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Internet the dangers and the possibilities



- A study about Swedish and Danish teenagers' Internet habits

Sanne Madsen & Kristina Nilsson
Sanne2977@hotmail.com & tina_nilzon@yahoo.se

Tutor: Veselinka Möllerström
Examinator: Ingrid Höjerback

Abstract

Authors: Sanne Madsen and Kristina Nilsson

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Department: Department of Sociology – Media and Communication Studies.

Problem: When unknown things, (e.g. a new media) first emerge on the market it is often defined as a threat to the society's values. This phenomenon is called *moral panic* and seems to be happening right now due to the diffusion of the Internet. Many times teenagers find themselves in the middle of disturbing situations. There are also concerns in the society that the Internet makes teenagers antisocial.

Purpose: Teenagers of today have been growing up with the Internet as a part of their daily life. Therefore we want to discover how this media affects them. We also want to find out if there are any differences and similarities in how Swedish and Danish teenagers use the Internet. In addition, we are interested to find out if there are any differences in how girls and boys use the media.

Method: We have done a quantitative research study where we used questionnaires. The questionnaires included 27 questions concerning Internet habits. The questionnaires were handed out to two schools, Bergaskolan in Sweden and Frederikssunds Private Realskole in Denmark. The students were in the age group 14 to 17 and went in grade 7, 8 and 9. We received 329 questionnaires and based our research on those answers.

Conclusion: We didn't find any major differences between the Swedish and the Danish students Internet habits. However, Swedish students seem to chat more than the Danish students. It is also common for both Swedish and Danish teenagers to have experienced something disturbing on Internet. In addition it is also common among the teenagers not to tell their parents about the incidents they frequently experiences while being online. We found some differences between the genders Internet habits. For example, the girls tend to use the Internet as an information tool whereas the boys use it as an entertainment provider.

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1. Introduction

Internet is a new media that only has been on the market for a decade. A lot of adults still feel alienated towards it. Many simply don't know how to handle the information one can get through the Internet just by a click on the keyboard. But *how* does a young person use the Internet? Since children and teenagers are growing up with Internet and don't remember a time when Internet did not exist, we find it interesting to analyse the importance this media play in their lives. Lately there has been a lot of media attention on how young people uses chat rooms as a place for interacting socially with each other, and in our thesis we want to find out if teenagers are aware of the dangers that they sometimes put themselves into when they use Internet.

In this essay we examine how teenagers in 7th to 9th grade use Internet as a communication channel, and what opportunities and problems it might put them in. We find this age group interesting because it is a very confusing but also very influential phase in life. Since we have the advantage to come from each side of the *Öresund* strait, we have chosen to compare Swedish and Danish youths Internet habits.

The purpose with this thesis is to search for any similarities and differences that might occur between teenagers at Bergaskolan in Sweden and teenagers at Frederikssunds Private Realskole in Denmark.

We are going to use Patrik Hernwalls and Ulrika Sjöbergs research and combine with our own analysis. In addition we have used books, articles, a TV-documentary and websites, which are relevant for our project. We have also been in contact with *Medierådet for børn og unge* in Copenhagen.

With the given perspectives in mind we explored following research questions:

1. What differences and similarities are to be found between Swedish and Danish teenagers' Internet usage?
2. Are there any differences and similarities between girls' and boys' Internet habits?
3. What media does teenagers use the most?
4. How common is it for teenagers to chat?

5. How many teenagers have had an unpleasant experience on the Internet and how many tell their parents about it?
6. How long time do teenagers spend on Internet on a regular day?

Internet the dangers and the possibilities -A study about Swedish and Danish teenagers'
Internet habits are foremost directed to our fellow classmates and teachers at Media and Communication Studies. However, we hope that this thesis will be useful for people who work with or in any other way are in contact with teenagers.

2. Internet and its features

In order to understand our thesis we will here explain a few concepts and words that are essential for further reading.

2.1 Internet - The network of networks

Internet has its origin from the US Department of Defence in the 1960s. A division within the Defence Department, *Advanced Research Project Agency* (ARPA), developed a network called ARPANET. Its main reason was to promote scientific research. In 1969 four US Universities joined ARPANET and in the beginning of the 1970s Arpanet left its military surroundings. It was then a couple of scientists in California developed a *code language*, which made it possible for different networks to communicate with one another. This code, *Transmission Control Protocol/Internet Protocol* (TCP/IP) became Internets universal language in 1983. Basically that meant that every computer had its own IP address, which made it possible for computer users to find each other. Then followed another address system called *Uniform Resource Locator* (URL), which for example is used in e-mail addresses. The concept *Internet* was introduced in the 1980s. But it was through the introduction of *World Wide Webb* (www) in 1992 that completed Internet as we know it today (Rogers, 1995; Dhalgren, 2002). Nowadays many people tend to think that Internet is the same as www (or *the Web*) when *the web* really just is a part of Internet.

According to a study made by Nordicom (2000) Sweden, USA and Island has the highest amount of Internet users in the world. In all of these countries over 50 percent of the population uses the Internet (cited in Meldré, 2002).

2.2 Laws on the net

The high use of computers and Internet has caused thoughts of concern when it comes to the legal aspects. Some people think that there shouldn't be any regulations for Internet while others think it should be strictly regulated. As it is now, all of the customary laws in real life are also applicable on Internet. For example it is illegal to plan a crime and download pirated edition of music (Svensson, 2002; Palme, <http://dsv.su.se>). Distribution of child pornography is also illegal. However it is very hard to find and punish the persons involved. We won't go deeper into all the regulations and laws, although we will mention a few.

In 1973 Sweden established a computer law, which meant that no one's personal details would be stored, adapted or in any other way handled without the permission from the then recently established *Computer Inspection*. Denmark introduced a similar law in 1974. Denmark and Sweden are both members of EU and obey the laws that were founded in EU's ministry in 1995. This law had its origin in the *Code of Fair Information Practices* from 1975 and is similar to the laws Denmark and Sweden already have about the protection of personal details. However, the *Code of Fair Information Practices* doesn't really work in reality and has been modified to fit with the new society (Olsson, 2002).

When being on the Internet one also has to be very critical against the flow of information that come across. Not everything is true and even if the person who places the information have the best intentions it is easy to make mistakes. Not at least when there are figures involved (Leth & Thurén, 2000). In our research we have been critical towards Internet sources and the ones we have used we find reliable.

2.3 Chat

The word *chat* means *to speak* or *to chitchat*. And to chitchat is what *chatting* is all about. A chat room is a place where people meet online. The chat room is where many people talk/chat with each other by writing quick messages. In chat rooms conversations of all sorts occurs. It is a place where everyone can have fun, get new friends and talk about relationships. Here they can ask each other things they can't or don't want to ask a grownup. In a way, one could say that the children help raising each other in the chat room. Children and teenagers are more used to *chat* than their parents are. A lot of children think of the chat room as a sanctuary where they can *hang out* without grownups interfering.

The informal chat language is based on shorter words and so-called *smiley symbols*. These symbols express the type of mood the writer wants to convey (Lindgren, 2002). For example this sign *: -)* means to be happy or glad. The computer actually translates this sign *: -)* directly into a smile-faced man ☺.

Many children know how to handle this virtual media. However, some children are insecure and vulnerable and they might not know how to handle a bad experience. For instance in our study we found a disturbing tendency that many children had a bad experience on the Internet but few of them talked about the incident with a grownup.

2.4 Filter

In order to control the things the children can encounter on the Internet, some parents choose to install a *filter program* that prohibits the young from finding certain webpages. There are mainly three kinds of methods to choose between.

- 1) **Blocking sites on so called *blacklists*.** It is a list, with sites that the software supplier has found to be unsuitable for children.
- 2) **Blocking sites by using words.** This program contains a list of forbidden words. If a website uses a *forbidden* word the child won't be able to visit it.
- 3) **Blocking all sites not suitable for children.** In this case all sites that haven't specifically been approved as *safe for children* will be unreachable.

In some of the programs the parents can add own words to the lists. Some programs also enable the parents to limit the time that the children can spend on the Internet. Many schools have also some kind of filter on their computers (Lindstedt, 2002; Sjöborg, 2003). The filter program does not always work the way it is supposed to. It can be easy for a child with extensive computer knowledge to crack the codes. And filters also prevent children to do research about certain subjects, as we will discuss in section 3.2.

3. Theories

In this chapter we discuss and develop different theories and concepts that are relevant to our research about Danish-Swedish teenagers' Internet usage.

3.1 Uses and Gratifications

Many people tend to think that the audience is passive and therefore also accept the theory of the media as a hypodermic needle (also known as the bullet theory). This hypodermic needle theory assumes that media is like a bullet directed against a passive target thus the audience. However many researchers have found that the audience is far from passive. The idea of the media audience as *one homogeneous mass* is therefore changing (Bucy, 2002).

In today's society the regular media consumer is no longer just a passive onlooker. Rather we are all becoming more and more active in our media choice and how we choose to use it. Researchers who study *The Uses and Gratification* (U & G) theory try to find the answer to what people do with diverse media. Different people can use the same kind of medium in many different ways. Katz, Blumler and Gurevitch, the pioneers of U & G theory, summarized (1974) what they think is the essence of the theory. (1) The social and psychological origins of (2) needs, which generate (3) expectation of (4) the mass media or other sources, which lead to (5) different patterns of media exposure resulting in (6) needs and gratifications and (7) also unintended consequences (Bucy, 2002).

The U & G theory suits our research for many reasons. Even though we have chosen the location of the two schools carefully, all the students that took part of our survey have different psychological backgrounds, which we can't affect. All the teenagers in our study have therefore different needs, expectations and personal reasons to why they use the Internet. And the teenagers contribute deliberately and/or unconsciously themselves to the consequences of their Internet usage.

The critique against U & G is that it is far too individualistic and it has an exaggerated credence to the receiver's power. Furthermore, some say that it is too vague (e.g. *who* creates the needs?). Some critics say that it is the sender who creates the needs (Falkheimer, 2001). The creators (hence the *senders*) of websites can indeed influence those who surf on the Internet. In other words, sometimes the senders do decide the surfer's next step. This phenomenon is called *trafficking* and we will discuss this further in section 4.3.

3.2 Moral panic theory

The moral panic theory was invented in 1972 by the British sociologist Stanley Cohen. Cohen explains how the concept Moral Panic appears:

Societies appear to be subject, every now and then, to periods of moral panic. A condition, episode, person or group of persons emerge to become defined as a threat to societal values and interest (cited in Horsefield, 1997 p18).

With today's explosive Internet usage a *moral panic* is scattering around the globe. Mainly because we (the adults) feel uncomfortable with the media since we can't control it. The young people of today have grown up with the Internet and have much better knowledge of how to use it and can't see the difficulties (moral issues) that the grownups see.

According to Patrik Hernwall (2001), the phenomenon *moral panic* occurs when the media expose horrible things that happen on the Internet, for example when paedophiles contact young children in chat rooms. In our survey we found that this was a common experience among the teenagers.

There are a lot perverse grownups that try to contact young girls
(Danish girl, age16).

A guy who was 21 wanted to date me when I was 12...creepy
(Swedish girl, age 16).

When this sort of stories appears in the news, parents get worried and tries to control and prohibit the young to do certain things, e.g. chat on the Internet. The reason to why young people use the Internet is because they feel free to do what they want. If the parents all of the sudden prohibit them from using the Internet, Hernwall thinks that the children will find other ways to interact with each other. Ways that might be more dangerous for them than being on the Internet (Hernwall, 2001; Torgny, 2002).

Almost every school in Sweden and Denmark have access to computers, but the teachers are not aware of what the students are using them for. Fredrik Svensson, headmaster at the Broängskolan in Tumba, was handpicked from the IT-industry to help the school to connect with the students. Fredrik Svensson says in a TV-documentary¹, that the problem is that the

¹ Dokument Inifrån- Hårdporr i barnkammaren

teachers lack education about the Internet. The solution would be to educate the teachers about the media climate in today's society. He doesn't believe in blocking webpages through a filter. He says, that this is the way we adults think:

...if they [the students] can't find the porno, the problem is solved.

Fredrik Svensson says that by using filters certain words are blocked and that prevents the students e.g. to search for sites with the word *sex* in it. Therefore it will be impossible for teenagers who feel insecure about their sexuality to search for the word *homosexuality*. And to interfere with the students' queries is not the solution to this problem.

We feel that a conflict of interest occurs when the adults don't think that it is necessary for teenagers to be exposed to all things on Internet, but they (the teenagers) feel a need to experience and explore new areas of knowledge. It is important that we don't prohibit them, because their curiosity is their way to explore the aspects of adult life and it is also a part of growing up.

3.3 Sherif's research on group norms

We know that the human being is of a social nature. And the group to whom we belong have a great impact on our attitudes, our behaviour, and even on our perceptions. Sherif's research (1936/1937) on group norms shows that we on a daily basis are influenced by the norms we are surrounded by; whether it is opinions or fashion style. When we are alone in any given situation but surrounded by strangers we are depending on the strangers' guidance. We naturally adopt the norms that appear when being in a new group. We then keep the norms that we got from the group situation (Severin & Tankard, 2001).

Teenagers are open to group pressure in many different ways, at school as well as on the Internet. Being online creates a risk just as in many other group situations. When a young person chats the people he/she meets can influence him or her. This can create big disturbance for a young insecure person. It is the group that creates the norms for what is normal. For example if the majority of a group of boys think it is normal to talk about girls as *whores* or *sluts* the individual can't see that there is anything wrong with using these words.

3.4 The social identification model

John C. Turner and Henri Tajfel developed a theory called the *social identification model*.

This model proposes that a social group can be defined as two or more individuals who share a common social identification or perceive themselves to be members of the same social category (Turner, 1982 as cited in Severin & Tankard, 2001 p. 192).

According to Turner and Tajfel's model people don't have to look at each other face to face to keep up a group solidarity (Severin & Tankard, 2001). We think, that the Internet is a good example of that. On the Internet people manage to create entire communities. In *cyber space* it is possible for people to get a large group of friends, while they in real life might not have so many. That shows us that it is sometimes easier to keep relations with friends on the Internet than in real life. An example of that is chat rooms (e.g. MSN) and adventure games (e.g. SIMS) where the teenager creates a social identity with their friends online.

4. Previous research

In this chapter we will discuss previous studies and relate it to our own research and analysis in section 6.

4.1 Ulrika Sjöberg

Ulrika Sjöberg is a researcher at Lund University who has done a lot of research about children's and teenager's media usage. Here we will discuss two of her theses: *The changing media environment - a study about children's and adolescents' use and perception of electronic media, in their everyday life* (1997) and *Screen Rites: A study of Swedish young people's use and meaning-making of screen-based media in everyday life* (2002).

Sjöberg researched (1997) how children (8-9 years old) and teenagers (15-16 years old) in two cities, Malmö and Svedala, used different media. She used two types of methods in her research. Seven classes participated in a *diary experiment*, where the students (109 students) wrote down their media related activities during one week. A few of the students were then interviewed in groups with four-six students in each group.

All the involved interviewees had some kind of access to a computer, mostly their parents'. However, Sjöberg claims that it was more common that the younger children had access to their own computer. This was especially common among the girls where the tendency was that the younger had a computer of their own in their room, whereas the older girls didn't. However, with the boys it was more common that the older boys had their own computer. Sjöberg thinks that the fact, that it is more common among the younger children to have their own computer is a sign that the computer as a medium is becoming a more familiar feature in the ordinary household.

The reason for the children to use a computer was varied. The children used it mostly for playing games whereas the teenagers used it for homework.

Most of the schools in which Sjöberg conducted the surveys had access to computers. Further, in her study it was the older boys that had most experience and used the Internet the most. The teenage girls said that they hardly ever used computers in school. She found no major differences between the children's media usage in the two communities (Sjöberg, 1997).

In her thesis (2002) she establishes through a large survey and personal interviews involving 1,100 children in seven Swedish cities², that most young people lie about their identity when they are chatting. The idea of being anonymous creates an exciting feeling for the *surfing* youths, which led to that they sometimes create a whole life around an alter ego. However, since the children lie themselves, they expect everyone else to lie as well. This generates a great deal of mistrust. That is why most young people don't feel that there is any need to establish a real relationship with their chat mates. Further more she learnt that the children have no thoughts of meeting their Internet acquaintances at all.

Sjöberg also found that there are some major differences in how boys and girls use videogames. Boys tend to play violent video/computer-games with friends. Whereas the girls mostly play pedagogic/educational or adventuregames on their own.

However, when it comes to Internet usage, she couldn't find any distinct differences between the genders. Instead she found that age is an influential factor. The older the children get the more they use the Internet. The younger children mainly use the Internet to play games, which they spend approximately 50 minutes a day with. According to Sjöberg TV is still the number one medium for youths. TV creates new topics to discuss both in chat rooms and elsewhere. Most people in her study in grade 6-9 spent two and a half hour in front of the TV whereas just 18 minutes on the Internet. She doesn't think that this new media will 'take over', but instead the different media will fulfil different functions (Sjöberg, 2002; Ledberg, 2002).

4.2 Patrik Hernwall

Patrik Hernwall is a pedagogue and researcher at Stockholm University. We have looked at his doctor's thesis *Barns digitala rum* (2002), because we found it interesting to combine it with our own study.

Hernwall interviewed children from four different schools in different parts of Sweden. 73 children between 8 to 13 years old participated in his study. His analysis is based on interviews with children which were conducted in their school environment.

Hernwall discovered that children in chat situations often lie about their age. They usually say that they are 2-3 years older. There seems to be two reasons for this. Firstly it is easier to be

² Stockholm, Göteborg, Malmö, Lödöse, Karlstad, Hellefors and Vagnhärads.

accepted and secondly it also makes it easier to establish contact with the opposite sex. Many of the children lie about their age when they are online, but this is fully accepted and it is more considered as role-playing than a direct lie. They do this in some extent to protect themselves in an online-world that many of them know can be dangerous. Hernwall concludes that even the younger children who normally not are invited to play with the older children can be accepted online and be a part of a group (Hernwall, 2001; Lindgren, 2002).

Hernwall's study shows that children in age groups 8 to 13 have a fairly good idea about what Internet and chatting are. Patrik Hernwall thinks that the *moral panic* that once in a while appears, and where grownups ask for control and prohibitions, is unnecessary. He thinks that the parents instead should try to understand their teenagers, for instance to see what happens on the chat sites. Not to control them but for observing the chat rooms functions (Torgny, 2003).

In our study we found that there was not that many parents that surf with their teenagers. If they would, it could increase their understanding for why their teenagers use the chat sites as an important part of their identity making.

4.3 TV documentary

In April 2004, Swedish public service TV, showed a documentary about teenagers and the Internet. The program discussed many important and relevant things about teenagers' Internet usage.

The program demonstrated that almost every teenager that surfs on the Internet has in one way or another encountered pornography. It is important to observe that (in most cases) the pornography seeks up the young people, not the other way around. The porno industry knows what sites young people visit and takes advantage of it. But it is the adults that buy things on the Internet so why does the porno industry target a young audience? The answer is money.

It is becoming very usual with *trafficking* on the Internet. The term *trafficking* means that some people control surfers by directing them to free webpages. For each surfer that gets directed to a certain website the 'trafficker' gets a certain amount of money. In America, this is a very common way to trick young people into porno sites. The porno industry knows that young people writes fast and sloppy on the computer and this is something people involved uses to make money. An American called John Zuccarinies owns more than 3000 domains, 41 of them are sites with misspelled versions of the pop idol *Britney Spears* name. Zuccarinies

earns 25 US cent for each visitor on his sites, which comes to the sum of 1 million US dollar a year (!).

One particular website which is very popular amongst teenagers in Sweden is *Snyggast.com*. Around 100,000 people visit the site every month. On this webpage the visitors send in photos of themselves. And then other people vote on a 1-10 scale on how good-looking the person is. The less a person wears the higher score he or she gets. In addition the visitors can write messages to each other in a guest book.

Assume that in a teenager's world everything is about to *fit in*. And to *fit in* is all about sex, if you are *sexy* you are going to be *popular* and get high *status*. And to have high status is the most important thing of all. On the basis of this assumption one can understand why people (especially girls) send in photos of themselves naked. Since the less a person wears the higher points he or she gets.

A company in Malmö called *Lettophone* owns the *Snyggast.com* site. Whenever a person has been on to the website and logs off a *pop-up* (online advertisement) turns up on the screen with a software program. Just by shutting down the pop-up the visitor automatically signs a contract for a subscription to a pornosite. This is an easy way for the shady company to earn money from the not suspicious teenagers (Dokument Inifrån, 2004).

4.4 SAFT

SAFT (Safety, Awareness, Facts and Tools) is a project developed in EU between seven partners in five countries. They are; *Medirådet for Børn og Unge* (Denmark), *Statens Filmtilsyn* (Norway), *IKT* (Norway), *Markneds- og Mediainstituttet* (Norway), *Våldsskildringsrådet* (Sweden), *Heimili og Skoli* (Island) and *National Centre for Technology Education* (Ireland). SAFT is a project to protect children and teenagers from the hazards on Internet and help them to use it safely. The project is sponsored with 2.7 million Euro of EUS' action plan for safety Internet use. SAFT runs between September 1st 2002 and April 1st 2004. The project is based on answers from surveys made in all five countries. SAFT have conducted 10 guidelines on how to surf safely on the Internet (see enclosure 1) (Saftonline <http://saft.medieraadet.dk>).

All together 4,700 children in age 9 and 16 participated in the survey and 3,200 parents in Denmark, Island, Norway and Sweden were interviewed. The study shows that there are great differences in how much time children and youths actually spend on the Internet and how

much time their parents think they spend. According to the study, girls tend to use Internet to send and read e-mails, information search and for doing homework. The boys however tend to use the Internet to play games, download music and surf around for fun (Torgny, 2003; Ulvskog et al., 2003).

SAFT research showed that 48 % of children age 9 and 16 have tried to chat. 77 % had lied about their identity while chatting and 18 % of the youths had met their chat friends in real life. Of those who had met a chat friend in real life 17 % thought it was a fun meeting whereas 1 % said that the meeting resulted in physical abuse. This means that, out of 600 children who chats, one child gets exposed to physical abuse (<http://saft.medieraadet.dk/Artikler>).

Elisabet Staksrud, a Norwegian SAFT employee, says that the adolescents (mainly boys) are challenging each other to go online on different porno sites as part of something she calls a *initiate to manhood*. One should suspect that this would lead the boys to have an exaggerated belief that all kinds of sexual relations are natural. However, this can cause the opposite effect and many teenagers think that *no* sex is normal (Dokument Inifrån, 2004).

Karin Larsson, a Swedish SAFT staff member, estimates that 18 % of all 11 year olds and 70 % of 16 year olds have been in contact with pornography. She says the children very seldom talk with their parents about the unpleasant things they have seen on the Internet (Dokument Inifrån, 2004).

5. Method

We have chosen to work with a quantitative method with focus on the answers we got from our Danish-Swedish survey questionnaire. In a quantitative study one depends on questions with *fixed* alternative answers (Trost, 1994). Overall, our questions have fixed answers, but a few of them demand the teenagers themselves to write their own answers. Our research is of a descriptive character and we will combine the results we find in our survey with results from earlier research (Rosengren & Arvidson, 2002).

The questions in this survey had to be standardized and highly structured and everyone involved had the same questionnaire. This means that the respondents should be in the same environment, so that nobody would have a disadvantage (a noisy environment might cause interferences) (Trost, 1994). In our survey all the respondents got the same questionnaire (written in Swedish and Danish). However, the surroundings in which the questionnaires were handed out were slightly different. In Sweden the students answered them in class and in Denmark at a morning class assembly.

We could have chosen to do conversation interviews. This method would have enabled us to get a more balanced picture and we would have had access to more details. An advantage with conversation interviews is that the respondent answers impulsively, which makes it easier to get an honest response (Lantz, 1993).

We think that sensitive questions (for example question 14 in our survey), are easier to answer honestly in an anonymous questionnaire than if we should have asked the same question face to face. Another method, which could have been useful, is focus groups. In addition to our own survey, we would have preferred to do a focus group with 4-6 persons (equal number of girls and boys) by whom we could have had an open dialogue with.

Since we want to look at as many teenagers' opinions about Internet as possible we find that a survey is the best method to use. To give ourselves a fair chance to complete this thesis in time we have chosen to hand out our questionnaires at two schools.

5.1 Advantages and disadvantages of the methods

We had to consider that there might be a statistic failure, due to the fact that not all the teenagers would be in class when the teacher handed out the formularies. A problem we encountered was that one of the teachers at Bergaskolan didn't hand out the questionnaires to

his/her students, due to the fact that it was in the middle of exam week and they did not have time for our survey. Another factor to consider was that maybe not all students would understand the questions or forget to answer some of them. In an interview we could have prevented this by explaining a question in further detail if the respondent seemed to misinterpret it. Another matter that we had to take in consideration was that all the students wouldn't answer completely honest. We are aware of this fact and although we know that we don't have any power over their honesty we believe that the students has been as honest as possible. In order to make them answer it as honestly as possible, we wrote that it was anonymous.

We find that this quantitative method has been the best way to accomplish our project. A big advantage with a survey is that it's possible to get many people's opinions in a relative short time.

5.2 Selection

We have chosen two schools that are equivalent to each other. However, the Swedish school have more students than the Danish school. But this was considered, when we handed out the questionnaires. At Bergaskolan we wanted to include two classes in each grade (7-9 grade) whereas we wanted to include all classes at Frederikssunds Private Realskole in order to get an equal number of students to participate. We picked schools that we knew would have Internet connection. The schools are both located in residential areas (mostly garden suburb) with middle and high-income earners. The schools also have an equal number of foreign students. However, we did not have the opportunity to choose exact the same number of girls and boys, which would have made the best statistical grounds (Troost, 1994).

We are aware of, that the samples we have from the two schools are not enough to establish a correlation for the total of Denmark and Sweden. However, our collected data will give a very good idea about the differences and similarities between teenagers' Internet usage at Bergaskolan in Sweden and Frederikssunds Private Realskole in Denmark. We will refer to Bergaskolans' students as the *Swedes* and Frederikssunds Private Realskole students as the *Danes*.

5.3 The survey

First we wrote a covering letter to the teachers (see enclosure 2 and 3) where we introduced ourselves and explained our project. Then we created a questionnaire, which we handed out to

Bergaskolan in Limhamn and *Frederikssund Private Realskole* in Northeast Zealand (see enclosure 4 and 5). The survey was then given to 12 classes, six at each school. To avoid a large falling of we made a request to the teachers to hand out the forms at the end of a lesson. In this way the students would be encouraged to fill in the questionnaires instead of taking it home and perhaps forget about it. Our statistical survey includes 329 students, which we find to be a relative large sample.

5.4 The students

We gave the questionnaires to the vice headmaster at the Danish school. He handed it to all the involved students the following day at morning assembling. The children at the Swedish school got the questionnaires in class at the end of a lecture. Even though we kept in contact by phoning and even visiting the Swedish school several times, we only succeeded to receive questionnaires from five classes. Leaving us with 136 formulas out of approximately 180 (we estimated that there should be 30 students in each class). This led to a decline of approximately 44 questionnaires, while we at the Danish school received 183 out of 198 possible, a missing of 15.

5.5 Collecting data

We went through all the questionnaires to make sure that there weren't any unreadable or uncompleted ones. Then we made a code scheme for our questionnaires and entered the data into *SPSS 12.0* (for windows) database program. We followed the standardized international rules (ISO) regarding how to encode gender. Which means that *boy* is encoded as *1* and *girl* is encoded as *2* (Byström, 2003). The other answers we encoded in what we regarded as the most suitable way. A few of our questions were *open* so it was not possible to encode them in the SPSS program. Instead we wrote each of those answers into a word document (see enclosure 6 and 7). These questions represent a great part of our research.

6. Analysis and discussion of our results

To adults the Internet is a *new* media with *new* prospects. It offers *new* ways to communicate and get information. But for children and teenagers it is different.

6.1 Introducing the participants

When we asked the students what year they thought Internet was introduced the answers varied from year 1800 to year 2001. The Swedes' average answer was 1984 while the Danes' answered 1980. This tells us that teenagers don't consider Internet as a *new* media since it has always been part of their everyday life.

136 Swedish students (81 boys and 55 girls) and 183 Danish students (88 boys and 95 girls) participated in our study. The Danish students outnumbered the Swedish with 47 persons and we have taken this in consideration when we did our analysis. In our analysis we also looked at the differences and similarities between the genders and we find that the difference of 19 more boys did not have a significant importance in our study.

At Bergaskolan 54 students went in 7th grade, 53 in 8th grade and 29 in 9th grade. We expect that there are 25-30 pupils in each class. The students that did not answer should therefore have been 9 graders. At Frederikssunds Private Realskole 62 students went in 7th grade, 80 in 8th grade and 41 in 9th grade.

6.2 Computer and Internet access

When we first started our thesis we expected that many children would spend most of their leisure time in front of a computer and/or on the Internet. However, to our surprise, our first assumption was wrong. Only 5,9 % of the Swedes and 3,2 % of the Danes said that they spend most of their free time on Internet. Instead the teenagers spend a lot of time socialising with people in their peer group. Both Swedish (52,1 %) and Danish (58,6 %) teenagers answered that they spend most of their free time *with friends*. Here we could not find any differences between the genders. 23,5 % of the Swedish and 22,9 % of the Danish teenagers spend most of their leisure time on *sport or other hobbies*. One Swedish 14-year-old girl wrote that she spends most of her free time with *God*.

In resemblance with Ulrika Sjöberg (2002) we found that TV is the most popular media among the teenagers. 39,7 % (28 boys and 26 girls) of the Swedes and 47,0 % (35 boys and 51 girls) of the Danes have TV as their number one media.

More than half of all the students have access to their own computer. And therefore we find it justified to say that the computer is playing a more and more integrated part of the teenagers' lives. All the respondents answered that they had access to computers and Internet at school. Therefore, we assume that since teenagers have access to computers both in school and within the family household, the computer is becoming just as an important electronic media as for instance the TV and the DVD player.

In 2002, 73 % of all Swedish households and 70 % of the Danish households had access to a computer (Nordicom 2002: Danmarks Statestik, 2002). The results of the SAFT study (2003) shows that 97 % of the Swedish children and teenagers who participated in the study had access to a computer at home, 33 % of them had their own computer. In Denmark the results regarding owning a computer were even higher, 50% of the children and teenagers had their own computer and 96 % of all households had at least one computer.

In our survey 55,9 % of the Swedish students and 57,4 % of the Danish students had their own computer. We couldn't find any major differences between the Swedish boys and girls, where 59,3 % (48 out of 81) of the boys and 50,9 % (28 out of 55) of the girls had their own computer. In Denmark however we could see a greater difference between the genders where 76,7 % (66 out of 86) of the boys and only 50,9 % (39 out of 94) of the girls had their own computer.

The latest available Internet statistics in Sweden (2002) says that 66 % of the population have access to Internet. In Denmark 59 % of the population had Internet access the same year (Nordicom 2002: Danmarks Statistik, 2002). Figures from the SAFT study shows that 87 % of the Swedish children and 77 % of the Danish children had Internet access at home. Our figures show that Internet access is very common and almost every teenager in our study had access from home. 132 (97,1 %) Swedish students and 175 (95,6 %) of the Danish students said that they had Internet access at home.

6.3 Time spent on the Internet

On our question: *Who in your family uses Internet the most?* both the Swedish and the Danish students answered that they themselves used more time on the Internet than other family members.

The Swedish teenagers seem to use the Internet more than the Danish. 32,4 % of the Swedes said that Internet is the media they use the most while only 21,3 % of the Danes used Internet the most.

Swedish teenagers spend in average about 2 hours and 20 minutes on the computer every day. During that time they spend 1 hour and 53 minutes on Internet. The Danish teenagers spend in average around 2 hours on a computer, and 1 hour and 20 minutes on Internet every day.

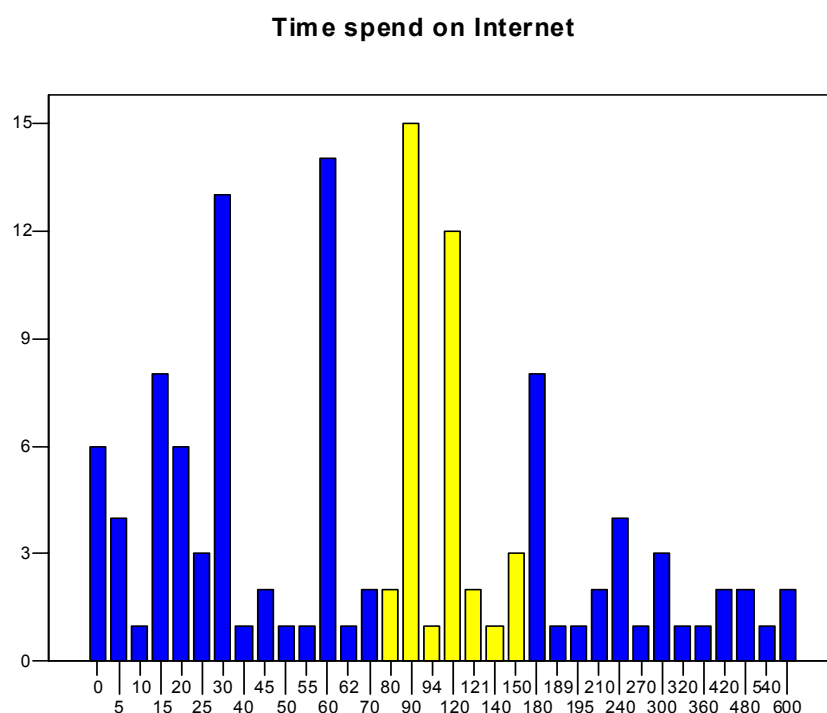


Figure 6.1: Y- axis shows number of students and X- shows time spent (in minutes) for a Swedish teenager on Internet

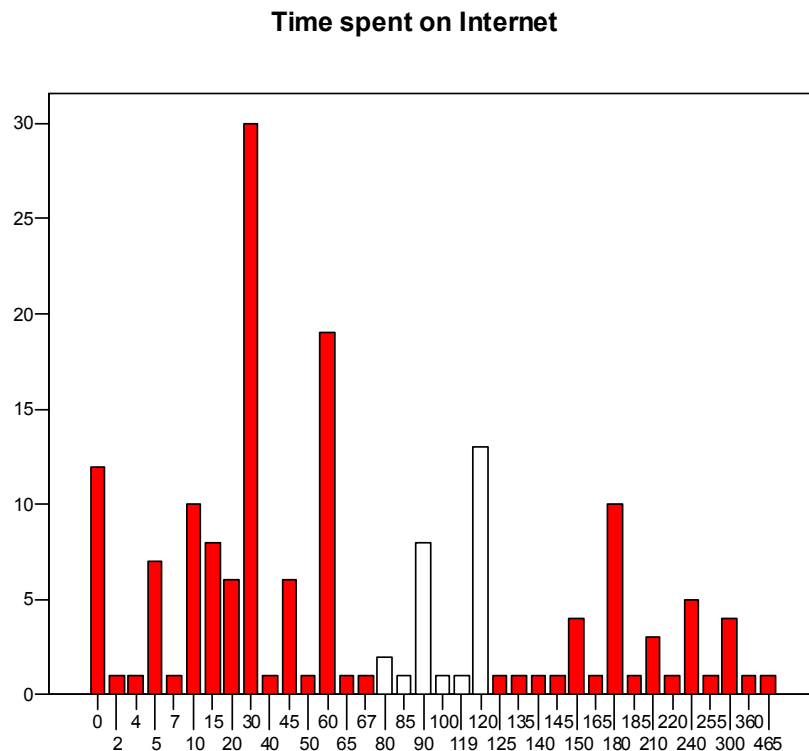


Figure 6.2: Y- axis shows number of students and X- shows time spent (in minutes) for a Danish teenager on Internet

Both the Swedish and Danish students seem to be confident that their parents know how much time they spend on the Internet. 87,9 % of the Swedish students and 92,4 % of the Danish said that their parents know how much time they spend on the Internet.

Today the Internet has a large impact on a teenager's social life. The computer is an individual media and we were concerned that the teenagers mostly surfed on their own. But in our survey we see that this was not the case. The children use Internet as a tool to interact with one another when they play games and chat. In our survey 48 (60,8 %) of the Swedish boys and 25 (47,2 %) of the Swedish girls surf when being with their friends. And 42 (52,5 %) of the Danish boys and 35 (40,7 %) girls surf when they are together with their friends.

The reasons why teenagers use Internet don't differ much between the countries. However, it seems like the Swedish students use Internet in greater extend to chat and the Danish students use it mostly for information search.

Main reason to use Internet

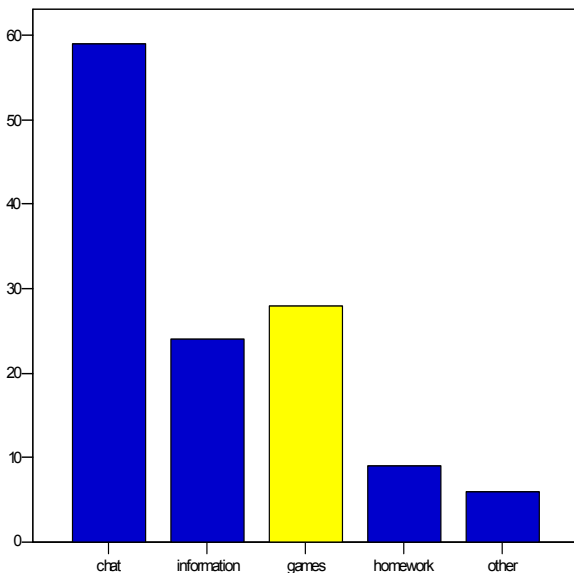


Figure 6.3: Swedish Students main reason to use Internet

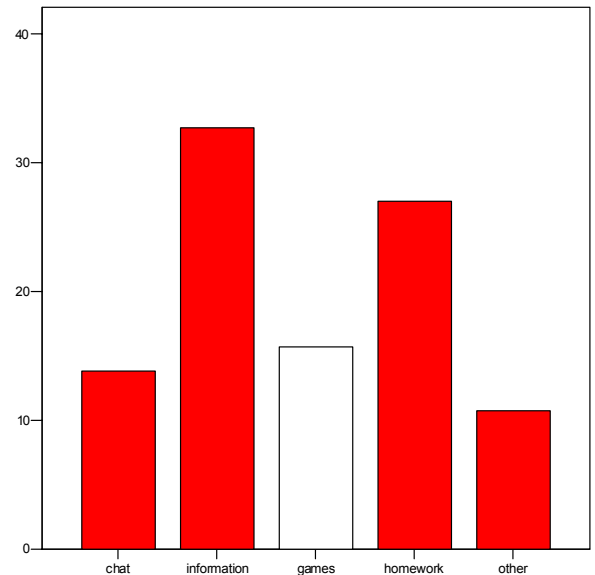


Figure 6.4: Danish Students main reason to use Internet

In contrast to Sjöberg (1997/2002) we noticed that the way teenagers use the Internet *is* gender related. Girls use Internet as an information provider and boys use it as an entertainment provider. For girls the computer is a tool to communicate. Since girls have a more talkative nature than boys, chatting might be more natural for them. While for boys the computer and Internet is a tool for doing something active together like playing computer-games.

It is also more common for boys to buy things over the net. 57,5 % of the Swedish boys (80 answered the question) and 62,1 % (87 answered the question) of the Danish boys said that they had bought something on the net. While just 29,1 % of the Swedish girls (all 55 girls answered) and 23,4 % (94 girls answered) Danish girls said they have bought something on the Internet. What's more, the things teenagers buy also differ between the genders. Both boys and girls bought CDs, books and tickets over Internet. But the boys mostly buy electronic merchandise such as computer games and devices for their scooters and mopeds, while the girls mostly buy clothes.

Some boys even claim that they have bought drugs and weapons. However we are sceptical if that is true. But it is possible that they bought some *toy* weapons that they use for role-playing. Many of the teenagers buy things with the help of their parents as stated by a 14 year old Swedish girl: *With my mothers help I bought some clothes.*

Another tendency is that especially boys download and copy things from the Internet. The reason might be that the boys want to be the first ones with new music and films, which might make them popular among their peer-group.

There are simply differences between girl and boy culture and in what they like to do when they interact with each other.

6.4 Chatting

We found that it is very common for the teenagers at Bergaskolan and Frederikssunds Private Realskole to visit a chat room. 277 of the students had once or more tried to chat. We think that this is a very high number, which once again proves that teenagers of today are very ICT (Information and Communication technology) oriented. 121 of the Swedish students have tried chatting (72 out of 81 boys, 49 out of 55 girls). Just like Sjöberg (2002) we found that the older teenagers chat more than the younger. In Denmark 156 teenagers (77 out of 87 boys, 79 out of 95 girls) have visited a chat room.

Hernwall found in his study that teenagers often lie about their identity. In our study many of the teenagers don't use their real name when they are chatting. We think that they use another name to protect themselves and maybe to play with their identity. They can become somebody else; they can become younger, older, taller, smaller and even change gender. Only 9,9 % (9 boys and 8 girls) of the Danish students say that they do use their real name when they are chatting, whereas 60,0 % (52 boys and 23 girls) Swedish students say that they use their real name. However, the reason to why many Swedes use their real name might be because they use MSN where they chat with people they already know.

The most visited chat rooms for the Swedish teenagers are:

1. *MSN* (71 students) A place where you can chat with people that you (most of the time) already know.
2. *Lunarstorm* (26 students) One of Sweden's most popular chat room.
3. *Funplanet* (18 students) Offers an easy way to chat.
4. *Aftonbladet* (7 students) The newspaper *Aftonbladets* chat room.

The Danish students' favourite chat rooms are:

1. *Ofir* (78 students) Denmark's most popular chat room.
2. *Jubii* (31 students) One of the most popular chat rooms in Denmark among older teenagers.
3. *MSN* (29) A place where you chat with people that you (most of the time) already know.
4. *Arto* (20 students) A chat room directed to the younger children.

The fifth most popular way to chat both for the Swedes and the Danes are through *mIRC*. Which is a mixture between chat (IRC) and role/adventure games (MUD) (Hernwall, 2001).

We found that there are some differences in how often the Swedish and the Danish teenagers chat. 41,2 % (38 boys and 18 girls) of the Swedish teenagers, but only 10,2 % (11 boys and 7 girls) of the Danish teenagers says that they chat once a day. Only 4,4 % (4 boys and 2 girls) of the Swedish teenagers and 9,0 % (5 boys and 11 girls) of the Danish say that they never chat.

Students chat habits

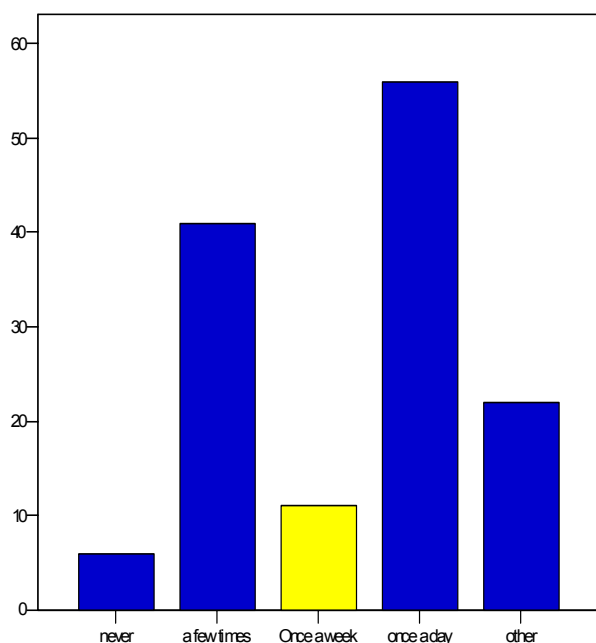


Figure 6.5: Swedish students chat habits

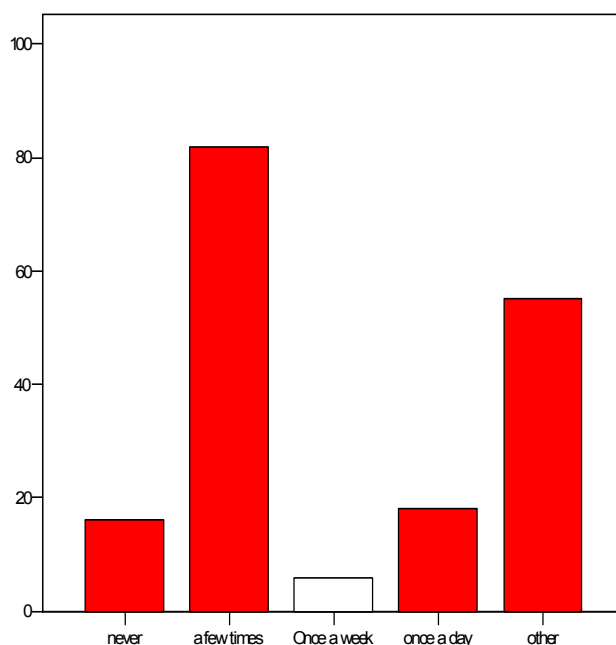


Figure 6.6: Danish students chat habits

When analysing the chat rooms we found that there are many similarities but also differences in the chat rooms. Both *lunarstorm* and *ofir* have safety rules where they explain to the young users how they should behave online. These rules are mainly there to protect them and make them aware of suspicious persons. On the *ofir* site a paragraph explains the term *paedophilia* so that the children will be aware of the risks that some people can and will take advantage of them.

When entering a chat room for the first time one has to fill in a questionnaire with ones personal details. In addition chat room rules have to be read and signed. One also has to register a nickname so that one can chat. The *ofir* webpage offered both chat rooms for children and chat rooms for adults. On the adult room, *Sex and Score*, you have to pay 400

Danish kroner for a year's subscription to get a chat nickname. The chat rooms for children are free. However, it requires that the user register with name, address and phone number. On *Lunarstorm* one can choose to chat in different rooms, suitable for one's age group. However, a registration is necessary in order to access any chat room. At *funplanet* and *jubii* one doesn't have to register any personal details to participate (<http://www.funplanet.se>, <http://www.jubii.dk>, <http://www.lunarstorm.se>, <http://www.ofir.dk>).

In our study a lot of people said that they used to chat but don't do it any more. Being a teenager is a period in life where you are curious and want to try new things. But after some time teenagers lose interest and as they develop their own identity they think that it is more important with real friends.

But they still want to belong to a group and the values within the group are very important. In resemblance with Sherif's study we found that the teenagers seem to be much depended on which values and norms that are validated in their group. We saw a tendency especially among the older Danish girls that it is important for them to point out that they don't chat.

I tried chatting a long time ago, but I don't do it any more (girl 15).

I have tried it one time (girl 15).

I chat every six months (girl 15).

Teenagers are very sensitive towards what other people think of them. That might be why many of them write that they almost never chat because they want to keep the image that they are popular and have many real friends and not just a *geek* with chat friends.

6.5 Bad experiences on the Internet

We can conclude that almost every participant in our study has come across pornography in some way or the other while he or she has been on the net.

When I was visiting an ordinary page a lot of German porn popped up (Swedish boy age 15).

On the snyggast website, some people put up some pornographic photos of themselves (Swedish girl age).

There are some old men on funplanet that only talks about sex, but I leave the chat room when that happens (Swedish girl age 15).

We had biology and had to find something about animals mating behaviour and then a site with animal pornography came up (Danish boy age14).

I was looking for a site about Ghandi, and when I chose a site, it was child pornography (Danish boy age 16).

I was looking for a site about puppy school for my dog, when suddenly a site with animal porno appeared (Danish girl age14).

39,6 % of the Swedish students (25 boys and 28 girls) and 17,3 % of the Danish students (8 boys and 23 girls) said that they had an unpleasant experience on the Internet. When we compare our study with the study made by SAFT we can conclude that it is not very common for teenagers to tell their parents about the unpleasant things that they experience on the Internet. In our study only 4 Swedish boys and 11 Swedish girls and 3 Danish boys and 10 Danish girls chose to share their bad experience with an adult.

It might be that some students who say that they have had an unpleasant experience on the Internet want to repress the event. Since they distinctively writes “NO!” in question 14 where we ask them to tell us about the incident.

The teenagers express various types of unpleasant experiences.

A man cut up his stomach because he thought that this world was not for him to live in (Danish boy age 15).

I saw some pictures of animals that were abused, but I just went away quickly so it was all right (Danish girl age 13).

There is a lot of disgusting things. Pictures of accidents and dead people (Swedish boy age 15).

I saw upsetting and horrible pictures of animals being tortured (Swedish girl age 15).

With the diffusion of Internet and chat a new type of bullying has arrived. Now teenagers use the media to spread rumours and lies about each other. We found a major increase of this type of bullying in our study. There is also a tendency that the teenagers get threatened while they are chatting.

There was a rumour that I smoke which I don't (Danish boy age 13).

I was chatting with someone, and I said I was going to a party. Then he said that he knew the place and would come by there. He kept going for a long time and I became very afraid before he finally said it was a joke (Danish girl age 15).

I and another guy provoked each other (Danish boy age 14).

One guy threatened to rape me. He said that he knew where I lived. I reported it to the police. But then the guy said that he was joking (Swedish girl age 14).

An old man wanted to take me to England. He threatened to kill me if I wouldn't come with him. But I never gave him my address (Swedish boy age 13).

We see a tendency that when the teenagers have had a bad experience they don't want to chat again. They know where their limits are and if they come across something they don't like they log off.

People have called me a lot of bad words like cunt, bitch, and whore. Therefore I never chat (Swedish girl age 14).

Some dirty stuff. One guy asked me if I wanted to see his genitals and watch him as he jerked off in the web camera. I closed down at once. After that I hardly ever chat (Swedish girl age 14).

Some old friends called me some bad words, like whore. I hadn't done anything to hurt them. I got really upset but I never wrote back to them. That's why I never sit in front of a computer (Swedish girl age 14).

He said some bad words, I logged of and blocked him from my chat (Swedish girl age13).

However, there are also positive aspects with chatting. Teenagers who are bullied in school can establish a new life on Internet. They can find new friends with similar interests as themselves, which give them a feeling of social belonging.

6.6 Safety on the Internet

Today teenagers can get access to millions of sites from Internet, including information that might be upsetting to them. The teenagers' motivation for seeking information is simply curiosity. That's why teachers and parents together have to make consensus about what kind of limits there has to be in regards of the teenagers' safety. For instance there are many preventive methods that could be taken, such as installing filters and telling the teenagers about the dangers on the Internet.

However, as discussed before, installing filters has its pros and cons. Since it is not completely reliable it should not be used as the only safety requirement but as a complement. In our survey 23,0 % (15 boys and 13 girls answered the question) of the Swedish students say that they have filters on their computer and in Denmark the number is 20,9 % (15 boys and 19 girls answered the question).

One Swedish boy, age 13, wrote that he himself installed the filter after he encountered a paedophile in a chat room. A Danish girl, age 14, had a similar experience and she wrote that her family installed the filter because she had been exposed to a lot of pornography.

Only 33,1 % Swedish students (26 boys and 17 girls) and 23,8 % of the Danish students (24 boys and 17 girls) surf with their parents. If the parents would surf together with their teenager they could explain the dangers that occur on the Internet. The parents should explain why it is not a good idea to give out personal details to unfamiliar persons. Our study shows clearly, that the teenagers do not like to talk to their parents about these questions. Maybe that's why, when no adult answer their questions, they turn to each other for answers. Only 23,5 % of the Swedish students think that their teachers inform them about the dangers on Internet. In Denmark 41,4 % consider that their teachers has informed them. Children use many hours in the classroom, that's why it is also the teacher's responsibility to tell them about dangers on the Internet. With all of this in mind we think that a special youth culture is created where the teenagers learn from each other instead of parents and teachers.

However we are convinced that teenagers do not trust all they see on the Internet, which our survey also determines. All the Swedish students and 95,9 % of the Danish students say that they don't believe everything on the Internet is true. Nevertheless 26,6 % of the Swedes (22 boys and 11 girls) and 29,5 % of the Danes (23 boys and 23 girls) think that the Internet reflects reality. Which, we find, to be a healthy and realistic approach to the media.

7. A chat experience

Considering all the negative experiences that the teenagers wrote they have had in various chat rooms, we decided to go online to see for ourselves what they write to each other.

We logged on to *funplanet's love room* as Amanda age 17. We got immediate response from at least ten guys. The names the others used were for instance *Mr Big*, *snyggkille*, *Peterseekyounggirl*, *wow_boy* and *Robin*. Most of them started with complementing us by saying that *Amanda is a beautiful name*. Then after we had established some sort of contact a lot of questions about age and where we lived and so on followed.

After chatting for a while some wanted to have our MSN address so that *we could chat more in private* as they said. A lot of offensive sexual questions like *Do you wear a tong*, *Do you want to have a one nightstand with me?* *Can I watch you wee?* *Do you have a web camera*, *do you want to see me naked?* were asked. We understand that questions of that sort can be very offensive for a young girl. It is not strange that teenagers who experience something similar never want to chat again. Below is an example of how one of our chats developed.

<wow_boy> Hello Babe! I like your name!
<wow_boy>How are you?
<Amanda> Thanks. Fine and you?
<wow_boy> fine, How old are you?
<Amanda> 17 and you?
<wow_boy> 19
<wow_boy>Where are you from?
<Amanda> Lund and you?
<wow_boy>Gävle
<wow_boy> what do you study?
<Amanda> Social science and you?
<wow_boy> Natural science
<Amanda> ugh! A lot of maths right?
<wow_boy> yep.
<Amanda> what's going on in Gävle?
<wow_boy> not much..
<Amanda> That's no good. Lund is a very fun place.
<Amanda> Are you graduating this spring? What will you do then?
<wow_boy> study

<Amanda> what?
<wow_boy>I'm going to be a pilot
<Amanda> wow, good luck, isn't it very hard to become a pilot?
<wow_boy> too easy...
<wow_boy> what are you going to do
<Amanda> im gonna be a nurse?
<wow_boy> cool. But shouldn't you be studying nursing?
<Amanda> yeah yeah I know. But I just decided what I want to do.
<wow_boy>Do you have a boyfriend?
<Amanda>not right now, there are so many to choose between.
<wow_boy> really.... not that many singles here.
<Amanda> that's to bad.
<wow_boy> A lot of singles in Lund?
<Amanda> a few
<wow-boy> I had a girlfriend last week but we broke up
<anmanda> that's too bad. But maybe you can work it out?

<wow_boy> yeah .. don't you worry
<wow_boy> do you have player?
<Amanda> what?
<wow_boy> Playhead
<Amanda> ..no..
<wow_boy> that's a pity.
<wow_boy> How do you feel about one-night stands?
<wow_boy> one
<Amanda> two
<wow_boy> hehe
<wow_boy> that's funny
<Amanda> anyway why do you ask?
<wow_boy> just asking
<wow_boy> I had one last week at the disco.
<wow_boy> It was the first time...oohh
<wow_boy> Hey mama, do you got MSN?
<Amanda> no
<wow_boy> too bad
<wow_boy> Ok babe, take care C U
<Amanda> you too, bye

8. Conclusion

Due to the diffusion of the Internet the phenomenon *moral panic* has appeared among grownups. Mainly because they are concerned about the bad experiences the young might encounter there. However, the Internet provides teenagers with dangers (e.g. teenagers can become victims for paedophiles and they can become bullied etc) as well as possibilities (e.g. meeting like-minded friends in chat rooms, e-mail friends, get access to unlimited information etc.).

During our research we did not find any major differences between the Swedish and Danish teenagers' Internet habits. After all Sweden and Denmark are countries with very similar cultures. Another reason to why we did not find many differences is the fact that we chose to conduct our study at two very similar schools.

However we did observe that the Swedish teenagers chat more than the Danish teenagers. The Swedes chat on a daily basis whereas the Danes chat a few times a week. Our analysis shows that it is more common for the Swedish students to use their real name when they are chatting. The Danish students seem to be more precautionous and they don't use their real name as often online.

Everyday the Swedish teenagers spend in average 27 minutes more on Internet than the Danish. Both the Swedish and the Danish students are confident that their parents are aware of how much time they spend on Internet.

More than half of both the Swedish and the Danish students have access to their own computers. Here we find that there are no major differences between the genders in Sweden, but in Denmark it is more common for boys to have their own computer. The favourite media among both Swedish and Danish teenagers is TV.

All the involved students had Internet access at their school and almost everyone had Internet access at home. A healthy tendency among the teenagers is that they spend most of their leisure time with friends or doing sport or other hobbies.

We find that the way the teenagers use the Internet is gender related. The girls use it more as an information and communication provider while the boys use it as a tool for entertainment and interacting socially. We observe that it is more common for the boys to use Internet when they are with friends. It is also more common for the boys to buy merchandise over Internet.

Many of the teenagers say that they have experienced something unpleasant when being online. In Sweden it was equally common between the genders while in Denmark it was more common among the girls. In addition it is more common for the girls in both countries to tell an adult about their uncomfortable experiences. Not many of the Swedish or the Danish students have filters on their computers and not many surf with their parents.

9. Final thoughts and suggestions for further studies

We think that it would be a good idea to educate the teachers and parents more about the Internet so that they are on the same level as the teenagers. That way adults will be a resource that the teenagers can turn to and ask for advice. In many ways it is the teachers and parents responsibility to inform the teenagers about how to surf safely.

It would have been interesting to conduct a survey where we also include parents and teachers, in order to get their points of views regarding the children's Internet habits. An interesting aspect to analyse is if the adults have the same opinions about Internet as the teenagers and if they are aware of what the teenagers use Internet for.

Word count: 60, 213

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SAFT Safe Use Guide

1. Discover the Internet together

Be the one to introduce your child to the Internet. For both parent and child it is an advantage to discover the Internet together. Try to find web sites that are exciting and fun. Hopefully you will together achieve a positive and conscious attitude to Internet exploration, which again could make it easier to share both positive and negative experiences in the future.

2. Agree with your child on a framework for Internet use in your home

Try to reach an agreement with your child on the guidelines which apply to Internet use in your household. Here are some tips to get started:

- How to treat your personal information (name, address, telephone, e-mail)
- How to behave towards others on the net (chat, e-mailing, messaging)
- What type of sites and activities are OK or not OK in our family

3. Encourage your child to be careful when disclosing personal information

It is important that adults are aware that many web pages made for children require giving out personal information to access content. Being conscious of when and where it is all right to reveal personal information is vital. A simple rule could be that the child should not give out name, phone number or picture without your approval.

4. Talk about the risks associated with meeting an e-pal face to face

Adults should understand that the Internet could be a positive meeting place for children, where they can get to know other children and make new friends. However, to avoid unpleasant experiences, it is important that children do not meet strangers they have met on the net without being accompanied by an adult, friends or others they trust. In any case, the child should always have their parents' approval first.

5. Teach your child about source criticism on the net

Most children use the Internet to improve and develop knowledge in relation to schoolwork and personal interests. Net users should be aware that not all information found online is correct. Educate children on how to verify information they find by comparing to alternative sources on the same topic.

6. Don't be too critical towards your child's exploration of the Internet

Children may come across adult material by accident on the Web. If a child intentionally searches for such web sites, remember that it is natural for children to be curious about off-limits material. Try to use this as an opening to discuss the content with them, and perhaps make rules for this kind of activity. Be realistic in your assessment of how your child uses the Internet.

7. Report online material you may consider illegal to the appropriate authorities

It is vital that we all take responsibility for the Web and report matters, which we believe could be illegal. By doing this we can help to prevent illegal activities online, such as child-pornography or attempts to lure children via chat, mail or messaging.

8. Encourage good Netiquette

Netiquette is the informal code of conduct for the Internet. As in everyday life, there are informal ethical rules for how to behave when relating to other people on the Internet. These include being polite, using correct language and not yell at (write in capital letters) or harass others. Also, children as well as grown up's should not read other's e-mail or copy protected material.

9. Know your child's net use

To be able to guide your child with regard to Internet use, it is important to understand how children use the Internet and know what they like to do on-line. Let your child show you which websites they like visiting and what they do there. Acquiring technical knowledge could also make it easier to make the right decisions regarding your child's Internet use.

10. Remember that the positive aspects of the Internet outweigh the negatives

The Internet is an excellent educational and recreational resource for children. Encourage your child to be conscious and explore the Internet to its full potential.

Hejsan!

Vi är två mediestudenter från Lunds universitet som gör en undersökning om hur ungdomars (årskurs 7-9) Internet vanor ser ut.

Vi utför vår enkätundersökning på en svensk och en dansk högstadieskola (Bergaskolan i Limhamn och Fredrikssunds Private Realskole). Anledningen till att vi har en dansk och en svensk skola är att vi vill se om det finns några skillnader mellan danska och svenska ungdomars sätt att använda sig av Internet.

Tina har själv varit elev på Bergaskolan och Sanne på Fredrikssunds Private Realskole. Därför tycker vi att det är extra intressant att se hur långt utvecklingen har kommit sedan vi själva var elever på dessa skolor.

Vi beräknar att det kommer att ta ungefär 10-15 minuter att genomföra enkäten. Vi vill helst att eleverna fyller i enkäten i slutet av en lektion så att de verkligen gör det och inte tar hem enkäten och glömmer bort den. Enkäten kommer att bli utdelad till ca 200 elever på var skola (vi har räknat att det går ca 30 elever i varje klass) och att det då blir två klasser i varje årskurs som fyller i enkäten. Vi hoppas att enkäterna fylls i det närmsta så att vi kan sätta igång med vårt spännande projekt så fort som möjligt.

Eftersom vi vill att eleverna ska svara så ärligt som möjligt vill vi poängtera att enkäterna är 100 % anonyma och det är endast vi själva som kommer att ha direkt kontakt med materialet. Enkäterna kommer att utgöra grunden för vår B-uppsats på Medie- och kommunikationsvetenskap programmet på Lunds universitet. Om ni har några frågor och/eller vill ta del av den slutgiltiga uppsatsen så kontakta oss.

Med vänliga hälsningar

Tina Nilsson & Sanne Madsen

Tina: 0734-399624

Mail: tina_nilzon@yahoo.se

Sanne: 0045-23823555

Mail: sanne2977@hotmail.com

Til rette vedkommende!

Vi er to mediestuderende fra Lunds universitet som har fået den opgave at lave en undersøgelse af, hvordan unges (7-9. klasserne) internetvaner ser ud i dag.

Vi gennemfører undersøgelsen på en svensk og en dansk folkeskole (Bergaskolan i Limhamn og Frederikssunds private realskole). Årsagen til at vi anvender en dansk og en svensk skole er, at vi vil se, om der findes nogle forskelle på danske og svenske unges måde at benytte Internettet.

Tina har selv været elev på Bergaskolan og Sanne på Frederikssunds private realskole. Derfor synes vi, at det er ekstra interessant at se, hvor langt udviklingen er kommet, siden vi selv var elever på disse skoler.

Vi regner med, at det vil tage ca. 10-15 minutter at besvare spørgsmålene. Vi vil gerne, at eleverne udfylder skemaet ved afslutningen af en time, så at de faktisk gør det og ikke tager det med hjem og måske glemmer det. Vi forventer, at det vil tage noget tid inden alle klasserne har haft mulighed for at udfylde det, og håber derfor at vi kan hente skemaerne efter ca. en uges tid.

Da vi ønsker, at eleverne skal svare så ærligt som muligt, understreger vi, at svarene er 100 % anonyme, og at det kun er os selv, som vil få adgang til besvarelsenerne. Svarene kommer til at udgøre grundlaget for vor B-opgave på Medie- og Kommunikationsvidenskab på Lunds universitet. Hvis I har nogen spørgsmål eller kommentarer til spørgsmålene til eleverne så kontakt os.

Med venlig hilsen

Tina Nilsson & Sanne Madsen

Tina: 0734-399624

Mail: tina_nilzon@yahoo.se

Sanne: 23823555

Mail: sanne2977@hotmail.com

Internet vanor

Enkäten är 100 % anonym så du kan skriva precis vad du själv tycker det är endast vi som kommer att läsa dina svar. Fyll i formuläret så ärligt som möjligt. Vi är väldigt tacksamma för din medverkan.

1) Hur gammal är du? _____

2) Vilken klass går du i? 7:e ☐ 8:e ☐ 9:e ☐

3) Är du tjej ☐ eller kille ☐

4) Har du tillgång till Internet hemma? JA ☐ NEJ ☐

5) Har du en egen dator? JA ☐ NEJ ☐

6) Har du tillgång till Internet i skolan? JA ☐ NEJ ☐

7) Vad använder du Internet till i förstahand? (fyll i ett alternativ)

Chatta ☐

Söka information ☐

Spela spel ☐

Skolarbete ☐

Annat _____

8) Har du varit inne på något chattrum? JA ☐ NEJ ☐

9) Om ja, vilket? _____

10) Hur ofta chattar du? (Välj ett alternativ)

Jag har aldrig chattat ☐

Någon gång då och då ☐

Ca en 1gång per vecka ☐

En gång om dagen ☐

Annat _____

11) Ger du ut ditt riktiga namn när du chattar? JA ☐ NEJ ☐

12) Har du stött på något på Internet som du tyckt varit obehagligt? JA ☐ NEJ ☐

13) Om du svarade ja, berättade du om det för dina föräldrar eller en annan vuxen? JA ☐ NEJ ☐

14) Berätta om händelsen _____

15) Har ni något filter på er dator hemma som gör att visa sidor är spärrade för dig? JA ☐ NEJ ☐

16) Vem tillbringar mest tid på Internet i din familj? (välj ett alternativ)

Mamma ☐

Pappa ☐

Syskon ☐

Du själv ☐

17) Hur lång tid spenderar du framför datorn varje dag: _____ timmar _____ minuter

18) Hur lång tid spenderar du på Internet varje dag: _____ timmar _____ minuter

19) Vet dina föräldrar hur lång tid du spenderar vid Internet? JA ☐ NEJ ☐

20) Vilket medium använder du mest (fyll i ett alternativ)

Internet ☐

Tv ☐

Radio ☐

Tidning ☐

Dataspel ☐

Annat _____

21) Tror du att allt som står på Internet är sant? JA ☐ NEJ ☐

22) Tycker du att Internet avspeglar verkligheten? JA ☐ NEJ ☐

23) Vilket av följande alternativ tillbringar du mest fritid med? (fyll i ett av alternativen)

Kompisar ☐

Spela tv-spel ☐

Surfa på Internet ☐

Sport- eller annan hobby ☐

Läxor ☐

Annat _____

24) När du är med dina kompisar brukar ni surfa på nätet tillsammans? JA ☐ NEJ ☐

25) Surfar du någonsin tillsammans med dina föräldrar?

JA ☐ NEJ ☐

26) Har du köpt något på Internet? JA ☐ NEJ ☐

27) Om ja, vad _____

28) Informerar lärarna er om vilka faror det finns med Internet? JA ☐ NEJ ☐

29) Hur länge tror du att Internet har funnits? Ange årtal _____

Tack för din medverkan!

Vänliga hälsningar Sanne Madsen och Tina Nilsson.

Internet vaner

Spørgeskemaet er 100 % anonymt, så du kan skrive præcis, hvad du selv syntes. Det er kun os der læser dine svar. Udfyld formularen så ærligt som muligt. Vi vil være meget taknemmelige for din medvirken.

3) Hvor gammel er du? _____

4) Hvilken klasse går du i? 7. ☐ 8. ☐ 9. ☐

3) Er du pige? ☐ eller dreng? ☐

4) Har du adgang til Internet hjemme? JA ☐ NEJ ☐

5) Har du din egen computer? JA ☐ NEJ ☐

6) Har du adgang til Internet på skolen? JA ☐ NEJ ☐

7) Hvad bruger du mest Internettet til? (Sæt et kryds)

Chat ☐

Søge information ☐

Spille spil ☐

Skolearbejde ☐

Andet _____

8) Har du været inde i et chatrum? JA ☐ NEJ ☐

30) Hvis ja, hvilket? _____

31) Hvor ofte chatter du? (Sæt et kryds)

Jag har aldrig chattet ☐

Nogle gange, nu og da ☐

Ca. en gang om ugen ☐

En gang om dagen ☐

Andet _____

32) Skriver du dit eget navn, når du chatter? JA ☐ NEJ ☐

33) Er du stødt på noget på Internettet, som du syntes var ubehageligt? JA ☐ NEJ ☐

34) Hvis du svarede ja, fortalte du det til dine forældre eller til en anden voksen? JA ☐ NEJ ☐

35) Fortæl om hændelsen _____

36) Har I filter på jeres computer derhjemme, som gør at nogle sider er spærrede? JA ☐ NEJ ☐

37) Hvem tilbringer mest tid på Internettet i din familie? (sæt et kryds)

Mor ☐

Far ☐

Søskende ☐

Dig selv ☐

38) Hvor lang tid bruger du ved computeren hver dag: _____ timer _____ minutter

39) Hvor lang tid bruger du på Internettet hver dag: _____ timer _____ minutter

40) Ved dine forældre hvor lang tid du bruger på Internettet? JA ☐ NEJ ☐

41) Hvilket medium anvender du mest? (sæt et kryds)

Internet ☐

Tv ☐

Radio ☐

Avis ☐

Computerspil ☐

Andet _____

42) Tror du, at alt som står på Internettet, er sandt? JA ☐ NEJ ☐

43) Synes du, at Internettet afspejler virkeligheden? JA ☐ NEJ ☐

44) Hvilket af følgende aktiviteter bruger du mest tid på? (sæt et kryds)

Venner ☐

Spille tv-spil ☐

Surfe på Internet ☐

Sport- eller anden hobby ☐

Lektier ☐

Andet _____

45) Når du er sammen med dine venner, surfer I så på nettet sammen? JA ☐ NEJ ☐

Enclosure 5(4:4)

46) Surfer du nogensinde sammen med dine forældre?

JA ☐

NEJ ☐

47) Har du købt noget på Internettet? JA ☐ NEJ ☐

48) Hvis ja, hvad? _____

49) Informerer lærerne jer om, hvilke farer der findes på Internettet? JA ☐ NEJ ☐

50) Hvor længe tror du, at Internettet har eksisteret?

Angiv årstal _____

Tak for din medvirken!

Venlig hilsen Sanne Madsen og Tina Nilsson.

Swedish Answers

Q=Question.

No 1) Girl 15 grade 9 – Q 9- MSN, Question 14 ” A guy wanted to have cybersex with me”

No 2) Boy 15 grade 9 – Q 9- MSN, Q 14 “ There is a lot of disgusting things. Pictures of accidents and dead people”.

No 3) Girl 15 grade 9 Q 9- MSN - Q 14 “ A lot of dirty old men”

No 4) Boy 15 grade 9, Q9 everyday.com, Q14 “No”, Q 27- Videogame

No 5) Girl 15 grade 9,- Q9 Aftonbladet, Lunarstorm, MSN, Q 14 “ I saw some horrible pictures of animals being tortured “.

No 6) Girl 16 grade 9, – Q9 MSN, Skunk, Q 14 “ A guy who was 21 wanted to date me when I was 12...creepy”

Q 27- sweatshirt, books

No 7) Boy 15 grade 9, Q9- Helgon.net, Q14 “Bonsai Kittens”Q 27- records

No 8) Boy 15 grade 9, Q9 -MSN, Q 27- T-shirt

No 9) Boy 15 grade 9, Q9- MSN Q 14- “ It happens every now and then, a lot off pup –up ads with strange things”

No 10) Boy 15 grade 9, Q9- MSN, Lunarstorm Q 27, Train ticket

No 11) Boy 16 grade 9, Q9 MSN, Q 27- Videogame

No 12) Boy 16 grade 9, Q27 Clothes

No 13) Boy 15 grade 9, Q9 Lunarstorm, MSN Q 27 Videogame

No 14) Boy 15 grade 9, Q9MSN

No 15) Boy 15 grade 9, Q 9 MSN

No 16) Girl 15 grade 9, Q9- Paranormal, MSN, The Darkness fan forum , Q -27 CD

No 17) Boy 15 grade 9, Q9- MSN, Lunarstorm Q14- “ When I was visiting a ordinary page a lot of German porn popped up”. Q 27- CD, videogames

No 18) Girl 15 grade 9, Q9- helgon.net, lunarstorm, MSN, Q27- CD

No 19) Girl 16 grade 9, Q9 MSN, Q14- ” On the *snyggastwebsite*, some people puts up some pornographic photos of themselves”.

No 20) Girl 15 grade 9, Q9- snyggast.just.nu, funplanet, MSN, Q14, -“ Paedophilia, and disgusting porno adverts” Q27- Videogames, CD

No 21) Boy 15 grade 9, Q9- MSN, ICQ

No 22) Girl 15 grade 9, Q14 “Porno sites”

No 23) Girl 15 grade 9, Q14- “ Older men that are really perverse” Q 27- CD

No 24) Boy 15 grade 9, Q9- MSN, Q 27- radio products

No 25) Boy 15 grade 9

No 26) Boy 15 grade 9, Q9- dobeda, Q27 MP3-player, bike

No 27) Boy 15 grade 9, Q9 MSN, 6.1 Q27- DVD

No 28) Boy 15 grade 9, Q9 MSN, Q27- videogame, travel tickets

No 29) Boy 16 grade 9, Q9 MSN,

No 30) Boy 13 grade 7, Q9- blip.se, lunarstorm.se Q17” I’m almost never on Internet”

No 31) Boy 13 grade 7, Q9 MSN

No 32) Boy 14 grade 7

No 33) Boy 13 grade 7, Q9 funplanet.se, lunarstorm Q14- “ They called my some dirty words” Q27- videogames, movies

No 34) Boy 13 grade 7

No 35) Boy 14 grade 7

No 36) Boy 13 grade 7, Q9 MSN, Q27- CD, movies

- No 37) Boy 13 grade 7, Q9 Funplanet Q27 clothes
- No 38) Boy 13 grade 7. Q9 the clas chatroom Q14-“ He was 34 and I was 12. Another time somebody tried to sell pornography to me” Q15 “ I installed the filter myself”. Q27-videogame.
- No 39) Boy 13 grade 7
- No 40) Girl 14 grade 8
- No 41) Girl 15 grade 8, Q9 MSN
- No 42) Boy 15 grade 8, Q9 MSN, Q27 Mobil,
- No 43) Boy 14 grade 8
- No 44) Girl 14 grade 8, Q9 Aftonafonbladet, funplanet. Q10- ”I never chat”. Q15- “ People have called me a lot of bad words like cunt, bitch whore”
- No 45) Girl 15 grade 8, Q9 funplanet, Q27-Danceclothes, airline ticket
- No 46) Girl 14 grade 8, Q9 MSN, funplanet, Q27 airline ticket
- No 47) Boy 14 grade 8, Q9 IRC, Q27 CD, software program
- No 48) Boy 15 grade 8, Q14 “No”Q27 books, CD
- No 49) boy 14 grade 8, Q9 MSN, Q14 “ Just some extra sick stuff”
- No 50) Boy 14 grade 8, Q9 MSN
- No 51) Girl 14 grade 8, MSN, Q14 “ Dirty words”
- No 52) Boy 14 grade 8, Q9 MSN messenger+ chat, Q27 Sweatshirt
- No 53) Boy grade 8, Q9 MSN, Q27 sweatshirt, moped stuff tuner
- No 54) Girl 14 grade 8, Q9 funplanet
- No 55) Girl 14 grade 8, Q9 funplanet
- No 56) Boy 14 grade 8, Q9 singlar, Q27 Movietickets
- No 57) Girl 13 grade 7, Q9 funplanet, lunarstorm,pednet, Q10 “I have only chat twice”, Q14 “Sometimes people want to know what I’m wearing or if I want to have sex, but then I tell them no and tell my mum about it. But my mum is very happy to hear that I don’t talk filthy on the net”
- No 58) Girl 13 grade 7, Q9 funplanet, Q10, “I don’t chat anymore”, Q14 “ One time a person asked what I was wearing and if I wanted to meet with him. He was really a pervert”.
- No 59) Boy 13 grade 7, Q9 MSN, Q27 Computer
- No 60) Boy 13 grade 7, Q9 MSN
- No 61) Girl 13 grade 7, Q9 Lunarstorm,
- No 62) Girl 13 grade 7, Q9 lunarstorm, MSN, Q14 “ He said some bad words, I logged out and blocked him from my chat”, Q27 CD, sweatshirt
- No 63) Boy 13 grade 7, Q9 funplanet, Q10 “Two times in my entire life”, Q15 “ People write a lot of filth”.
- No 64) Boy 13 grade 7, Q9 MSN Messenger Q14 “Once there was this strange guy who said “your mother” and other stuff”
- No 65) Boy 13 grade 7, Q9 MSN
- No 66) Girl 14 grade 7, Q9 Lunarstorm, MSN Q14 “ One guy wrote to me and told me that I was beautiful, but I did not have photo of myself. Then he started to send me some photos of him and asked if we could meet”
- No 67) Boy 13 grade 7, Q9 MSN
- No 68) Boy 13 grade 7, Q9 MSN
- No 69) Girl 13 grade 7, Q9 MSN
- No 70) Girl 13 grade 7, Q9 MSN, Lunarstorm, ZTV, Q14 “ He said some nasty things so I logged out at once”
- No 71) Girl 13 grade 7, Q9 MSN, Q14 “ A guy asked if I wanted to have sex” Q27 CD

- No 72) Boy 14 grade 7, Q9 MSN, mirc, Q27 headset
- No 73) Boy 15 grade 8, Q27 mobilphone, Moped stuff tuner
- No 74) Boy 15 grade 8, Q9 MSN, funchat, lunarstorm, Q27 Inlines
- No 75) Boy 15 grade 8, Q9 MSN, funchat, Q27 games
- No 76) Boy 14 grade 8, Q9 MSN, lunarstorm, Q27 Gucci cap
- No 77) Girl 14 grade 8, Q9 Lunarstorm
- No 78) Girl 14 grade 8, Q9 Pednet, Q10 "I'm use Internet but I never chat" Q14 "One guy said that I seemed like a fun person and wanted to meet me. But I told him no"
- No 79) Boy 14 grade 8
- No 80) Boy 14 grade 8
- No 81) Boy 15 grade 8, Q9 MSN, Lunar Q27 games, weapon
- No 82) Boy 14 grade 8, Q9 Aftonbladet, Q27 CD, DVD
- No 83) Girl 13 grade 8,
- No 84) Boy 14 grade 8,
- No 85) Boy 14 grade 8, Q27 CD, weapon, drugs
- No 86) Boy 15 grade 8, Q9 MSN messenger
- No 87) Boy 14 grade 8, Q10 "I chat several times a day" Q27 Squash movies
- No 88) Girl 15 grade 8, Q9 Lunarström, funplanet, MSN Q14 "There are some old men on funplanet that only talks about sex, but I leave the chat room when that happens. Q27 flytickets, movietickets
- No 89) Girl 14 grade 8, Q14 "One guy threaten to rape me. He said that I knew where I lived. I reported it to the police. But then the guy said that he was joking"
- No 90) Boy 14 grade 8, Q27 games
- No 91) Boy 15 grade 8, Q9 MSN, Q27 CD
- No 92) Girl 15 grade 8, Q9 MSN, Q10 "I'm logged on 24/7 even though I'm not at home"
- No 93) Girl 14 grade 8, Q9 Aftonbladet
- No 94) Boy 15 grade 8,
- No 95) Boy 14 grade 8, Q9 Lunarstorm, MSN Messenger Q27 CD, books
- No 96) Girls 14 grade 8, Q9 funplanet Q14 "Guys that ad you to their chat list and are totally disgusting"
- No 97) Girl 15 grade 8, Q9 Aftonbladet, funplanet. Q10 "I have chatted four times"
- No 98) Girl 14 grade 8,
- No 99) Girl 14 grade 8, Q9 funplanet, Aftonbladet
- No 100) Boy 13 grade 7, Q9 MSN, Q14 "A old man wanted to take me to England. He threaten to kill me if I wouldn't come with him. But I never give him my address".
- No 101) Girl 13 grade 7, Q9 MSN
- No 102) Girl 14 grade 7, Q9 MSN
- No 103) Girl 14 grade 7, Q9 "Many different can't remember their names"
- No 104) Girl 14 grade 7, Q9 "Some different", Q14 "One guy started writing me and wanted us to meet, but I refused and left the chatroom" Q27 With my mothers help I bought some clothes.
- No 105) Boy 14 grade 7, Q9 MSN messenger
- No 106) Boy 14 grade 7, Q9 MSN
- No 107) Girl 14 grade 7, Q27 A computergame with the Fellowship of the ring
- No 108) Boy 13 grade 7, Q27 DVD movies
- No 109) Boy 14 grade 7, Q9 Everyone, Q14 "A girl wanted me to visit her, but it wasn't uncomfortable" Q27 Condition Zero

- No 110) Girl 14 grade 7, Q9 MSN, Lunarstorm, Q14 “ This is not that uncomfortable but I don’t like it when pornographic ads pops up with photos of young girls in my own age”
- No 111) Girl 13 grade 7, Q9 Chat.spray.se, Q27 Clothes
- No 112) Girl 14 grade 7, Q9 Lunarstorm, Q14 “ Some old friends called me some bad words like whore. I hadn’t done anything to hurt them. I got really upset but I never wrote it”Q22 Yes, that is why I never sit in front of a computer. Q23 God, Q27 CD
- No 113) Girl 14 grade 7, Q9 Aftonbladet Q14 “Some dirty stuff. One guy asked me if I wanted to se his genitals and when he jerked off in the webbcamera. I closed down at once. After that I hardly ever chat”.
- No 114) Girl 14 grade 7, Q9 funplanet Q14 “No!”
- No 115) Boy 13 grade 7, Q9 Lunarstorm
- No 116) Boy 14 grade 7
- No 117) Boy 14 grade 7, MSN messenger Q14 “No!” Q27 Things to my mobilphone
- No 118) Boy 14 grade 7, Q9 MSN, Q14 “ I don’t want to” Q27 Games
- No 119) Girl 14 grade 7 Q9 MSN
- No 120) Boy 13 grade 7, Q9 MSN, Q27 DVD movies
- No 121) Girl 13 grade 7, Q9 MSN, Lunarstorm Q14 “ A man added me to his chat list and wanted to meet me. He was over 30 years old” Q27 A Christmas tree that was to small
- No 122) Girl 13 grade 7
- No 123) Boy 13 grade 7, Q9 MSN messenger
- No 124) Boy 13 grade 7, Q9 MSN, Lunarstorm
- No 125) Boy 13 grade 7, Q9 MSN, SuperPlay, Q27 Clothes, games
- No 126) Boy 13 grade 7, Q9 MSN
- No 127) Boy 13 grade 7, Q9 MSN
- No 128) Girl 15 grade 8
- No 129) Boy 15 grade 8, Q27 CD
- No 130) Boy 15 grade 8, Q9 Lunarstorm, Notrix, MSIV, MIAC
- No 131) Girl 15 grade 8, Q9 MSN
- No 132) Girl 15 grade 8, Q9 Sydsvenskan, Some bookclubs, Q27 Books
- No 133) Boy 14 grade 8, Q27 A cap
- No 134) Boy 14 grade 8, Q9 MSN.Q14 “ There is some people who says some nasty things and threat others but those people usually gets secluded from the room”
- No 135) Girl 14 grade 8, Q9 Lunarstorm, MSN, funplanet, Q27 Clothes from H&M
- No 136) Girl 14 grade 8, Q9 funplanet, Q14 “ It happens all the time”, Q27 Clothes

Danish Answers

- 1) Boy 14, 8th grade. Question 27 yes bought something to a moped.
- 2) Girl 14, 8th grade. Question 14" I had to do an assignment about fish for my class, and I made a search for fish on google and then a porno site pops up. Q 27 - mobile phone.
- 3) Girl 15, 8th grade.
- 4) Boy 13, 8th grade. Q.9- Jubii. Q27- Computer.
- 5) Girl 14, 8th grade. Q.9- Arto, MSN.
- 6) Girl 14, 7th grade. Q.9- Ofir, Arto.
- 7) Girl 15, 9th grade. Q9- Ofir I think. Q27- DVD with home cinema.
- 8) Girl 13, 7th grade. Q9- Ofir.
- 9) Girl 15, 9th grade. Q9- Lunastorm. Q9- øhhh, a lot of porno-adverts. Q22- it depends on which sites you visit.
- 10) Girl 15, 9th grade. Q9- ofir and hotmail. Q10- I have been chatting, but I will never chat again.
- 11) Boy 15, 8th grade. Q7- use internet to look for porn. Q9- jubii chat.
- 12) Boy 16, 9th grade. Q9- MSN. Q27- tunnel and things for the computer.
- 13) Girl 15, 9th grade. Q9- Ofir chat.
- 14) Girl 14, 8th grade. Q9-jubii.
- 15) Girl 15, 8th grade. Q10- I have tried to chat a long time ago, but now I never chat.
- 16) Girl 14, 8th grade. Q7. just look around on different sites. Q10- have been chatting a few times, but want do it anymore. Q23- my horse.(der er ikke så mange der skriver heste/sunde interesser)
- 17) Girl 15, 8th grade. Q9-ofir. Q10- once every half year. Q14- By incident, I saw a young girl get exposed on the internet.
- 18) Boy 14, 7th grade. Q9- hotmail.
- 19) Boy 16, 9th grade. Q7- getting pictures. Q14- I was looking for a site about Ghandi, and when a chose a site, it was child pornography.
- 20) Boy 14, 7th grade. Q9- ofir. Q10-chat: once a year.
- 21) Girl 14, 8th grade. Q27. Fck things.
- 22) Girl 14, 8th grade. Q9- messenger MSN.
- 23) Boy 15, 9th grade. Q9- www.swisschatt.ch and MSN
- 24) Girl 15, 8th grade.
- 25) Boy 15, 8th grade. Q9- ofir chat. Q27- computer and mp3-player.
- 26) Boy 14, 8th grade. Q9- arto.
- 27) Girl 13, 8th grade.
- 28) Boy 16, 9th grade. Q9- chat.dk. Q27- tun to a scooter from Germany.
- 29) Girl 14, 8th grade. Q9- ofir. Q10- chat- very seldom.
- 30) Girl 13, 7th grade. Q9- ofir and arto.
- 31) Boy 16, 9th grade. Q9- jubii chat, yahoo. Q10- ca. Three times totally.
- 32) Girl 14, 8th grade.
- 33) Girl 15, 9th grade. Q9- ofir.
- 34) Girl 15, 8th grade. Q9- ofir chat. Q14- you often meet perverse guys on the internet.
- 35) Boy 15, 9th grade. Q9- MSN (messenger). Q10- chat, once every 6th month. Q27- spare parts for a scooter.
- 36) Boy 16, 9th grade. Q9- all. Q27- clothes and basketball jersey.
- 37) Boy 13, 7th grade. Q9- a bad one on jubii.
- 38) Boy 16, 9th grade. Q9- ofir, to meet my girlfriend.
- 39) Boy 15, 9th grade. Q9- paltalk, MSN, mlrc mm. Q27- optics mouse, table tennis.

- 40) Girl 15, 8th grade. Q10- chat: have tried it one time.
- 41) Girl 15, 8th grade. Q7- dates.
- 42) Girl 14, 9th grade. Q9- jubii and one on ofir. Q10- once every half year.
- 43) Boy 14, 7th grade. Q9- ofir, MSN, arto. Q14- we had biology and had to find something about animals mating behaviour and then a site with animal pornography.
- 44) Girl 14, 8th grade. Q9- ofir. Q10- almost never. Q14- because of some pornography popped up, , I told my parents about it and now we have security filter, where you have wright a special kode to see the adverts.
- 45) Girl 13, 7th grade. Q9- MSN
- 46) Girl 13, 7th grade. Q9- ofir and jubii. Q14- I saw some pictures of animals who where abused, but I just went away quickly so it was allright.
- 47) Boy 15, 8th grade. Q9- Messenger, which gives you permission to meet friends. Q10- every other day.
- 48) Boy 14, 8th grade. Q9-the one on jubii.
- 49) Boy 14, 8th grade. Q9- ofir.
- 50) Boy 13, 7th grade. Q9- jubii. Q10-very seldom. Q14- there was a rumour that I smoke which I do not. Q27- anti-spywareprograms.
- 51) Boy 13, 7th grade.
- 52) Girl 15, 8th grade.
- 53) Girl 14, 8th grade.
- 54) Boy 14, 7th grade. Q9- jubii, ofir.
- 55) Girl 13, 7th grade. Q9- ofir. Q10- very seldom.
- 56) Boy 13, 7th grade. Q9- ofir. Q10- almost never. Q27- a program to pc.
- 57) Boy 13, 7th grade. Q7- looking for golf-equipment. Q9- n.dk. Q27- golf-equipment.
- 58) Girl 14, 8th grade. Q9- MSN, ofir and DR/skum.
- 59) Boy 13, 7th grade. Q9- ofir.
- 60) Boy 13, 7th grade. Q9- ofir. Q27- 2000 videokamera.
- 61) Boy 14, 8th grade. Q9- mirc.
- 62) Girl 14, 8th grade. Q7- talk on MSN. Q9- ofir. Q14- young guy send me a picture of an old man on MSN.
- 63) Girl 15, 9th grade. Q9- netstationens. Q10- it has been many years ago since I have chat. Q27- stand-up tickets for stand-up comedy.
- 64) Girl 15, 9th grade.
- 65) Boy 16, 9th grade. Q27- my computer.
- 66) Girl 14, 8th grade. Q9- ofir. Q10- almost never.
- 67) Girl 15, 8th grade. Q9- ofir.
- 68) Girl 16, 9th grade. Q9- I do not remember, it is many years ago. Q10- it is several years ago. Q27- a sweater, mp3player, tickets for different things.
- 69) Boy 16, 9th grade. Q9- ofir. Q27- speakers, tickets.
- 70) Girl 15, 9th grade. Q7- maile. Q9- cannot remember many years ago. Q10- 4 years ago I have been chatting. Q27- taletid.
- 71) Boy 15, 8th grade. Q9- warez. Q14- a man cut up his stomach because he thought that this world was not for him to stay in.
- 72) Boy 15, 8th grade. Q9- ofir, mIRC (various), DC+t. Q29- 1993, American military used the Internet in 80ties.
- 73) Boy 14, 8th grade. Q9- mirc.
- 74) Boy 15, 8th grade. Q9- netstationen. Q23- play pc-games on the Internet.

- 75) Girl 16, 9th grade. Q9- don't remember maybe ofir. Q10- I have done it twice-never chat. Q14- there is a lot perverse grownups that try to contacts small girls.
- 76) Girl 15, 9th grade. Q7 just surfing. Q9- ofir and jubii. Q10- I have never chat.
- 77) Boy 15, 9th grade. Q9- ofir 15 to 18 of age. Q27- games, cds clothes and much more.
- 78) Girl 13, 7th grade. Q7- arto.dk and B-Boys. Q9-Ofir.dk. q10-seldom chat. Q22-internet reflects reality-maybe.
- 79) Boy 14, 7th grade. Q10- when my friends do it.q23-equal time on friends and hobby. Q27- mobile phone.
- 80) Girl 14, 8th grade. q9- ofir. Q14- it was just a perverse boy, who thought he should have some fun. Q27-cdes.
- 81) Girl 15, 8th grade.q9-msn.
- 82) Boy 13, 7th grade.
- 83) Boy 15, 9th grade. Q9- many different.
- 84) Girl 15, 9th grade. Q9- get music. Q9- cant remember long time ago. Q10- never. Q28- for 3000 kr books, makeup clothes etc.
- 85) Boy 14, 8th grade. Q9- ofir, jubii, arto, yahoo.
- 86) Boy 13, 7th grade.q7- download music, hacke etc. q9- ofir. Q10- almost never. q17- q18- long time (no number).
- 87) Girl 13, 7th grade. Q9- arto msn etc.
- 88) Girl 14, 8th grade. Q9- don't remember, sorry. Q20- radio-music stereo.....årstal
- 89) Boy 17, 9th grade.q9 ofir. Q10- once a year. 9 hours at the internetQ27 mobil-
- 90) Girl 13, 7th grade. Q9 ofir and arto. Q20- radio
- 91) Girl 15, 9th grade. Q9- ofir. Q20-music.
- 92) Boy 14, 8th grade. Q9- msn, arto, jubii, sd. Q20- music.
- 93) Girl 15, 9th grade. Q9- ofir and jubii. Q10- once I did but not anymore.
- 94) Boy 14, 8th grade. Q9- many different. Q10- once every day.
- 95) Boy 14, 7th grade.
- 96) Girl 15, 8th grade. Q9- arto/msn. Q27. en mp3 (parents).
- 97) Girl 15, 8th grade. Q7- email. Q9- ofir. Q10- only 2 times along time ago.
- 98) Girl 14, 8th grade. Q9- msn.
- 99) Girl 14, 8th grade.q9- ofir and yahoo. Q14- I was looking for a site about puppet school for my dog, when suddenly a site with animal porno appeared. Q27- some clothes.
- 100) Girl 15, 8th grade. Q9-ofir. Q14- I was chatting with someone, I said I was going to a party and he said that he knew the place and would come by there. He kept going for a long time and I became very afraid before he finely said it was a joke.
- 101) Girl 15, 8th grade. Q9.ofir.
- 102) Boy 15, 9th grade. q9- msn. Q27- computer equipments and equipments for a moped.
- 103) Boy 15, 9th grade. Q9- ofir.dk. q17-4 hours. Q27- equipment for my computer.
- 104) Boy 14, 7th grade.q9-jubii.
- 105) Girl 14, 8th grade. Q9-msn.
- 106) Boy 14 7th grade.
- 107) Girl 13, 7th grade. Q7- arto profil. Q9- ofir and others. Q14. there was a man who said what sice he had.
- 108) Boy 14, 7th grade. Q9. diable 2xD. Q14- I and another provoked eachother.q10- more than one time a day. Q23- play games with my friends.
- 109) Boy 15, 7th grade. Q9- arto.

- 110) Boy 13, 7th grade. Q9-jubii chat. Q27- takewondo shoes.
- 111) Boy 13, 7th grade. Q9.ofir.
- 112) Boy 16, 9th grade. Q9- opasia. q17/18 3 hours.
- 113) Boy 14, 8th grade. Q7- play games. Q9- jubii chat. Q27- Computerhardware.
- 114) Boy 13, 7th grade. Q9- ofir. Q27 cover for my phone.
- 115) Boy 13, 7th grade. q7- play games. Q9-jubii.
- 116) Boy 14, 7th grade. q9- ofir. Q27- some clothes.
- 117) Boy 15, 8th grade. Q7- downloader. Q9- jubii, ofir. Q10- once a year. q23- all. Q27- mp3-player, compuer and games.
- 118) Boy 15, 8th grade. Q9- ofir. Q10 not anymore. Q17. 3.30 hours a day. Q27 tun for a scooter.
- 119) Boy 16, 9th grade. Q7- play games and schoolwork. Q9- ofir. Q17/18- 2-8 hours every day. Q27- scoter parts and pc-games.
- 120) Boy 14, 8th grade. Q9- ofir.dk. q27- tune for scooter.
- 121) Boy 13, 7th grade. Q9- ofir chat.
- 122) Boy 13, 7th grade. Q7- pictures(porno). Q9- jubii chat. Q23 play station. Q27- pingpongbat.
- 123) Boy 13, 7th grade. Q9- many different; really! Q23- battle net.
- 124) Boy 16, 9th grade. Q27- moped equipment.
- 125) Girl 13, 7th grade. Q7- msn. Q9- jubii, ofir.
- 126) Boy 15, 9th grade. Q7- messenger. Q27. a pc and an eksternal burner by a secure site.
- 127) Boy 15, 9th grade. Q7- mail, buy things. Q9- ofir, jubii (msn).
- 128) Boy 16, 9th grade.
- 129) Boy 14, 8th grade. Q7- msn. Q9- ofir. Q10- many times a day on msn. Q27- things for my computer.
- 130) Girl 13, 7th grade. Q9- ofir. Q27- once ordered a free diddle but never got it.
- 131) Girl 13 7th grade. Q9- ofir and cyber city chat room.q23- job.
- 132) Girl 13, 7th grade. Never been to a chat room.
- 133) Girl 13, 7th grade. Q9- ofir.
- 134) Boy 15, 8th grade. Q9-ofir.
- 135) Girl 15, 8th grade. Q8- never been to a chat room. Q23- hobby.
- 136) Girl 14, 7th grade. Q9- arto and ofir.
- 137) Boy 14, 7th grade. Q9- arto.
- 138) Boy 13, 7th grade. Q9- ofir. Q10- once a year.
- 139) Boy 14, 7th grade. Q7- talking with friends on messenger.
- 140) Boy 15, 9th grade. Q9- ICQ, jubii, skum.
- 141) Girl 14, 8th grade. Q9- ofir. Q17/18- 5 hours.
- 142) Girl 14, 8th grade. Q7- schoolwork. Q9- ofir. Q14- I have tried many times that people pretending to be older have wrote be perverse things, it is unpleasant.
- 143) Girl 14, 8th grade. Q7-schoolwork and information. Q9- ofir. Q14- there are often people who pretend to be younger than they are. There is written dirty stuff. Q16- pap-father.
- 144) Girl 14, 8th grade. Q9- msn, arto. Q14- I looked for a rock band instead a very hard porno film appeared. Q27- shoes and clothes.
- 145) Girl 14, 8th grade. Q10- tried it one time. Q27- a dragon.
- 146) Girl 14, 8th grade. Q9- ofir.
- 147) Girl 14, 8th grade. Q9- arto. Q10- 3-4 times a day.
- 148) Boy 15, 8th grade. Q8- never been to a chat room. Q27- speakers and web cam.
- 149) Girl 14, 8th grade. Q9- dont remember so long time ago.

- 150) Girl 15, 8th grade. Q7- idol pictures. Q10- don't do it any more. Q27- clothes.
- 151) Girl 15, 8th grade. Q9- ofirs chat room. Q10- when I was younger (6-7 class). Q20- books and internet.
- 152) Boy 15, 8th grade. Q7- chat (msn). Q9- jubii-ofir.
- 153) Girl 14, 8th grade. Q27- ordered clothes.
- 154) Girl 14, 8th grade. Q9-ofir. Q10- when I was younger, only. Q15 my parents want filter when we get internet.
- 155) Girl 13, 7th grade. Q9- ofir and jubii but is not there anymore. Q10, don't bother to chat anymore.
- 156) Girl 14, 7th grade. Q7- my profiles. Q9- arto and ofir.
- 157) Girl 14, 7th grade. Q7-msn. Q10- I never chat, but I have tried it.
- 158) Girl 15, 9th grade. Q7- just surfing. Q9- ofir. Q10- once a year. Q27- some clothes etc.
- 159) Boy 14, 7th grade.
- 160) Boy 14, 7th grade. Q27- computer parts.
- 161) Girl 13, 7th grade. Q7- msn. Q9- ofir, jubii and boogie. Q27- cover for a mobil phone.
- 162) Girl 14, 7th grade. Q7- arto homepage. Q9- ofir chat.
- 163) Girl 14, 7th grade. Q9- jubii.
- 164) Boy 13, 7th grade. 10 timer
- 165) Boy 15, 8th grade. Q9- jubii chat 3 years ago, otherwise not. Q10- almost never.
- 166) Boy 13, 7th grade. Q9- arto, ofir, jubii. Q14- there are both pop ups on the net and spam e-mails, that there come very disgusting pictures.
- 167) Boy 14, 8th grade. Q9-ofir. Q10- very seldom. Q27- my computer.
- 168) Boy 14, 8th grade.
- 169) Girl 15, 8th grade. Q9. jubii, forum. Q10- never chat.
- 170) girl 15, 8th grade. Q9- ofir (msn). Q10- once may years ago.
- 171) Girl 13, 7th grade. Q9-ofir arto. Q14- don't like to tell.
- 172) boy 16, 9th grade. Q9- ofir chat room. Q10- a few times (long time ago). Q17 6-hours.
- 173) Girl 14, 8th grade. Q7-chat/msn. Q9- jubii. Q14- just a nasty old man.
- 174) Boy 13, 7th grade. Q7- hotmail. Q14- once I went in to a chat room with a friend, never really since.
- 175) Girl 14, 8th grade. Q9- ofir.
- 176) Girl 15, 9th grade. Q9- ofir,msn.
- 177) Girl 15, 8th grade. Q27- clothes.
- 178) Boy 14, 7th grade. Q9- www.netstationen.dk. Q23 both friends an surfing.
- 179) Boy 14, 7th grade. Q9- n.dk, jubii.
- 180) Boy 13, 7th grade. Q9-jubii. Q27- music, games.
- 181) Girl 15, 8th grade. Q10- very rarely.
- 182) Girl 14, 8th grade.
- 183) girl 13, 7th grade.