

# MOBILE MEDIA

NEW CHALLENGES



## Selfies, sexting, self-presentation

Lesson materials

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Information, tips or alternative suggestions



Additional task/homework



Link

The material is suitable for use from Year 7 / age 12.

## INTRODUCTION

### LIVING IN AND WITH SOCIAL APPS

Messengers and social networks are the most popular smartphone services among teenagers. According to the German 2016 JIM study, the Top 4 apps are WhatsApp, Instagram, Snapchat and Facebook. Only the video platform YouTube enjoys a comparable level of success. The focus of all these services: Self-presentation and communication over the internet. For today's adolescents, it is quite natural that they should want to share self-optimised images in the hope of receiving positive feedback. Internet stars, also known as "influencers", are just as successful today as TV stars. As well as being role models for young people, they also offer lots of fun and entertainment. Teens use messenger services like WhatsApp not just to talk about their homework but to organise a large part of their social lives. Designing a "digital ego" can generally be considered as an additional task in young people's development in the 21st century. The journalist Michalis Pantelouris describes this phenomenon as follows: "On Instagram, everyone is his own press spokesman" (SZ Magazine, Issue 37/16). However, these networks also have their dark sides: from privacy problems, cyberbullying and copyright infringement due to unauthorised forwarding of photos, to sexualised self-presentation and incitements to buy through unmarked product placements by popular YouTubers.

Understanding how these popular services work and their background, as well as the reasons why young people use them, is critical to meeting the challenges they create in schools and everyday life. However, it is not always easy to keep track: as with most web services, social networks can move and change with extraordinary speed. Time and again, we see new concepts and services appear and old, even supposedly unassailable, market leaders lose their importance.

Many of these changes are due to advances in the underlying technologies – more powerful smartphones, better cameras, higher mobile internet bandwidths. As technology advances, services switch to new devices and forms of use: from websites on desktop computers to apps on smartphones, from shared text to images to live videos filmed on mobile phones. Integrated filters and editing programs now allow us to optimise images in seconds. Access to mobile data networks allows users to post and publicise personal content more quickly – often without thinking about the possible consequences. The now common description "always on" – i.e. always being online – has gained a new, problematic dimension.

User expectations have grown as well: services should be as fast as possible, easy-to-use and free-of-charge. They should also be usable everywhere. The services that are currently the most popular among young people, and which are also the focus of these materials, fulfil all these requirements. And while digital media may appear to be very diverse, they are actually highly concentrated in the hands of a few large companies. This can be a problem, especially in terms of privacy.

So what exactly is the extraordinary attraction of these services, and why are young people so passionate about using them? What issues regarding privacy and self-presentation do they encounter in connection with their use? We hope the following pages offer you some stimulating ideas for discussing these topics in your lessons.

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<sup>1</sup> [www.mpfs.de](http://www.mpfs.de), all sources accessed on 03.07.2017

<sup>2</sup> <http://sz-magazin.sueddeutsche.de/texte/anzeigen/44993/>

## THE FASCINATION OF WHATSAPP, SNAPCHAT AND Co.

### SOCIAL SERVICES, APPS & NETWORKS MEET NEEDS

Young people use social networks, photo-sharing communities and chat apps because they satisfy specific needs: for communication, for self-discovery and expression, for shared experiences with their peer groups, for freedom, and occasionally to test boundaries. And, not least, because they are fun. One of the most important reasons, self-presentation, is closely linked to some of the key questions that adolescents face – whether consciously or unconsciously:

*“Who am I?”*

*“Who do I want to be?”*

*“Am I accepted and liked?”*

The key development task in adolescence is to become aware of one’s own “self”, i.e. to develop self-confidence and one’s own identity in the literal sense. The process of detachment from the parental home is closely linked to the ways that adolescents make impressions on other people and discover what others see in them. Feedback from the peer group – people of the same age – is particularly important.

However, in today’s thoroughly digitised world, an identity is no longer developed exclusively in physical environments, such as schools or sports clubs. Young people also need an identity in the digital social environment where they spend much of their time each day. Likes, comments, sharing posts and opening up on portals like Instagram – sometimes with very personal insights – provide a way to experience approval, but also sometimes rejection.



*“Love you, thank you for being there for me!”*

*“... the most beautiful girl ...”*

*Public compliments and expressions of friendship are important for young girls today.*

*Source: Instagram screenshot, date: 03.07.17*

<sup>3</sup> <https://www.goethe.de/de/spr/unt/kum/jug/jla/20392164.html>

### Digression: Developmental tasks during adolescence

**Peers:**

Build a circle of friends, i.e. create new, deeper relationships with peers of both sexes

**Body:**

Accept the changes taking place in your body and your own appearance

**Roles:**

Adopt the behaviour patterns that are appropriate to the role of a man or a woman in our society

**Relationships:**

Enter into a closer relationship with a friend

**Detachment:**

Break away from your parents, i.e. become independent of your parents

**Career:**

Think about education and your career – what do you want to become and must you learn to achieve this goal?

**Partnership/Family:**

Develop ideas about how you would like your own partnership or future family to work

**Self:**

Get to know yourself and know how others see you, i.e. gain clarity about yourself

**Values:**

Develop your own world view, decide what values you represent, and know the principles on which you want to base your own conduct

**Future:**

Develop a plan for the future, plan your life, and set goals that you could expect to achieve

*Quote from:*

*Oerter/Montada: Entwicklungspsychologie. 6th Edition, fully revised, 2008. p. 279. Beltz/Weinheim*

**Tip:** Reflection on the digital self

In Project 3 “You are what you post”, the students deal with the dos and don’ts of self-presentation in social networks and think about the risks and problems they can encounter there.



## Developmental tasks in the digital world

Young people do not distinguish between the digital and the analogue worlds. For them, the transitions between these spheres of life are seamless. They belong together. Today, young people have to coordinate their relationships and contacts on many more stages and in full view of a large audience, which creates its own challenges.

**Peers:** Feedback (likes, comments, etc.) from peers is especially important when establishing relationships in the digital world.

**Body:** The obsession with beauty in photo-sharing networks can lead to a negative self-image. This often propagates an unrealistic body ideal.

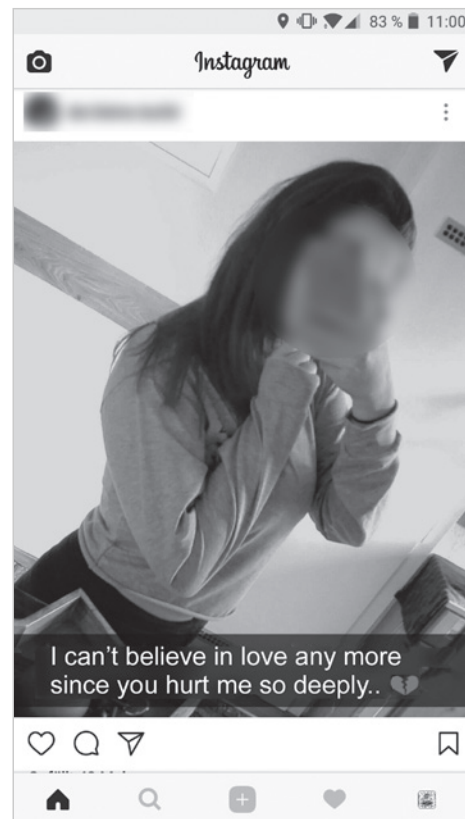
**Roles:** Different networks and the anonymity offered by the internet make it possible to experiment with different roles.

**Relationships:** Relationships lived out on social networks are more public and more persistent than they used to be. The “relationship status” field allows users to display their shared happiness as well as the suffering of a terminated relationship. Photos of couples on photo-sharing networks publicly celebrate mutual affection. Social networks have also added a new dimension to friendships. For example, adolescents have to learn to distinguish between real friends and acquaintances, and to adjust their social network privacy settings accordingly.

**Detachment:** The selection of certain services almost automatically excludes parents from the digital environment. This is further facilitated by privacy settings.

**Career:** Young people can also use social networks to inform themselves about their professional future, exchange ideas and network with potential employers, express their interests, and present themselves with a specific aim in mind. The web has spawned many new career opportunities.

**Partnership/Family:** The smartphone has added new channels of interaction for relationships and families. For example, WhatsApp family groups or video calls offer a permanent connection between family members of different generations wherever they are in the world.



*Broken heart, shared on Instagram*

Source: Instagram screenshot, date: 03.07.17

**Self:** Young people gain a clearer picture of themselves in the digital world through relationships and engagement with others. They present themselves through selfies, receive feedback on new clothes and hairstyles, and thus learn something about themselves from the way that other people see them. Young people also receive feedback from their peer group on the opinions and attitudes they express on the internet.

**Values:** The internet confronts users with a wide variety of norms and values that they can compare with their own. Many values have to be completely renegotiated in the net, e.g. the right to freedom of expression. This offers opportunities, but also risks.

**Future:** Young people's own goals are also tied to role models. These are no longer restricted to the immediate environment of parents or peers. Increasingly, adolescents also seek to emulate today's internet personalities. The internet not only offers role models but also ideas for complete lifestyle concepts.

## SELFIES – A NEW CULTURE OF SELF-PRESENTATION

“I post, therefore I am,” wrote US sociologist Sherry Turkle a few years ago. The desire for self-presentation and to be noticed still seems strong, especially among the younger generation.


The focus of the digital self-presentation is the self-portrait. This is not a new phenomenon: the self-portrait has been a classic genre of photography and painting for centuries. Today, it is quick and easy to take selfies with a smartphone, process them with filter programs and then share them with friends. Automated beauty filters smooth the skin or even apply digital make-up to perfect the subject’s appearance. With a few clicks, the image is uploaded and ready to receive its first comments.



*The first known “selfie” from 1839  
Source: Robert Cornelius [Public domain],  
via Wikimedia Commons, date: 30.06.17*



*Handysektor has produced a video explaining the topic of “selfies” (German language):*

*Source:  [www.handysektor.de/mediathek/videos/erklaervideo-selfie.html](http://www.handysektor.de/mediathek/videos/erklaervideo-selfie.html), date: 14.08.2017*



In addition to the basic “selfie”, there are now terms for the many sub-groups of the form: from the “ussie” for group photos to the “shelfie” (from “shelf”) to the “suglie” (from “ugly”).

This form of self-presentation has also led to the development of new accessories. For example, you can attach your smartphone to a “selfie stick” to photograph yourself from a greater distance. This is particularly useful for group photos or getting a better view of the background. Curiosities: Behaving in a daring way is one way to be sure of getting a spectacular selfie and accidents frequently occur as a result. Some areas and tourist attractions even go so far as to prohibit the taking of selfies, including the Spanish city of Pamplona (during the famous bull run). “Bear selfies” in Lake Tahoe National Park are also prohibited.

#### Tip: “Painted selfie” in art class

The students paint self-portraits based on those of old masters, such as Bonnat, Rembrandt or Dürer. They can then compare these pictures with the selfies on their smartphones, photograph them and use them, e.g. as profile pictures on social networks. Ask each student to bring a mirror to the lesson.

## Negative impact on body image and happiness

The negative side of self-presentation is particularly obvious in networks which depend on photos. Images of models and actors – especially online – are so heavily optimised and idealised that they seem unattainable. This distorted picture of reality takes its toll on the self-confidence and self-esteem of young people. A recent study by Britain’s Royal Society for Public Health has shown that Instagram, the network used primarily by stars and actors, has the most negative effect on

young people’s self-image – and body image in particular. Its impact is even greater than that of Snapchat and Facebook (RSPH, 2017). According to the authors of the study, the most affected group are young girls who compare themselves with the role models they see in the media. This is reinforced by a whole culture of self-optimisation which has grown up around presentation in social networks.

<sup>5</sup> <http://www.express.de/news/politik-und-wirtschaft/recht/knips-verbot-vorsicht--hier-koennen-selfies-richtig-teuer-werden-22390302>

<sup>6</sup> <https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html>

und <https://qz.com/988765/instagram-fb-is-the-most-harmful-social-network-for-your-mental-health-but-youtube-goog-has-a-positive-effect-a-new-report-says>

## “Beauty” YouTubers as role models for young girls

Countless “beauty” YouTubers offer make-up tips designed for use on the internet or demonstrate particularly impressive photographic poses. There is a reason why the most famous German YouTube channel is “BibisBeautyPalace”. Search for “selfie” in the various app stores and you will be presented with hundreds of results for filter apps promising to perfect your self-portraits. Social media standards are even affecting activity and holiday choices. A growing number of activities and destinations are being selected according to their “suitability for Instagram”. And technology is also catching up: front cameras on smartphones are usually advertised as selfie cameras and some take pictures automatically when they detect a smile.



*YouTuber Nihan presents the latest beauty trends:  
Make up for the perfect Instagram selfie*

Source: [www.youtube.com/user/Nihano311](https://www.youtube.com/user/Nihano311), date: 03.07.2017



### Tip: Am I beautiful?

Project 1 titled “Be YourSelfie” takes a critical look at the ubiquity of beauty filters and their impact on current notions of beauty. Note: In October 2017, France introduced a new law requiring digitally enhanced photos of models to be labelled. The measure aims to limit negative impact on body image. You could discuss the introduction of a similar law in your own country with the students.

## FUN FACTOR

Young people with digital dog's noses, adolescents pouring ice cubes over their heads, kiss dares by popular YouTubers: the internet is full of curiosities. Social networks provide a huge assortment of tools and the community is always developing new ideas and trends.

### Filters and lenses – self-expression with a twist

While many image filters in apps promise to beautify photos, there are also fun filters for laughs. This trend has been popularised, above all, by the photo app Snapchat. Funny filters, called “lenses” in Snapchat, allow you to add a humorous touch to selfies. The software automatically detects the face while the photo is being taken and then places one of a wide choice of filters over it. Instagram and Facebook now offer similar filters as part of their “story” function.



*Snapchat filters make it possible: Man as peach.  
Source: Screenshot of Snapchat by Handysektor, Android 7.1.1,  
date: 14.06.17*



#### Tip: Filter fun and internet trends

Let your students introduce their favourite face filters or new web trends. This helps you to stay up-to-date yourself and address positive topics such as humour and creativity on the internet, in addition to the traditional media competence issues.

<sup>7</sup> <https://www.youtube.com/watch?v=kOM8r8Eh-OY>

## Challenges and viral phenomena

Participation in social media, as the name implies, takes place on a large scale. This is also evident from the ever-popular challenges and other internet phenomena invented by users, such as “memes”. These internet phenomena are also described as “viral” because they spread like viruses from page to page and service to service. One of the best-known challenges of recent years was the “Ice Bucket Challenge”, which was originally intended to draw attention to the nervous disease ALS and call for donations. The origin of the campaign is unclear but it spread around the world like wildfire. During the challenge, the participants had to film themselves emptying a bucket of iced water (the “ice bucket”) over their heads, and nominate three other people to do the same in their post. The videos were distributed via social networks (Facebook, Twitter, etc.) in connection with video-sharing services (YouTube). Many clubs, groups of friends and individuals participated – following the example of the large number of celebrities who took up the challenge.




The feeling of being involved in a good cause and developing a sense of community around the world led to the widespread use of this particular form of self-presentation on the web. Donations for the participating organisations also went through the roof.

### Risky challenges

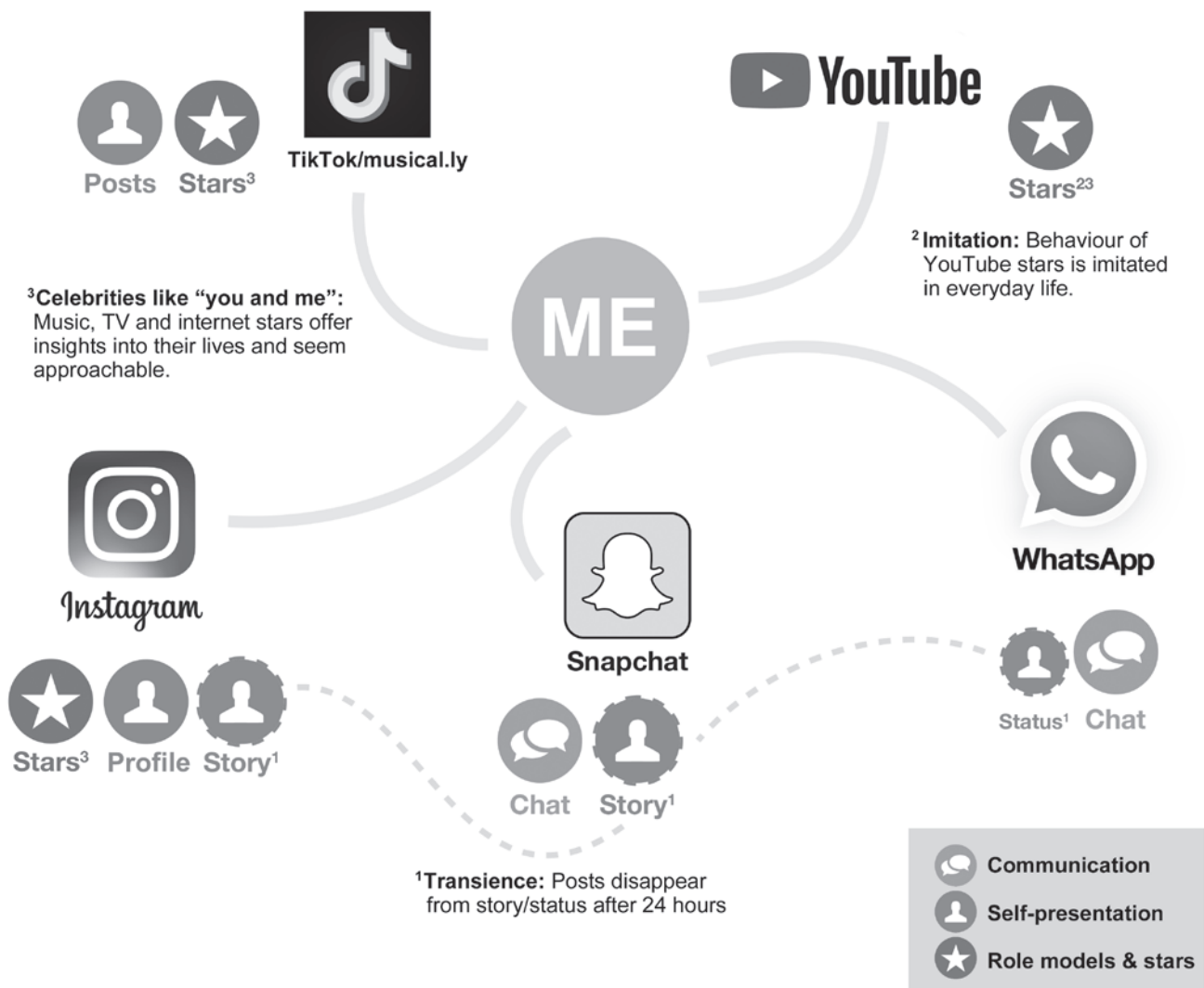
However, digital challenges and pranks can also pose risks, from health risks due to the consumption of harmful food (“cinnamon challenge”), to “planking” (lying down game) accidents or by providing a general incentive for self-injurious behaviour in front of an audience. Anyone who is nominated online for a challenge is under pressure to accept. However, social pressure must not lead to the participant accepting risks which are likely to cause harm or injury to himself or others. It is important to speak openly with young people about the risks of such challenges and to encourage them to question them critically.

#### Tip: Hauls, challenges and DIYs?

If these terms mean nothing to you, you can visit  [www.buzzbird.de/blog/beliebte-video-formate-auf-youtube](http://www.buzzbird.de/blog/beliebte-video-formate-auf-youtube) (German) for an explanation of the most important video categories on YouTube, including currently very popular dares and life hacks (tips).

<sup>8</sup> [https://en.wikipedia.org/wiki/Internet\\_meme](https://en.wikipedia.org/wiki/Internet_meme)

## OVERVIEW OF THE SERVICES



*The most popular services and their uses in relation to communication, self-presentation and role models & stars.*

*Source: Handysektor*

## WHATSAPP – THE MOST POPULAR MESSENGER



### What is WhatsApp?

WhatsApp is a messenger app that allows you to send free text messages to other users over the internet. It can also be used to send multimedia content, contacts, locations and other files.



*Released: 2009  
1.2 billion users (06/17)  
Owned by Facebook Inc*

*WhatsApp logo  
(Source: WhatsApp Inc.,  
date: 30.08.2017)*




### Structure and functions

- Short messages: The central function of WhatsApp is sending messages, similar to the SMS.
- Groups: Sends messages within groups of up to 256 members.
- Multimedia: Sends photos, videos, voice messages, locations and other file formats.
- Status: Shows posts (images and videos) that disappear after 24 hours.
- Privacy settings: Access to professional photos, status and personal information can be restricted.
- Users can be reported and blocked.

### Motivations for use & special features

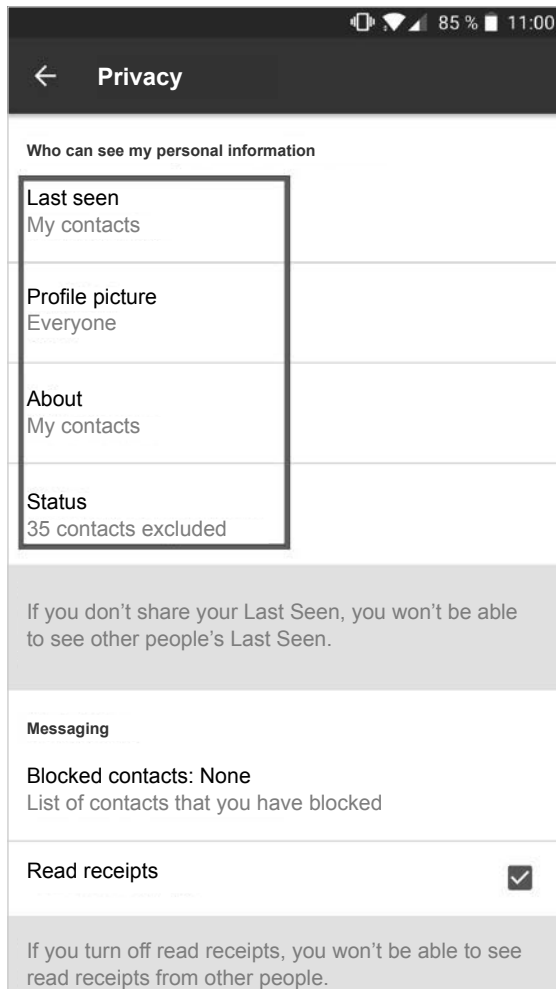
- Private communication

### Further information (German)

- App test with screencast:  [www.handysektor.de/apps-upps/top10-apps/whatsapp.html](http://www.handysektor.de/apps-upps/top10-apps/whatsapp.html)
- Information leaflet:  [www.handysektor.de/mediathek/flyer/whatsapp.html](http://www.handysektor.de/mediathek/flyer/whatsapp.html)
- Privacy guidelines:  [www.klicksafe.de/service/schule-und-unterricht/leitfaeden/](http://www.klicksafe.de/service/schule-und-unterricht/leitfaeden/)



[ 1 ]



[ 2 ]



[ 1 ] *Privacy settings in WhatsApp*  
Source: WhatsApp screenshot, date: 07/07/2017

[ 2 ] *Block or report user*  
Source: WhatsApp screenshot, date: 07/07/2017

## SNAPCHAT – A SNAPSHOT OF LIFE



### What is Snapchat?

In Snapchat, users can take pictures and videos and send them to their friends or share them in their “Story” (= their profile). Special feature: All sent and shared content is transient.



*Released: 2011  
173 million users (08/17)*

*Snapchat logo  
(Source: SnapInc.,  
date: 30.08.2017)*




### Structure and functions

- Central function: Camera used to take pictures or short videos.
- Filters and lenses: Live filters and post-processing capabilities help to beautify images.
- Snaps: Sent images disappear after being viewed by the receiver.
- Story: Shows posts that disappear after 24 hours.
- Privacy settings: Insight into story and contact can be restricted.
- Other users can be blocked.
- Report in Settings: Select “Support” and “Safety and Abuse”.

### User motivations & special features

- Let friends share everyday life
- Perceived security due to transient nature of content
- Central theme: Selfies and self-presentation about activities, vacations, parties, food photography etc.
- Story: Because they are transient, contributions are more authentic than professional
- Role models: Many celebrities appear approachable in their “Stories”

### Further information (German)

- App test with screencast:  [www.handysektor.de/apps-upps/top10-apps/snapchat.html](http://www.handysektor.de/apps-upps/top10-apps/snapchat.html)
- Information leaflet:  [www.handysektor.de/mediathek/flyer/snapchat.html](http://www.handysektor.de/mediathek/flyer/snapchat.html)
- Privacy guidelines:  [www.klicksafe.de/service/schule-und-unterricht/leitfaeden/](http://www.klicksafe.de/service/schule-und-unterricht/leitfaeden/)

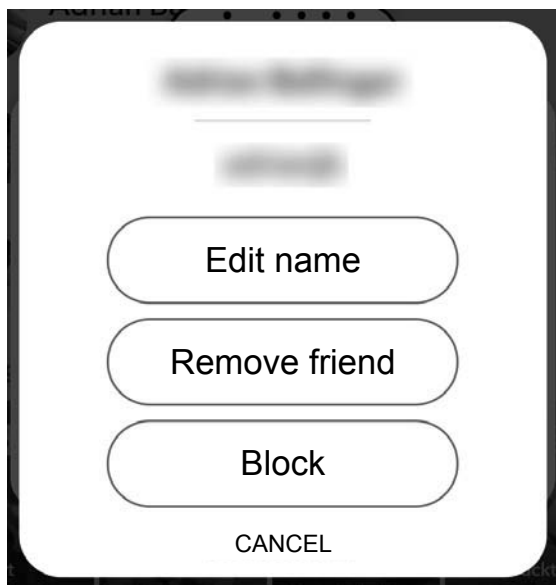
[1]



[2]



[3]



[1] A snapshot of daily life: Snapchat story from the ice cream parlour

Source: Snapchat screenshot, date: 03.07.2017

[2] Snap, post-processed with lenses, filters and emojis

Source: Snapchat screenshot, date: 30.06.17

[3] Blocking in Snapchat

Source: Snapchat screenshot, date: 03/07/2017

## INSTAGRAM – THE PHOTO-SHARING NETWORK FOR AESTHETIC SELF-PRESENTATION



### What is Instagram?

Instagram is a mobile photo-sharing community. Users can take photos and film short videos, edit and post them in their own profile (= publish) or share them directly with friends. Many celebrities, brands and companies have presences on Instagram.



*Released: 2010  
700 million users (04/17)  
Owned by Facebook Inc.*

*Instagram logo  
(Source: Facebook  
Inc., date: 30.08.2017)*




### Structure and functions

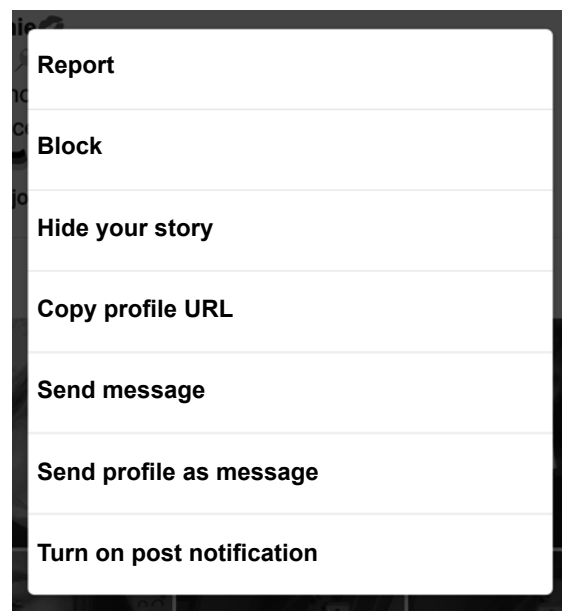
- Homepage with pictures and videos from subscribed users.
- Profile: Contains all content posted by the user.
- Story: Shows posts (images and videos) that disappear after 24 hours.
- Hashtags: # symbol identifies keywords that can be used to tag posts (#vacation, #beach, etc.).
- Feedback: Users can respond to posts with likes (hearts) and comments.
- Privacy settings: Account can be public or private.
- Posts and users can be reported and blocked.

### User motivations & special features

- (Public) self-presentation
- Instagram aesthetic: Carefully selected images, post-processing (filters)
- Central theme: Selfies and self-presentation about activities, vacations, parties, food photography etc.
- Story: Because they are transient, story posts are more authentic than professional
- Role models: Many celebrities use Instagram for self-presentation.

### Further information (German)

- App test with screencast:  [www.handysektor.de/apps-upps/top10-apps/instagram.html](http://www.handysektor.de/apps-upps/top10-apps/instagram.html)
- Information leaflet:  [www.handysektor.de/mediathek/flyer/instagram.html](http://www.handysektor.de/mediathek/flyer/instagram.html)
- Privacy guidelines:  [www.klicksafe.de/service/schule-und-unterricht/leitfaeden/](http://www.klicksafe.de/service/schule-und-unterricht/leitfaeden/)



- [ 1 ] *Instagram homepage with overview of stories and posts*

Source: Instagram screenshot, date: 03.07.17

- [ 2 ] *Users and posts can be reported and blocked*

Source: Instagram screenshot, date: 03.07.17

- [ 3 ] *Typical Instagram selfie*

Instagram screenshot, date: 03.07.17

## TIKTOK (FORMERLY KNOWN AS MUSICAL.LY)



### What is TikTok/musical.ly?

The music video app allows users to record 15-second videos, known as “musicals”, to short pieces of music and share them with the community. Special feature: users do not sing themselves, just move their lips to the music, i.e. creating playback videos. Most content is not created by professionals but by ordinary users. New features such as longer videos are planned after merging with musical.ly.



*Musical.ly: released in 2014, 200 million users (04/17)  
Merged with Chinese Music Video App TikTok in 2018  
(additional 500 million monthly active users)*

*TikTok logo  
(Source: www.tiktok.com,  
date: 21.08.2018)*





### Structure and functions

- Homepage with musicals from subscribed users.
- Profile: Contains all content posted by the user.
- Hashtags: # symbol identifies keywords that assign posts to specific categories (#comedy, #duet, etc.).
- Feedback: Users can respond to posts with likes (hearts) and comments.
- Privacy settings: Account can be public or private.
- Note: Consumer advocates warn users that releasing musicals may be associated with legal problems/uncertainties regarding copyright.
- Posts and users can be reported and blocked.

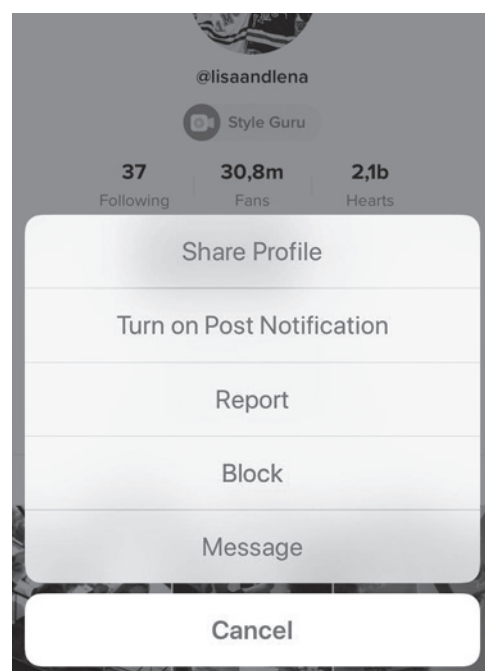
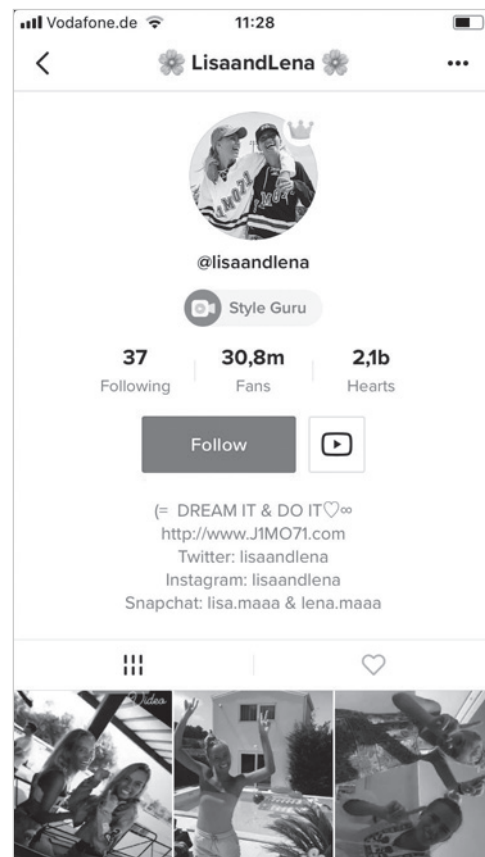
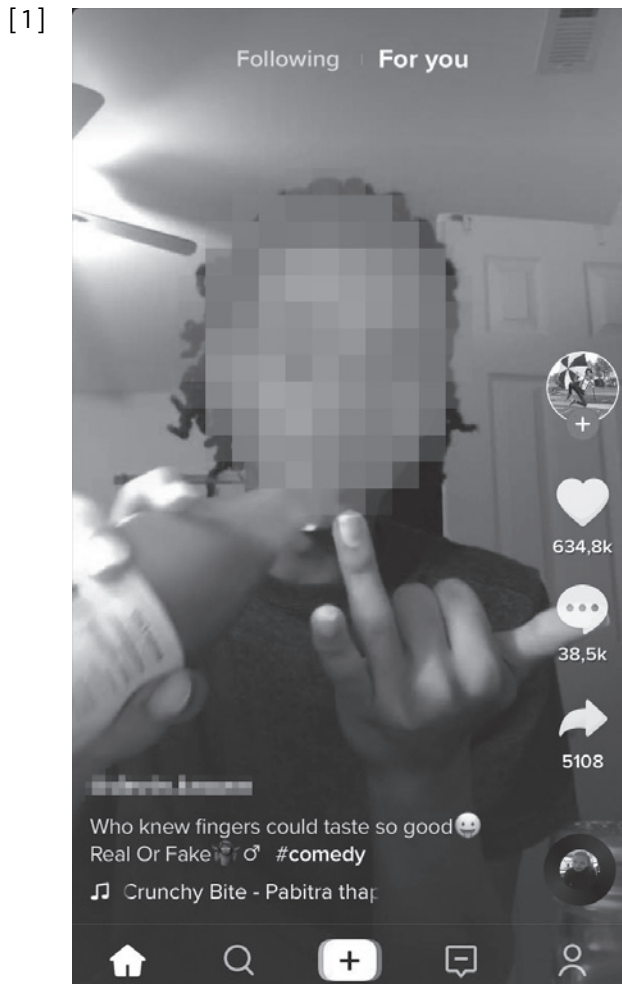
### User motivations & special features

- (Public) self-presentation
- Fun factor: Devise and perform creative choreographies with friends
- Stars: The world's most successful performers are the 15-year-old twins Lisa and Lena from Stuttgart with more than 30 million followers.

### Further information (German)

- App test:  [www.handysektor.de/apps-upps/app-tests/testbericht-musically.html](http://www.handysektor.de/apps-upps/app-tests/testbericht-musically.html)
- Information leaflet:  [www.klicksafe.de/materialien/](http://www.klicksafe.de/materialien/)
- Privacy guidelines:  [www.klicksafe.de/service/schule-und-unterricht/leitfaeden/](http://www.klicksafe.de/service/schule-und-unterricht/leitfaeden/)
- News article:  <https://www.klicksafe.de/service/aktuelles/news/detail/musically-tik-tok/>





- [1] Popular music videos are played on the homepage.  
Source: TikTok screenshot, date: 13/08/2018
- [2] Profile of the famous twins Lisa and Lena  
Source: TikTok screenshot, date: 13/08/2018
- [3] Users can be reported and blocked directly in the profile  
Source: TikTok screenshot, date: 13/08/2018

## YOUTUBE – 21ST CENTURY TELEVISION

### What is YouTube?



YouTube is the largest video sharing platform on the internet. Special feature videos can be posted not just by professionals but by every user of the service with just a few clicks.



*Released: 2005  
1.5 billion users (06/17)  
Owned by Google Inc.*

### Structure and functions




*YouTube logo (Source: YouTube LLC, date: 30.08.2017)*

- Channels: Profiles of users who publish their own videos.
- Subscribe: Users can subscribe to channels free-of-charge. New videos from channels you have subscribed to are shown when you open YouTube.
- Rating: The comments section allows users to discuss videos; they also frequently contain hate comments.
- Advertising: Channel operators can place advertising clips around their videos to earn money from their channel.
- Imitation: Copying the behaviour of role models, conversations about new videos by favourite YouTubers, imitation of their sometimes over-the-top language and appearance. Some young people become active themselves on YouTube (dream job: YouTuber).
- Privacy settings: Videos can be shared privately so only people with the direct link have access to them.
- Other users, videos and comments can be blocked.

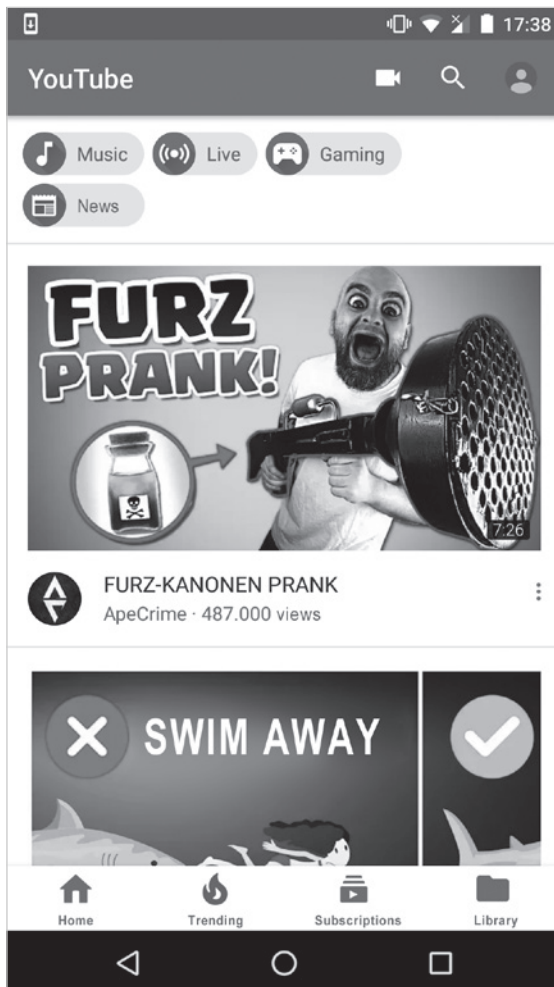
### User motivations & special features

- Entertainment and fun
- Common genres: Music videos, funny clips, let's plays (videos of computer games), sports or beauty videos, hacks (life hacks, beauty hacks, food hacks) – YouTubers have collected useful tricks on every imaginable topic for their community.
- YouTube stars: Successful creators who have a loyal following (many subscribers) and are seen as pop stars. By communicating via the comments section and picking up ideas from viewer comments, they create their own community and thus seem approachable and authentic.

### Further information (German)

- App test with screencast:  [www.handysektor.de/apps-upps/top10-apps/youtube.html](http://www.handysektor.de/apps-upps/top10-apps/youtube.html)
- Information leaflet:  [www.handysektor.de/mediathek/flyer/youtube.html](http://www.handysektor.de/mediathek/flyer/youtube.html)
- Privacy guidelines:  [www.klicksafe.de/service/schule-und-unterricht/leitfaeden/](http://www.klicksafe.de/service/schule-und-unterricht/leitfaeden/)

[ 1 ]



[ 2 ]



[ 1 ] YouTube trends: Current successful videos  
Source: YouTube screenshot, date: 03.07.17

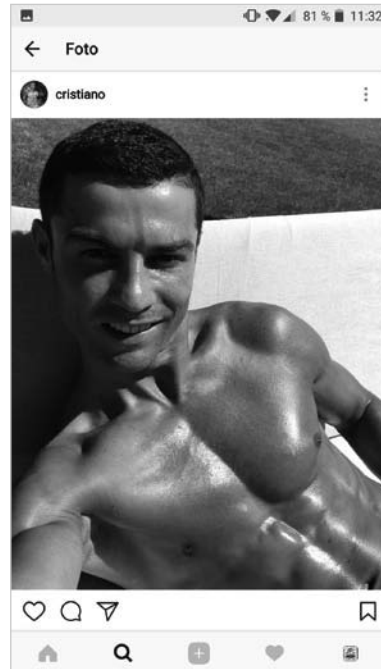
[ 2 ] Record and publish your own videos with just a few clicks  
Source: YouTube screenshot, date: 03.07.17

## RISKS AND PROBLEMS

### SEXTING AND REVEALING SELF-PRESENTATION

**Sexual permissiveness in digital media – What's good for Rihanna is good for Johanna!**

Celebrities often present themselves in social media not only in a highly idealised but also a very revealing and sexualised manner. This is especially true of female celebrities. A glance at the Instagram profiles of stars like Ariana Grande, Selena Gomez or Katy Perry clearly shows the image that many young girls feel they have to live up to. Constantly comparing themselves with these role models has an effect on girls' (but also boys') attitudes to this kind of physically revealing self-presentation.



**Tip:** Profile analysis "Sexy Poses"?!

Address and discuss the problematic aspects of sexualised self-presentation in terms of young children imitating the images they see on the popular celebrity profiles.

### Transient snaps lead to sexting in Snapchat

The unique properties of Snapchat can encourage teens to send pictures ("snaps") which they later consider too revealing. Because the snaps disappear from the recipient's smartphone after viewing, users can be lulled into a false sense of security. However, it is possible for the recipient to take screenshots that make permanent copies of the images – so they may not be transient after all. The sender receives only a message that the recipient has taken a screenshot of the image. Consequently, it is particularly dangerous

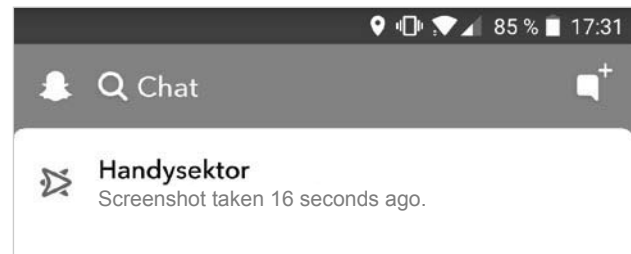
*Erotic poses and ripped bodies: this is how the role models of many young people present themselves on their profiles.*

*Source: Instagram/ Cristiano Ronaldo, Selena Gomez, date: 03.07.2017*

to share erotic and nude photos. The risk that intimate shots could be seen not only by the recipient, but also get into the wrong hands through storage and forwarding, is enormous. By doing this, the offenders are guilty of violating the legal right of the individual to control the use of their own image as well as a highly personal area of life.

### Sexting as a problem in WhatsApp

A study by Saferinternet.at shows that young people are also sexting in the popular messenger WhatsApp. Because pictures and videos sent in WhatsApp are not automatically deleted – as in Snapchat – it is even easier for them to be passed on to other persons or groups (class groups) either by mistake or maliciously. The survey clearly showed that the young people questioned were highly aware of the risks of sexting – 81 percent rate the risk of negative consequences as high or very high. However, in the heat of the moment, it is often difficult for adolescents to avoid risky behaviour, e.g. when asked for a nude photo. In serious cases, sexting can even lead to extortion – either with erotic images or to obtain them (“sextortion”). Cybergrooming, sexual initiation/approaches via the internet, and thus also via messengers such as WhatsApp, is another risk.





*Precaution that comes too late: The sender receives notification that a screenshot has been taken of his snap.*

*Source: Snapchat screenshot, date: 03/07/2017*

#### Tip: Sexting prevention lesson

In Lesson Project 2 “Sexting – Risks and Side Effects”, the students learn about sexting prevention projects and develop their own ideas to teach others about the problematic aspects of sexting.

### Further information (German)

- Handysektor theme of the month:  
 [www.handysektor.de/sexting](http://www.handysektor.de/sexting)
- Study materials on cybergrooming:  
 [www.planet-schule.de/wissenspool/fernsehfilme-fuer-die-schule/inhalt/unterricht/dasweisse-kaninchen.html](http://www.planet-schule.de/wissenspool/fernsehfilme-fuer-die-schule/inhalt/unterricht/dasweisse-kaninchen.html)

## NO SENSE OF PRIVACY?

### Violation of the right to one's own image

The right to one's own image means that you must ask the permission of the person(s) depicted before putting photos of them online. Publishing images of persons without their permission is permitted only in a few exceptional cases, e.g. some types of photos of politicians or celebrities. It is also permitted if the picture shows a large crowd, e.g. at a rock concert, a demonstration or other contemporary events. In all other cases, the persons photographed must always be asked for and provide their consent.

It is vital that students understand this because all photo-sharing communities and image-based services tempt us to publish or forward pictures of other people without their consent.

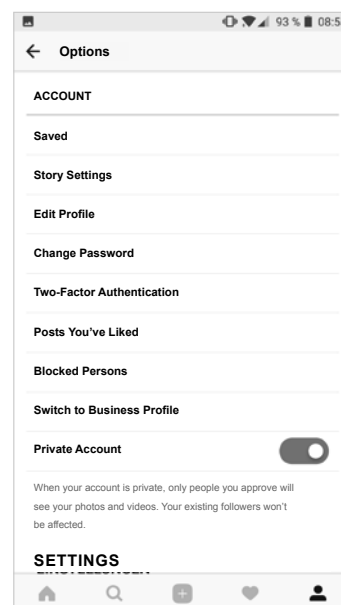
**Tip:** How would your students behave?  
(German)

The Handysektor soap "Mitten im Netz" ("Caught in the Net") dramatises the ways we can take action when confronted by everyday digital problems. Show your students episode 1, "The Embarrassing Picture", and let them decide on the solution.

 [www.handysektor.de/mediathek/handysektor-soap/recht-am-eigenen-bild.html](http://www.handysektor.de/mediathek/handysektor-soap/recht-am-eigenen-bild.html)

### Insufficient privacy preferences: Instagram

Instagram profiles represent a huge collection of private information. Even if some posts – a video of a football game, a photo of swimmers in a lake – seem harmless, they say a lot about users and their everyday lives. Tagged places and friends allow outsiders to quickly find out where and with whom a user spends his time. Story posts give an even more immediate impression and every aspect of everyday life ends up being online. The problem: Instagram's default profile setting is completely public. Anyone can view it even if they have no Instagram account of their own.



*Privacy settings of an Instagram profile  
Source: Instagram screenshot, date: 03.07.17*

<sup>10</sup> <http://www.klicksafe.de/themen/rechtsfragen-im-netz/irights/urheber-und-persoenlichkeitsrechte-in-sozialen-netzwerken/>

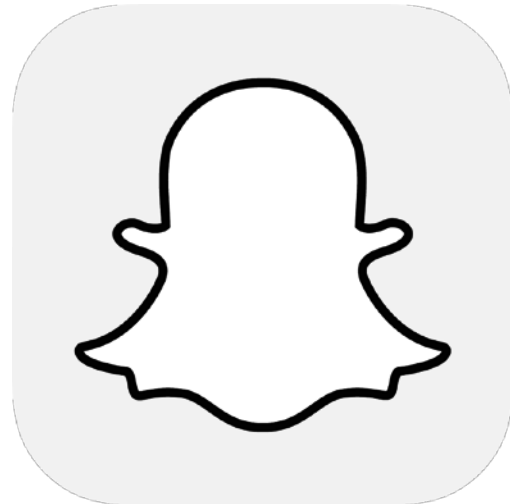


Time and again, sharing content too publicly offers cyberbullies a target to attack. Sadly, spiteful comments about selfies are not uncommon.

The account should therefore always be set to “private” in the privacy settings. This ensures that only people who have been approved can view the profile.

### Supposedly transient content: Snapchat

The supposed transience of snaps gives users a false sense of security and leads them to post more thoughtlessly. The story often gives a deep insight into the user’s everyday life and reveals many private details. The problem is that the default setting for the Snapchat profile is “public” and anyone who knows the username can see the story. The privacy settings should always be changed to ensure that only the user’s contacts are granted access.



#### **Digression: The transience principle in communication and self-presentation**

In 2011, Snapchat embarked on a new path and pioneered a special way of sharing. All shared content – whether sent directly (snaps) or shared in the story – would eventually disappear from both the sender’s and recipient’s phones. The duration can be set by the sender.




It was a great success and several other providers followed its example: starting with Instagram (“Story”), WhatsApp (“Status”), Facebook (“Story”) and the Facebook Messenger (“Today”), one-by-one all the services owned by Facebook Inc. jumped on board the train of transience. While it is now even more successful on Instagram than Snapchat itself, this method of sharing has barely gained any traction at all on Facebook and WhatsApp.

## CYBERBULLYING

### Bullying in WhatsApp class groups

The problem of bullying in WhatsApp class groups now seems to be a constant issue in class conferences. This can be due to a number of factors: the students in the group are more or less left to themselves, there are essentially no regulatory adult forces. Moreover, it is easier to write an insult than to say it to someone's face. If conflicts in class are not discussed and resolved in the "real world", they shift into the digital domain and are more difficult to stop.

Appointing moderators and administrators – similar to class representatives – who sanction unfair behaviour according to an agreed set of rules, can be a first step towards finding the solution. Further tips can be found here (German):

- Handysektor article "Goldene Regeln für den Gruppenchat" (Golden rules for group chats):  
 [www.handysektor.de/mobbing-mut/detailansicht/article/goldene-regeln-fuer-den-gruppenchat.html](http://www.handysektor.de/mobbing-mut/detailansicht/article/goldene-regeln-fuer-den-gruppenchat.html)
- Mobile Medien – Neue Herausforderungen; Heft 1 „Always ON“ (Mobile Media – New Challenges; Issue 1 "Always ON"):  
 [www.klicksafe.de/mobilemedien](http://www.klicksafe.de/mobilemedien)
- Project 9: Preventing harm in WhatsApp groups from the study material "What to do about (Cyber)bullying":  
 [www.klicksafe.de/themen/kommunizieren/cyber-mobbing/cyber-mobbing-was-ist-das/modul-was-tun-bei-cybermobbing/](http://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/cyber-mobbing-was-ist-das/modul-was-tun-bei-cybermobbing/)

### Private becomes public – Instagram confession pages

Here you will find the most incredible stories: from cheating in tests to crazy classroom stunts to sexual adventures – Instagram's "confession pages" cover almost everything. Users share lesser or greater sins anonymously with a large community. Although this may seem like harmless entertainment at first glance, a second look reveals enormous potential for bullying and conflict. This is because even individual schools now have their own confession pages on Instagram – created by students who act as their administrators. In addition to amusing anecdotes, they are also frequently used to spread insults either directly or as rumours. Sometimes they even name the students or teachers (allegedly) involved.

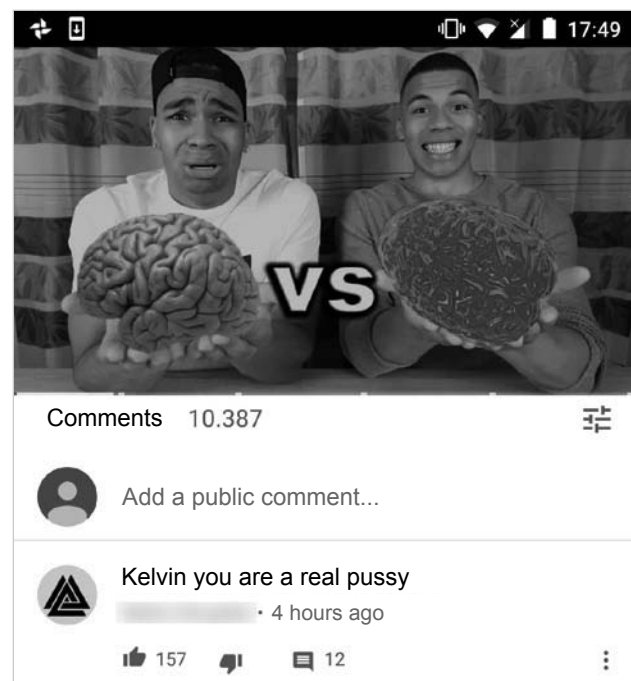


Site operators are usually unaware that they – as the administrators – are responsible for the content and can be held accountable for hateful content and threatening behaviour.

### **Tellonym, Ask.fm and YouTube – Anonymously shared, anonymously bullied**

Platforms like Tellonym, Sarahah, Ask.fm or YouTube allow people to comment on others anonymously. However, the comments can be insulting as well as complimentary. Tellonym is a currently popular German app which allows users to post reviews anonymously. Registered users receive a personal link which they can send to friends. These then give feedback in the form of “tells”. Please note: if you answer these tells, they will be visible to the public! Tellonym users should therefore change their setting for “Profile findable in search” to “No”. Young people should also think carefully about the people to whom they send the link and whose opinions they really value. Tellonym is not the first portal of this kind. Ask.fm or iShareGossip attracted attention with similar concepts some time ago. In this context, it would be interesting to let students discuss the advantages and disadvantages of anonymous feedback or the general topic of anonymity on the internet.

remove hate content faster and more consistently, underline the significance of the problem. YouTube’s comment function, in particular, is often misused for arguments and bullying. Users have fewer inhibitions when they feel anonymous and are more likely to leave cruel and pejorative comments. Even discussions which begin normally often escalate and end in insults and hate comments.



*Insulting comments under a YouTube video*

Source: YouTube, PrankBrosTV screenshot, date 03.07.2017

### **Comment sections: A place for hatred and vitriol**

Unfortunately, hatred and vitriol in comment sections are not uncommon today. Campaigns like the “No Hate Speech Movement” or laws such as the German Network Enforcement Act, which obliges providers to

## INFLUENCERS AND YOUTUBE STARS – PROBLEMATIC ROLE MODELS?

### Advertising and product placement sent directly to your nursery

YouTubers are more than just the new superstars – they are also role models and thus in a position of responsibility that they sometimes forget. With the onset of fame and financial success, their priorities often shift – away from producing creative content to making even more money. Many of the most successful YouTubers use their popularity to place products in their videos or sell their own ranges of beauty products or merchandise. Because of their influence on their target group, the advertising industry also refers to them as influencers. Although advertising and product placement are certainly permitted, these are not always properly identified as such. Due to strong criticism, large sections of the YouTuber scene are now aware of the problem and try to be transparent. Still, it is important to educate young people about YouTubers' sales and advertising interests.

Young people even go as far as to imitate the behaviour of their role models. Groups of friends talk about the new videos from their favourite YouTubers whose – from an adult perspective – sometimes over-the-top language and appearance they imitate. Some young people even become active creators themselves. In one of his videos, a critical YouTuber behind the channel “Ultrativ” impressively demonstrates just how far young people will go to imitate these new stars (German):

📺 <https://www.youtube.com/watch?v=Lve2LBVPw7Y>

Many young people even name “YouTuber” as their dream job. However, by no means all creators can turn their hobby into a lucrative profession. A report from Planet Schule shows the amount of behind-the-scenes work involved and the key factors in the success of YouTubers (German):

📺 <http://www.planet-schule.de/sf/php/sendungen.php?sendung=9918>

### Influencers as a new point of identification for teenagers

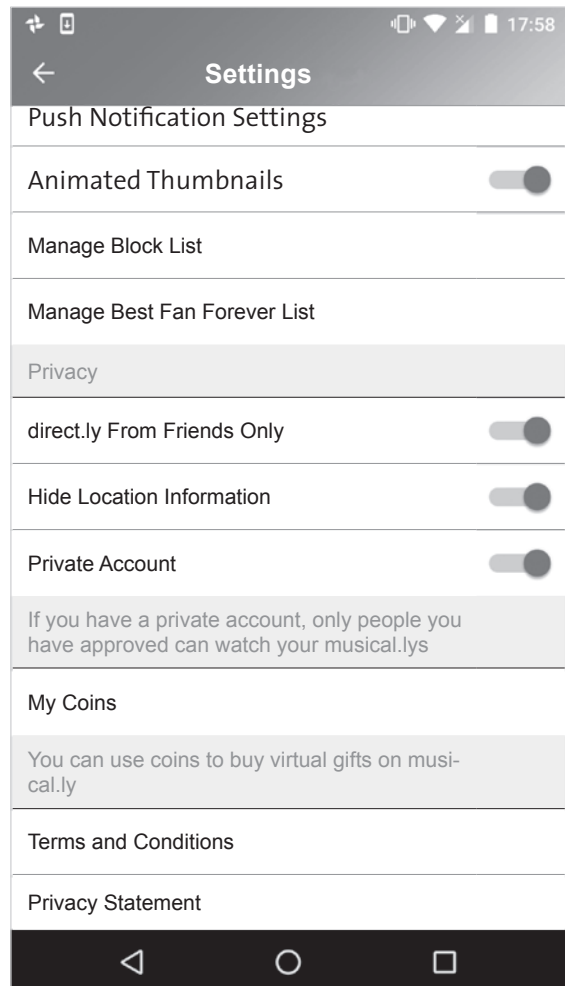
Over the last few years, many creators have become so successful that their videos are sometimes seen by several million subscribers. These YouTube stars have loyal fan bases of the kind once enjoyed only by pop stars. By communicating via comments and responding to viewer comments in new videos, they create their own communities. The fact that the stars look approachable and authentic or sell themselves as good friends helps immensely. Many of them are also active on Snapchat and Instagram and present themselves to their fans as being “just like them”. Creators meet their fans at annual “video days”.

## COPYRIGHT IN THE DIGITAL WORLD

### Copyright problems and protected content: TikTok/musical.ly

The TikTok/musical.ly app provides a wide selection of music, movie quotes, and more for recording musicals. Although musical.ly has begun negotiating licensing deals with record labels, this is only in its early stages. It should therefore be assumed that sharing musicals may constitute a copyright infringement. Consequently, the consumer organisation Verbraucherzentrale NRW – among others – recommends using the private mode when sharing self-recorded musicals. This allows users to share their videos with selected friends but not the general public.

Users should always check their privacy settings carefully. This is because the default settings allow musicals – once shared – to be viewed and commented by other users without any restriction. It is also recommended that you disable sharing your location when posting musicals.



*Privacy settings in TikTok/musical.ly*  
Source: Musical.ly screenshot, date: 03/07/2017




#### Tip: What's allowed, what's not?


Answers to questions about copyright in the digital world can be found in a series of publications by klicksafe and iRights.info (German):


 <http://www.klicksafe.de/themen/rechtsfragen-im-netz/irights>


## LINKS AND FURTHER INFORMATION


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Royal Society for Public Health (Hrsg.) (2017). Status Of Mind – Social media and young people's mental health and wellbeing. Von RSPH  <https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html>, date 02.10.2017.

Salomo, D. (2012). Gleichaltrige und Freundschaften. Vom Goethe-Institut  <https://www.goethe.de/de/spr/unt/kum/jug/jla/20392164.html>, date 02.10.2017.





## Materials

- Always on – Arbeitsmaterial für den Unterricht Heft 1 aus der Reihe „Mobile Medien – Neue Herausforderungen“  [www.handysektor.de/alwayson](http://www.handysektor.de/alwayson) und  [www.klicksafe.de/mobilemedien](http://www.klicksafe.de/mobilemedien)
- Safer Smartphone – Arbeitsmaterial für den Unterricht Heft 2 aus der Reihe „Mobile Medien – Neue Herausforderungen“  [www.handysektor.de/safer-smartphone](http://www.handysektor.de/safer-smartphone) und  [www.klicksafe.de/mobilemedien](http://www.klicksafe.de/mobilemedien)
- Smart mobil – Ein Elternratgeber zu Handys, Apps und mobilen Netzen  [www.handysektor.de/smart-mobil](http://www.handysektor.de/smart-mobil) und  [www.klicksafe.de/smartmobil](http://www.klicksafe.de/smartmobil)
- Informationsflyer  [www.handysektor.de/mediathek/flyer](http://www.handysektor.de/mediathek/flyer)
- Privatsphäre-Leitfäden  [www.klicksafe.de/leitfaeden](http://www.klicksafe.de/leitfaeden)
- Unterrichtsmaterial zu Cybergrooming  [www.planet-schule.de/wissenspool/fernsehfirme-fuer-die-schule/inhalt/unterricht/das-weisse-kaninchen.html](http://www.planet-schule.de/wissenspool/fernsehfirme-fuer-die-schule/inhalt/unterricht/das-weisse-kaninchen.html)

## Websites

- Handysektor testet die beliebtesten Apps inkl. Screencast  [www.handysektor.de/top10apps](http://www.handysektor.de/top10apps)
- Handysektor-Themenmonat zu Sexting:  [www.handysektor.de/sexting](http://www.handysektor.de/sexting)
- Handysektor-Soap „Mitten im Netz“ mit digitalen Alltagsproblemen zur Besprechung im Unterricht  [www.handysektor.de/soap](http://www.handysektor.de/soap)
- Informationen zu Persönlichkeits- und Urheberrecht in Sozialen Netzwerken  [www.klicksafe.de/irights](http://www.klicksafe.de/irights)
- Gegen Mobbing: Tipps für den Klassenchat  <https://www.handysektor.de/mobbing-mut/detailansicht/article/goldene-regeln-fuer-den-gruppenchat.html>

## Videos

- Handysektor-Erklärvideo „Was ist eigentlich ein Selfie?“  [www.handysektor.de/mediathek/videos/erklervideo-selfie.html](http://www.handysektor.de/mediathek/videos/erklervideo-selfie.html)
- YouTube-Trend: Kuss-Mutprobe  [www.youtube.com/watch?v=kOM8r8Eh-OY](http://www.youtube.com/watch?v=kOM8r8Eh-OY)
- Ultrativ über YouTuber:  [www.youtube.com/watch?v=Lve2LBVPw7Y](http://www.youtube.com/watch?v=Lve2LBVPw7Y)
- Dennis Horn über den Beruf YouTuber:  [www.planet-schule.de/sf/php/sendungen.php?sendung=9918](http://www.planet-schule.de/sf/php/sendungen.php?sendung=9918)



## OVERVIEW OF THE PROJECTS

|                    | Project 1<br>Be yourSelfie   | Project 2<br>Sexting – Risks and<br>side effects   | Project 3<br>You are what you post   |
|--------------------|--|--|--|
| Aims               | <i>The students reflect on the influence of beauty filters and digital beauty images on their notions of beauty.</i> | <i>The students learn about the ways they can respond in the case of abusive sexting. They develop their own ideas for educating others about the subject.</i> | <i>The students work out the dos and don'ts of self-presentation in social media. They can reflect on their own self-presentation.</i> |
| Time               | <b>45 MIN.</b>   | <b>90 MIN.</b>   | <b>45 MIN.</b>   |
| Methods            | <i>Silent conversation, work with text, creative writing</i>   | <i>Writing assignment, definition of sexting, learn about education projects in this area, develop their own campaign</i>                                      | <i>Analysis</i>  |
| Materials          | <i>"Monopoly" graphic</i>  | <i>Videos, photos, sample projects (projector), materials for various project ideas (paper, posters)</i>   | <i>Checklist</i>   |
| Access Internet/PC | No   | Yes (tablet, smartphones, PCs)   | No   |

## PROJECT 1: BE YOURSELFIE

|          |  |
|----------|--|
| Aims     | <i>The students reflect on the influence of beauty filters and digital beauty images on their notions of beauty.</i> |
| Methods  | <i>Silent conversation, work with text, creative writing, or drawing/painting</i>                                    |
| Material | <i>"Monopoly" graphic</i>  |
| Access   | No   |

45 MIN.

**Introduction** Silent conversation: show the picture with the slogan "Being famous on Instagram is like being rich in Monopoly" or write it on the board (picture attached). The claim behind it: if you're famous on Instagram, you're no more famous in the real world than a Monopoly player is rich. Fame in the internet thus has no real significance in analogue life. Discuss with your students: What does the statement mean? Do you agree with the statement?


**BEING FAMOUS  
ON INSTAGRAM  
IS LIKE BEING  
RICH IN  
MONOPOLY.**

**Development** For a deeper insight into the topic, the students read the worksheet text which deals with the topics of beauty filters, self-optimisation and concepts of idealised beauty as well as their consequences for the individual and society.

*Instagram fame, transient and unimportant?  
Screenshot source:  
facebook.de,  
date: 13.07.2016*

**Reinforcement** Discussion of the text based on the questions on the worksheet. Analysis of the problems of idealisation by beauty filters & co.:

**What is the problem with beauty filters & co.?**

- Altered concepts of beauty norms are set by companies
- Tendency to erode diversity (strong influence of Western role models, role models generally from the media)
- Talk about the beauty test > Little room for individuality and diversity when bots and algorithms evaluate features like facial symmetry  <http://beauty.ai>

**What are the potential consequences of feeling pressured to look beautiful?**

- Body dissatisfaction, eating disorders and anorexia, fitness mania, body-shaming

**Why is it better to be "yourself" in pictures (be yourSelfie)?**

- Authenticity offers protection against "disappointment" both when applying for a job and searching for a partner over the internet (e.g. via Tinder).  
What do you think?



**Tip:** Desire for confirmation – at any price?

Finally, talk to the students about the YouTube trend “pretty or ugly” (in the UK, USA). Here, mostly young girls put themselves up to be judged by others via YouTube videos (feedback via comments). The phenomenon of “anonymous digital feedback” is currently a problem in other countries as well (bullying, insulting, grooming).



#### **Additional task/Homework** Creative writing

The students write a newspaper article about the latest beauty trend in 2022 – for the fictitious magazine “Ego-News. Issue 5/2022”.

**BEING FAMOUS  
ON INSTAGRAM  
IS LIKE BEING  
RICH IN  
MONOPOLY.**

*Source: Screenshot facebook.de, date: 14.08.17*

### TASKS:

#### 1. Read the text.

**“Slap a filter on it”: On the internet, everyone is beautiful, by Teresa Sickert**

Tech companies, such as Samsung or Snapchat, are defining the image of beauty with their standardised beauty filters. With so many people using them, the pressure on individuals to keep up is increasing.

Beauty is in the eye of the beholder. Or is rated by Samsung. The smartphone manufacturer has integrated a “beauty face mode” into its camera app. This is intended to beautify user selfies.

Samsung allows its customers to enlarge their eyes, make their faces slimmer and soften their skin. Technologies that were once reserved for celebrities are now available to everyone. There’s no longer any need to hire a professional graphic artist to photoshop your chubby cheeks or the big spot on your chin. Photo apps do the job automatically. And because they optimise all faces using the same standards, they produce a standardised image of beauty – that can put users under pressure.

#### Everyone can be beautiful – with the right app

Snapchat also offers its users a beauty filter incorporating ready-made beauty standards – similar to those of Samsung. Sometimes, the beautified selfie can be so extreme that the altered face is almost unrecognisable. In the case of American TV actress Laverne Cox, other users even thought she had had cosmetic surgery. However, Cox’s narrow nose was explained by Snapchat’s beauty filter.



*Large eyes, clear skin, the beauty filter in action. Screenshot*

*source: twitter.com, date 13.07.2016*

This highlights how powerful technology companies can intervene in the online appearance of their users. The manufacturers set the rules that beauty functions use to optimise faces. The beauty ideal usually comes from the Western world: slim, thin face, narrow nose, big eyes. Just like a Snapchat filter.

#### Technologies reflect pre-conceptions of beauty

Only recently, an online beauty contest, in which an algorithm judged people’s faces, caused a stir: the winners were almost exclusively white – although a colourful mix of people had entered.

The scientists who organised the “Beauty.AI contest” admitted that the reasons for this could be traced back to personnel selected for the programming phase: a very homogeneous group of white people had developed the algorithm.

The psychologist and attraction researcher Martin Gründl explains that the artificial intelligence was guided by the white concept of beauty in the competition. “Whites tend to prefer white faces, blacks black faces and Asians Asian faces. It’s just that people generally prefer their own ethnic group.”

### Self-optimisation through filters and beauty modes

However, non-white women use Western-influenced beauty filters as well – overlaying their faces with a thick layer of stereotypical, idealised beauty. The Western ideal of beauty is on the rise in many places, probably because it is spread by the media – including the internet. American TV series and blockbusters, populated by very slim people, have dominated the international market for a long time.

The beauty filters provided by apps and smartphones make it easier to keep up with this demanding standard. According to Martin Gründl, they do not change our concepts of beauty as such. For example, flawless skin has been considered attractive throughout recorded history. Technology just makes it easier to achieve.

However, Gründl believes that filters and ubiquitous beautified photos could also make people more unsatisfied with their own appearance or that of their partner. Under some circumstances, the apps may even promote eating disorders.

The idea that you can't afford to post a completely natural picture of yourself online is new. "It's like passport photos: if everyone gets the photographer to optimise their own appearance and everyone has flawless skin, then you have very little choice", says Gründl. [...]

*Source: bento, Teresa Sickert, date: 05.10.2016 <http://www.bento.de/style/schoenheitsideale-in-apps-standardisierte-beauty-filterpraegen-menschen-902168/>*

### 2. What is the problem with beauty filters & co.?

### 3. What are the potential consequences of feeling pressured to look beautiful?



#### Additional task/Homework

Beauty in 2022! What new developments, apps or gadgets will be on the market in the future? Write a short article for the online magazine "Ego News" in 2022.

"Ego News" Issue 5/2022 NEW TREND!

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## PROJECT 2: SEXTING – RISKS AND SIDE EFFECTS

|           |  |
|-----------|--|
| Aims      | <i>The students learn about the ways they can respond in the case of abusive sexting. They develop their own ideas for educating others about the subject.</i> |
| Methods   | <i>Writing assignment, definition of sexting, learn about education projects in this area, develop their own campaign</i>                                      |
| Materials | <i>Videos, photos, sample projects (projector), materials for various project ideas (paper, posters)</i>   |
| Access    | <i>Yes (tablet, smartphones, PCs)</i>  |

90 MIN.

## Introduction

Start directly with the worksheet and **Task 1 “Luna’s Story”**. The students write their version of the story. Ask some of the students to read out their stories to set the scene for the topic.


The term “sexting” is commonly used by media and educationalists. If the students are not all familiar with it, you can explain it, e.g. by brainstorming (what is sexting?) or reading out the following definition.



## Info box: Definition of “sexting”

**Sexting** is a portmanteau of “sex” and “texting”.

Sexting is the sending of erotic photos or videos which depict the sender by computer or smartphone. Erotic material can include shots in swimming trunks, bikini or underwear, nude pictures of certain body parts or topless photos, etc.

Source:  [www.klicksafe.de/themen/problematische-inhalte/sexting/sexting-was-ist-das/](http://www.klicksafe.de/themen/problematische-inhalte/sexting/sexting-was-ist-das/),  
date: 25.09.2017

Alternative to the definition of sexting: Show the video produced by Handysektor on the topic of “sexting” (German):

 [www.handysektor.de/mediathek/videos/erklaervideo-sexting.html](http://www.handysektor.de/mediathek/videos/erklaervideo-sexting.html)




**Development** *What can be done to protect against the possible negative consequences of sexting?*



**Note:**

Sexting as a consensual act between sexually responsible young people is also part of the digital life and world of adolescents. This fact is also taken into account in Paragraph § 184c (4) (German StGB) which does not penalise the possession of “youth pornographic content, ... exclusively for personal use with the consent of the persons represented.”

Source:  [https://www.gesetze-im-internet.de/stgb/\\_184c.html](https://www.gesetze-im-internet.de/stgb/_184c.html), date: 25.09.2017

**Task 2:** Now, as a class, define and discuss the problematic aspects/consequences of sexting. The students’ stories about “Luna” and collecting ideas on the board may help. Possible consequences:

- Unauthorised forwarding of intimate photos or videos by third parties (“secondary sexting”). Here it must be emphasised that forwarding without permission is an offence and that not doing so would have saved many victims a great deal of suffering > Address the responsibility of all involved.
- Victim blaming, the different judgements of sexting acts by boys and girls (slutty image, “only yourself to blame!”) > Reflect on role models and lack of empathy.
- “Cyberbullying” with massive psychological damage as a consequence
- Legal aspects, esp. uncertainties regarding child pornography and youth pornography content in sexting acts (see article in annex: Is sexting criminal?)
- Sextortion, blackmail, e.g. with nude pictures
- Loss of trust in ex-partners, former best friends

Further information can be found at  [www.klicksafe.de/sexting](http://www.klicksafe.de/sexting) (German)

**Task 3:** Introduce one of the following European campaigns aimed at the prevention of sexting (images attached). Next, ask the students to develop a small awareness campaign of their own.

**1. Swiss awareness campaign: Pro Juventute**

Show the posters from the Swiss campaign Pro Juventute: “Sexting can make you famous – even if you don’t want to be”. Download the posters:

📄 [www.projuventute.ch/index.php?id=2492](http://www.projuventute.ch/index.php?id=2492)

**2. Reaction memes from the UK: “Zipit” app**

Show the “zipit” app produced by the UK project childline. This offers students ideas on how to react smartly to explicit sexting requests.

📄 [www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/](http://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/)



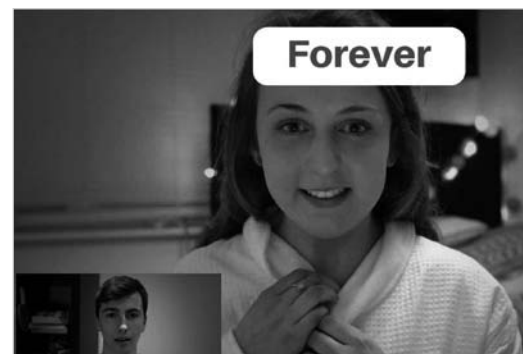
**Tip:**

Suggest the students download the images from the app’s “Gallery” into their own smartphone photo memories. If they ever get into an unwanted sexting situation, they can now send a picture in response.



**3. “Forever” spot from Ireland**

Show the spot “Forever” produced by the Irish web awareness project Webwise (English language) at: 📄 <http://www.watchyour-space.ie/forever-campaign/> (+ further information and materials)



*Pro Juventute campaign and zipit app*

Sources: 📄 [www.projuventute.ch](http://www.projuventute.ch), 📄 [www.childline.org.uk](http://www.childline.org.uk),

📄 [www.webwise.ie](http://www.webwise.ie), date: 02.10.2017

#### Instruction to the students:

Plan your own activity/campaign/information materials on the subject of “Sexting – Risks and side effects”. There are five options a – e. Choose one that interests you and form groups. You have 30 minutes. Then present your results to the class.

- a. Information leaflet, 2 pages (folded sheet of A4)
- b. Presentation: PPT presentation, 3 slides (computer, PPT)
- c. Reaction meme (meme generator, tablet, smartphone or PC)
- d. Poster (A3)
- e. Video spot/smartphone video, 30 seconds

**Reinforcement** The students present their results in a gallery or at their tables. You may also consider ways to extend the campaign and make it accessible to other students at the school.



Source:  [www.handysektor.de](http://www.handysektor.de)

**Sexting can make you famous.**

Even if you don't want to be.

147, die Notrufnummer von Pro Juventute, hilft Betroffenen.

[projuventute.ch/sextling](http://projuventute.ch/sextling)

Jede Spende wird verdoppelt: SMS mit «Pro 15» an 488. (Bsp. für eine Spende von CHF 15.-)

**PRO JUVEN TUTE**

Source:  [www.projuventute.ch](http://www.projuventute.ch), date: 28.02.2017



Source: App zipit, iOS  
Version; Stand 28.02.2017,  
date: 02.10.2017

### TASKS:

“Nothing makes you more vulnerable than nude pictures of yourself” (Luna, 15).

1. What could have happened to Luna? Write her story.

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2. What can be the negative consequences of sexting?

Collect on the board.

3. How can you protect yourself?

Here you can develop a small awareness campaign of your own to prevent the negative consequences of sexting. Select an activity from a – e.

- Information leaflet, 2 pages (folded sheet of A4)
- Presentation: PPT presentation, 3 slides (computer, PPT)
- Reaction meme (meme generator, tablet, smartphone or PC)
- Information poster (A3)
- Smartphone video, 30 seconds

Sextortion – blackmail with nude pictures 

**Sextortion** is extortion using nude pictures and often a negative consequence of sexting. The perpetrators threaten to publish the nude photos [...]. So never let yourself be persuaded to send nude pictures or undress in a chat. Above all, be especially careful with complete strangers who contact you and then quickly want to skype with you or ask you to send them pictures of yourself.

Source:  [www.handysektor.de/porno-gewalt/detailansicht/article/ist-sexting-straftbar.html](http://www.handysektor.de/porno-gewalt/detailansicht/article/ist-sexting-straftbar.html), date: 28.02.2017



### PROJECT 3: YOU ARE WHAT YOU POST

|           |  |
|-----------|--|
| Aims      | <i>The students work out the dos and don'ts of self-presentation in social media. They can reflect on their own self-presentation.</i> |
| Methods   | <i>Analysis</i>  |
| Materials | <i>Checklist</i>   |
| Access    | <i>No</i>  |

45 MIN.

#### Introduction

Questions for students: What kind of selfies have you taken? Which selfies is it better not to publish? What must you pay particular attention to today when presenting yourself on the internet and especially in photos?



Source: Handysektor screenshot,  
date: 14.08.2017



**Development** With a partner, the students look at each other's own social media profiles. Important: It is vital that the students work with partners they trust as profiles may include very personal content.

Quick version: Check the photos in your own smartphone's photo memory.

To do this, hand out the "Digital Self-Presentation" checklist.

#### Possible aspects

- Infringement of other people's image rights on photos, copyright infringement when using images and videos from the internet
- Negative self-presentation (sexting, parties, violent content)
- Cyberbullying, hate comments
- Lack of protection for oneself and others: inadequate privacy settings (public profile, location information, usernames in other services, real name > publication of a lot of private information)

**Reinforcement** What must you pay attention to when presenting yourself?  
Finally, collect the dos and don'ts of digital self-presentation. Work out five to six rules on the board with the students.



### Tips for digital self-presentation

1. Image rights: Respect the rights of others. Ask permission before you post pictures that also show other people. Everyone has the right to control their own image. Also be careful when marking others in photos!
2. Data protection! Don't make too much private information available to the public. Not everyone needs to know that you have just broken up with your great love. And you should definitely not publish your contact details, such as mobile phone number, etc.
3. Privacy! Anyone who posts or sends intimate pictures, e.g. nude pictures, is making themselves particularly vulnerable.
4. Fairness! Hate comments and bullying have no place in social networks! It is better not to conduct arguments digitally!
5. Authenticity! Filters are great but they kill authenticity. Reality is sometimes better than a digitally enhanced half-truth because hardly anyone looks as good in real life as they do in pictures – not even celebrities! Find alternatives to filters (e.g. use great lighting conditions, experiment with different perspectives when taking pictures).
6. As a general rule: Be **yourSelfie!** – Think about who you are and who you want to be – and base your digital self-presentation on those ideas. Also think about future employers who will check you out on the net.



## “DIGITAL SELF-PRESENTATION” CHECKLIST

### Image rights

- Have you posted pictures of others without asking them first?  
Remember, everyone has the right to control their own image!

YES

NO

### Data protection

- Are your personal details (address, date of birth, contact details) visible to all users in your social networks?
- Are your pictures and videos visible to everyone in your social networks?

YES

NO

### Privacy

- Are there photos or videos of you that show you naked or in a bikini/swimming trunks/underwear in your profile or smartphone photo album?
- Are there photos or videos that show you in a private situation (e.g. cuddling or kissing with your boy- or girlfriend) in your profile or smartphone photo album?

YES

NO

### Fairness

- Have you posted offensive comments  
or
- embarrassing pictures of others?

YES

NO

### Authenticity

- Are you trying to emulate a role model and technically enhance every photo?

YES

NO

### Better be good

- Are there any pictures, posts or other things that you regret?


YES

NO

### Evaluation

0 – 2 “Yes” answers: You behave responsibly towards yourself and others.

3 – 5 “Yes” answers: Think about how you can improve your self-presentation/behaviour in social networks.

6 – 8 “Yes” answers: One hour detention! The klicksafe/Handysektor leaflets about WhatsApp, Facebook, TikTok/Musical.ly and Instagram show you how to select the right security settings!  [www.klicksafe.de/materialien](http://www.klicksafe.de/materialien)







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Landeszentrale für Medien und Kommunikation (LMK) Rheinland-Pfalz (Media Authority of Rhineland-Palatinate), [www.lmk-online.de](http://www.lmk-online.de)



Landesanstalt für Medien NRW (Media Authority of North Rhine-Westphalia), [www.medienanstalt-nrw.de](http://www.medienanstalt-nrw.de)

and



Handysektor is an advertising-free information website for young people. The website is a joint project run by the Media Authority of Landesanstalt für Medien NRW and Medienpädagogischen Forschungsverbundes Südwest (mpfs – Media Education Research Association Southwest). The project is managed by Florian Beutenmüller (mecodia GmbH).

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