

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

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INTRODUCTION

❖ **The European Commission** – Directorate-General Information Society and Media – **has commissioned OPTEM and its European partners to carry out a qualitative study on the subject “Safer Internet for Children”⁽¹⁾.**

❖ **This study covers 29 countries** (the 27 Member States, as well as Iceland and Norway) and **it involves children :**

- Boys aged 9 to 10 years
- Girls aged 9 to 10 years
- Boys aged 12 to 14 years
- Girls aged 12 to 14 years

all of whom have the possibility to access the Internet (although not necessarily at their home place) and use it at least once per month.

❖ **It aims at improving knowledge about :**

- **Internet usage by children, as well as mobile phone usage** (by those who own a mobile phone)
- **Their on-line behaviour**
- **Their perceptions of risk and safety related questions**

The results of the study are to be used to contribute to designing the Safer Internet Programme, and to increase the impact of awareness building actions.

❖ The **methodology used is that of group discussions** – with, in each country, four groups of children (one in each of the above categories).

❖ **This report constitutes the national analysis of results of the section of the study conducted in Austria by Karmasin Motivforschung, the Austrian 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 majority of the children and teenagers learned how to use the Internet and how to find their way around the World Wide Web from other members of their family, such as older siblings, parents or grandparents. Some of them also go to schools where they are taught informatics and it is part of the curriculum that they also learn how to use the Internet.
 - Most of the members of the group of boys aged 9-10 learned how to use the Internet alone. *[My dad does a lot of work with the computer, he taught me.]* (boys group 9-10 years)
 - *[I have been able to do it since fifth grade, I learned it in informatics.]* (boys group 12-14 years)
 - Some of the members of the girls groups also indicate that they explored the Internet together with their friends. *[My friend taught me how to take part in chats and since then we've done it together.]* (girls group 12-14 years)

I.2 Intensity of usage

- ❖ The time spent on the Internet ranges from several hours daily to several times a week. It also varies between the various seasons: In the summer the children spent more time outdoors, during the cold seasons they spent more time at home and then they also use the Internet more frequently. In addition, when they meet friends in the winter, they often stay indoors and it is probable that sometimes they surf the net or go to a chat room.
 - There are no noteworthy differences between the target groups. Both the frequency and the duration of the Internet use differ largely within the individual groups.
 - *[I use the Internet every day, till it's time for dinner and afterwards till I have to go to bed.]* (boys group 9-10 years)
 - *[In the summer, I rather go out and do things outdoors if the weather is fine. But in the winter, I also spend more time on the Internet.]* (boys group 12-14 years)
 - *[If my mom is at home I often spend about an hour on the Internet but when she's not there I may well spend six hours.]* (girls group 9-10 years)
 - *[It varies, depends on whether I chat, write emails or play.]* (girls group 12-14 years)

I.3 Degree of freedom in using the Internet

- ❖ In almost all groups, the kids say that their parents imposed some rules and regulations with regard to the Internet use. Above all the younger children say that they have to comply with certain rules, which relate to frequency, length and contents of their Internet use.
 - The group of older boys (boys group 12-14 years) is the only one where the majority does (no longer) need to comply with rules imposed by their parents. While their parents sometimes say that it would be better to spend time outside when the weather is fine, the boys say that these wishes and recommendations of their parents do not have any effect on them. Even if there were restrictions with respect to the Internet use, the majority of them would play computer games, such as Playstation or X-Box, instead. Some of them would simply ignore the rules.

- *[I don't care, I would surf the net and chat all the same.]* (boys group 12-14 years)

❖ Restrictions on frequency

- With respect to the frequency of Internet use, that is, how often the kids are allowed to access the Internet, there are restrictions and rules imposed by the parents in all target groups, with the exception of the boys group 12-14 years.
- *[I shut it down quickly before my mom comes in.]* (girls group 9-10 years)

❖ Restrictions on length

- Sometimes, the kids have a timer installed which shuts down the Internet after a certain period. Some parents give a certain time limit and remind their kids personally after expiry of the limit that they should exit the Internet.
- *[I have a schedule for each day which says how long I am allowed to use the Internet.]* (boys group 9-10 years)
- The majority of the children understand their parents' argumentation for these rules. However, the kids do not always adhere to the rules and sometimes they spend more time on the Internet than they would be allowed.
- *[My parents say it's bad for my eyes.]* (girls group 9-10 years)
- *[I would pay less attention at school.]* (girls group 9-10 years)
- *[It would be too expensive.]* (girls group 12-14 years)

❖ Restrictions on contents

- The contents of the Internet sites and the activities on the Internet are also restricted by the guardians. The children are not allowed to open sites for which they are "still too young". Some of them are only allowed to visit specific chat rooms (chat room for children). Not all of the kinds comply with the rules and when they are not supervised some of them visit forbidden sites.
- *[I am not allowed to look at naked men on the Internet.]* (girls group 9-10 years)
- *[When you are chatting, sometimes there are strangers, very mean people with ugly names who ask where you live.]* (girls group 9-10 years)
- *[I may look at all sites, except for sex sites.]* (girls group 12-14 years)
- *[My parents are afraid that I might download stuff.]* (girls group 12-14 years)

I.4 Specific Internet applications

- ❖ The activities on the Internet are varied:
 - write emails
 - surf for fun
 - look for information needed at school
 - online games

- chat
- design and administrate websites

❖ The frequency of these activities vary between the groups

❖ **Girls groups**

- The older girls (girls group 12-14 years) like to use things which have communicative character, that is, send and respond to emails and go to chat rooms.
- *[Chatting is fun, my friend is somewhere else and you can talk to each other nevertheless.]* (girls group 12-14 years)
- Younger girls prefer to use the Internet to look for information
- *[I like to look at sites about animals, especially about hedgehogs.]* (girls group 9-10 years)
- *[I prefer to download images for my mobile phone.]* (girls group 9-10 years)
- *[I take part in competitions for children.]* (girls group 9-10 years)

❖ **Boys groups**

- In the two boys groups it can be noted that in these targets groups online games and downloading music predominate and surfing and chatting is less popular. Again, there is a difference between the two age groups: the older ones are a bit more interested in the communication capabilities of the Internet.
- *[I like online games with much action.]* (boys group 9-10 years)
- *[Adventures, sports and strategy games]* (boys group 9-10 years)
- *[You can also download cheats]* (boys group 9-10 years)

CHAPTER II
MOBILE PHONE AND MOBILE PHONE
USAGE

CHAPTER II – MOBILE PHONE AND MOBILE PHONE USAGE

II.1 Mobile phone usage

- ❖ Almost all participants in the group discussions have their own mobile phones. A few respondents say that while they do not have their own mobile phone, they use their mother's or father's phone every now and then.
 - Children above all phone their mother or other family members but especially the older kinds also tend to ring friends.
 - *[I only use my mobile phone to ring my mother; if I want to speak to friends I take my mom's mobile because that does not cost anything.]* (girls group 9-10 years)
 - *[I speak to my friends.]* (girls group 12-14 years)
 - *[I also ring my grandpa and grandma with my mobile.]* (boys group 9-10 years)
 - *[I call my girlfriend every day.]* (boys group 12-14 years)
 - Children use their phones in different situations.
 - When they come home from school they ring their mother to tell her.
 - Sometimes they make appointments with friends and plan their leisure time.
 - Sometimes they ring fellow students or teachers if they are unclear about the homework.
 - They use to phone to kill time.
 - The mobile phones are also used to send text messages, take photos and send photos (via MMS or Bluetooth), listen to music and play games. A few children also say that they use the mobile phone to access the Internet.
 - *[My friends and I always take funny pictures of each other and then send them.]* (girls group 9-10 years)
 - *[The games on my own mobile start to get boring, but my brother has Tetris on his mobile – I like to play that if he allows it.]* (girls group 12-14 years)
 - *[I play Snake.]* (boys group 9-10 years)
 - *[Sometimes I watch TV with my mobile.]* (boys group 12-14 years)
 - Clearly the most popular uses of mobile phones in all target groups are phone calls, texting and taking of photos or brief videos. Only few kids access the Internet and because of the high costs they only do that very rarely.

II.2 Degree of freedom in using mobile phones

- ❖ Almost all children were given restrictions by their parents.
 - Only the majority of older boys (boys group 12-14 years) again state that they are completely free to act. When asked how they would feel if they had to follow rules when using their mobile phones, they shrug off and say that rules are not important to them. Some of them, on the other hand, are appreciative of rules which are explained by the costs.
 - *[I have always spent much money on the phone, but I have to pay it myself anyway.]* (boys group 12-14 years)

- *[I can understand these rules, after all money does not grow on trees.]* (boys group 12-14 years)
- *[I would not care, I pay my prepaid card myself and so nobody can decide what I do with my phone and how often I do it.]* (boys group 12-14 years)

- In the other target groups, the guardians impose rules which are mainly explained by the costs. For example, specific uses of the mobile phone, e.g. downloading ring tones or sending MMS, are prohibited or restricted for financial reasons.
- *[I am not allowed to download ring tones because it is too expensive.]* (girls group 9-10 years)
- *[If I use up the prepaid card too quickly, about 20 euros, then I have to buy it myself, with my pocket money.]* (girls group 12-14 years)
- *[I am only allowed to call my mother.]* (boys group 9-10 years)

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

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

III.1 Spontaneous mentions of problems and risks

- ❖ The spontaneous reactions are similar in all target groups. First of all, the members of all four groups mentioned the risk of viruses on the Internet. All of the kids are aware of the risks related to the Internet and mobile phones. The younger kids usually turn to their parents or elder siblings when they have problems. Older children often try to solve a problem themselves and only ask for advice if they are not able to manage themselves.

❖ Girls group 9-10 years

- The younger girls (girls group 9-10 years) are highly aware of the risks that you incur when you use the Internet or a mobile phone. The majority of the girls have already experienced unpleasant or threatening situations.
- *[Once somebody chatted with me under a false name. He pretended that he was of my age and then he asked what I was wearing and said that I should take it off. And I did not want to and in the end he even used swear words. Then I said that my mom worked as a police officer and he signed off at once.]* (girls group 9-10 years)
- They know certain rules which ensure a secure use of the Internet and the mobile phone, such as:
 - do not inform strangers on the Internet of your email address or mobile phone number
 - do not disclose your home address
 - protect your computer with anti-virus programmes and firewalls
 - do not open email attachments from senders that you do not know
 - if you are asked intimate or strange details in chat rooms, ask your parents for help
 - if you are not sure whether a site is really free of cost or when you feel uneasy in certain situations, always turn to your parents or older siblings for advice

❖ Girls group 12-14 years

- In the target group of older girls (girls group 12-14 years) the children also know much about the risks associated with the Internet and mobile phones. In this group, the children and teenagers have also had negative experiences with the use of the Internet and mobile phones. There are many stories which relate to many usual problem areas, such as:
 - receiving text messages, MMS or emails with pornographic content – either text or pictures
 - receiving threatening text messages, MMS or emails
 - receiving chain emails, fake emails or viruses
 - being contacted by considerably older persons in chat rooms or similar features who pretend that they are of the same age as the children and ask intimate questions or want to know personal details
 - pop-ups when you surf the Net (competitions, pornography, etc.)
 - receiving text messages inviting you to call a certain number which is subject to a fee
- *[I received a text message on my mobile with a very perverted message. I deleted it at once.]* (girls group 12-14 years)

- *[Sometimes pop-ups open up which are so confusing that I don't know where to click to shut them. And then I click in the wrong place and one window after another opens.]* (girls group 12-14 years)
- The older girls are usually able to cope with the problems themselves. They do not answer to dubious text messages, emails or chat messages and delete emails from unknown senders.

❖ **Boys group 9-10 years**

- In the boys groups (boys group 9-10 years) the children know about the risks of mobile phones and Internet, but often the children act without thinking and find themselves in messed up situations. Some of them have already downloaded viruses when they opened emails from unknown senders or have difficulties to explain an excessively high mobile phone invoice to their parents because the kids answered a text message which was subject to a fee.
- *[Sometimes you receive a message on your phone which shows how somebody is beaten up.]* (boys group 9-10 years)
- *[You get threats that you will be beaten up.]* (boys group 9-10 years)
- *[I subscribed to ring tones, and it was supposed to be free of charge but in the end I had to pay 100 euros!]* (boys group 9-10 years)

❖ **Boys group 12-14 years**

- The group of older boys (boys group 12-14 years), like the other target groups, is well aware of the risks associated with the use of the Internet and mobile phones. They cope well with difficult situations and protect their computers with firewalls and anti-virus programmes. By comparison, the older boys know most about technology. For example, they block pop-ups on the Google toolbar before they start surfing.
- *[You can be defrauded on the Internet, for example on E-Bay.]* (boys groups 12-14 years)
- *[Hackers could copy files from your computer without your noticing it.]* (boys group 12-14 years)

III.2 Problems and risks related to specific applications

- ❖ The children's awareness of high-risk activities on the Internet can also be seen in the sticker test. Above all, the attendance of chat rooms and up- and downloading of files are rated as very risky. Internet telephony is the only activity that is not considered risky by any child.
- ❖ When it comes to mobile phone activities, the connecting to the Internet is the activity that is though to be most risky according to the children, followed by the sending and receiving of text messages, MMS and doing phone calls. Taking pictures with the mobile phone is considered to be least risky.

❖ **Girls groups**

- The two girls groups (girls group 9-10 years and girls group 12-14 years) rate the risk associated with the Internet and mobile phones a bit less drastically than the boys groups. While they also associate specific activities with a certain risk potential, they do not think the risk is as high as the boys think. They hardly ever allocate two red points.

- The attendance of unrestricted chat rooms and the up- and downloading of files is thought to be most risky by the majority of girls. Connecting to the Internet via mobile phone is considered to be very risky because of the unclear costs.
- *[You need to take care with competitions, they can lie and cheat.]* (girls group 9-10 years)
- *[When you go to games sites and want to download games, it can cost a lot of money.]* (girls group 9-10 years)
- *[There are erotic games which are not meant for little children.]* (girls group 9-10 years)
- *[Once I ended up on an erotic site, I immediately shut it down and told my father about it.]* (girls group 9-10 years)
- *[Emails with threats that something terrible will happen if you do not forward the mail and so on. But I delete such emails at once and do not think about it for long.]* (girls group 12-14 years)
- *[I am afraid when I download things because of the commercial shown in the cinemas (ANN: Commercials shown before the actual movie which warn about piracy).]* (girls group 12-14 years)
- *[Or you want to download something and then you open it and it contains something completely different. Porn, or you get viruses.]* (girls group 12-14 years)

❖ Boys groups

- The group of younger boys thinks that almost all activities involving the Internet or mobile phones have a certain risk potential. Above all, unrestricted chat rooms, downloads and online games make them very suspicious.
- *[I only go to Knuddels, that's a chat room for children, grown ups are not allowed there.]* (boys group 9-10 years)
- The older boys mainly speak of the risks of viruses which attack your computer and the risk of financial loss if you do not read the small print before downloading things. However, generally they do not really feel threatened by the risk potential. They know quite well how to cope with the situations and if they do not manage themselves they turn to their parents for help.
- *[I downloaded a game on my mobile phone once and then I had to pay six euros each month. It included a subscription, but that was printed in very small letters at the very bottom. My mom then called them and sorted it out.]*(boys group 12-14 years)
- *[With pop-ups it is often hard to locate the X to shut them down and then you click in the wrong place and many other windows open up, that's annoying.]* (boys group 12-14 years)

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

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

IV.1 Truthfulness of information found on the Internet

❖ girls group 9-10 years

- The problem that the sources are not always easy to identify and accordingly the truthfulness of the information found on the internet is sometimes doubtful is hardly recognised as a problem by the younger girls. Some of them are completely indifferent to this subject.
- One girl said that she uses a magazine for teenagers which she apparently trusts to verify the information found on the Internet. A few people think it is not right that you "become a liar" without knowing it because of the wrong information.
- *[I don't think it's bad, I don't care.]* (girls group 9-10 years)
- *[That's not fair, because you think it is true and then you tell a lie to somebody else without knowing it.]* (girls group 9-10 years)
- *[I simply read the Bravo (ANN: magazine for teenagers) to see if it is true.]* (girls group 9-10 years)
- *[Friends of mine often do presentations and they look up all the information on Wikipedia and so on, if every site writes the same it will probably be true.]* (girls group 9-10 years)

❖ girls group 12-14 years

- The older girls are unperturbed by the problem that the information found on the Internet might not be true. They think that the adults exaggerate in this respect and that they will find out in time if they have gotten wrong information.
- The girls would ask their parents or teacher to verify the information found on the Internet.
- *[Sometimes parents worry too much.]* (girls group 12-14 years)
- *[After all you can ask parents or teachers.]* (girls group 12-14 years)

❖ boys group 9-10 years

- In the group of the younger boys the children do not take the problem of untruthful information on the Internet too seriously either. The children for example think that everything that is found through Google is true. Some of them have already had experiences with misdirection on the Internet.
- *[With Google everything is true after all.]* (boys group 9-10 years)
- *[I once took part in a competition and there was also wrong information, you could not win anything and after 10 minutes there was something wrong with the computer, like a virus.]* (boys group 9-10 years)

❖ boys group 12-14 years

- Some of the older boys already had problems because when they researched for a presentation on the Internet they found wrong information. But they think that this might also happen when you use books for your research.
- All in all, it is safe to say that the children are not disturbed by the possible untruthfulness of information on the Internet. In cases of doubt, they would ask teachers or parents.
- *[Not everything you read in books is true either.]* (boys group 12-14 years)
- *[If it is for a presentation, that is very annoying. It happened to a fellow student.]* (boys group 12-14 years)
- *[It is not really problematic.]* (boys group 12-14 years)

IV.2 Potentially shocking contents

❖ girls group 9-10 years

- In the group of younger girls many kids have had experiences with contents that are not meant for children. Above all, there are violent scenes and pornography. A few kids are, however, somehow interested in pornographic material – the thrill of the forbidden is probably a significant factor in this respect.
- If they feel uneasy about the contents or are not able to close pop-ups, they turn to older siblings for help rather than to their parents in order to avoid punishment.
- *[A friend of mine received pictures showing the execution of Saddam Hussein!]* (girls group 9-10 years)
- *[I played on a site for kids and then something popped up and I clicked there and then there was a film showing two men making sex!]* (girls group 9-10 years)
- *[A friend sent a video to another girl friend showing two people having sex. We wanted to have a look and then the mobile was broken.]* (girls group 9-10 years)
- *[You always have to tell your parents if something like that happens.]* (girls group 9-10 years)
- *[If something like that happens I tell my brother but not my parents, they always scold and think I did it on purpose.]* (girls group 9-10 years)

❖ girls group 12-14 years

- In the target group of older girls every child has seen pornographic or violent contents – either willingly or unwillingly. They girls deal with it very relaxed and just shut the pictures if they do not want to see them. None of the girls has noted racist contents.
- The girls are most likely to turn to friends of older siblings to discuss doubts and questions which are raised when they see contents that are violent or pornographic. They feel a bit ashamed and would rather not turn to their parents, above all when it comes to pornographic contents.
- *[Boys who play violent computer games 24 hours a day could really end up shooting somebody dead.]* (girls group 12-14 years)
- *[If you look at pornographic pictures on the Internet by mistake and your parents are around there is always this embarrassing silence.]* (girls group 12-14 years)

- *[If something like that happens to me I first tell my friends or my brother. I am ashamed to tell it to my parents.]* (girls group 12-14 years)
- *[I have never seen racist contents.]* (girls group 12-14 years)

❖ boys group 9-10 years

- The younger boys mainly saw violent scenes on the Internet but hardly any pornographic or racist contents. The sight of the violent images and films was very disturbing to some of them. Accordingly, this risk of Internet and mobile phone use is a big problem for them.
- The children mainly turn to their mother or father to discuss these experiences.
- *[Once I received a video where somebody was beaten up.]* (boys group 9-10 years)
- *[I receive the film "The Saw" by email. You see terrible things in it.]* (boys group 9-10 years)
- *[I was very shocked and my heart beat very fast. I then showed it to my mother.]* (boys group 9-10 years)

❖ boys group 12-14 years

- The older boys show a coolness about the problem that can probably be explained by their puberty; they compare the violent scenes to Jackass (ANN: stuntman of the MTV culture) whom they find quite entertaining. One of the boys had first-hand experience of how a fellow student was treated violently and the whole thing was filmed. While he was not untouched by this experience, it did not have a lasting disturbing effect on him either.
- Most of the boys in the older target group look at pornographic contents on purpose and think that this is quite normal. It seems to be usual practice at that age to download porn from the Internet.
- The older boys do not feel any need to discuss such experiences with parents, teachers or friends.
- *[A friend of mine was forced to eat a hanky where the others had spit in. They filmed it with their mobile phone and then sent it around. I do not want something like that on my mobile, I prefer funny things.]* (boys group 12-14 years)
- *[Friends of mine imitate Jackass and film it. They also send it around.]* (boys group 12-14 years)
- *[I don't think that's a problem.]* (boys group 12-14 years)
- *[If they find it funny ...]* (boys group 12-14 years)
- *[When pop-up with porn open up that's not bad. After all, everybody has had a look at one point or another.]* (boys group 12-14 years)

IV.3 Potentially dangerous contacts

❖ girls group 9-10 years

- The younger girls are aware of the risk associated with contacts with strangers on the Internet. Some of them have had experiences with adults in chat rooms pretending to be children themselves or know of friends who have experienced such things. The children know well

how to protect themselves and would for example never disclose their personal details such as address, phone number etc. in a chat.

- In cases of doubt, the children would turn to their parents. However, first they try to cope with the situation themselves.
- *[There are men who masturbate while chatting with children.]* (girls group 9-10 years)
- *[You must never tell your address in a chat and your real name.]* (girls group 9-10 years)
- *[Children should stay in children's chats and adults in chat's for adults.]* (girls group 9-10 years)

❖ **girls group 12-14 years**

- Like the younger girls, the older girls were also strictly warned by their parents of the dangers of contacts with strangers on the Internet. Some of the kids are even annoyed by the repeated reminders of important rules, such as the prohibition of telling personal details such as mobile phone number, home address or your full name.
- While they take the problem seriously, they do not think that there is a risk for them because they comply with all important precautionary measures.
- *[My mom always tells me that I should never give my phone number to strangers, it's starting to get annoying.]* (girls group 12-14 years)
- *[I simply block the other person in the chat.]* (girls group 12-14 years)

❖ **boys group 9-10 years**

- In the younger boys group some kids have had experiences with adults who take part in children's chats with a false profile. If a child has not had such an experience himself, he at least knows a friend who experiences something like that. This problem is considered to be very dangerous.
- If they felt unsure, the children would turn to their parents for advice.
- *[It happens often: It has happened often to me.]* (boys group 9-10 years)
- *[It is very dangerous!]* (boys group 9-10 years)

❖ **boys group 12-14 years**

- Some of the older boys have also had experiences with dubious contacts with strangers on the Internet. However, again they view this subject with a coolness which can be explained by their age and puberty. The boys think that they are safe because they know all the rules for using the Internet and would for example never tell their mobile phone number.
- When asked, they could imagine that there are kids who could get frightened because of strangers who participate in a chat under false pretences and they recognise that this would be problematic.
- *[I would never give my mobile phone number to a person I do not know.]* (boys group 12-14 years)
- *[If something seems strange I tell it my father, he knows what to do.]* (boys group 12-14 years)

- *[It depends on the chat room. In the Ö3 chat there are many dubious people.]* (boys group 12-14 years)
- *[I don't think that's a big problem.]* (boys group 12-14 years)
- *[If somebody feels threatened and somebody frightens you this would mean a border being crossed.]* (boys group 12-14 years)

IV.4 Bullying

❖ girls group 9-10 years

- Some of the girls have had experiences with situations where bad things were told about third persons who did not take part in the conversation. All members of this group think that such behaviour is unfair and uncalled for. The children think that this is caused by envy and think that you have to get a picture of a person yourself and not support such lies.
- If they faced such a situation themselves and felt overwhelmed, they would turn to their parents for help.
- *[Maybe those who do it are only envious.]* (girls group 9-10 years)
- *[You should always see for yourself if the others are silly.]* (girls group 9-10 years)
- *[That's unfair if you talk about others that way because they don't even know about it.]* (girls group 9-10 years)

❖ girls group 12-14 years

- Some of the older girls have already been the victims of such situations. Those who say that they have been a victim of such bullying themselves were hurt and shocked.
- The majority would try and solve these differences themselves – either by direct confrontation or by paying the others out in their own coin and saying bad things about the others in the chat.
- Those who were not the subject of badmouthing themselves take a more relaxed view of this problem than the girls who have been victims themselves.
- *[Fellow students said nasty things about another kid on msm because he was a bad head boy.]* (girls group 12-14 years)
- *[If something like that happened to me I would ask them why they did it. I would confront them.]* (girls group 12-14 years)
- *[I would simply say nasty things about them too.]* (girls group 12-14 years)

❖ boys group 9-10 years

- Some of the younger boys have had experiences – both in the active and in the passive role. Those who admit that they have once gossiped about another kid in his absence show remorse and say that they no longer do such things. The kids think that saying nasty things about others is a big problem.
- *[That's mean!]* (boys group 9-10 years)

- *[I did it in the past until I experienced it myself. Now I no longer do it.]* (boys group 9-10 years)
- *[You should think about how you would feel yourself.]* (boys group 9-10 years)

❖ boys group 12-14 years

- Some of the older boys say that they often fool around with their friends in chat rooms. It can also happen that they make fun of one of their gang even if he is not in the chat room at the moment. But such a situation is not regarded as a big problem but rather as a normal and funny way to kill time.
- Even if it gets too much for a kid, all the boys think that the children should arrange it among themselves and it does not concern the adults.
- *[I have done it myself.]* (boys group 12-14 years)
- *[It is a subject that should be settled among the kids and not among the parents. The children should deal with it on their own.]* (boys group 12-14 years)

IV.5 Deception on free of charge character

❖ girls group 9-10 years

- The younger girls already have good awareness of the risk of being deceived when using the Internet or mobile phone. They know that you should always read the small print because it often contains information about the hidden costs.
- If they fell into a trap themselves they would look for a phone number or other contact details with their parents' help so they could for example cancel a subscription to ring tones.
- *[You always need to read the small print, the price is written in very small letters at the bottom.]* (girls group 9-10 years)
- *[If something happens you need to call and cancel it.]* (girls group 9-10 years)

❖ girls group 12-14 years

- The older girls have hardly had experiences with attempted deceptions on the Internet. They use their mobile phone and the Internet with a certain precaution. The parents have taught them how to act to be protected from deceptions.
- If they feel unsure they ask adults for their opinion.
- *[I ask my grandma if I can really download it.]* (girls group 12-14 years)

❖ boys group 9-10 years

- The group of younger boys thinks that this is a quite dangerous risk. It can be assumed that they do not really understand the dangers in this respect because some of them indicate that their computer identifies all risks of deceptions and marks them red or the computer shuts down automatically – which cannot be true because there is hardly a programme capable of identifying all potential deceptions.

- If the children are victims of a deception they would turn to their parents for help.
- *[That's a bad problem.]* (boys group 9-10 years).
- *[Our computer has a programme which immediately deletes such things.]* (boys group 9-10 years)

❖ boys group 12-14 years

- The older boys again take a relaxed view of the risk of deceptions. Some of them have had experiences in this respect and fell into such a trap. The majority however seems to be well informed about the right behaviours and precautionary measures, such as reading the general terms and conditions etc.
- In cases of doubt or if they were the victim of a deception they would turn to their parents.
- *[They often hide the important information in the General Terms.]* (boys group 12-14 years)
- *[Once I was supposed to pay something, I got an invoice for 80 euros even though it was free of charge for fourteen days. They did not have my details so I simply did not pay.]* (boys group 12-14 years)
- *[You should talk about that with your parents.]* (boys group 12-14 years)

IV.6 Illegal downloading

❖ girls group 9-10 years

- The group of younger girls knows about illegal downloading and the sanctions associated with it. The children have not had their own experiences with it and in view of the consequences they do not plan to do it in the near future.
- *[You are fined if you do illegal downloads. Or you might even end up in prison if you are already fourteen.]* (girls group 9-10 years)

❖ girls group 12-14 years

- The older girls have more detailed knowledge about the sanctions for illegal downloads. As a result, they do not think it is a problem or risk if you download something from the Internet because you are only liable to punishment if you upload things, e.g. load up illegal contents to the Internet.
- Many girls know somebody who provides them with the most recent songs and movies from the internet.
- *[The others put it on the Net so they should be punished. Many do not even know that the things they download are illegal]* (girls group 12-14 years)
- *[The uncle of a friend of mine always makes illegal copies. In the beginning I was afraid, but after all he is not to be blamed because he did not upload the movies to the Internet.]* (girls group 12-14 years)

❖ boys group 9-10 years

- In the group of younger boys the opinions on illegal downloads are divided. Some boys think it is inappropriate and a problem because it is forbidden and can be punished. The others take a more relaxed view and protect themselves by not downloading files on their own computer at home but rather at a friend's.
- [*I don't do that.*] (boys group 9-10 years)
- [*I only download things at my friend's not at home.*] (boys group 9-10 years)
- [*My friend does it, good for me bad for him.*] (boys group 9-10 years)
- [*I don't think it's a problem.*] (boys group 9-10 years)
- [*You can be warned by the police or charges may be brought against you.*] (boys group 9-10 years)

❖ boys group 12-14 years

- The older boys, like the older girls, are well aware of the laws in this respect. They think downloading things is not a problem but rather a peccadillo.
- However, they would rather not tell their parents because they think their guardians would take a different view for reasons of morality.
- [*After all, everybody has done it at some point.*] (boys group 12-14 years)
- [*My mother does not know about it, she would forbid it for moral reasons.*] (boys group 12-14 years)
- [*After all, the supplier is punished and many do not know that it is illegal.*] (boys group 12-14 years)

CHAPTER V
RISK RELATED INFORMATION AND
REPORTING

CHAPTER V – RISK RELATED INFORMATION AND REPORTING

V.1 Precautions envisaged by children

- ❖ All four groups show knowledge about the usual behaviours rules and precautionary measures when using the Internet and mobile phones.
- ❖ The older children (boys and girls group 12-14 years) have more extensive knowledge about it than the younger ones (boys and girls group 9-10 years), but the younger ones are also well informed. The older boys (boys group 12-14 years) are particularly well informed about the technological possibilities.
 - *[Have certain sites blocked.]* (girls group 9-10 years)
 - *[You must never tell your password to anybody.]* (girls group 12-14 years)
 - *[You must never tell your phone number of credit card number.]* (girls group 12-14 years)
 - *[It's even too much for me if somebody asks my age in a chat.]* (girls group 12-14 years)
 - *[The Internet sites always say you should report if somebody molests you.]* (girls group 12-14 years)
 - *[You should always have a firewall.]* (boys group 9-10 years)
 - *[Most people who have viruses are to be blamed themselves because they mentioned their email address somewhere.]* (boys group 12-14 years)

V.2 Ways of reporting envisaged

- ❖ The younger children (boys and girls group 9-10 years) would above all turn to their parents, even if they sometimes would have to expect sanctions, for example if the parents assumed that they accessed sites on purpose which are not suitable for them.
- ❖ The older children (boys and girls group 12-14 years) rather turn to friends. The helpline „Rat auf Draht 147“ is also frequently mentioned as a point to turn to with problems of whatever kind.
- ❖ Superordinate organisations as points of contact meet with high acceptance. Above all the button that you can simply click to inform the relevant authorities is well accepted in all target groups.
 - *[I would tell my parents.]* (girls group 9-10 years)
 - *[I rather tell my brother.]* (girls group 9-10 years)
 - *[You can also tell your teacher.]* (girls group 9-10 years)
 - *[A button that you can simply click would be cool.]* (girls group 9-10 years)
 - *[147, isn't that something similar? (ANN: 147 is the phone number of the helpline „Rat auf Draht“ where children and teenagers can call without telling their name and where they can discuss their problems)]* (girls group 12-14 years)
 - *[Such a button would be great, like an alarm system.]* (girls group 12-14 years)

- *[I once told my parents and then I was in trouble: they forbade me to use my computer for two months because I had downloaded a video.]* (boys group 9-10 years)
- *[You can call „Rat auf Draht“.]* (boys group 9-10 years)
- *[If you cannot manage yourself you can always tell your parents.]* (boys group 12-14 years)
- *[A tool which you can download would be great.]* (boys group 12-14 years)
- *[An organisation would also be good, but it should not be too complicated.]* (boys group 12-14 years)

V.3 Attitudes towards information on problems and risks

- ❖ All target groups are willing to receive information about problems and risks associated with the use of Internet and mobile phones. The most suitable means seems to be an Internet site where the kids could get the information themselves. In some of the groups, the children also suggested a newsletter to which you could subscribe.
- ❖ Some of the children would need to be convinced of the quality and truthfulness of the information.
 - *[Your informatics teacher could inform about it.]* (girls group 9-10 years)
 - *[You don't know if the information is true.]* (girls group 12-14 years)
 - *[You could always get an email with the news.]* (girls group 12-14 years)
 - *[Would be good to get information by email.]* (boys group 9-10 years)
 - *[There should be an Internet site.]* (boys group 9-10 years)
 - *[A button would be great.]* (boys group 9-10 years)
 - *[But then probably none of the sites would work anymore.]* (boys group 9-10 years)
 - *[You could also get info in a text message.]* (boys group 12-14 years)

SUMMARY OF RESULTS

Summary of results

Internet and Internet applications

- ❖ The majority of the children and teenagers learned how to use the Internet and how to find their way around the World Wide Web from other members of their family, such as older siblings, parents or grandparents. Some of them also go to schools where they are taught informatics and it is part of the curriculum that they also learn how to use the Internet.

- ❖ The time spent on the Internet ranges from several hours daily to several times a week.

- ❖ In almost all groups, the kids say that their parents imposed some rules and regulations with regard to the Internet use. Above all the younger children say that they have to comply with certain rules, which relate to frequency, length and contents of their Internet use.

- ❖ The activities on the Internet are varied:
 - write emails
 - surf for fun
 - look for information needed at school
 - online games
 - chat
 - design and administrate websites

- ❖ The frequency of these activities varies between the groups

Mobile phone and mobile phone usage

- ❖ Almost all participants in the group discussions have their own mobile phones. A few respondents say that while they do not have their own mobile phone, they use their mother's or father's phone every now and then.

- ❖ Children use their phones in different situations.
 - When they come home from school they ring their mother to tell her.
 - Sometimes they make appointments with friends and plan their leisure time.
 - Sometimes they ring fellow students or teachers if they are unclear about the homework.
 - They use to phone to kill time.

- ❖ The mobile phones are also used to send text messages, take photos and send photos (via MMS or Bluetooth), listen to music and play games. A few children also say that they use the mobile phone to access the Internet.

- ❖ Almost all children were given restrictions by their parents.

- ❖ Only the majority of older boys (boys group 12-14 years) again state that they are completely free to act.

- ❖ In the other target groups, the guardians impose rules which are mainly explained by the costs.

Perceptions of Internet and mobile phone related problems and risks

- ❖ The spontaneous reactions are similar in all target groups. First of all, the members of all four groups mentioned the risk of viruses on the Internet. All of the kids are aware of the risks related to the Internet and mobile phones. The younger kids usually turn to their parents or elder siblings when they have problems. Older children often try to solve a problem themselves and only ask for advice if they are not able to manage themselves.
- ❖ The children's awareness of high-risk activities on the Internet can also be seen in the sticker test. Above all, the attendance of chat rooms and up- and downloading of files are rated as very risky. Internet telephony is the only activity that is not considered risky by any child.
- ❖ When it comes to mobile phone activities, the connecting to the Internet is the activity that is though to be most risky according to the children, followed by the sending and receiving of text messages, MMS and doing phone calls. Taking pictures with the mobile phone is considered to be least risky.

Reactions to the presentation of six categories of problems and risks

Truthfulness of information found on the Internet

- ❖ **girls group 9-10 years**
 - The problem that the sources are not always easy to identify and accordingly the truthfulness of the information found on the internet is sometimes doubtful is hardly recognised as a problem by the younger girls.
- ❖ **girls group 12-14 years**
 - The older girls are unperturbed by the problem that the information found on the Internet might not be true. They think that the adults exaggerate in this respect and that they will find out in time if they have gotten wrong information.
- ❖ **boys group 9-10 years**
 - In the group of the younger boys the children do not take the problem of untruthful information on the Internet too seriously either.
- ❖ **boys group 12-14 years**
 - Some of the older boys already had problems because when they researched for a presentation on the Internet they found wrong information. But they think that this might also happen when you use books for your research.

Potentially shocking contents

❖ girls group 9-10 years

- In the group of younger girls many kids have had experiences with contents that are not meant for children. Above all, there are violent scenes and pornography.

❖ girls group 12-14 years

- In the target group of older girls every child has seen pornographic or violent contents – either willingly or unwillingly. They girls deal with it very relaxed and just shut the pictures if they do not want to see them. None of the girls has noted racist contents.

❖ boys group 9-10 years

- The younger boys mainly saw violent scenes on the Internet but hardly any pornographic or racist contents. The sight of the violent images and films was very disturbing to some of them. Accordingly, this risk of Internet and mobile phone use is a big problem for them.

❖ boys group 12-14 years

- The older boys show a coolness about the problem that can probably be explained by their puberty; they compare the violent scenes to Jackass (ANN: stuntman of the MTV culture) whom they find quite entertaining.

Potentially dangerous contacts

❖ girls group 9-10 years

- The younger girls are aware of the risk associated with contacts with strangers on the Internet. Some of them have had experiences with adults in chat rooms pretending to be children themselves or know of friends who have experienced such things. The children know well how to protect themselves and would for example never disclose their personal details such as address, phone number etc. in a chat.

❖ girls group 12-14 years

- Like the younger girls, the older girls were also strictly warned by their parents of the dangers of contacts with strangers on the Internet. Some of the kids are even annoyed by the repeated reminders of important rules, such as the prohibition of telling personal details such as mobile phone number, home address or your full name.

❖ boys group 9-10 years

- In the younger boys group some kids have had experiences with adults who take part in children's chats with a false profile. If a child has not had such an experience himself, he at least knows a friend who experiences something like that. This problem is considered to be very dangerous.

❖ **boys group 12-14 years**

- Some of the older boys have also had experiences with dubious contacts with strangers on the Internet. However, again they view this subject with a coolness which can be explained by their age and puberty.

Bullying

❖ **girls group 9-10 years**

- Some of the girls have had experiences with situations where bad things were told about third persons who did not take part in the conversation. All members of this group think that such behaviour is unfair and uncalled for.

❖ **girls group 12-14 years**

- Some of the older girls have already been the victims of such situations. Those who say that they have been a victim of such bullying themselves were hurt and shocked.

❖ **boys group 9-10 years**

- Some of the younger boys have had experiences – both in the active and in the passive role. Those who admit that they have once gossiped about another kid in his absence show remorse and say that they no longer do such things. The kids think that saying nasty things about others is a big problem.

❖ **boys group 12-14 years**

- Some of the older boys say that they often fool around with their friends in chat rooms. It can also happen that they make fun of one of their gang even if he is not in the chat room at the moment. But such a situation is not regarded as a big problem but rather as a normal and funny way to kill time.

Deception on free of charge character

❖ **girls group 9-10 years**

- The younger girls already have good awareness of the risk of being deceived when using the Internet or mobile phone. They know that you should always read the small print because it often contains information about the hidden costs.

❖ **girls group 12-14 years**

- The older girls have hardly had experiences with attempted deceptions on the Internet. They use their mobile phone and the Internet with a certain precaution. The parents have taught them how to act to be protected from deceptions.

❖ **boys group 9-10 years**

- The group of younger boys thinks that this is a quite dangerous risk. It can be assumed that they do not really understand the dangers in this respect because some of them indicate that

their computer identifies all risks of deceptions and marks them red or the computer shuts down automatically – which cannot be true because there is hardly a programme capable of identifying all potential deceptions

❖ **boys group 12-14 years**

- The older boys again take a relaxed view of the risk of deceptions. Some of them have had experiences in this respect and fell into such a trap. The majority however seems to be well informed about the right behaviours and precautionary measures, such as reading the general terms and conditions etc.

Illegal downloading

❖ **girls group 9-10 years**

- The group of younger girls knows about illegal downloading and the sanctions associated with it. The children have not had their own experiences with it and in view of the consequences they do not plan to do it in the near future.

❖ **girls group 12-14 years**

- The older girls have more detailed knowledge about the sanctions for illegal downloads. As a result, they do not think it is a problem or risk if you download something from the Internet because you are only liable to punishment if you upload things, e.g. load up illegal contents to the Internet.

❖ **boys group 9-10 years**

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❖ **boys group 12-14 years**

- The older boys, like the older girls, are well aware of the laws in this respect. They think downloading things is not a problem but rather a peccadillo.
- All four groups show knowledge about the usual behaviours rules and precautionary measures when using the Internet and mobile phones.
- The older children (boys and girls group 12-14 years) have more extensive knowledge about it than the younger ones (boys and girls group 9-10 years), but the younger ones are also well informed. The older boys (boys group 12-14 years) are particularly well informed about the technological possibilities.

Ways of reporting envisaged

- ❖ The younger children (boys and girls group 9-10 years) would above all turn to their parents, even if they sometimes would have to expect sanctions, for example if the parents assumed that they accessed sites on purpose which are not suitable for them.
- ❖ The older children (boys and girls group 12-14 years) rather turn to friends. The helpline „Rat auf Draht 147“ is also frequently mentioned as a point to turn to with problems of whatever kind.
- ❖ Superordinate organisations as points of contact meet with high acceptance. Above all the button that you can simply click to inform the relevant authorities is well accepted in all target groups.

Risk related information and reporting

- ❖ All target groups are willing to receive information about problems and risks associated with the use of Internet and mobile phones. The most suitable means seems to be an Internet site where the kids could get the information themselves. In some of the groups, the children also suggested a newsletter to which you could subscribe.
- ❖ Some of the children would need to be convinced of the quality and truthfulness of the information.

ANNEX I
COMPOSITION OF THE GROUPS

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	Boys group 9-10 years	Girls group 9-10 years	Boys group 12-14 years	Girls group 12-14 years
	(Vienna) (18.04.)	(Vienna) (17.04.)	(Vienna) (18.04.)	(Vienna) (17.04.)
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	1	2	2	1
Mid-level managers	4		3	3
Office employees (non-managerial)	5	6	4	4
Manual workers		1		
Others				
Places and means of access to the Internet				
Home (broadband))	10	8	8	7
Home (non broadband)				
School	5	7	8	6
Internet cafes		1		
Others	6	6	5	7
Personal ownership of computer				
Yes	6	7	7	6
No	4	2	2	2
Ownership of mobile phone				
Yes	7	8	9	8
No	3	1	0	0

ANNEX II
DISCUSSION GUIDE

DISKUSSIONSLEITFADEN

(26.03.2007)

EINFÜHRUNG

Guten Tag... Ich bin... vom Institut, das die Studie durchführt, die uns heute zusammenbringt. Es geht um die Benutzung vom Internet und von Handys durch Kinder.

Wir sind Meinungsforscher...

Wisst Ihr, was das ist und was wir machen?

- Kinder fragen, ob sie die Begriffe Meinungsforschung/Marktforschung kennen und was sie damit verbinden.
- Erklären, dass es darum geht, zu verstehen, was Leute machen und denken und dass sie frei und ehrlich antworten sollen.
- Besonders darauf hinweisen, dass das, was sie sagen werden, „unter uns bleibt“ und so nichts weiter erzählt wird, vor allem nicht den Eltern.

Ich möchte, dass sich zunächst jeder kurz vorstellt: wer Ihr seid, ob Ihr Brüder und Schwestern habt, wie alt sie sind, ob Ihr Internetzugang habt und wie – mit dem eigenen Computer, mit dem Computer Eurer Eltern, bei Freunden, in der Schule, in einem Internetcafé – und auch ob Ihr ein Handy habt.

THEMA I. INTERNET UND SEINE NUTZUNGSARTEN

Reden wir über das Internet.

I.1 Bevor wir über Eure Nutzung vom Internet reden, möchte ich gerne wissen, wie Ihr gelernt habt, damit umzugehen.

- Spontane Reaktionen.
- Explorieren:
 - Alleine oder mit anderen?
 - Mit wem gelernt? Andere Kinder (Wer? Freund, Geschwister?), Erwachsene? (Eltern? Lehrer? Andere?)

I.2 Könnt Ihr mir jetzt sagen, wie oft und wie lange Ihr etwa ins Internet geht?

- Spontane Reaktionen.
- Explorieren:
 - Ist das Surfen im Internet regelmäßig oder sporadisch? Wovon hängt es ab?
 - Auf wie viel Zeit wird das Surfen eingeschätzt? (durchschnittliche Zeit pro Tag oder pro Woche)

I.3 Dürft Ihr so oft und so frei wie Ihr wollt ins Internet oder gibt es Grenzen, Regeln oder Empfehlungen Eurer Eltern?

- Spontane Reaktionen.
- Explorieren:
 - Falls Grenzen/Empfehlungen: was für welche?
 - Für jede Regel: Begründung und Grad der Einsicht.
 - Falls keine Grenzen/Regeln/Empfehlungen: Was wäre die Reaktion, wenn es die Eltern tun würden?
 - Welche würden sie akzeptieren, einsehen (welche nicht)? Mit welcher Begründung, Grad der Einsicht?

I.4 Wir haben eine Liste vorbereitet mit möglichen Nutzungsarten von Internet. Ich möchte, dass jede(r) von Euch:

- einen **grünen Punkt** zu den Möglichkeiten einklebt, die sie (er) nutzt
- einen **zweiten Punkt** zu der oder den am meisten genutzten Funktionen (1-2) dazu klebt
- Liste verteilen.
- Teilnehmern Zeit zum Ausfüllen lassen.

Sicher stellen, dass das Prinzip verstanden wurde und dass jeder seinen Vornamen hingeschrieben hat.
- Listen einsammeln und die meist genutzten Möglichkeiten einsehen.

I.5 Ich sehe, dass es einige Nutzungen gibt, die öfter vorkommen als andere.

Was interessiert, gefällt Euch besonders dabei?

- Spontane Reaktionen.
- Spontan nicht angesprochene aber benutzte Funktionen erneut vorgeben und explorieren.

THEMA II: DAS HANDY UND SEINE NUTZUNG

II.1 Einige unter Euch haben ein Handy.

Sagt Ihr mir, wenn Ihr eins habt, wozu, wie Ihr das nutzt?

- Die Handybesitzer einzeln fragen.

Nachfassen:

- Wer wird mit dem Handy am häufigsten angerufen/angemault? (Freunde, Eltern, zu welchen Anlässen?)
- Was ist die häufigste Nutzung (Gespräche? SMS? was Anderes?)

II.2 Mit dem Handy kann man auch Bilder verschicken (per MMS), chatten oder ins Internet gehen. Macht Ihr das auch?

- Erneut rumfragen – jeweils:
 - Hat das Kind diese Funktionen (welche?) bereits genutzt, was mag es daran bzw. falls nicht genutzt, warum nicht?

II.3 Nutzt Ihr das Handy völlig frei, also so wie Ihr das wollt und so viel Ihr wollt oder gibt es Grenzen, Regeln oder Empfehlungen von Euren Eltern?

- Spontane Reaktionen.
- Explorieren:
 - Falls Grenzen/Regeln/Empfehlungen: welche sind das?
 - Für jede Regel: Begründung und Grad der Einsicht.
 - Falls keine Grenzen/Regeln/Empfehlungen: was wäre die Reaktion, wenn es die Eltern tun würden?
 - Welche würden sie akzeptieren, einsehen (welche nicht)? Mit welcher Begründung oder Einsicht?

II.4 Hier ist noch eine Liste mit möglichen Nutzungen des Handys. Sie wird wie vorhin ausgefüllt:

- Bitte einen **grünen Punkt** hinter die von Euch genutzten Funktionen kleben.
- Dann einen **zweiten Punkt** für die meist genutzten Funktionen.
- Liste verteilen.
- Ausfüllen lassen.
Sicher stellen, dass das Punkteprinzip (1, 2) verstanden wurde.
Sicher stellen, dass jeder seinen Vornamen eingetragen hat!
- Liste einsammeln und die meist genutzten Funktionen einsehen.

THEMA III. PROBLEME UND RISIKEN BEI DER NUTZUNG VON INTERNET BZW. HANDY

III.1 Abgesehen von den angenehmen und nützlichen Sachen beim Internet oder beim Handy, gibt es auch Unannehmlichkeiten oder Gefahren dabei.

- Spontane Reaktionen.
- Explorieren:
 - Welche Art Probleme/Risiken?
 - In Verbindung mit Internet/mit dem Handy?
 - Wie weiß man von diesen Problemen/Risiken?
(Eigene Erfahrung? Warnung? Durch wen? Anderes Kind? Erwachsener? Wer? Institution?)
 - Wie schätzen die Kinder die Gefahr/die Risiken ein, für wie akut halten Sie sie?

III.2A Haben diese Probleme/Risiken Euren Umgang mit Internet beeinflusst?

- Spontane Reaktionen.
- Explorieren:
 - Einschränkung der Nutzungszeit?
 - Vorsichtsmaßnahmen; aus eigener Initiative oder unter dem Einfluss der Eltern?

III.2.B Und haben diese Probleme/Risiken Euren Umgang mit dem Handy beeinflusst?

- Spontane Reaktionen:
- Explorieren:
 - Einschränkung der Benutzung.
 - Vorsichtsmaßnahmen; aus eigener Initiative oder unter Einfluss der Eltern?

III.3 Hier habe ich eine neue Liste mit den Nutzungsarten von Internet/von Handy, wo Ihr vorhin die grünen Punkte geklebt habt.

Ihr werdet jetzt einen **roten Punkt** bei allen Nutzungen hinkleben, wo Ihr denkt, sie könnten irgendein Risiko in sich bergen und noch einen **zweiten Punkt** bei Risiken, die Ihr als die wichtigsten betrachtet.

- Tabelle verteilen.
- Zeit zum Ausfüllen lassen!

Sicher stellen, dass das Prinzip der Punkte (1 bzw. 2) verstanden wurde. Sicher stellen, dass jede(r) seinen Vornamen drauf geschrieben hat!

- Listen einsammeln und die meist genannten Funktionen einsehen.

III.4 Wir reden nun ausführlicher über die Risiken, die Ihr als die wichtigsten betrachtet.

- Die einzelnen Funktionen durchnehmen und kurz explorieren!

THEMA IV REAKTION AUF DIE ERWÄHNUNG SPEZIELLER PROBLEME ODER RISIKEN

Ich erzähle Euch jetzt von Problemen oder Risiken, über die sich die Erwachsenen Gedanken und Sorgen machen und Ihr sagt mir, wie Ihr darüber denkt.

IV.1 Ein Problem ist, dass die Information, die man im Internet findet, nicht unbedingt stimmt.

Wie denkt Ihr darüber? Glaubt Ihr, dass man dem, was man im Internet finden kann, trauen kann?

- Spontane Reaktionen.
- Exploration:
 - Wie glaubwürdig ist Internet insgesamt?
 - Wie ist die Glaubwürdigkeit vom Internet im Vergleich zu anderen Quellen? (Eltern, Lehrer, Freunde, Fernsehen, Bücher?)
 - Warum ist Internet glaubwürdiger bzw. weniger glaubwürdig?
 - Beispiele für Inhalte aus dem Internet, die angezweifelt werden? Worüber? Wie kam heraus, dass es nicht stimmte?
 - Wie akut erscheint dieses Risiko?

IV.2 Ein anderes Problem, das den Erwachsenen Sorgen macht, dass Ihr mit schockierenden Bildern oder Inhalten konfrontiert werdet, das können z. B. Gewaltszenen sein, Massenmord, Rassismus oder Pornographie.

Wie denkt Ihr darüber?

- Spontane Reaktionen.
- Explorieren:
 - Habt Ihr so was schon erlebt? Wie war das?
 - Was habt Ihr gemacht? Habt Ihr jemandem davon erzählt? Wem?
 - Was würdet Ihr machen, falls das Euch passiert oder was würdet Ihr einem Freund raten, dem das passiert? Jemandem davon erzählen? Wem?
 - Wie akut erscheint dieses Risiko?

IV.3 Eine weitere Befürchtung der Erwachsenen ist, dass Kinder in Kontakt mit Fremden treten könnten, die sie online kennen lernen, noch nie gesehen haben, z.B. beim online spielen oder bei der Mitteilung von persönlichen Daten. Ihr könntet so anfangen, mit jemandem online zu chatten, gebt ihm Eure MSN-Adresse, Eure Handy-Nummer, Euren Namen, Eure Adresse, ein Bild von Euch usw. Ihr denkt dabei, dass diese Person ein Kind in Eurem Alter ist, jemand Nettes und am Ende stellt sich heraus, es ist jemand völlig Anderes, der Euch zu Unerlaubtem auffordert oder ein Erwachsener mit bösen Absichten.

Wie denkt Ihr darüber?

- Spontane Reaktionen.
- Exploration:
 - Ist Euch das schon einmal passiert? Wie? In welcher Situation?
 - Glaubt Ihr, das könnte Euch passieren? Wie geht Ihr vor und wie macht Ihr neue online Bekanntschaften?
 - (Falls geschehen) Wie habt Ihr reagiert? Habt Ihr das jemandem erzählt? Wem?
 - Wie würdet Ihr reagieren, falls Euch das passiert bzw. was würdet Ihr einem Freund raten, falls ihm/ihr das passiert?
 - Wie akut erscheint Euch dieses Risiko?

IV.4 Ein weiteres Risiko ist das so genannte Mobbing. Einige Kinder/Jugendliche benutzen das Internet, um ein anderes Kind zu mobben, weil sie es nicht mögen. Zum Beispiel indem über ihn/sie im MSN übel geredet wird oder indem ihm anonym üble Nachrichten geschickt werden.

Wie denkt Ihr darüber?

- Spontane Reaktionen.
- Exploration:
 - Ist Euch das schon passiert? (dass Ihr das gemacht habt oder Opfer davon gewesen seid) Wie war das?
 - Denkt Ihr, das könnte Euch passieren?
 - (Falls bereits geschehen) Was habt Ihr gemacht, habt Ihr mit jemandem darüber geredet? Mit wem?
 - Wie würdet Ihr in so einem Fall reagieren? Würdet Ihr jemandem davon erzählen? Was würdet Ihr einem Freund raten, dem das passiert? Mit jemandem darüber reden? Wem?
 - Wie akut ist dieses Risiko?

IV.5 Noch ein Risiko ist, dass man beim Herunterladen einer Datei oder in einem Spiel Opfer eines Betrügers wird, indem das, was Ihr dachtet sei kostenlos, nun doch bezahlen müsst.

Wie denkt Ihr darüber?

- Spontane Reaktionen.
- Explorieren:
 - Ist Euch das schon passiert? Wie war das?
 - Was habt Ihr gemacht? Habt Ihr jemandem davon erzählt? Wem?
 - Wie würdet Ihr reagieren, falls Euch das passiert oder wozu würdet Ihr einem Freund raten, dem das passiert? Es jemandem erzählen? Wem?
 - Wie akut ist dieses Risiko?

IV.6

Noch ein Risiko ist, dass man beim Download von Musik oder sonstigen Dateien etwas Illegales tut, weil man dafür zahlen sollte.

Ist Euch oder einem Freund das schon passiert? Wie denkt Ihr darüber?

- Spontane Reaktionen.
- Exploration:
 - Ist das Euch schon passiert? Was war das?
 - Wie bewusst sind sich die Kinder, dass das verboten ist? Wie bewusst sind sie sich über die möglichen Folgen?
 - Was habt Ihr gemacht? Habt Ihr jemandem davon erzählt? Wem?
 - Was würdet Ihr machen, falls Euch das passieren würde oder was würdet Ihr einem Freund raten, dem das passiert? Es jemandem erzählen? Wem?
 - Wie akut ist das Risiko?

THEMA V. INFORMATION ÜBER DIE RISIKEN

V.1 Wenn Ihr an all das zurückdenkt, was wir bisher besprochen haben, gibt es bestimmte, sinnvolle Vorsichtsmaßnahmen, die Ihr bei der Nutzung von Internet oder vom Handy für sinnvoll halten würdet oder einem jüngeren Bruder oder jüngeren Schwester empfehlen würdet?

- Spontane Reaktionen.
- Explorieren:
 - Vorsichtsmaßnahmen (und Risiken), worauf die Kinder durch die Diskussion sensibilisiert wurden.
 - Bereitschaft, diese Vorsichtsmaßnahmen auch wirklich zu treffen.

V.2 Über welchen Weg würdet Ihr gerne mehr über Gefahren und Risiken bei der Nutzung von Internet und vom Handy erfahren?

- Spontane Reaktionen.
- Exploration:
 - Bereitschaft, mehr über Probleme und Risiken zu erfahren.
 - Typ von erwünschten Informationen.
 - Über welche Wege? Kanäle?

V.3 Falls Ihr etwas Unangenehmes oder Beunruhigendes sehen oder erfahren würdet und möchtet das erzählen, wem würdet Ihr das eher erzählen?

- Spontane Reaktionen.
- Explorieren:
 - Den Eltern erzählen.
 - Einem Lehrer erzählen.
 - Die Polizei informieren.
 - Eine Spezialorganisation über eine kostenlose Hotline informieren.
 - Diese Organisation per E-Mail informieren.
 - Auf einen Report-Button klicken, damit die betroffene Stelle automatisch informiert wird.