



## E-Junkie

### Internet Protection for Children and Young People

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- 1 Internet as Opportunity and Risk - Facts
- 2 Consequences and duties for schools / society
- 3 Internet and protection of young people in school practical experience
- 4 Initiatives in Bavaria

#### 1 Internet as Opportunity and Risk - Facts

Under the heading „Straying in the virtual world“ the Chiemgau Wochenblatt (rural district Traunstein, Bavaria) reported on April 28th, 2010 "The internet is curse and blessing together. According to police reports a pupil in 5th grade was excluded by a head teacher in our region. The boy was addicted to the Internet. He couldn't cope with reality and had to be sanctioned."

An extreme case – yes, but surely no isolated case!

On one hand there is the omnipresence of the Internet with its professional commercialization strategies and on the other is the school's and parental responsibility for education and socialization.

#### Computer/ New Media/ Internet

are of prime importance in private life, school and profession. As tool, device for inquiries, extension of information, sorting and entertainment ('4 th cultural technique') but:

"The majority of children and young people has quick access to them, use the media intensively and have become an important target group for products."

The youth endangering quality of individual offers as well as the misuse of media offers and data can lead to children and young people being endangered."

Proclamation of the Bavarian State Ministry of Education regarding media education from Oct. 15th, 2009

#### 1.1 Internet Use: Contents and Extent

Youth today:

'digital natives' (in comparison to many parents and teachers) with complete equipment: e.g. computer, Internet, mobile phone, webcam, mp3-player, TV (cf. JIM – Study 2009)

Negative effect through negative contents and extreme time usage

- Violence
- Political and religious extremism
- Pornography
- Drugs currently: Web 2.0
- Computer games harmful to minors
- Gambling
- Illegal downloads (software piracy)



## Contents

### Examples of an enquiry of 12-16 years olds

- Re-enacted, fictional violence; war, torture, execution (realistic scenes with strong perilous effect); beating videos with offenders as heroes and the weaker persons as victims; snuff videos (portrayals of killings often going along with cruelties, scenes of horror)
- Happy-slapping: beatings or sexual attacks - filmed and posted on the internet
- Online forums: like pro anorexia forum, cutting oneself (knives) and beating forums
- Cyber-bullying: like flaming (insults, harassment), impersonation (exposure through false identity), cyber threats and cyber stalking,
- Grooming: sexual harassment through chats
- Pornography (as video- or LiveCam portrayals)
- Extremism: like hate pages with extreme right-wing, racist, anti-semitic topics (propaganda platform)
- Online gaming: like World of Warcraft (tremendous addictive potential!)

Cf. Prof. Petr Grimm, Hochschule für Medien. Stuttgart 2008

## Access to the Internet

57% of young people have access to the Internet without any restriction.

What do parents do?

- 80% never control the contents
- 30% use technical filter systems

How do young people get access to youth endangering contents?

- 70% peer groups
- 60% links
- 30% search engines

cf. Prof. Petra Grimm, Hochschule für Medien. Stuttgart 2008

## 1.2 Differences in Usage / Effect

### Contents

Male youths - considerably more susceptible

- Regarding violence
- Sexual portrayals ('action')  
(extreme case: July 2010, excess on the island Ameland)

Female youths

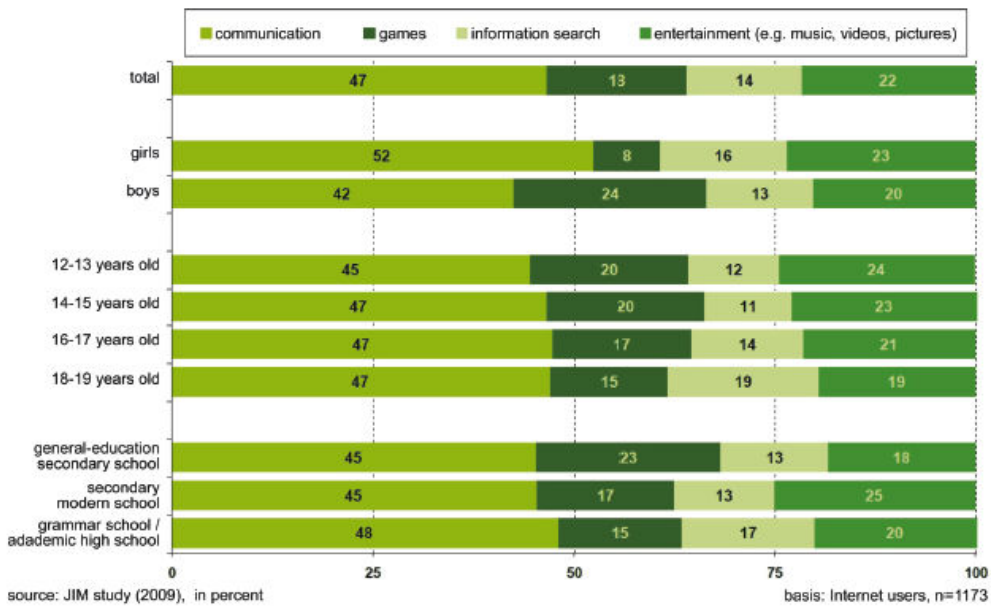
- search for virtual communities (e.g. soap opera series)
- chatrooms
- virtual friendships (e.g. Facebook)

Catalyst for both groups often is: -

- Lack of social skills
- Low self-esteem
- Pressure in the family
- Finding social contacts  
15-year-old (April 2010, Munich): "I've got more and more virtual friends and I'm more and more lonely."

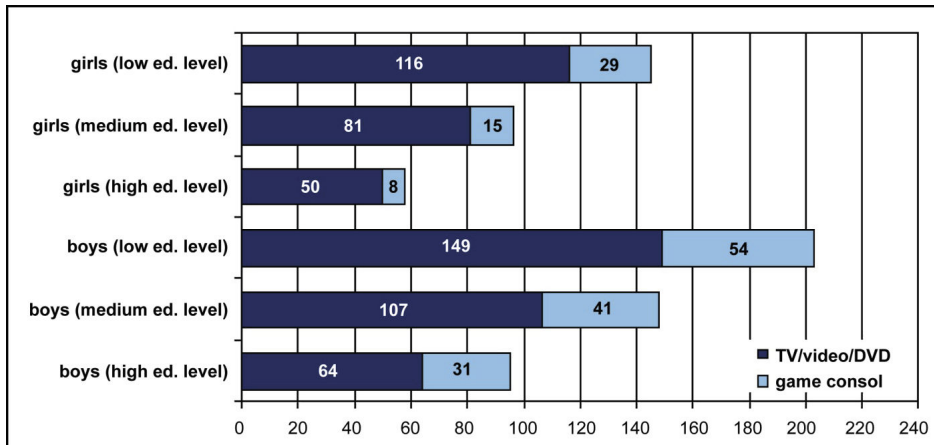


## Internet use in relation to content:



## Media Consumption/ Examples

- Male youths at an average of 2 hours 21 minutes per day computer games (cg) female youths at an average of 56 minutes
- Extreme differences regarding addiction to the detriment of male youths!
- In relation to low education levels: more time with cg than school lessons!



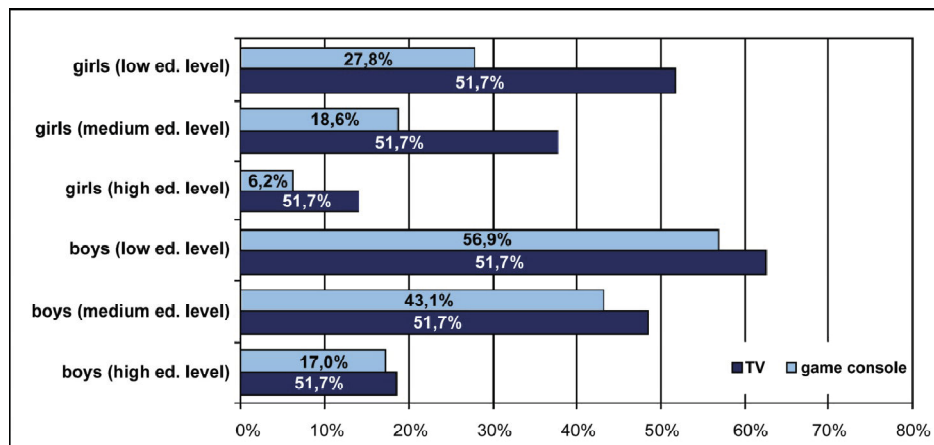
media consumption on a regular school day according to gender and education level of parents

From: Sampling KFN / criminological research institute Lower Saxony 2008; 44 600 pupils in year 9 | 8 000 pupils in year 4



## Media Consumption in the Children's Room / Examples

- male youth: 40,3% game consoles
- female youth: 20,5%
- in families with less educated parents : significantly more media equipment



media equipment in the children's room according to gender and education level of parents  
From: sampling KFN / criminological research institute Lower Saxony 2008

### 1.3 Possible Effects

- particularly regarding extreme consumption of computer games -

University of Auckland (2009):

- disturbed perception of reality and fiction
- negative (effect) on social relationships (parents, friends)
- away from the real world - towards a virtual world
- the younger the children, the stronger the imitation
- young people as victims and offenders
- insensitive / aggressive behavior, anxieties, loss of ability to engage in partnership, love

JIM study (2009): lower performance in school and job (truancy, sleep deficit)

- increased occupation with computer games
- risk of suicide

Report on drugs and addiction

- 3-7% of internet users are addicted to computers (esp. young males)
- 3% of male youth are addicted to online games, 0,3% of female youth

Prof. Hüther / Göttingen: (brain researcher)

- excessive gaming habits of many (male) teenagers (> 4,5 hours per day!)
- negative relation: extreme media consumption/cg vs learning dispositions  
"shooter games are performance killers"

Extreme 'Online Addiction' – Particularly Addiction to Online Gaming

A new clinical picture!?

2008 first German outpatient clinic at University Hospital Mainz for pathological gambling

2009 first use of the term 'online junkie'



- Online addiction politically not yet accepted
- Specific, non-substance-related disease
- Comparable with other addictive behaviour
- Interruption brings on withdrawal syndromes like high irritability, vegetative unrest
- No compensation (except in case of additional or secondary disorders like depression, ADHS, borderline syndrome)

A sad example:

Death of 2-year-old Lena (Tirschenreuth 2010)

"because her mother was constantly online" (press release...)

Extreme 'online-addiction' - particularly gaming addiction

Example:

Extremely addictive 'World of Warcraft':

- millions of players worldwide
- rating 12 (!) [not under age 12] from USK (German Voluntary Self Regulation of Entertainment Software)
- 'Widows of Warcraft' Association in the US

Prevention/help:

- specialized outpatient clinics nationwide
- contacts
- [www.rollenspielsucht.de](http://www.rollenspielsucht.de) (a network of parents for persons seeking advice)
- [www.onlinesucht.de](http://www.onlinesucht.de) (contacts to therapists and clinics)
- [www.fv-medienabhaengigkeit.de](http://www.fv-medienabhaengigkeit.de)
- [www.stiftung.medienundonlinesucht.de](http://www.stiftung.medienundonlinesucht.de)

## 2 Consequences and Tasks for Schools / Society

Protection of Young People: educational – technical - legal

Differentiation to censorship: no general blockings – but:

What is permitted for adults often does not fit for children and teenagers!

It's not about bans (e.g. legally clear persecution regarding child pornography)

but about the often difficult differentiation of offers regarding what children and teenagers can tolerate.

Regarding schools there additionally is the duty of supervision.





## 2.1 Pedagogical Protection of Young People

### Field of Action I: Media Education

- For all schools and grades compulsive educational objective
- Goal: strength of personality and decision-making authority
- Dare to say 'No!'

### Media Competence fields of action

- Selection and use of media offers
- Creation and publication of one's own media contributions

### Fields of content

- Understanding and evaluation of media offers
- Recognition of media influences
- Understanding and assessing conditions for media production and distribution

Media Competence Model (according to Tulodziecki/Herzig/Grafe)



'Media Driver License Bavaria'

### Bavaria

- Media Driver License: start in 2009/10 in elementary schools  
Testing of 6 modules, among others chances and risks of computer games >broadening to all schools
- Proclamation of the Bavarian Ministry of Education on Oct. 15, 2009

"Children and teenagers in school shall

- get to know media,
- select, analyse and judge media,
- reflect media,
- estimate the possibilities and boundaries as well as the dangers of media offers"

media education has to do with

- value orientation
- perception and ability to judge
- ability to communicate
- strength of character

- „Initiative for a clean Internet at Bavarian schools“ > part 4

## 2.2 Technical Protection of Young People

### Field of Action II: Youth Protection Filters

- Huge quantity of internet offers
- Frequently inferior quality and harmful to minors

There are circa 8 billion known websites worldwide. If a man looked at one website for only one minute, he/she would need 15.000 years!



Pedagogy (school / teacher / parents) alone / left to its own devices is overburdened (compare: alcohol, nicotine)!

Supplemented and supported by youth protection filters

What children and teenagers can find in the Internet at any time

- results by entering search words at [www.google.de](http://www.google.de) in June 2010

search word	search results
sex	754 m
porno	183 m
violence	19 m
drugs	5 m
suicide	2 m
anorexia	1 m

- According to the State Criminal Police Office Sachsen-Anhalt there are 13 million websites with child pornographic contents.
  - 6 out of 10 children are regularly exposed to online pornography.  
(European wide research project „EU Kids Online“, London School of Economics, 2006) ; Oct. 2010: EU Kids Online II –The European Award for Best Children`s Online Content
  - Kids Online II –The European Award for Best Children`s Online Content
- Extract from the Proclamation of the Bavarian Ministry of Education from Oct. 15th, 2009  
<https://www.verkuendung-bayern.de/files/kwmbi/2009/20/kwmbi-2009-20.pdf>

### 2.6.1 Protection of Young People

Media whose content violate educational goals, the Bavarian Constitution, the German Basic Law, and other laws of provisions regarding the protection of minors are not allowed to be used.

The school's duty of supervision does not cease to exist whether the legal guardians have explicitly refrained from surveillance or not.

### 2.8 Protections

Technical provisions, like for example taking precautions by using filter systems, access blockings, access controls, or by systems to protocol accessed websites combined with organizational measures (e.g. user rules which schools have to enact) help to hinder access to content harmful to young people, inhumane, glorifying violence. It is recommended in principal to install control and protection software.

Recommendations on the Bavarian school server:

<http://www.schule.bayern.de/beratung/iuk/filter/anbieter.php>

High Quality Youth Protection Filters (e.g. TIME for Kids)

- High efficiency
- Individual / related to the user
- Efficient educational help
- Effective search engine principle
  - Automatic analysis technique
  - Text analysis as regards to contents and semantics
  - Image, symbol and structural analysis
- Efficiency strategies
  - over 11 billion Internet contents evaluated
  - circa 5 million Internet contents analysed daily
  - over 150.000 Internet contents updated daily



- Dynamic database system
  - in 70 fields of topics admitting or blocking
  - internal differentiation for pupils with migration background by 45 languages
  - high efficiency: „90 percent plus strategy“ in all legally and socially desired topics (e.g. pornography)

## 2.3 Legal Protection of Young People

### Field of Action 3: Perception and Strengthening the Legal Frame

#### Challenge 1:

Only 10 percent of the providers are located in Germany (only for them German law applies) – 90 percent are abroad(!)

What to do? additional user principle

2: Huge / difficult to oversee diversity of institutions and responsibilities in youth protection

What to do? more transparency, streamlining

#### Protection of Young People in the Media in Germany

Extract from institutions/responsibilities

#### Legal Basics

Extract from institutions/responsibilities

In charge of indexing (prohibitions for under 18-years olds):

Federal Department for Media Harmful to Young People (BPjM)

Monitoring, (state) control and complaints:

Local youth welfare offices/regulatory institutions, public prosecutors

A system that holds media providers in account: "regulated self-regulation"

Each School needs to establish safety measures!

Why?

- Headteacher is responsible!
- Each use of the bears the stamp of the school!
- Illegal actions are traceable and can be punished
- Protective measures
- Supervision in differentiated form (relative to respective user)
- Training of teachers
- Achieving consensus and setting up rules in school bodies  
Example of an IT user agreement at: [http://www.lehrer-online.de... mustertext\\_nutzungsordnung.rtf](http://www.lehrer-online.de..._mustertext_nutzungsordnung.rtf)
- consultancy for pupils and parents needs to be set up problems have to be adressed
- use of effective filter technologies

## 3 Internet and Protection of Young People in School's Practical Experience

- interaction of the 3 pillars in terms of holistic socialization and education
- observing the duty of supervision
- increasing all-day schools > increasing study time in pupils' self exercise
- heterogeneity of groups and classes > differentiation, individualisation
- special class demands and needs, e.g. in hospital school





- arousing 'delight in the real world' (Prof. Christian Pfeiffer, KFN) through sportive, musical, social activities and achievements

### 3.1 Educational Protection of Young People

Personal responsibility according to the user principle

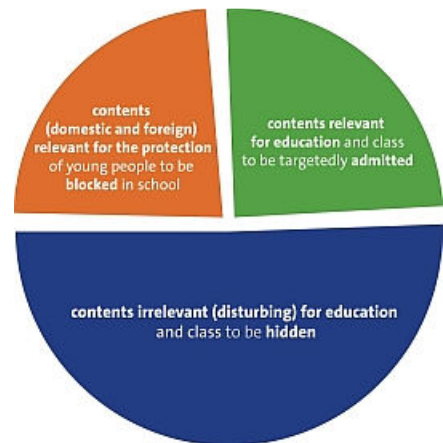
- school, respective teacher decides
- what shall be permitted and
- what shall be blocked.

Educational Youth Protection / Practice

Educational tasks

Open up new media worlds for pupils

- Satisfy expectations of information society
- Supply relevant content for educational goals
- Support e-learning / distance learning



### 3.3 Selection of Especially Suited Youth Protection Filters

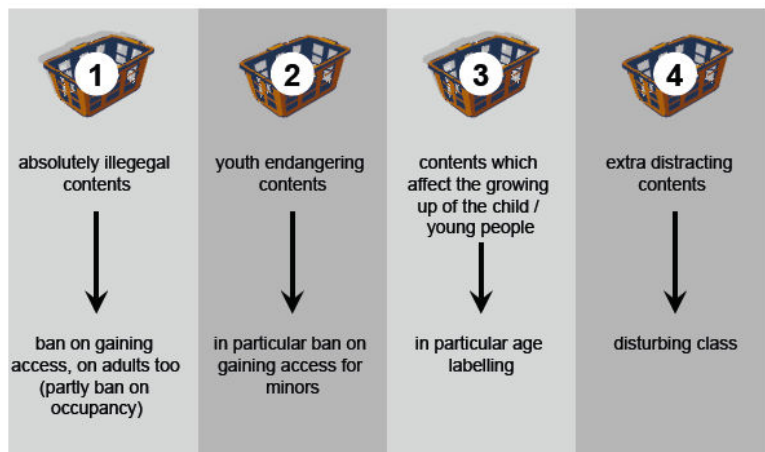
Duty of schools and school-maintaining bodies (communities) solutions

in comparison

- objective technical quality criteria but
- distraction
- information overload
- questionable content
- communication traps, financial traps
- illegal activities
- data protection problems

### 3.2 Legal Aspects in practical terms

The system of four baskets for questionable content



adopted from: Jörg Knupfer, Munich

#### 1. absolutely prohibited content

- Hard pornography
- Child pornography
- Animal pornography

#### 2. content harmful for adolescents

- Pornography

#### 3. content damaging to development of children and adolescents

All content which may impact negatively becoming a responsible and social person

#### 4. content interfering with schooling, e.g.

- Chat
- Webmail
- Dating
- Auctions



### 3.3 Selection of suitable filter software

- task of the school and administrative bodies -

#### Comparison of solutions

- Technical criteria

	<i>squidGuard*</i>	<i>TIME for kids Schulfilter Plus**</i>
number of categorised websites/ domains	circa 3 million	over 105 million
number of categorised webpages/ URLs	not applicable	over 11 billion
number topics	72	70
new/updated websites (daily)	circa 1.000	circa 150.000
text analysis (key words)	yes	yes
text analysis (as regards content)	no	yes
image and symbol analysis	no	yes
analysis technique	manual	automatic

\*URLblacklist.com \*\*active entries in database consisting of domains and URLs

Example of highest possible individualization and differentiation  
(user principle on the level of the individual school)

#### Internet Basic Protection

The screenshot shows the 'Internet Basic Protection' interface. It has three tabs: 'Subjectareas', 'Mediatypes', and 'Linklist'. The 'Subjectareas' tab is active, showing a list of categories with checkboxes. The 'Preselection' is set to 'own selection'. There are checkboxes for 'IP-Filter on' (checked) and 'Block unknown pages' (unchecked). A status bar at the top right shows 'gesperrt: [X] allowed: [checkmark]'. The categories and their status are:

Category	Status
Abortion	checked
Alcohol	checked
Auctions / Classified Ads	unchecked
Banking / Home Banking	checked
Banner Advertisements	unchecked
Building / Residence / Archite...	checked
Business Networking	unchecked
Chat	unchecked
Computer Games	checked
Dating / Relationships	unchecked
Digital Postcards	checked
Erotic / Sex	unchecked
Fashion / Cosmetics / Jewelry	checked
Financial Services / Investmen...	unchecked
General Business	checked
Humor / Comics	checked
IT Security / IT Informati...	checked
Instant Messaging	unchecked
Investment Erokers / Stocks	checked
Job Search	checked
Mobile Telephony	unchecked
Newsgruops / Bulletin Boards /...	unchecked
Personal Homepages	checked
Restaurants / Bars	checked
Self-Help / Addiction	checked
Shopping	checked
Social Media	checked
Social Networking	unchecked
Software / Hardware / Distribu...	checked
Sports	checked
Swimwear / Lingerie	checked
Tobacco	checked
Toys	checked
Weapons / Military	unchecked
Web Mail	checked
Web Ctorage	unchecked

An 'Apply' button is located at the bottom left of the interface.

#### 4. Initiative for a clean Internet at Bavarian schools

- Chief administrative officers of the rural districts and mayors get involved as guardians and together with other important players ask for hands on involvement.
- Film "Internet protection for children and young people" at:  
[www.digitallernen.de/mediathek/musterlandbayern.html](http://www.digitallernen.de/mediathek/musterlandbayern.html)  
audio sequence from film: 'Musterland Bayern'



# 7<sup>TH</sup> HOPE CONGRESS MUNICH 2010

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## Literature, Media, Links

BPjM, Wegweiser Jugendmedienschutz, Bad Godesberg 2009

Grimm, Petra u.a., Gewalt im Web 2.0, München 2008

JIM study 2009 <http://www.mpfs.de/fileadmin/JIM-pdf09/JIM-Studie2009.pdf>

[www.klicksafe.de/plaudern/trends.php](http://www.klicksafe.de/plaudern/trends.php)

Klicksafe – mehr Sicherheit im Internet durch Medienkompetenz

[www.lehrer-online.de](http://www.lehrer-online.de); questions about school and legislation

[www.kfn.de](http://www.kfn.de); findings about computer games as cause of failure at school

[www.mpfs.de](http://www.mpfs.de)

[www.time-for-kids.org](http://www.time-for-kids.org); information about school filter, [kontakt@time-for-kids.org](mailto:kontakt@time-for-kids.org)

[www.medieninfo.bayern.de](http://www.medieninfo.bayern.de); information about media education and media protection

## Contact

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Web: <http://www.tfk-foundation.de>

"Expansion of a reasonable and necessary initiative"