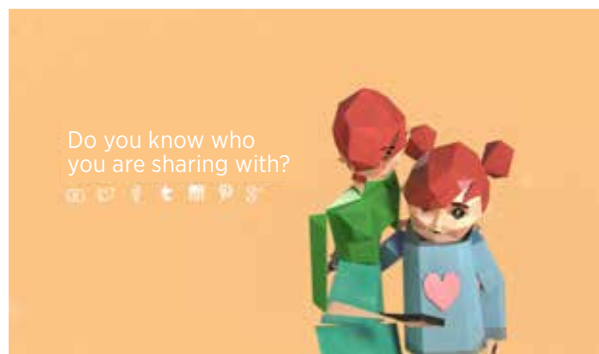
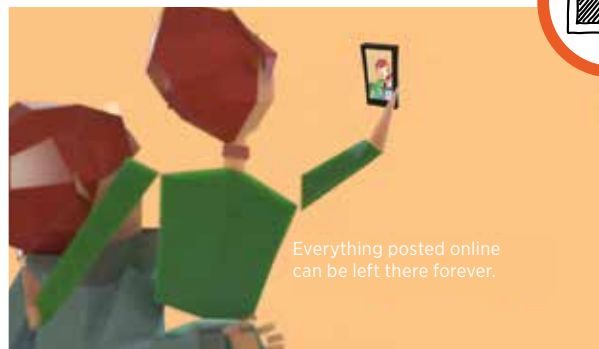
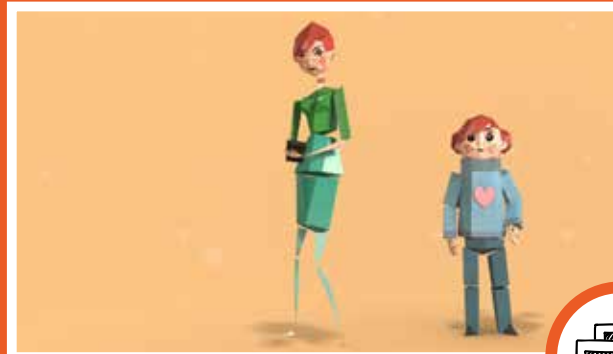


Total CONTROL?

A DISCUSSION PLAN FOR PARENTS AND STUDENTS GRADES 6-10

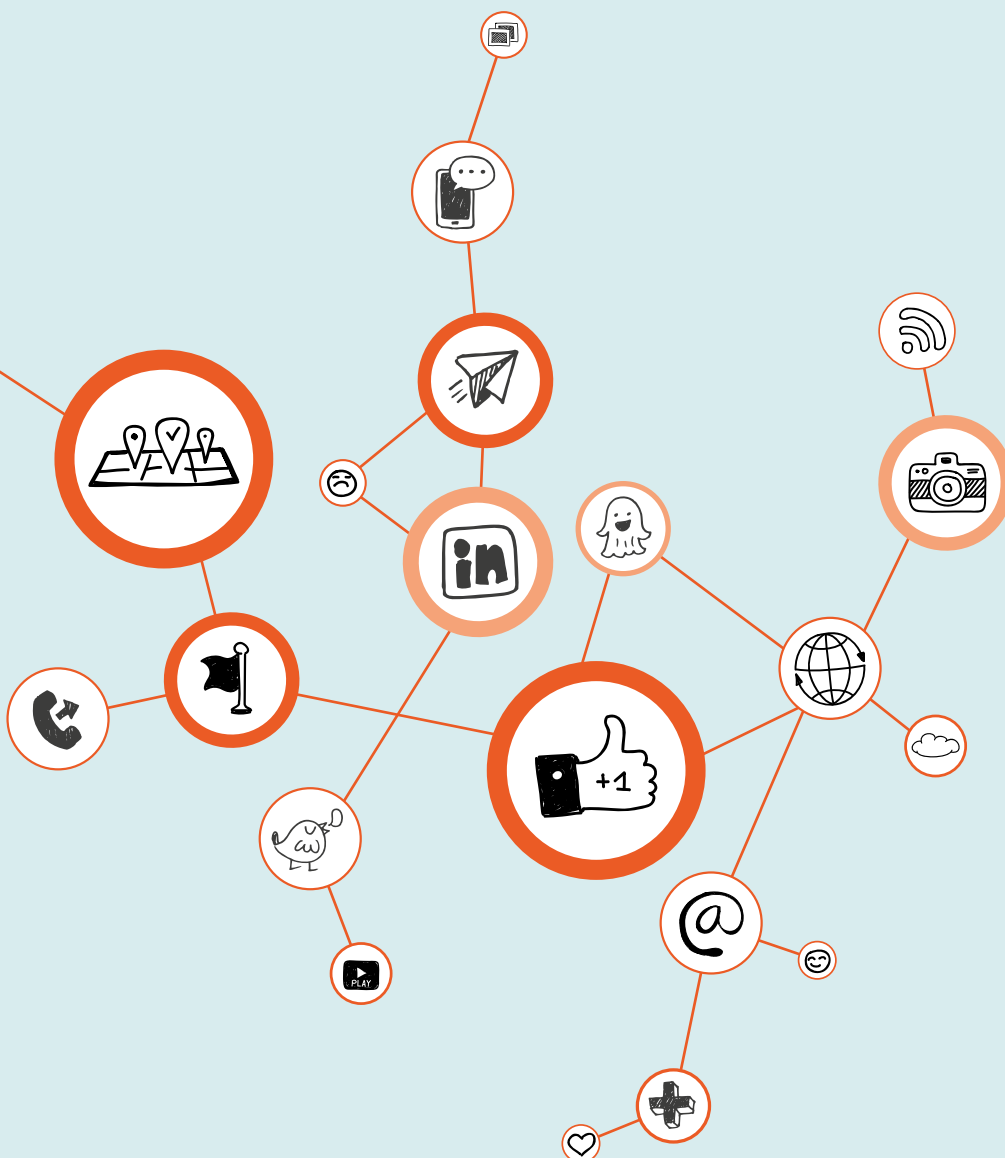


FREEDOM OF SPEECH AND PRIVACY
VS. THE RIGHT TO PROTECTION
- WHERE TO DRAW THE LINE?

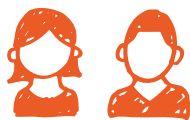
TWEET

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For teachers



BACKGROUND AND TOPICS

The internet and mobile phones are part of the everyday life of most children and young people in Norway. Technology that was science fiction just a few years ago is now part of the daily routine of many. GPS wristbands, tracking of family members using mobile phones and online logs are just some of the new technologies we deal with today. How do you balance protection on one hand, and freedom of speech, privacy and the right to express yourself on the other hand? There is no simple answer.

We know that a child's use of the internet and smartphones is often a source of conflict in the home. Parents and other adults have the best intentions of taking care of the child and ensuring that he or she is safe, while at the same time, many children and young people feel controlled. The line between privacy and protection is the topic of *Total Control*.

According to the Convention on the Rights of the Child, children and young people have the right to be protected, also when they are online or use their phones. At the same time, they also have a right to express themselves and to take part in the arenas of their peers, and they have a right to privacy. Many find it difficult to strike the right balance between these rights. The conflicts often occur because parents want an overview of what is going on and control so they can take care of and protect their children. On the other hand, the children feel they are being monitored and want to have a private life where they can decide who to let in. This is an issue that can easily get emotional, and many adults and children find it challenging to agree on limits that seem reasonable to everyone at home. Parents become nervous, children and young people are insulted, and reaching an agreement might seem to be an insurmountable task.

The Norwegian Media Authority believes that a dialogue at home and at school, and increased awareness regarding the issues, is the right way to go about making safer digital routines. This was our motivation for putting together *Total Control*. The discussion and educational program is generally intended for grades 6-10, and parent-teacher conferences for both this group and the younger age group's parents. However, it can be used by everyone who wants to address topics such as netiquette, limits and children's rights.

CONVENTION ON THE RIGHTS OF THE CHILD AND CHILDREN'S RIGHTS

Many of the issues addressed in *Total Control* deal with the borderline between the right to freedom of speech and privacy, and children's rights to protection. These rights and duties are anchored in the Convention on the Rights of the Child.

The UN Convention on the Rights of the Child is an international agreement relating to children's rights, which Norwegian authorities have pledged to follow. The Convention grants fundamental rights to children, such as the right to protection, participation, development, health and education. The Convention applies to all children under the age of 18, regardless of gender, language, religion, ethnic and social background, disability, etc.

The Convention on the Rights of the Child consists of 42 articles. Four articles stand out as particularly relevant for *Total Control*.

Article 13: Get and give information

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 16: Right to privacy

No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation.

Article 17: Mass media

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. States shall protect children against harmful information.

Article 18: Parental responsibility

Both parents have common responsibilities for the upbringing and development of the child according to the best interests of the child. States Parties shall provide support and shall ensure the development of institutions, facilities and services for the care of children, also with regard to working parents.

The entire Convention on the Rights of the Child can be downloaded from the Ombudsman for Children in Norway's website: www.barneombudet.no/barnekonvensjonen/helekonvensjonen/



Implementation

Being able to use digital tools is one of the five basic skills children in Norway must learn in primary and lower secondary school.

Total Control was prepared by the Norwegian Media Authority. It can be used as:

1. A discussion plan at parent-teacher conferences, or on theme nights where parents and students talk together
2. Teaching plan for social studies – and topics within ethics, philosophy and English (for the older students)

Everything you need to implement the plans can be found here.

Only the person heading the meeting/teacher needs a print-out of the document. It is also an advantage if you can show the *Total Control* film on a big screen with audio, as this is a good point of departure for reflection regarding the topics.

TIME/DURATION

Preparation for head of the meeting/teacher: About 30 min.
Implementation: 15–45 minutes. You can decide on the duration with regard to how many topics you want to cover, or how much discussion you will allow.



FILMS

As a supplement to the discussion plan, it could be a good idea to start the class or parent-teacher conference by showing one of the *Total Control* films. There are three versions:

- One for students
- One for parents
- One with English audio

All the films are available on the Norwegian Media Authority's Youtube channel. www.youtube.com/medietilsynet



DISCUSSION PLAN

The discussion plan is divided into four topics; GPS tracking, Private messages, Want to be friends? and Logs. All of the topics have questions that will be answered. There are no right or wrong answers here. Each topic also contains two stories and some discussion points that will help the participants to reflect regarding the questions and give them the possibility to adjust their opinions.

PROPOSED IMPLEMENTATION

This is how you could organise a lesson or parent-teacher conference with *Total Control*:

PREPARATION

1. Before the group arrives, you prepare to show the film. Check that audio and video are working.
2. Make room for a hypothetical, drawn or in some other way marked line. The line should span the length of the room. Mark the middle of the line in a way that can be easily seen, and the end of the line represents YES and the other NO. The line will be used later in the plan when students and adults have to take positions on the dilemmas they are presented with.
3. Choose one or more of the topics that you want to address. The outline below could be used for teaching and discussion:

TEACHING AND DISCUSSION

1. The plan starts by showing the *Total Control* film. Show either:
 - student film for students
 - parent film for parents and legal guardians
 - film with English audio during English class, or in groups where not everyone speaks Norwegian

The film is two minutes long.

2. Teacher/head of the meeting reads the initial question for the selected topic.
3. Ask everyone in the group to take a position on the question by standing physically on the line between YES and NO. Explain that the entire line can be used, and that the closer you are to the YES or NO end, the more certain you are of the answer you chose. Those who are uncertain can stand in the middle.
4. Once everyone has found a spot along the YES-NO line, you can read the first story related to the topic. The group now has to take a position on the question again, and those who want can move.
5. Then read the second story related to the topic. Once again, the group can consider their standpoints and move.
6. Open up a discussion. Why do some people choose to stand where they are? What were the people who moved thinking? Use the discussion points listed last in each topic, and clearly state that there are no right or wrong answers and that the purpose of the exercise is to illustrate precisely this. You can explain that these are ethical questions that are important to consider in order to make your own decisions and understand why other people choose what they do.
7. If you want to address more topics, repeat Items 2 through 6 for every topic you want to cover.

follow



TOPIC 1: GPS TRACKING



QUESTION

On some mobile phones, you can install a program that allows others to see where you are at any time. Some parents install these programs on their children's phones. Would it be okay if this happened in your family?

STORY 1

Erik is in Paris with his parents. They are out on the town for some shopping, and Erik and the parents suddenly become separated. Erik does not know where he is, he does not have money to get to the hotel on his own, and is too scared to ask for help because he does not know the language. Luckily, his father installed the GPS tracking program "Find me" on his phone, and after just a few minutes of despair, Erik sees his parents standing right in front of him. The family is reunited.

STORY 2

Peter's parents gifted him a new smartphone as a birthday present, but without telling Peter, they installed a hidden app that allows them to see where Peter is at any given time. One night, the parents confront Peter: "You said you were visiting Linus after school today, but we know you were down at the station. We told you that you are not allowed to be down there!" The parents are angry because Peter broke a promise he made to them, but Peter is mad because he believes he has been under surveillance.



DISCUSSION POINTS

- What are your thoughts on parents knowing where their children are by tracking their phones?
- How could such a program be used without anyone feeling like they are under surveillance?

CHILDREN HAVE A RIGHT TO
PRIVACY

CHILDREN HAVE A RIGHT TO
PROTECTION

CONVENTION ON THE RIGHTS OF THE CHILD



TOPIC 2: PRIVATE MESSAGES



QUESTION

Is it okay that parents keep an eye on chats or read children's and young people's private messages?

STORY 1

Mina has come into contact with a photographer through a chat service. His name is Thomas, he is 32 years old and says that he has taken photos of models and bloggers. He has even sent her a link to a professional website where she can see the photos. Thomas says that Mina's profile picture is very good and that she should try being a model. He asks her to take some test photos with a friend. The photos should preferably be a little sexy. If he likes them, he will invite her to his photo studio. Mina's mother reads the messages. Mina's mother does not become angry with Mina, but says that she googled Thomas, and found out that he is not a famous photographer. She helps Mina cut contact with Øyvind, and Mina is happy that her mother is a person who keeps an eye on these things so she is not tricked by sly people like Thomas.

STORY 2

Lotte uses her phone a lot to chat with friends. Her mother thinks she spends far too much time in front of the screen. "You should spend more time on homework!" she says. Lotte does not think she spends too much time with her phone. She spends just as much time as her friends, and it is important to know what is going on in her friend group. If Lotte does not follow the conversations, she will be left out. She explains this to her mother. Later, Lotte hears her mother talking to a friend on the phone. "They mostly just write about gossip and nonsense", says the mother. "But did you know that Tina's parents are getting divorced?" Lotte gets mad. This is something Tina wrote to Lotte in confidence, and Lotte figures out that her mother has been reading her messages. "That was Tina's and my secret," says Lotte to the mother. "I do have a right to privacy too!" "But, dear" says Lotte's mother, "I just said that so we can help support Tina and her parents if they are having a difficult time. I also check your messages regularly so I can make sure you are not talking to dangerous men or being bullied by anyone online!"



DISCUSSION POINTS

- What are your thoughts about parents reading messages and chats on the children's own phones or accounts?
- Do you think parents should be allowed to know who their children are chatting with?
- The Convention on the Rights of the Child says that children have a right to freedom of expression and a right to privacy, but also that parents are required to protect their children and make sure they are not in danger. How can we achieve both at the same time?



TOPIC 3: WANT TO BE FRIENDS?



QUESTION

Do you think parents should be friends with their children on social media?

STORY 1

Anders is friends with his mother on Facebook. This was something they agreed on when Anders made his profile. After a while, Anders' mother sees that Anders receives a lot of nasty messages from others and that mean comments and bad photos are posted on his wall. Though Anders would rather she not, the mother talks to the parents of those who were mean to Anders, and she tells the teachers in the class about what happened. Because of this, the teachers address netiquette in several classes, and the principal makes it clear that online bullying is something they take seriously at this school. None of the other students learn that it was because of what happened with Anders, but he stops receiving nasty comments and photos on his wall. Anders is happy that the problem disappeared and that it did not develop into long-term bullying.

STORY 2

Linnea has played handball since she was young and her father, who loves handball, coaches the team. However, Linnea has been tired of handball lately, and has thought of quitting. In order to hear what other people think and to get suggestions for what else she could do, Linnea makes a post on her Facebook page where she complains about what a drag handball is and asks for advice on what else she could do. Her friends can also vote on whether or not they think she should quit handball. What Linnea did not consider is that her mother is friends with her on Facebook, and of course she showed her handball-loving father what she posted. At the dinner table later in the day, Linnea's father confronts her, and is clearly displeased and insulted because she is thinking of quitting. Linnea was not ready for this yet, she wasn't even sure if she wanted to quit yet! She feels like she is under surveillance and pressure from her parents. She is also afraid that her father or mother will comment on her post on Facebook or yell at some of the people who told her she should quit.



DISCUSSION POINTS

- When you are under 16 years of age, parents are responsible for your actions, and many social media sites have a 13-year age limit. Should parents have a right to know what their children are doing on Facebook, Instagram or other social media? Or should they not?
- Do you have any suggestions for how you could agree on rules to use Facebook so that everyone feels safe and satisfied?



TOPIC 4: CHECKING LOGS



QUESTION

When you visit various sites on the internet, traces of which pages you visited are left behind. A list of such traces is called a browser history. Is it okay that parents check what pages children and young people have visited on the internet?

STORY 1

Jacob loves gaming, and recently started with online gambling. They have an 18 year age limit, and he needs to log on with a name, email and a valid credit card number. Jacob is not planning to spend money. The service he is using says that he will receive a major bonus if he makes a profile and gives them the information they request. He does not have a credit card of his own, so he borrows his father's card without asking. After a few days, the father discovers that several thousand kroner have been withdrawn from his account, without knowing why. The father first thinks that his card was used by criminals, but after checking Jacob's browser history, he finds out that this is not the case.

STORY 2

Janne spends several hours a day on the internet. Mostly, she plays games or chats with friends. She also occasionally visits sites with pictures and videos of naked women and men. She knows that others in her class do the same. It is exciting, and it is not illegal. One day, Janne's mother comes to her room and says that she is disappointed that Janne is looking at these kinds of pictures and videos. Janne is both embarrassed and angry. Embarrassed because she feels like her mother has discovered a private secret, and angry because she feels like her mother has been spying on her by checking her browser history. The mother feels she did the right thing, and that she is protecting her daughter.



DISCUSSION POINTS

- Is it okay for parents to go through children and young people's browser history?
- How can children and adults agree on using the internet safely, without parents having to constantly check the browser history?
- What are the advantages and disadvantages of using an internet filter?



Parents are concerned with how much time their children spend with their phones.



Perhaps what they are using their phones for is more important?



Show interest. Talk together about phone use.



CHILDREN WOULD RATHER LEARN ABOUT SAFE USE OF THE INTERNET AND PHONES FROM THEIR PARENTS

(Children and media survey, 2014)



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