

#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 19 JUNE 2019

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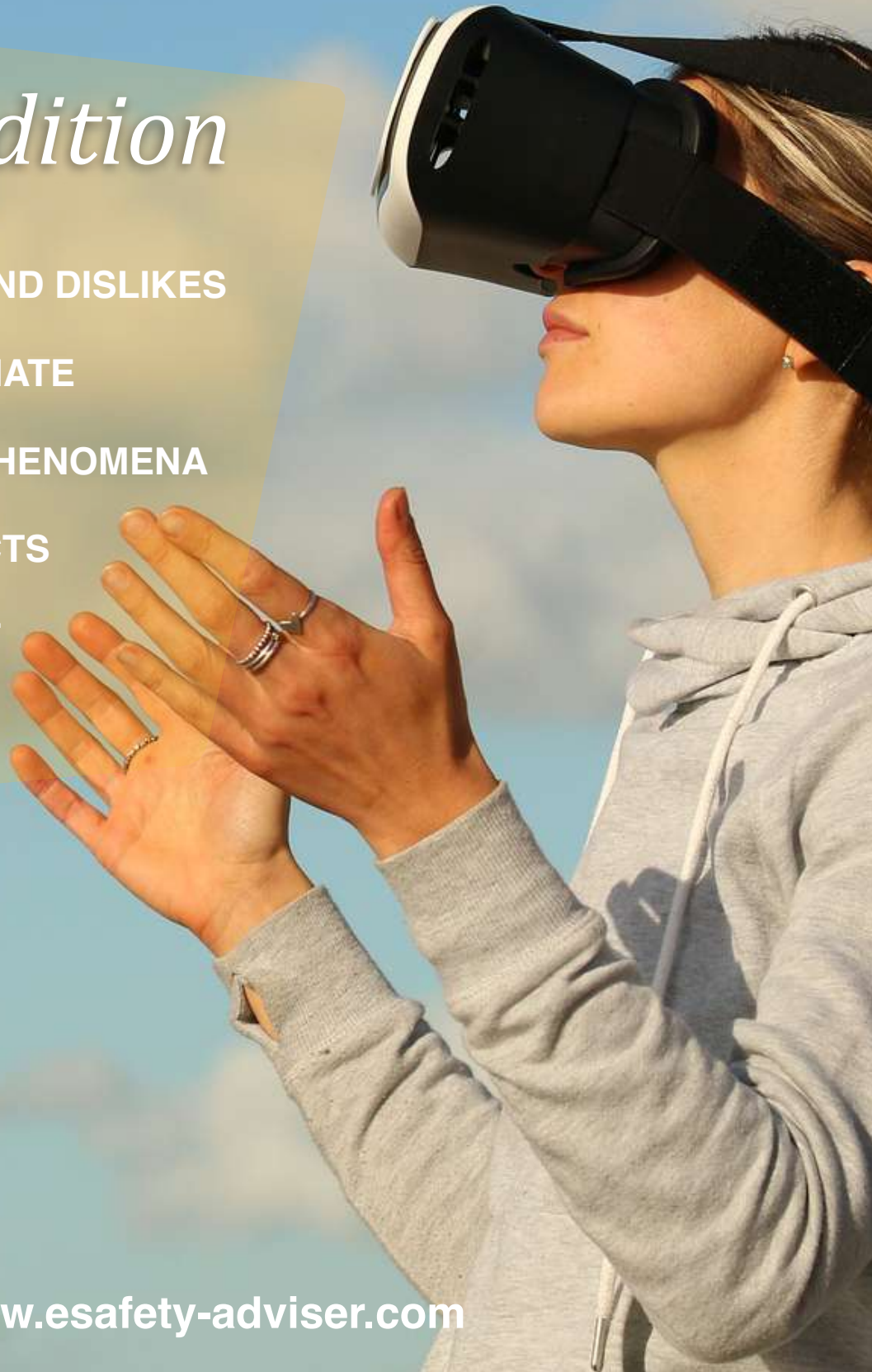
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Foreword from **Alan Mackenzie**

Welcome to Edition 19 of **#DITTO**

Hi there, I'm Alan Mackenzie.

I'm an independent consultant specialising in online safety, specifically within education to children, young people, schools and other organizations, and parents.

I'm a strong believer that technology, for the most part, is neutral; behaviour is the most important aspect.

To understand behaviour, we have to be a part of children's lives in order to understand what they're doing with technology and why.

We have to be curious and guide them to realise the wonderful opportunities that the online world gives to all of us, and be there to support them when they need it.

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It feels like I only wrote the last DITTO a few days ago. I think as I get older the time seems to go quicker, which is something I really don't want, but more importantly I'm definitely getting grumpier; don't let that smile in the corner of the page fool you!

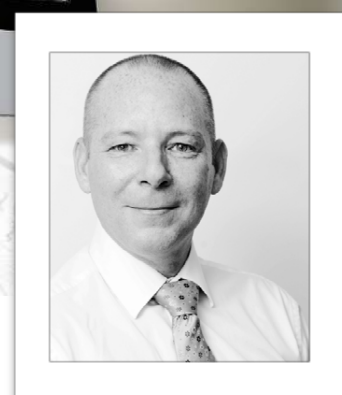
Speaking of which, my opinion piece this month is about YouTube and how they've banned the content from my favourite YouTube channel. It isn't just about YouTube, it's directed against all these tech companies regarding some of the decisions which make little sense.

I know the services these companies deliver will have millions, sometimes billions of users and decisions will be really difficult, but I don't have the slightest ounce of sympathy. These services are built and delivered to make money and everything else comes secondary as far as I'm concerned, despite their arguments to the contrary.

In this edition I briefly explain a phenomenon called Game Transfer Phenomenon (GTP). It's a fascinating area and I can't do it justice in this magazine so take a look at the website if you would like to learn a little more.

Alan





YOUTUBE

YouTube, the site that assists me in many areas of my life from hanging a radiator to changing a headlight bulb on my car. Who needs manuals anymore?

I love YouTube and I'm on there, without fail, every single day for one reason or another.

But equally it frustrates and often angers me at the same time.

What may be appropriate for one person may be entirely inappropriate for another, I get that, I understand there are different laws in different countries, I agree that there are horrible things happening around the world and people should be able to see them; it's

part of history and if we censor everything out then how will future generations learn from errors of humanity?

Consider the photograph of the child running away from the Napalm bomb in Vietnam in 1972. I haven't shown you the photograph but there's a good chance you know what it is, you can visualise it. The photograph is astonishing and horrifying at the same time, but it's history. According to some sources that single photograph changed the Vietnam war.

But my frustrations with YouTube are more self-centred, the latest one being that YouTube has decided to ban the content of one of my most-used channels.

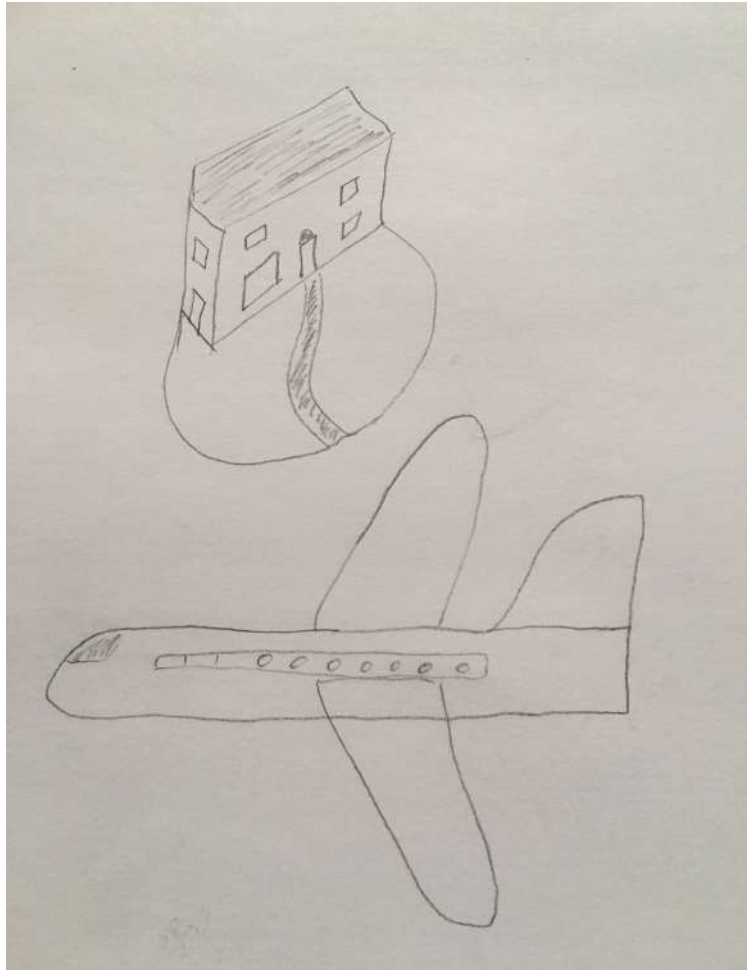
It must be pretty serious if YouTube have banned the content? Well that depends on your opinion.

If you have been reading DITTO for a while you may remember that I started drawing a couple of years ago. It's a hobby, something different and very challenging. I used a number of amazing YouTube channels to learn different skills and very quickly my drawings went from 'truly awful' to 'not too shabby'.

I can't thank the owners of these channels enough for the free time they give up to share their experiences. I know that many of them are using these channels to sell their online courses and I'm okay with that, it allows me to see if I like the way they do things and I have purchased a couple of courses as a result.

About a year ago I wanted a different challenge - figure drawing. The human figure, nude. The complexity of the human body is incredible and when you consider shapes, light and shadow to create something which is 2D to look 3D it's really challenging.

But I don't live near a city like London where there are lots of life drawing classes all over the place, so I have to use online resources and until recently that resource was YouTube. The channel wasn't monetised through ads, it relied on very small donations from subscribers to hire models etc. and it has been going for years, until recently.



Because the videos contain artistic nudity, the channel content has been banned, yet there is no more nudity than you would see in any museum

around the world and I cannot put across in writing the sheer frustration I feel as I'm sure many others of the subscribers feel, not to mention the owners of the channel.

Croquis Cafe have simply moved across to a different video sharing platform (Vimeo) so I can still view the videos, but that's not the point of this article. The point I'm making is that YouTube and many others at Silicon Valley seem to be making the rules up as they go along. It's okay to see videos of people being

beheaded and other atrocities because that's 'in the public interest'.

And don't get me started on children able to view this type of content; every time it's the some old excuse from these companies, 'They're not supposed to be on there.' Irrelevant and unhelpful.

The likes of Youtube and others are always under investigation by one government or another and reports coming out of America suggest that YouTube are considering major changes to its recommendation algorithm amid an investigation by the Federal Trade Commission into how it handles videos aimed at children. Although there are no concrete facts, the reports state that YouTube is considering moving all content for

children to the YouTube Kids app. Quite how this will be achieved I have no idea, but what I do know is that it won't make the slightest difference whatsoever.

This has been going on for so many years now it's beyond a joke. Surely the most technologically brilliant brains in the world can come up with something better than we have now? Surely they can put proper, realistic age verification in place, use one platform and then filter by age? Would it really cost so much money to put proper parental controls in place rather than the pathetically weak Restricted Mode that we currently have?

Am I over simplifying this? Perhaps but surely this is within the realms of possibility?

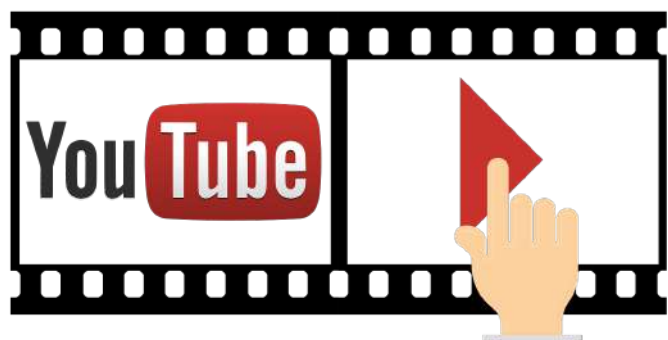
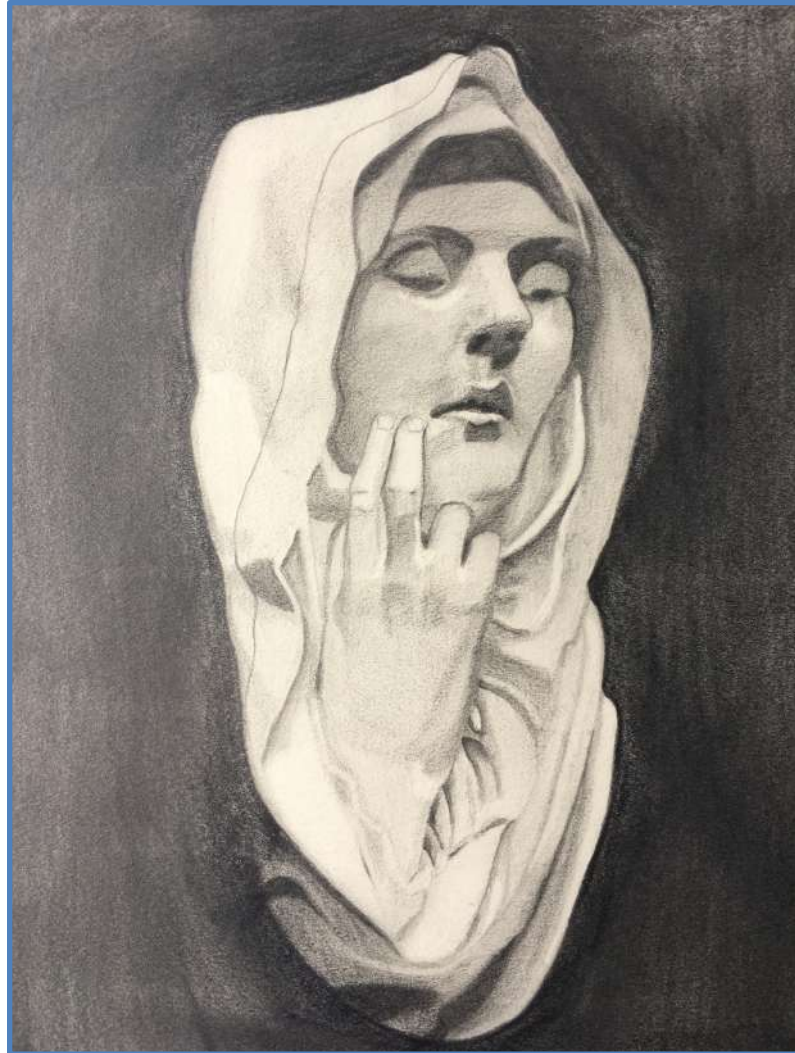
In one way or another I have worked in technology since 1984 and I love it, but as I get older (and definitely grumpier) I worry about how these techies from Silicon Valley are shaping our lives, particularly younger generations, and the speed at which it's happening.

You may be wondering how YouTube (and all the others) get away with all of this; the appalling toxic content and the lack of punishment for some of the so-called influencers? The answer is simple: these platforms are 'hosting' the content, not 'publishing' the content. This comes under US law, Section 230 of the Communications Decency Act of 1996 to be precise, which states "No provider or user of an interactive computer service shall be treated as the publisher or speaker of any information by another information content provider."

It will be interesting in the coming year to see how the UK government implements their online safety white paper which comes to the end of the consultation period on 1st July 2019. According to the white paper these companies will be directly liable. YouTube recently stated, "Responsibility is our number one priority, and chief among our areas of focus is protecting minors and families."

Unfortunately that only seems to be a fact after public outcry; let's see what the future holds.

Alan Mackenzie





Social and Emotional Learning for Mutual Awareness

If you have been online for a while, particularly on social media, there's no doubt you will have seen hate in one form or another. Whilst the media tend to report on celebrities and elections, our concern as parents and professionals is for children and young people.

Specifically for young people aged 11-16, SELMA is a two-year project co-funded by the European Commission which aims to tackle the problem of online hate speech by promoting mutual awareness, tolerance and respect by empowering young people to become agents of change. It will take an evidence-based approach to prevent and remediate online hate speech with activities which include:

Empirical Research, the co-creation of a SELMA toolkit (<https://hackinghate.eu/toolkit/>), face-to-face and online training and counselling for young people, training and briefings to educational staff and others including a Massive Online Learning Course (MOOC), Education Task Force meetings and the dissemination of outputs, results and lessons learned.



On the following pages I have been given kind permission by South West Grid for Learning, Lead Partner in the UK Safer Internet Centre and an integral partner of the SELMA project to replicate one of the online articles about empathy. To learn more about SELMA and the toolkit you can visit:

HACKING (in this context) is any amateur innovation on an existing system, and it is a deeply democratic activity. It's about critical thinking. It's about questioning existing ways of doing things. It's the idea that if you see a problem, you work to fix it, and not just complain about it.

<https://hackinghate.eu/toolkit/>





Empathy? Tolerance? Understanding our fellow human beings to create a better world?

Soundbites in campaigns to develop better online relationships seem obvious to many of us but achieving positive change is complex. We all bring our own emotional “baggage” to these incidents, be that culture; language; behaviour; beliefs and experiences which has a dramatic influence on the outcome. When we are asked, for example to “Stand up to Bullying”, it’s quite a challenge and indeed risk, to do so without the appropriate routes and strategies. It can often make things worse if not managed well.

Empathy can take many forms and can be elusive to many of us. It is based on our ability to connect and communicate with others and form a sense of community; a sense of belonging.

Those tight community bonds can be very supportive but can also have negative influences. A particular group’s inability to respond positively may very well be due to negative attachment; those resulting “beliefs” may be embedded as part of upbringing; ethics and values. And yet, positive attachment is one of the underlying components of positive human mental health and well-being.

Both the immediate and atemporal nature of online engagement too often drives responses that are not considered or thoughtful. They are often visceral: unregulated and emerge from primitive parts of our reptilian, triune brain. Fight; flight or freeze.

Can we ever “park” these influences to affect real positive change? Margot Sunderland ([Children’s Centre for Mental Health](#)) as part of her intervention “[Trauma Informed Schools](#)” places attachment at the heart of her work. Empathy is a blend of thought (cognitive), feeling (emotional) and action (compassion) and she describes a set of Vital Relationship Functions that help map a successful empathetic engagement; moving someone from a state of dysregulation to a regulated, rational state.

- Attunement: addressing the needs of the other person by understanding how they truly feel
- Validating: assuring the person that what they are feeling is valid/real/has a name
- Containment: keeping the engagement physically/emotionally safe for both parties
- Regulation: moving a person from the reptilian brain to the thinking brain

These Vital Relationship Functions are very much evident in the activities we have developed as part of SELMA.

The **SELMA Toolkit** is founded on developing Social and Emotional strategies to tackle online hate, disrupting hate speech through understanding these complex behaviours. Each of the nine Toolkit themes begins with SEL activities that:



- Build emotional vocabulary to navigate online relationships effectively.
- Encourage self-reflection about how online hate affects our own emotions.
- Explore strategies to assist with regulating our own emotional response to online hate.
- Develop strategies like metacognition to shape effective responses that can disrupt dysregulated behaviour.
- Equip users to identify and recognise the emotional state of others.
- Provide strategies to navigate online hate incidents through deeper understanding and empathy to disrupt a hate ecosystem, be it one to one, group or global.

This unique and innovative approach to what is a visible and global online issue is a key founding principle of the SELMA Toolkit and sits at the heart of a wider set of focuses that include media analysis; media production; citizenship and peer support.

The SELMA team believe that not only **can** empathy be taught...but it **should** be taught if we want to equip generations to come with a skillset that will allow them to flourish in an online world.

<https://hackinghate.eu/toolkit/>



Online Safety PRO



Decreasing budgets, time poor, difficulty keeping up with online safety?

Online Safety Pro can help you with this.

A **1-day course** for your online safety lead covering a range of topics including:

- Risks and opportunities related to gaming, YouTube and social media.
- Whole school approach to managing online safety.
- Engaging children and parents.
- Best free resources to use in the classroom
- and much, much more.

PLUS:

Unlimited 12 months access to online training for:

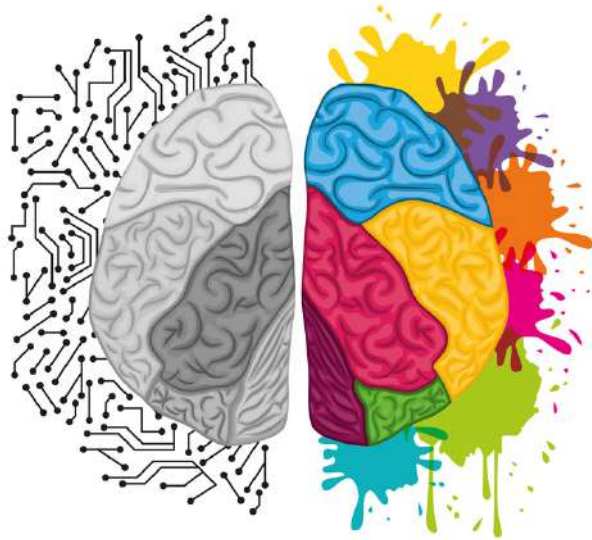
- All teaching staff.
- All support staff.
- All governors.
- New joiners during the 12 months.
- **Plus** a regular 10-minute video to keep all your staff right up to date.

The course is delivered by Alan Mackenzie and is being held at a range of venues.

23rd Sept 2019 - London
7th Nov 2019 - London
(more dates and venues coming soon)

For more information:

<http://www.esafety-adviser.com/onlinesafetypro>



Contracts

Catherine Knibbs (BSc, MBACP (Accred), UKCP Adult Psychotherapeutic Counselling, Doctoral Clinical Researcher, Cyber Specialist Therapist and Cybertrauma Theorist. Cath is the leading researcher on cyber trauma in the UK, specialising in online abuse in all forms and provides consultancy, education and training on this topic.

Web: www.cybertrauma.com

Twitter: @nibzy



Gaming Addiction/Disorders have already been covered as a topic within DITTO and in a new book I am currently writing, however I may not have gone into the 'how to help' aspect in depth.

My perspective on these issues is one of taking into account what the impact is and for whom, before 'diagnosing' someone with a disorder.

In terms of how you can help a young person with their usage we need to understand the motivators behind the 'over use' or refusal to disengage. That said, when the child is screaming that they want to continue their use regardless of the consequences we start to enter the territory of parenting and the normal 'battles of willpower' that occur. This doesn't necessarily have to be over gaming/social media and so on. So, what do you do?

I am asked this question so many times by people in and out of therapy as this seems to be in the top 5 most asked questions relating to cyberspace and here is my answer: Your child is not manipulative, they are not naughty, they are trying to communicate

something to you about the importance of this 'thing', this game that they so want to continue playing.

You probably first noticed this behaviour in your child around toddlerhood when the "mine" season started; do you remember when you wanted something that they had in their hands they would say "mine" and not give it back.? That's because it was important to them and they wanted to exert some control or power in the relationships. They were testing out their new skill of recognising they had a choice.

They soon learn the arduous lesson of parents are in charge and often the choice I do have is 'no choice' and rules/boundaries and contracts are assumed to be the law of 'I am a child and get no say in this debate'.

Since then children have become accomplished at knowing what's important to them and how to create a dynamic of 'conflict connection' with you. Yes, this



probably is a little strange sounding but often children don't know how to explain themselves with words, so they show you.

Let's go through a few scenarios to give you an idea on a way to work with this issue. They look similar and I can't account for all parenting styles and what is said, but I can talk in a generic way.

Please feel free to add the voices of your child in your head as you read these or choose a child whom you know such as Bart Simpson (The Simpsons):

"Okay Bart, time to get off your game"

"But.... just five more minutes mum"

"No!!! Now Bart, we have to go to school/pick up your sister/go shopping/visit Aunt Beru/eat our lunch and so on..."

"But Muuuuuuuummmmm"

At this point usually, what parents report is the start of an escalation and shouting resulting in threats to turn off the game, punishments about being banned from playing anywhere from a week to never again in the history of mankind.

I know that sounds a bit excessive, but people under pressure or angry are not to be reasoned with because they have gone offline/flipped their lid and are no longer logical/patient or indeed present. It's on both sides of this parent child dyad too.

Harmony= 0
Conflict = 1 (and counting)

So, if, like a movie we slow things right down and go back to the start we can see that the interactions between parent and child could have been started in a different way for a different outcome; quite simply all it needs is an agreement or, as we say in Transactional Analysis, a contract.

In therapy I contract with my clients about the sessions and what they will look like. If we are to do something like painting a picture we might contract around that activity, for example will we clear up afterwards or not, but we agree to it beforehand. We can then change the contract if we both agree, for example I might say to the client, we agreed to this, I wonder what it would be like if we now changed it and we did this instead? What do you think/feel/say?

The client can now negotiate, discuss the options or perhaps stick with their original agreement and both of us are part of this new contract. What I do know is that when contracts, also known as boundaries/agreements are laid down (you may call them ground rules though these are less flexible) it makes the process of negotiating and natural consequences being discussed/implemented that little bit easier when it comes to the contract being broken in any way.

Cath

Cyber Synapse - by Cath Knibbs

A podcast for parents and professionals for cyber issues.

<http://bit.ly/cysynapse>



GAME TRANSFER PHENOMENA?

WHAT IS...

Game transfer phenomena is quote an emerging field of research into understanding the effects of immersive technologies focusing on sensations, perceptions, cognition and behaviours unquote.

A bit of a mouthful that - from the website

<https://gametransferphenomena.com/>

GTP is described as the transfer of experiences from the virtual to the physical world....in direct relationship to video game content and playing experiences.

Studied for about 7 years by Professor Angelica Ortiz de Gortari I think it's a fascinating subject, not least of which because it shows us how little we know, how early we are in understanding the effect of technologies on the brain.

To give you a better understanding of GTP, an experience is described by a 17 year old, who states that when he was a hardcore player in World of Warcraft (WoW) he started seeing health bars above people's heads. In other words, he

was seeing elements from the game transferred into real life.

GTP has been reported in over 400 gaming titles including Pokemon Go.

This isn't a recent phenomena; in fact what is called 'The Tetris Effect' dates as far back as the early 1990's where a man called Jeffrey Goldsmith wrote:

"No home was sweet without a Game Boy in 1990. That year I stayed for a week with a friend in Tokyo, and Tetris enslaved my brain. At night,

geometric shapes fell in the darkness as I lay on loaned tatami floor space. Days, I sat on a lavender suede sofa and played and played Tetris furiously. During rare jaunts from the house, I visually fit cars and trees and people together".

Essentially, as described in the article, patients would notice patterns in everyday objects and imagine how they would fit them together (like Tetris blocks). They may dream of falling blocks as well.

<https://www.gamecrate.com/what-tetris-effect/21404>

What are the findings so far?

GTP is fairly common - 81-97% of gamers have experienced at least one instance.

The most common forms of GTP are visualising images with closed eyes (74-77%) and hearing background music (71-74%)

Seeing images with open eyes has been reported by 29-31%

GTP is experienced while doing everyday things in many cases and often triggered by in-game cues.

Most gamers do not report negative consequences, GTP is more likely to be experienced as pleasurable. 20% reported distress/dysfunction, especially those who experienced several forms of GTP frequently.

Some gamers reported confusion, annoyance and sleep deprivation.

<https://gametransferphenomena.com>

DIGITAL FOOTPRINT



The 'digital footprint' is something that gets taught in school from an early age. Simply speaking it's the trail of data that we all leave behind that can be used for various purposes such as advertising at one end of the spectrum, to the other side of the spectrum which is offenders looking for victims.

It's a huge subject area but it's one that everybody needs to know about as this trail of data affects every single one of us to a varying degree. In the latest Ofcom research with children and young people (Media and Attitudes Report) just over a third said they understood how online advertising worked.

This is a concerning statistic as it suggests that two thirds don't, and yet understanding how online advertising works, how our data is used also indicates how easily that data can potentially be used by anyone.

Last week I was reading a BBC article (click [HERE](#) if you're reading on a device) suggesting that applicants for US visas (to work or study) will have to submit their social media details before a visa will be granted as part of the screening process.

I can understand this to a degree but I also find it worrying how far this will go. Online, particularly

social media, short posts can be taken completely out of context.

This would be a really interesting discussion at home or at school. Whilst we concentrate on our digital footprint mainly for safety/safeguarding reasons you can diversify and talk about other subjects such as this one. The fundamental principles of keeping data safe, private and appropriate are all the same, you're just approaching it from a different and, for some students, a more interesting angle.





DOING IT TOGETHER

Game Transfer Phenomena

If you read the article earlier on in DITTO you will know the basic theory and facts of Game Transfer Phenomena.

I think this would be a really interesting conversation to have with children and young people to see if they have experienced anything similar, in fact from September I might start asking children about this when I go out visiting schools to learn a little more about their experiences.

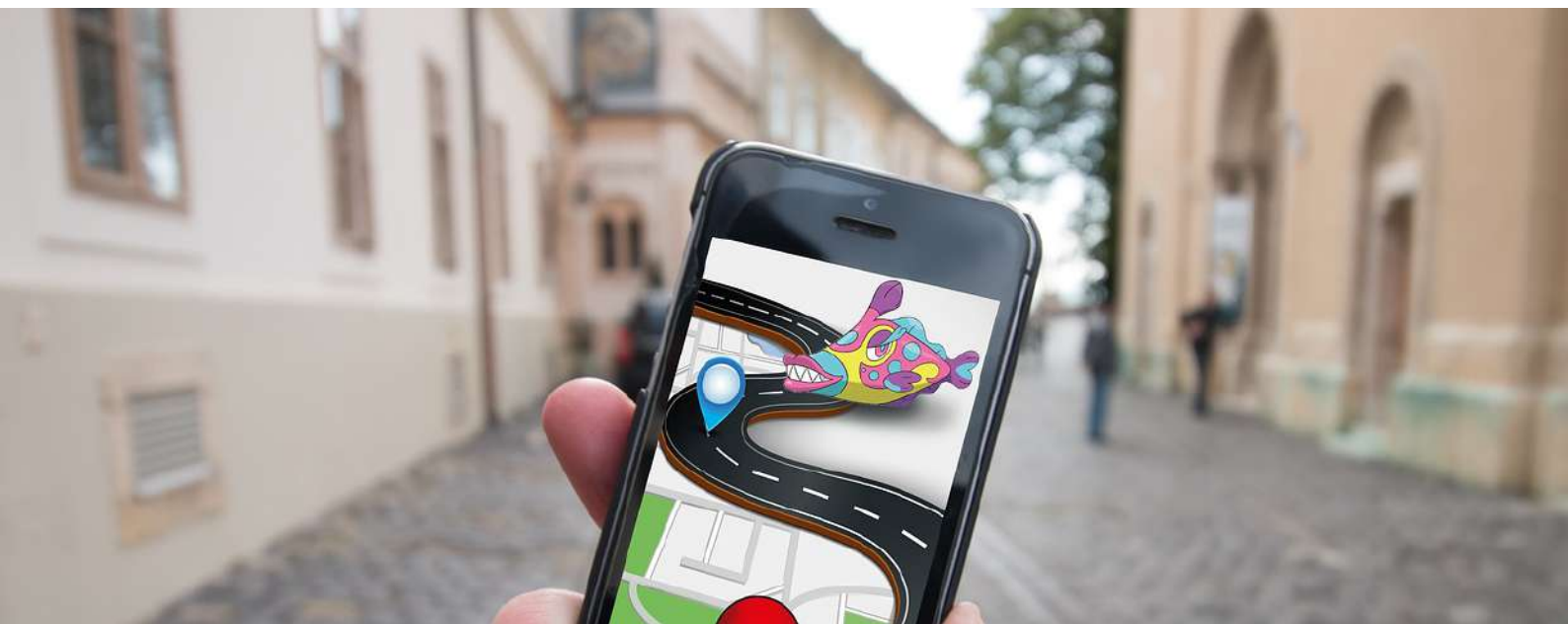
In one of the studies the results showed that 15% of the gamers studied had the sensation that a Pokemon was physically present, and another 16% had found themselves looking for Pokemon outside the screen while playing.

Given some of the findings from the research so far, some children may find it to be a confusing experience and a small number may not want to talk about it (if they have experienced GTP), so it's an opportunity to put them at ease and let them know there's nothing wrong with them and nothing to be concerned about.

If they have experienced GTP it may be an idea to cut down the amount of time they're playing as it appears that intensive and long-duration are major factors in GTP.

81-97% of gamers
have experienced
GTP

Alan Mackenzie





You may remember an app called Houseparty, a video chat app. I don't see too much of this being discussed in schools anymore, but interestingly Fortnite appear to have purchased the app. I'm speaking to more and more children who are using an app called Discord to talk to friends whilst playing their games and I'm wondering if the Fortnite developers are trying to get in on the act. One to keep your ears and eyes open for in the near future.

This school year I've been asking children if they have made purchases in a game. Obviously the answer is 'yes' but the amount who say they have made an accidental purchase is staggering. The media were recently reporting about an uncle who allowed his nephew to use his Playstation account. Unfortunately for the uncle he had his credit card details stored and the nephew spend around £1600 I understand the convenience but I've heard this on numerous occasions. Be careful what details you store on your devices!



Do you know what the 'Dark Web' is?

The first things that may come to mind may be illegal drugs, weapons and other illegal material. But it's far more than that (and not always sinister).

ThinkUKnow, the educational arm of CEOP have put together a brief article to explain in a bit more detail.

<https://www.thinkuknow.co.uk/parents/articles/what-is-the-dark-web/>



It seems like everybody is jumping on the Battle Royale bandwagon just lately. Brought to fame by Fortnite, Battle Royale originates from the year 2000 from a film called, spookily enough, Battle Royale, of which Hunger Games was a Hollywood spin-off.

The main features of Battle Royale are that you are in a specific area with other people and it's a battle to the death. As more people die the geographical area gets smaller and smaller.

The latest Battle Royale is an interesting one. Called Tiny Royale it's embedded into Snapchat. There are 30 players per game and you can have squads of up to 4 players. Unlike Fortnite where the battle lasts for approximately 20 minutes. Tiny Royale lasts for 2 minutes, which makes it incredibly intensive!

RESOURCES FOR PARENTS

I'm quite often asked what the best resources for parents are. Not an easy question to answer as it would depend on what your concerns are, your level of knowledge, or a particular risk that you would like more information on.

I have listed below 4 of what I believe to be the best, current and up to date resources.



Common Sense Media

To learn more about the games or apps your children are using, Common Sense Media covers thousands, which includes advice and reviews from other parents:

<https://www.commonsensemedia.org/>



Internet Matters

Tons of age-specific related information created specifically for parents. Includes information to set up devices.

<https://www.internetmatters.org/>



YouTube

With over 5.5 billion videos, if you need to know something there's a good chance it's here. Use simple searches such as, "What is..." "How do I..."

<https://www.youtube.com>



School

The school your child goes to is a wealth of information. If you're not sure or don't know where to turn to, they can and will help. Find out what your child does in school about online safety so that you can replicate the same advice at home.



Contribute to the magazine

I'm always on the lookout for great content to share with schools and parents, but I also know that people have their own individual stories to tell. This information can be hugely beneficial for everybody.

- Are you a parent who has experienced something with your child? What was it and what did you do? Has your child experienced something and would he/she like to share their advice with others?
- Are you a school that has experienced a series of incidents? How did you tackle this? Do you have an innovative way to engage with specific online safety topics in the school?
- Do you have an opinion or a thought-provoking idea?

Drop me an email and let me know your thoughts. Everything can be kept anonymous if you wish.

Alan Mackenzie

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