# ICE CAP
# How to stay safe on the internet

**ice-cap**

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## Purpose of this Document

This manual is designed as a support to raise awareness of the pitfalls sometimes encountered while using the internet. It aims to raise questions about the source of the information and the safety of the users. It encourages critical thinking, alerting users to the possibility of family members encountering scammers, groomers and unverified or fake information.

ICE-CAP is a comprehensive educational tool which addresses the needs of adult and community educators, assisting them to work with the end users the families themselves.

This manual is designed as a resource for the families as a back up to the curriculum which can be found on- **https://ice-cap.eu**. Not all portions are relevant to all users. Participants can browse the manual and pick and choose what is relevant or interesting to them.

The internet is a wonderful resource for research. We have grown used to quickly finding information and broadening our understanding. In most cases we can trust the source and accept information as true. We educate ourselves with ease on subjects we may never have the time to research in other ways. Using the internet is part of everyday lives.
The programme is translated into the languages  of all participating countries – Croatia, Finland, Ireland, Portugal, Spain and the United Kingdom

**The ICE CAP project encourages the basic principles of good family leaning practice.**

Nowadays people of all ages carry a smart phone and have access to tablets or laptops and therefore, have constant online access to individuals that support and endorse extreme political, social, or religious ideas as well as more balanced views

Social media platforms are easy to use, free and fast, enabling individuals and organisations to reach into every home and to target their messages to millions.

Unfortunately, this virtual cosmos provides unlimited opportunities for sexual predators, political and quasi-religious fanatics, and Internet trolls intent on grooming young people who are most often the primary target audience.

Since the onset of Covid 19 young people, more than ever are carrying out schoolwork online and are directed by their teachers to gather information on the net. In most cases this is well directed and very beneficial and many young people are only too aware of the dangers and will sometimes be the ones who alert parents and grandparents to internet dangers.
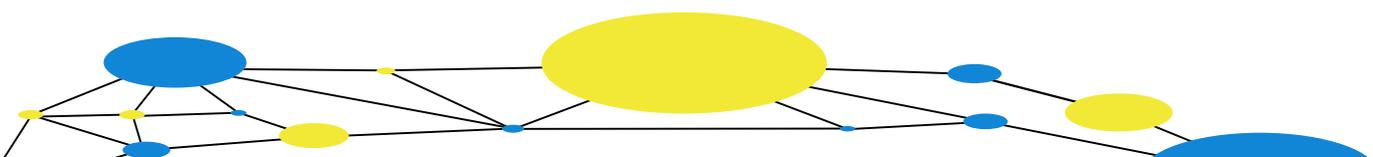
However once online, isolated from friends and with more time at home with little stimulation, one link can lead to another and an interest sparked along the way   may be enticing but not so useful.

Twitter, Google, Facebook, You Tube, SnapChat etc.  The landscape is ever changing, offering us new paths, new challenges, and new distractions.

Should you choose to opt out these once useful tools they continue to have a life of their own. We need to be careful what we sign up to and the personal information we give away to large corporations   and which may become available to anyone who chooses to look. We may be happy to share information with people who share a common interest, but perhaps not 1000 people  we do not know.

Misuse of social media has been found to be responsible for its negative impact on mental health especially in the case of young people who's quest for perfection and lack of personal experience and confidence makes them susceptible to the constant barrage of filtered images of celebrities and influencers.

Fake news, misinformation and disinformation is all around us. It can be wrapped up as expert opinion and advice and has cost lives.

Tech addiction is a very real condition which may young people accept as normal, needing a daily injection of affirmation. We know of the concerns of families, unable to communicate with their children and we know that there are concerns from employers who are now avidly monitoring employee activity. There are gadgets to help people lock their phones away for a limited time and there are clinics for people whose activity is out of control.  We need to ask ourselves if we have fallen under a spell.

Many parents, because of their lack of knowledge and inexperience in the electronic domain, feel insecure and helpless, so they do not even talk to their children about it. They feel helpless because they do not know what to do.

The role of parents in creating a safe environment is extremely important. Therefore, it may be necessary to protect the computer in your home and restrict access to a certain network location.  It is possible to restrict access on your family computers. Here are some links that may help you

Google Security Tools https://www.google.com/intl/ko_NG/about/appsecurity/tools/

Family Safety Tools https://www.google.com.au/intl/en/safetycenter/families/start/basics/
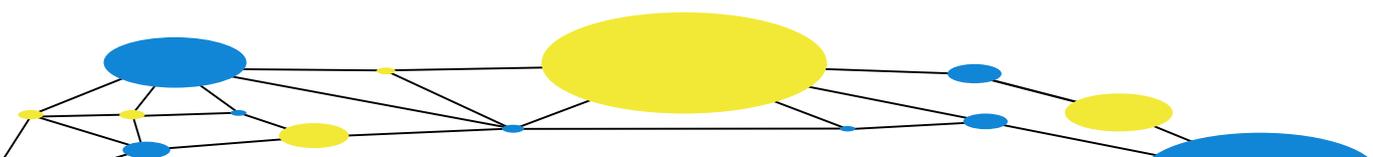
## Internet providers

Eight internet companies are providing the internet platforms where we source our information. Google, Facebook, Microsoft, Amazon, Apple, Baidu, Alibaba and Tencent. Most internet users today are in daily contact with at least one. They each have so many different products, services, and investments that it's not always clear what their main source of revenue is, or how a company profits from services offered for "free," such as search, email, games, social media or instant messaging.

It is helpful to understand how the providers of internet resources operate and question if it is designed to be addictive. Providers are competing for your attention. It is designed to make money and the users are the source of the money. You are the product. Your data is being sold to advertisers. The very act of scrolling produces data; how long the page was open, which links were followed at what speed and how many times. It is no wonder that scrolling becomes addictive in much the same way as using a slot machine … just one more time ….

## Has a monster been created?

It is worth considering why the creators of some of our most popular internet tools, such as Tristan Harris and ex Google employee are distancing themselves from some of their own creations as they are aware of the dangers.

"I don't know a more urgent problem than this," Harris says. "It's changing our democracy, and it's changing our ability to have the conversations and relationships that we want with each other." Harris went public – giving talks, writing papers, meeting lawmakers and campaigning for reform after three years struggling to effect change inside Google's Mountain View headquarters.

Facebook report for example, revealed that the company can identify when teens feel "insecure", "worthless" and "need a confidence boost". Such granular information, Harris adds, is "a perfect model of what buttons you can push in a particular person".

https://en.wikipedia.org/wiki/Tristan_Harris
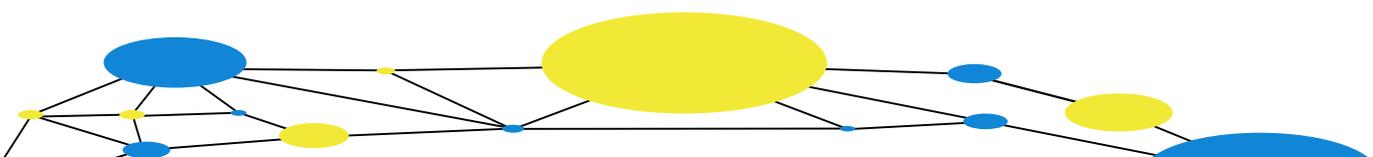
Tech companies can exploit such vulnerabilities to keep people hooked; manipulating, for example, when people receive "likes" for their posts, ensuring they arrive when an individual is likely to feel vulnerable, or in need of approval, or maybe just bored. And the very same techniques can be sold to the highest bidder. "There's no ethics," he says. A company paying Facebook to use its levers of persuasion could be a car business targeting tailored advertisements to different types of users who want a new vehicle. Or it could be a Moscow-based troll farm seeking to turn voters in a swing county in Wisconsin.

Harris believes that tech companies never deliberately set out to make their products addictive. They were responding to the incentives of an advertising economy, experimenting with techniques that might capture people's attention, even stumbling across highly effective design by accident.

A friend at Facebook told Harris that designers initially decided the notification icon, which alerts people to new activity such as "friend requests" or "likes", should be blue. It fit Facebook's style and, the thinking went, would appear "subtle and innocuous". "But no one used it," Harris says. "Then they switched it to red and of course everyone used it.
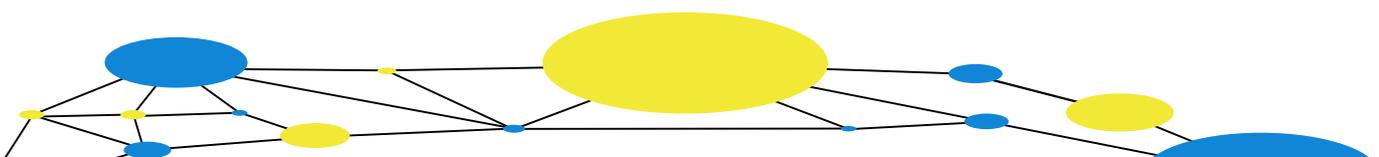
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## How we behave

We need to be aware of and be happy with what we are taking part in. The more ads we see, the more subliminal messages we take in and the more we can be part of real world action without having been aware. We also need to consider just why it is that social media becomes so addictive for some people.

Scrolling can become almost a reflex we cannot control and the endorphins this produces optimises the distant connection between people.  Whereas much of this activity does not worry us for some it is a path which can lead to some very unpleasant experiences.

It has become all too common to accept hate speech as normal. Expressing an opinion and to openly invoke violence against a particular person or social group. Online hate speech takes place in the online environment and social networks (Facebook, Twitter etc.) and is related to offline hate speech. Commonly used to attack a person or a group based on attributes like race, religion, gender or disability; but at a safe distance.

The problem of regulating content on the Internet has been imposed as one of the most complex issues of today because it encroaches on the intricate area of definition of the limits of freedom of expression. The fear of limiting the freedom of expression through regulation of the Internet poses some difficult questions.

Nir Eyal, the author of Hooked: How to Build Habit-Forming Products, has spent several years consulting for the tech industry, teaching techniques he developed by closely studying how the Silicon Valley giants operate.

 "The technologies we use have turned into compulsions, if not full-fledged addictions," Eyal writes. "It's the impulse to check a message notification. It's the pull to visit YouTube, Facebook, or Twitter for just a few minutes, only to find yourself still tapping and scrolling an hour later." None of this is an accident, he writes. It is all "just as their designers intended".

He explains the subtle psychological tricks that can be used to make people develop habits, such as varying the rewards people receive to create "a craving" or exploiting negative emotions that can act as "triggers". "Feelings of boredom, loneliness, frustration, confusion and indecisiveness often instigate a slight pain or irritation and prompt an almost instantaneous and often mindless action to quell the negative sensation," Eyal writes.

"We can't blame tech makers for making their products so good we want to use them," he said. "Of course, that's what tech companies will do. And frankly: do we want it any other way?"

Justin Rosenstein was the Facebook engineer who created the "like" button in the first place. He is particularly aware of the allure of Facebook "likes", which he describes as "bright dings of pseudo-pleasure" that can be as hollow as they are seductive. A decade after he stayed up
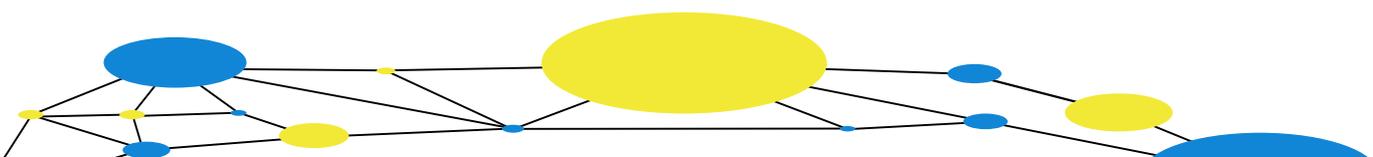
all night coding a prototype of what was then called an "awesome" button, Rosenstein belongs to a small but growing band.

"It is very common," Rosenstein says, "for humans to develop things with the best of intentions and for them to have unintended, negative consequences."

The psychological effects on people who, touch, swipe or tap their phone 2,617 times a day is far greater than we could have imagine. We call this intelligence algorithm and they are built to a commercial interest which overwhelms human nature.

**Putting a Finger on Our Phone Obsession (dscout.com)**

In 2007, Justin Rosenstein was one of a small group of Facebook employees who decided to create a path of least resistance – a single click – to "send little bits of positivity" across the platform. Facebook's "like" feature was, Rosenstein says, "wildly" successful: engagement soared as people enjoyed the short-term boost, they got from giving or receiving social affirmation, while Facebook harvested valuable data about the preferences of users that could be sold to advertisers. The idea was soon copied by Twitter, with its heart-shaped "likes" (previously star-shaped "favourites"), Instagram, and countless other apps and websites.
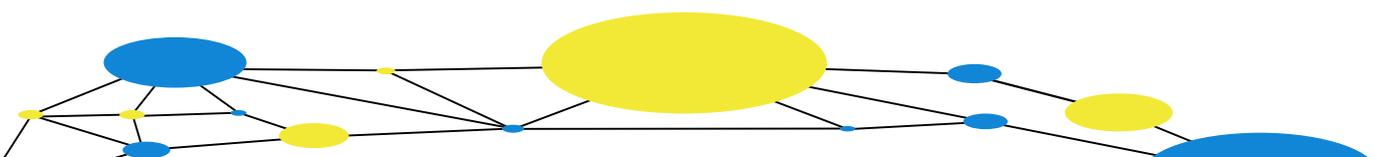
**Ask yourself some questions**

- Am I aware of the time I am spending each day   on social media?
- Am I happy with information I have been given to organisation and   businesses?
- Am I happy I have little or no control about how this is used?
- Can I check the source of information I am reading?

**Try this -Think of something that someone has recently told you. Then ask yourself the following questions:**

- Who said it?
- *Someone you know? Someone in a position of authority or power? Does it matter who told you this?*
- What did they say?
- *Did they give facts or opinions? Did they provide all the facts? Did they leave anything out?*
- Where did they say it?
- *Was it in public or in private? Did other people have a chance to respond and provide an alternative account?*
- When did they say it?
- *Was it before, during or after an important event? Is timing important?*
- Why did they say it?
- *Did they explain the reasoning behind their opinion? Were they trying to make someone look good or bad?*
- How did they express themselves?  Were they stating facts or giving opinions?
- *Could you clearly  understand what was said?*

*This is how we normally filter information. Not always so when we pick something up on Facebook.*

*After considering this-* Do I want to maintain the Apps I have downloaded or the sites I have subscribed to, or is it time for a clear out?

This link may raise some helpful questions: Assessing Internet Information | SkillsYouNeed

 **Action you can take**

1.Recognize the advantages and disadvantages of the Internet

2.Understand what the risky behaviours and potentially dangerous situations are that children can encounter using the Internet.

3.Getting acquainted with the ways of communication (abbreviations, outlines) and concepts related to the Internet

4.Raise awareness about family responsibility for the on-line activity of teenage children
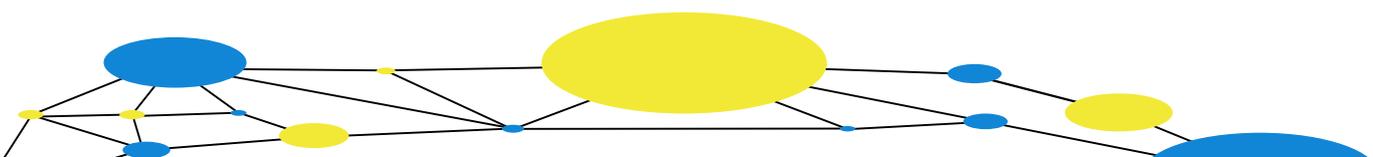
**What is Critical Thinking?**

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking has been the subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age, for example the ability to recognise fake news Critical thinking might be described as the ability to engage in reflective and independent thinking.

In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information. picture and are open to finding that they do not**.** Critical thinkers will identify, analyse and solve problems systematically rather than by intuition or instinct.

They rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings represent the entire picture.

They will

- Identify inconsistencies and errors in reasoning.

- Approach problems in a consistent and systematic way.

- Reflect on the justification of their own assumptions, beliefs and values.

You should be aware that none of us think critically all the time. Sometimes we are tired or rushed and sometimes we are biased in our thinking and looking for someone to tell us what we want to hear.

However, since our critical thinking ability varies according to our current mindset, most of the time we can learn to improve our critical thinking ability by developing certain routine activities and applying them to all problems that present themselves.

**Parental skills for develop critical thinking in a teenager**

It is sometimes hard to give advice to a teenager who believes they are internet savvy.

- expressing a belief in the ability of your child to make critical judgments
- allow teenager to perceive and theorize and listen to what they have to say
- allow him/her to accept various ideas and opinions
- promote the active involvement in the learning process
- appreciate the critical thinking they already display
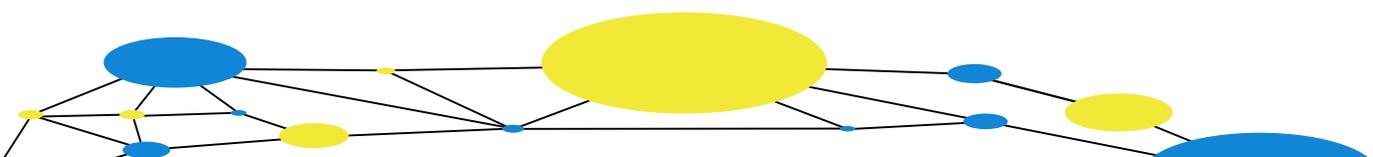
**Where to go for help**

If you are worried about someone's behaviour online towards a child or vulnerable person, you can contact:
• your local police
• your local Social Services
• Stop it Now! Helpline
• Contact the NSPCC Helpline
• Report online to the Child Exploitation and Online Protection (CEOP) Centre

**Tips for Parents**

Children regularly use different websites and apps from their parents, and it can be hard to keep up in this ever-changing digital world. But the things that help keep children safe online are often similar to the things that keep them safe offline. Taking an interest in their research online for schoolwork and understanding how they use the internet for social interaction.

Talk about what they think is normal online and what behaviour to expect from others and from themselves.

Encourage them to think critically and question what they see online. Talk to them about where they go to get information they trust, talk about fake news, fake followers and scams. Help them develop a healthy suspicion of whether people are who they say they are.

**Children online**

- Half of ten-year olds now own their own smartphone (Ofcom 2019)
- 70% of 12-15-year olds now have a social media profile, with Snapchat being the most prominent platform in this Children aged 5-15 now spend over 14 hours a week online, just over two hours a day (Ofcom 2019)
- age group (Ofcom 2019)

Share your knowledge and experience of relationships. For example, sometimes people seem pleasant at first and then they turn out to be manipulative. Let them know that you know this, they can talk to you about it. And that you won't panic or punish them if they do. Perhaps tell them about scams you have or nearly have fallen for.
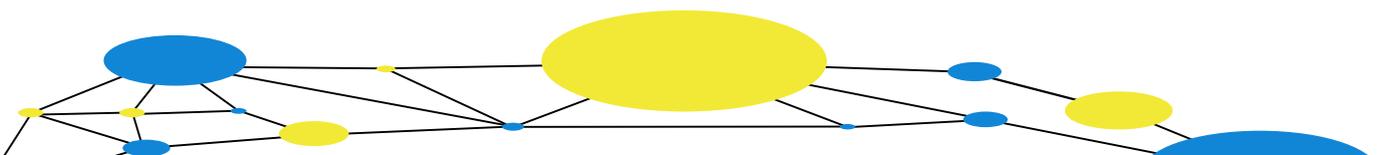
Show them how to report any worrying behaviour they see online – for example through **Child Exploitation and Online Protection Command** or the **Internet Watch Foundation.**

It's important to think about the things a family can do to keep everyone safer. Examples include good communication within the family, supportive relationships and appropriate rules and boundaries. These are the building blocks of your family and provide a good foundation for developing an effective family safety plan.

**Tip sheet**

Depending upon the age and maturity of your child

*Consider keeping their computer in a communal living space.

*Agree and set boundaries around your child's 'screen-time' i.e. how much time they spend watching TV, on the internet, their mobile phone etc.

*Seek advice from your internet service provider to block inappropriate content.

*Consider installing additional software to enable you to manage and monitor your child's internet use. This could also act as a discussion topic.

*When buying a new computer, mobile phone, gaming device or any new technological item. Ask a sales assistant which Internet safety devices are available to help manage your child's Internet access.

*Help your child to enjoy their time on the Internet but also encourage offline activity; for example – playing with their friends, participating in family activities and developing hobbies.

*Teach your child not to give out personal information about themselves. Personal information could include their name, address, telephone number, where they live or which school they go to. If they're signing up for email, chat or on a website, get them to use a nickname and make sure that it's one that does not identify their year/ date of birth or have sexual connotations.

*Talk to them about the need to be careful of 'friends' online. Friends online might not be who they say they are.

*Ask your child to consider if they would talk to their 'real life' friends in the same way they do to online 'friends.
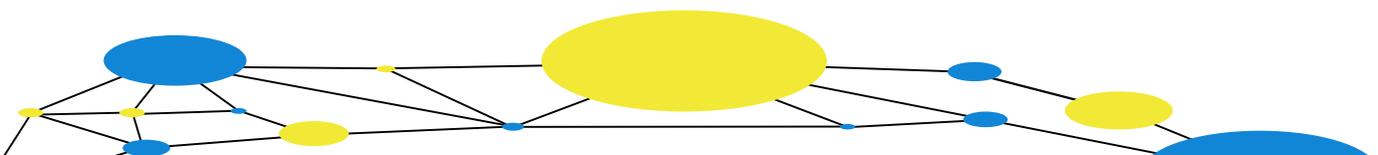
*Take an interest in their online world just as you would in their offline activities. Talk to them about what they've seen or sites they have visited, just as you might talk to them about a book they've read or a film they've seen.

*Encourage your child to report any accidental access to sexual material such as pop-ups and praise them if they do.

*Let them know that they can tell you if they become uncomfortable with anything that happens on the Internet and acknowledge that it may be difficult for them to do this.

*Help them learn that we all make mistakes when growing up and that you can help.

*Remind your child that once an image is sent, there is no getting it back. Stress that once they have sent an image, or posted it online, they no longer have control of it and it could end up anywhere. Ask them how they would feel if their teachers, parents, saw what thy had posted.

*Ensure your child understands the danger of meeting up with someone they have only met online. Whether that person says they are a man, woman or child and that they should never go on their own.
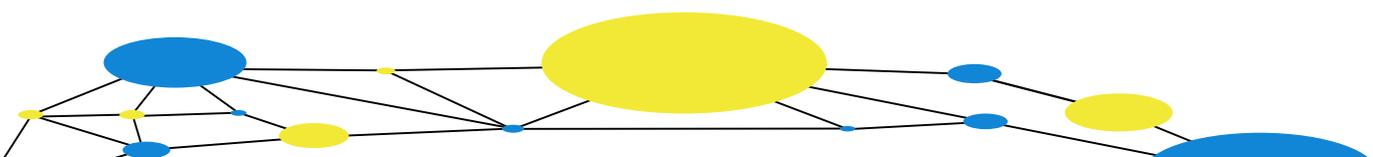
**Internet Devices**

Most families have internet connected devices for their child or home. Internet connected devices are devices or toys that are connected to the internet via Wi-Fi, Bluetooth or a physical connection like a USB cable. They can also be connected to each other.

Internet connected devices can send and receive data, respond to voice commands and be controlled remotely using a smartphone app.

**What are the risks of internet connected devices?**

Internet connected devices can have similar risks to devices like smartphones and tablets. These can be more likely to happen
If the devices are not set up properly

**Some of the risks of using internet connected devices are**:

- other people might be able to access the device and content without you knowing such as a child's GPS activity tracker

- you may not be able to see that someone's connected to your device, but sometimes developers or hackers can see your content
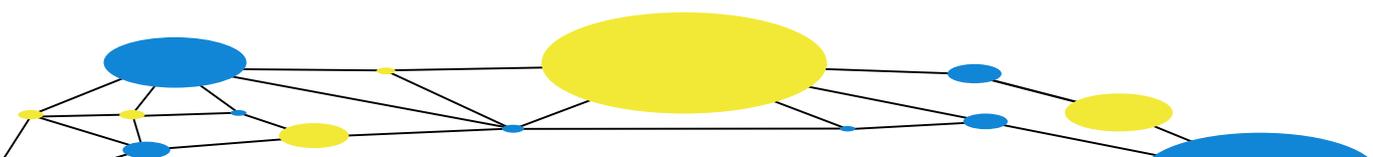
### How going online can affect our wellbeing

There are lots of positives for young people being online, however there can be negatives too. For some it can become overwhelming trying to keep up with friends, and the pressure can mount.

Many things can impact our online wellbeing, and you can take control of the choices made to reduce any negativity. Being aware of the impact of being online, just like you would be aware of the impact of offline activities, is the first step to managing your children's online wellbeing.

We can:

- manage the content that our younger children see,

- ensure interactions are suitable

- and manage how long they're online, in balance with other activities.

There are several things you can do to help support

- Take the opportunity to talk about what they're experiencing online, what apps and sites they use and who they're talking to.
- Talking regularly, like you would about their day at school, will help your child feel relaxed and mean that when they do have any worries, they're more likely to come and speak to you.
- Remind them that it isn't just you that they can talk to – another trusted adult or a Childline counsellor might be easier sometimes.
- Encourage your child to talk to you about fall-outs with friends. This can affect children online, just as they do offline, and communicating online can lead to misunderstandings with friends.
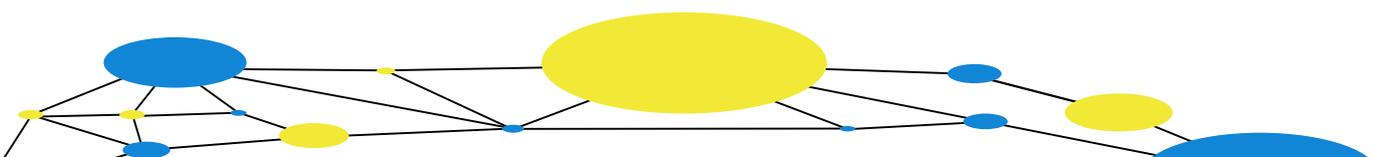
## LEARNING RESOURCES

This section presents a selection of resources.  Which may be of interest

https://www.thesocialdilemma.com

Critical Thinking | SkillsYouNeed:
http://www.kathleenamorris.com/2019/05/16/internet-safety-parents
https://www.childnet.com/resources/online-safety-activities-you-can-do-from-home

The Breck Foundation Charity - School Online Safety Talks
https://www.breckfoundation.org/
Warning:  It is possible that you may find this material upsetting

Child exploitation and online protection command - Search (bing.com):
https://www.bing.com/search?q=child+exploitation+and+online+protection+command&go=Search&qs=ds&form=QBRE

Takedown Notices | IWF:
https://www.iwf.org.uk/our-technology/our-services/takedown-notices/

Online safety - Parents Protect learning module 6 - YouTube:
https://www.youtube.com/watch?v=81aKC1owwAY&t=1s

Digital Safety Resources - Be Internet Awesome:
https://beinternetawesome.withgoogle.com/en_us/families

Digital inclusion and online safety for adults in the UK - Good Things Foundation
https://www.goodthingsfoundation.org/insights/digital-inclusion-and-online-safety-for-adults-in-the-uk/

Staying safe online - tips for older people | Age UK:
https://www.ageuk.org.uk/information-advice/work-learning/technology-internet/internet-security/