SOS KINDERDORF

MEDIA EDUCATION

in Child and Youth Welfare

A Guideline

The content in this brochure is based on individual webinar modules by various contributors that took place in the course of #besafeonline - an EU-funded cooperation project between SOS Children's Villages Austria, **Rat auf Draht** and **saferinternet.at.** Checklists, tips, FAQs, definitions, etc. are based on various brochures and sources from all cooperating partners and contributors.

Table of contents

My digital home:
Media Education in child and youth welfare - a plea for holistic digital education

1.

Authors: Ines Findenig and Katrin Grabner

Media education is multifaceted, raises many questions, and sounds very complicated at first, but it affects all of us - especially in our everyday pedagogical work. **The opportunities far outweigh the dangers here!**
Be it smartphones, tablets, laptops, social media, homeschooling, etc., digital media and the Internet have become an integral part of the everyday lives of children, young people and their families, and thus also of the lives of pedagogical staff in child and youth welfare. Children and young people spend a lot of time in virtual space, use digital media as a matter of course for a wide variety of purposes, are often just as professional on the go as they are insecure, and are often not yet sufficiently supported in this regard.

After all, digital media entail a mandate for adults: Prepare and accompany children and young people in their use of them – similar to learning to ride a bike, albeit as a lifelong process. Just as education on how to behave in traffic is something that goes without saying, it is also important **to educate and train children and young people in the digital world, to open up opportunities, to try things out, to give them positive encouragement, and to point out dangers as well as to offer concrete help in the event of "accidents".** Digital (basic) education concerns everyone. Particularly in the field of child and youth welfare, it is important to support the addressees as much as possible, on the one hand by giving them the freedom to acquire media competence, but at the same time by offering educational opportunities. Especially because these are processes of participation in terms of children's rights and social participation, and the child and youth welfare staff has no choice but to support young people thereby.

Nowadays, the digital world can no longer be separated from the world in which children and young people live; on- and offline blur and merge into each other. In particular, it concerns participation at, in and through media. And the **preventive, professional and positive accompaniment in the colorful lifeworld of children and young people** is precisely one of the many-sided core competences of pedagogical staff in child and youth welfare.

It is not about being an IT expert or knowing where to find which settings in app XY, or on which platform this or that is currently up-to-date. The aim is to meet the **children and young people in their lifeworld as experts,** to show interest in their topics, concerns and challenges and to deal with these, as well as to continue education together with them. Children and young people need to know that they

1 FICE Austria (Hg.)(2019): Qualitätsstandards für die stationäre Kinder- und Jugendhilfe. Verlag Plöchl. In: *https://www.fice.at/qualitaetsstandards*

can come to you with their problems and that adults are interested in them, and not only when there is a fire!

Relationship work is at the forefront of media education. Whether on- or offline, it is always about how people interact with each other and how this can be accompanied professionally and socio-pedagogically to overcome problems and challenges together and find solutions. It is basically irrelevant for the work with young people whether, for example, bullying takes place at school or on Whats-App – you know what children and young people in the situation need first. Further steps – since the digital space is also not a penalty-free space – can be found here in this guide.

In Austria, children and young people have a **proven right to education and soci-al participation.** However, this can only work – especially in times of a pandemic – by ensuring good, fast Internet access, i.e., a **digital infrastructure.** Particularly because children and young people largely use virtual media for contact with their peers and families. But even further than that, good, fast Internet that goes bey-ond what is needed at school, as well as up-to-date equipment with hardware and software (e.g., streaming portal access, up-to-date software programs, etc.) repre-sent an essential basic need for young people, especially because their online and offline lifeworlds are becoming blurred. The aim is to promote social participation at, in and through digital media.

Media education is also more than setting rules about how long who can hang out on the smartphone or play with the console. It is important to ask questions, to discuss together with the children and young people, and to recognize that media time can be very diverse. Because a lot of consumption does not automa-tically mean addiction. Is the young person studying for the driving license test or watching trivial continuous loop videos on YouTube? Is he/she doing homework, chatting for hours with friends, or trying out new creative online games? Is the cell phone the only anxiety-relieving distraction before going to sleep? Talking openly about it can also reverse the argumentation as to why the smart phone should be switched off at night. It is important to find an individually tailored **balance bet-ween self-determination and protection.**

To this end, the **individual media skills of children and young people** also play a more significant factor than age, for example. Let's take the example of bicyc-ling again – some children would be more confident to bike to school alone than others. A helmet and education on how to behave in traffic are basic requirements.

It is necessary to be sensitive to the situation of the child or adolescent and to act in a participatory manner.

For children and young people, it is important to know rules and their own bound-aries – just as it is face to face – but especially in the digital space, so that they can also perceive the boundaries of others. These need to be jointly developed, discussed and identified in a participatory manner. **Sensitizing children and young people to unsuitable and overstraining contents and dealing with them** is a core part of media education work. A child or young person should be able to report unexpected pornographic content on a website as openly and unabashedly as he or she can report an observed car accident on the street.

Open prevention should always stay in the foreground and sanctions as well as regulations in the background. If a child has a bicycle accident, for example, the bicycle is not taken away from him/her, but he/she is asked how he/she feels and what happened. This also applies to the digital space. If a child is being sexually harassed, bullied or blackmailed online, for example, it is important to listen, to clarify, to accompany and, if necessary, to file a complaint, rather than punishing the child by taking away his or her cell phone or disconnecting the Wi-Fi. Even when children or young people cross boundaries, care should be taken not to fall into the **trap of offender-victim reversal.** Blackmail, for example, remains a crime and it does not matter if a teenager has legally sent a nude photo of him/herself beforehand. The blame and responsibility lie with the blackmailers. Standing up for others is also important in such a case, and discussing this openly with children and young people is important – as is educating them about what is and is not punishable.

It is important for children and young people to have leeway to try things out and to learn about their own limits with guidance. Why should the digital space be an exception?

TIPS FOR PEDAGOGICAL PROFESSIONALS[2]

1. Do not panic! The opportunities outweigh the risks.
The Internet is a place of knowledge and creativity and can be used both for learning and leisure. Encourage children and young people to use the Internet and social media consciously and in a critically reflective, creative and socially responsible way.

2. Create a safe environment.
And not just technically, but above all pedagogically. Because the best protection is information and a trusting environment with open, adult contact persons.

3. Discover digital media together.
Let children and young people show you their apps and games and go on a discovery tour with them. This promotes mutual trust and the feeling that "we understand each other".

4. Agree on rules together.
Define rules for Internet and cell phone use together, e.g., with a media use agreement. At what age are we allowed to use the Internet and cell phones? Where would we like to set up a cell phone-free zone?

5. Keep the ball rolling.
Keep up-to-date and find out more, for example, at www.saferinternet.at. Also regularly ask children and young people what is new in social networks and games.

6. Be a role model.
Reflect on your own media use. Young children often compete for attention with the technical devices of their reference person. Be sensitive with private data and photos and do not post photos of children and young people online without their permission!

7. Address privacy and data protection.
Make it clear to children and young people that no one is truly anonymous on the Internet; we all leave traces. Talk about the risks of careless data sharing and what information is better not shared (address, phone number, passwords, etc.).

8. Draw attention to Dos & Don'ts.
The Internet is not a lawless space. It is important to make children and young people realize that there are also rules and laws on the Internet and in social networks, and that they must observe them when interacting with each other.

9. Promote self-worth and respect.
Let children and young people think about what is good for their own well-being and how to treat each other fairly online. Promote civilly courageous acting. The "10 Commandments of Digital Ethics" are a good start to get the conversation going (available as download in German here: *www.klicksafe.de/fileadmin/cms/download/Material/Div._Printmedium/ JugendlicheZehnGebote_DigitaleEthik.pdf*)

10. Teach critical thinking and healthy skepticism.
Not everything on the Internet is true. And not every person is who they claim to be. Encourage healthy skepticism in children and young people and give them tips on how to recognize fake news and fake profiles.

Digital lifeworlds of children and adolescents:
A variegated view from practice

Author: Wolfgang Pospischill

Nowadays, pedagogical professionals can no longer ignore the digital lifeworld of children and young people. Digital media arrived in our everyday lives a long time ago. The point is no longer to want removal of digital media, but **how to use them safely and creatively.** Today's young generation is the first generation for whom the Internet in its current form has been present all their lives. **Nowadays, children and young people no longer make a clear distinction between the analog and digital lifeworld.**

The term "digital natives" is often used, meaning that children are given their media skills more or less with their mother's milk, which is not the case. It is true that even younger children can use mobile devices very intuitively (install apps, click away the ads on YouTube, play games, listen to music, ...). However, this does not mean in reverse conclusion that they are therefore media-competent according to pedagogical judgement. This means that children and young people don't know which pictures can be sent online and which ones should not, where their data is stored around the world, or that very often real money must be spent in a game in order to advance in the game or to win at all. It is very important that **children and young people have adult reference persons at their side who provide competent support while they learn their personal media skills.**

Children and young people learn to handle media by using media, i.e., they have to make experiences in relation to, with and within media ("riding a bike") – and need a stimulating learning environment for this. There is a variety of ideas on how they can be supported pedagogically and further develop their competence and allow it to unfold. Therefore, it is extremely important that pedagogical professionals deal with the (digital) lifeworld of children and young people in order to keep up with current trends and to guide them accordingly on how to be safe on the Internet and with digital media. At elementary school age, many topics are already important, such as: Smartphones, gaming, handling personal data, YouTube, Tik-Tok and rules regarding digital media. Related information is available, for example, in German at *www.saferinternet.at* or in different languages here: *www.betterinternetforkids.eu* or here *www.schau-hin.info/fileadmin/content/Downloads/Broschueren/ISH_Aufwachsen_digital_Broschuere_Barrierefrei_Englisch_20211118_01.pdf.*
For **media use,** one can also roughly differentiate between children of primary school age up to the age of 12 and young people from around 13 years of age. Interests change with age and different apps, social media, streaming portals or games are used accordingly.

It is very important to pay attention to this aspect when providing **media competence support.** Children of elementary school age often need Internet basics (for example, dealing with images and data). In the case of young people, topics such as sexting, online shopping or self-presentation and self-effect then come into play. However, these are also often topics at elementary school age and accordingly the contents must be designed differently for younger children. Here are two examples (in German): *Safer Internet in der Volksschule* versus *Unterrichtsmaterial Selbstdarstellung.*

It is important to have an **overview of current trends and to know the most important contents.** It is not about being able to use every digital device, every social media platform or every game by heart. For both aspects, there is support from various websites (see Infobox).

To discuss the basics about the Internet with children and young people is diverse, just as **the digital everyday life of young people is colorful.** For example, data that one would not tell a stranger on the street should not be passed on to a stranger on the Internet. Often one does not know who is behind it on the other side of the social media platform.

Accordingly, it is essential that children and young people receive **media competence support from adult reference persons** right from the start, who discuss and define options, rules and limits concerning digital media together with them.

Where and for how long are children and young people online?
In Austria every year since 2016, the Jugend-Internet-Monitor has interviewed 400 young people between the ages of 11 and 17 about **which social media apps they use and what they do while using them.** Here are some recent results: The major platforms such as WhatsApp have been a long-running favorite since the first survey. Initially, photo apps like Instagram were used more by girls than boys. However, this has now balanced out. It is interesting to note that since 2020, gaming has increasingly come to the foreground – this can be seen in the increased use of the apps Discord and Twitch.

Again and again, we hear from pedagogical professionals, parents and teachers how unhealthy it is to sit in front of the computer for too long – allegedly, you can even become really addicted. **One thing is certain: Only few people who spend a lot of time on the computer or with the cell phone are really addicted.**

Saferinternet.at – Das Internet sicher nutzen!

Jugend-Internet-Monitor 2022 Österreich

Weitere Plattformen:
- Pinterest 42% +1%↑
- Twitch 30% +4%↑
- Facebook 29% -5%↓
- Signal 25% -13%↓
- Telegram 25% +4%↑
- Reddit 24% -11%↓
- Skype 22% -5%↓
- Roblox 21% NEU

Discord 46% +13%↑ ♀30% ♂61%
Plattform für Text-, Audio- & Videochat
Virtuelle Räume zum Abhängen & Kommunizieren

TikTok 70% +13%↑ ♀70% ♂62%
App für kreative Videoclips & Playback-Videos
Kommunikation mittels Videos

Snapchat 70% -5%↓ ♀73% ♂67%
Foto-App für Schnappschüsse
> Filter < > Spiele < > Snapmap <
"Streak" als Freundschafts-Beweis

Instagram 81% -3%↓ ♀83% ♂79%
Inszenierte schöne Bilderwelten
Bilder & Videos live, in Postings, Stories oder Reels

YouTube 95% +2%↑ ♀94% ♂96%
Video-Plattform
Informationen & Unterhaltung
Beliebteste Suchmaschine bei Jugendlichen

WhatsApp 96% -2%↓ ♀94% ♂97%
Beliebteste Messenger-App
Nachrichten, Bilder, Videos, Audio & Dateien
Gruppenchats, Telefonieren, Standort teilen

*Im Vergleich zum Jugend-Internet-Monitor 2021
Der Jugend-Internet-Monitor ist eine Initiative von Saferinternet.at und präsentiert aktuelle Daten zur Social-Media-Nutzung von Österreichs Jugendlichen. Frage: „Welche der folgenden Internetplattformen nutzt Du?" (Mehrfachantworten möglich). Repräsentative Online-Umfrage im Auftrag von Saferinternet.at, durchgeführt vom Institut für Jugendkulturforschung, 12/2021, n = 400 Jugendliche aus Österreich im Alter von 11 bis 17 Jahren, davon 197 Mädchen. Schwankungsbreite 3-5%. Diese Infografik ist lizenziert unter der CC-Lizenz Namensnennung - Nicht kommerziell (CC BY-NC). Icons designed by Freepik.com & Flaticon.com. Font: Amatic SC Bold © Vernon Adams, lizenziert unter SIL Open Font License, Version 1.1. **Gefördert durch das Bundeskanzleramt.** Die alleinige Verantwortung für diese Veröffentlichung liegt beim Autor.

Bundeskanzleramt

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Connecting Europe Facility

3 Source: *https://www.saferinternet.at/services/jugend-internet-monitor/*
Icons: www.freepik.com, www.flaticon.com

The following criteria help in (self-)assessing whether there is too much time in front of the cell phone, PC and co.:[4]

- **Nothing else counts:** Day in, day out, all I want to do is play on the computer or occupy myself with my cell phone. Important areas of life, such as school, work, friendships, leisure activities, etc., are already being neglected.

- **Loss of control:** I can't get away from the computer or cell phone, even though I'm well aware that it's already too much. I just can't stop, even if I really want to.

- **Development of tolerance:** The "dose" must be increased, i.e., the activity must either be extended or – if this is no longer possible – intensified. The result: Playing time on the computer or cell phone becomes longer and more frequent.

- **Withdrawal symptoms:** Once no access to the computer or Internet is possible, classic withdrawal symptoms such as restlessness, nervousness, dissatisfaction, irritability, aggressiveness and psychological craving occur permanently.

- **Negative social consequences:** I accept that there may be conflicts with family, school, superiors, etc.

In the future, children and young people will need to be well versed on the Internet and digital media. The opportunities here far outweigh the dangers. Especially because there will be many jobs and opportunities in the future that will be based on digital media. Media competence and technical know-how are meanwhile basics in many sectors.

Nevertheless, there are a few things to keep in mind that could end badly in the future. For example, a carelessly sent embarrassing or revealing picture or video of a young person can lead to him or her not getting an apprenticeship, because nowadays all companies and personnel divisions research the Internet and social media to see what they can find about the applicant.
The subject of gender is also important digitally. In a nutshell, the Internet com-

munity is a 1:1 reflection of our society, which is unfortunately still very patriarchal: Men set the tone and the discussions online, while women withdraw to the topics of fashion, children and wellness . A few years ago, more girls than boys actually used Instagram, but nowadays the ratio is relatively balanced. In principle, social media is female-dominated, but here too there are fewer female speakers than male speakers on important topics on the Internet, and the salary of female influencers/content creators reflects our society. Fortunately, however, there are counter-trends to this issue (as there are to all Internet trends in general), such as net feminism and feminist podcasts run by committed women.
See e.g.: *https://maedchenmannschaft.net/*

4 Source: Folder für Jugendliche „Süchtig nach Internet und Handy?": *https://www.saferinternet.at/services/broschuerenservice/*
5 UNI:VIEW (2017): Kein Internet ohne Gender. In: *https://medienportal.univie.ac.at/uniview/studium-lehre/ detailansicht/artikel/kein-internet-ohne-gender/?cHash=4fa3ef18b3bb4fd8ef1cfadfd5ce403f* [05.09.2021].

WHAT TO DO ABOUT CHAIN LETTERS AND CO.?[6]
WhatsApp chain letters in elementary school and SEC I

Creepy horror chain letters that one receives via WhatsApp are still a big subject. One example is the chain letter with the "legless and footless Samia". Another example is the **scary character Momo,** which originally started out as a chain letter and has turned into a huge hysteria machine. But can you really take seriously these death threats that you receive as a message? Basically, such intimidating chain letters are always structured in the same way:

Most of them are about mutilated "undead" people who threaten you or your family with death if you don't send this message to so and so many people. Such chain letters are supported with made-up witness statements that are supposed to confirm that it is not a fake. With such scary texts, however, not only children are frightened, parents are also worried and many young adults also think for themselves: "better to have than to should have".

But, of course, there is no proof that these bad things really happen if one does not forward the message. Most of the time, you can tell from the **spelling in the chain letter messages** that they are completed and forwarded by children or teenagers.

INFOBOX

What to do when you receive a chain letter?
Interrupt the chain letter –> **simply delete and DO NOT forward.** This would only contribute to other recipients also feeling uncomfortable, afraid, insecure and worried. And such chain letters cause useless data transfer. If children receive such messages, this is often associated with fear. They cannot classify such threats as a joke or chain letter and actually feel threatened. Adult reference persons are required to explain to the child that there are people who find it funny to scare other people. If you take the children's fears seriously, you can convey to them that these are unfounded in the context of the chain letter.

In Austria for example one can also forward the chain letter directly to the *Saferinternet.at-Kettenbrief-Chatbot* at 0681 108 094 49 on WhatsApp and one will then get a reassuring reply in German to the message.

Strangers write to children – who is behind it?
Children of elementary school age and in SEC I report again and again that they are contacted by strangers in social media or Game Chat. These people then provide a (nick)name, age and a profile photo, and the children are often not sure whether the information provided by this person is really correct. Basically, any person on the Internet can use Google search to download images from other people and pass them on as their own profile pictures. Another possibility would be to use artificial intelligence to create a picture of a person who does not actually exist (for example, using *https://thispersondoesnotexist.com/*).

Now how can I actually determine whether the person is really behind it?
This is not so easy, because one can fake a lot of information. The only possibility that comes from a teenager herself is the following:

Here's what she has agreed with her mom to do when she meets a stranger on the internet or social media: She asks the other person to send within 30 seconds a picture on which one can see a funny action. It is important that the action on the picture is specified by the requesting person (to put a book on the head, to hold a bottle into the camera, ...). The point here is that one cannot prepare these requested images in a preceding Google Image search. In addition, the other person is under time pressure. If the requested image is sent within these 30 seconds, it can be assumed that the other person has given a correct information. If this picture follows very late or not at all, the other person has lied.

This method works very well because children and teenagers always want to know whether the other person is trustworthy. Furthermore, you can train the kids to send a requested picture themselves. It is important to ensure that no revealing photos that may be requested are sent, but only photos that should contain a funny action.

6 Sources (each date of access: 06.09.2021): *https://www.mimikama.at/aktuelles/hallo-ich-bin-samia/, and https://www.mimikama.at/aktuelles/kettenbriefe-ueberblick/*

TIPS FOR EVERYDAY PEDAGOGICAL WORK

- **Working out a media biography together**
  You should understand the analog and digital lifeworld of children and young people in order to be able to talk to them about these subjects. In order to be able to dive into this world, it is important to develop an understanding of one's own media consumption and media heroes/heroines as a child and adolescent. The media biography method can be used for this purpose. Instructions for conducting the media biography for example in German can be found at *www.digital-kompass.de/sites/default/files/material/files/KommmiT-Lerneinheit1_Medienbiografie%281%29.pdf.*

- **Teaching Internet basics (also analog!)**
  It is important to teach children and young people the basics about the Internet. It should be noted that young people often do not yet understand what the Internet is and how it works. This can be conveyed well using the gray or blue check marks on WhatsApp messages and a map based on the example of Sender in Vienna–Recipient in Vienna:
  A gray check mark: The message was sent from Vienna and congratulations, your message has landed in California, USA at the server/data center (via Great Britain and Atlantic submarine fiber optic cable).
  Two grey check marks: The message was delivered in Vienna.
  Two blue check marks: The chat has been opened at the recipient's site.

- **Agree on rules together with the young people**
  It is important to define individual rules regarding digital media together with the children and young people and to explain why these rules are now being defined exactly as they are. To help, you can fill out, create, customize, and also print out the tried-and-true media use contract together with young people for instance online (in German) at *www.mediennutzungsvertrag.de/.* Here, a distinction is also made between 6-12 and 12+ years age groups.

- **Obtain information and report contents**
  Please keep yourself informed and talk to young people about current trends in digital media and how to use them by means of the following (Austrian and EU wide) options, among others:

- Visit *www.betterinternetforkids.eu/sic* for the latest news in your Country/language, privacy guides for the most popular social media apps, and audience-specific tips on how to use the digital world.

- 147 Rat auf Draht is the Austrian free hotline for children, young people and adult reference persons as well as the official Saferinternet.at hotline. Rat auf Draht also has direct contact with social media apps such as Instagram, Facebook, etc. as a first responder. That means, if someone has used pictures of a child or teenager for a fake profile, and you have already reported it or tried to delete it and this did not work, Rat auf Draht can transfer this case faster to e.g., Instagram. Unfortunately, this is not a guarantee that the fake profile will actually be deleted.
  On *www.betterinternetforkids.eu/sic* you can find the hotlines for children of any EU-country.

- At *www.stopline.at* you can report illegal contents on the Internet anonymously (red button)

- The association ZARA – Zivilcourage und Anti-Rassismus-Arbeit (Civil Courage and Anti-Racism Work) supports and advises in cases of racism or hate on the net (*https://zara.or.at/de/beratung*). This Austrian service is free of charge and can be provided anonymously if desired.

- If you need legal help and information regarding the Internet (online shopping, subscription traps, data protection, copyright, pictures on the Internet, fake profiles), the Internet Ombuds Office (*www.ombudsstelle.at/about-us/*) is available. It will help with legal questions about problems with the Internet unbureaucratically and free of charge.

- If you want to find out about the "dark side" of the Internet, get all the latest information from **Watchlist Internet** (*www.watchlist-internet.at/ueber-uns/about-us/*) – online and as an app for Android and iOS. Here you have an immediate overview of all news on the topic of Internet fraud, traps and fakes. If you have fallen into an Internet trap yourself, you can report it and this report will then be added to the index on the website based on an editorial decision, so that other people can also find out more about it. As an additional offer, there is a list of dubious Internet sites, for example, on fraudulent online stores or real estate agencies.

- The YouTube Vlog *„Frag Barbara! Elternratgeber für den Alltag im Internet"* includes English subtitles and provides tips and information for parents and pedagogical staff on how to use social media apps and digital media, divided into the following target groups:
  Children aged 0-5 years
  Children aged 6-12 years
  Adolescents aged 13-18 years
- Various quizzes on the topic of safe use of cell phones and the Internet can be found here: *www.saferinternet.at/quiz/en/*
- More multilingual materials can be found here: *www.saferinternet.at/ news-detail/materialien-jetzt-auch-in-4-fremdsprachen/*

INFOBOX

Where can I obtain information and report contents?
› *www.stopline.at/de/home*
› *www.ombudsstelle.at/about-us/*
› *www.betterinternetforkids.eu/sic*
› *www.watchlist-internet.at/ueber-uns/about-us/*

INFOBOX Hate comments & civil courage

It turns out that increasingly younger children are also victims of hate comments online. But they are often not only victims, but can also be offenders or imitators. What can be done in these cases?
What can I or a young person do...?

…when we see hate comments?
› Encourage young people to stand up for others and to open their eyes and not look away!

...if a young person becomes a victim of hate comments?
› **Collect evidence** (e.g., screenshots of the chats)
› Provide **help** and look at the comments together, e.g., whether they are of concern
› If necessary, **report** the contents to the appropriate offices (see Infobox)
› **Strengthen** the victim's self-confidence with the messages: "it's not about you as a person" and "don't fight with the same weapons"
› If the victim knows the offender, e.g., if it happens at school, contact the teachers.
› Contact supporters: How can friends help, for example, by also taking a stand online?

...if a young person becomes an offender and writes hate comments him/ herself?
› **Make the person aware** of what such comments do to the person it is aimed at
› **Create awareness and empathy:** "What I'm writing is doing something to the other person – this can really hurt" and ask **questions** such as: Do you feel good about this? How does it make you feel?
› Consider what reasons may be behind this, possibly it is imitation?
› **Practice** alternative ways of acting with the young person and emphasize that this is not normal and is not good manners. There are other ways to react such as "I don't like your T-shirt" instead of "how ugly you are!".

DISCUSS TOPICS THAT ARISE: E.G., ABOUT THE VIOLENCE BAROMETER[7]

GOAL:	Learning about violence and reflecting on it
DURATION:	30-50 min.
NUMBER OF PARTICIPANTS:	10-20

FRAMEWORK: Indoors, possibly separate rooms for group discussions

MATERIAL: Sheets on which situations of (potential) violence are pictured or described (you could distinguish between psychological and physical violence). Also, individual sheets with numbers on them (each number represents one of the described situations of violence). Possible examples of such situations can be found below. Look for examples that can really play a role in children's lives.

Preparation

Prepare different pictures or case studies that depict or describe a situation of (potential) violence. It is important not to use situations that are too explicit so that there is still room for interpretation.

Prepare individual sheets, each with a number on it (from 1-10, depending on the number of examples you have chosen). Depending on the number of participants, divide into groups of maximum 10 people each. Be prepared to moderate and limit discussions that may get out of hand.

Description

Each group needs some space in the room. Place the sheets of paper with the numbers in a row on the floor. Explain that each of these numbers represents a value on the "violence barometer" – from 1 ("not so bad") to 10 ("brute force"). Distribute the case sheets upside down and randomly around the barometer. Ask the participants one by one to pick up a case sheet and briefly explain what can be seen/read on it. Then ask him/her to allocate the case sheet to a number on the barometer and place it next to it. Explain that there is no right and no wrong, as

this exercise is about personal perception and opinions.
After everyone has put down a sheet, ask the participants whether they are satisfied with the ranking of the case sheets. If they are not, ask them to rearrange the case sheets and to explain why they rate this violent situation as worse or less bad. The discussion will show that people perceive violence very differently. Just because something is not a big deal to me does not mean it is acceptable to everyone else. One's own rating also depends on one's own past experiences.

Possible situations for younger children:

- A child steals a pen from another child.
- A really gruesome video is shown around and everyone has to watch it (test of courage).
- Making fun of a child who doesn't like to shower.
- Pulling someone's hair.
- Parents take pictures of their children without them wanting to.

Possible situations for adolescents:

- A nude photo of a girl is spread in revenge by her ex-boyfriend.
- A pedagogue follows a teenager who posts a lot of revealing pictures on Instagram.
- A 9-year-old child who is not allowed to play computer games at home is vehemently "invited" to GTA5 gamer parties.
- Parents take pictures of their children without them wanting to.

INFOBOX

Tips and tricks for everyday pedagogical work
- › *http://linkliste.pospischill.net/*
- › Methodology toolbox: *https://peerbox.at/en/*

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7 www.peerbox.at | make-IT-safe 2.0 - Ein Peer2Peer Projekt von ECPAT Österreich / Creative-Commons-Lizenz: CC-BY-SA-NC-ND Source: Markus Trenn, Regional Criminal Police Office, Vienna Police & Samara - Association for the Prevention of (Sexualized) Violence, Vienna

FAQS FROM PEDAGOGICAL PROFESSIONALS[8]

How do we establish common rules for the Internet and cell phones?
Mutually agreed rules of conduct for Internet and cell phone use not only defi-
ne the scope of action for children and young people, but also provide security
for pedagogical professionals. The most important topics and the specific rules
to be formulated in concrete terms vary greatly. It is important to discuss and
record the rules together – ideally in a written document that is signed by all those
involved (e.g., the reference caregiver and the young person). At the same time,
there should also be agreement on possible consequences in the event of non-
compliance. Caution: Some of the rules should also apply to the pedagogical
professionals themselves. A good role model is crucial for the behavior of children
and adolescents! *The KAHOOT Safer Internet-Familienspiel* or *Folge 16 of Frag
Barbara "Regeln in der Familie"* provide an ideal basis for discussion about media
usage conduct, as well as the following topic areas:

TOPIC AREAS:
- **Costs:** Who pays for the monthly cell phone costs? What happens if additi-
onal costs incur (e.g., through in-app purchases)? In what form may the cell
phone be used abroad?
- **Usage duration:** How much time may be spent with the cell phone or on
the screen each day? How long is it allowed to play on the computer (or cell
phone or console)? Which times are media-free (e.g., during meals)? Who is
allowed to use which shared devices (e.g., cell phone, tablet, etc.) and when?
- **Apps:** Which (game) apps are allowed, which are not? How are new apps
selected and installed? From where are apps downloaded? And: May these
be downloaded on their own?
- **Contents:** Which contents are okay, which are not? Which websites may be
visited, which are taboo? Which search engines may be used for searching?
- **Data protection:** Which information about one's own person may be shared
on the Internet, and which may not? Note: Personal data such as cell phone
number, address, school attended, etc. or photos are nobody's business on
the Internet!
- **Conduct on the Internet:** How do we behave towards others? How should
we not behave? What is forbidden and what is allowed on the Internet?
- **"Right to one' s own image":** Never upload photos or videos without the
permission of all those depicted!
- **Copyrights:** How to handle images, videos and texts from the Internet?
What is allowed, what is not? From which Internet websites/platforms may
one download music, and from where not? Which streaming services are
allowed?
- **Conduct in case of problems:** Children and young people may and
should contact the pedagogical professionals at any time if something
seems "weird" to them on the Internet or if they are being harassed or
insulted by others!
- **Source criticism:** Not everything on the Internet is true! If in doubt, investi-
gate together.
- **Privacy:** Other people's cell phones, tablets or laptops are taboo and may
only be used or "rummaged through" upon request.

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8 Saferinternet.at (o.J.): FAQs are licensed as Creative Commons-Lizenz CC BY-NC 3.0 AT.

Where to find recommended websites, apps and games for kids?

Good starting points for children's journey of discovery on the Internet are among others:

› *www.tuxpaint.org* (free paintingprogramme)
› *https://kids.nationalgeographic.com/*
› *https://pbskids.org/*
› *https://www.seitenstark.de/kinder/kinderseiten*
› *https://www.stiftung-digitale-spielekultur.de/en/*

How to talk to children about scary contents on the Internet in a preventive way?

Increasingly young children are repeatedly confronted with contents on the Internet that can frighten them (e.g., violence, pornography, shock photos and videos). As a rule, children of elementary school age do not yet specifically search for such contents, but they can stumble across by chance at any time, e.g., through a supposedly harmless search using a search engine. Time and again, disturbing or scary contents are also deliberately forwarded to other children via WhatsApp & co. (e.g., scary chain letters in WhatsApp). Such chain letters are perceived by many younger children as very threatening and are classified as a "real" hazard.

ADULT CAN DO THIS:

- **Broach the subject.** Address the topic on your own initiative, without there being a specific occasion. This prepares the young person for possible contact with anxiety-provoking contents.

- **Follow-up.** Ask the children or young people from time to time if they have seen anything on the Internet that scares them.

- **Support.** Signal that the young person can come to you at any time if a photo, video, message, etc. scares him/her or causes sleepless nights. Support him/her in reducing the fear (talking about it again and again, exploring the background, understanding the mechanisms, etc.).

- **Explain.** Make it clear that people don't have to take the horror stories spread in chain letters seriously, for example – there is no real danger. Also discuss that the message should not be spread further, otherwise even more people will get scared.

- **In case of an incident:** Stay calm! Do not react with prohibitions, otherwise the young person might not turn to you again next time.

How to protect children and young people from unwanted and illegal contents?

Even if we would often wish for that: Unfortunately, there can and will never be a one hundred percent guarantee for safe surfing. Doing without cell phones and the Internet for this reason or radically restricting their use cannot be a solution! Remember: **The benefits and opportunities offered by digital media far outweigh the risks!** Encourage young people to use their cell phones and the Internet responsibly, and don't be too critical of their online activities. With guidance, the risks can be very well limited.

How do I promote critical and self-confident handling of problematic contents?

- **Discover media together.** Accompany young people on journeys of discovery on the Internet. Shared experiences make it easier to talk about positive and negative experiences in media use.

- **Discuss problematic contents.** Talk openly about your attitudes and feelings about topics such as violence, pornography, racism, etc. Make it clear that consuming extreme contents is not an expression of adulthood, that it is normal, and that it can really mess one up. See the exchange as a mutual opportunity without coming across as a know-it-all.

- **Agree on rules.** Determine together what is okay and what is not okay when it comes to Internet and cell phone use. Rules are only effective if the young person understands and accepts them.

- **Technical filters as a supplement.** Using filtering programs on the computer or cell phone can be useful for younger children. The older the children get, the more likely they find ways to get around filters and blocks, and the more important it becomes to talk about it.

- **Do not "freak out".** Keep a cool head if children or young people have been exposed to an inappropriate content. Do not threaten punishment or bans, or you will lose your role as a contact person.

- **Be a role model!** Critically reflect on your own media use. Set an example of how you would like children and young people to use the media.

Child protection apps & co. – how can I make smartphones & tablets safer?
Many pedagogical professionals do not feel comfortable with the idea that their addressees can access any content on the Internet. For young people, the use of child protection software seems to be helpful to regulate the access. In practice, however, it looks different: Filters often block even harmless contents or do not filter out questionable contents. This makes it all the more important to deal with the contents together with the young people and to promote **media competences.** Filters can be useful as a **supplementary measure** for actively engaging with young people's media consumption.

Technical options for mobile devices are available directly in the operating system, via third-party apps, or directly from mobile service providers. The parenting guide "Frag Barbara!" (including subtitles) offers the following video on this topic:
Folge 7 - Frag Barbara! - Smartphones kindersicher machen!

How to avoid apps becoming a cost trap?
Apps are special programs for smartphones that can be obtained from app stores (Apple: "App Store", Google/Android: "Play Store") and can be directly installed on the device. There are both paid and cost-free offers. News services, timetable information, encyclopedias, weather information, games, social networks, recipe databases, currency calculators, etc. – the range of applications is meanwhile unmanageable. As useful as apps can sometimes be, they also hold risks such as privacy violations or unexpected costs. **Here are a few tips:**

- **Deactivate in-app purchases:** Cost-free apps are often financed by advertising or so-called "in-app sales". These make it possible to buy for example additional functions or game credits within the application – the providers advertise this aggressively because they want to earn money. However, many apps also work perfectly without these purchases! You should also be skeptical when apps (especially games) advertise "free cash". In-app purchases often happen "unintentionally", because you click on something without reading the detailed information. You are on the safe side if you deactivate in-app purchases right from the beginning.

- **Keep an eye on the data package:** Most apps connect to the Internet. Therefore, apps should primarily be used when a cost-free WLAN network is available. A limited data volume and data roaming abroad can quickly lead to high costs.

- **Know the right source of funding:** If you still want to buy a paid app, you have to add a corresponding funding source to your account. The most common payment methods are:

- **Credit card:** The most common form of financing source is a credit card. The biggest disadvantage is that you can lose track of current costs relatively quickly and there are usually only very high spending limits (often several 1000.- euros).

- **Prepaid credit card:** These work the same as credit cards, but have the advantage that they are loaded with a certain amount and cannot be overdrawn.

- **Prepaid cards:** There are prepaid cards for app stores, which can be purchased in supermarkets, for example. The amount is then deposited in the account and cannot be overdrawn.

- **Cell phone bill:** CAUTION: Since recently, there is also the possibility to pay with cell phone bill in the respective app stores. In this case, no further data must be entered (if, for example, no password has been set for the purchase). Here, too, there are no spending limits, which can be set. This payment option can be deactivated directly at the respective provider.

PROTECTING PRIVACY ON THE INTERNET - WHAT TIPS CAN I GIVE TO CHILDREN AND YOUNG PEOPLE?

- **The Internet does not forget.** Discuss with the young person that data once published on the Internet can often no longer be deleted. Therefore: Do not publish photos, videos or texts that could be embarrassing or used to your own disadvantage later on! Helpful rule: Only upload data that you would also show to parents or teachers.

- **Keep personal data secret.** Home address, phone number, passwords, etc. are none of the business of strangers. Where possible, anonymous nicknames should be used instead of the real name.

- **What is revealing?** Especially when it comes to publishing photos, many young people know hardly any limits. Discuss with the children and young people which self-portraits can be published and which cannot.

- **Respect the right to one's own image.** Photos or videos that portray other persons in a detrimental manner may not be disseminated. The persons depicted must therefore be asked in advance whether they agree to publication.

- **Activate privacy settings.** When children start using social networks, go through the privacy settings together. These change frequently and are not always set to the safest level by default.

- **Block unwanted users.** If children or young people are being harassed on a social network or via Messenger, he or she can put the person on the "ignore list" or report them to the providers.

- **Do not condemn your child,** if he/she posts questionable content online, but explain the problem while doing so! Discuss the risks of Internet use.

FAQS FROM CHILDREN AND YOUTHS

What do I have to consider when sending photos, videos or texts on the Internet?

Don't post photos, videos, or text that might make you or others uncomfortable. Once contents have been spread on the Internet, it is almost impossible to remove them again! Posting or sending photos or videos that ridicule other people is not permitted by law (the right to one's own image applies). To be on the safe side and before posting, always ask those pictured whether they agree to it.

Your favorite YouTuber keeps telling you on her channel that she's being stalked by a creepy character at three in the morning. Can this be true?

Be suspicious of claims you find on the net! Especially shocking or sensational news are often not true at all. Sometimes rumors and false stories are spread intentionally to make others look bad. It is often not clear where the information comes from and who is actually behind it. Therefore, it is better to check information several times – for example, compare several sources or check questionable photos with the reverse image search!

I read yesterday on a website that I could win a new iPhone. In order for me to participate, I would have to enter all my personal information. Is this serious?

Even on the Internet, rarely anything is truly free. Always be suspicious of "free" or "bargain" offers, especially if you have to register with your name and address or share the offer with your friends. Sometimes the providers are just after your data or malware is hiding behind the "great" offer. Online sweepstakes are also sometimes dubious – be careful if the prizes are too tempting!

I am totally in love right now and sent a revealing photo. Is that dangerous?

Sexting means taking erotic photos, nude pictures or revealing videos of yourself and then sending them. This can be great fun, but can also have unpleasant consequences! With a few clicks, your nude pictures can be forwarded to a lot of people. Make sure that your face is not visible in such photos and think before sending whether you can really trust the other person and ask him/her whether he/she would like to have such a photo of you. Caution: Erotic shots of under 18-year-olds are considered child pornography! If you send them to third parties, you are liable to prosecution. Once a nude picture has landed on the Internet, it is difficult to remove it again (in Austria for instance you can get free help from 147

Rat auf Draht or the Internet Ombudsman's Office). Ask your caregiver, he/she knows what to do.

I receive several chain letters via WhatsApp every week. They are totally annoying! How should I handle it?
Ten chain letters a week via WhatsApp and co. Normal! Particularly scary messages or chain letters with death threats can cause great fear – other messages, in turn, trigger social pressure. All chain letters have one thing in common: They are usually completely fictitious! Therefore, do not forward them, but delete them. Also, do not click on any links – they can contain malware or become a rip-off trap.

Digital law in Austria:
Duty of supervision on the internet between protection and self-responsibilty

Authors: Katrin Grabner and Katrin Trimmel
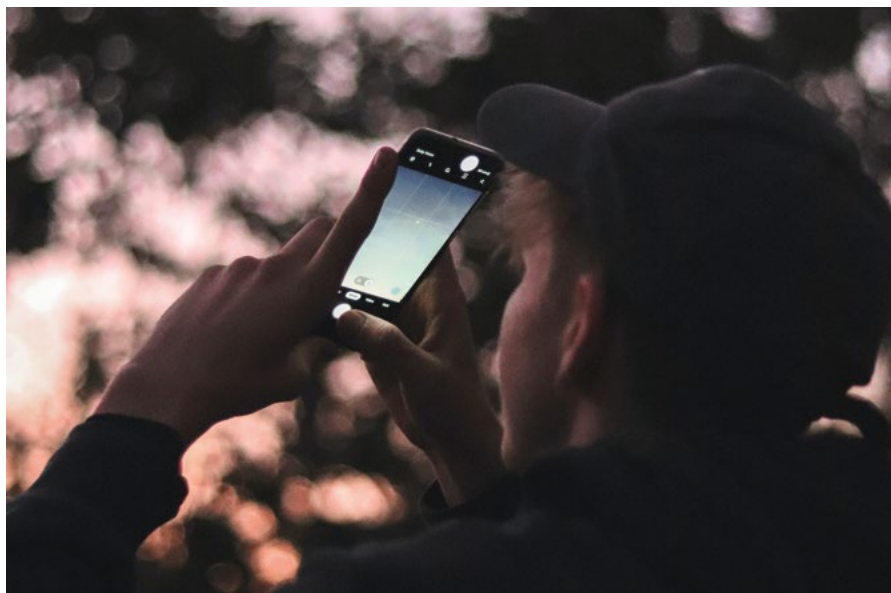
Digital media have long since found their way into the lives of children and young people. Parents and pedagogical professionals are increasingly asking themselves legal questions in this context:

- How to fulfill my supervisory duty on the Internet?
- At what age are children and young people allowed to use social media?
- May or must I control what a child does on the cell phone or laptop?

Numerous laws play a role in media use: From youth protection and criminal law to data protection law to sales contract and copyright law. Parents and other legal guardians also have a duty to supervise children on the Internet. However, it often remains a pedagogical issue how to deal with opportunities and risks for children and young people on the Internet. The following pages focus on an overview for Austria.

Education means promoting opportunities for development (cf. § 160 ABGB (General Civil Code, Austria)). Children and adolescents have a **right to the promotion of their development** and **to education** to become a **self-responsible** and **socially competent** personality (§ 1 B KJHG (Child and Youth Welfare Law, Austria)). Digital media are becoming increasingly important at school and at work and are playing a growing role in equal opportunities. Learning to use these media competently is therefore part of the educational mandate.

Those working in child and youth welfare are obliged to observe children's rights (§ 3 B KJHG). This results in a special responsibility to weigh up between the **protection and self-determination rights** of children and young people, also when dealing with digital media.

The Internet is not a lawless space. What is permitted or prohibited offline is also permitted or prohibited online. Accordingly, persons with parental authority also have a duty of supervision on the Internet.

The duty of supervision refers to the obligation to care for and guide children and young people in such a way that neither they themselves nor others suffer harm. It is part of care (§ 160 ABGB). In addition, children have a **right to supervision!**

By law, the duty of supervision is incumbent on **those persons who are also responsible for the care and upbringing** of the child. This mostly applies to the parents as legal guardians. Supervision is also the obligation of those persons to

whom it has been delegated (e.g., pedagogues). The duty of supervision can be transferred voluntarily (e.g., care contract), tacitly (through clear external circumstances) or involuntarily (by law/court order). **If a bearer of child and youth welfare takes over the care and upbringing of a child, the full scope of the supervisory duty is also included.**

The duty of supervision constantly stands in a **field of tension between protection and independence.** It is up to the adults to promote personal responsibility of the children and young people, but at the same time to think about the safety aspect and to give (pedagogical) guidance in case of hazard. Through pedagogical tasks, minors or other persons must be prevented from suffering harm.

The duty of supervision exists until **the child reaches the age of majority,** but its concrete extent reduces with the age and increasing independence of the child. If the minors are sufficiently independent, the duty of supervision can end in **individual areas of life** even before the age of majority.

The law does not contain any precise specifications as to how the duty of supervision is to be carried out; it is always a **situation-dependent conduct.** The decisive factor for the extent of the supervisory duty is always the **individual case** and the respective special circumstances. There is no generally valid assessment!

The duty of supervision in Austria is based on **various criteria** and must always be adapted to the respective situation:

- **Age, character,** maturity and **stage of development** of the children or young people
- Quality of the **hazard source**
- Local **environment**
- Quality characteristics of the supervisor (e.g., experience, relationship with the child)
- Other relevant legal provisions
- What is reasonably foreseeable in the particular situation and acceptable to the supervisor(s)

Minors need **free space to develop** without constant control. The older and more mature they become, the more they take the path toward personal responsibility. The levels of obligatory supervision help to assess the conduct required in each case. Depending on the criteria mentioned, the supervisor must intervene by taking reasonable measures. For each level, the **protection factor** increases and the **independence aspect** decreases.

PROTECTION FACTOR

Duty to intevene
Duty to control
Duty to inform
Duty to investigate

INDEPENDENCE ASPECT
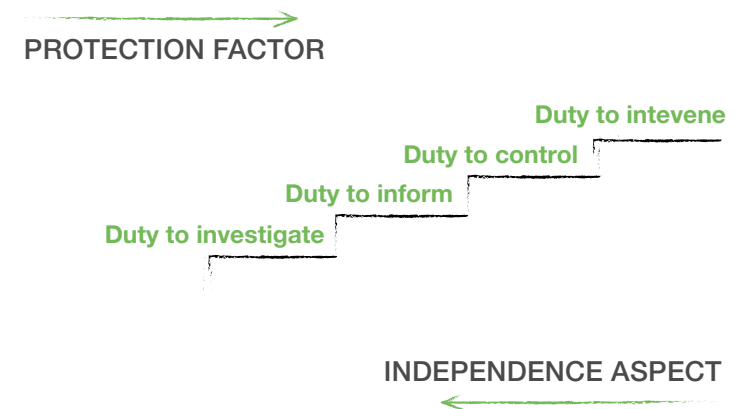
Duty to investigate: Legal guardians must be familiar with digital media and also be informed about the level of knowledge of the children and young people in their care. The more openly we talk to them about everyday digital life, the greater the chance that they will turn to pedagogical professionals or other reference persons in the event of problems.

Duty to inform (duty to instruct and warn): Children and young people must be informed and instructed about rights, obligations as well as risks and possible violations of the law. This includes, for example, the topics of privacy, dealing with photos and videos, or violence on the Internet.

Duty to control: Depending on age and stage of development, control of Internet use may also be necessary. This can be of a personal nature (e.g., by asking questions, surfing together) or of a technical nature (e.g., filter programs). Control measures should be discussed with the child and must be necessary and proportionate. If rules or certain agreements are not adhered to, the person responsible for supervision must react in an appropriate manner (e.g., requirements, stricter controls).

Duty to intervene: If there are concrete indications that a young person is violating a prohibition, engaging in criminal behavior or endangering him/herself or others, the supervisor must intervene. Prohibited content must be deleted from data carriers, Internet access must be restricted or disabled in individual cases, and pedagogical measures must be taken to counteract transgressions. For this purpose, it may also be necessary to take away the cell phone.

Interventions must **always be proportionate;** the **least severe means** must be chosen. The (pedagogical) consequence that promotes the child's development should be chosen. In case of doubt, the bearer of child and youth welfare can be consulted, which, as the client, can also prescribe a certain procedure.

It is always important to document the exercise of the supervisory duty! This is because **pedagogically justified conduct** protects against violations of the duty of supervision. If damage cannot be prevented even through the duty of supervision, this counts to the general (life) risk.

Legal brochures in German from SOS Children's Villages Austria:
www.sos-kinderdorf.at/kinderrechte/downloads
Broschures about children rights from SOS Children's Villages international:
www.sos-childrensvillages.org/our-work/information-for-children

Game over?
Digital games in child and youth welfare

Author: Markus Meschik

Playing digital games is a popular leisure activity among many children and young people. However, the fascination that the medium exerts on those who play also brings with it some critical aspects that require special attention, especially in education. In child and youth welfare too, the joy of playing games of addressees must be dealt with appropriately, whereby special attention must be paid to the following aspects:

AGE APPROPRIATENESS OF GAMES

The sale of digital games in Austria is generally tied to a rating by an Age Rating Coalition such as the USK (Unterhaltungssoftware Selbstkontrolle – Entertainment Software Self-Regulation) or the PEGI (Pan European Game Information), whose age restrictions must be made directly visible either on the game packaging or when the game is downloaded.

These age restrictions serve as a benchmark and are also anchored in the Youth Protection Act/Youth Act in the federal states of Salzburg and Vienna. They say something about the degree of reality of the violence depicted in the game, but not about the age at which a game is sensibly playable. Advertising that is intended for adult players (pornographic games, games of chance) can also be placed in games that are approved for younger players. It is therefore advisable to try out games for yourself, especially those that are cost-free to play.
A direct connection between playing digital games that glorify violence and violent behavior on the part of the players has not been scientifically proven and is very unlikely. However, attention must be paid when children and young people show a clear preference for games that glorify violence, regardless of the game type. Depending on the motive for this behavior, this can be considered an indicator for different phenomena (own socialization with violence, traumata, ...) and needs to be discussed.

PROBLEMATIC GAMING BEHAVIOR

The large amount of time invested in games by many players can be irritating and cause concern about possible addiction.

Pathological gaming behavior or computer game addiction is defined as a "gaming disorder" in the ICD-11 (International Statistical Classification of Diseases and Related Health Problems) and, according to recent surveys, affects between 1 and 2% of the total population in Austria. Among addressees of child and youth welfare, it is possible that this number is somewhat higher. Addictive behavior with

digital games tends to affect male adolescents more, especially during life course upheavals (changing/dropping out of school, entering the professional world, starting university studies, ...) and often begins as a misguided coping strategy in which the game is increasingly used to distract oneself from negative feelings. In children under 12 years of age, behavioral addiction is unlikely to be the sole diagnosis.

However, even before such a diagnosis can be made, many people close to the person in question will already notice the person's gambling behavior and there will be psychological pressure on the person him/herself or on those close to him/her (family, pedagogical professionals, friends). It is often not helpful to use the term "addiction" too quickly, because it stigmatizes on the one hand and on the other justifies behavior and pushes those affected into passivity ("I can't help it, I'm just an addict"). It is rather important to clarify the concrete meaning of the playing behavior: **Not how much or what Games are played, but to what purpose is being played?** What is the function that playing fulfills for this person in this situation? In this way, functional equivalents can be created – **action alternatives** that can meet the needs and, in the best case, can be offered in conjunction with a supportive relationship.

DIGITAL GAMES FINANCING MODELS

While pathological gaming behavior affects a relatively small proportion of players, the majority of players are exposed to financing models for digital games that are not harmless from the perspective of youth protection.

This primarily refers to games that can be played free of charge and that earn large profits through various channels, especially purchases that can be made within the game (in-game transactions). They make use of financing models, some of which are derived from the gambling industry and can lead to some children and young people investing large amounts of money in games. Amounts of 10,000 euros and more can thus also be invested by 16-year-old youths, as is also experienced in counseling practice. However, such high amounts of money are only spent by very few gamblers, who often also do not have the necessary financial means and get themselves into problematic situations. These financing models are therefore also referred to as "predatory business models" because, like a predator, they primarily target the weakest members of a community. These purchases are also possible without a bank account and credit card via the purchase of corresponding prepaid cards (Google Play, App Store, Paysafe Card, ...) in stores.

PRESENTATION OF GENDER/SEXUALITY IN DIGITAL GAMES

It is no coincidence that digital games are considered to be a male domain and that many young women and girls state that they are not interested in digital games. It is the result of systematic exclusion of women from the medium of computer games. This is noticeable both in the stories told in games (see Super Mario, who regularly has to rescue Princess Peach) and in the portrayal of the game characters themselves. In the big game titles, the rarely appearing female protagonists often show up as very oversexualized, were mostly designed by men, and thus also tend to appeal to an audience that sees itself as manly.

The result: in many games popular with young people, online communities show themselves to be very stereotypically male-dominated and serve as an echo chamber for macho behavior and misogyny. Especially online shooters like Rainbow Six, Siege, Counter-Strike, GO or the Call of Duty series are characterized by misogynistic tendencies in the communities.

Especially considering the great financial and career opportunities offered by the video game industry, a systematic exclusion of female game players from relevant spheres of society thus takes place. This can and must be discussed especially with male adolescents, who from experience often tend to normalize misogyny in games.

PEDAGOGICAL USE OF DIGITAL GAMES

The fascination that digital games exert on many players and the often large amounts of time that they seem to spend effortlessly with digital games led to the desire to also use them pedagogically in didactic settings. The numerous learning games and apps that are available in this regard often suffer from the fact that the game character is not very strong and the game is quickly revealed by the players as a pedagogical tool, which restrains the game motivation.

It seems to make more sense to use the games that are already available in the flat-sharing community, in the facility or that the young people like to play and to include them in a didactic setting. An example of this is the Social FIFA Tournament. Digital games are also suitable as a means of getting to know each other, generating positive experiences with each other and for exchange between young people, even outside of didactically guided learning processes.

FLASHLIGHTS FROM GAMING CONSULTANCY

Example A

Martin, a 15-year-old adolescent increasingly withdraws and spends most of his time playing computer games. The reference caregiver is concerned about his social contacts, which he seems to neglect. He himself states that he has no physical friends and no interests and suffers from this as well. He suffers from depressive moods and his school grades are positive.

Attempts are made to enable Martin to experience self-efficacy on a selective basis away from digital games. One approach to this was to enable him with other young men, only a few of whom were known to him, to take a week's "adventure vacation" in the mountains via the Office for Youth and Family (with pedagogically and therapeutically trained accompaniment). Martin can be persuaded to come along if he is allowed to have his smartphone for an hour a day to communicate with reference persons. He only uses this option in the first few days. He takes

part in the activities (kayaking, hiking, cooking together, ...) for the professional seemingly listlessly and of necessity. He gets to know another adolescent and talks with him mainly about computer games. Back at the residential facility, he continues to play a lot, hardly talking about the activities, but about the youth in question. Martin plays together with him regularly; they live in the same city. Martin now and then wishes to start new hobbies (e.g., climbing), but quickly discards the idea after initial difficulties.

Even if Martin's gaming behavior did not change fundamentally, finding a new reference person and maintaining a stable relationship as well as the flare-up of new interests can be seen as a positive development and success of the intervention, even if much of accompaniment will still be necessary.

Example B

A mother states that her child plays 8+ hours a day on the computer, but she cannot say exactly which games. We arrange a joint games evening with the mother and the 9-year-old son to get to know the games, observe the situation and break the pattern (son plays, mother complains half-heartedly and remains unheard). The 9-year-old is happy about this idea.

In the game situation, the mother is overwhelmed with the controls and the game mechanics and devalues the game (meaning: "What nonsense, no, it's a waste of time"). The son turns off the computer after less than 5 minutes and doesn't feel like playing anymore. The mother is happy about this decision of the son.

This shows why playing together is anything but trivial and must be well prepared. Educating adults to maintain an appreciative attitude, even though experiences of failure are made, is often indispensable to create a profitable play situation. This also applies to pedagogical professionals who have had little contact with the medium: their own feelings of frustration may have their place, but the **devaluation of the medium is linked to a devaluation of the young person him/herself,** for whom the game behavior helps to satisfy various needs. Therefore, games that are easily accessible and that can be enjoyed by both experienced and inexperienced players can be recommended for playing together.

TIPS FOR PEDAGOGICAL PROFESSIONALS

As with all media-related subjects, it is important to show interest in the lifeworld of children and young people, even without a personal interest in the medium, to value them as experts for their medium, and to seek dialog about it in a curious and accepting manner. While education is not an exact science in which universally valid (success) recipes can be taught, some guidelines for dealing with digital games can be conveyed:

- **Questioning goals:** What do we actually want? Media competence is not just about ensuring that young people do not spend too much time with media. It is also about demonstrating the range of a medium and developing and verbalizing a sense of quality. Trying out and discussing new games together can be one way of achieving this.

- **Establish rules:** The clearest possible regulation in the facility is necessary and, for some young people, represents a counterbalance to the often unregulated media time in their system of origin. Since not all children are the same and some young people can become very agitated after only a short period of play, it can make sense to set individual rules. Writing these down and clearly displaying them facilitates discussions.

- **Playing together:** Playing together between pedagogical professionals (even those with little affinity for games) has many positive effects: it can make the fascination of the medium accessible to them, signals appreciation for the young people's leisure activities, offers an insight into pedagogically questionable play situations, and can revalue an otherwise often conflictual issue with joy and positive experiences; playing together is thus by no means banal.

- **Talking about game content:** While game mechanics are often complex and difficult to discuss for colleagues with little affinity for games, aspects of the games can simply be used as a basis for discussion. The representation of masculinity and femininity in digital games is a particularly useful and obvious topic.

- **Game communities:** In many games, the tone among players is characterized by aggression and hostility toward minorities. Here, too, it is important to address the fact that this is by no means "normal". Many young people are very open about this and are happy to talk about it and discuss ways of dealing with these phenomena.

- **Become a producer of game content:** For many children and young people, creating and uploading game-related videos is a natural part of their media socialization. When publishing these videos and their content, young people are often careless. This is where professionals can give children feedback on their videos, question statements, provide support during production, and jointly discuss the purpose and type of publication. Data protection aspects are also relevant here.

- **Clarify needs:** When adolescents engage in excessive gaming behavior, it serves a specific purpose, such as distracting them from negative feelings. If this behavior is to be changed, these needs must be identified and named in order to be able to find meaningful alternative actions that are functionally equivalent.

- **Appreciation of gaming behavior:** Even excessive gaming behavior is by no means a waste of time, but rather serves certain needs. If young people have found ways to deal with negative emotions, this is an achievement that should be valued first and foremost. This is not to negate the need to find alternative ways of acting and coping strategies, but it should be done without devaluing the young people's own achievements.

- **Attractive action alternatives:** If game players are offered alternative activities, they should be as attractive as possible for them. For example, if young people tend to be more withdrawn and appreciate the non-committal nature of social contacts in games, a joint hike without a place to retreat is a challenge for them and not an alternative. Here, for example, contact can be established through board games, where the focus is on the game and not on social interaction. Basically, the aim is to enable young people to have as positive experiences as possible in situations without digital games and not to take these experiences for granted, but also to discuss them afterwards.

- **Celebrating small successes:** Even seemingly banal activities and events such as shopping together or a joyful situation while playing (analog) games together can create positive counter-narratives for young people whose primary coping strategy is playing digital games. Approaches that repeatedly address shared positive experiences and focus on repeating them are more conducive to a sustainable relationship.

- **Regulating in-game transactions:** Some platforms (e.g., PlayStation) offer the option to block in-game purchases in certain games. Especially for games such as FIFA or Fortnite, it is recommended to use this option and to activate it in the device as well as to encourage the systems of origin to do so. The private smartphones of young people pose a challenge here (respect for privacy and children's rights vs. protecting children from aggressive financing models), for which cooperation with the system of origin can be helpful. Caution: even advertising placed in free-to-play mobile games is not always appropriate for young people!
- **Cost-free games:** Being able to play games without having to pay money is attractive to many children. It is important to clarify that these games are very clever in other ways to encourage purchase. Many children are aware of this and condemn these mechanics, but still use them. Here it is necessary to prevent the normalization of spending large amounts of money. Important to remember: **If a game (an app) is free, you are not the user, you are the product.**
- **Friendships in digital games:** Many young people who have few social resources manage to build friendships with other game players online and maintain them over long periods of time. Experience shows that many pedagogical professionals are critical of online contacts (understandable due to the hazards of cyber- grooming, catfishing and scams). Since cyber-grooming in games is an issue, it is especially important to be cautious and to sensitize children, when, for example, many very personal questions are asked and contact outside of the game is required. However, the online contacts of young people are important reference partners for them, which is why it is not advisable to devalue these contacts (for example, by repeatedly comparing them with people who are physically present). Building on these contacts, however, the qualities of friendships can be discussed in conversations, or the advantages and disadvantages of this form of relationship can be discussed as impartially as possible.

FAQS OF PEDAGOGICAL PROFESSIONALS

How much playing time should a young person have at his/her disposal?

This is to be determined according to age and, moreover, on an individual basis. Although there are various benchmarks, the following approach has been proven in practice: if restless, unfocused or aggressive behavior is noticeable after playing sessions over a longer period of time, it is recommended to shorten the allowed playing time or to suggest another game. Depending on the genre, a game can be very grueling or rather relaxing. Productive activities of the players must also be taken into account, if they are specifically trying to create material for a video, for example. The How and Why are therefore more important than the pure playing time. Especially for younger children (up to 12 years), a daily play time of less than 2 hours is recommended as a guideline.

How can I recognize that gaming behavior is problematic?

Here, too, it is important to consider the Why. If video games are used as a primary coping strategy, other leisure activities often suffer as a result, and suddenly no interest is shown in them. Nervousness and physical restlessness when there are no gaming opportunities for a longer period of time also indicate problematic gaming behavior (for example, trips are not taken because it is known that there will be no opportunities for playing). These are signs that educational intervention is

necessary, and not that the person concerned is already addicted. Although young people use the term "addiction" in an inflationary way, we take care to choose the words carefully in our pedagogical practice, since the term stigmatizes and can also legitimize behavior.

What games/game consoles should we buy for the facility?

This is also a budget question, but preferably: the one for which there is a demand. If, with good intentions, a console is bought for which there was no demand, this is not only a waste for economic reasons, it can also motivate young people to play, although equally reasonable alternatives are available. With their smartphones, most young people already have a potent gaming device at their disposal that needs to be regulated. We have had good experiences with the Nintendo Switch for joint game evenings, as there are many games for this console suitable for children and also interesting for younger adolescents.

What to do when young people have different rules in the system of origin?

When certain patterns have been established in families, changing them is a major, often unmanageable feat for pedagogical professionals. Therefore, even small changes and trials must be positively encouraged. Children and adolescents are usually used to reproaches, be it from their environment or from themselves, and they do not encourage them in their competence. A clear system of rules is therefore all the more important to establish in the child and youth welfare facility in order to counteract the normalization of unrestricted media consumption by adolescents.

How to assess games with contents glorifying violence?

Age restrictions are often more an incentive than a prohibition for players. However, many players play games such as GTA not so much out of self-interest, but more for reasons of the social status associated with them. It is important to find out whether games with violent content are played for social reasons, or whether there is a personal preference for violent representations and therefore the game is not played as intended. This may be an indication of underlying issues such as traumata. The reenactment of violent game scenes in everyday life also indicates that the impressions experienced cannot be adequately classified and handled. This must also be clearly communicated to the system of origin, also with reference to existing youth (protection) laws.

IMPULSES FOR PEDAGOGICAL EVERYDAY LIFE

Games that are suitable for trying out together in the facility:

- **Spaceteam:** cost-free team game, easy to play together via smartphone and WLAN
- **Escape Fake:** cost-free augmented reality game with a pedagogical touch; playable via smartphones and a new experience for many game players
- **Jackbox Games:** playable via PC, one-time purchase is enough to play with up to 8 people on one device

Gender and Gaming Exercise:

Young people print out their favorite play figures so that there are about 20 to 30 different figures on pages. Then a coordinate system is laid out on a table, the x-axis is described as male-female, the y-axis as desired (e.g., good-evil). The young people lay out their figures and discuss until a consensus is reached on where certain figures should lie. Then they look for patterns: what stands out? What does the color scheme look like? Who is modeled after ideals of beauty, who is not? Patterns will be found!

Social FIFA tournament:

A FIFA tournament, 2 against 2, is organized, and it is announced that changed rules apply. But these are not clearly communicated. The teams are observed by the staff, with points given for prosocial behavior (greeting the opponents, complimenting them, being good losers, ...) and points deducted for undesirable behavior (insults, non-sportsmanlike behavior, ...). After the game, the winners will be informed, regardless of the outcome of the game. This will cause irritation at first, until the rules are recognized. After that, the young people may outdo themselves in courtesy. The tournament can be well and easily reworked.

Violence and boundary transgressions on the net

Pulse generator and co-author: Marlena Koppendorfer

Violence and boundary transgression experiences in the digital space include, for example, cyber-grooming, cyber-bullying, (sexual) harassment, stalking, blackmail, publications (audio, video, photos, private information) without consent, unwanted sending of nude photos, exclusion from groups and games, violent videos, etc.

Especially when working with children and young people, it is particularly **relevant to work preventively and thus to sensitize them to potential border transgressions.** During puberty, experimentation with one's own and other people's boundaries often exerts a particular fascination. Therefore, it is relevant to start early enough to avoid possible legal consequences or severe personal effects. This is particularly successful when pedagogical and psychosocial professionals have sufficient expertise in the digital field to ask the right questions and make themselves visible to children and young people as trusted experts. In this context, it is important to note that online violence, bullying and grooming already occur in elementary school – for example, on the cell phones of older siblings or through forwarded contents. Additionally, the fact that almost every young person knows someone who has been affected by this issue is alarming. Additionally, a 2017 study by SOS Children's Villages found that 27% of 11–18-year-olds have experienced sexual harassment or violence online (see details here: #*sicheronline*).

People with special needs require special protection as well in the digital space, because the risk of psychological, emotional and sexualized violence increases three- to fourfold, especially among people with intellectual disabilities.[10]

9 Projekt #sicheronline:
https://www.sos-kinderdorf.at/so-hilft-sos/einsatz-fur-kinderrechte/sicheronline/studie
10 Integration Tirol (o.J.): Wie häufig erleben Kinder und Jugendliche mit Behinderungen Gewalt? In:
https://www.integration-tirol.at/wie-haeufig-erleben-kinder-und-jugendliche-mit-behinderungen-gewalt.html

Boundary transgressions and violence take place everywhere online …

› … where **contact** is possible e.g., on gaming platforms with chat function, Snapchat, Instagram, Discord, TikTok, etc.,

› …where **content** can be found e.g., memes, violent videos, GIF selection in apps, WhatsApp groups, Instagram, etc.,

› …where **comments** can be made e.g., YouTube, Instagram, Snapchat, TikTok, etc.

Selected appearances include

› **Scaremongering contents and their further distribution,** e.g., chain letters, violent videos and challenges

› **Threatening content in groups and communities,** e.g., instructions for suicide or self-injurious behavior

› **Cyber-mobbing** is the intentional insulting, threatening, embarrassing or harassing of others online

› **Videos with violent contents** including beating, mutilation, violent pornography, accidents, murder/suicide etc.

› **Memes** with content relevant to criminal law, e.g., reenactment, discrimination, violence, child pornography, etc.

› **Grooming,** i.e., the digital initiation of contact by adults with the aim of sexually harassing or abusing children and young people.

› **Sexting,** i.e., the mutual exchange of revealing photos via cell phone

› **Dick pics, unexpected nude photos, sexual offers etc.**

› **Cybergrooming:** In this context, "(male) adults gain the trust of children and young people on the Internet by fraud in order to sexually harass or later sexually abuse them. Even children of elementary school age experience this type of contact" Source and further information on this subject: *www.saferinternet.at/faq/problematische-inhalte/jugendarbeit/cyber-grooming/ OR https://www.betterinternetforkids.eu/sic*

› **Cybermobbing:** "With the spread of the Internet and cell phones, systematic harassment, humiliation, putting down or even deliberate exclusion in addition take place in virtual space. The special features of cyber-mobbing: It can be carried out around the clock, reaches a large audience, and the offenders usually feel anonymous." Source and more info: *www.saferinternet.at/themen/cyber-mobbing/ OR https://www.betterinternetforkids.eu/sic*

› **Sexting:** "means sending and sharing one's own nude pictures and erotic videos via digital media." Source and more info: *www.saferinternet.at/faq/problematische-inhalte/jugendarbeit/sexting/ OR https://www.betterinternetforkids.eu/sic*

TIPS FOR PEDAGOGICAL PROFESSIONALS

What do pedagogical staff need to know about this subject?

- Acquire **specialist and legal information** on phenomena such as cyber-mobbing, sexting or grooming on the one hand.
- Do not fall into the trap of offender-victim reversal: **someone who is affected by sexual harassment is never to blame for the transgressive behavior of others! The conveying of feelings of guilt must be stopped if we want young people to get help! Banning cell phones as a punishment for victims is of no use!**
- You can help **communicate how a person can best protect him or herself,** where it is worth being suspicious and trusting your gut, what the warning signals are, and when it is important to get help. Should you choose to do so, external expertise can also be requested.
- **Talk preventively** about online boundary transgression, victim blaming and offender-victim reversal, and legal consequences for offenders. Inform and pass on the contents in a playful and age-appropriate way. And learn to ask the right questions – this requires a bit of digital expertise, e.g., on platforms, forms of interaction (likes, shares, stories, etc.).
- **Avoid statements** such as "work it out amongst yourselves", "that's none of my business, that was outside of my care time", "he/she is too young for these issues", etc.
- **If border transgression occurs online:**
  - Take a clear stand: violence is a no-go – the young person is NOT to blame!
  - Save evidence (screenshots, backups, etc.),
  - If necessary, involve the police and offer protection.

IS VIOLENCE ON THE NET PUNISHABLEIN AUSTRIA?

In addition to the positive aspects, children and young people can also be exposed to violence and borderline experiences when using digital media. They can also become (co-)offenders or bystanders themselves, and in Austria from the age of 14 they can also be liable to prosecution. Some basic legal information and terms for Austria can be found here (see also more details in the SOS Children's Village brochure „*Recht Digital: Sicher durch die Aufsichtspflicht im Internet*".):

- **Threatening** someone (online) with violence ("I'll kill you!") or with forwarding nude photos or videos constitutes a dangerous threat (§ 107 StGB (General Civil Code, Austria)).
- If someone is **coerced into an act** by such a threat or by force, e.g., into sending nude pictures of him/herself or into other (sexual) acts (via webcam or in real life), this constitutes a (severe or sexual) coercion (§§ 105, 106, 202 StGB).
- Harassment over a longer period of time via digital media may be punishable as persistent persecution (**"stalking"**) (§ 107a StGB).
- If someone is insulted, abused, harassed or exposed online in front of many people (e.g., in a social network) over a longer period of time, this is **cyber-mobbing** and also punishable by law (§ 107c StGB). In case of violation, the offender is liable to imprisonment for up to one year or to a fine of up to 720 daily rates. In case of suicide (attempt) of the injured person, the offender faces up to 3 years of imprisonment.
- Threatening, insulting or untrue statements, photos and videos can (just as offline) also be punishable as insult (§ 115 StGB), slander (§ 111 StGB), credit damage (§ 152 StGB) or defamation (§ 297 StGB).
- **Hate postings** (whether text, photo or video) in which groups of people are attacked on the basis of their religion, origin, sexual orientation, etc., or in which there is a direct call for violence against such a group, are punishable as incitement to hatred (§ 283 StGB).
- Merely sending pornographic images – **sexting** – to a child may also be punishable, depending on age and circumstances (§§ 207a, 208, 218 StGB). Consensual sending and consensual making of nude pictures is exempt from punishment if both are at least 14 years old.

- If a child is under 14 years old and someone wants to persuade him/her to meet someone in order to sexually harass him/her, or to send pornographic images of him/herself, even this contact is punishable under § 208a StGB. This phenomenon is called **cyber-grooming.** In this process, adults or older youths try to get in touch with children and young people, e.g., in social networks, chat rooms, messengers or games, and to gain their trust.

- The threats to publish nude photos, unless money is paid, or to send more photos if one refuses to meet with the person are also punishable by law. If money is requested, this is legally extortion (§ 144 StGB). If other actions are demanded, such as nude photos or a meeting, this is punishable as coercion (§105 StGB or §106 StGB). Often, for the sole purpose of such blackmail, unknown persons contact their victims via Internet and try to lure them into video sex chat. Colloquially this is called **sextortion** (word combination of "sex" and "extortion" = blackmail).

- If a child is under 14 years old and someone entices him/her to masturbate in front of the webcam, this is **sexual abuse** (§ 206 StGB or § 207 StGB). Even if the child is over 14 years old, but someone intimidates, coerces or takes advantage of a predicament so that the child masturbates in front of the webcam, this is punishable by law (§§ 202, 205, 205a StGB).

- If someone makes or possesses pornographic recordings of a minor between the ages of 14 and 18 without his/her consent, or publishes or forwards such recordings (with or without his/her consent), this is considered **child pornography** and is punishable under § 207a StGB. If a child is under the age of 14 and someone makes, possesses, publishes, or forwards pornographic images of him/her, it is always punishable as child pornography, whether the child consented or not.

- New since 2020: the intentional secret filming of genitals, pubic area, the bum, female bust or this areas covering underwear without consent of the him/her states an unauthorized image recording – called **upskirting** – and is punishable by law (§120a StGB, Details on page 64).

A complaint can be filed at any **police station.** It is helpful to take evidence along, such as chat logs, and note down the law that might apply. The police in Austria is obliged to record reports. Important: Victims should also report the perpetrators to the site owners and block them once they have been reported. Under no circumstances should you respond to blackmail attempts!

INFOBOX Sexting

Clear messages in terms of the legal position instead of conveying feelings of guilt:
› **For example, in Austria young people over 14** are allowed to send nude photos / revealing videos of themselves if they want to. Of course, they also have the right not to do so. They alone decide whether they want to do it or not.
› Anyone who **forwards** your photo or video is **liable to prosecution!**
› **Guilty and responsible** is not the person who sends a photo in confidence, but the person who **forwards it illegally!**
› A demand for a nude photo under threat of consequences is **blackmail.**

What to do if a nude photo of a minor is online? Here is the checklist:
› **Notify:** Report the image to the site owner, as such content can be considered child pornography.
› **File a complaint:** Save evidence and consider filing a police report in case of a criminal offense.
› **Delete:** Delete the content on your own devices and also ask other people who might have the images to do the same.
› **Address:** Address the issue in the school/youth organization/residential community, as this is where the images spread.
› **Support:** In severe cases, the child or adolescent needs psychological help to learn how to deal with the situation. The picture could theoretically appear again and again on the Internet, even after years.

INFOBOX Tips for grooming prevention

Inform children and young people and discuss the following topics preventively in everyday life:
› how relationship initiation can look like
› how to trust their own feeling
› all that is clearly forbidden in the area of sexual violence online
› how they can directly follow the law even when sending nude pictures

Sexuality and digital media

6.

Author: Katharina Maierl

Stefan shows Elias a porn that he has just received.

Sara researches the topic of oral sex in a search engine.

Fatima sends her boyfriend a picture of herself in her underwear.

And Jonas has been chatting for weeks with a stranger from an online game.

Adolescents are confronted with sexual representations and information – directly and indirectly – at a very early age through digital media. The Internet is a central source of information, especially on the subject of sexuality. According to their own statements, just under 56% of girls and 62% of boys gained their knowledge about the body, contraception and sexuality from the internet . The global network brings with it risks as well as opportunities. If sexuality is the most intimate communication and we communicate and inform ourselves online via e.g., social media, then it is necessary to acquire digital competences in order to be able to develop sexually in a healthy, safe and responsible way. In order to support and accompany adolescents in their sexual development, reference persons should deal with phenomena such as sexting, Internet acquaintances and thus also with cyber-grooming/sextortion and especially online pornography.

Young people are interested in the subject of sexuality and of course use digital media to search for information. Therefore, it is absolutely necessary to sharpen their information competences, as well as to make reputable sexually-educational sources available. No serious information can be found in, for example, free (mainstream) porn, which adolescents can quickly come across. Porn films are not documentaries about sexuality and have little to no "sex-educational" character. Therefore, it is important to talk to them about pornography and about their needs and above all to learn understanding the issue of consent. It also happens that adolescents make pornographic recordings of themselves, for example to maintain a love relationship or simply to flirt – keyword: consensual sexting. It is important to show children and young people the opportunities (self-determined sexuality) and risks (cyber-grooming/sextortion) and, above all, to explain the legal basis. Further topics on sexuality and digital media: dating apps, cycle apps, (smart) sex toys (topic data protection/privacy), platforms like OnlyFans ("self-determined" sex work), etc.

One thing must be clear: We cannot shield them, because young people find a way to circumvent (Internet) prohibitions. This makes it all the more important as a reference person to talk openly and calmly with them about sexuality and digital media!

11 Bundeszentrale für gesundheitliche Aufklärung (2020): Jugendsexualität 2020. In: *https://www.bzga.de/ aktuelles/2020-12-03-erste-ergebnisse-der-neuen-befragungswelle-bzga-studie-jugendsexualitaet/*

LEGAL INFORMATION ON SEXUALITY AND DIGITAL MEDIA IN AUSTRIA

INFOBOX Sexting

§ 207a StGB Pornographic depictions of minors
Sexting = consensual mutual exchange of self-made nude photos in which primary sexual organs (penis, vulva, buttocks opening, etc.) or sexual acts are visible (also masturbation). From the age of 14 to 17, sexting as a consensual exchange of nude photos is allowed in Austria; showing and forwarding, however, is prohibited (= punishable). The possession of other people's pictures where the person depicted is under 14 years of age means the possession of child pornography! In detail: *www.jusline.at/gesetz/stgb/paragraf/207a*

INFOBOX Upskirting prohibition:[12]

§ 120a StGB "Unauthorized Image Recording"
Criminal law prohibition of certain intentional image recordings (inaccurate: "upskirting prohibition")
› Images of genitals, pubic area, buttocks, female breast or underwear covering these body parts
› The person pictured protects these parts of the body from view (e.g., with clothing) or is in an apartment or in a room protected from view (e.g., changing room, public toilet, etc.)
› Image recording is made without the consent of the person depicted
› Intentionality is required, i.e., the perpetrator must be intent on making such a clandestine image recording (e.g., accidental recording of a person sitting on the edge of a fountain is not included)
  › Also, ONLY the passing on and the publication of such recordings is forbidden (imprisonment of up to one year)
  › The publication of consensually made image recordings (keyword: "revenge-porn") is not included!

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12 Quelle: §120a StGB sowie Bundeskanzleramt: Mit Gesetz gegen "Hass im Netz" kommt endlich neuer Straftatbestand "Upskirting"
https://www.bundeskanzleramt.gv.at/bundeskanzleramt/nachrichten-der-bundesregierung/2020/ frauenministerin-raab-mit-gesetz-gegen-hass-im-netz-kommt-endlich-neuer-strafbestand-upskirting-.html [21.01.2022]

INFOBOX Cyber-mobbing specifically on nude photos

Reinforcement of § 107c, Austrian Criminal Code
› Actions covered: "criminal act against honor" (insults, etc.) and "fact or image recording of the most personal sphere of life" (nude photos, intimate details, etc.) perceptible over a longer period of time for a bigger amount of people
› Person must be unacceptably impaired in his or her lifestyle
› Injuries no longer need only be "perceptible for an extended period of time"
  > even one-time actions (e.g., one-time upload of a nude photo) are now included
› Higher penalty up to three years imprisonment if the perpetrator commits the act repeatedly or, if perceptible for more than one year

FLASHLIGHTS FROM THE WORKSHOP PRACTICE

Change of perspective example: At a workshop with female adolescents on the subject of sexting, we discussed the fact that once you send photos, you no longer have any control over what happens to the picture. To my astonishment, the girls unanimously said: "We all know us girls naked and that's normal for us. We are even happy and proud that there are such beautiful pictures of us at young age".

Boy in workshop: "Even though I watch porn regularly, I know that sex doesn't really happen like that – we rather cuddle – but sometimes it helps to fall asleep".

Girl in workshop: "I have met with the Internet acquaintance and have previously saved on the cell phone my best friend as my mother. We agreed that she would call me after 10 minutes during the meeting and briefly ask how I was doing. If I say the agreed code word 'rocket', she comes over immediately and informs the police if necessary".

Another example: Children from an elementary school secretly connect to the teacher's PC and thus also to the beamer. They project porn from the Internet for all students to see.

Worst-case example: A teenager is excited about the joint sex video with his girlfriend and carelessly sends it to his best friend. His best friend immediately forwarded the video and, in the end, their whole circle of friends knew the video. The girl ended the relationship and reported her boyfriend (forwarding forbidden!). He now has the note "sex offender" in his file.

TIPS FOR PEDAGOGICAL PROFESSIONALS[13]

Online "sex education"
› We are sexual beings from birth and therefore also have an interest in the subject of sexuality (important here is the distinction between child and adult sexuality)
› It is natural, healthy and "normal" that adolescents want to know more about sexuality and therefore look for answers online
› We all search for health information on the net, so it is very important to offer reputable sources: Book tips in the German language can be found e.g., at the association PIA: *www.facebook.com/VereinPIA*
› Delete search history and cookies regularly to ensure privacy
› Possibly use another browser and/or apply the incognito/private mode

Porn
Reflection is important: What is my own attitude towards pornography and sexuality? Which pornographic offers do I know? What does porn have to do with my sexuality, my wishes/needs? Because a "neutral" and open attitude towards children and young people is important so that they want to talk about it at all and possibly also seek the help of reference persons in case of problems.
› Porn has always existed (e.g., on cave paintings or in Pompeii)
› By definition, porn is nothing more than an attempt at direct representation of sexuality. Porn can also be art or another person's fantasy
› Mainstream porn is comparable to action or horror movies
  › it is a lot about body fluids and "action"
  › is mostly one-sided and exaggerated – even violence appears in it
› There is a big difference between mainstream porn and queer/feminist porn
› Each person has different feelings about porn or thoughts of porn – ranging from excitement to disgust up to fun, etc.
› Porn has certain functions among young people
  › Detachment process: information is no longer obtained from parents, but through peers or media.
  › Anonymity: means for the adolescents to get answers to questions they do not dare to ask.

13 Source: Döring (2012): Erotischer Fotoaustausch unter Jugendlichen: Verbreitung, Funktionen und Folgen des Sexting. In: Zeitschrift für Sexualforschung, 25(01), S. 4-25.

› Social functions: Belonging (not being the only one who doesn't watch porn) and tests of courage (the nastier, scarier, more brutal, the "better") are central, especially in adolescence.
› Self-discovery, sexual arousal and entertainment
› Caution: children can also come across porn by accident.
› Important additional note: Not every young person has seen porn before

Messages on the subject of sexting

Sexting is part of a self-determined sexuality and, according to Döring (2012, p. 8f), can fulfill four functions:
   1. maintenance of an existing couple relationship
   2. initiation of a new couple relationship
   3. noncommittal flirts
   4. exchange in the group of friends

It should be clear to young people and conveyed to them: "once on the Internet, always on the Internet" -> "after sending, I have no more control over what happens with it"

Safer sexting for young people:
› always ask if the person wants a photo at all,
› create the photo without face or special features (e.g., without tattoos),
› less is more,
› better: show in person on mobile screen instead of sending the picture/video

NO victim-blaming: the person who sent the image in confidence is NEVER to blame if it is spread (always only the person who spread it) -> do not condemn young people, but support them!

Caution: Leave your own opinion/attitude about sexting out of it, because adolescents do it anyway. It is better to
› educate adolescents about risk (law + no control),
› give tips and support if necessary (e.g., file a complaint in case of forwarding)

Internet acquaintance vs. cyber-grooming/sextortion

Internet acquaintances are completely normal: They can be very important for adolescents if, for example, schoolmates or peers in the neighborhood do not have the same interests
One source of hazard, however, is cyber-grooming/sextortion, which is a clear criminal offense, and thus a complaint may be filed. It is important to note:
› Whether to report or not is decided by the person concerned and should be discussed with him/her
› Caution: Never blame the child, but the perpetrator!

Tips Internet acquaintances:
› Have a "healthy distrust" with internet acquaintances, because the person can pretend to be someone else
› BUT: of course, perpetrators also have procedures that are sometimes not recognized.
› Adolescents should listen to their gut feeling
› Common characteristics for recognition: many compliments, people ask for private data (pictures/videos), often the question "are you alone?" appears, usually the camera is broken, etc.
› Young people sometimes find it difficult to say "no" and therefore it would be important for reference persons to present ways of saying "no" e.g., "Leave me alone, my mother is sitting next to me"
› Protect privacy: Activate privacy settings (in social networks)!
› Verification of identity by special task (caution: still no guarantee) e.g., create a photo of yourself with a milk carton (date visible) in your right hand and your left hand on your forehead (time limit: 2min).

When physically meeting with strangers, the following mnemonic may be helpful: the 3L rule = L(oud), L(ight), L(ively).
› The meeting place should preferably take place in a public space in broad daylight (e.g., Friday early afternoon in a shopping mall)
› It would also be important that an adult or another reference person (friend, big sister...) knows about this meeting and can possibly intervene
› The accompaniment of a good friend is also advisable
› Consider "escape" e.g., save on the cell phone a friend as mother and friend makes control call

It is important to prevent sextortion or cyber-grooming, i.e., to prepare young people for it: How do you react when someone gets too close to you online – you get a funny feeling? Which data do you give away, which not? How do you know if it's really the person? How do you protect your privacy online? (Attention: We adults also have to take care to protect the privacy of our children online!)

What can I do if a child or young person is affected by cyber-grooming or sextortion?
› **NO victim-blaming:** the person concerned is NEVER at fault as a victim -> Do not condemn young people, but support them! Forwarding and/or blackmailing is punishable by law.
› Preserve **evidence** and file a complaint (if possible) because it can protect others.
› **Report** the incident; in Austria e.g. to Ombudsstelle.at
› If possible, **report** and **block** perpetrator – possibly even change phone number
› Talk about it with a trusted person

Discussion impulses on the subject of porn
• Explain or work together to define pornography
• Difference porn versus real sexuality
• Everyone feels something different about porn (disgust, arousal...)
• Porn films are not documentaries and are not a serious source
• Porn producers do not want to educate, but to earn money with it
• No one should be forced to watch porn
• Porn is actually only allowed from 18 years -> discuss reasons
• Discuss the issue of consensus/agreement and make reference to violence in porn
• Compare mainstream porn genre to action or horror movie – lots of body fluids, "action", one-sided, over-the-top, etc.

Reflection questions on the subject of cyber-grooming:
• Imagine you're flirting online right now: what would you reveal about yourself online and what wouldn't you?
• What tips would you give your younger Self?

Joint exercise ideas:
• Draw two columns on flipchart/board, collect ideas and discuss together the question "What do I need for sex and what do I need for porn?"
• "Porn: Behind the Scenes" German video and supplementary pedagogical material: *https://imaginingdesires.at/coming-soon-begleitheft-fuer-paedagoginnen/*

Media Education and Parental Work
Impulses, options, orientation and suggestions

7.

Pulse generators: Barbara Buchegger & Christoph Marte

Children's and young people's involvement with digital media is an essential part of their lives, and so are their systems of origin. Parents, the extended family system, other family relationships or family reference persons, legal guardians, custodians, family-like reference persons, etc. – all have an influence on how, for how long and when young people are on the move in the digital space. However, the views of pedagogical professionals and those of the systems of origin often diverge concerning the safe use of digital media. Also, subjects such as rules, agreements, media times, privacy as well as different media competences, etc. play an important role. Children and young people often have to follow different rules and frameworks in child and youth welfare than is the case, for example, in contact visits with their parents – very often the awareness in the systems is completely different. These differences can lead to insecurities among children and young people-

It is therefore important to discuss the topics openly and transparently with all those involved, whether there are discrepancies, what this does to the young people, how they can deal with problem areas, etc. The subject itself is relatively new because communication of child and youth welfare facilities with the systems of origin has been immensely accelerated and made more complicated by digital processes in recent years. There are some topics, impulses, discussion and question examples from care practice, for which there are also tendentially no answers yet. Five areas stand out as essential within the scope of care.

- **Smart phones of children and young people:** Who owns them and who is responsible for what? Costs, updates, rights, etc.). Assistance and empowerment are needed here.
- **Game consoles:** Which games are suitable? How long is it allowed to play? What age classification is important? To what extent do parents play a role as an example?
- **Social networks:** Who assists in setting up the accounts? From what age may children have such accounts?
- **Publications by parents:** e.g., in social networks, about the children, about the facility, etc.
- **Contact structure to the system of origin:** When and what framework conditions are needed in this regard?

Since the framework conditions on the subject of digital media and the system of origin are as heterogeneous and colorful as the children and young people themselves, this area of care practice seems highly complex. There can be no concrete guidelines or recipes for this, but impulses, options and room for maneuver for pedagogical professionals. It is important to link the topics individually with the reference persons and with other topics, no matter how banal they may seem. The great challenge is always to balance between the two areas of tension: "We all want what is best for the child" and the guidelines and rules for the protection of children and young people. There is a multitude of open questions and topics in this regard:

- Who may decide what the child is allowed to do? How to deal with different views? How to deal with loyalties/way of least resistance of young people? Example sentence: "But at home I am allowed more"
- How to deal with contents that parents post about the child or the facility on social networks?
- How to strengthen the media competences of all involved – including those of the system of origin?

Here are some (action) options, examples, questions, suggestions and impulses to possibly discuss or consider the subject in the team as well:

Clear **smartphone rules** and **media times,** which apply in the residential community, do not exist on the visit-contact weekend with the parents.
- Potential reflection with the children on why the rules are like this in the residential community and why they are different in the system of origin. Example: May the cell phone be present at the lunch table?
- Create a collective agreement with the parents or the system of origin on what is best for the child.

When will the young person get a new cell phone? Who buys it?
- Who sets up the account, e.g., family link at the facility, setting up social network accounts together, structured in the best interests of the children?

How to structure **joint media-free times or times in which media are used together?**
- Individually designable depending on the age/developmental stage and interests of the children
- It is essential to include children and young people in the development of rules

How is the communication and negotiation process on media(-free) time arranged?
- Individually, depending on the young person, his/her media competences and together with the caregiver?

How do these work for other young people, e.g., in the residential community? Are they the same for the entire facility?

Is the cell phone present during the **visit contact?** What is the significance of the cell phone? Consoles and cell phones serve as an occupational program during some visit contacts – as the electronic grandmother, so to speak. An open reflection with young people about what else they could do seems important. Planning the visits.

Turning off the cell phone during visit contacts is not so great for all children.

- How to entice parents/grandmas/grandpas to do something different – kids would like alternatives and have great ideas too.
- Sensitize parents to this and reflect on it together with them - e.g., with the bicycle comparison: Would you let your child ride a bicycle alone at night without road traffic information, reflectors and a safety helmet?

Parents take **photos** of children and teenagers and post them online without asking.

- Are requirements possible or will this just lead to more postings?
- Pulling together – wanting the best for the children. Not harming their future.

Establish **contact with the system of origin** in a tailored and low-threshold manner so that they are also on board, e.g., if they don't have Signal, choose another medium, e.g., WhatsApp.

Monthly discussions and agreements with the system of origin, e.g., using chat histories as meeting impulses. How intensively do children and young people communicate with their system of origin? How many messages are exchanged via messengers/social media?

- Reflection with children on this is important: What does this do to them? How can they be supported in this process? What is the significance and value of these?

How intensive is the exchange via social media between the pedagogical professionals and the systems of origin? A photo from vacation or an update every day?

- Clarify what both sides need, also comply with and do, i.e., make a mutually auspicious agreement or set a standard.
- How does one deal with different messengers? For example, if the residential community communicates on Signal and the parents don't have this app? Where are compromises needed, what possibilities are there to approach each other? The best interests of the child must be the common focus.

Strengthening **media competences** and **educational work** need time and room.

Find a common goal with parents – and bring it to their attention, e.g., with media times/screen times – compromises are then easier to find and adhere to.

Consider development goals and **care planning** as well – why, for example, does a 10-year-old not yet have a cell phone? Keyword: social participation – it is also important to consider privacy and the General Data Protection Regulation, since, for example, registration under the age of 14 is not possible on some social media platforms without the consent of the parent or legal guardian.

Area of tension: control versus autonomy.

Video chats and conferences are a good addition – also for systems of origin located abroad. What rules apply? Who is involved (even in the background)? Prohibit recordings?

False reports,
Fake News, Hoaxes:
Information assesment on the net

Author: Laurent Straskraba

What we are currently experiencing is a change in the sovereignty of interpretation and central principles of public communication. Where previously editorial offices, agencies and journalists worked according to the principle of "check, re-check, double-check" both in education and in the ethos of everyday life (at least the quality-oriented ones), nowadays the rapid and unchecked dissemination of contents – particularly via so-called social media platforms – regularly leads to errors, misleading, deliberate misrepresentation and even to the financial or political exploitation of a large number of people.

Due to the current spread and use of digital media, this also affects a large number of children and young people. Whether it is rumors, legends or simply lies, the question arises as to how those affected can firstly deal with them and secondly how they can recognize at all whether the contents are factual or not.

If we only take the statistical surveys on Internet use in Austria, according to Statista in 2020 there are around 7.92 million persons and 90% of households with Internet access. Mobile devices in particular are used here (88% of users), primarily via the function of search engines (93%). Further breakdowns show, for example, that among 16- to 24-year-olds, the share of Internet use is 100% according to Statistik Austria (this mainly refers to the visible web), around 84% use Internet telephony, 73% use paid and 94% free streaming services, while 52% watch TV programs via stream and 73% shop online.[14]

Also noteworthy is the proportion of children between the ages of 6 and 10 who use streaming services. According to Statista, this has risen from 7% in 2018 to 18% in 2020. YouTube tops the list of activities with a share of 55% in this age group. In addition, the messenger service WhatsApp is used by 36% at this age (comparison: 83% among 11- to 17-year-olds: SaferInternet Youth Internet Monitor). It should also be noted that e.g., chain letters with blackmail play a major role here.[15]

If you recall the development of the Internet, the idea was to maintain communication with each other via decentralized connection points and to share and discuss many other scientific contents in the academic community. Nowadays, contents have become graphically available worldwide. Knowledge bases, but also entertainment media, online games, audio and videos of all kinds are now available to

14 https://www.statistik.at/web_de/statistiken/energie_umwelt_innovation_mobilitaet/informationsgesellschaft/ikt-einsatz_in_haushalten/index.html
15 https://de.statista.com/statistik/daten/studie/754063/umfrage/online-aktivitaeten-von-kindern-in-oesterreich/

almost anyone from almost anywhere in a matter of seconds.

Along with this, but little considered in comparison, these possibilities also give rise to new questions about security, responsibility, honesty and, ultimately, ethics and rationality. In short, **the use of digital devices and contents challenges anew quite a few previously taken-for-granted rules of conduct** – because they are culturally anchored and learned – and requires a response dealing in particular with the question: "What can I actually believe? - And how do I know?"

Is it now the case that it is correct what is said in the online or offline environment of a particular person? Is one thing "true" because claims about it are shared by many on the different channels I am connected to? And what about the things that are not communicated, not forwarded?

How do I know which algorithm was used to decide to show me - or just not to show me - these contents?

If even many adults, e.g., also in their role as pedagogical professionals, have no experience with these questions themselves, how should they then be able to pass on this essential orientation knowledge to others, in particular children and young people growing up with digital media? Inevitable assistance is needed here to ensure that the benefits of these manifold options actually outweigh the difficulties and despair, caused by the sometimes-overwhelming changes.

For example, in 2017, saferinternet.at surveyed 400 young Austrian people aged 14 to 18 and found that social media channels had become the most important source of information for 59% of them, while at the same time only 10% of young people judged these as credible and 60% stated that they considered news on current topics to be untrue: "From this we see the dilemma of young people. Although they attribute little credibility to social networks [note: user or community networks would be more correct], they are the most important source of information on current topics for young people. Young people are well aware of this inconsistency, but often do not know how to deal with it". The mentioned survey reflects another widespread difficulty: 86% are uncertain when evaluating information, for 38% this is even "often" or "very often" the case and 61% of the young people judge the valuation of information on the Internet as a big challenge.

In summary, this information and media competence is increasingly gaining importance, not only for the individual but also for social coexistence.

At the beginning of every (social) pedagogical action there should always be listening, observing and wanting to understand the real situation. This can be in accordance with the narratives of the participants or it can be somewhat different. **However, it is essential to investigate the statements in order to find out whether they are true and what might be behind them.**

False reports, fake news & co. are often disseminated out of the need to feel one's own importance, partly out of malicious joy and unfortunately also often as an (unreflected) imitation of what one has experienced oneself. Not to forget also the motive to create dependencies via collections of frightening, alarmist, disturbing, absurd and paralyzing news and/or to earn money via displayed advertisements.

16 *https://www.saferinternet.at/news-detail/aktuelle-studie-zum-thema-geruechte-im-netz-jugendliche-verunsichert-durch-fake-news/*

EXAMPLES AND TIPS FROM PRACTICE

Example fake-news

Since the U.S. presidential election and Donald Trump's emphasis on fact-based media as "fake news," the term has been on everyone's lips but often misunderstood or intentionally used as a propaganda tool. Many children and adolescents take over the information from various media, video channels, platforms and other sources in their environment (e.g., also from adults) and are often very insecure or exaggerate in such a way that they no longer believe anything to be true or suspect a "conspiracy" behind every criticism or correction.

This happens time and again, for example, in workshops with school classes or in youth work. With a clear attitude and experience in this area, however, it is usually possible to quickly redirect the focus to previous ways of safely acquiring knowledge. It is essential not to try to lecture and argue with dogmas like "that's just the way it is", but to take the time at least two or three times to walk the path of reviewing the facts together. This includes reflection on one's own **media consumption** as well as clarity about the fact that findings are always only a matter of probabilities and not of absolute "truths". In this way, one takes the possibly charged emotion out of the situation, shows readiness to deal with the issue or subject and gives accompaniment on the way to finding out for oneself how to approach the facts. Thereby, the search for **primary sources** as well as for one's own **"digital footprint"** (what does the web show about me) plays an important role and should be carried out consciously at least twice a year.

Example: Conspiracy theories

As an example, consider the "chemtrails" story, which claims that the visible air swirls from aircraft engines are chemical messengers dropped on people or the area below to affect health, change the weather or climate, or any other frowned upon motive.

However, the whole thing is not new, only the means keep changing if too many people know about the facts to the story. For example, in the 1950s in the GDR, the fairy tale of the dropped "Yankee beetle" was spread, the pest potato beetle allegedly dropped by the U.S., to give a reason outside one's own responsibility why the harvests were so bad (German Source: *hwww.mdr.de/zeitreise/kartoffelkaefer-verschwoerung-ddr-usa-100.html*).

FAQS FOR PEDAGOGICAL PROFESSIONALS

What to do if children keep telling ("passing on") untrue stories, e.g., also in relation to CoVid?

It depends on how emotional the situation is at the moment. In a heated mood, reason is more likely to be rejected. That's why Jesper Juul said that one should forge the iron when it is cold. In other words, conflict-prone subjects are best addressed when the excitement has subsided again. Then one can approach the claim step by step and see what can be found about it, e.g., on the Austrian website of mimikama.at – another method would be, for example, to give the ball back based on a story made up by oneself and ask how the other person would now find out whether the story is true or not.

When did the "fake news" thing actually start?

In its current form and to this extent as an attempt to discredit unwelcome questions or take too close a look probably really around 2015/16 with the claims made by Donald Trump. But fake news, forgery, fraud, slander, rumors, misdirection and prejudice have been around virtually forever. Only the extent to which it affects the daily lives of so many people is much greater today than it was in the past, due to the exploitation of means of direct and unchecked communication.

Which media can actually still be trusted?

Those who have to answer with their name and at least commit themselves to minimum standards in their daily work. British media expert Denis McQuail formulated this in the following areas: Freedom, diversity, objectivity and order. Thus, it is about orientation points of a quality journalism, which of course is the prerequisite for the probability (not certainty!) of a trustworthy media communication.

- A quiz in German that helps to sharpen and reflect on one's own perception can be found here: *app.involve.me/siat/fakenews-onlinehate-quiz*
- A low-threshold game in German to understand the mechanisms and motives in the spread of fake news: *www.getbadnews.de/#intro*
- Another entertaining game in German about fake news and rumors: *fakeittomakeit.de*
- And most up-to-date Game on Covid-19, developed by Cambridge University: *www.goviralgame.com/de*

Practical exercise: fact checker

Have you ever tried being a fact checker yourself? Take a message that someone has sent you or that is displayed in your newsfeed and check the following points:

- On which page or in which medium was this news published? What is the interest of this medium?
- Are there at least a few other, trustworthy sources that describe the reported event in the same or similar way?
- What are the criteria for you to call a media trustworthy? Do you know what an editorial office is?
- Which person authored the article, video, etc.? Does this person exist at all and could you also contact him/her if you want to ask about details, for example?
- Do you know that sites publishing regular news must have an imprint in Austria, showing who runs the site and how to contact them? What does it tell you if such an imprint is not present?
- How are the other articles presented there? Is someone trying to draw a lot of attention to him/herself and place advertising, or is value placed on verifiability and factual reporting?
- If you want to get an overview of a certain topic and see if it has been fact-checked before, you can type it into the search box here – and if something strikes you as fake news, you can also report it here at the webpage in German: *www.mimikama.at*
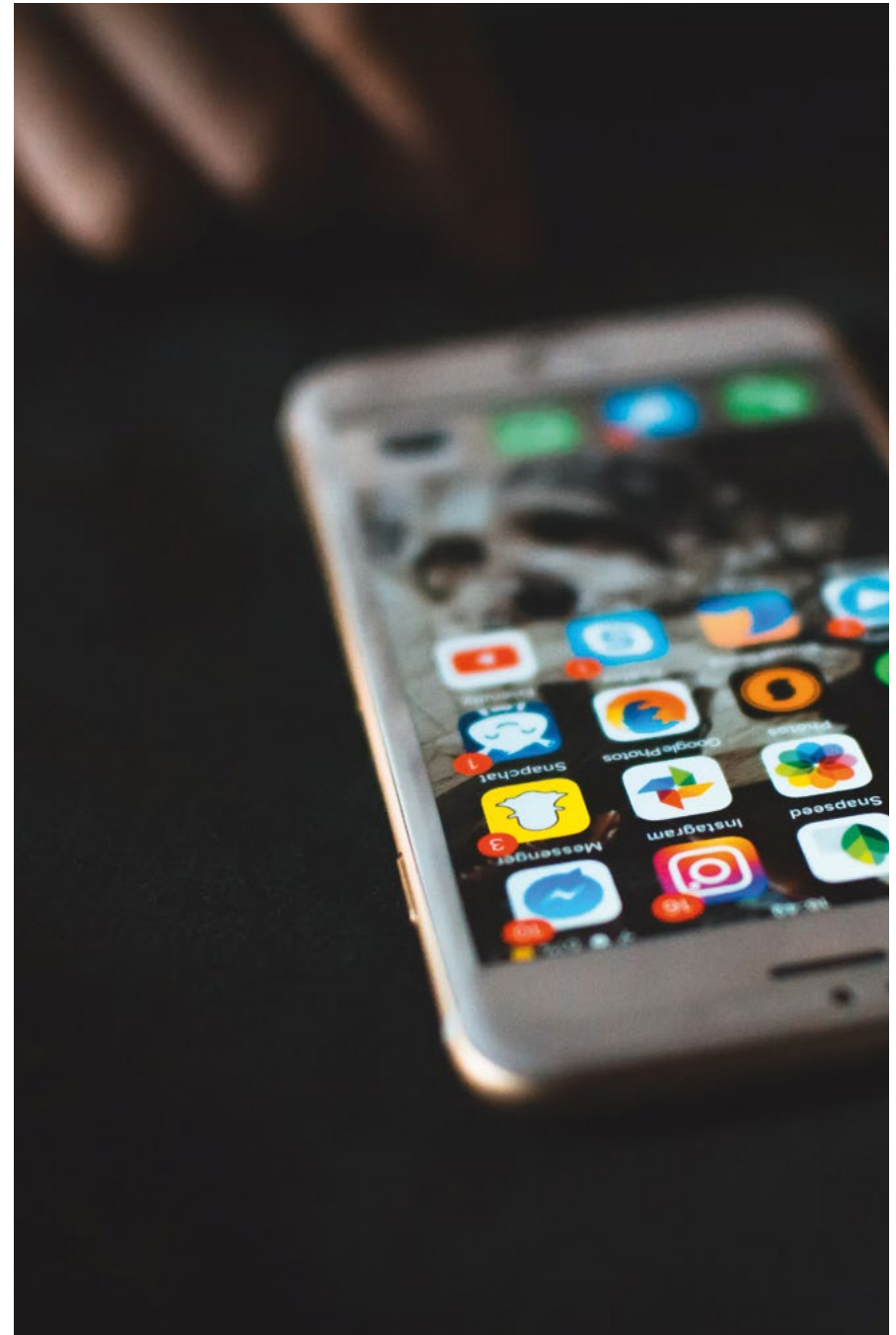
Self-worth and media:
Body, feelings, self-presentation

9.

Author: Elke Prochazka
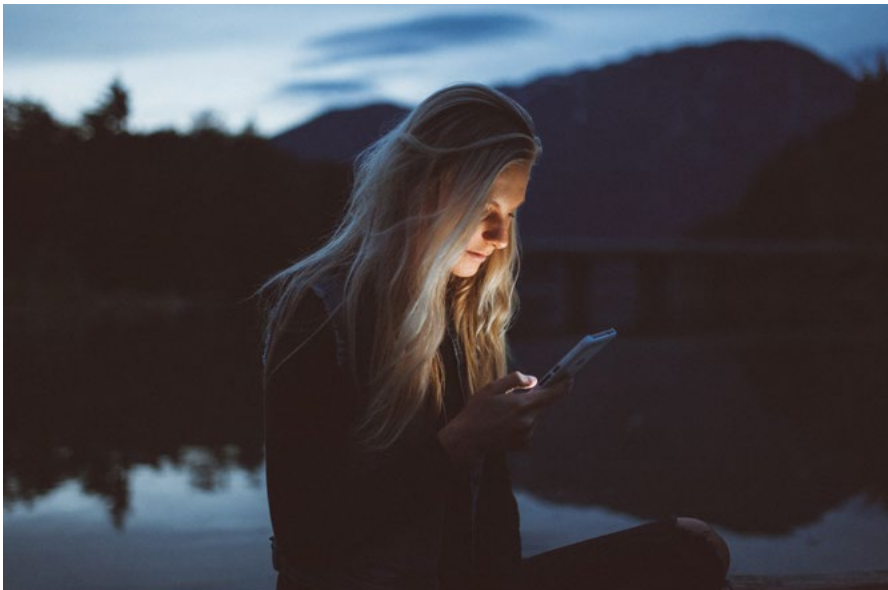
Young people spend a lot of time on and with social media. It is part of the reality of their lives. Not only for them, but also for many adults. As we know from studies, **the amount of time young people spend on social media alone affects how they feel themselves.** And this is regardless of what they experience there. Young people feel more imperfect the more time they spend on social media. This is true for all genders. This feeling used to be generated mainly by advertisements. It is not in vain that there is body image marketing, where a lot of money is invested to make people feel not good enough and then be willing to buy a certain product. It is important to pay attention on how to discuss this subject with young people and how to support them on their way to self-acceptance.

Healthy development is also based on the development of a healthy self-worth. The development already begins in childhood and can therefore be positively strengthened already then, in order to support it further in adolescence. Through daily interaction, their own person, feedback and much more, pedagogical professionals constantly influence the self-worth of children and adolescents. It is therefore all the more important to be aware of this and also to reflect on what already fits very well here and what can perhaps still be adapted. **The stability of self-worth influences the extent to which adolescents can be shocked therein by social media.**

It is known from studies that it makes no difference to the impact on self-worth whether young people know that in social media, such as Instagram, many things are artificially embellished by filters. Simply informing them about this fact or providing them with information about body image marketing can stimulate reflection, but cannot completely reduce the negative effects.

We cannot prevent the influence of digital media. What we can do, however, is strengthen children and young people so that they become aware of the influence and then have something to set against it. **The magic weapon here is their self-worth.** As children and adolescents learn what it means to be able to accept themselves, this can help. Especially in the area of self-presentation, it is easier for young people with solid self-worth to be more independent of the likes and comments of others. It is somewhat easier to act in a strengthening way if one is clear about the pillars on which self-worth is based. When working with children and young people, it can be helpful to reflect in which areas specific adolescents should be strengthened. According to Friederike Potreck-Rose and Gitta Jakob (2007, see chart), self-worth is based on four pillars. Two of them are related to the

own person, two to other persons. If one of the four areas is only weakly develo-ped, then self-worth begins to falter.

However, the good thing is that one can work directly on it – especially as a pedagogical professional, doing much of it also in parallel. In addition, much is already happening in everyday pedagogical life, and just a little adaptation can do a great deal to strengthen self-worth in children and young people. A consolidated pillar can be shaken by social media, but is less likely to be hurt than an already very fragile, weak pillar. Concrete examples of how this can be achieved are given in the section on tips and guidelines for pedagogues.
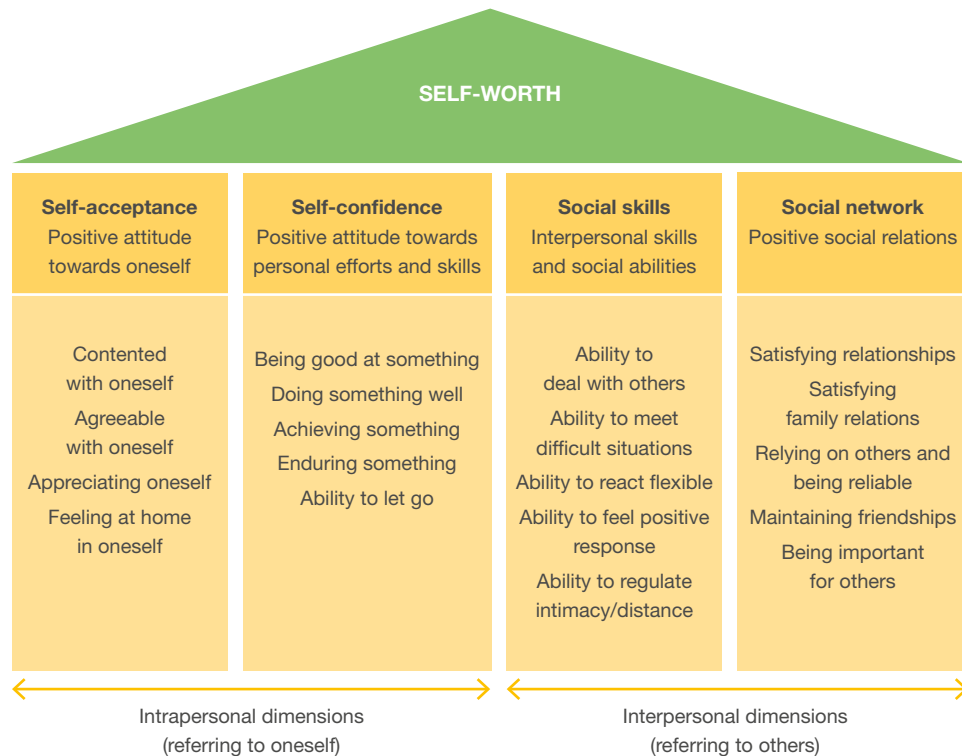
INFOBOX

Children's self-worth is strengthened by experiencing the following:
- I am important to others
- I am accepted with my faults and weaknesses. I am also liked when I do something stupid.
- I am important as a person, not just for what I am doing.
- I am accepted as I am. I am given the opportunity to change.
- I am important for others. For example, I contribute something to the well-being of everyone in the shared apartment.
- I can have a say, my opinion counts. Where can children already take responsibility, shape things themselves?

This subject also affects children and younger people. Although they are usually not yet directly affected by social media, it is possible to build up their self-esteem at this age and this is a protective factor for later media use and their general, healthy development. However, their feelings about their body are already clearly influenced by illustrations in books, feedback from their environment, dolls, play figures, etc. By involving children in the formation process, and also through feedback in between, self-worth can be built and strengthened in a variety of ways.

SELF-WORTH			
Self-acceptance Positive attitude towards oneself	**Self-confidence** Positive attitude towards personal efforts and skills	**Social skills** Interpersonal skills and social abilities	**Social network** Positive social relations
Contented with oneself Agreeable with oneself Appreciating oneself Feeling at home in oneself	Being good at something Doing something well Achieving something Enduring something Ability to let go	Ability to deal with others Ability to meet difficult situations Ability to react flexible Ability to feel positive response Ability to regulate intimacy/distance	Satisfying relationships Satisfying family relations Relying on others and being reliable Maintaining friendships Being important for others

Intrapersonal dimensions (referring to oneself)

Interpersonal dimensions (referring to others)

17 Source: Friederike Potreck-Rose/Gitta Jacob (2007): Selbstzuwendung, Selbstaktzeptanz, Selbstvertrauen. Psychotherapeutische Interventionen zum Aufbau von Selbstwertgefühl, 4. Auflage 7 (Klett-Cotta Verlag)

CONCEPTS RELATING TO SELF-WORTH AND DIGITAL MEDIA

Body Positivity means treating each body with respect. Body Positivity stands for the fact that all bodies are equally valuable. It is also not just about slim or overweight bodies, but bodies of all skin colors, all genders, all ages, all body shapes, with a wide variety of physical disabilities, all cultures. It also means that a person's body and his or her value are not connected. Body Positivity definitely does not mean that one has to love oneself or even other bodies and find them beautiful. Even though this is unfortunately conveyed incorrectly again and again in advertising and also in social media.

What does this mean for me, for children and young people? – that one deals with one's own body in a friendlier and more needs-oriented way. One accepts it as it is at the moment. It is not about loving it and finding it great.
However, the concrete demands for self-love overwhelm some young people. They put pressure on them, it is not a concept that they experience as helpful. But Body Positivity explained correctly can support them in a healthy development.

Body Neutrality means that the body can be viewed neutrally, without negative feelings. It can be an intermediate step to Body Positivity.

Body Shaming means that someone is "put to shame" for his/her body, i.e., is devalued because of his/her appearance. Body shaming affects very different bodies. **Body Shaming** against overweight people is also called Fat Shaming, against very slim people **Skinny Shaming.**

Self-presentation can be described as the attempt to present oneself as a human being.[17] On the one hand, how we are, or on the other hand also how we want other people to believe, how we are. On the Internet, self-representation takes place through, among other things, photos, videos, stating hobbies or personal characteristics, liking certain pages, sharing certain information, etc. So, one presents oneself to the outside, with the help of various tools, such as filters. An essential goal of self-presentation in social networks is confirmation by peers. This is measured by comments or likes. They not only confirm the posted contents but also contribute to a strengthening of one's own self-worth or, vice versa, to a weakening of it.

18 Inspired by Aronson, Elliot/Wilson, Timothy/Akert, Robert (2014): Sozialpsychologie. 8.Auflage, Pearson Studium Verlag.

Even if images and their messages conveyed by advertising and media cannot be regarded as the sole triggers for negative or distorted body perceptions or even for eating disorders, studies show that the perfected portrayal of bodies in advertising and in digital media can promote a negative self-image. **In this area it is necessary to explain some terms as well:**

- **Orthorexia** refers to a conspicuous eating behavior whereby affected people obsessively preoccupy themselves with the subject of nutrition out of concern for their own health. Characteristics: Fixation on distinguishing healthy from unhealthy food, devaluing the eating behaviors of others, feeling superior, not complying leads to feelings of guilt, thoughts are fixated on food.

- **Bigorexia,** also called muscle addiction or muscle dysmorphia: Affected individuals feel their bodies are not muscular enough. Characteristics: Fixation on being too little muscular, attempts to become increasingly muscular are intensified, body perception disorder. As in anorexia, the body is perceived differently than it actually is.

- **Snapchat dysmorphia** describes, the excessive preoccupation with a perceived blemish.

Our perceptual system cannot distinguish between unedited and retouched photos and processes every image. As a result, our prototype of a beautiful person is increasingly fed with features that have nothing to do with reality. If one has already formed such a proto-type, all kinds of self- and body-image disorders become more likely (eating disorders, depression, envy, feelings of inferiority).

TIPS FOR PEDAGOGICAL PROFESSIONALS

- **Process:** A stumbling block with this subject is certainly to take up the subject as a one-time information. It is a theme that must be taken up as a process in the accompaniment of children and young people of any age.

- **Strengthening self-worth early:** The opportunities clearly lie in the fact that young people work earlier on being able to accept themselves. Just getting them to think about it is a huge success and an essential first step toward building healthy self-worth. And in the next step, a protection against the influence of the Internet on one's own well-being and the dependence on likes in the area of one's own self-presentation.

- **Being authentic:** It can be difficult as a pedagogical professional to also show a bit of oneself. The more authentically it is possible for one to talk about one's own feelings and doubts about oneself and to address the effects of social media on one's own well-being, the more credibly the subject will be accepted by young people. However, this is often difficult for oneself. The team can consider for whom this is more appropriate and for whom it is less appropriate. Not all have to feel comfortable with the same topics. Children and young people in particular have a strong sense of which topics are best suited to whom anyway.

- **No fixed solutions:** One stumbling block in this area is presenting fixed solutions. Accepting oneself is a lifelong process. Young people often experience that adults are above it and convey the feeling that this will be completely overcome at some point.

- **Reflecting:** Just reflecting together is a great opportunity with this subject. "We are all affected by these influences and attacks on our well-being..."

- **Recognize opportunities:** Online self-presentation in particular is often viewed negatively in general. But it also offers many opportunities. Young people with physical impairments, for example, often report that they cannot show these on the Internet even if they want to. People born with gender characteristics that do not match how they feel can often be themselves much sooner on the Internet. So, the opportunities for self-presentation also provide many possibilities to enhance self-worth. The topic should be viewed in a differentiated way. For example, profiles of "influencers" – people who actively promote inclusion – can show young people many opportunities. Here, the Internet can have a very strengthening effect on self-worth.

- **Low-threshold advisory opportunity:** This has also been proven by studies in the area of sexual orientation and gender identity. Independent of their environment, young people have access to information. On the Internet, they can find out for themselves that there are words for what they are feeling and that many people feel the way they do. For example, they can follow the development of others in YouTube videos or even ask questions directly. This is possible in a much more low-threshold way than it would be through contact with a counseling center, for example. At the same time, non-heterosexual and non-cisgender youth are even more affected by online violence. For example, 88% are insulted and discriminated when posting on the Internet. This is shown by a study on queer leisure. It is all the more important that they are strengthened in their self-worth in the environment in which they grow up.

- **Mega subject during puberty:** Especially during the time of puberty, when adolescents have to get used to a completely new body and form their own identity, ideals influence. These are very controversial: boys, for example, are only considered attractive if they are clean-shaven and muscular, girls if they have androgynous, slim bodies. This is particularly problematic because girls' bodies change during puberty from an androgynous body to a feminine one, which then, however, corresponds less and less to the supposed ideal. As for boys, their bodies develop in the direction of the common ideal of beauty, as they gain muscle mass. Despite all this, they also increasingly face pressure.

- **Not only a girls' issue:** The subject also plays a significant role for queer youth or the LGBTQI community. As an example, here is the reaction of boys*: They often need more time at workshops to get involved with the subject. Alone when reflecting on what is beautiful/attractive, they often first describe people they perceive as female. Boys* hardly bring up body themes directly. They rather talk about strength, muscle building, fitness, nutrition. Especially also fear of "gender deviant behavior" becomes clear through their statements. "Am I gay if I find something attractive about another man?" is a frequently asked question for instance. It is a fallacy that the issue does not preoccupy boys*. Studies have shown that they are also under pressure to look perfect. Eating disorders are also on the rise among boys*. Body positivity is required as well when working with boys*.

- **Break out of stereotypes:** When it comes to self-presentation or role models, both in terms of gender, but also religion and culture, the Internet reproduces many clichés. Depending on the Internet bubble in which young people move, the Internet can either strengthen or weaken their self-worth. Strengthening self-worth does not have to be exclusively positive. If a young person feels that he/she has no place to be, this can be used by various groups to give him/her a sense of belonging.

- **Be mindful & prevention:** Young people who are particularly in search of recognition have a greater risk of becoming victims of cyber-grooming, for instance. When they experience for the first time that someone shows interest in their person, it is once again more difficult for them to watch out for possible dangers.

WHAT IS BEAUTIFUL? FLASHLIGHTS FROM A WORKSHOP

Working with a group of girls* we just talked about what they consider as beautiful. The answers were socially tinged as expected. "Beautiful is someone who has a good character." Meanwhile, a group of students came to the playground, which was visible from the class. The group started to practice a dance, some of the boys* slipped up their t-shirts, many of the girls* started to call out "oh did you see the abs, oh the blue eyes, he's just so handsome..." When things quieted down again, I said "Okay, let's talk about this. What is beautiful for you..." Reflecting on this is important because it makes it clearer to young people what has shaped their concept of beauty up to this point in time. This can be dolls, people in their environment, influencers, advertising, siblings, etc. Above all, it also makes sense to show how the concept of beauty has changed over time and it is also a bit of a coincidence what is considered to be beautiful right now, in the environment in which they grow up.

When working on the difference between self-perception and the perception by others, it is always impressive when young people realize that almost all of them are critical of themselves. Even those who are considered particularly attractive by the group. The fact that they also doubt themselves and cannot accept themselves is distressing. It is precisely at this moment that it is possible to talk about how to deal with oneself. Since the young people feel that it is a issue for all of them.

A very frequent feedback from work with girls* on the subject of body, media & feelings: "I didn't imagine we all felt so ugly. I realized today how abominably I treat myself. And that others honestly see me differently. That gets me thinking. I don't want it like this anymore."

Strengthening self-worth in concrete terms – but how?

- **Be a courageous, reflective role model:** Especially with this subject it is important to give courage. Because much on the subject happens anyway quite incidentally, where all are as they are. This makes it simple and also difficult at the same time. The more you reflect on yourself, the phrases that often come across your lips, what you radiate as a person, what kind of role model you are, also shapes the children and young people entrusted to your care. What does one report back when a lad* puts on a skirt, when lads* work out a lot, when someone has lost or gained weight, when one notices someone is in love, or when someone has dressed up extra sexy to go out...? How do you present yourself? Do you dare to show weaknesses? Talking about how you don't always feel good either? How to deal with it? All of these are areas where you can start. Children and young people can learn from this. It is important not to judge bodies, no matter in which direction.

- **Pick up when you hear young people talking disparagingly about themselves.** "I look like a fat walrus." For example, answer: "It hurts me when I hear how you talk about yourself. Would you say the same to your friend? I know this about myself, too. I started to stop myself when I go at myself like that. This has helped me daring to be truer to myself. I don't always feel attractive/strong/well either. But then I think to myself that I'm still okay the way I am. Maybe I just needed the food, because otherwise I would not have endured the stress/lovesickness/quarrel."

- **Actively discuss strengthening:** In pedagogical conversations with young people, it can be an incredible resource to actively talk about what they are particularly good at, what they contribute to the group, or even what is particularly great about their personality. When children know their strengths, they are more likely to trust that they can achieve something in their lives. When they experience being valued by others, they feel part of a society upholding them.

- **Understand and handle emotions behind statements:** Here is an example: You get into a situation where a child devalues him/herself. "Nobody likes me anyway." "Nobody wants to play with me anyway." How do people often react? Frequently, one tries to convey a different point of view. You want to talk the child right out of the view he/she has right now. However, exactly this often does not work and also bears the risk that the negative view is even reinforced. So, what can be done? First let the child tell you and listen to him/her. Then

address the feelings. For example, by saying: "I sense that you are feeling completely overwhelmed right now. I can understand that. What happened, I'm listening to you." The child is telling that he/she was excluded from a game. "I understand that you are disappointed. You're not alone with this feeling. I can understand that. I know the feeling." It is incredibly helpful for the child to realize that he/she is not alone with it. Possible solutions can only be experienced as helpful when the child feels understood.

- **Show appreciation:** What to do to support young people in developing good body feelings? Show appreciation to young people, regardless of their appearance and also regardless of their self-presentation on- as well as offline. Young people are allowed to decide for themselves how they want to dress, how they want to show themselves. Unfortunately, statements like "If you show yourself like this, then ...." still occur. It doesn't matter whether this means a photo that young people upload or send, or how they get ready for an offline meeting. This statement conveys a sense of complicity to young people should they become victims of e.g., bullying, hate comments, sexual violence, etc. These would be statements in the area of a offender-victim reversion. But the message to young people must be: **"No matter how you show yourself, nothing justifies devaluing yourself. It's important that you feel comfortable."** Also intervene when others are being judged. For example, "Whoa did you see what she's wearing today?" "Yes, I did. I guess she's wearing something she feels good in today. That's the only thing that counts."

- **Do not reinforce role stereotypes:** "Yes of course", you may be thinking to yourself. We all grew up differently, often with quite a lot of clichés. To be honest, it takes an incredible amount of self-reflection not to make statements that hit a cliché every once in a while.

- **Address image processing:** What filters/programs do young people use to work with? Why? What is important to them about photos they upload? What do you think these images need to have? What filters do people use on the web that they like to follow? Try them out together. Rankin's experiment can also help address the issue here.

- **Influencers who make you feel good:** Question how young people feel when they watch posts by their favorite Internet stars. Encourage young people to watch themselves doing this. Suggest that profiles that always make them feel bad can be unfollowed, at least for a while.

- **Immerge into the lifeworld:** We can always be helpful when we enter the reality of children's and young people's lives, when we listen to really understand instead of judging or countering with solutions. As soon as you succeed in making children or young people feel honestly understood, the opportunity to support is also given. Let them show you the people who inspire teenagers on the Net, try to understand what they find fascinating about them. It can be an indication of what the specific person is missing right now.

- **Stay up-to-date:** Get an idea of what's happening on the Internet right now. It is clear that you cannot be directly informed about everything. Nobody can do that, and there is no need for it. But topics can often be addressed more easily via current incidents.

Exercise ideas

- Well-known photographer Rankin photographed young people in his "selfie harm" photo project and then gave them the opportunity for editing before uploading the photos to his social media profile. You can view the results together with the young people here: *https://ze.tt/so-drastisch-verfaelschen-jungen-menschen-ihr-aussehen-um-mehr-likes-zu-bekommen/*

  - What do you think about the changed faces?
  - What do they have in common?
  - What was changed?
  - What do you think why teenagers have changed so much?
  - Snapchat dysmorphia can be discussed here as well.

- One possibility is to try out filters used by influencers that the young people like to follow. For example, take photos with and without filters and compare them.

- The profile of Enisa Bukvic can also be browsed together (many young people know her because of her participation in Germany's Next Top Model or because they follow her or her boyfriend Simon Desue). Then the young people can be given the task of finding a photo of her without a filter. Her statement at GNTM can be discussed with the young people. Enisa Bukvic: "I am afraid how people will see me, because now for the first time they see me as I really am."

INFOBOX Helpful videos to address the subject

› This video conveys a feeling that has emerged in every single workshop. It is also suitable for discussing the subject with girls (turn on automatic subtitles!): *www.meintestgelaende.de/2018/11/koerper-sein/*

› Videos for pedagogues on the subject of strengthening self-worth in children (turn on automatic subtitles!):
http://biber-blog.com/filmserie-selbstvertrauen-selbstwertgefuehl/

› Videos to address the theme of self-worth with young people:
  › How do people react when they are told they are beautiful? This video usually touches young people very much. One can discuss afterwards why it is so difficult to accept oneself as beautiful. Why are we not even used to being called beautiful?
  www.youtube.com/watch?v=aW8BDgLpZkI

› Videos from the Dove Campaign
  › *www.youtube.com/watch?v=-_I17cK1ItY*
  › *www.youtube.com/watch?v=wpM499XhMJQ*

› Rihanna underwear label website #Body Positivity:
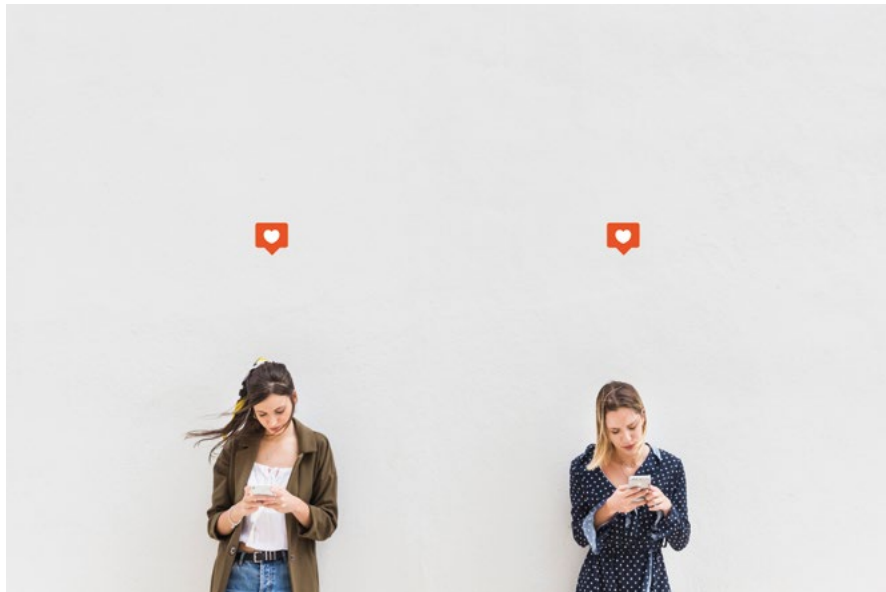*www.savagex.de/products/men*

MESSAGES FOR CHILDREN AND YOUNG PEOPLE

- You are of worth, no matter what you do, what you look like, what you can do. Simply because you are yourself.

- The way you feel with your body is influenced by many things. There is a separate field in marketing just for researching how to make people feel uncomfortable. Because then they are more easily influenced to buy something to feel better again. This is called body image marketing. 60% of how we feel is influenced by marketing.

- If you manage to deal with yourself the way you deal with your best friends, so to speak through a friendship filter, then you are a big step closer to accepting yourself as you are..

- It's not about finding you super awesome at all times. It's more about finding you okay. Example: You look in the mirror and you have several pimples. Think about what thoughts usually come up in your mind about them? Many then call themselves the worst things, how ugly they are ... Maybe your approach could be, okay, today is not a good day of my skin, but without the food of the last few days, I would not have endured the stress. I don't think it's nice, but it's okay that it' s that way now. I now just try to do something good for my skin. Because whom does it help if you constantly put yourself down and treat yourself super badly? Think about what you would say to your closest friends if they talked to themselves the way your thoughts about yourself are phrased. Every single moment you succeed in finding yourself okay is like a small gift to yourself.

- The more time we spend on social networks, the worse we feel about ourselves. That's what studies show. This doesn't mean we all should never use social networks again. But what helps is to pay attention to which profiles make you laugh, entertain you, show new things, and which ones just make you feel small and bad all the time. Dare and muck them out. Especially on days when you're already not doing very well anyway.

- Pay attention to what filters are used by the profiles you like. Knowing that filters are used does not help to prevent you from being influenced by them. Still, it's a step to try out the filter yourself to see how much it distorts faces or improves the skin's appearance. It is the filter that makes the people look "perfect.

- Do you know the photographer Rankin from London? He photographed teenagers and then gave them a short time to edit their pictures before uploading them. See how they changed their pictures: *https://ze.tt/so-drastisch-verfael-schen-jungen-menschen-ihr-aussehen-um-mehr-likes-zu-bekommen/*

- Depending on the environment one grows up in, one gets an idea of what being strong means. It's worth trying to feel what this means to you. Sometimes the idea of having to be strong puts quite a bit of pressure on you. Especially when there is only a very narrow definition of being strong. For example, strength means having muscles. But is that really strong? What if someone is so strong that he/she dares to cry when he/she feels like it? Without condemning him or herself for it. Because feelings are normal and it's okay to let them out.
- What role models do you have? What makes them stand out? Are there opportunities to look behind the curtain with them? What might someone find particularly awesome about you??
- Think for yourself in which situations or even with which people you dare to be just yourself. Try to increase the number of these people and situations.
- What do you think others expect from you? Rat auf Draht once did a survey on the topic of "What should my partner be like? The answers were super surprising for many. The most frequently expressed wishes were: "As natural as possible." "As normal a figure as possible, not so much muscle and not so thin." "He*She should eat normally." Would you have thought that? When someone likes you, then you are liked as you are and also just because you are the way you are. But if you always try to be different from who you are, then that part is missing.
- Even we, your pedagogues, feel bad sometimes after we have been on social media or seen advertisements, have been shopping and found nothing that fits.
- Sometimes people try to dictate how boys* or girls* should be. This puts pressure on many. But you alone, no matter which gender you belong to, determine how you want to be. It is the greatest strength when you manage to be the way it feels right for you.

FAQS FROM PEDAGOGICAL PROFESSIONALS
So social media is a threat to self-image, then young people should just spend less time on social networks, or?
This often seems to be the easiest solution. However, it is our task to teach young people how to use social media in a way that is as harmless as possible and to strengthen them in the process. Social media and the internet are only a part of the many areas that affect our self-worth. Think about what strongly influenced you when you were young. Even without the Internet, this work is essential for a healthy development.

How are pedagogical professionals supposed to manage that besides their work?
You are already doing it. Not influencing the self-worth of young people is not even possible in your work. Now you can act more consciously in this regard.
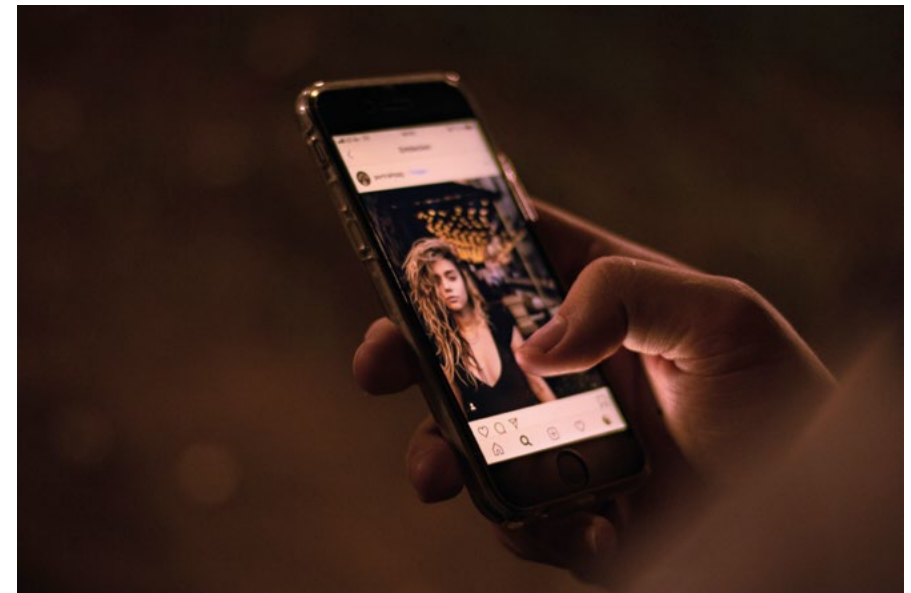
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