Click and connect:
Young Australians’ use
of online social media
02: Quantitative research report

Prepared for the Australian Communications and Media Authority
July 2009
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>07</td>
</tr>
<tr>
<td>41</td>
<td>7.1</td>
</tr>
<tr>
<td>42</td>
<td>7.2</td>
</tr>
<tr>
<td>44</td>
<td>7.3</td>
</tr>
<tr>
<td>46</td>
<td>7.4</td>
</tr>
<tr>
<td>47</td>
<td>7.5</td>
</tr>
<tr>
<td>48</td>
<td>7.6</td>
</tr>
<tr>
<td>49</td>
<td>08</td>
</tr>
<tr>
<td>50</td>
<td>8.1</td>
</tr>
<tr>
<td>51</td>
<td>8.2</td>
</tr>
<tr>
<td>52</td>
<td>8.3</td>
</tr>
<tr>
<td>57</td>
<td>8.4</td>
</tr>
<tr>
<td>60</td>
<td>8.5</td>
</tr>
<tr>
<td>62</td>
<td>09</td>
</tr>
<tr>
<td>63</td>
<td>9.1</td>
</tr>
<tr>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>66</td>
<td>10.1</td>
</tr>
<tr>
<td>67</td>
<td>10.2</td>
</tr>
<tr>
<td>68</td>
<td>10.3</td>
</tr>
<tr>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>72</td>
<td>11.1</td>
</tr>
<tr>
<td>74</td>
<td>11.2</td>
</tr>
<tr>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>76</td>
<td>12.1</td>
</tr>
<tr>
<td>78</td>
<td>12.2</td>
</tr>
<tr>
<td>79</td>
<td>13</td>
</tr>
<tr>
<td>80</td>
<td>13.1</td>
</tr>
</tbody>
</table>
# List of tables and figures

## 04 Research methodology

<table>
<thead>
<tr>
<th>Page</th>
<th>Table/Figure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Table 4.1.1</td>
<td>Sample breakdown</td>
</tr>
<tr>
<td>19</td>
<td>Table 4.1.2</td>
<td>Response rates</td>
</tr>
<tr>
<td>21</td>
<td>Table 4.5.1</td>
<td>Sampling tolerances</td>
</tr>
</tbody>
</table>

## 05 Context and role of the internet in the lives of children and young people

<table>
<thead>
<tr>
<th>Page</th>
<th>Figure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Figure 5.1.1</td>
<td>Children and young peoples use of the internet by age</td>
</tr>
<tr>
<td>25</td>
<td>Figure 5.1.2</td>
<td>Children, young people and parents’ use of the internet by age of child</td>
</tr>
<tr>
<td>26</td>
<td>Figure 5.2.1</td>
<td>Main reason for using the internet</td>
</tr>
<tr>
<td>27</td>
<td>Figure 5.3.1</td>
<td>Importance of the internet in child’s life</td>
</tr>
<tr>
<td>28</td>
<td>Figure 5.3.2</td>
<td>Importance of a mobile phone in child’s life</td>
</tr>
</tbody>
</table>

## 06 Use of social networking services

<table>
<thead>
<tr>
<th>Page</th>
<th>Table/Figure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Table 6.1.1</td>
<td>Total use of social networking services</td>
</tr>
<tr>
<td>31</td>
<td>Table 6.1.2</td>
<td>Main social networking service used</td>
</tr>
<tr>
<td>31</td>
<td>Figure 6.2.1</td>
<td>Main reason for using social networking services among 12–17 year olds</td>
</tr>
<tr>
<td>33</td>
<td>Figure 6.2.2</td>
<td>Main reason for using social networking services among 8–11 year olds</td>
</tr>
<tr>
<td>33</td>
<td>Figure 6.3.1</td>
<td>Attitudes of young people aged 12–17 years toward possible risk behaviours associated with social networking services</td>
</tr>
<tr>
<td>35</td>
<td>Figure 6.3.2</td>
<td>Attitudes of children aged 8-11 years toward possible risk behaviours associated with social networking services</td>
</tr>
<tr>
<td>36</td>
<td>Figure 6.4.1</td>
<td>Attitudes of parents toward possible risk behaviours associated with their child’s use of social networking services</td>
</tr>
<tr>
<td>37</td>
<td>Figure 6.5.1</td>
<td>Use of the private page function on social networking services among young people aged 12–17 years</td>
</tr>
<tr>
<td>39</td>
<td>Figure 6.6.1</td>
<td>Proportion of online friends young people aged 12–17 years know in the real world</td>
</tr>
</tbody>
</table>
07  Online contact experience
41  Figure 7.1.1 Dealing with friends requests from people not met in person among young people aged 12–17 years
42  Figure 7.1.2 Dealing with friends requests from people not met in person among children aged 8–11 years
43  Figure 7.2.1 Parents’ perception of their child’s online activity with people they don’t know
43  Figure 7.2.2 Parents’ knowledge of their child meeting online friends in person
44  Figure 7.3.1 Experience of receiving requests for ‘one-to-one’ contact and personal details from people children and young people don’t know
45  Figure 7.3.2 Experience sending requests for intimate contact and personal details from people children and young people don’t know
46  Figure 7.4.1 Details contained on the social networking service pages of children and young people
47  Figure 7.5.1 Webcam access at home
48  Figure 7.6.1 Children and young people’s reported use of webcams

08  Parent child communication regarding the internet
50  Figure 8.1.1 Knowledge of child’s internet activity
51  Figure 8.2.1 Parents’ knowledge compared to child’s use of social networking services
52  Figure 8.2.2 Parents knowledge of their child’s online friend network
53  Figure 8.3.1 Conversations with parents regarding the risks of social networking services
53  Figure 8.3.2 Conversations with parents regarding what to do if contacted by someone over the internet
54  Figure 8.3.3 Frequency of conversations between parents and children from the child’s perspective
55  Figure 8.3.4 Frequency of conversations between parents and children from the parent’s perspective
56  Figure 8.3.5 Who children and young people go to, other than their parents, to discuss internet issues
57  Figure 8.3.6 Disclosure of social networking page to parents
58  Figure 8.4.1 Existence of rules regarding internet use
59  Figure 8.4.2 How internet rules are set and monitored by parents
59  Figure 8.4.3 Frequency of checking children using the internet
60  Figure 8.5.1 Parents’ use of the following safety messages
61  Figure 8.5.2 Children’s use of the following safety messages

09  Cyberbullying
63  Figure 9.1.1 Incidence of being cyberbullied among children and young people
64  Table 9.1.2 Incidence of being cyberbullied among young people
64  Figure 9.1.3 Incidence of participating in cyberbullying among children and young people
10 Risks associated with internet use and social networking services

66 Figure 10.1.1 Identification of risk associated with various online activities by young people aged 12–17 years
67 Figure 10.1.2 Identification of risk associated with various online activities by children aged 8–11 years
67 Figure 10.2.1 Identification of risk associated with various online activities by parents
68 Figure 10.3.1 Attitudes to internet use among young people aged 12–17 years.
69 Figure 10.3.2 Attitudes to internet use among children aged 8–11 years
70 Figure 10.3.3 Parents opinion of their child's internet use

11 Parental concerns about internet safety

72 Figure 11.1.1 Parents’ concern about internet safety
73 Figure 11.1.2 Parents’ concern about strangers contacting their child over the internet
74 Figure 11.2.1 Parents self-reported knowledge of online threats

12 Information requirements and sources requirements and preferences

76 Figure 12.1.1 Parents access of online safety information
77 Figure 12.1.2 Unprompted indication of sources of safety information
78 Figure 12.2.1 Accessing online safety information
01
Executive summary
1.1 Research background and methodology

The Australian Communications and Media Authority (ACMA) manages a national cybersafety education program which includes:

> undertaking targeted information and awareness-raising campaigns, activities and programs;
> developing cybersafety education materials for use in schools and at home; and
> researching current trends in cybersafety.

Work is currently underway to review and update the current set of cybersafety products and programs aimed at children, young people and their parents.

Research was commissioned to gain up-to-date insights on the role online interaction currently plays in the lives of Australian children and young people. Other specific issues explored by the research included how their peers and families influence their behaviour, as well as the impact of recent and emerging online activities and technologies, including social networking services.

A two phase qualitative and quantitative approach was adopted. This report contains details of the quantitative research only. The qualitative research findings have been reported under separate cover.¹

This study reports the findings of an online survey (n = 819) conducted among children aged eight to 17 years and their parents. A sample of parents, drawn from the ResearchNow online panel, were approached and asked to participate with their child in a study about their use of the internet. The survey was designed to be completed in approximately 15 minutes with separate sections for the parent and child/young person.

The research methodology required the development of three separate questionnaires for: Parents, young people (aged 12 to 17 years) and children (aged eight to 11 years).

1.2 Key findings: Role of the internet in the lives of children and young people

The internet is a regular part of everyday lives of children and young people aged eight to 17 years. It is used regularly within both the school and home environments. This research focused on current internet users and found that primary school aged children (eight to 11 years) used the internet on average 4.1 days per week for an average 1.3 hours per day and young people of high school age (12 to 17 years) used the internet on average 6.3 days per week for an average of 2.9 hours per day. Both frequency and length of internet use increased substantially from children aged eight to nine years (an average 3.7 days per week for an average 1.1 hours per day) up to young people aged 16 to 17 years. By age 16 to 17, young people are using the internet on average 6.7 days per week for an average of 3.5 hours a day. This was a similar level of use among parents of young people in this age group (an average 6.6 days per week for an average 3.2 hours per day for parents of 16 to 17-year-olds).

¹ Community Research into Online Safety among Children and Young People aged 8–17 years – Qualitative Report (2008).
GfK Blue Moon
Children and young people aged eight to 17 use the internet for considerably different reasons. Younger children are mainly interested in more individualistic pursuits such as ‘playing games’ (the most popular use of the internet for younger children, nominated by 83 per cent of eight to 11-year-olds) whereas young people aged 12 to 17 years are more interested in social interaction such as ‘chatting to friends’ (the most popular use of the internet for older teens, nominated by 81 per cent of 12 to 17-year-olds). In line with these interests, the use of social networking services increases dramatically between the ages of eight to 17 (from 37 per cent of eight to nine-year-olds to 97 per cent of 16 to 17-year-olds).

Children and young people report the internet being a highly important aspect of their lives (91 per cent of 12 to 17-year-olds and 74 per cent of eight to 11-year-olds rated the internet as ‘somewhat’, ‘very’ or ‘extremely’ important). Again, the level of importance attributed to the internet increases with age: from seven per cent among eight to nine-year-olds reporting it is ‘extremely important’, to 29 per cent among 16 to 17-year-olds. However, as children get older their mobile phone assumes greater importance than the internet (by 16 to 17 years, 43 per cent claim their mobile phone is ‘extremely important’ in their lives).

1.3 Key findings: Use of social networking services

The term social networking services refers to websites or online services designed as platforms for communities of people who share interests and activities, or who are interested in exploring the interests and activities of others. As a member of a social networking service, individuals can ‘chat’ with each other via messaging, email, video or voice chat, share photos and videos and post comments in online forums, blogs or discussion groups. Profiles may contain personal information such as real life photos and descriptive comments about the member.

The main types of social networking services are those which contain directories of some categories (such as former classmates) and ways of connecting with friends (usually with self-description pages). In general, each social networking service has a different focus and offers differing levels of access and protection for users. Popular social networking services used as examples in this research are Bebo, Club Penguin, Facebook, MSN Messenger and MySpace.

This study showed the use of social networking services is widespread, particularly among young people aged 12 to 17 years (90 per cent compared to 51 per cent of children aged eight to 11 years). By the age of 16 to 17 years, 97 per cent use at least one social networking service.

MSN Messenger is the most widely used social networking service (used by 31 per cent of eight to 11-year-olds and 76 per cent of 12 to 17-year-olds), it is also the service children and young people report the most regular use of (25 per cent of eight to 11-year-olds and 46 per cent of 12 to 17-year-olds nominated MSN as the social networking service they used most frequently). Club Penguin is more frequently used by the younger children (16 per cent of eight to nine-year-olds), with use declining significantly by 12 to 13 years (three per cent).

Social networking services are used primarily to chat to friends that users know in the real world (54 per cent of social networking services users aged 12 to 17 claim this is the primary reason they use the service). In this sense, social networking services are used primarily as a way of enhancing current social interactions as opposed to building networks of new friends.
However, a small proportion (17 per cent of 12 to 17-year-olds) claim that one of their three main reasons for using social networking services is to make new friends. Similarly, 32 per cent agree that they like to use social networking services to meet new people. This sentiment is more common among teenagers than younger children (24 per cent of eight to 11-year-olds say they like to use social networking services to meet new people).

The majority of young people (69 per cent) with profiles on social networking services that have a private setting use this setting, although a proportion keep a public profile. Public profiles are more common among 12 to 13-year-olds than their older counterparts (29 percent of 12 to 13-year-olds compared to 20 per cent of 16 to 17-year-olds).

Parents of children and young people that use social networking services are generally concerned about the knowledge other people can gain about their children from their social networking service pages (77 per cent either strongly or somewhat agree they worry about this).

1.4 Key findings: Online contact experience

Through using social networking services and the internet generally, children and young people are exposed to a variety of content and contact experiences, and some of these experiences may contain an element of risk. This research sought to understand the extent to which children and young people are being exposed to risk through their online behaviour.

Young people aged 12 to 17 years using social networking services are more likely than eight to 11-year-olds to have received friend requests from people they don’t know (56 per cent compared to 35 per cent) and as children age they become far more likely to accept the request (23 per cent of eight to 11-year-olds compared to 61 per cent of 16 to 17-year-olds who had received a friend request had accepted a request). This is consistent with the increased acceptance of older teens to the use of social networking services as a good way to meet new people.

As their children age and begin to use social networking services more frequently, parents generally become more aware that their children are interacting with people they don’t know. 14 per cent of parents of 16 to 17-year-olds are aware their children meet online friends in person, compared with one per cent of parents of eight to nine-year-olds.

Similarly, as children age they are exposed to significantly more requests for personal details and other forms of contact such as webcams and Instant Messaging (IM) (at eight to nine years, only three per cent receive any requests for information or personal contact, which increases to 56 per cent by 16 to 17 years), although relatively few admit they provide the details or send the requests themselves (from one per cent of eight to nine-year-olds, up to 27 per cent of 16 to 17-year-olds).

Posting personal information/details on social networking service pages also increases with age, although not to the same extent as other risky behaviours. Among those with a social networking page, between 15 and 30 per cent of users of any age report posting their name, school name, and date of birth. As children get older, posting photos of themselves becomes more common, only 20 per cent of eight to nine-year-olds post a photo but 67 per cent of 16 to 17-year-olds do.

Around one in three households (30 per cent) report having a webcam. Of those that do, older teenagers are far more commonly allowed to use it than younger members of the household. Eighty two per cent of 16 to 17-year-olds with a webcam are allowed to use it at home compared to 33 percent of eight to nine-year-olds.

---

2 A “friend request” refers to an unsolicited invitation from one social networking service user to another in order to be added to one and others social network or “friends list”.

Children and young people appear to be conservative with their use of webcams and generally only use them with relatives and friends they know in the real world. Overall, fewer than three per cent of children and young people aged eight to 17 have used a webcam with a stranger.

1.5 Key findings: Parent child communication regarding the internet

Parents feel well informed about their child’s internet behaviour. The majority (54 per cent) of parents of younger children (eight to nine-year-olds) reported that they knew about everything their children did on the internet with a further 39 per cent claiming they knew ‘most things’. This view declined with age, with only nine per cent of parents of 16 to 17-year-olds indicating that they knew everything their child did online, and nine per cent ‘most things’. Regardless of age, a proportion of parents, ranging from 47 per cent (among parents of 10 to 11-year-olds) to 17 per cent (among parents of 16 to 17-year-olds) were unaware their children had used a social networking service on the internet.

The majority (around 90 per cent) of parents and children report conversations about internet safety, with specific conversations about social networking services between parents and children of eight to 11-year-olds occurring less frequently (50 per cent among this group, compared with 93 per cent among young people aged 12 to 17 years).

Other than their parents, younger children are most likely to discuss internet issues with their teacher (47 per cent of eight to nine-year-olds) but as they grow older ‘other friends’ become far more important with three quarters (74 per cent) of 16 to 17-year-olds likely to talk to friends about internet concerns.

Almost all households of children and young people under 14 years of age have rules regarding internet use (reports from children and parents range from 94 to 98 per cent). The incidence of household rules declines as teenagers get older (around 90 per cent at 14 to 15 years and approximately 75 per cent at 16 to 17 years). The data suggests that parents relax their approach to monitoring the internet as their children age.

Parents were asked if they already use a number of general internet safety messages, with many claiming they did—in particular, ‘do not give out your address or phone number’ (claimed to be used by 88 per cent of parents) and ‘remember people are not always who they say they are’ (claimed to be used by 81 per cent).

Similarly children and young people report quite high adherence to online safety messages (over 75 per cent of all age groups claim to always ‘remember people are not always who they say they are’ and ‘don’t give out your address or phone number’), although ‘keeping your computer in a public room’ declines as children get older (from 53 per cent for eight to nine-year-olds adhering down to 35 per cent for 16 to 17-year-olds).

1.6 Key findings: Cyberbullying

Cyberbullying is experienced by a minority of children and young people (only one per cent of eight to nine-year-olds but up to 19 per cent of 16 to 17-year-olds) with the incidence of cyberbullying increasing as children get older, particularly between the ages of eight to nine and 10 to 11 and 12 to 13 years (from one percent to 10 percent to 16 per cent, respectively). Cyberbullying is also more common over the internet than via a mobile phone (10 per cent of 16 to 17-year-olds reported experiencing cyberbullying over a mobile phone but 17 per cent reported experiencing this over the internet).
1.7  
**Key findings: Risks associated with internet use and social networking services**

Children and young people and their parents were presented with a list of activities children and young people may have done on the internet and were asked to assess the level of risk associated with each activity. Activities involving the posting of personal details were rated as high risk or ‘not OK’ by the large majority of children and young people (89 per cent of 12 to 17-year-olds and 91 per cent of eight to 11-year-olds), whereas activities such as playing internet games with people they don’t know were less likely to be assessed as ‘high risk’ (24 per cent of 12 to 17-year-olds and 54 per cent of eight to 11-year-olds). Parents showed a similar pattern of risk identification as their children, although were less likely to consider any of the behaviours presented as ‘low risk’.

1.8  
**Key findings: Parental concerns about internet safety**

There is a substantial level of concern among parents regarding internet safety, nearly one in two (48 per cent) parents say they are ‘very concerned’ about online safety issues. It is also apparent that most of this concern is in relation to predatory behaviour from strangers. When specifically asked about strangers contacting their children online, a very similar proportion of parents reported being very concerned (50 per cent are very concerned).

In general, parents report a high level of knowledge of online threats. Around three quarters of parents (78 per cent) report having ‘a fair amount of knowledge’ or ‘a great deal of knowledge’ about online threats with almost no parents reporting knowing ‘nothing’ about online threats (less than one per cent).

1.9  
**Key findings: Information requirements and sources**

Parents were presented with a list of online safety resources and asked if they had accessed them. The large majority of parents had not accessed any of the listed resources (84 per cent). The Government’s NetAlert safety website (www.netalert.gov.au) was the most popular site of those listed for online safety information at the time of the survey (11 per cent had visited the site). There were no demographic differences between those that had visited the NetAlert site and those that had not.

When asked, unprompted, about where they might go to access information about online safety, parents are most likely to mention Google and general web searching (40 per cent). Parents are more likely to want to receive information about how to keep their computer secure (55 per cent) than other types of risks to their children. The next most popular topics are online stranger danger (51 per cent) and where to report incidents (49 per cent).

Parents nominated ‘a specific government agency’ as the preferred source of online safety information (70 per cent of parents interested in online safety information nominated this as their preferred source of safety information). This was followed by information provided by their Internet Service Provider (ISP) (15 per cent of interested parents) or their child’s school (14 per cent).
Objectives
and methodology
Background
2.1 Overview

The Australian Communications and Media Authority (ACMA) is a statutory authority within the federal government portfolio of Broadband, Communications and the Digital Economy. ACMA is responsible for the regulation of broadcasting, the internet, radiocommunications and telecommunications.

ACMA has a role in advising parents and carers about the supervision and control of children’s access to the internet, as well as conducting and coordinating educational programs about internet content and internet carriage services. The Cybersafety Programs and Cybersafety Outreach Sections within ACMA manage a national cybersafety program to help parents and children manage online risks. This includes:

> researching current trends in cybersafety;

> undertaking targeted information and awareness raising campaigns and activities; and

> developing cybersafety education materials for use in schools.

ACMA recognises that the internet is a valuable resource that facilitates ‘identity building, creative activities, and managing interpersonal relationships’ among children and young people and is ‘an important resource for formal and informal learning.’¹ Cybersafety publications therefore aim to present positive messages about the internet, while embedding protective behaviours among children, young people, parents and teachers to enable them to manage cybersafety issues.

Research in the European Union has identified three key areas of concern in relation to cybersafety risks for children and young people.² These are:

> ‘content’ risks: including exposure to illegal content, exposure to harmful content, encountering sexual/violent/racist/hate material, misinformation, (problematic) user-generated content, challenging content (for example, suicide, anorexia and drugs);

> ‘contact’ risks: including contact with strangers and cyberbullying; and

> ‘privacy’ risks: including giving out personal information, invasion of privacy and hacking.

ACMA is seeking to update its cybersafety resources to ensure they address current issues associated with online behaviour. A key challenge for ACMA is the time sensitivity of research on this topic, given the rapid pace of change in this area as a result of technological developments and trends in behaviour among the key audiences.

Attitudes and behaviour relating to user-generated content, including social networking services (SNSs) such as MySpace and Facebook, are an area of interest for ACMA because of the new ways that they enable young people to express themselves and interact online.

ACMA commissioned community research to explore current perceptions of online risks and opportunities among children and young people and their parents in Australia. This research will assist ACMA in updating its suite of cybersafety materials and programs.

Two phases of research have been conducted, an exploratory qualitative research phase and a quantitative research phase. This report examines the findings of the quantitative phase. The qualitative research is reported under separate cover.

---

² LSE (2007), EU Kids Online: What do we know about Children’s use of online technologies? A report on data availability and research gaps in Europe, p. 7
03
Research objectives
3.1 Objectives

The objective of the project overall, for both the qualitative and quantitative phases, was to generate up-to-date insights on the role online interaction currently plays in the lives of Australian children and young people, and how their peers and families influence their behaviour. A key element within this was to explore the impact of recent and emerging online activities and technologies, including social networking services.

The objectives for the quantitative stage of research were to:

- identify those at highest risk of exposure to online threats;
- establish the factors that predict online risk taking behaviours;
- determine awareness, access and usage of social networking services; and
- examine the role of mediating factors in reducing children’s online interaction risks.

3.2 Defining the target audiences

The target audiences for the research were defined as follows:

- children and young people aged eight to 17 who use the internet; and
- parents or carers of children and young people aged eight to 17.
Research methodology
4.1 Overview and rationale for the methodology

The main objective of the quantitative phase was to establish attitudes to the internet, levels and causes of concern, risk taking behaviour and access and usage of social networking services by children and young people aged eight to 17 and their parents. To achieve this, GfK Blue Moon planned to conduct 750 online surveys with children aged eight to 17 years and their parents. However, the final sample achieved was 819 surveys. The sample was stratified within age, gender and location (metropolitan versus regional/rural). The data has been weighted to the 2006 ABS census data.

Target audience

The primary target audience for this research is eight to 17-year-olds. Children and young people in this age range were recruited to this study by approaching their parents who were a part of the ResearchNow online panel. Each parent was asked to participate in a study via an invitation email. The email indicated the topic would be their children’s use of the internet and associated safety issues and the survey would take approximately 15 minutes for themselves and their child to complete. Parents were asked for permission to survey their children as part of the research.

The research required the development of three separate questionnaires targeted at the following groups: Parents, young people (aged 12 to 17 years) and children (aged eight to 11 years). The children received a simplified version of the questionnaire that was modified to meet their expected comprehension level.

Sample structure

The sample frame was designed to cover each age group in sufficient depth to allow a break down of results on this basis. Quotas were set on the respondent’s location, age and gender and subsequently weighted using the latest available ABS statistics to be representative of Australian household characteristics. Table 4.1.1 provides a sample breakdown by the age group of the child respondent.

<table>
<thead>
<tr>
<th>Age</th>
<th>Target n</th>
<th>Achieved n</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9</td>
<td>100</td>
<td>106</td>
</tr>
<tr>
<td>10-11</td>
<td>100</td>
<td>87</td>
</tr>
<tr>
<td>12-13</td>
<td>183</td>
<td>182</td>
</tr>
<tr>
<td>14-15</td>
<td>184</td>
<td>222</td>
</tr>
<tr>
<td>16-17</td>
<td>183</td>
<td>222</td>
</tr>
<tr>
<td>Total</td>
<td>750</td>
<td>819</td>
</tr>
</tbody>
</table>

Response rates

Respondents were sourced using the ResearchNow online panel. Table 4.1.2 below indicates the responses to invitations to participate in the survey.
Table 4.1.2 Response rates

<table>
<thead>
<tr>
<th>Process</th>
<th>Number</th>
<th>Proportion of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emails sent</td>
<td>12,576</td>
<td>100%</td>
</tr>
<tr>
<td>Emails bounced (rejected)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Emails delivered</td>
<td>12,576</td>
<td>100%</td>
</tr>
<tr>
<td>Emails opened</td>
<td>3,132</td>
<td>24.9%</td>
</tr>
<tr>
<td>Surveys initiated</td>
<td>2,457</td>
<td>19.5%</td>
</tr>
<tr>
<td>Screen-outs</td>
<td>439</td>
<td>3.5%</td>
</tr>
<tr>
<td>Quota full</td>
<td>800</td>
<td>6.4%</td>
</tr>
<tr>
<td>Drop out</td>
<td>399</td>
<td>3.2%</td>
</tr>
<tr>
<td>Completes</td>
<td>819</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

4.2 Questionnaire coverage

A copy of the three questionnaires used in the quantitative phase is provided in Appendix A.

The topics included:

- Role of the internet
- Importance of the internet and mobile phones
- Use of social networking services
- Attitudes toward social networking services
- Online contact and content experience
  - Dealing with friends requests from people hadn’t met
  - Experience of types of contact
  - Display of personal information
- Access to webcams
- Parent knowledge of child’s internet activity
- Parent/child conversations about social networking services and the internet
- Rules and monitoring of internet use
- Experience of cyberbullying
- Assessment of risk
- Concern about internet safety
- Parents knowledge of online threats
- Accessing cybersafety information
4.3 Timing of fieldwork

Fieldwork was conducted between 6 and 17 November 2008.

4.4 Definition of social networking services and online friends

A social networking service (SNS) can be defined as an online social network for communities of people who share interests and activities, or who are interested in exploring the interests and activities of others. As a member of a social networking service, individuals can ‘chat’ with each other via messaging, email, video or voice chat, share photos and videos and post comments in online forums, blogs or discussion groups. Profiles may contain personal information such as real life photos and descriptive comments about the member.

The main types of social networking services are those which contain directories of some categories (such as former classmates) and ways of connecting with friends (usually with self-description pages). In general, each social networking service has a different focus and offers differing levels of access and protection for users. Examples of popular social networking services are used as examples in this research are Bebo, Club Penguin, Facebook, MSN Messenger and MySpace.

During the qualitative research, respondents clearly articulated differences between the various social networking services and did not tend to refer to them as a group. Some were seen as games sites (Club Penguin), instant messaging sites (MSN Messenger and others only by their brand names (MySpace and Facebook). As a result, the quantitative research used examples of social networking services throughout the questionnaire in order to minimise any confusion among respondents.

When the term ‘social networking services’ is used throughout this report, it refers collectively to a number of sites usually referred to by their brand names including Facebook, MySpace, Bebo and MSN Messenger. Club Penguin was also included in this definition for the younger children aged eight to 11 years.

In the online environment, the term ‘friend’ can have a different meaning to its common usage in an offline setting. Users of online social networking services can invite and accept ‘friends’ without initially knowing the person or subsequently forming a relationship with them. For the purposes of this report, unknown online friends may also be referred to as ‘strangers’.5

4.5 Note on quantitative research

While quantitative research methods involve the use of larger numbers of respondents than qualitative research, users of survey results should be conscious of the limitations of all sample survey techniques.

Sampling techniques, the level of refusals, and problems with non-contacts all impact on the statistical reliability that can be attached to results. These all contribute to the design effects for individual surveys. It is beyond the scope of this report to estimate the design effects for the standard errors, which would recognise that the sample was derived from a panel of research participants and not a random sample of the population. However, errors based on a simple random sample are provided as a guideline, but the actual standard errors will be higher than those based on simple random samples.

---

5 The qualitative research found that it was commonplace that, if the friend is unknown, then they can also be referred to as a ‘random’. This term was not used in the quantitative questionnaire.
Table 4.5.1 provides examples of margins of error for different sample sizes under simple random sample designs. For example, for a question where 50 per cent of the parents in a (weighted) sample of 819 respond with a particular answer, the chances are 95 in 100 that this result would not vary more than three percentage points, plus or minus, from the result that would have been obtained from a census of the entire population (using the same procedures).

| APPROXIMATE SAMPLING TOLERANCES APPLICABLE TO PERCENTAGES AT OR NEAR THESE LEVELS (at the 95% confidence level). | 10% or 90% | 30% or 70% | 50% |
| SIZE OF SAMPLE OR SUB-GROUP ON WHICH SURVEY RESULT IS BASED | ± | ± | ± |
| All parents (819) | 2 | 3 | 3 |
| 16–17 year olds (222) | 4 | 6 | 7 |
| 8–9 year olds (106) | 6 | 9 | 10 |
| Female parents (509) | 3 | 4 | 4 |

Data presentation

For the purposes of this report, the majority of results are expressed as percentages. The calculation of mean scores excluded ‘don’t know’ and ‘refused’ responses, unless otherwise specified.

In those cases where the sample size is small, the results will be presented as a raw score. Results based on small samples (n < 20) are denoted by an asterisk (*) and should be treated with caution.

The sample size for different respondent subgroups will vary across groups and for different survey questions. To assist in interpreting the results presented throughout the report, sample sizes are displayed at the top of the column in italics or at the bottom left of each figure. The number of respondents will be identified using the expression ‘n = ’.

In some cases, data presented in table columns or bar charts may not total 100 per cent due to rounding effects. As some survey questions allowed multiple responses, there are examples of totals exceeding 100 per cent.

The majority of questions are prompted where a list of possible answers are read, or respondents are prompted on issues and asked if they agree, or have experienced the issue etc., and these questions are always identified as being prompted (it should be noted that prompted questions typically yield higher responses than unprompted questions).
Detailed findings
05
Context and role of the internet in the lives of children and young people
5.1 Use of internet

The study showed that there is a clear relationship between age of children and the amount of time they spend online, both in terms of the number of days per week they use the internet, and the average number of hours they use it per day. Figure 5.1.1 below shows the strong positive relationship between age and internet use. By the time children are approaching the end of adolescence, they are using the internet on a daily basis and for 3.5 hours per day on average. This use includes time at school and at home.

In addition to age being a factor in the amount of time children and young people spend using the internet, household income showed a positive effect on internet use by the older group (12 to 17-year-olds). Young people aged 12 to 17 in households with an average annual income of over $100,000, used the internet significantly more often, and for longer periods, than their counterparts with lower household incomes (6.6 days per week compared to 6.2, and 3.2 hours per day compared to 2.8 hours).

There were fewer differences seen between boys and girls. The only difference was among young people aged 12 to 17 years, where males, on average, used the internet for longer than girls (3.2 hours per occasion compared to 2.6). There were no differences for younger children aged eight to 11 years.

Figure 5.1.2 below compares children and young people's reported use of the internet to their parents’ use. The results show that internet usage among parents and their children increased as children aged. Figure 5.1.2 also indicates that parents’ estimate of their child’s daily internet use is quite accurate when compared to level of usage reported by their children.
By the time children reach their mid to late teens, their internet usage levels are similar to those reported by their parents.
5.2 Role of the internet

Figure 5.2.1 demonstrates the range of reasons why children and young people use the internet. Overall, the survey findings suggest that as children age, they have more reasons to use the internet than their younger counterparts.

The data in Figure 5.2.1 suggests that as children age, the main reason for using the internet shifts from individualistic pursuits such as ‘playing games’ to socially interactive pursuits such as ‘chatting to friends’. Similarly, mentions of using social networking services increase dramatically as age increases. The exception to this is the use of Club Penguin, where younger children (Club Penguin’s target group) are more likely to use the service than young people.
Within the young people (aged 12 to 17 years) subgroup, there were a number of significant demographic differences in the way they reported using the internet:

> teenage boys were more likely to play games, search for information about hobbies and interests and download files using p2p networks;
> teenage girls were more likely to use the internet to chat to friends, search for music, send and receive emails and access social networking services;
> young people with more highly educated parents were more likely to be using the internet to: i) search for school assignments and hobbies; ii) work on their own website, iii) use p2p networks, iv) make telephone calls via the internet, v) webcams and vi) use Facebook; and
> webcams, Facebook and chatting to friends were more popular reasons for using the internet in metropolitan areas.

There were fewer demographic differences among children aged eight to 11:

> chatting to friends and using webcams were more popular in metropolitan areas; and
> boys were more likely to search for video clips and use eBay.

### 5.3 Importance of the internet and mobile phones

This research asked children and young people how important they felt the internet was in their life and, as expected from the amount of reported internet use, the perceived personal importance of the internet increased in relation to age. Figure 5.3.1 shows that by mid to late teens (14 to 17-year-olds), over two in three rate the internet as either ‘very’ or ‘extremely’ important to them personally—this compares to only one in four (25 per cent) of eight to nine-year-olds rating the internet ‘very’ or ‘extremely’ important.

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Not at all important</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 yo</td>
<td>7%</td>
<td>8%</td>
<td>20%</td>
<td>33%</td>
<td>29%</td>
</tr>
<tr>
<td>10-11 yo</td>
<td>13%</td>
<td>16%</td>
<td>39%</td>
<td>35%</td>
<td>42%</td>
</tr>
<tr>
<td>12-13 yo</td>
<td>19%</td>
<td>43%</td>
<td>25%</td>
<td>39%</td>
<td>24%</td>
</tr>
<tr>
<td>14-15 yo</td>
<td>29%</td>
<td>24%</td>
<td>39%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>16-17 yo</td>
<td>33%</td>
<td>30%</td>
<td>35%</td>
<td>24%</td>
<td>23%</td>
</tr>
</tbody>
</table>

*Base: Total sample n=819*
While the reasons children and young people give for using the internet vary according to differences in demographic profile, the importance children and young people place on using the internet generally does not. There were no differences by gender, parents’ education level or household income. However, those in metropolitan areas placed higher levels of importance on the internet than those in regional areas (67 per cent ‘somewhat’, ‘very’, ‘extremely important’ for metropolitan young people, compared to 47 per cent for regional young people).

Children and young people were also asked to indicate the importance of a mobile phone in their lives. Figure 5.3.2 shows the importance of mobile phones increases dramatically as children age. By 16 to 17 years of age, over three quarters (75 per cent) claim their mobile phone is ‘very’ or ‘extremely’ important in their life compared to just eight per cent of eight to nine-year-olds. It should be noted that many of the younger children surveyed did not have their own mobile phone.

Figure 5.3.2 Importance of a mobile phone in child’s life

Base: Total sample n=819

Among young people aged 12 to 17 years, the importance of mobile phones varied across different demographic groups: Teenage girls (45 per cent compared to 28 per cent of teenage boys), those living in metropolitan areas (39 per cent compared to 29 per cent) and those living in a household with an income over $100,000 (46 per cent compared to 33 per cent with an income under $100,000) are all significantly more likely to say their mobile phone is ‘extremely important’ in their lives.
06
Use of social networking services
6.1 Social networking services used

Children and young people were prompted with a list of the main social networking services available in late 2008 and asked if they had ever used one of the services listed. Table 6.1.1 below displays the list of services and details the proportion indicating they had used each service according to the age of the respondent. Note: columns total greater than 100 per cent due to respondents being able to make multiple selections.

Use of social networking services increases substantially as children get older. The largest increase in the use of social networking services occurs between the ages of eight to nine and 10 to 11 years (from 37 per cent ever having used a social networking service to 64 per cent ever having used). Younger respondents were more likely to have used Club Penguin than older users.

<table>
<thead>
<tr>
<th>Age (of child)</th>
<th>8-9</th>
<th>10-11</th>
<th>12-13</th>
<th>14-15</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>106</td>
<td>87</td>
<td>182</td>
<td>222</td>
<td>222</td>
</tr>
<tr>
<td>Bebo</td>
<td>3%</td>
<td>7%</td>
<td>21%</td>
<td>34%</td>
<td>30%</td>
</tr>
<tr>
<td>Clubpenguin</td>
<td>21%</td>
<td>25%</td>
<td>15%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Facebook</td>
<td>11%</td>
<td>13%</td>
<td>36%</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>MSN</td>
<td>20%</td>
<td>42%</td>
<td>64%</td>
<td>80%</td>
<td>83%</td>
</tr>
<tr>
<td>Myspace</td>
<td>4%</td>
<td>9%</td>
<td>42%</td>
<td>66%</td>
<td>78%</td>
</tr>
<tr>
<td>Any other site like these</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Never used a social networking services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td>Total use of sites</td>
<td>124%</td>
<td>137%</td>
<td>203%</td>
<td>255%</td>
<td>266%</td>
</tr>
</tbody>
</table>

Base: Total sample n=819

The data shows that MSN is the most popular social networking service. In addition Table 6.1.2 shows the social networking service used most frequently, and clearly indicates MSN is the social networking service used most frequently by older age groups in the survey range.
Table 6.1.2 Main social networking service used

<table>
<thead>
<tr>
<th>Age (of child)</th>
<th>8-9</th>
<th>10-11</th>
<th>12-13</th>
<th>14-15</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>106</td>
<td>87</td>
<td>182</td>
<td>222</td>
<td>222</td>
</tr>
<tr>
<td>Bebo</td>
<td>3%</td>
<td>7%</td>
<td>21%</td>
<td>34%</td>
<td>30%</td>
</tr>
<tr>
<td>Clubpenguin</td>
<td>21%</td>
<td>25%</td>
<td>15%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Facebook</td>
<td>11%</td>
<td>13%</td>
<td>36%</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>MSN</td>
<td>20%</td>
<td>42%</td>
<td>64%</td>
<td>80%</td>
<td>83%</td>
</tr>
<tr>
<td>Myspace</td>
<td>4%</td>
<td>9%</td>
<td>42%</td>
<td>66%</td>
<td>78%</td>
</tr>
<tr>
<td>Any other site like these</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Never used a social networking services</td>
<td>63%</td>
<td>36%</td>
<td>20%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Total use of sites</td>
<td>124%</td>
<td>137%</td>
<td>203%</td>
<td>255%</td>
<td>266%</td>
</tr>
</tbody>
</table>

Base: Total sample n=819

6.2 Main reason for using social networking services

The quantitative research sought to understand the main reasons children and young people use their favourite social networking service. Figure 6.2.1 below shows the main reasons for using their preferred social networking service among 12 to 17-year-olds.

Figure 6.2.1 Main reason for using social networking services among 12 to 17-year-olds

Base: Young people (12-17 yrs) with a SNS page n=576
The data in Figure 6.2.1 shows that the single main reason young people use social networking services is to ‘chat to friends from school’ followed by other social interactions with friends they already know. These reasons make up the large majority of all responses given. The use of social networking services for this age group appears to be more closely linked to enhancing current peer group interaction then to expanding social networks.

‘To make new friends’ as a reason for using social networking services was chosen far more infrequently, having been cited by just four per cent of 12 to 17-year-olds as the main reason for their use of social networking services. A similarly small proportion mentioned using social networking services ‘to chat to friends I know online but have not met in person’ (one per cent as the main reason).

The findings of the qualitative research suggested that there may be different reasons for using the various services that fall into the category of social networking services. However, this study found that there were few differences in the main reasons young people aged 12 to 17 used the different types of social networking services. Young people who reported using MSN as their main service were significantly more likely to say they used the site to ‘chat to friends from school’ in comparison to users of Facebook or MySpace (61 per cent primary reason for use compared to 50 per cent and 45 per cent, respectively).

As with internet use, there were no significant differences noted between the genders on reasons for use of social networking services.

Younger children aged eight to 11 years were also asked for the main reason they use the social networking service they use most often. Figure 6.2.2 below indicates they have similar reasons for use as older children, although comparatively younger children (eight to 11 years) than older (12 to 17 years) indicate they use the services to ‘chat to other friends’ (53 per cent compared to 14 per cent in total for those aged 12 to 17 years). This may be due to the difference in wording of responses between the surveys (the younger children survey is a more general statement).

A relatively large minority (17 per cent) of eight to 11-year-olds claim to be using social networking services to ‘make new friends’, this proportion is made primarily of eight to 11-year-olds using Club Penguin, a ‘protected environment’ which may not represent a risk behaviour of the same magnitude as making new friends on open sites such as MySpace or Facebook.

---

5 The younger children’s survey used the more generic statement “chat to other friends” compared to the older children’s survey which used “To chat to friends I know online but have not met in person”.  32 | acma
In order to understand children and young people’s perceptions of risks associated with social networking services and any concerns they may have regarding their use, a number of attitudinal statements were presented to those that had used a social networking service. Figure 6.3.1 provides an overview of young people aged 12 to 17 years’ responses to the statements.

### 6.3 Children and young people’s attitudes toward social networking services

In order to understand children and young people’s perceptions of risks associated with social networking services and any concerns they may have regarding their use, a number of attitudinal statements were presented to those that had used a social networking service. Figure 6.3.1 provides an overview of young people aged 12 to 17 years’ responses to the statements.

Figure 6.2.2 Main reason for using social networking services among eight to 11-year-olds

![Figure 6.2.2 Main reason for using social networking services among eight to 11-year-olds](chart)

**Base: Children (8-11 yrs) with a SNS page n=97**

**Figure 6.3.1 Attitudes of young people aged 12 to 17 years toward possible risk behaviours associated with social networking services**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to use my [Main SNS] page to let all my online friends know what I’m doing and where I’m going</td>
<td>31%</td>
<td>36%</td>
<td>17%</td>
<td>9%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>I worry about someone hacking into my [Main SNS] page</td>
<td>20%</td>
<td>34%</td>
<td>22%</td>
<td>13%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>I worry about getting upsetting personal emails, comments or chat messages on my [Main SNS] page</td>
<td>12%</td>
<td>28%</td>
<td>23%</td>
<td>21%</td>
<td>13%</td>
<td>2%</td>
</tr>
<tr>
<td>I like using social networking services (such as Bebo, Facebook or MySpace) to meet new people</td>
<td>12%</td>
<td>20%</td>
<td>23%</td>
<td>18%</td>
<td>24%</td>
<td>3%</td>
</tr>
<tr>
<td>I worry about what other people know about me from my [Main SNS] page</td>
<td>9%</td>
<td>26%</td>
<td>33%</td>
<td>19%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>You can behave however you like online because no one knows who you are</td>
<td>9%</td>
<td>21%</td>
<td>20%</td>
<td>21%</td>
<td>30%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Base: Young people (12-17 yrs) that use SNS n=576**
Figure 6.3.1 shows that 67 per cent of respondents either ‘strongly’ or ‘somewhat agree’ they use their social networking service to tell their friends what they are doing and where they are going—this is the most commonly agreed to statement of the attitude set. There were relatively few differences across the demographic sub-groups with regard to this attitude, although 14 to 15-year-olds were more likely than their younger and older counterparts to ‘strongly agree’ they like to tell friends what they are doing.

Many of those aged 12 to 17 years also expressed concerns about the consequences of using social networking services, specifically, having their pages ‘hacked’, cyberbullying and privacy:

- just over one in two (54 per cent) either strongly or somewhat agree they ‘worry about someone hacking into their page’;
- two in five (40 per cent) either strongly or somewhat agree they ‘worry about getting upsetting personal emails, comments or chat messages’;
- just over one in three (35 per cent) worry about what others know about them from their social networking service page.

The findings show that teenage girls are more likely than teenage boys to report being concerned about using social networking services:

- 59 per cent of teenage girls agree ‘I worry about someone hacking into my social networking service page’ compared to 48 per cent of teenage boys;
- 44 per cent of teenage girls agree ‘I worry about getting upsetting messages’ compared to 35 per cent of teenage boys.

The sub-group of young people aged 14 to 15 years were more likely to display risky attitudes than their counterparts, particularly the 12 to 13 year age group:

- 33 per cent of 14 to 15-year-olds agree ‘you can behave however you like because know one knows who you are’ compared to 20 per cent of 12 to 13-year-olds and 28 per cent of 16 to 17-year-olds;
- 37 per cent of 14 to 15-year-olds agree ‘I like to use social networking services to meet new people’ compared to 28 per cent of 12 to 13-year-olds and 32 per cent of 16 to 17-year-olds.

However, 14 to 15-year-olds are no more or less likely to worry about the consequences of using social networking services than their younger or older counterparts.

Younger children aged eight to 11 years were asked similar questions but were allowed to provide either a ‘yes’ or ‘no’ response rather than respond to a scale. Figure 6.3.2 shows that younger children who currently use social networking services respond in a similar manner to their older counterparts. That is, the majority of children surveyed agreed they like to use social networking services to tell friends about what they are doing (74 per cent), and around one in four (24 per cent) like to use social networking services to meet new people.
In a similar finding to the young people, girls aged eight to 11 appear to be more worried about the possible consequences of using social networking services than boys aged eight to 11:

- 55 per cent of girls ‘worry about someone hacking into my social networking service page’ compared to 40 per cent of boys;
- 57 per cent of girls ‘worry about receiving mean or nasty messages’ compared to 39 per cent of boys;
- 57 per cent of girls ‘worry about what other people know about you’ compared to 40 per cent of boys.
6.4 Parents’ attitudes toward social networking services

Parents who were aware their child used social networking services were also asked a similar set of attitudinal statements to their children. Figure 6.4.1 provides a summary of the parents’ responses to the attitudinal statements.

The majority of parents of 12 to 17-year-olds (77 per cent) either somewhat or strongly agree they worry about what people know about their child from the child’s social networking service page. This proportion represents a substantial increase on the proportion of young people aged 12 to 17 years (35 per cent) that themselves worry about what others know about them from their social networking service page.

The other statements presented to parents were intended to understand some of the specific aspects that concern parents. As can be seen, agreement was fairly evenly split for the four statements:

> 39 per cent agree versus 43 per cent disagree that: ‘as long as my child has a private page then there is no problem posting personal details’;
> 37 per cent agree versus 43 per cent disagree that: ‘I have no problem with my child writing things on social networking services’;
> 34 per cent agree versus 46 per cent disagree that: ‘I have no problem with my child uploading pictures to social networking services’;
> 33 per cent agree versus 45 per cent disagree that: ‘I don’t have a problem with my child using social networking services to meet new people’.

In addition, just under one in five (less than 20 per cent) responded with ‘neither agree nor disagree’ to the above four statements.

Figure 6.4.1 Attitudes of parents toward possible risk behaviours associated with their child’s use of social networking services

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worry about what people know about my child from their social</td>
<td>38%</td>
<td>39%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>networking services page</td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>As long as my child has a private page then there is really no problem</td>
<td>13%</td>
<td>26%</td>
<td>17%</td>
<td>24%</td>
</tr>
<tr>
<td>posting personal details on social networking services like Bebo, Facebook</td>
<td></td>
<td></td>
<td></td>
<td>19%</td>
</tr>
<tr>
<td>or Myspace</td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>I have no problem with my child writing things on social networking</td>
<td>10%</td>
<td>27%</td>
<td>18%</td>
<td>29%</td>
</tr>
<tr>
<td>services like Bebo, Facebook or Myspace</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>I have no problem with my child uploading pictures to social networking</td>
<td>9%</td>
<td>25%</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>services like Bebo, Facebook or Myspace</td>
<td></td>
<td></td>
<td></td>
<td>17%</td>
</tr>
<tr>
<td>I don’t have a problem with my child using social networking services</td>
<td>9%</td>
<td>24%</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>(such as Bebo, Facebook or Myspace) to meet new people</td>
<td></td>
<td></td>
<td></td>
<td>17%</td>
</tr>
</tbody>
</table>

Base: Total parents that know their children have an SNS page n=424
As very few parents of younger children aged eight to 11 years believed their child even used social networking services (n = 25), comparisons between these groups is difficult. However, in general, parents of older teens aged 16 to 17 years are significantly less likely to worry about their child’s use of social networking sites than parents of the younger age groups.

6.5
Children’s use of privacy settings on social networking services

Some social networking services allow users the option of having public or private pages. Children and young people who mainly use these services, such as Bebo, Facebook and MySpace, were asked if they have a private or public access page. Such a setting would be used to restrict access to the user’s page to only those that appear on an accepted friends list, thus reducing some of the possible risk of unsolicited contact associated with using social networking services. Users of MSN were excluded from this analysis.

Figure 6.5.1 shows that a relatively large proportion (between 20 per cent and 29 per cent) of young people aged 12 to 17 years admit not using the private setting on their social networking services page, allowing free public access to their content. The data suggests that as young people get older, and presumably gain more experience using social networking services, a higher proportion report having a private page.

**Figure 6.5.1 Use of the private page function on social networking services among young people aged 12 to 17 years**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Don’t know</th>
<th>No</th>
<th>Yes, it is private or restricted access</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13 yo (n=62)</td>
<td>10%</td>
<td>29%</td>
<td>61%</td>
</tr>
<tr>
<td>14-15 yo (n=99)</td>
<td>8%</td>
<td>24%</td>
<td>68%</td>
</tr>
<tr>
<td>16-17 yo (n=103)</td>
<td>4%</td>
<td>20%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Base: Those with their main SNS page being Bebo, Myspace or Facebook n=264
In attempting to understand young people’s use of privacy settings on their social networking services, the use of public settings might represent an attempt to actively seek new friends from outside their current ‘real world’ social network. In order to test this, the study compared responses to the statement ‘I like to meet new people’ across respondents with private and public pages. No differences were observed across these two groups (37 per cent of respondents with a public page either strongly or somewhat agreed compared to 38 per cent with a private page). Similarly there was no difference between the groups regarding their main reason for using social networking services. Further investigation is required to fully understand why a proportion of social networking service users do not have private pages.

6.6 Proportion of online friends known in the real world

Just as social networking services use increases as young people get older (from 37 per cent of eight to nine-year-olds to 97 per cent of 16 to 17-year-olds), so does the proportion of their friends that are only ‘online friends’. This can be seen in the decreasing proportion of 12 to 17-year-olds claiming ‘all of the people I chat to online are friends I know in the real world’ (down from 59 per cent for 12 to 13-year-olds to 44 per cent for 14 to 15-year-olds and 35 per cent for 16 to 17-year-olds) in Figure 6.6.1.

By 16 to 17 years, young people were far more likely than at 12 to 13 years, to claim that ‘most of the people I chat to online are friends I know in the real world’, which implies at least some of their online interactions occur with people they have met online and not in person.

Even though the proportion of online only friends young people have increases with age, there remains very few that claim to engage in more chat with online only friends than ‘real world’ friends (only four per cent of 12 to 13-year-olds, seven per cent of 14 to 15-year-olds and six per cent of 16 to 17-year-olds claim that either less than half or few of the friends they chat to online are friends they know in the real world).
Teenage girls are more likely than teenage boys to report that ‘All of the people I chat to online are friends I know in the real world’ (52 per cent compared to 41 per cent of males). Otherwise, there were no differences across demographic groups for those young people who reported interacting with online friends that they did not know in the real world.
Online contact experience
7.1 Friends requests from unknown people

As reported earlier, some children and young people use social networking services to expand their existing social networks, although the majority of respondents surveyed reported using the services for continuing interaction with their current real world social network.

Children and young people that had a social networking service page were asked if they had received a friends request from someone they hadn’t met in person, whether they had accepted it and why. Figure 7.1.1 shows the responses of young people aged 12 to 17 years. The data shows slightly over one in two (56 per cent) young people aged 12 to 17 who use social networking services report having received a friends request from someone they hadn’t met in person. Once a friends request is received, in a majority of cases the request is accepted, more often by older teenagers than younger (61 per cent of requests are accepted by 16 to 17-year-olds compared to 41 per cent by 12 to 13-year-olds).

Figure 7.1.1 Dealing with friends requests from people not met in person among young people aged 12 to 17 years

66% of those accepting a friends request from someone they hadn’t met did so because “they were friends of my friends”

Base: Young people (12-17yrs) that use SNS n=576;
Those received a friends request (12-13 y/o) n=69, (14-15 y/o) n=132, (16-17 y/o) n=124

Figure 7.1.1 also indicates the main reason young people give for accepting the friends request from someone they hadn’t met in person is ‘because they were friends of my friends’ (overall 66 per cent mentioned this). This corresponds to the findings in the qualitative research conducted prior to this research whereby young people gained confidence from the new person being ‘known’ by one of their friends.

The younger children aged eight to 11 years that use social networking services were also asked if they had received friends requests from people they had not met, whether they had accepted the request and why. Figure 7.1.2 below shows that just over one in three (35 per cent) younger children had received a friends request from someone they hadn’t met—significantly fewer requests than the older cohort (see Figure 7.1.1 above). Around a quarter of these children (23 per cent) who had received a request accepted it, which again, was significantly fewer than for the older children aged 12 to 17 years.

Eight children aged eight to 11 years responded to the question ‘why did you accept the friends request?’, five of whom claimed they did so because ‘they were friends of my friends’.
Parents’ perceptions of their children’s online interactions

The research sought to identify whether parents were aware of their children’s online interactions, if any, with people they don’t know in person. To this end, the research asked parents if their child chatted with people online that the parent didn’t know. The data in Figure 7.2.1 displays parent’s responses according to the age of their child.

Figure 7.2.1 indicates a strong relationship between age of their child and parents acknowledgement that their child is interacting with people online they don’t know in the real world. Over one in two (56 per cent) parents of 16 to 17-year-olds reported that their child interacts online with people they don’t know in person, compared with just two per cent of parents of eight to nine-year-olds. This result corresponds to the data considered in the previous sections collected from children and young people who indicated that far more 16 to 17-year-olds interact with people they don’t know than do younger children, particularly eight to nine-year-olds.

In addition, the proportion of parents who responded that they don’t know if their child interacts online with people they don’t know in person, increased with age. One in five (21 per cent) parents of 16 to 17-year-olds reported that they ‘don’t know’ if their child interacts online with people they don’t know in person, compared with just two per cent of parents of eight to nine-year-olds. This finding reflects the trend towards less parental involvement in monitoring a child’s internet use as children grow older.
Parents were also asked if their child had met their online friends that the parents didn’t know, in person. Significantly fewer parents were aware of the child meeting up in person with online friends than those that were aware of their child chatting to online friends over the internet. As can be seen in Figure 7.2.2, just one percent of parents of eight to nine-year-olds were aware of their child meeting up with online friends the parents didn’t know. Although, the proportion of older children that had met online friends the parents didn’t know was higher at 14 per cent of 16 to 17-year-olds.

Parents of older children are also more likely than those of younger children to believe, or be unsure of whether their children have met online friends they didn’t know.

**Figure 7.2.1 Parents’ perception of their child’s online activity with people they don’t know**

Parents of older children are also more likely than those of younger children to believe, or be unsure of whether their children have met online friends they didn’t know.
7.3
Children and young people's experience of types of contact

In addition to friend requests, risky situations can develop from online requests for contact and specific personal information. The research asked children and young people if they had received requests to participate in various forms of communication such as webcams or Instant Messaging (IM) and if they had received requests for any personal information from people they hadn’t met. They were then asked if they themselves had sent similar requests or their personal details to people they hadn’t met in person.

Figure 7.3.1 shows that as children age and use the internet and social networking services more frequently they receive far more requests to interact using a one-to-one platform than in younger years. Additionally, they are more likely to receive requests for personal contact details from those they haven’t met in person.

Even so, less than half (44 per cent) of 16 to 17-year-olds claimed that they had received a mobile phone number from someone that they had met online. Any personal information from people they hadn’t met. They were then asked if they themselves had sent similar requests or their personal details to people they hadn’t met in person.

The percentage of children who report receiving mobile phone numbers from someone they hadn’t met before doubles from 12 to 13-year-old (nine per cent) to 14 to 15-year-old age bands (20 per cent). Based on the data available from this study, it remains at this level as children get older, with 19 per cent of 16 to 17-year-olds reporting that they had received a mobile phone number from someone that they had met online.

Figure 7.3.1 Experience of receiving requests for 'one-to-one' contact and personal details from people children and young people don't know

The percentage of children who report receiving mobile phone numbers from someone they had not met before doubles from 12 to 13-year-old (nine per cent) to 14 to 15-year-old age bands (20 per cent). Based on the data available from this study, it remains at this level as children get older, with 19 per cent of 16 to 17-year-olds reporting that they had received a mobile phone numbers from someone that they had met online.
In addition, 14 per cent of 14 to 15 year age group also report having received an address from someone they hadn’t met, which is substantially higher than both their older (six per cent of 16 to 17-year-olds received an address) and younger counterparts (five per cent of 12 to 13-year-olds and one per cent or less of younger children). While these figures are relatively low they do represent a type of contact that could lead to risk if not managed appropriately by the child or young person.

The research also asked children and young people if they had sent requests for one-to-one contact or their personal details to people they hadn’t met in person. Figure 7.3.2 shows that the large majority of children and young people aged eight to nine, 10 to 11 and 12 to 13 (90 per cent or more) had not actively sent personal details or requests for one-to-one contact to people they didn’t know in person.

Once young people reached 14 to 15 years and older the proportion sending personal details increased. The most common item to send others was a photo (16 per cent of 14 to 15-year-olds had done so, as had 21 per cent of 16 to 17-year-olds).

Very few report having sent their address to someone they hadn’t met in person, with those aged 16 to 17 the most likely to report having done so (three per cent). Sending a mobile phone number was slightly more prevalent, and again, most likely among the older age group where seven per cent report having sent their mobile number to someone they hadn’t met before.
7.4  
Children and young people's display of personal information

While relatively few children and young people report having actively sent any personal details to people they hadn’t met in person, many of those with a social networking page may be publicly displaying this information. It follows that if friend requests from unknown people are accepted, then they are able to view any content on a social networking service page. In the event that this page contains personal information, the ‘new friends’ will be able to access it.

Of those surveyed, children and young people who were social networking services users, were asked if they had posted any personal details (such as their mobile phone number, home address, full name, date of birth, a photo of themselves, or their school name) on their page. As Figure 7.4.1 shows, children and young people tend to post more information on their social networking service pages as they age. Only 22 per cent of 16 to 17-year-olds claim they have not put any of the details listed on their page, compared to 52 per cent of eight to nine-year-olds who claim they have not put any details on their page.

Figure 7.4.1 Details contained on the social networking service pages of children and young people

<table>
<thead>
<tr>
<th>Details Listed</th>
<th>8-9 yo</th>
<th>10-11 yo</th>
<th>12-13 yo</th>
<th>14-15 yo</th>
<th>16-17 yo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your mobile number</td>
<td>6%</td>
<td>15%</td>
<td>24%</td>
<td>24%</td>
<td>32%</td>
</tr>
<tr>
<td>Your home address</td>
<td>20%</td>
<td>20%</td>
<td>27%</td>
<td>17%</td>
<td>24%</td>
</tr>
<tr>
<td>A photo of yourself</td>
<td>28%</td>
<td>2%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Your full name</td>
<td>52%</td>
<td>40%</td>
<td>43%</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>Your date of birth</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Your school name</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>None of these</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Generally the most common personal details to be posted on children and young people’s social networking service pages are photos of themselves. Posting a photo of themself becomes more popular with age—by 16 to 17 years, two in three with a social networking service have posted a photo of themselves, compared to less than 25 per cent of eight to nine and 10 to 11-year-olds. Eight to nine-year-olds and 10 to 11-year-olds are more likely to report posting their date of birth than their photo.
7.5 Access to webcams

In order to understand the proportion of children and young people with home access to webcams, parents were asked if they had a webcam at home and then if their child was allowed to use the webcam. As Figure 7.5.1 shows, fewer than one in three (30 per cent) households with children aged eight to 17 years have webcam access. The majority of parents of 16 to 17-year-olds with access to webcams allow their child to use them. Parents of younger children appear to be stricter with webcam access than parents with older children.

Figure 7.5.1 Webcam access at home

Base: Total sample n=819; Households with a webcam n=257
7.6
Children and young people's use of webcams

Actual use of webcams among children and young people is significantly higher than would be expected from parent’s report of home access to webcams. Extrapolating the reports of webcam ownership and parent’s rules about access, we would expect 31 per cent of 16 to 17-year-olds, 22 per cent of 14 to 15-year-olds, 19 per cent of 12 to 13-year-olds and 11 per cent of eight to nine-year-olds to have been able to use a webcam at home. However, from Figure 7.6.1 it can be seen that a much greater proportion of children and young people from each age group report having used a webcam (51 per cent of 16 to 17-year-olds, 45 per cent of 14 to 15-year-olds, 38 per cent of 12 to 13-year-olds, and 28 per cent of 10 to 11 and eight to nine-year-olds have used a webcam).

Figure 7.6.1 Children and young people's reported use of webcams

Webcam use appears to be introduced to children through use with a family member (26 per cent of eight to nine-year-olds have used a webcam with a family member) and as children get older they become more likely to use webcams with friends they know in person. As figure 7.6.1 shows, only a small number of respondents in each age group (reaching a maximum of three per cent among 16 to 17-year-olds) report using a webcam with someone they met online but don’t know in person.
08
Parent child communication regarding the internet
8.1 

Parental knowledge of child’s internet activity

The survey estimated the frequency and type of conversations that had occurred between parents and children about internet use and identified the types of safety messages delivered. In addition, parental level of knowledge of their children’s online activities, internet usage ‘rules’ and the degree of parental monitoring was also examined.

Parents were asked to estimate how much they know of what their child does on the internet. Figure 8.1.1 indicates, in general, parents feel they are well informed about what their child does on the internet, particularly when their child is among the younger groups. Over one in two parents of eight to nine-year-olds claim they know ‘everything they do on the internet’ with a further 39 per cent claiming they know about ‘most things’. As children get older there is a significant decline in the amount parents claim to know about what their children are doing—by age 16 to 17 only one in ten (nine per cent) parents claim to know about ‘everything’ they do on the internet, three in five (59 per cent) say they know ‘most things’, while nearly one in three (31 per cent) say that they only know ‘some things’ their child does online.

Generally there were few differences between demographic sub-groups concerning parent’s knowledge of their child’s internet activity. The exception were parents from regional areas, who were slightly more likely to claim they knew ‘everything’ their child did online, in comparison to parents from metropolitan areas (36 per cent compared to 26 per cent, respectively). There were no differences in claimed knowledge between male and female parents.
8.2
Parents’ knowledge of child’s use of social networking services

Parents were asked whether they were aware of their child using the main social networking service sites such as Bebo, Facebook and MySpace. Parents’ awareness of their child’s use is compared to their child’s reported use in Figure 8.2.1 below.

As figure 8.2.1 shows, a small proportion of parents remain unaware their children are using social networking services regardless of the age of the child. The largest gap in parental knowledge and child behaviour occurs for 14 to 15-year-olds where 47 per cent of parents are aware of their child using these services but 59 per cent of 14 to 15-year-olds claim to be using the services.

Figure 8.2.1 Parents’ knowledge compared to child’s use of social networking services

<table>
<thead>
<tr>
<th>Child uses SNS</th>
<th>Parents (Yes, child has SNS page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 yo</td>
<td>37%</td>
</tr>
<tr>
<td>10-11 yo</td>
<td>64%</td>
</tr>
<tr>
<td>12-13 yo</td>
<td>80%</td>
</tr>
<tr>
<td>14-15 yo</td>
<td>94%</td>
</tr>
<tr>
<td>16-17 yo</td>
<td>97%</td>
</tr>
</tbody>
</table>

Base: Total sample n=819

Use of social networking services appeared to differ by location. Both parents and children and young people in metropolitan areas were more likely to report use of social networking services than their rural counterparts. One in two (50 per cent) metropolitan parents reported their child used social networking services compared to 31 per cent of rural parents; whereas 93 per cent of 12 to 17-year-old young people in metropolitan areas use social networking services compared to 80 per cent of 12 to 17-year-old young people in rural areas. The difference was slightly less for children aged eight to 11 years (55 per cent use social networking services in metropolitan areas compared to 45 per cent in rural areas).

In addition, male parents were significantly less likely than female parents to believe their child had used a social networking service (38 per cent of male parents compared to 48 per cent of female parents).

Parents were then asked how many of their children’s online friends they knew. Figure 8.2.2 shows that parents generally admit they do not know all of their children’s online friends—this is particularly the case as their children get older.
Use of social networking services appeared to differ by location. Both parents and children and young people in metropolitan areas were more likely to report use of social networking services than their rural counterparts. One in two (50 per cent) metropolitan parents reported their child used social networking services compared to 31 per cent of rural parents; whereas 93 per cent of 12 to 17-year-old young people in metropolitan areas use social networking services compared to 80 per cent of 12 to 17-year-old young people in rural areas. The difference was slightly less for children aged eight to 11 years (55 per cent use social networking services in metropolitan areas compared to 45 per cent in rural areas).

In addition, male parents were significantly less likely than female parents to believe their child had used a social networking service (38 per cent of male parents compared to 48 per cent of female parents).

Parents were then asked how many of their children’s online friends they knew. Figure 8.2.2 shows that parents generally admit they do not know all of their children’s online friends—this is particularly the case as their children get older. Parents of 16 to 17-year-olds were the least likely to claim they knew all of their children’s online friends (only three per cent claim to know all of their children’s online friends). As children age, an increasing proportion of parents claim to know half or fewer of their online friends (13 per cent of parents of 12 to 13-year-olds, 36 per cent of parents of 14 to 15-year-olds and 47 per cent of parents of 16 to 17-year-olds claim to know half or fewer of their child’s online friends).

Male parents reported less knowledge of their child’s online friend network. Males were more likely to report knowing ‘a few of them’ (31 per cent compared to 17 per cent of female parents) and less likely to report knowing ‘most of them’ (27 per cent compared to 39 per cent of female parents).

8.3 Parent child conversations about social networking services and the internet

Children and young people were asked if they had had conversations with their parents about the risks associated with social networking services and about what to do if someone they don’t know contacts them. Figure 8.3.1 shows that the large majority of young people aged 12 to 17 years report having conversations with their parents about the risks of social networking sites. The younger age group of eight to 11-year-olds are less likely to report conversations with their parents, although there were significantly fewer eight to 11-year-olds using social networking services than the older age groups (see section 6.1). It should also be noted the questions presented to eight to 11-year-olds and 12 to 17-year-olds were worded slightly differently, with younger children given the specific examples of Club Penguin and Bebo, whereas the more generic term ‘social networking services’ was used for older children.
Figure 8.3.1 Conversations with parents regarding the risks of social networking services

![Bar chart showing percentages of conversations with parents about social networking risks.]

*Question wording slightly different for younger audience, two specific examples were provided in place of "social networking services": "Club Penguin or Bebo"

Base: Total sample n=819

Figure 8.3.2 shows that similar proportions of older children report having had conversations with their parents about what to do if they are contacted by people they don’t know over the internet as report conversations about risks of social networking services. However, significantly more children aged eight to 11 years report ‘contact’ conversations with their parents than conversations specifically about Club Penguin and Bebo.

Figure 8.3.2 Conversations with parents regarding what to do if contacted by someone over the internet

![Bar chart showing percentages of conversations with parents about what to do if contacted by someone over the internet.]

Base: Total sample n=819

While twice as many children aged eight to nine report having conversations with their parents about what to do if someone they don’t know contacts them over the internet compared to the risks of using social networking services, there remains just over one in four eight to nine-year-olds that don’t recall talking to their parents about online contact risks.
Children and parents were also asked about the frequency of their communication about internet experiences. Figure 8.3.3 shows the frequency with which conversations between children and their parents regarding the internet occur according to children and young people’s perspective. As can be seen conversations tend to decline after the child reaches 12 to 13 years.

At 12 to 13 years, over one in two (58 per cent) children report conversations about the internet with their parents either ‘quite often’ or ‘always’, compared to 37 per cent of 14 to 15-year-olds and 34 per cent of 16 to 17-year-olds reporting conversations with their parents ‘quite often’ or ‘always’. The older age groups were more likely to report ‘sometimes (but not every time I use the internet)” having conversations with their parents about what they encountered. Figure 8.3.3 indicates a high frequency of conversations resulting from internet use, right through to children aged 16 to 17 years.

The results from the corresponding parent’s question are reported in figure 8.3.4. They reveal a similar level of conversations with their children about what they encounter on the internet.
Children and young people were asked who, other than their parents, they would talk to about concerns they had regarding the internet and were prompted with the options of ‘no one’, ‘friends’, ‘siblings’, ‘teachers’ or ‘someone else’. Figure 8.3.5 shows that as children mature they develop different support networks outside of their family unit.

Of the eight to nine-year-olds surveyed, 47 per cent nominated their teacher as a source of support regarding internet issues, whereas other friends are seen as a source of support for just under one in three (32 per cent). As children get older these proportions tend to reverse; for 10 to 11-year-olds the proportions using ‘friends’ and ‘teachers’ as additional support are equivalent (36 per cent and 38 per cent, respectively), by 12 to 13 years the gap begins to widen (62 per cent rely on their friends as additional support compared to 33 per cent relying on teachers), and continues to widen for 14 to 15-year-olds and 16 to 17-year-olds (72 per cent of 14 to 15-year-olds rely on friends and 26 per cent rely on teachers, while 74 per cent of 16 to 17-year-olds rely on friends and just 20 per cent rely on teachers). Most other sources of support regarding internet issues listed remained relatively steady across the age ranges.
Overall, the survey found that the proportion of respondents who discussed internet issues with a sibling remained relatively stable for children aged from 10 to 17. Family structure had a partial effect on the choice of person (outside of their parents) that children and young people would approach regarding these issues. For the younger children aged eight to 11 years, varying family size (one, two or three or more children) had no impact on who they might rely on for support, nor was there an effect according to whether they lived in a one or two-parent household. However, among young people aged 12 to 17, a larger family size (two or more children) meant significantly more reliance on siblings for internet discussions (18 per cent of children in a one-child household mentioned siblings, compared to 47 per cent of those in a two-child household, and 53 per cent of those in a three-child household). Those 12 to 17-year-olds living in a one-child household were more likely than their counterparts in multi-child households to mention their teacher (36 per cent compared to 23 per cent for those in households with two or more children), ‘no-one’ (nine per cent compared to four per cent) and ‘someone else’ such as another relative (10 per cent compared to six per cent). In addition, young people aged 12 to 17 years living in a two-parent household were more likely than their counterparts in a one-parent household to mention siblings as a source to discuss internet issues, other than their parents.

Children and young people that use social networking services were also asked if they had shown their page to their parents. Figure 8.3.6 below shows that a large proportion of children and young people with a social networking service page have shown their parents their page.
Of those that use social networking services, 12 to 13-year-olds were the most likely to have shown their parents their social networking service page (83 per cent), with eight to nine-year-olds the least likely group to have shown their parents their social networking service page (64 per cent).

**8.4 Rules and monitoring of internet use**

Both parents and children were asked if rules had been made regarding what children can and can not do on the internet. Figure 8.4.1 below shows that the large majority of households have rules about internet use. According to parents, 95 per cent of households with eight to nine-year-olds have set rules about internet use, while 98 per cent of eight to 11-year-olds, 97 per cent of 12 to 13-year-olds, 90 per cent of 14 to 15-year-olds and 72 per cent of 16 to 17-year-olds also live in households with set rules regarding internet use. For each age group, similar proportions of parents and children reported having rules—indicating a good awareness regarding what it is expected.
Both parents and children were asked if rules had been made regarding what children can and cannot do on the internet. Figure 8.4.1 below shows that the large majority of households have rules about internet use. According to parents, 95 per cent of households with eight to nine-year-olds have set rules about internet use, while 98 per cent of eight to 11-year-olds, 97 per cent of 12 to 13-year-olds, 90 per cent of 14 to 15-year-olds and 72 per cent of 16 to 17-year-olds also live in households with set rules regarding internet use. For each age group, similar proportions of parents and children reported having rules—indicating a good awareness regarding what it is expected.

Figure 8.4.1 Existence of rules regarding internet use

Figure 8.4.1 shows that fewer 16 to 17-year-olds have set household rules about their internet use compared to their younger counterparts—a situation recognised by both parents and their children. No demographic or household characteristic, other than age of child, made a consistent impact on whether household rules regarding internet use were set.

Nearly all households with children up to 12 to 13 years old have internet use rules but as children get to their mid to late teens, some parents become more relaxed about this. Not only are parents of older children less likely to set rules, the rules are less likely to be rigid and ‘monitored’. Figure 8.4.2 shows a clear shift in the way parents monitor their children’s internet use. Around two thirds of parents of children aged eight to nine years (68 per cent), 10 to 11 years (69 per cent) and 12 to 13 years (67 per cent) report having ‘set rules and regularly check up on’ their children. Once children reach 14 to 15 years of age, parents are significantly less likely to report having ‘set rules and regularly check up on them’ (47 per cent compared to the 67 to 69 per cent seen for parents of eight to 13 years). By the age of 16 to 17 years, set rules and regular checks are reported by less than one in four parents (24 per cent).

The results indicate that parents of young people are more likely to ask their child about what they have seen and to discuss the material with them (41 per cent of parents of 16 to 17-year-olds and 36 per cent of parents of 14 to 15-year-olds). The results suggest that, if parents don’t ask their children about what they have seen, they establish parameters for what their child should do on the internet. Only a small number of parents claim that they do not discuss the internet with their children. This trend was also evident among parents of 16 to 17-year-olds (three per cent).
When asked about how often they check what their child is doing on the internet, parents report a relatively high frequency of monitoring behaviour. Figure 8.5.3 shows the majority (56 per cent) of parents report constant checks when their child is eight to nine years old but far less constant monitoring by the time they are 16 to 17-years-old (13 per cent are ‘always’ checking at this age).
Those parents with a university education are less likely than their counterparts to ‘always’ monitor what their children are doing on the internet (27 per cent compared to 40 per cent of those without a university level education), as are those with a household income over $100,000 (26 per cent compared to 40 per cent of those with a household income of less than $100,000).

In addition, parents who claim they are very concerned about online safety issues (see section 11.1 of this report) are twice as likely as their less concerned counterparts to be ‘always checking what their children are doing when on the internet’ (50 per cent of ‘very concerned’ parents compared to 26 per cent of those claiming less concern).

8.5 Current use of internet safety messages

Parents and children were presented with a list of safety messages that ACMA aims to promote through their various resources7. The messages are intended to promote awareness of the risks associated with internet use and provide suggestions on how to mitigate or avoid some of the risks associated with internet use. Figure 8.5.1 shows parents’ adoption of the messages into their household rules and messages they relay to their children. The majority of parents tell their children not to provide personal details (88 per cent) and to remember that people are not always who they say they are (81 per cent). However, there is less adoption of the other messages.

Figure 8.5.1 Parents’ use of the following safety messages

<table>
<thead>
<tr>
<th>Message</th>
<th>Adoption Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t give out your address or phone number</td>
<td>88%</td>
</tr>
<tr>
<td>Remember people may not be who they say they are</td>
<td>81%</td>
</tr>
<tr>
<td>Be careful with what you post online</td>
<td>69%</td>
</tr>
<tr>
<td>Don’t use your real name online</td>
<td>56%</td>
</tr>
<tr>
<td>Know how to block people online</td>
<td>48%</td>
</tr>
<tr>
<td>Keep your computer in a public room</td>
<td>45%</td>
</tr>
</tbody>
</table>

Base: Total sample n=819

7 A selection of cybersafety resources currently produced and promoted by ACMA can be found at www.acma.gov.au.
Parents of older children aged 12 to 17-years-old are more likely than parents of younger children to use all of these messages in their household. The exception is the ‘Keep your computer in a public room’ message for 16 to 17-year-olds. This is likely to be due to an increase in the proportion of young people of that age with their own computer.

Parents of younger children are far less likely to tell them to ‘Know how to block people’ and ‘Be careful with what you post online’.

Female parents are more likely than male parents to report using each of these rules in their household (90 per cent of female parents compared to 84 per cent of male parents use ‘Don’t give out your address’, 84 per cent compared to 78 per cent use ‘Remember people aren’t always who they say they are’, 73 per cent compared to 64 per cent use ‘Be careful with what you post’, 59 per cent compared to 52 per cent use ‘Don’t use your real name’, 55 per cent compared to 38 per cent use ‘Know how to block people’, and 48 per cent compared to 42 per cent use ‘Keep your computer in a public room’).

Children and young people also report a relatively high level of use of these rules, particularly among the older age groups. The notable exception is, again, ‘Keep your computer in a public room’ where only 35 per cent of 16 to 17-year-olds claim to adhere to this message. ‘Know how to block people’ steadily increases from 25 per cent of eight to nine-year-olds to 79 per cent of 16 to 17-year-olds claiming to heed this message.

Figure 8.5.2 Children’s use of the following safety messages

<table>
<thead>
<tr>
<th>Message</th>
<th>8-9 yo</th>
<th>10-11 yo</th>
<th>12-13 yo</th>
<th>14-15 yo</th>
<th>16-17 yo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your computer in a public room</td>
<td>76%</td>
<td>77%</td>
<td>90%</td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td>Remember people may not be who they say they are</td>
<td>55%</td>
<td>56%</td>
<td>53%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>Don’t use your real name online</td>
<td>62%</td>
<td>72%</td>
<td>72%</td>
<td>54%</td>
<td>58%</td>
</tr>
<tr>
<td>Don’t give out your address or phone number</td>
<td>76%</td>
<td>64%</td>
<td>53%</td>
<td>49%</td>
<td>35%</td>
</tr>
<tr>
<td>Be careful with what you post online</td>
<td>56%</td>
<td>54%</td>
<td>53%</td>
<td>49%</td>
<td>58%</td>
</tr>
<tr>
<td>Know how to block people online</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>None of these</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>53%</td>
<td>55%</td>
<td>54%</td>
<td>54%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Base: Total sample n=819
09
Cyberbullying
9.1 Experience of cyberbullying

The quantitative research sought to understand the extent to which children and young people had experienced cyberbullying, and had participated in cyberbullying themselves, both over the internet and via mobile phones.

Children and young people were presented with the following description of cyberbullying: ‘Cyberbullying is when someone repeatedly uses the internet or a mobile phone to deliberately upset or embarrass somebody else. It is intended to harm others and can include sending mean or nasty words or pictures to someone over the internet or by mobile phone’. They were then asked if they had been exposed to any cyberbullying incidents via their mobile phone, over the internet or both.

Figure 9.1.1 shows that the incidence of cyberbullying increases with age. By the age of 16 to 17 years, nearly one in five (19 per cent) report having experienced some form of cyberbullying. In contrast, just one per cent of eight to nine-year-olds report having experienced cyberbullying. The largest increase in the incidence of cyberbullying occurs between the ages of eight to nine and 10 to 11, followed by a second smaller increase between the age groups of 10 to 11-year-olds and 12 to 13-year-olds.

Figure 9.1.1 Incidence of being cyberbullied among children and young people

```
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Yes, both over the internet and by mobile phone</th>
<th>Yes, by mobile phone</th>
<th>Yes, over the internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 yo</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10-11 yo</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>12-13 yo</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14-15 yo</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>16-17 yo</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
```

Base: Total sample n=819

Figure 9.1.1 demonstrates that cyberbullying is more common over the internet in comparison to a mobile phone.

Young people who reported experiencing cyberbullying were asked what they had done about it. Table 9.1.2 presents a summary of the actions taken in response to cyberbullying incidents experienced by 12 to 17-year-olds. As can be seen, the overwhelming majority (98 per cent) of young people who had experienced a bullying incident reported taking some action in response. The most common action taken was to report the incident to a parent (mentioned by 72 per cent), followed by blocking the bully or messages (mentioned by 50 per cent).

---

6 The 8–9 and 10–11 year age categories have not been displayed due to the very small number of respondents in these categories (less than ten).
Table 9.1.2 Incidence of being cyberbullied among young people

<table>
<thead>
<tr>
<th>Action Taken</th>
<th>Total</th>
<th>12-13</th>
<th>14-15</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>I told my parents</td>
<td>72%</td>
<td>69%</td>
<td>69%</td>
<td>77%</td>
</tr>
<tr>
<td>I blocked the bully/ the messages</td>
<td>50%</td>
<td>31%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>I told a friend</td>
<td>33%</td>
<td>28%</td>
<td>26%</td>
<td>45%</td>
</tr>
<tr>
<td>I ignored the person or people who were bullying me</td>
<td>33%</td>
<td>26%</td>
<td>27%</td>
<td>44%</td>
</tr>
<tr>
<td>I told my brother or sister</td>
<td>24%</td>
<td>24%</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>I kept a record of the messages</td>
<td>19%</td>
<td>19%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>I told the police</td>
<td>12%</td>
<td>10%</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>I bullied the bully back</td>
<td>12%</td>
<td>7%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>I told a school teacher</td>
<td>11%</td>
<td>18%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>I reported it to the website/ service provider</td>
<td>9%</td>
<td>3%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>I changed my email address or mobile phone number</td>
<td>9%</td>
<td></td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>I told someone else</td>
<td>3%</td>
<td></td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>I did nothing about being bullied</td>
<td>2%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Young people who had experienced cyberbullying n=107

When children and young people were asked if they had engaged in cyberbullying behaviour, less than 10 per cent (n = 60) of the survey sample admitted any involvement. Figure 9.1.3 shows that the older age groups were most likely to admit to cyberbullying.

Figure 9.1.3 Incidence of participating in cyberbullying among children and young people

- Yes, both over the internet and by mobile phone
- Yes, by mobile phone
- Yes, over the internet

Base: Total sample n=819

---

5 Results contained in this table should be interpreted with caution due to the relatively small sample sizes of the individual age groups.
Risks associated with internet use and social networking services
10.1
Children and young people’s assessment of risk

Young people were presented with a list of activities they could do on the internet while using social networking services and asked to rate them as a low, medium or high risk activity. For children aged eight to 11 years, the descriptions of activities were simplified and they were asked if they thought the activity was ‘OK’ or ‘not OK’.

Figure 10.1.1 shows the young people aged 12 to 17 years’ assessment of risk of each of the activities listed. Overall young people identified many of the activities listed as being relatively high risk.

Figure 10.1.1 Identification of risk associated with various online activities by young people aged 12 to 17 years

A large majority of young people considered posting their address (89 per cent) and mobile phone number (81 per cent) on their social networking service page as a high risk activity. However, posting other personal details such as the name of their school (58 per cent) and their date of birth (56 per cent) were not considered to be high risk by as many. In general, activities commonly associated with using social networking services were considered to be far more risky than activities associated with general internet use. Playing online games was considered a low risk activity by two in five (41 per cent) young people.

Younger children aged eight to 11 years rated the various activities in a very similar way to young people aged 12 to 17 years. As figure 10.1.2 shows, the majority of eight to 11-year-olds identified posting private information on social networking services as ‘not ok’. Similarly, the activity they were most likely to feel was ok was not necessarily associated with using social networking services; 41 per cent of eight to 11-year-olds felt playing online games with people they don’t know is ‘OK’.
Figure 10.1.2 Identification of risk associated with various online activities by children aged eight to 11 years

10.2 Parent assessment of risk

Parents were presented with the same list of various online activities as older children and asked to classify them as high, medium or low risk activities. Figure 10.2.1 shows that parents had a very similar profile of risk categorisation responses to that of 12 to 17-year-olds.
The most noticeable difference when comparing parents’ assessment of risk to that of their children’s, is that parents are less likely to consider activities ‘low risk’—this can be seen when comparing:

- playing online games with people you don’t know (30 per cent of parents consider this a low risk activity compared to 41 per cent of 12 to 17-year-olds, while 40 per cent of eight to nine-year-olds say it is ‘OK’)
- logging on to a file sharing site (10 per cent of parents consider this a low risk activity compared to 18 per cent of 12 to 17-year-olds, while 15 per cent of eight to nine-year-olds say it is ‘OK’)
- clicking on pop-up ads for games or prizes (19 per cent of parents consider this a low risk activity, compared to 29 per cent of 12 to 17-year-olds and 22 per cent of eight to nine-year-olds who say it is ‘OK’)
- posting your date of birth on a social networking service (10 per cent of parents consider this a low risk activity, compared to 16 per cent of 12 to 17-year-olds and 29 per cent of eight to nine-year-olds who say it is ‘OK’).

10.3
Attitudes to using the internet

Statements regarding the way children and young people use the internet were presented to respondents as a way of gauging the individual’s motivation for using the internet. Figure 10.3.1 provides an overview of young people aged 12 to 17 years responses to the statements.

Figure 10.3.1 Attitudes to internet use among young people aged 12 to 17 years.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I mainly use the internet because other people I know are online</td>
<td>41%</td>
<td>32%</td>
<td>12%</td>
<td>9%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>I think social networking services like Bebo, Facebook and Myspace are great ways to meet new people</td>
<td>13%</td>
<td>26%</td>
<td>33%</td>
<td>15%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>I only use the internet to find things for my hobbies</td>
<td>12%</td>
<td>24%</td>
<td>24%</td>
<td>23%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>I like to be the first to find new things on the internet</td>
<td>12%</td>
<td>31%</td>
<td>31%</td>
<td>15%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>I like to search for things that might shock my friends</td>
<td>7%</td>
<td>21%</td>
<td>19%</td>
<td>22%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>I do things on the internet I know I shouldn’t but it’s fun</td>
<td>6%</td>
<td>19%</td>
<td>21%</td>
<td>21%</td>
<td>31%</td>
<td></td>
</tr>
</tbody>
</table>

Base: Young people (12-17 yrs) n=626

Figure 10.3.1 shows there is majority agreement (either strongly or somewhat) among young people aged 12 to 17 years with the statement ‘I mainly use the internet because other people I know are online’. The proportion agreeing with this statement increases with age (64 per cent of 12 to 13-year-olds either strongly or somewhat agree, 76 per cent of 14 to 15-year-olds agree and 79 per cent of 16 to 17-year-olds agree). A substantial but much smaller proportion (39 per cent) either strongly or somewhat agree with the statement ‘…social networking services … are great ways to meet new people’.
Again, the older age groups are more likely to agree with this statement (25 per cent of 12 to 13-year-olds either somewhat or strongly agree while 46 per cent of 14 to 15 and 16 to 17-year-olds agree). There were no significant differences in agreement between teenage boys and girls.

These results compare to the previous findings that show 18 per cent of 12 to 17-year-olds claim to use the internet to search for new friends (refer to chapter 6). Of those who reported using social networking services, 17 per cent claimed that one of the main reasons they use these services was to ‘make new friends’. Young people aged 12 to 17 years were more likely to identify ‘making new friends’ as a reason than children aged eight to 11.

Overall, the survey findings indicate that a minority of respondents used social networking services to actively seek new friendships outside of their current social network. This is most likely to occur among the older age groups (over 14 years) surveyed. However, the survey found that the majority of young people used social networking services and other internet applications to support social interaction with current ‘real world’ networks.

Figure 10.3.1 also shows that some young people ‘do things they know they shouldn’t’ and ‘search for things that might shock their friends’ on the internet (25 per cent and 28 per cent, respectively, either somewhat or strongly agree). In both cases, teenage boys were more likely to agree (either strongly or somewhat) with these statements than teenage girls. Apart from gender, there were no real differences across demographic variables.

Around one in three (36 per cent) agree either strongly or somewhat that they only like to use the internet to find things for their hobbies. Slightly more (43 per cent) either somewhat or strongly agree with the statement ‘I like to be the first to find new things on the internet’.

In order to simplify the task, younger children aged eight to 11 years were presented with a similar set of statements that required a Yes/No response. Figure 10.3.2 shows their responses differed somewhat from their older counterparts. The younger children aged eight to 11 years were more likely than their older counterparts to say they ‘...only use the internet to find things for my hobbies’ (59 per cent agreed compared to 36 per cent either somewhat or strongly agreeing to the same statement among 12 to 17-year-olds). Searching for hobbies was the most widely agreed to statement for children aged eight to 11 years.

Figure 10.3.2 Attitudes to internet use among children aged eight to 11 years

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you only use the internet to find things for hobbies</td>
<td>37%</td>
<td>59%</td>
<td>4%</td>
</tr>
<tr>
<td>Do you like to be the first to find new things on the internet</td>
<td>37%</td>
<td>53%</td>
<td>10%</td>
</tr>
<tr>
<td>Do you mainly use the internet because other people use it</td>
<td>20%</td>
<td>67%</td>
<td>13%</td>
</tr>
<tr>
<td>Do you do things on the internet you know you shouldn't because it's fun</td>
<td>17%</td>
<td>81%</td>
<td>1%</td>
</tr>
<tr>
<td>Do you search for things that might shock your friends</td>
<td>12%</td>
<td>87%</td>
<td>1%</td>
</tr>
<tr>
<td>Do you try and meet new people on SNS</td>
<td>10%</td>
<td>86%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Base: Children (8-11 yrs) n=193
Children aged eight to 11 were unlikely to report doing things online they knew they shouldn’t (only 17 per cent reported engaging in these types of activities) or to search for things that might shock their friends (just 12 per cent reported this activity). Where these behaviours were reported, they were more common among boys than girls (25 per cent of boys aged eight to 11 do things they know they shouldn’t compared to 12 per cent of girls, and 18 per cent of boys aged eight to 11 search for things to shock their friends compared to just five per cent of girls). In addition, only 10 per cent of eight to 11-year-olds claimed they tried to meet new people on social networking services.

Parents were also asked for their opinion regarding their child’s use of the internet. The statements were of a similar nature to that of children and young people but parents were asked to infer what their children do as opposed to report what they do themselves. Figure 10.3.3 outlines what the parents believed about their children’s internet use.

Parents’ attitudes regarding their child’s use of the internet varied considerably according to the age of their child, with parents of younger children more likely to agree that their children don’t have strangers as friends, obey the rules they set, don’t use social networking services, and use the internet to talk to family and friends.

Other than the age of their child there were very few significant differences in parental attitudes across demographic variables. The one exception was parents from regional areas were more likely than those from metropolitan areas to ‘strongly agree’ their children don’t use social networking services (40 per cent of parents from rural areas strongly agree their children don’t use social networking services compared to 24 per cent of parents from metropolitan areas).
Parental concerns about internet safety
11.1 General concern about internet safety

The survey measured the extent of concern parents have regarding internet safety in general, as well as their perception of specific risks to their children. To this end, parents were asked to rate their level of concern about online safety issues.

Figure 11.1.1 below shows that there is a substantial level of concern among parents regarding internet safety, with nearly one in two (48 per cent) parents saying they are ‘very concerned’ about online safety issues. Only two per cent of parents were unconcerned.

When parents who indicated some concerns about safety issues were asked to nominate the issue of greatest concern, predatory behaviour from strangers was ranked as the major concern. Nearly one in two parents (47 per cent) are concerned specifically about people they don’t know contacting their children while they are online. Other common concerns are access to inappropriate content such as pornographic sites and privacy concerns. Bullying over the internet was mentioned by a small minority (three per cent).

Parents level of concern about internet safety issues varied according to the age of their child, with parents of 16 to 17-year-olds significantly less likely than their counterparts to be ‘very concerned’ (31 per cent of parents of 16 to 17-year-olds are very concerned compared to 49 per cent of parents of 14 to 15-year-olds, 54 per cent of parents of 12 to 13 and 10 to 11-year-olds, and 51 per cent of parents of eight to nine-year-olds.) There was no difference in level of concern between metropolitan and regional parents but females showed more concern than males (53 per cent of female parents were very concerned compared to 39 per cent of males). In addition, unemployed parents were more likely to be very concerned (55 per cent were very concerned compared to 44 per cent of employed parents) while those with a household income over $100,000 were less concerned than their counterparts (39 per cent were very concerned compared to 49 per cent of those on incomes less than $100,000).
Parents level of concern about internet safety issues varied according to the age of their child, with parents of 16 to 17-year-olds significantly less likely than their counterparts to be ‘very concerned’ (31 per cent of parents of 16 to 17-year-olds are very concerned compared to 49 per cent of parents of 14 to 15-year-olds, 54 per cent of parents of 12 to 13 and 10 to 11-year-olds, and 51 per cent of parents of eight to nine-year-olds.) There was no difference in level of concern between metropolitan and regional parents but females showed more concern than males (53 per cent of female parents were very concerned compared to 39 per cent of males). In addition, unemployed parents were more likely to be very concerned (55 per cent were very concerned compared to 44 per cent of employed parents) while those with a household income over $100,000 were less concerned than their counterparts (39 per cent were very concerned compared to 49 per cent of those on incomes less than $100,000).

Contact by strangers was a key concern identified in the earlier qualitative research and was specifically prompted in this research. Parents were asked how concerned they were about people their child doesn’t know contacting them. Figure 11.1.2 below shows a very similar proportion of parents are concerned about strangers online as are concerned about online safety generally (50 per cent are very concerned).

Concern declines significantly as children get older.
11.2
Parents knowledge of online threats

Figure 11.2.1 shows that parents report a high level of perceived knowledge of online threats. Few parents reported knowing ‘nothing’ about online threats. The survey results revealed that parents of 16 to 17-year-olds were most likely to report having ‘a little’ knowledge of online threats (seven per cent). This group was also the least likely to report having ‘a great deal’ of knowledge (22 per cent). Apart from this, there were no significant differences in parental level of self-reported knowledge across the other demographic variables.

Figure 11.2.1 Parents self-reported knowledge of online threats

Base: Total sample n=819
12
Information requirements and sources
12.1 Accessing cybersafety information

Parents were prompted with a list of online safety resources, and asked to indicate which resources they had accessed. Figure 12.1.1 shows that the majority of parents surveyed (84 per cent) had not accessed any of the listed resources. It is not known whether these parents had tried to access information but were unsuccessful or found alternative sources that they found adequate, or had not actively sought information at all.

Figure 12.1.1 Parents access of online safety information

As figure 12.1.1 demonstrates, the NetAlert website (www.netalert.gov.au/) was the most popular site of those listed for online safety information at the time of the survey. Eleven per cent of parents surveyed had accessed the site. There were no demographic differences between those that had visited the NetAlert site and those that had not. Parents reporting they are ‘very concerned’ about online threats were more likely than others to have visited one of the sites listed including the NetAlert site (21 per cent of ‘very concerned’ parents had visited an online safety site listed compared to 11 per cent of all other parents).

When asked, unprompted, about where they might go to access information about online safety, parents are most likely to mention Google and general web searching (see Figure 12.1.2 below). Government sites are mentioned by a minority (seven per cent) and NetAlert specifically is only mentioned by two per cent.
When asked, unprompted, about where they might go to access information about online safety, parents are most likely to mention Google and general web searching (see Figure 12.1.2 below). Government sites are mentioned by a minority (seven per cent) and NetAlert specifically is only mentioned by two per cent.

Figure 12.1.2 Unprompted indication of sources of safety information

- Google: 22%
- Web search / internet / web: 18%
- Family / friends / word of mouth: 13%
- Government sites: 7%
- Don't need it / don't use it: 5%
- School: 3%
- Antivirus software / websites: 2%
- Net safety / Net alert: 2%
- Police: 2%
- ISP / provider: 2%
- Norton: 1%
- Magazines: 1%
- Common sense: 1%
- TV: 1%
- Windows / help line / Microsoft: 1%
- Other: 3%
- Don't know: 22%

Base: Total sample n=819
12.2
Safety information requirements and preferences

In order to understand what parents are most likely to want in terms of online safety information, they were presented with a list of general online safety topics (such as computer security, stranger danger and cyberbullying), a list of how they might receive this information and from whom.

Figure 12.2.1 shows that parents are most likely to want to receive information about how to keep their computer secure (55 per cent), followed by online stranger danger (51 per cent) and where to report incidents (49 per cent).

Figure 12.2.1 Accessing online safety information

Of those that would like to receive safety information (a total of 651), the majority indicated they would prefer it be ‘through pamphlets and information booklets sent from my child’s school’ (59 per cent). The table in figure 12.2.1 lists the alternate delivery methods for online safety material and the proportions of parents preferring each. Electronic methods of distribution were preferred by around one in three (37 per cent would prefer to receive materials via an online subscription newsletter, 33 per cent would prefer an email from their child’s school and 29 per cent would prefer it through a cybersafety website). Smaller proportions indicated the other options provided for receiving information with ‘a CD’ the least preferred option (preferred by 12 per cent).

Parents were further asked if they would like this information to come from a specific government agency, their Internet Service Provider (ISP) provider or their child’s school. Seventy per cent of parents interested in online safety information indicated they would prefer this information came from a specific government agency, 15 per cent indicated their ISP provider and 14 per cent indicated their child’s school.
Conclusions
Conclusions

The internet is an integral part of the daily lives of children and young people aged eight to 17 years. It is used regularly in both the school and home environments. As children age, there appears to be a shift in their internet usage from general entertainment and game playing to social interactions.

This study demonstrated that the majority of young people aged 12 to 17 years actively use social networking services (90 per cent compared to 51 per cent of children aged eight to 11 years). By the age of 16 to 17 years, 97 per cent use at least one social networking service. The popularity of specific social networking services varies according to age; younger children prefer Club Penguin and MSN, as they age more children will use Bebo. By the time they reach their mid to late teenage years, Facebook and MySpace dominate their use of social networking service. Based on the findings of this study, the most popular service across the eight to 17 year age range was MSN.

Social networking services are used by the majority to enhance and reinforce current ‘real world’ friendships within their offline social group. As young people age, the appeal of ‘meeting new people’ and searching for online friends increases in importance. By the age of 16 to 17, the majority of young people using social networking services have online friends (that is, people who they have met online, but have not met in person).

This study found that children and young people demonstrated a high awareness of the risks associated with online and social networking service use. The majority of children and young people aged eight to 17 years were able to identify activities such as posting personal information on social networking services as high risk behaviours. Nevertheless, despite the high level of awareness, this study showed that some young people were prepared to engage in these high risk behaviours. For example, seven per cent of teenagers aged 16 to 17 reported having sent their mobile number to someone they hadn’t met before.

As children approach their teenage years, parental supervision and monitoring of their internet activity declines. At the same time, their interaction with new ‘online friends’ increases. Social networking services provide a viable platform for older teenagers to use to meet new people. The overall results of the study indicate that this age group appear to understand the risks associated with being online and the majority of those surveyed indicated that they followed the online safety guidelines.

Parents feel well informed about their child’s internet behaviour. The majority (54 per cent) of parents of younger children (eight to nine-year-olds) reported that they knew about everything their children did on the internet, with a further 39 per cent claiming they knew ‘most things’. This view declined with age with only nine per cent of parents of 16 to 17-year-olds indicating that they knew everything their child did online, and nine per cent ‘most things’.

The majority (around 90 per cent) of parents and children report conversations about internet safety, with specific conversations about social networking services between parents and children of eight to 11-year-olds occurring less frequently (50 per cent among this group, compared with 93 per cent among young people aged 12 to 17 years). However, a proportion of parents, ranging from 47 per cent (among parents of 10 to 11-year-olds) to 17 per cent (among parents of 16 to 17-year-olds) were unaware their children had used a social networking service on the internet.

This study also found that parents reported significant levels of concern about their child’s online safety. The main driver of this concern was the fear that their child would be contacted by a stranger while they were online. Although the majority of parents surveyed (79 per cent) reported that they would like to receive information about online safety, the survey found that few parents (16 per cent) accessed existing sources of online safety information.
These findings suggest that new online safety education resources are required that specifically target parents. The low proportion of parents who are currently accessing online safety information indicates that it will be a challenge to provide these education resources in a way that parents will find easy to access and use.

This study does provide some insights into the ways in which education resources about online safety can be developed to maximize their appeal (and usefulness) to parents. For example, the survey found that a significant proportion of parents (40 per cent) relied on general web searching when trying to access online safety information. This has a number of implications for the development of ACMA's next generation of online safety information and resources. One of these is that greater attention should be paid to increasing the likelihood that ACMA's education resources will be easily identified and located by popular web search engines such as Google and Yahoo.

The effective development of online safety resources for parents requires a clear identification of parent needs for online safety information (as it applies to their own use of the internet and that of their child) and their preferences for how this information is received. This study found that parents are interested in online safety information about computer security (55 per cent), stranger danger (51 per cent) and how to report online threats (49 per cent). Online safety information would be well received by parents if it comes from a specific cybersafety website (29 per cent), although, the majority of parents surveyed (59 per cent) would prefer to receive this information in the form of pamphlets or information booklets that would be available from their child's school.
Appendix A

Questionnaires
SECTION A – Parents

S1. Please indicate how many children you have, their gender and age: DISPLAY AGE AND GENDER DROP DOWN GRID - UP TO 7 ROWS

<table>
<thead>
<tr>
<th>Row</th>
<th>Age range (1-25)</th>
<th>Gender (M/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECK AGE, SEX and LOCATION (FROM SAMPLE) QUOTAS (IF QUOTA FULL, GO TO TERMINATION SCREEN)

MUST HAVE AT LEAST ONE CHILD IN THE TARGET RANGE.

ASK IF MORE THAN ONE CHILD IN THE TARGET RANGE (IF AN AGE CATEGORY IS FULL PLEASE AUTOMATICALLY EXCLUDE THEM FROM THIS QUESTION)

S2. Which of your children, that is your [INSERT AGE AND GENDER OF CHILDREN IN TARGET RANGE] will have their birthday next?

DISPLAY AFTER RESPONSE

Where we are asking you to think about your children, could you please respond to the questions as if you are considering your X year old Boy/Girl.

page 86
Q1. On how many days a week do you use the internet (including at work and at home)? Please do not include those occasions when you only use email.

1
2
3
4
5
6
Everyday
Less than once a week

Q2. And when you use the internet, for how many hours per day do you use it?

Write in:__________

Q3. Have you ever used any online social networking services? (Drop down menu)

Bebo
Facebook
MSN
Myspace

Any other site like these (Please type in____)
Never used a social networking service

Q4. On how many days a week does your child [Age/gender description] use the internet (including at school, home, and friends houses)?

1
2
3
4
5
6
Everyday

page 87
Less than once a week  
I don’t know

ASK ALL  
Q5. How much of what your child does on the internet do you think you know about?  
Everything they do on the internet  
Most things  
Some things  
Nothing about what they do on the internet

ASK ALL  
Q6. Which of the following does your child do when they’re online?  
Plays online games  
Chats to friends  
Searches for video clips, cartoons, movies etc  
Searches for music  
Searches for new friends  
Searches for information for school homework and projects  
Searches for information about their hobbies and interests  
Uses social networking services (e.g., Bebo, Facebook, Myspace…etc)  
Works on their own website or creates content to post online  
Download files using websites or P2P networks  
Makes telephone calls using Voice Over Internet Protocol (VOIP) (e.g. Skype)  
Uses a webcam  
Uses eBay/auction sites, internet shopping facilities  
Send/receive emails  
Uploads videos/photos taken on their mobile phone  
Don’t know what they do online

Q7. Does your child have their own page on any social networking services (such as Bebo, Facebook, Myspace)?  
Yes  
No  
Don’t know

ASK IF YES TO QUESTION 7  
Q8. Do you know where their main social networking services page is located?
Yes (Please specify______)  
No

ASK ALL WITH SOCIAL NETWORK PAGE  
Q9. How many of your child’s social networking services friends do you know?  
All of them  
most of them  
about half  
less than half  
few of them  
none  
I don’t know

ASK ALL  
Q10a Does your child chat with others on the internet that you don’t know?  
Yes  
No  
Don’t know

IF YES AT Q10a ASK  
Q10b Has your child met in person with any of their online friends that you don’t know?  
Yes  
No  
Don’t know

ASK ALL  
Q11 How concerned are you about people that your child doesn’t know personally, contacting them online?  
Very concerned  
Somewhat concerned  
Neither concerned or unconcerned  
Somewhat unconcerned  
Unconcerned

ASK ALL WITH SOCIAL NETWORK PAGE
Q12 Here are a few statements about social networking services. How strongly do you agree or disagree that STATEMENT?

RANDOMISE ORDER OF STATEMENTS.

SINGLE RESPONSE (MUST SELECT AT LEAST ONE RESPONSE FOR EACH STATEMENT)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t have a problem with my child using social networking services (such as Bebo, Facebook or Myspace) to meet new people</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>I have no problem with my child uploading pictures to social networking services like Bebo, Facebook or Myspace</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>I have no problem with my child writing things on social networking services like Bebo, Facebook or Myspace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I worry about what people know about my child from their social networking services page</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>As long as my child has a private page then there is really no problem posting personal details on social networking services like Bebo, Facebook or Myspace</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
</tbody>
</table>

Awareness of monitoring tools

ASK ALL

Q13 Do you have rules about what your child can and can’t do on the internet?

YES

NO

page 90
Knowledge and Communication

ASK ALL
Q14 Does the computer your child uses to connect to the internet at home have a web cam?
PLEASE INSERT A “WHAT’S THIS” DROP DOWN WITH EXPLANATION OF A WEB CAM. A Web Cam is a small video camera that is attached to your computer or someone else’s computer which can show other people on the internet what you are doing.
Yes
No
Never heard of a web cam
Don’t know

ASK ALL ‘YES’ USED WEB CAM
Q15 Is your child allowed to use the webcam
Yes
No
Haven’t discussed it.

ASK ALL
Q16 How often do you check what your child is doing on the internet when you’re at home?
Always (I keep checking the whole time they’re using the internet)
Quite often (at least once everytime they use the internet)
Sometimes (but not everytime they use the internet)
Hardly ever
Never

Online safety

ASK ALL
Q17 Which of the following best describes how you communicate with your child about online safety?
I have set rules about what they can and can’t do online and regularly check up on them
I don’t have specific rules but I regularly ask my child what they have seen on the internet and discuss what is appropriate
I let my child know they shouldn’t do certain things on the internet but tend not to ask about what they have seen on the internet
I don’t discuss the internet

page 91
Q18 How often do you talk to your child about the things they do and see on the internet?

Always
Quite often
Sometimes
Hardly ever
Never

ASK ALL
Q19 How much do you feel you know about potential online threats to your children?
A great deal
A fair amount
I have some knowledge
A little
Nothing

ASK ALL
Q20 How concerned are you about online safety issues?
Very concerned
Somewhat concerned
Neither concerned or unconcerned
Somewhat unconcerned
Unconcerned

ASK ‘SOMewhat and VERY CONCERNED’

Q21 What are you most concerned about when your child is on the internet?

Please specify ____________

ASK ALL

Q22 Have you ever accessed any of the following online safety resources or services?
Internet safety telephone helpline
Cybersmartkids website
NetAlert website
ACMA Cybersafety brochures
Online complaints hotline
Q23 If you want information about online safety, where do you go to find it?

Specify__________

ASK ALL
Q24 What kind of information about online safety do you need?

How to keep my computer secure
Online safety risks like stranger danger
Information about cyberbullying
Privacy risks
Where to go if I need to report something
Where to go to complain about harmful content
Other (Please specify______________________)
Nothing
Don’t know

ASK ALL THAT WOULD LIKE SOME INFORMATION
Q25 How would you like to receive this information?

Through pamphlets and information booklets sent from my child’s school
Via email sent from my child’s school
Via an online newsletter that I can subscribe to
Via a cybersafety website
Through the newspaper or magazines I buy
From a CD
From information that I could download online such as podcasts or vodcasts
Other (Please specify______________________)

Q26 Which of the following would you prefer this information came from?

A specific Government agency working on internet issues
Your Internet Service Provider (ISP)
Your Child’s school
Other (Please specify_____________________________)

Q27 Which, if any, of the following do you tell your child to do when they are using the internet?

- Keep your computer in a public room
- Remember people may not be who they say they are
- Don’t use your real name online
- Don’t give out your address or phone number
- Be careful with what you post online
- Know how to block people online
- Other (Please specify______________________)

ASK ALL

Q28 Here are some activities that people can do online. Please consider how risky you think they are and select one of the following categories [Low risk] [Medium risk] [High risk] for each activity.

If you don’t know what the activity is put it in the [Don’t know] box.

NOTE TO PROGRAMMER IF RESPONDENT DOESN’T USE ANY SNS PIPE IN “Bebo, Facebook or Myspace”

- Clicking on pop-up ads for games or prizes
- Logging on to a file sharing site
- Playing online games with people you don’t know
- Using web cams with people you don’t know
- Accepting invites from people you don’t know in person from social networking services like Bebo, MySpace and Facebook
- Meeting online friends in the real world
- Posting your full name on a social networking services page
- Posting your home address on a social networking services page
- Posting your mobile phone number on a social networking services page
- Posting the name of a child’s school on a social networking services page
- Posting your date of birth on a social networking services page

ASK ALL

Q29 Here are a few statements about the internet … how strongly do you agree or disagree that each statement relates to your child?

RANDOMISE ORDER OF STATEMENTS.
SINGLE RESPONSE (MUST SELECT AT LEAST ONE RESPONSE FOR EACH STATEMENT)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child obeys the rules I set online</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>They often do things online they know they shouldn’t</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>They don’t have strangers as friends online</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>They only use the internet to talk to friends and family</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>They only use the internet to find things for their hobbies</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>They don’t really use social networking services like Bebo, Facebook or Myspace very much</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
</tbody>
</table>

DEMOGRAPHICS

There are now just a few questions about you to make sure we have answers from a wide range of people.

D1. Which of these best describes your family situation?

Two parent household ........................................ 1
One parent household ........................................ 2
My children don’t live with me.............................. 3
None of these (please describe___) ................... 4
D2 Please indicate the highest level of education you have completed?

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td>1</td>
</tr>
<tr>
<td>Year 10 or below</td>
<td>2</td>
</tr>
<tr>
<td>Year 11 or below</td>
<td>3</td>
</tr>
<tr>
<td>Year 12 or below</td>
<td>4</td>
</tr>
<tr>
<td>Trade / apprenticeship</td>
<td>5</td>
</tr>
<tr>
<td>TAFE / Technical Certificate</td>
<td>6</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>8</td>
</tr>
<tr>
<td>Post-Graduate Degree</td>
<td>9</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>10</td>
</tr>
<tr>
<td>Refused</td>
<td>11</td>
</tr>
</tbody>
</table>

D3 Please indicate your current employment status?

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time</td>
<td>1</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3</td>
</tr>
<tr>
<td>Retired or on a pension</td>
<td>4</td>
</tr>
<tr>
<td>A full-time student</td>
<td>5</td>
</tr>
<tr>
<td>Engaged in home duties</td>
<td>6</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>7</td>
</tr>
<tr>
<td>Refused</td>
<td>8</td>
</tr>
</tbody>
</table>

D4 Please indicate which category your household's approximate annual income from all sources, before tax, falls into?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $30,000</td>
<td>1</td>
</tr>
<tr>
<td>$30,000 - $49,999</td>
<td>2</td>
</tr>
<tr>
<td>$50,000 - $69,999</td>
<td>3</td>
</tr>
<tr>
<td>$70,000 - $99,999</td>
<td>4</td>
</tr>
<tr>
<td>$100,000 and over</td>
<td>5</td>
</tr>
<tr>
<td>Don't know / refused</td>
<td>6</td>
</tr>
</tbody>
</table>

D5 What is the main language spoken in your home?

<table>
<thead>
<tr>
<th>Language</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>2</td>
</tr>
<tr>
<td>Refused</td>
<td>3</td>
</tr>
</tbody>
</table>
D6 Are you from an Aboriginal or Torres Strait Islander background?

Yes ................................................................. 1
No ............................................................... 2
Refused ......................................................... 3

SECTION B – Young People (12-17yrs)

S1. How old are you? SINGLE RESPONSE.

7 TERM
8
9
10
11
12
13
14
15
16
17
18 TERM

S2. Are you…? SINGLE RESPONSE
Male
Female

CHECK AGE, SEX and LOCATION (FROM SAMPLE) QUOTAS (IF QUOTA FULL, GO TO TERMINATION SCREEN)

page 97
Q1. On how many days a week do you use the internet (including at school, home, and friends houses)?

1  
2  
3  
4  
5  
6  
Everyday  
Less than once a week  

Q2. And when you use the internet, for how many hours per day do you use it?

Write in: ____________

Q3. Which of these things do you do when you’re online?
Play online games  
Chat to friends  
Search for video clips, cartoons, movies etc  
Search for music  
Search for new friends  
Search for information for school homework and projects  
Search for information about hobbies and interests  
Work on your own website or create your own content to post online  
Use social networking services (eg., Bebo, Facebook, Myspace…etc)  
Download files using websites or P2P networks  
Make a telephone call using Voice Over Internet Protocol (VOIP) (e.g. Skype)  
Use a webcam  
Use eBay/auction sites, internet shopping sites  
Send/receive emails  
Upload videos/photos that you have taken on your mobile phone  

Q4a Which of these online social networking services have you ever used?

Bebo
Clubpenguin
Facebook
MSN
Myspace

Any other site like these (Please type in______)
Never used a social networking service

IF YES AT Q4a ASK Q4b
Q4b How many days of the week do you usually use these services?
(PIPE IN RESPONSES TO Q4a)

<table>
<thead>
<tr>
<th>Social Networking Services Options include: Bebo, Clubpenguin, Facebook, MSN, Myspace, Other (PIPE IN from Q4a)</th>
<th>Have only visited once</th>
<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>4 days</th>
<th>5 days</th>
<th>6 days</th>
<th>Every day of the week</th>
</tr>
</thead>
</table>

ASK IF MORE THAN ONE SERVICE NOMINATED IN Q4.
Q5. Which of these social networking services do you use the most?
[DISPLAY RELEVANT SOCIAL NETWORKING SERVICES FROM Q4]

ASK ALL WITH SNS PAGE
Q6 Do you have a private page or restricted access to your profile on your [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a] page?

Yes
No
Don’t know

page 99
ASK ALL THAT VISIT SNS’s

Q7. What are the 3 main reasons you use social networking services?

<table>
<thead>
<tr>
<th>RANK</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To make new friends</td>
</tr>
<tr>
<td></td>
<td>To chat to friends from school</td>
</tr>
<tr>
<td></td>
<td>To chat to friends I know but don’t go to my school</td>
</tr>
<tr>
<td></td>
<td>To chat to friends that I know online but have not met in person</td>
</tr>
<tr>
<td></td>
<td>To find out what my friends are doing</td>
</tr>
<tr>
<td></td>
<td>To let people know what I’m doing</td>
</tr>
<tr>
<td></td>
<td>To share my photos/videos/artwork etc</td>
</tr>
<tr>
<td></td>
<td>To get comments and feedback from people on my photos/videos/artwork</td>
</tr>
<tr>
<td></td>
<td>To look at other people’s photos/videos/artwork</td>
</tr>
<tr>
<td></td>
<td>To arrange to catch up with friends and do other social things</td>
</tr>
<tr>
<td></td>
<td>Something else [please type in a brief description]</td>
</tr>
</tbody>
</table>

ASK ALL WITH SOCIAL NETWORK PAGE

Q8. Have you ever received a friend request from someone you had not met in person?

Yes
No
Can’t remember

ASK ALL WITH SOCIAL NETWORK PAGE

Q9 Have you accepted friends on [PIPE IN MAIN SNS] that you have not met in person?

Yes
No
Can’t remember

ASK IF ‘YES’ ACCEPTED FRIEND REQUEST

Q10 What is the main reason you accepted the friends request?
They were friends with one of my friends
They were the same age as me
They were the same gender as me
I thought they looked nice
They live in my area
They go to my school
They have the same interests as me
Other (Please specify________________________)

ASK ALL
Q11 How many of the people you chat to online are people that you also know in the real world [at school, through sport, etc]?
All of the people I chat to online are friends I know in the real world
Most of the people I chat to online are friends I know in the real world
About half of the people I chat to online are friends I know in the real world
Less that half of the people I chat to online are friends I know in the real world
Few of the people I chat to online are friends I know in the real world
None of the people I chat to online are friends I know in the real world
Don’t know

ASK ALL WITH SOCIAL NETWORK PAGE
Q12 Here are a few statements about social networking services. How strongly do you agree or disagree with the following statements?
RANDOMISE ORDER OF STATEMENTS.

SINGLE RESPONSE (MUST SELECT AT LEAST ONE RESPONSE FOR EACH STATEMENT)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
</tbody>
</table>

I like using social networking services (such as Bebo, Facebook or Myspace) to meet new people

I worry about what other people know about me from my [PIPE IN ALL FROM Q4a] page

I like to use my [PIPE IN ALL FROM Q4a] page to let all my online friends know what I’m doing and where I’m going

page 101
ON the internet

ASK ALL

Q13 Which of the following things have you been sent online?

An invite to web cam with someone you haven’t met before in person
An invite to IM with someone you haven’t met before in person
A mobile number from someone you haven’t met before in person
The address of someone you haven’t met before in person
A photo from someone you haven’t met before in person
None of these

Q14 Which of the following things have you sent to someone online?

An invite to web cam with someone you haven’t met before in person
An invite to IM with someone you haven’t met before in person
Your mobile number to someone you haven’t met before in person
Your address to someone you haven’t met before in person
A photo of yourself to someone you haven’t met before in person
None of these

ASK ALL WITH A SOCIAL NETWORKING PROFILE

Q15 Which of the following things have you posted on your social networking profile?

Your mobile number
Your home address
A photo of yourself
Your school name
Your full name
Your date of birth
ASK ALL
Q16 Have you ever been cyber-bullied? Cyber-bullying is when someone repeatedly uses the internet or a mobile phone to deliberately upset or embarrass somebody else. It is intended to harm others and can include sending mean or nasty words or pictures to someone over the internet or by mobile phone.

Yes, over the internet
Yes, by mobile phone
Yes, both over the internet and by mobile phone
No, I’ve never been cyber-bullied

ASK ALL ‘YES’ BULLIED
Q17 Could you describe how you were bullied? Please type in a short description of what happened

ASK ALL ‘YES’ BULLIED
Q18 What did you do when you were cyber-bullied? Please choose everything you did.

MULTIPLE RESPONSE ALLOWED
I told a friend
I told my brother or sister
I told my parents
I told a school teacher
I told the police
I told someone else (Please specify)
I blocked the bully/ the messages
I reported it to the website/ service provider
I changed my email address or mobile phone number
I kept a record of the messages
I bullied the bully back
I ignored the person or people who were bullying me
I did nothing about being bullied

ASK ALL
Q19 Have you ever cyber-bullied or sent mean or nasty words or pictures to someone else, over the internet or by mobile phone?

Yes, over the internet
Yes, by mobile phone
Yes, both over the internet and by mobile phone

None of these
No, I've never cyber-bullied

ASK ALL
Q20 Who have you used a webcam with?
PLEASE INSERT A “WHAT’S THIS” DROP DOWN WITH EXPLANATION OF A WEB CAM. A Web Cam is a small video camera that is attached to your computer or someone else’s computer which can show other people on the internet what you are doing.

- Family member
- Friend you know in-person
- Someone you met online, but don’t know in person
- Other – please specify:
  - I have never used a webcam

PARENTS

ASK ALL
Q21 Have your parents made rules about what you can and can’t do on the internet?

- Yes
- No
- Don’t know

ASK ALL
Q22 How often do you talk to your parents about the things you do and see on the internet?

- Always
- Quite often (at least once everytime I use the internet)
- Sometimes (but not everytime I use the internet)
- Hardly ever
- Never

ASK ALL
Q23 Have your parents talked to you about the risks of using social networking services?

- Yes
- No

ASK ALL
Q24 Have your parents talked to you about what to do if people you don't know contact you online?
Yes
No

ASK ALL
Q25 Who else would you talk to about anything that concerned you on the internet?
No one
Other friends
Your brother or sister
A school teacher
Someone else - please specify:

ASK ALL WITH A SNS PAGE
Q26 Have you shown your parents your [PIPE IN MAIN PAGE FROM Q5 or only SNS FROM Q4a] page?
Yes
No

Cybersafety

ASK ALL
Q27 Here are some activities that people can do online. Please consider how risky you think they are and select one of the following categories [Low risk] [Medium risk] [High risk] for each activity.

If you don’t know what the activity is put it in the [Don’t know] box.

NOTE TO PROGRAMMER IF RESPONDENT DOESN’T USE ANY SNS PIPE IN “Bebo, Facebook or Myspace”

Clicking on pop-up ads for games or prizes
Logging on to a file sharing site
Playing online games with people you don’t know
Using web cams with people you don’t know
Accepting invites from people you don’t know in person from social networking services like Bebo, MySpace and Facebook
Meeting online friends in the real world
Posting your full name on a social networking services page
Posting your home address on a social networking services page
Posting your mobile phone number on a social networking services page
Posting the name of your school on a social networking services page
Posting your date of birth on a social networking services page

ASK ALL
Q28 Here is a list of internet rules that some people follow. Please tell me which ones you have always followed?

Keep your computer in a public room
Remember people may not be who they say they are
Don’t use your real name online
Don’t give out your address or phone number
Be careful with what you post online
Know how to block people online
Other (Please specify____________________)

ASK ALL

Q29 Here are a few statements about you and the internet … how strongly do you agree or disagree that STATEMENT?

RANDOMISE ORDER OF STATEMENTS.

SINGLE RESPONSE (MUST SELECT AT LEAST ONE RESPONSE FOR EACH STATEMENT)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to search for things that might shock my friends</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>I do things on the internet I know I shouldn’t but it’s fun</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>I like to be the first to find new things on the internet</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>I only use the internet to find things for my hobbies</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>I mainly use the internet because other people I know are online</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>I think social networking services like Bebo, Facebook and Myspace are great ways to meet new people</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
</tbody>
</table>
And finally,

Q30 How important is the internet in your life?

Extremely important
Very important
Somewhat important
Not very important
Not at all important

NEW QUESTION:
Q31 How important is the mobile phone in your life?

Extremely important
Very important
Somewhat important
Not very important
Not at all important

SECTION C Children (8-11)

S1. How old are you? SINGLE RESPONSE.

7 TERM
8
9
10
11
12
13
14
15
16
17
182 TERM

page 107
S2. Are you…? SINGLE RESPONSE
Boy
Girl

CHECK AGE, SEX and LOCATION (FROM SAMPLE) QUOTAS (IF QUOTA FULL, GO TO TERMINATION SCREEN)

Q1. On how many days a week do you use the internet (including at school, home, and friends houses)?

1
2
3
4
5
6
Everyday
Less than once a week

Q2. And when you use the internet, for how many hours per day do you use it?

Write in:___________

Q3. What do you do on the internet?
Play games
Chat to friends
Search for video clips, cartoons, movies etc
Search for music
Search for new friends
School homework and projects
Search for information about hobbies and interests
Use Bebo
Use Club penguin
Use Facebook or Myspace
Use MSN  
Download files using websites or P2P networks  
Make phone calls  
Use a webcam  
Use eBay  
Send emails  
Upload things from your mobile phone

Q4a Which of these online social networking services have you ever used?

Bebo  
Clubpenguin  
Facebook  
MSN  
Myspace  
Any other site like these (Please type in_____)  
None of these

IF YES AT Q4a ASK Q4b

Q4b How often do you use these?  
(PIPE IN RESPONSES TO Q4a)

<table>
<thead>
<tr>
<th>Social Networking Services Options include: Bebo, Clubpenguin, Facebook, MSN, Myspace, Other (PIPE IN from Q4a)</th>
<th>Have only visited once</th>
<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>4 days</th>
<th>5 days</th>
<th>6 days</th>
<th>Every day of the week</th>
</tr>
</thead>
</table>

ASK IF MORE THAN ONE SERVICE NOMINATED IN Q4.

Q5. Which one do you use the most?

page 109
[DISPLAY RELEVANT SOCIAL NETWORKING SERVICES FROM Q4]

ASK ALL WITH SNS PAGE
Q6 Do you have a private [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a] page?

Yes
No
Don’t know

ASK ALL THAT VISIT SNS’s
Q7. Why do you like to use [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a]? MULTI RESPONSE OK

<table>
<thead>
<tr>
<th>To make new friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>To chat to friends from school</td>
</tr>
<tr>
<td>To chat to other friends</td>
</tr>
<tr>
<td>To find out what my friends are doing</td>
</tr>
<tr>
<td>To let people know what I’m doing</td>
</tr>
<tr>
<td>To share my photos and videos</td>
</tr>
<tr>
<td>To look at other people’s photos and video</td>
</tr>
<tr>
<td>Other things [please type in a brief description]</td>
</tr>
</tbody>
</table>

ASK ALL WITH SOCIAL NETWORK PAGE
Q8. Have you ever received a friend request from someone you didn’t know?

Yes
No
Can’t remember
ASK IF YES at Q8
Q9 Did you accept the person you didn’t know as a friend?

Yes
No
Cant remember

ASK IF ‘YES’ ACCEPTED FRIEND REQUEST
Q10 Why did you accept them as a friend?
They were friends with one of my friends
They were the same age as me
They were a boy
They were a girl
They looked nice
They live near me
They go to my school
They have the same interests as me
Other (Please specify___________________________________)

ASK ALL
Q11

ASK ALL WITH SOCIAL NETWORK PAGE
Q12 Please answer yes or no or don’t know to these questions::?
RANDOMISE ORDER OF STATEMENTS.

SINGLE RESPONSE  (MUST SELECT AT LEAST ONE RESPONSE FOR EACH STATEMENT)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like to use [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a] to meet new people</td>
<td>01</td>
<td>02</td>
<td>06</td>
</tr>
<tr>
<td>Do you worry about what other people know about you on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION]</td>
<td>01</td>
<td>02</td>
<td>06</td>
</tr>
</tbody>
</table>
AT Q4a

| Do you like to use your [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a] to tell your friends what you're doing? | 01 | 02 | 06 |
| Do you worry about someone hacking into your [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a] page? | 01 | 02 | 06 |
| Do you worry about getting mean or nasty comments on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a]? | 01 | 02 | 06 |

ON the internet

ASK ALL

Q13 Have you ever been sent one of these by someone you don't know?

An invite to web cam
An invite to IM
Their mobile number
Their address
A photo
None of these

Q14 Have you ever sent someone you don't know any of the following: ?

An invite to web cam
An invite to IM
Your mobile number
Your address
A photo of yourself
None of these

ASK ALL WITH A SOCIAL NETWORKING PROFILE

Q15 Which of these have you put on the internet?

page 112
Your mobile number
Your home address
A photo of yourself
Your school name
Your full name
Your birthday
None of these

ASK ALL
Q16 Have you ever been cyber-bullied?
Cyber-bullying is when someone sends you mean or nasty words or pictures on the internet or by mobile phone.

Yes, over the internet
Yes, by mobile phone
Yes, both over the internet and by mobile phone
No, I’ve never been cyber-bullied

ASK ALL ‘YES’ BULLIED
Q17 What happened when you were bullied? Please type in a short description of what happened

ASK ALL ‘YES’ BULLIED
Q18 What did you do when you were cyber-bullied? Please choose everything you did.

MULTIPLE RESPONSE ALLOWED
I told a friend
I told my brother or sister
I told my parents
I told a school teacher
I told the police
I told someone else (Please specify )
I blocked the bully/ the messages
I reported it to [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a] if No SNS THEN USE ‘Club Penguin or Bebo’
I changed my email address or mobile phone number
I bullied them back
I ignored the person who bullied me
I did nothing about being bullied
ASK ALL
Q19 Have you ever cyber-bullied or sent mean or nasty words or pictures to someone else, over the internet or by mobile phone?
   Yes, over the internet
   Yes, by mobile phone
   Yes, both over the internet and by mobile phone
   No, I've never cyber-bullied

ASK ALL
Q20 Who have you used a webcam with?
PLEASE INSERT A "WHAT'S THIS" DROP DOWN WITH EXPLANATION OF A WEB CAM. A Web Cam is a small video camera that is attached to your computer or someone else’s computer which can show other people on the internet what you are doing.

   Family member
   A Friend you know in-person
   Someone you met on the internet
   Someone else– please specify:
   I have never used a webcam

PARENTS

ASK ALL
Q21 Have your parents made rules about what you can and can’t do on the internet?
   Yes
   No
   Don’t know

ASK ALL
Q22 How often do you talk to your parents about the things you do and see on the internet?
   Always
   Quite often (everytime I use the internet)
   Sometimes (but not everytime I use the internet)
   Hardly ever
   Never
ASK ALL
Q23 Have your parents talked to you about the risks of using [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a] if No SNS THEN USE ‘Club Penguin or Bebo’?
Yes
No

ASK ALL
Q24 Have your parents talked to you about what to do if people you don’t know contact you online?
Yes
No

ASK ALL
Q25 Who else would you talk to about anything that upset you on the internet?
No one
Other friends
Your brother or sister
A school teacher
Someone else - please specify:

ASK ALL WITH A SNS PAGE
Q26 Have you shown your parents your [PIPE IN MAIN PAGE FROM Q5 or only SNS FROM Q4a] page?
Yes
No

Cybersafety

ASK ALL
Q27 Here are some activities that people can do online. Please show if you think doing them is ok or not ok

If you don’t know what it is click [Don’t know].

NOTE TO PROGRAMMER IF RESPONDENT DOESN’T USE ANY SNS PIPE IN “’Club Penguin or Bebo”

Clicking on pop-up ads for games or prizes
Use file sharing sites
Playing online games with people you don’t know
Using web cams with people you don’t know
Accepting friend requests from people you don’t know on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a]
Meeting internet friends in the real world
Posting your full name on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a]
Posting your home address on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a]
Posting your mobile phone number on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a]
Posting the name of your school on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a]
Posting your birthday on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a]

ASK ALL
Q28 Which of these internet rules do you always follow?

- Keep your computer in a public room
- Remember people may not be who they say they are
- Don’t use your real name online
- Don’t give out your address or phone number
- Be careful with what you post online
- Know how to block people online
- Other (Please specify____________________)

ASK ALL
Q29 Please answer yes or no or don’t know to these questions?

RANDOMISE ORDER OF STATEMENTS.

SINGLE RESPONSE (MUST SELECT AT LEAST ONE RESPONSE FOR EACH STATEMENT)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you search for things that might shock your friends</td>
<td>01</td>
<td>02</td>
<td>06</td>
</tr>
<tr>
<td>Do you do things on the internet you know you shouldn’t because it’s fun</td>
<td>01</td>
<td>02</td>
<td>06</td>
</tr>
<tr>
<td>Do you like to be the first to find new things on the internet</td>
<td>01</td>
<td>02</td>
<td>06</td>
</tr>
</tbody>
</table>
Do you only use the internet to find things for hobbies | 01 | 02 | 06
Do you mainly use the internet because other people use it | 01 | 02 | 06
Do you try and meet new people on [PIPE IN MAIN SNS PAGE FROM Q5, or ONLY MENTION AT Q4a] if No SNS THEN USE ‘Club Penguin or Bebo’ | 01 | 02 | 06

And finally,

Q30 How important is the internet in your life?

Extremely important
Very important
A little bit important
Not very important
Not at all important

NEW QUESTION:
Q31 How important is the mobile phone in your life?

Extremely important
Very important
A little bit important
Not very important
Not at all important
Glossary
**Avatar:** A computer user’s graphical representation of him or herself. An avatar can be two or three-dimensional.

**Bebo:** A social networking site, founded in 2005.

**Blog:** Blog is short for weblog. A weblog is a series of entries arranged in reverse chronological order, often updated on frequently with new information about particular topics.

**Chatrooms:** an online area where users can chat with other users in real time.

**Closed Game Websites:** games websites that only involves one player.

**Club Penguin:** An online games website that uses penguins as avatars. The website was founded in 2005.

**Cyberbullying:** A term used to describe bullying committed on the internet.

**Cybersafety:** A term used to describe a users safety while online.

**Diary sites:** An alternative term used to describe sites that have weblogs.

**Facebook:** A social networking site founded in 2004.

**Forum:** An online area for holding discussions and posting content.

**Friend:** Anyone who accepts an invitation from another social networking site user to be friends.

**Habbo (or the Habbo Hotel):** A social networking site aimed at teenagers, which is based around virtual hotel rooms. Each user has a customisable avatar to represent them.

**LimeWire:** A website that users can share files with one another.

**Multiplayer sites:** An online computer game which is capable of supporting hundreds or thousands of players simultaneously. Examples include Club Penguin, Runescape and World of Warcraft.

**MSN messenger:** An online site which allows users to chat in real time with one another. Also known as Instant Messaging (IM). The site was first developed by Microsoft in 1999 and was renamed in 2006 as Windows Live Messenger.

**MySpace:** A social networking site founded in 2003.

**Open game websites:** games websites that involve more than one player.

**Pop-up:** a small window that appears (pops-up) on a website.

**Profile:** The personal homepage on a social networking site, usually including information about a user, photos, and their friend list. Profiles form the basis of social networking sites.

**Randoms:** a term used to describe unknown strangers that a user may come into contact with online.

**Runescape:** A multi-player online role-playing game founded in 2001.

**Skin(s):** The background or texture of a user’s profile. It can include patterns, animations, photos and other formatting. Skins are commonly found on social networking sites.
**Skype:** A software programme that allows users to make telephone calls over the internet.

**Social Networking Site (SNS):** A site which allows users to create a personal page or profile and construct and display a social network of their online contacts.

**Stranger danger:** describes the perceived danger presented to children by strangers.

**User-Generated Websites:** websites that are essentially made up by the content that users post, for example photos, blogs and videos.

**Webcam:** a small camera that is attached to a computer that relays images online.

**World of Warcraft:** A multi-player online role-player game founded in 1994.

**YouTube:** A popular video sharing site founded in 2005.