parents, and they also see to it that I'm denied access to sites not appropriate for children." (Girls group, 9-10 years)*

- Several in the younger groups also stated that the computer is placed so that the parents can overview their children's usage. Others said that their parents always ask what they do on the Internet, or that they are not allowed to be on their own in their rooms with the computer for longer periods.

*"My parents usually ask what I do, or I sit in the kitchen where they can see me." (Boys group, 9-10 years)*

- In the **older** groups both boys and girls said that they are **trusted to use the Internet at their own responsibility**. Restrictions might be not to access anything inappropriate or unserious and to stay clear of viruses.

*"There's no actual rules, except maybe not to download too much and not from less trustworthy websites." (Boys group, 12-14 years)*

*"As long as I behave and handle school I have no limits, except avoiding virus." (Girls group, 12-14 years)*

❖ The eventual limitations regarding using the Internet in the older groups have to do with the amount of time they are allowed to spend at the computer. Some said that they have to share time with siblings or that they are not allowed to use the computer too late in the evenings.

*"I've to let my sister get equal time and are not allowed after 10 pm." (Girls group, 12-14 years)*

## I.4 SPECIFIC INTERNET APPLICATIONS

INTERNET APPLICATIONS USED	Girls 9-10 */**	Boys 9-10 */**	Girls 12-14 */**	Boys 12-14 */**	Total */**
Searching for information as a part of my school work	3/0	3/1	8/3	5/4	19/8
Searching for information on subjects which interest me/surfing for fun	6/1	5/1	7/4	3/1	21/7
Sending and receiving emails	3/1	2/0	8/5	6/5	19/11
Using instant messaging (MSN)/chatting with friends	4/2	2/1	8/6	6/5	20/14
Engage in open chat rooms	1/0	2/0	2/1	0/0	5/1
Creating my own blog/homepage and posting own texts, photos, music on the	2/0	2/0	4/1	5/0	13/1
Reading and responding to friends' blogs/homepages	0/0	1/0	3/2	5/0	9/2
Reading and responding to blogs/homepages of someone I haven't met	0/0	0/0	2/0	0/0	2/0
Playing on-line games	4/3	5/3	7/2	6/4	22/12
Downloading music, films, videos, games or other files	1/0	2/0	6/3	6/3	15/6
Sharing files (music, films, videos, games or others)	0/0	0/0	5/1	3/2	8/3
Sharing photos	0/0	0/0	5/1	1/0	6/1
Downloading ring tones/images for my mobile phone	0/0	2/0	1/1	2/0	5/1
Taking part in competitions	0/0	0/0	5/0	4/0	9/0
Making phone calls through the Internet	0/0	0/0	1/1	1/0	2/1
<b>Total</b>	<b>24/7</b>	<b>26/6</b>	<b>72/31</b>	<b>53/24</b>	<b>175/68</b>

\* applications used \*\* applications most used

❖ In general the **older** groups **use more Internet applications and also more frequently** than the younger ones. However, regarding which applications are used there were no real differences between the age groups. Exceptions were applications like downloading and sharing files and taking part in competitions where the older ones are a bit ahead of the younger ones.

- The **younger** boys and girls **like surfing for fun**, but only on websites that are familiar to them. Often the aim is to explore sites for **playing games online**.

*“I like to play games online when I'm visiting friends. We tip each other of fun games to play or I search at Google.” (Boys group, 9-10 years)*

- In the younger groups **chatting with friends** is another well-liked application. Both boys and girls primarily mentioned MSN as most frequently used for chatting and mailing. The girls also mentioned “Stallet” as a popular community, where they can keep horses, chat, compete etc.

*“I chat with friends on MSN and Stallet. It's ok because I only talk to friends I know.” (Girls group, 9-10 years)*

- In the **older** groups **playing games on-line, chatting and mailing** came out as popular applications, just like in the younger groups. The older ones, and especially the girls, still have MSN as log in for mailing. Besides that, they also have moved on to more advanced sites such as Playahead and LunarStorm, where the possibilities are greater, for example chatting with a wider range of people, profiling yourself, sharing pictures, music and so on.

*“I log in to MSN, but also have my own page at Playahead. I like to play games, listen to music and chat, both with friends and those I don’t know.” (Boys group, 12-14 years)*

- In the older groups **using the Internet for schoolwork** were more frequently used, compared to the younger groups. This is understood because of the need for more and more facts the higher the level in school.

*“I often use the Internet to look up facts when I’m doing my homework.” (Girls group, 12-14 years)*

- Notable also was that **downloading and sharing** files is used by both boys and girls in the older groups, whereas almost none uses it in the younger groups. The younger ones said they have not yet discovered how to do this. The older ones however feel comfortable in doing so as long as it is from safe sources.

*“I like to listen to music and sometimes I download, but only from sites that I know is serious.” (Boys group, 12-14 years)*

**CHAPTER II**  
**MOBILE PHONE AND MOBILE PHONE USAGE**

## II.1 MOBILE PHONE USAGE

❖ **An absolute majority** in all the groups **had their own mobile phone**. There were **no real age or gender differences concerning** mobile phone usage.

❖ The few who did not have a mobile phone were either too young to need one yet, at least according to their parents, or the family could not afford it.

❖ The mobile phone is **primarily used for phone calls**. Making and receiving phone calls is done every day to get in touch with parents and friends.

*“Mostly I use the mobile phone to call my parents letting them know where I am and when I’m coming home.” (Girls group, 9-10 years)*

*“I call my parents to inform them, or my friends to see what’s up or if we are going together to football practice.” (Boys group, 12-14 years)*

❖ **A vast majority also uses SMS** in pretty much the same way and as frequent as phone calls. SMS comes in handy when the other is not answering the phone and when you want to get in touch with someone instantly for a quick message.

*“My parents usually send me SMS to inform or ask me of something” (Boys group, 9-10 years)*

*“We’re messing each other. It’s a fast and easy way to communicate with the phone and you can’t always count on everyone having access to a computer.” (Girls group, 12-14 years)*

❖ Other mobile phone applications mentioned, besides phone calls and SMS, were **playing games** and **listening to music**. This was apparently done by both younger and older boys and girls.

➤ **Taking pictures** to use **as background images** or to save for own purposes were common in all groups regardless of gender. Sharing pictures with MMS on the other hand were not as common. The ones who said they did mainly do it to share with relatives abroad or if oneself is on vacation abroad and wants to share something with friends at home.

*“I do take pictures of things I like, to save and maybe show them to others, but I don’t send that much. You never know where it might end up.” (Girls group, 12-14 years)*

*“I sometimes use MMS to send pictures to friends and relatives in another country.” (Boys group, 9-10 years)*

*“I might MMS on Fridays when it’s free, but not otherwise because it’s too expensive.”*  
*(Boys group, 12-14 years)*

➤ **Connecting to the Internet through the mobile phone was hardly mentioned at all.**

In general it was considered to complicated or too expensive and most was not even sure if they have a phone or a subscription that allows it. Once again the few, who said they did connect to the Internet, used it to communicate with relatives abroad, and not even through their own phone, but through their parents.

*“It has happened that I’ve connected to the Internet, but then it was through my fathers’ business phone.”* (Boys group, 12-14 years)

*“I don’t even know how it’s done connecting to the Internet through the mobile phone and I don’t think I’m able to do it with my phone anyway.”* (Girls group 9-10 years)

<b>MOBILE PHONE APPLICATIONS USED</b>	<b>Girls 9-10</b> */**	<b>Boys 9-10</b> */**	<b>Girls 12-14</b> */**	<b>Boys 12-14</b> */**	<b>Total</b> */**
Making and receiving phone calls	5/5	5/5	7/7	6/5	23/22
Sending/receiving SMSs	4/1	4/1	7/7	6/5	21/14
Taking photos/images	4/2	4/3	5/5	6/3	19/13
Sending/receiving/sharing images	2/0	4/3	5/2	3/2	14/7
Connecting to the Internet through my mobile phone	0/0	0/0	2/0	3/0	5/0
<b>Total</b>	<b>15/8</b>	<b>17/12</b>	<b>26/21</b>	<b>24/15</b>	<b>82/56</b>

• applications used \*\* applications most used

## II.2 DEGREE OF FREEDOM IN USING MOBILE PHONES

❖ **General rules** in all groups were to use the mobile phone as sensible as possible, **not making unnecessary phone calls** and to **make it short** in order to **save money**.

*“My parents prefer if I only call when it’s necessary and that I don’t talk for too many minutes.” (Girls group, 9-10 years)*

*“I can use my phone as I choose to, but of course I’m not allowed to waste.” (Boys group 12-14 years)*

❖ In all the groups there is cost awareness. The younger however do not pay their own phone bills and they have little or no control of how much money they are spending. Instead the parents are in charge of paying and refilling their subscriptions.

- In the older groups the parents still to a large extent pay for their children’s phones, but the rules and expectations regarding the consequences for wasting money is much more outspoken.

*“It’s my phone and I can use it as I choose, but it’s also my problem if I run out of money. Then I have to wait for a refill.” (Girls group 12-14 years)*

❖ Another rule mentioned in both the younger and the older groups were **not to buy anything over the phone**. The risk of getting cheated and losing money is obvious.

*“It’s always risky to buy something over the phone. For example if you want to download pictures you might think it’s for free, but it’s not and then you lose money.” (Boys group, 9-10 years)*

*“I’m not allowed to buy anything over the phone.” (Girls group, 12-14 years)*

❖ **In school** the common rule is that one is **not allowed to use mobile phones during lessons, except** if one is expecting an **important call**. In all the groups this was considered a reasonable rule in order to be able to concentrate and not disturbing the others.

*“The rules in school are no phones during lessons and preferably not during breaks either. Therefore I have it turned off while I’m in school.” (Boys group, 9-10 years)*

*“We are allowed to have our phones in school, but not during lessons and I think it’s good that one can’t because it’s only distracting.” (Girls group, 12-14 years)*

- The younger groups said they have to put all phones in a mutual place in the classroom, for example a basket. The older groups are allowed to have their phones with them, but either soundless or turned off.

*“We have a basket at the front desk where we put our phones. Either we keep them there turned off, or if one is expecting an important call our teacher knows about it and lets us answer.” (Girls group, 9-10 years)*

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

### III.1 SPONTANEOUS MENTIONS OF PROBLEMS AND RISKS

❖ Spontaneously the mentions of problems and risks were very few in all the groups. According to the discussions in the groups **the awareness of risks are low** both regarding Internet and mobile phones.

- The only real unpleasant, or even a bit **scary**, thing mentioned in both younger and older groups were **messages about death**, either through e-mail or through SMS.

*“I heard of someone who got a message that said you’re going to die tomorrow! That’s not a very nice thing to say, even if you know it’s not for real.” (Boys group, 9-10 years)*

*“I know someone who got a message about her friend being dead and that the funeral would take place the next day. I would feel real uneasy if I received something like that.” (Girls group, 12-14 years)*

- A problem that almost everyone in all the groups had experienced was **aggressive marketing** both on the Internet and through the mobile phone. This was said to be hard to avoid and sometimes **hard to defend oneself against**. It’s particularly hard when it is received as SMS through the mobile phone, because then it is aimed directly towards the individual.

*“Often it pops up messages at the Internet like “you’re the thousandth client and if you click here you’ve got a chance to win big money”, but you know that is not true.” (Girls group, 9-10 years)*

*“They always try to lure you with attractive offers that are too good to be true. The worst thing is that you even can receive bills for something you haven’t bought. There’s an immediate risk to be swindled over the phone because then they have you’re number.” (Boys group 12-14 years)*

- **A less obvious risk** mentioned was that there **are hackers** that can get access to your e-mail address and start sending out spam. This was known to happen, but not perceived as a real problem in any of the groups.

*“Others could use my name or steal my e-mail address to send stupid messages, but I don’t think it is too much to be bothered about.” (Boys group, 12-14 years)*

- One girl in the younger girls group mentioned radiation from mobile phones as a potential risk, but no one else seemed to be aware of it. This was not something anyone paid any real attention to.

*“I have heard my parents talking about radiation from phones, but I don’t know if there is any real risk and it’s not something I think about.” (Girls group, 9-10 years)*

❖ The most obvious way **to avoid** certain **problems regarding Internet** is to **use an antivirus programme**. This was especially mentioned by the boys. In most cases this is already taken care of by the parents.

*“Our family has an antivirus programme to protect the computer and to avoid viruses so I don’t think there are any problems using the Internet.” (Boys group, 12-14 years)*

❖ The general behaviour is otherwise to **ignore and delete messages** as a routine, both through the Internet and through the mobile phone. Precautions like this are commonly taken by everyone and something they do at their own initiative or under the influence of parents. Some save suspicious messages before they delete them in order to show it to their parents.

*“I get this kind of game letters every week, which I throw away instantly. Anything suspicious I save and show to my parents.” (Girls group, 9-10 years)*

*“I ignore messages as spam and never click or reply to any advertising. One can always tell when it’s false.” (Boys group, 12-14 years)*

❖ Getting in touch with strangers when communicating through the Internet or through mobile phones was not spontaneously mentioned as a risk within the groups interviewed. However, when talking about risk related behaviour, the girls especially, pointed out that it is **safer to chat with people you know** and **never to leave your phone number or address** to strangers. **Using a web camera** was also said to be a safety measure in order to see the one you are talking to.

*“It’s safer to chat with someone you recognize as a friend. I remove contacts I don’t recognize.” (Girls group, 9-10 years)*

*“You only got yourself to blame if you leave your number or address. You never know who gets a hold of it.” (Girls group, 12-14 years)*

### III.2 PROBLEMS AND RISKS RELATED TO SPECIFIC APPLICATIONS

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	0/0	1/1	2/0	3/0	6/1
Searching for information on subjects which interest me/surfing for fun	2/0	4/1	4/0	4/1	14/2
Sending and receiving emails	3/0	4/0	6/2	4/2	17/4
Using instant messaging (MSN)/chatting with friends	1/0	0/0	3/1	3/1	7/2
Engage in open chat rooms	3/0	1/0	5/2	5/4	14/6
Creating my own blog/homepage and posting own texts, photos, music on the	4/0	3/1	3/1	4/1	14/3
Reading and responding to friends' blogs/homepages	2/0	2/1	3/0	3/1	10/2
Reading and responding to blogs/homepages of someone I haven't met	4/2	3/3	6/3	6/4	19/12
Playing on-line games	3/0	4/1	2/1	4/0	13/2
Downloading music, films, videos, games or other files	1/0	2/0	3/1	5/5	11/6
Sharing files (music, films, videos, games or others)	3/0	1/0	3/0	5/3	12/3
Sharing photos	3/0	2/0	2/1	5/2	12/3
Downloading ring tones/images for my mobile phone	1/0	1/0	4/2	6/5	12/7
Taking part in competitions	3/0	5/1	6/1	6/4	20/6
Making phone calls through the Internet	4/0	2/0	3/1	3/1	12/2
<b>Total</b>	<b>37/2</b>	<b>35/9</b>	<b>55/16</b>	<b>66/34</b>	<b>193/61</b>
MOBILE PHONE APPLICATIONS					
Making and receiving phone calls	2/0	4/1	4/0	3/0	13/1
Sending/receiving SMSs	4/1	4/0	3/3	3/1	14/5
Taking photos/images	1/0	0/0	1/0	4/2	6/2
Sending/receiving/sharing images	1/0	2/0	2/0	6/3	11/3
Connecting to the Internet through my mobile phone	1/0	2/1	3/2	6/3	12/6
<b>Total</b>	<b>9/1</b>	<b>12/2</b>	<b>13/5</b>	<b>22/9</b>	<b>56/17</b>

❖ The most selected applications involving problems or risks corresponded fairly well to the ones spontaneously mentioned. Furthermore it is fairly obvious that parents warnings about, for example, **not buying anything, not talking to strangers and to avoid suspicious sites** are more or less accepted as being risk related.

- The main applications **selected as risk related involves communicating and sharing information with strangers or unknown sources**. As long as you only communicate with people you know and surf on familiar sites it feels safe.
- Surfing on public blogs and homepages are still rather unfamiliar to almost everyone, and especially **posting pictures on the Internet is perceived as risky**. Interesting to notice was that the term pedophile, for someone with bad intentions who wants to get in touch with children, was spontaneously mentioned in both the younger boys and the younger girls groups.

*“One should never post pictures of oneself in case a pedophile will get hold of it, and what’s more, it’s safer to only use familiar applications.” (Boys group, 9-10 years)*

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

#### IV.1 TRUTHFULNESS OF INFORMATION FOUND ON THE INTERNET

❖ Everyone agreed that **not everything you find on the Internet is true**. It is very easy to post information on the Internet and anyone could do it, whether it is true or not. Except for misleading marketing there is a lot of gossip to be found on the Internet, both as text and as photos.

*“Not everything is true. Take Goggle for example, you can always find some gossip if you’re searching for it.” (Boys group, 9-10 years)*

*“It is easy to spread information on the Internet and often it’s exaggerated.” (Girls group, 12-14 years)*

- Once again **aggressive marketing was brought up as an example** of spreading false information about products and services. The possibilities to overview and control this kind of advertising is limited and therefore it is allowed to go on.

*“I don’t believe in message that offers specially reduced prices or contests where you can win a lot of money. It’s against the law to be deceiving, but they do it anyway because they never get caught.” (Boys group, 9-10 years)*

- **What is printed on the Internet is mostly considered less true than in books and in newspapers and magazines**. Books are more permanent and therefore more trustworthy. This is especially said about textbooks in school, even if they sometimes are old and may include information that is out-of-date. Newspapers can be convicted for not telling the truth, which is considered intimidating.

*“I trust the books we use in school more than information I find on the Internet, and papers have to pay a fine if they print something that’s not true.” (Boys group, 12-14 years)*

- **Photos are not necessarily true** and particularly not those found on the Internet. It is said to be very easy to change or distort photos on the Internet for anyone who has access. Whilst in books and papers what you see is what you get once it is published.

*“Usually you believe in what you see, but one might never know if pictures on the Internet are telling the truth. It can easily have been altered deliberately or accidentally.” (Girls group, 12-14 years)*

❖ Even if Internet is not a hundred percent reliable it is still a never ending resourceful source of information, and therefore frequently used as such. **In order to verify** the information you find on the Internet it helps to **look for the same information on different sites**.

*“It has to be true if one finds the same information in several places.” (Girls group, 9-10 years)*

*“I often compare different links to check if it’s accurate.” (Boys group, 12-14 years)*

## IV.2 POTENTIALLY SHOCKING CONTENTS

❖ Potentially shocking material was more or less unknown to the younger girls, whereas some of the younger boys had come across it. In most cases it is **not perceived as shocking** though, but **more kind of fun and tickling**.

- Examples given were, what was said to be, **innocent cartoons dealing with pornographic or violent material**. The children are well aware that this is not something their parents want them to watch, but as long as everyone does it is harmless, and no need to involve the parents.

*“There are some funny cartoons that I know my parents wouldn’t like me to see, but it’s nothing too grouse.” (Boys group, 9-10 years)*

- The best thing is of course to avoid sites that might contain shocking material. Yet if one, contrary to expectations, would come across something shocking the natural thing would be to tell the parents and then quickly move on to something else.

*“If you see something scary the best thing would be to talk to your parents and then try and forget what you’ve seen.” (Girls group, 9-10 years)*

- One boy in the younger boys group said he had received unpleasant pictures from someone anonymous through the mobile phone. In this case he erased the pictures and told his parents about it.

❖ The **older** groups were clearly **more experienced in exploring the Internet and exposing themselves** to what might be seen as shocking content. To them it is easy to access, and as long as one knows where the boundaries are they think of it as more fun than shocking.

*“It’s very easy to find this kind of stuff; you only have to do a Google search. As long as it is within reason I’m not afraid to see something unpleasant. It’s more for fun.” (Boys group, 12-14 years)*

### IV.3 POTENTIALLY DANGEROUS CONTACTS

❖ The general perception in all the groups was that **adults worry too much without actual cause. Everyone knows that it is not safe to talk to strangers**, whether it is on the Internet or elsewhere. Furthermore **it is definitely not safe to meet someone you have not seen before**.

*“You can never know who you are talking to and therefore you should only talk to those you trust a hundred percent.” (Boys group, 9-10 years)*

*“You never respond to mails from unfamiliar addresses and you never make friends with someone you don’t know.” (Girls group, 9-10 years)*

*“Parents seem to think you’re stupid, but one hears from others and learns to be careful.” (Girls group, 12-14 years)*

*“The rule is never to meet the ones you’re chatting with.” (Boys group, 12-14 years)*

- **Means to avoid getting into trouble** is to **use a web camera** to see who you are talking to. Other precautions are **never to hand out personal information** like address or telephone number as well as not posting pictures of oneself publicly on the Internet.

*“Using a web camera where one can see each other is a good thing to make sure it is not something fishy.” (Girls group, 9-10 years)*

- All the groups stated that **there is some kind of implicit code** that tells you if the person you are talking to is true or not. It is somehow implied in what kind of language they use and how they express themselves.

*“One immediately notice if there is something wrong in the way they talk. Older people don’t know how young people talk and what kind of expressions we use.” (Girls group, 12-14 years)*

❖ Even though the interviewed know how to be careful they are well aware that others might be more easily affected. **The ones who might get into trouble** were said to be **lonely or rejected** persons searching for friends, or girls that are impressed by flattering and the chance of meeting good looking boys.

*“I’m sure there are those who take it lightly and are eager to make new friends who are going to fall for it.” (Boys group, 12-14 years)*

#### IV.4 BULLYING

❖ **Nasty messages were maybe the most well-known problem** to all the interviewed groups. In all the groups' one or two had their own experience of receiving such messages or had heard of friends that have.

- Once again **messages about death** were mentioned as examples of harassment. Other examples mentioned had to do with belonging to a different **religion** or a different **nationality**. Religious or racist bullying was perceived as **especially demeaning** and personally experienced by a few.

*“I went to another school before this one and then I got messages that mocked me because of my religion.” (Girls group, 12-14 years)*

- The nature of the examples above mentioned are certainly looked upon as serious. However, **in most cases** these kinds of messages are of a more **innocent character**. It is **seldom** something that is done **systematically**, and therefore the overall opinion was that the best thing is just to ignore it.

*“It happens that one gets stupid messages, but you’ll never know if it’s just for fun or if the intentions are bad. Anyway, it’s hard to take it seriously.” (Girls group, 9-10 years)*

*“Mostly I’m not bothered about rubbish, so I just ignore it.” (Boys group, 12-14 years)*

❖ **If someone would be bullied systematically** and with really hurtful intentions the best way to go about it would be to **involve the parents**. Normally you want to avoid involving parents, because they tend to get upset and start inquires, but in serious matters it may be necessary.

*“I wouldn’t tolerate if someone was bullied. If that was the case I would talk to my parents about it.” (Girls group, 12-14 years)*

*“It depends, but if it’s really nasty one would have to do something about it. Usually if one talks to parents it very easily gets chaotic, but if someone is afraid or ganged up on it may be necessary.” (Boys group, 12-14 years)*

*“Even if one is allowed to be a bit stupid it’s important to behave within reasonable boundaries. It’s not ok to spread nasty things about people, and I certainly wouldn’t like it if it was me or someone I like.” (Girls group, 9-10 years)*

#### IV.5 DECEPTION ON FREE OF CHARGE CHARACTER

❖ **The risk of being cheated** on the Internet or when using a mobile phone was one of the problems **spontaneously raised**. When presenting it as one of the six risks related categories it was **primarily of interest within the older groups**. Probably due to the fact that the older to a greater extent are dealing with downloading and buying things online. The younger ones are aware of the problem and still like to be cautious, often because they are told so by their parents.

- Examples of **deception** given **mainly had to do with downloading or buying things** and not receiving what you have ordered or paid for. One operator called **Jamba was especially mentioned** for being deceitful. Here you can download ring tones and games etc, and never being sure whether you get what you have paid for. Even if it is not a question of large amount of money it is still considered dishonest. The word about which operators are to be trusted or not spread quickly.

*“Take music for example. You download a song, but you don’t get the whole one. Instead it proves you have to pay to get it complete.” (Boys group, 12-14 years)*

*“Jamba is an example of cheating. One buys something and then maybe you won’t get what you have bought, but they still charge it to your account.” (Girls group, 9-10 years)*

❖ The importance to **be aware of small prints** was particularly stressed. Also **not letting oneself fall for seductive advertising and promises** of winning fantastic prizes in competitions.

*“It may sound good and that it’s for free and so on, but then you have probably missed some small print with the actual terms.” (Boys group 12-14 years)*

❖ If one finds oneself being cheated or otherwise mislead the immediate thing to do is to try and get in contact with the ones responsible for the service or product. However, when doing so it often turns out to be **difficult to get in contact, or even to find information on where to turn**.

*“I’ve tried to call and complain, but it seems to be impossible to get hold of anyone to talk to.” (Girls group, 12-14 years)*

*“Jamba is horrible, once you’ve let them in they keep on bombarding you and charging you with money, and there’s no way you can get out of it.” (Boys group, 12-14 years)*

❖ As for the other problems discussed the natural thing to do is otherwise to turn to the parents for help or advice on how to act.

## IV.6 ILLEGAL DOWNLOADING

❖ The **acceptance for downloading being illegal** and that you have to pay for it is **low** in all the groups. The overall opinion was that everyone does it and therefore it is ok. The majority have never even thought about it as illegal. Only a few know that it is illegal and among these there are some that think downloading is legal, but sharing is not.

*“I think that downloading music should be free of charge.” (Girls group 9-10 years)*

*“It can’t be illegal. Everyone does it and I’ve never heard it’s something wrong.” (Girls group 12-14 years)*

*“I don’t think it’s illegal to download, but I think it’s illegal to share it with others.” (Boys group 9-10 years)*

❖ A common objection and perception is that for example musicians themselves publish their music on the Internet in order for people to download it. **The comprehension of the relation between making music and earning a living is weak** and does not really affect the individual listening to the music. **The easiest and cheapest way to access it is the way to do it.**

*“The musicians themselves want people to listen to their music and therefore they post it on the Internet.” (Boys group, 12-14 years)*

*“If they don’t want people to download their music they shouldn’t post it on the Internet.” (Boys group, 9-10 years)*

- As already stated **the younger** ones are still rather unfamiliar with downloading. The few times they do it they either get help from parents or from siblings or friends who know how to do it. Consequently they **are not aware of whether they have done something illegal or not.**

*“I haven’t downloaded anything without my parents or siblings helping me. They know how to do and I don’t.” (Girls group, 9-10 years)*

- The few of **the older** ones who knows it is illegal use legal sites like cdon.com to pay for downloading. Others mostly get it from **sharing files with friends on MSN** and by doing so they **are not aware that they probably are doing something illegal.**

*“We share between friends on MSN. I haven’t really thought about f it as allowed or not. ” (Girls group, 9-10 years)*

**CHAPTER V**  
**RISK RELATED INFORMATION AND REPORTING**

## V.1 PRECAUTIONS ENVISAGED BY CHILDREN

❖ When probing for precautions envisaged by the discussions in the groups no actual new ideas came up besides the ones already mentioned.

- The most obvious ways to avoid risks is still to **ignore** stupid messages or messages that classifies as spam, particularly ones from anonymous sources. The safest is to **never answer** them and to **delete or erase** them immediately. The same goes for advertising and marketing, even though some of the older girls and boys sometimes for example take part in competitions. This is ok as long as it is an operator or source you know and trust.

*“The best way for me to protect myself is to ignore and delete everything that’s trash, like all the foreign spam mails and SMS that are sent as mischief. ” (Boys group, 9-10 years)*

- Other important precautions are **not to post any personal data or pictures on the Internet**. Accessing unknown websites or strangers’ blogs or homepages also ought to be avoided in case one does not want to be recognised or traced. For the same reason **sharing files is not done to a great extent**. It is more alright to accept a file from a friend than it is to post one yourself sharing it with others.

*“One should never post pictures of oneself on the Internet – it’s just not safe” (Girls group, 9-10 years)*

*“I think it’s risky to use your account number if you’re not absolutely sure of who you’re dealing with.” (Girls group, 12-14 years)*

*“It happens that I download tunes or pictures to my mobile or sometimes I get pictures from friends, but I wouldn’t share it with others.” (Boys group, 12-14 years)*

## V.2 WAYS OF REPORTING ENVISAGED

❖ **The easiest** and by far the most natural **way to inform** someone about something inappropriate, unpleasant or scary **is to talk to ones parents about it**. This was said to be the case for both boys and girls regardless of age. This was also said to have been done on several occasions, mainly about receiving weird messages or coming across suspicious information.

*“Firstly I would talk to my parents, there’s no doubt about it.” (Girls group, 9-10 years)*

*“I got some strange kind of nude pictures sent to my mobile and then I told my parents before I erased them.” (Boys group, 9-10 years)*

- If necessary **the parents will know what to do**, for example inform the police or talk to teachers about it.

*“Take bullying for example. In such a case I would tell my parents about it and then they could report it to the police.” (Girls group, 12-14 years)*

❖ The only reason not to involve parents might be that one **does not want to worry them unnecessarily**.

*“There’s no need to worry my parents over nothing. It has to be a real emergency or else I prefer to handle it myself.” (Boys group, 12-14 years)*

❖ **Contact a specialist organisation by calling a special free-phone number was positively accepted**. Some even referred to already having heard about something similar. BRIS (Children’s Rights in Society) was also mentioned as a place where children can call or email to talk about their problems.

❖ **Having a report button that automatically informs the relevant authorities just by clicking** was also positively accepted. This would maybe be **even easier to use** than calling a number, and therefore more likely to use.

❖ Even if these ideas were interesting it is **hard to tell whether anyone would actually use these opportunities**. The most likely scenario is still to talk to a parent before taking action.

*“It sounds good to be able to report by phone or automatically, but I’m not sure who would actually do it.” (Boys group, 9-10 years)*

### V.3 ATTITUDES TOWARDS INFORMATION ON PROBLEMS AND RISKS

❖ It was very hard to come up with any ideas about learning more about problems and risks regardless of group category. **The need for information was said to be almost non-existent.** This is likely to be understood considering that the awareness of risks were generally low. Furthermore the parents are functioning as a source of information as well as support if anything should happen.

- Reading between the lines it is fairly obvious that **information** about how to behave and what is safe or not, as well as what is in or not, **is spread quickly among friends and families. School is the most natural arena** to pick up on things and then pass it on.

*“I only do things I know I’m allowed to by my parents and it’s pretty much the same as all my friends.” (Girls group, 9-10 years)*

*“I don’t think there’s any danger as long as one is sensible. One hears about things in school and gets advice from friends not to access certain websites and so on.” (Boys group, 12-14 years)*

## **SUMMARY OF RESULTS**

- ❖ In the younger groups there is a tendency for boys to be more curious and experimental in their ways of using the Internet. The girls are in general more careful and eager to live up to their parents expectations. Among the girls it is more evident that what the parents says goes. The boys tend to explore more on their own without necessarily letting the parents know about it.
- ❖ In the older groups the parents are not as much in control anymore. Both boys and girls are trusted and expected to take responsibility for their own actions in using the Internet and their mobile phones.
- ❖ The older boys, just like the younger boys, are doers in the sense that they like to take action rather than just socialising on the Internet or over the phone. This means they will always look for new challenges playing games online, watching videos, listening to music or otherwise use the technique to explore possibilities.
- ❖ The older girls are not as eager to please their parents anymore, but have moved on to a more open-minded and sociable behaviour in using the Internet and their mobile phones. Their need to communicate and socialize makes them more vulnerable to many of the risks they may be exposed to regarding their online behaviour.
- ❖ A general observation is that there are fairly big differences between which sources, sites and communities are used in different age categories. Very quickly it crystallizes what goes according to age and gender. What is hot today may be outdated tomorrow, and what is right for a certain age or gender may be completely wrong for another. The older the greater the urge is to discover and conquer new territories.
- ❖ In all group categories there is a feeling for what is right and what is wrong concerning usage of the Internet and mobile phones. Even if the awareness of actual risks is relatively low there is an awareness of the fact that things might happen. This does not however affect behaviour in any notable way. Children with a strong sense of self-awareness and self-esteem are not experiencing any real risks. Children who might be of greater risk are those with low self-esteem looking for confirmation and support or children with a weaker social network.
- ❖ When information and reporting are concerned parents play an important role. Parents are natural to turn to if problems arise and they are also an important source of information for their children. On a collective level school is an important arena for transferring information and for adjusting behaviour and attitudes. Accordingly both parents and school personnel are strategic target groups for information getting through to the children.

**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
	Stockholm 070416	Stockholm 070420	Stockholm 070418	Stockholm 070419
<b>Household social level</b> (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	1	2		1
Mid-level managers	1	2	2	3
Office employees (non-managerial)	2	1	2	2
Manual workers	1	1	2	
Others	1			2
<b>Places and means of access to the Internet</b>				
Home (broadband))	4	5	4	5
Home (non broadband)	2	1	2	3
School				
Internet cafes				
Others				
<b>Personal ownership of computer</b>				
Yes	3	2	1	3
No	3	4	5	5
<b>Ownership of mobile phone</b>				
Yes	5	5	6	7
No	1	1		1

**ANNEX II**  
**DISCUSSION GUIDE**

## DISCUSSION GUIDE

### INTRODUKTION

Hej, mitt namn är... och vi arbetar med ..., det undersökningsföretag som ansvarar för undersökningen som vi har samlats kring idag.

Temat för undersökningen är hur barn/ungdomar använder Internet och mobiltelefoner.

Har du en klar uppfattning om vilka vi är och vad vi gör?

- Fråga barnen vad de känner till om opinionsundersökningar/mätningar och vad de associeras med
- Förklara att syftet är att förstå vad människor gör och hur människor tänker – och att de ska uttrycka sig så fritt som möjligt
- Försäkra dem om att vad de än säger så kommer det behandlas konfidentiellt – d v s det de säger kan användas som exempel på barns åsikter, men utan att någonsin kopplas ihop med deras namn; framförallt kommer inte det de säger att återberättas för deras föräldrar.

Till att börja med kommer jag be var och en av er att presentera er med några få ord: vem du är, om du har syskon, om du har tillgång till Internet och hur – egen dator, föräldrarnas dator, i skolan, hos kompisar, på Internet café – och också om du har mobiltelefon.

### TEMA I. INTERNET OCH INTERNET ANVÄNDNING

Låt oss tala om Internet.

**I.1** Innan vi börjar diskussionen om hur du använder Internet skulle jag vilja veta hur du har lärt dig det.

- Spontana reaktioner
- Undersök:
  - Självlärd eller med hjälp av andra
  - Av vem? Andra barn (vem/vilka, kompisar, syskon), vuxna (föräldrar, lärare, andra vuxna)

**I.2** Kan du berätta hur och hur ofta du använder Internet och hur mycket tid, på ett ungefär, du lägger på det?

- Spontana reaktioner
- Undersök:
  - Regelbunden eller varierande Internet användning? Vad beror det på?
  - Hur mycket tid uppskattar barnen att de använder Internet (tid i genomsnitt, per dag eller per vecka)

**I.3** Kan du använda Internet som du vill och hur ofta du vill, eller har du några restriktioner, regler eller rekommendationer som du fått av dina föräldrar – eller något som du tror att dina föräldrar vill eller inte vill att du gör, utan att de direkt har sagt det.

- Spontana reaktioner
- Undersök:
  - Om restriktioner/regler/rekommendationer/uttalade regler: vilka är det?
  - För varje restriktion/regel/rekommendation/uttalad regel: upplevt berättigande och i vilken utsträckning man håller med
  - Om inga restriktioner/regler/rekommendationer/uttalade regler: hur skulle det kännas att få några sådana?
  - Vilka skulle de (eller inte) acceptera/hålla med om?: upplevt berättigande och i vilken utsträckning man håller med

**I.4** Vi har förberett en lista med olika möjliga användningsområden på Internet.

Får jag be var och en av er:

- Att sätta **ett grönt märke** vid varje funktion som du använder
  - Att sätta **ytterligare ett grönt märke** vid de funktioner du använder mest
- Dela ut formuläret.
  - Låt deltagarna fylla i det.

Kontrollera att de har förstått systemet med ett märke/två märken.

Kontrollera att varje deltagare har skrivit sitt förnamn.

- Samla in formulären, och identifiera snabbt de mest frekventa användningsområdena.

**I.5** Jag kan se att vissa funktioner används mer än andra.

Vad är ni speciellt intresserade av eller vad är det speciellt ni gillar med dessa användningsområden?

- Spontana reaktioner
- Undersök: frekventa användningsområden som inte kommit fram i spontana reaktioner

## TEMA II. MOBILTELEFONER OCH MOBILTELEFON ANVÄNDNING

### II.1 Några av er har också en mobiltelefon.

För dem av er som har det, var snäll och tala om hur ni använder den?

- Fråga var och en av deltagarna som har mobiltelefon.

Låt var och en uttrycka sig fritt. Undersök sedan:

- Med vem/vilka (kompisar, föräldrar, i vilka sammanhang)?
- Vad används den oftast till (verbal kommunikation, SMS, andra funktioner)

Ni andra som inte har mobiltelefon. Kan ni tala om varför?

- Undersök orsaker (kostnad, föräldrars önskemål, annat)

### II.2 Mobiltelefoner kan också användas för att sända och ta emot bilder (MMS), chatta eller koppla upp sig på Internet. Är det något ni också gör?

- Fråga igen var och en av deltagarna som har mobiltelefon

- Om han/hon har använt dessa funktioner (vilka), vad han/hon får ut av det - eller om inte använt någon av dessa funktioner – varför?

### II.3 Använder du din mobiltelefon fritt som du vill och så mycket du vill, eller har du några restriktioner, regler eller rekommendationer som du fått av dina föräldrar – eller något som du tror dina föräldrar skulle vilja eller inte vilja att du gör, utan att de direkt har sagt det till dig.

- Spontana reaktioner

- Undersök:

- Om restriktioner/regler/rekommendationer/uttalade regler: vilka är det?
- För varje restriktion/regel/rekommendation/uttalad regel: upplevt berättigande och i vilken utsträckning man håller med
- Om inga restriktioner/regler/rekommendationer/uttalade regler: hur skulle det kännas att få några sådana?
- Vilka skulle de (eller inte) acceptera/hålla med om?: upplevt berättigande och i vilken utsträckning man håller med

### II.4 Här är nu en lista med mobiltelefon användning.

På samma sätt som för Internet användning tidigare, vill du vara snäll:

- Att sätta **ett grönt märke** vid varje funktion som du använder
- Att sätta **ytterligare ett grönt märke** vid de funktioner du använder mest

- Dela ut formuläret och låt deltagarna fylla i det.

Kontrollera att de har förstått systemet med ett märke/två märken och att varje deltagare har skrivit sitt förnamn.

- Samla in formulären och identifiera snabbt de mest frekventa användningsområdena.

### TEMA III. INTERNET OCH MOBILTELEFONRELATERADE PROBLEM OCH RISKER

**III.1** Förutom att det är något användbart och roligt, finns det även problem eller risker med att använda Internet eller mobiltelefon – sådant som du inte gillar eller tycker är obehagligt?

- Spontana reaktioner
- Undersök:
  - Typer av problem/risker som nämns
  - Problem/risker relaterat till Internet/mobiltelefon användning
  - På vilket sätt är barnen medvetna om dessa problem/risker (Personlig erfarenhet, blivit varnade, av vem, andra barn, vuxna – vilka vuxna, en institution/auktoritet)?
  - Hur allvarliga tycker du att dessa problem/risker är?

**III.2A** Har dessa problem på något sätt förändrat ditt sätt att använda Internet?

- Spontana reaktioner
- Undersök:
  - Begränsningar i hur mycket man använder Internet
  - Försiktighetsåtgärder; på eget initiativ/påverkan från föräldrar

**III.2.B** Har dessa problem på något sätt förändrat ditt sätt att använda mobiltelefon?

- Spontana reaktioner
- Undersök:
  - Begränsningar i hur mycket man använder mobiltelefon
  - Försiktighetsåtgärder; på eget initiativ/påverkan från föräldrar

**III.3** Här är en lista med både användningsområdena för Internet och för mobiltelefon som du fyllde i och satte gröna märken på tidigare.

Var snäll och sätt **ett rött märke** vid de användningsområden som du tycker kan innebära problem av något slag, och **ytterligare ett rött märke** vid de du tycker är mest riskabla.

- Dela ut formuläret och låt deltagarna fylla i det.

Kontrollera att de har förstått systemet med ett märke/två märken och att varje deltagare har skrivit sitt förnamn.

- Samla in formuläret och identifiera snabbt vilka användningsområden som valts som mest riskfyllda.

**III.4** Låt oss diskutera dessa problem lite närmare, genom att ta vart och ett som ni har nämnt mest.

Varför tror ni att dessa användningsområden innebär problem?

- Gå igenom varje användningsområde som nämnts ofta och ta reda på i vilken utsträckning och på vilket sätt dessa innebär problem/risker.

## **TEMA IV REAKTIONER PÅ PRESENTATIONEN AV SPECIFICERADE PROBLEM ELLER RISKER**

Jag ska nu berätta om några problem, som vuxna tycker finns och som de oroar sig för – och ni får tala om vad ni tycker om dem.

### **IV.1 Ett problem kan vara att information som man hittar på Internet inte nödvändigtvis är sann.**

Vad tycker ni om det? Tycker ni att vi generellt kan lita på det vi hittar på Internet?

- Spontana reaktioner
- Undersök:
  - Hur hög är i allmänhet trovärdigheten på Internet
  - I jämförelse med andra källor (föräldrar, lärare, kompisar, TV, böcker...)
  - Varför är Internet mer eller mindre trovärdigt?
  - Exempel på felaktiga saker man har hittat på Internet. Vad handlade det om? Hur upptäckte man att det inte var sant?
  - Hur allvarliga uppfattas problemen/riskerna vara?

### **IV.2 Ett annat problem som oroar vuxna är risken att komma över bilder eller annat innehåll som kan vara djupt chockerande – det kan vara våld, rasism eller pornografi.**

Vad tycker ni om det?

- Spontana reaktioner
- Undersök:
  - Har det hänt er? Vad handlade det om?
  - Vad gjorde du? Talade med någon om det? Vem?
  - Vad skulle du göra om det hände dig eller hur skulle du råda en kompis att göra om det hände honom/henne? Tala med någon om det? Vem? Vilket praktiskt råd skulle du ge?
  - Moderatoren: undersök också hur allvarligt problemet/risken uppfattas vara.

**IV.3** En annan risk som oroar vuxna är att barn inleder relationer med främlingar som de har pratat med online, men som de inte har träffat ansikte mot ansikte.

Låt oss ta ett exempel.

X/Y är ett barn i er ålder.

Han/hon gillar att spela spel eller lägga ut sin profil på Internet, och han/hon börjar tala med någon online som han/hon gradvis lämnar ut personlig information till, som MSN adress, mobilnummer, namn, var han/hon bor, eller börjar skicka bilder av sig själv.

Han/hon tror att den här personen är ett barn i samma ålder som han/hon själv och verkligen snäll, men det kanske visar sig vara någon helt annan, som kanske uppmuntrar honom/henne att göra saker som han/hon inte borde, eller till och med en vuxen med onda avsikter.

(Moderatorn: i pojkgrupperna; använd ett typiskt manligt förnamn (X), i flickgrupperna; använd ett typiskt kvinnligt förnamn (Y)).

Vad tycker ni om det?

➤ Spontana reaktioner

➤ Undersök:

- Har det hänt någon du känner? På vilket sätt, i vilket sammanhang?
- Tror du att det skulle kunna hända dig? Hur kommunicerar du och skaffar vänner online?
- (Om inträffat) Vad gjorde du? Talade med någon om det? Vem?
- Vad skulle du göra om det hände dig eller hur skulle du råda en kompis att göra om det hände honom/henne?
- Moderatorn: undersök också hur allvarligt problemet/risken uppfattas vara.

**IV.4** En annan oro som vuxna har är att barn använder kommunikation online för att uppföra sig illa mot ett annat barn för att de inte tycker om honom/henne. Det kan till exempel vara genom att tala om honom/henne på MSN utan att han/hon är med, eller att skicka anonyma elaka meddelanden.

Vad tycker ni om det?

➤ Spontana reaktioner

➤ Undersök:

- Har det hänt er? På vilket sätt, i vilket sammanhang? Har du fått elaka meddelanden? Har du kanske själv skickat elaka meddelanden till någon annan?
- Tror du att det kan hända dig?
- (Om inträffat) Vad gjorde du? Talade med någon om det? Vem?
- Vad skulle du göra om det hände dig eller hur skulle du råda en kompis att göra om det hände honom/henne?
- Moderatorn: undersök också hur allvarligt problemet/risken uppfattas vara.

**IV.5** En annan risk som vi har hört talas om är att bli lurad, till exempel när man laddar ner filer som verkar vara gratis, men som man måste betala för, eller när man deltar i en tävling.

Vad tycker ni om det?

- Spontana reaktioner
- Undersök:
  - Har det hänt dig? I vilket sammanhang?
  - Vad gjorde du? Talade med någon om det? Vem?
  - Vad skulle du göra om det hände dig eller hur skulle du råda en kompis att göra om det hände honom/henne? Tala med någon om det? Vem?
  - Moderatoren: undersök också hur allvarligt problemet/risken uppfattas vara.

**IV.6** Ett annat problem kan vara att många barn laddar ner musik, filmer, spel eller annat utan att betala.

Kanske har det hänt att du gjort det själv: har du laddat ner något utan att betala?

- Spela in svaren, fortsätt sedan:

I många fall är det här material som upphovsmännen (musiker till exempel) behöver för att tjäna pengar att försörja sig på och därför borde ha betalt för.

Är ni medvetna om detta? Vad kan konsekvenserna bli, tror ni? Vet barn att det inte är tillåtet/olagligt? Hur handskas de med det?

- Undersök:
  - Medvetenheten om att göra något olagligt/medvetenheten om konsekvenser
  - Vad gjorde/skulle gruppdeltagarna göra i en sådan situation?
  - Hur allvarligt uppfattas det här problemet vara?

## **TEMA V. RISK RELATERAD INFORMATION OCH RAPPORTERING**

**V.1** När ni tänker tillbaka på hela vår diskussion, finns det några försiktighetsåtgärder som nu skulle kännas bra att vidta när man använder Internet eller mobiltelefon – eller något som ni skulle råda ett yngre syskon att göra?

- Spontana reaktioner
- Undersök:
  - Försiktighetsåtgärder (och relaterade risker) som diskussionen har gjort barnen (mer) medvetna om
  - Benägenhet att verkligen vidta dessa försiktighetsåtgärder

**V.2** Om ni såg eller upplevde något obehagligt eller skrämmande, och ni ville informera någon om det, vilket skulle vara det enklaste sättet för er att göra det på?

- Spontana reaktioner
- Undersök:
  - Tala med föräldrarna om det
  - Tala med en lärare om det
  - Informera polisen
  - Kontakta en specialistorganisation genom att ringa ett kostnadsfritt telefonnummer
  - Kontakta den organisationen via e-mail.
  - Att det fanns en rapporteringsknapp som automatiskt informerar relevanta myndigheter bara genom att klicka på den

**V.3** På vilket sätt skulle ni vilja lära er mer om problem och risker relaterat till Internet och mobiltelefon användning?

- Spontana reaktioner
- Undersök:
  - Benägenhet att vilja veta mer om problem och risker
  - Vilken typ av information man söker
  - Från vilken typ av källor/via vilka kanaler

SLUT PÅ DISKUSSIONEN.

DELA UT INFORMATIONSMATERIAL FRÅN DET NATIONELLA NÄTVERKET.