



# Online Identity & Augmented Reality



With the arrival of the Internet, it has become more important than ever to talk with young people about online privacy. Because whenever you do something on the Internet, it could lead you into trouble for the rest of your life.

**Reflect before you post.**

In this brochure we give background information for teachers about young people, online privacy and online identity. The information belongs to IdentifEYE, an augmented reality game which is about these topics.



# How do you talk to teenagers about the Internet?

Creating a dialogue is essential in order to provide Internet guidance. The more interest you show in your children's digital world and the things they do, the more you show that you are willing to listen to them, the more they will be amenable to your suggestions. But how do you start a dialogue? And what is a good way to hold a conversation?

1

## **REMEMBER: you don't have to be an Internet expert**

You can talk to children about the Internet without being an expert. You can agree on useful rules, such as the maximum amount of time spent online per day, homework first, no bullying or abusive language.

2

## **Deepen your knowledge**

To be able to enter into a conversation, you need to know something about what they do. Search on YouTube and on sites where your child plays games and build up your own knowledge. If, for example, you search on GoSuperModel,

you will see children designing virtual fashion and develop courses. It is interesting to go more deeply into this subject!

3

## **Watch alongside your child (with their permission)**

Many teenagers find their parents meddlesome if they watch alongside them. This feeling arises especially when questions like 'What are you doing?' are asked with a negative or reproaching undertone. It is as if the actual question is: 'You aren't downloading all kinds of illegal software, are you?' It is far better to show real interest without unpleasant ulterior motives. So don't ask your child if you can join him or her when he or she is involved in an intense chat and does not wish to be disturbed.

4

## **Let your child be the expert**

Like many people, teenagers love helping others, especially their own parents or teachers. If you don't know how Facebook or Twitter works, ask your son or daughter to explain.

5

## **Ask the right questions**

If you ask the right questions, you can be sure that your teenage son or daughter will start firing away. With these opening sentences you will get them talking:

- What is the funniest nickname you have ever seen on MSN/Twitter/Facebook?
- What do you think: is it cheating if someone makes their pictures on the Internet look better by photoshopping them, e.g. by removing spots?
- I have a colleague who would like to use online dating sites. Can you give him some tips?
- If you had children yourself and you had to show them the way on the Internet, what would you teach them first? For example, what would you teach them about online privacy?

6

## **Ask your teenage son or daughter to create a website user profile or social media profile for you**

Do you own a company that is not yet present on the Internet? Do you have a hobby you would like to tell the world about? After discussing the do's and don'ts, let your teenage child use their creativity to make a site for you. A site should be orderly and it should not contain too much personal information for privacy reasons. Discuss what your child thinks is important for a good site. Of course you can also set to work yourself and call in your child's help as a 'consultant'. See if they make comments and or suggestions about what they will probably allow.

7

## **Involve your teenage son or daughter in helping to educate younger brothers and sisters on the Internet**

Do you have more children? Consider letting your teenage boy or girl help educate younger brothers or sisters on the Internet. One way of doing this is to let them install a children's browser and help their little brother or sister to use it, or by letting them look up practical protection measures for young children on the Internet. While doing so, a good discussion may arise about their own online behaviour.



# Talk to young people about privacy and the Internet

With the arrival of the Internet, it has become more important than ever to talk with young people about privacy. Because if you do something wrong on the Internet, it may lead you into trouble for the rest of your life. However, many young people cannot foresee the long term consequences and moreover they are not aware of them. That is why we have listed three questions here, to encourage and motivate you to speak to children and young people about internet privacy.

## Does privacy still exist, in an era when Facebook knows more about you than you do yourself?

The law protecting our privacy defines what companies and authorities are allowed to know about citizens. But it does not say anything about what citizens do among themselves which is something we have to decide for ourselves. So people can put all kinds of personal things on the Internet, but this does not mean that companies and authorities are allowed to use this data for their various goals. It is, however, becoming more and more difficult to draw the line between what is private and what is public. This can be seen in recent court cases where one judge may consider things you post on Facebook public, whereas another one may not.

### Tips for talking points:

Talk about what privacy really means: when is a certain matter private, when is it not? Can the need for privacy change? Have you ever been sorry about putting something on the Internet? Can teachers and parents watch alongside you, to see what you are doing on Facebook or Twitter? Is it important to know who is watching along? Would you behave

differently if you knew your grandmother, your boss or a teacher could read everything? How can you prevent regretting afterwards what you put on the Internet now?

## 2. Is it normal nowadays not to have a profile on a social networking site (SNS)?

In the whole of Europe, an average of one third of all children between 9 and 12 years old have a page on Facebook or on a similar SNS, as well as three quarters of all teenagers (13-16 years old). There are considerable differences between countries: in Hungary and Greece only a small percentage of the young people are on SNS. Whereas the Netherlands the UK together and the Scandinavian countries are bulk consumers with 70% of the younger children and up to 90% of the teenagers (EU Kids Online 2011). It is clear that children learn how to join without really realising what the full impact. Facebook requires a minimum age of 13, but many younger children have an account already before they reach this age.

### Tips for talking points:

Ask each other the question: can you imagine someone deliberately choosing not to have a profile on Facebook? What reasons could you have for this? Some parents don't allow their child to have an account, but others create an account for their child themselves. In the UK there are babies with their own SNS accounts. What do you think about that? Shouldn't the child be able to do this and decide this for themselves? Do you exist if you are not present online? What do others think about this? What kind of online image are you aiming at currently? How do you do this? Does the image others have of you through the Internet correspond with the image of yourself that you would like to spread?

## 3. What is the use of privacy settings on Facebook and other SNS?

The founders of SNS often claim that privacy does not exist anymore and as far as they are concerned, it doesn't, because an SNS would not be able to grow quickly if everyone locked their page. Teenagers often find privacy settings on Facebook too difficult (half of them say they don't know how it works); so it is useful to have a look at it together. Girls limit access to their page to their friends more frequently than boys. Nearly all children also have 'friends' on their SNS whom they have never seen in real life.

### Tips for talking points:

Suppose you have 100 friends and your page is only visible to your friends and their friends, how many people will be able to see your page? If you start counting, you will discover that it must be a very large number of people, strangers for the most part. So how does this differ from a setting where everybody has access? When do you add someone as a 'friend'? Does it make any difference if you know this person in real life or not? Have you ever really met someone you got to know on the Internet?

### Tips

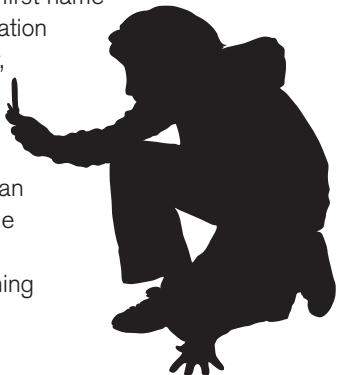
1. Don't put any personal data on the Internet (name, address, mobile number), unless you are quite certain no one can abuse them.

2. Never disclose your passwords or PINs to anyone. That way, no one can abuse your data or accounts. This kind of abuse is called 'identity theft', and it already happens hundreds of thousands of times a year: it will be the most extensive form of Internet crime in this century. Often, the damage is not only personal, but also financial.

3. Don't put other people's photographs on the Internet without their consent. And tag other people's photographs as little as possible. If you discover a photograph of yourself somewhere on the Internet and you don't want it to be there, ask the person who put it there to remove it. And if someone is taking pictures, don't hesitate to tell them that you don't want them to be put on the Internet.

4. Check your own name from time to time. Search for your name on Google ("first name family name" between double quotation marks) and do the same on Twitter, YouTube, etc. That way you can monitor your online reputation.

5. Use the 'granny rule': If your granny should not see it, don't put it on the Internet. Or, think first, act later. That way, you won't regret something you did afterwards.





# What you should know about children, sex and the Internet

The main facts parents and teachers need to know about adolescents, sex and the Internet. Dr. Justine Pardoën, youth and Internet specialist from the Netherlands, explains the following and we think that although the statistics and terminology relate to Holland the research is also interesting from a UK perspective.

## 1. If young people are looking for information about sex and relationships, they mainly go online.

Research shows that children and young people go online first for answers to their questions about sex: [www.sekswoordenboek.nl](http://www.sekswoordenboek.nl) and [www.sense.info](http://www.sense.info) are popular. Girls also talk to their girlfriends. Teenagers talk to their parents mainly about relationships and friendship.

## 2. Half of the teenagers fall in love with someone they met on the Internet.

It is very easy to fall in love when you 'click' with someone online. Many young people experience this. Often, they would like to meet this person in real life, even two weeks after they get acquainted, and most teenagers do arrange such a meeting. In one in three cases this results in 'going steady'.



## 3. Young people claim they are assertive when it comes to sex, but in practice they are often confronted with pressure, not only via the Internet.

17% of girls claim they have been forced at times to perform some kind of sexual act against their will. For boys, this number is 4%. It is more frequent among homosexual teenagers and young people with lower educational expectations. The pressure may consist of emotional blackmail, for example by getting angry, but physical violence also occurs (grasping, beating). The risk of force is increased by a large age gap.

## 4. Boys find porn exciting and instructive, and they are less ashamed of it than girls.

- One in three boys and one in four girls think porn is instructive.
- 75% of boys state that porn can be exciting, versus 24% of girls.
- Girls find porn repulsive more often (46%) than boys (22%).
- Not surprisingly, the use of porn is much higher among boys than among girls. For example, 73% of boys watched a porn site at least once during the past year versus 21% of girls.
- You can safely assume that all children have seen much more than you think: the Internet makes porn accessible for children as well. The average child sees porn for the first time on the Internet at the age of 11. Most of these children were not deliberately looking for it initially, but some of them do look further afterwards.

## 5. Girls talk about sex more often than boys.

Girls talk about sex more often than boys, both with their parents and friends and with their lover. Girls claim more often than boys that they can talk to their friends, mother or partner if they have a problem regarding sex. Parents warn girls more often than boys against sexual images in the media, and more often so with young girls and less-educated girls than with highly educated girls. Children talk far less about unpleasant experiences: more than half of boys and one third of girls who had an unpleasant experience never told anyone about it.

## 6. Teenagers experiment with sex via the Internet.

- In 2011, 8% of boys and 4% of girls showed their breasts, buttocks or genitals on a webcam. Some researchers estimate that the percentage of teenagers who do this is higher: approximately 20%, including those who do not make images of it.
- Most teenagers do not make images of themselves, but do see images of others. These images are forwarded in their networks via social media. 6% of boys say they have at some time forwarded such images; only 2% of girls have done this.
- As a matter of fact, recording and sending such images is illegal; see 'Wat iedereen moet weten over sexting' – 'What everyone should know about sexting' [www.ouders.nl/mmed2011-sexting.htm](http://www.ouders.nl/mmed2011-sexting.htm)

## 7. Highly educated girls act more curiously than low-educated girls.

In general, low-educated girls state more often that they have had an unpleasant experience regarding sex on the Internet than highly educated girls. On the other hand, highly educated girls more often accept invitations to perform sexual acts on webcam, they continue to watch more often if someone shows something on webcam, and they relatively often ask others to show something on webcam.

## 8. Online sex takes place within the framework of existing relationships.

Most online sex takes place within an existing relationship with mutual trust. This is the case both for webcam experiments and conversations with a sexual slant. Both boys and girls find this exciting.

## 9. Young people who watch a lot of porn are more often dissatisfied with their own sexual relationship.

Watching a lot of porn is connected with discontent about the person's own sexual relationship, and this discontent may lead to more time spent on watching porn. Watching a lot of porn or sex in the media often goes hand in hand with broad-minded views, approval of controversial sexual behaviour, loose sexual behaviour and the exertion of pressure. Also, young people who watch a lot of porn more often see these images as realistic and instructive, possibly resulting in the belief that sex is mainly instrumental and not relational.

## 10. Parents make a difference.

All research shows time and again that parents make a difference: talking about sex, the child's wishes and limits, the parents' expectations, with an open attitude and interest for the child's social world, are all connected with safer behaviour: they behave more responsibly towards others and themselves. It teaches them to think about what they want and don't want, preparing them to make choices in difficult situations.

Sources:

- Graaf, H. de, H. Kruijer, J. van Acker, S. Meijer. Seks onder je 25<sup>e</sup> 2: Seksuele gezondheid van jongeren in Nederland anno 2012. Delft: Eburon, 2012.
- Nikken, P. and H. de Graaf, Seks in de media: wat doen jongeren ermee? Een onderzoek met twee metingen. Nji/RutgersWPF 2011.
- Pardoën, J. and R. Pijpers, Verliefd op internet. Over het internetgedrag van pubers. SWP 2007 (2<sup>e</sup> edition).

# Online Image-management



Online image-management is important to teach to children. Be aware of what you want and why and how you would like to achieve it. This is not only important for the individual child using social network sites, but should include the whole family and also do not to forget the school where the child attends: everything children do online has possible long term consequences for them, their family and their school.

## How companies deal with their online reputation

This topic is keeping professionals more and more occupied. It does not involve children but adults who also have to deal with their online image, whether it's created by themselves or by others. The difference in this situation is what we call it and for companies it is called “online reputation” and it's important because it addresses the possible economic value of a company image. Professionals have been used to make sure companies or people end up as high as possible in the search engine's search results. However, more and more these professionals are now being asked to do something about the negative search results.

It is also identified as SERM, Search Engine Reputation Management. Clients doing this include banks, insurers,

telecoms – and energy companies, but also most large companies listed on the stock markets and this includes the music industry. Removing negative results from Google (what clients would want), is not possible at all. However it is possible to make the positive results end up higher in the list of search results. But to be able to manipulate the results you will need to be an expert and it's really only companies who can spend time and money protecting their reputations by employing full time staff to spend all day searching the Internet for negative results. Individual people do not have this luxury and must therefore look to manage their online image themselves.

## Keep in mind: the first five hits

It is especially important that the first five search results are positive. On most computers these are the results you see immediately without having to scroll. This in technical terms is called ‘the fold’ (think of the old fashioned newspaper); everything below the fold is what most people do not see. They mainly click on the links above the fold. You are easily able to measure your online image by the first five results that come up when you type your name in the search engine. Being active with your own website, blog, social

network profiles like MySpace, Facebook, Hyves or LinkedIn, can help to achieve this.

## Job Applications

Nowadays, many applicants undergo digital screening. Take into account that everything is looked at and that what can be found about you online can influence your application. Chamber TV in the UK hires new people not by reading applications or CV's but by looking at peoples online presence. Esther de Kruiff, HR manager at Spil Games hired a lot of new people last year. In all procedure she used the internet. “Besides Google I look at LinkedIn to see whether there are any connections with people I know. With the younger candidates I tend to look at their Hyves profile as well. It does not necessarily say whether the person is suitable for our company, but you are able to learn a lot more about the person themselves. You often see pictures and get to know more about their personal life. Weblogs I always read. It could be my doubt is taken away. Sometimes my presumptions are confirmed and it could be a reason not to invite a person for an interview. However, someone's CV remains the most important. The internet offers the great opportunity to check information provided on the CV. “

More tips to present yourself well online; in modern terms this is also called personal branding (source: De Pers)

- Make sure you are present online: if nothing can be found about you this could result in suspicion. The thought behind this is that you do not understand the new media. Nowadays there are even companies who do not invite applicants without a LinkedIn profile.
- Start with a self research: who you are, what you stand for, and what are your strong characteristics. You will have to ensure that these are current and authentic. Add your professional history on LinkedIn and add a couple of pictures taken in different situations to any other on line account. This makes your personal on line profile come across as trustworthy.
- Be open, present yourself clearly, but preferably make others, in their response say something positive about who you are and what you do. Hence use (online) friends and relations to positively impact your image. This is the best way to promote your on line image if you are not able to afford online professionals to do it for you!

# What's to know about Augmented Reality gaming



## What is Augmented Reality?

Augmented Reality (AR) uses technology to add virtual objects to reality. AR applications have been used in many disciplines ranging from medicine, military, industry and marketing. In the field of education several AR applications have been developed in the past decade but its wider use and possibilities in this field are far from complete.

Augmented Reality takes reality as a 'starting point.' This reality is then "augmented" with virtual elements such as 3D animations, video, image or sound. The virtual elements are presented to the user within the frame of their Reality that they are experiencing at that moment in time. It therefore enhances what they see hear and understand and therefore the reality is augmented by the use of technology.

Although the reality is changed it still remains the main point of reference. The augmentation does not change its fundamental nature it just adds one or more virtual layers.

In order to experience Augmented Reality there are a few prerequisites that have to be in place to enable us to mix reality with the virtual augmentation. In fact both the reality and augmentation have their own sets of prerequisites that have to be in place.

To start with, we need a camera to register reality in real-time which means to project our image from our current place i.e. our current reality.

It does not matter where the camera registers this reality: the stream may be local (on your own PC) or imported as a live streaming. The camera can be a web cam, a smart phone camera, a professional analogue camera or any other cam that digitally delivers an output signal that can be translated to a digital stream.

To be able to process the digital stream we need hardware. This can be a computer, a smart phone or any other carrier. Next the processed stream needs a screen so that we can see the real-time image of reality.

This screen can be a computer or smart phone screen but it could also be the surface of special goggles – HMD, head mounted devices – or a car windscreen. To generate and support the virtual components of Augmented Reality we need relevant hardware and software in place.

Augmented Reality has started to reach a mainstream audience as a handheld application. AR browsers like Layar or Wikitude are more often than not, pre-installed on new smart phones. More recently other carriers such as tablets (especially iPad 2) and game consoles (like Nintendo 3DS) have followed this trend. Augmented Reality on stand-alone computers or on computers over the Internet are rare. Special devices like goggles or car windscreens are very rare. Currently, many people associate Augmented Reality with black and white squares that trigger Augmented Reality elements. These black

and white squares are called markers. Popular type of markers is the QR (Quick Response) code or Semacode. A QR code is a two dimensional bar code that allows its content to be decoded at high speed.

While a QR code triggers the online opening of pages or files, they are not Augmented Reality markers. QR codes do not trigger virtual content that is mixed with reality in real-time; they are merely linking the real world and the virtual world as a kind of real world hyperlink.

Augmented Reality a marker typically is a square image that has a black frame around it that is about one-tenth of the image size. Showing the marker to the camera invokes the virtual augmentation of reality, more often than not on the exact place where the marker should have been visible on the screen. At the place of the marker the augmentation appears. But theoretically the augmentation is triggered by the marker that can be projected anywhere on the screen.

Markers function in the same way a 'get'-command functions in code: they trigger an event to happen. Theoretically anything can trigger this 'get'-command: any picture, any sound or even any smell.

## Why Augmented Reality gaming?

Children and young people love new technologies. It triggers their interest and helps engage them in activities that otherwise they might not find interesting. Thus, exercises that would be normally dull like questionnaires start to become exciting when using new technologies.

Augmented Reality on handhelds provokes interest in the world surrounding us. Additional layers that are placed over reality give clues as to what this reality means. In a parallel way Augmented Reality on computers can also provoke interest in ourselves. When we see ourselves on a screen the layers that are placed over reality evoke internal reflection.

The layers that are added to reality are mostly visual. Therefore, the technology does not work so much on a cognitive level and therefore it is accessible for all, regardless of our cognitive abilities.

The type of Augmented Reality that uses markers forces us to concentrate. We need to keep the marker straight and motionless in front of the camera in order to be recognized by the software. It is one of the few technologies that makes us stop our multitasking and concentrate only on that what we are doing.

## Conclusion

Augmented Reality gaming:

- Makes dull activities exciting
- Provokes interest in the world around us or in ourselves
- Is accessible to all, regardless of our cognitive abilities
- Makes us focus on what we are doing

Examples of classroom AR games that provoke interest in the world around us:

**AR learning to read:**

[www.youtube.com/watch?v=52j\\_l4eRp\\_w](http://www.youtube.com/watch?v=52j_l4eRp_w)

**AR maths:**

[www.youtube.com/watch?v=JKn7W8uAt3k&feature=related](http://www.youtube.com/watch?v=JKn7W8uAt3k&feature=related)

**AR chemistry:**

[www.youtube.com/watch?v=lpNrWKQFq6Q&feature=related](http://www.youtube.com/watch?v=lpNrWKQFq6Q&feature=related)

**AR physics:**

[www.youtube.com/watch?v=LoylC7xaupI](http://www.youtube.com/watch?v=LoylC7xaupI)



## More about IdentifEYE

IdentifEYE is an augmented reality game made by organisations from the Netherlands, England and Cyprus. The game for young people is about online privacy and our online identity.

The general goal of the game is not to prevent children from using the Internet or specific sites, but to make them aware of the risks of sharing personal information online and to encourage them to control their online identity by thinking carefully about the consequences.

The specific objectives are to:

- Elaborate on the core findings regarding children's, parents' and teachers experiences of online technologies, focused on comparisons of their perceptions of and practices regarding online risk and safety.
  - Identify patterns of risk and safety online following top-down hypothesis testing and bottom-up exploration of relationships among different variables, conducted on a cross-national basis.
  - Contribute to evidence-based policy and research recommendations.
  - Act as node of awareness network in NL, UK and CY.
- This project has been funded with support from the European Union's Fundamental rights and Citizenship Programme.

More info: [www.identifEYE.org](http://www.identifEYE.org)

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