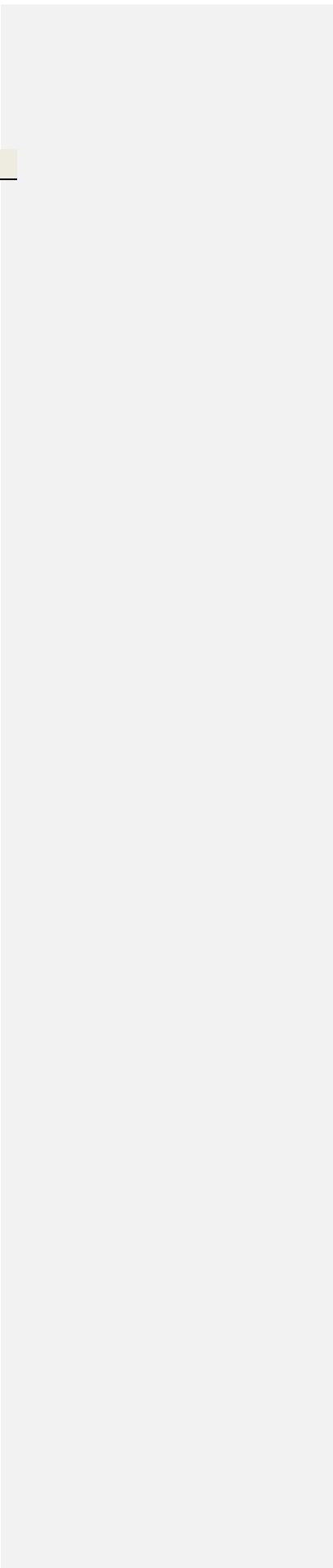


Objectives and contents

Objective → to promote reflection and capacity building among social agents on what are the main online risks and threats and how to build prevention strategies.

Contents → there are 4 main topics within this module:

- Topic 1: Matrix of risks and threats.
- Topic 2: Prevention actions. The role of social agents.
- Topic 3: Prevention resources and tools.
- Topic 4: Digital identity.



Topic 2: Preventive actions. The role of social agents

- **Basic knowledge:** Preventive actions. The role of the educator.
- **Objective Pursued:** Reflect on the role of the educator accounting for risk-taking behaviours by students and the need of establishing prevention strategies and actions.

Technologies and the Internet are here to stay and even elderly people will more and more become their users, becoming the so called *digital immigrants*. The **threats** that can compromise the online harmonious and happy world need **to be faced preferably from a preventive point of view**. And sometimes is as easy as applying the same common sense and precautions we apply in real life.

We, as social agents working in the ICT field should also **run away from an exclusively negative analysis: "Internet is bad or dangerous"**. It doesn't work to educate new users, among other things, because that's not true and they will find out sooner or later...

The role of the educator and preventive actions

Comentario [VPV1]: Otro ejemplo de infografía. Esta tendría que ser adaptada a mayores, ya que está orientada al rol del educador en relación a la seguridad online de menores.

Which is our role as social agents in preventing online risks of our elderly users?

From our position of agents who are usually in contact with ICT, we are in a privileged position to act as a "*facilitator*" of preventing risks and offering risk awareness processes that our elderly users might potentially be exposed to in their online activities, especially in social networks.

Let's list which are our skills and capabilities. And using common sense, act from them.

From our professional role we can develop 3 functionalities:

1. **Accompaniment** of elderly users when they are in contact with the Internet and Social Networks, "*be with them*" creating spaces for dialogue and reflection that enable them to become aware of their vulnerability and the need to prevent risky behaviours.
2. **Training.** We need to provide our users with some skills of self-protection with which they will be able to make a proper use of social web tools. We also help them to develop skills of critical thinking about uses and how to act and let them know where to go in case of necessity.
3. **Spaces of trust.** We need to create the right and positive atmosphere for that. Many spaces can be articulated as spaces to develop initiatives that reinforce safe and rational behaviour on the Internet, by promoting discussions, workshops and spaces where they can exercise effective preventive actions. Likewise, these will allow us to detect risky situations, acting as facilitators of solutions, dealing with cases if we have the necessary skills, or redirecting solutions to relevant agencies and professionals, especially in severe cases.

Establishing mechanisms for monitoring and detection of situations and behaviours that potentially pose a risk to the minor it always advisable during the Singular Initiatives building process.

Delimiting and being sure about our role of social agents, to know where the limits are. An excellent initiative is to consider that the internet risk prevention must be a **transversal working line** in the course of the process.

Weaving a network of complicity with the environment and working with the group, involving the peer group - a workshop discussion of a case, a focus group... - may be also good strategies.

Topic 3: Prevention resources and tools

- **Basic knowledge:** Available resources and tools to be used in prevention and reporting contexts.
- **Objective Pursued:** be aware of assistance and resources such as helplines and reporting-lines.

It is important to know where are the limits of our role in the online safety issues of our users and to set limits to our duties. Sometimes an excess of involvement – even with the best of the intentions – can be negative.

There are specialized services available and **our responsibility is to know them and to redirect our users to them if necessary**, or even to inform them about where to find help, advice and support.

In this sense, we should know the main helplines and hotlines in our country, as well as, of course, and firstly knowing what is each of them for and how and when to use them.

To help us with this we have the **joint Insafe-INHOPE network** consisting of **Safer Internet Centres (SICs) in all 27 countries in the European Union (EU)**, plus Iceland, Norway and Russia. Each Safer Internet Centre is typically composed of at least the following 3 components:

1. **Awareness centre**

National awareness centres focus on raising awareness and understanding of safer internet issues and emerging trends. They run campaigns to help children, young people, parents, carers and teachers more aware of the potential risks they may encounter online, and aim to empower them with the skills, knowledge and strategies to build resilience and stay safe.

2. **Helpline**

Helplines provide information, advice and assistance to children, youth and parents on how to deal with harmful content, harmful contact (such as grooming) and harmful conduct such as (cyberbullying or sexting). Helplines can increasingly be accessed via a variety of means – telephone, email, web forms, Skype, and online chat services.

3. **Hotline**

Hotlines exist to allow members of the public to report illegal content anonymously. Reports are then passed on to the appropriate body for action (internet service provider, police or corresponding hotline). Hotlines are coordinated by INHOPE - the International Association of Internet Hotlines, working in partnership with Insafe to deliver a safer - and better - internet.

Safer Internet: <http://www.saferinternet.org>:

Find an awareness centre in your country:

<http://www.saferinternet.org/countries;jsessionid=2E4483DC38D816ECE50CC192FD9B904B>

TOPIC 4: Digital identity

Privacy is the key concept users should be aware of and minors need to be educated on it from an early age. Furthermore, this concept is associated with two others: digital identity and online reputation.

- Digital identity:** Set of information about an individual or an organization exposed on the Internet (personal data, pictures, registers, news, reviews ...) forming a description of that person in the digital level, that might be different from the real or non-virtual one.

ICT manages to create an "expanded identity" in most users, enhancing their skills and allowing them to maintain different levels of relationship, intimacy, commitment, etc. Much of the net uses this in developing these capabilities and uses the advantages that encompass the idea of digital identity with different degrees of commitment or disclosure of your privacy.



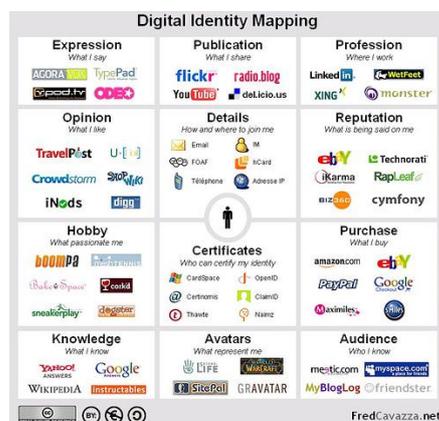
It is important to be aware of us – as Internet users – having a digital identity. How do we want it to be? Our attitude and online behaviour will determinate it. Show this to your elderly users!

5 preventive measures for a good digital identity management

- Digital reputation:** Opinion or social status that other users have of the online experience of a person or an organization.

Reputation is a social construction, a product created and accumulated collectively that, inevitably, have positive or negative effects because of its public connotation. It is also clear that, because this concept is built around the perceptions of others, our reputation is not under absolute control, not always nor entirely; although you can manage it, insofar contributing to build suitably those perceptions of individual and collective opinion by means of relevant facts.

Comentario [VPV2]: Ejemplo de infografía que podría ser un ejemplo de recurso de la unidad. Está en español, pero podría traducirse a todos los idiomas incluido el inglés (en el que puede que ya lo tengamos, lo tengo que mirar)



10 ideas to protect your privacy

Comentario [VPV3]: Idem que el anterior.