



## Unregulated digitalization - to be "enjoyed" with caution

Particularly for teenagers and young adults, digital technology, if used incorrectly (more than 3 hours/day of social media use), can severely affect mental and emotional health [1]. Girls are more negatively impacted than boys. These findings are consistent with previous research. During the Covid 19 crisis, not only many adults but also many children developed feelings of social isolation, depression, anxiety, and an increase in behavioral disorders as a result of increased use of digital technologies [2].

### **Thinking for yourself undesirable?**

In childhood and adolescence, the skills are developed to be able to deal creatively with unknown challenges of all kinds and to solve problems as adults. We become more and more manipulable by spending time on the Web through the associated involuntary disclosure of our habits, preferences and contacts. It seems very convenient to simply accept "suggestions" made by the beneficiaries of our data, seemingly saving us time and the effort of having to become active ourselves with research and thought. Perhaps you are already suffering from a kind of brain "exhaustion" due to the constant bombardment of threats in the media? The mechanism behind this is physiologically conditioned, but is possibly consciously promoted by powers that are not well-disposed towards us [3].

### **Act now!**

In Germany in 2024 it is planned that only electronic passports ("digital identity") will be available for children. The obligation of parents to have proof of identity for their children (until now the passport for children) is being exploited to quietly and secretly introduce a control and surveillance tool under the guise of "convenience" (for everyone!, because children later become adults), which, by digitally merging all sensitive private data of a person under a personal identifier accessible via the Internet, undermines the right to privacy, informational self-determination and data sovereignty, which are fundamental to functioning democracies. Because the required online infrastructure cannot be reliably protected and can be hacked by entities, your child's security is threatened [4].

### **Useful chip for children?**

In August last year, the World Economic Forum WEF propagated the usefulness of a microchip for children, which would supposedly only bring health benefits. Christof Plothe presents these, but at the same time describes all the associated health risks, which are concealed by the WEF. Possibly, besides the control associated with it (through a "digital identity under the skin"), there are quite different underlying intentions [5].

### **Designed for addiction**

The digital tech devices and apps or social networks your kids access are designed to lead to excessive use if not consciously controlled. "Shares, likes and comments" can activate the reward center in the brain, creating intoxication-like states that make teens addicted. Addiction, in turn, leads to excessive use, which can lead to severe mental and physical health problems as well as social isolation [6].

### **Disadvantages for development and learning ability**

Smartphones and tablets contain many distractions that hinder children's concentration and working memory due to their still lacking impulse control at school age, which in turn impairs learning [7,8]. High levels of computer use in elementary schools are clearly negatively correlated with PISA scores in mathematics and reading [9]. Reading and writing on screen has negative effects on reading comprehension and language development. It is more difficult to remember information read or written on a screen than information read in a book. It is very important for children to learn from a human and not from a screen because they do so by imitating real people and not by looking at two-dimensional images. With children using screens, human interaction is inhibited - children end up in a 'digital bubble' [10].

### **What can you do to protect your children?**

- Never trade freedom and privacy - hard-won by your ancestors - for convenience and incentives. You are not only harming yourself, but setting an unhealthy course for the future of your children.

- Inform other parents that the planned digital passport for children will create the conditions for a totalitarian surveillance and control system for all of us (children will become adults!). What is being sold to you as a practical, contemporary "advantage" is the cornerstone of an anti-human administrative and marketing instrument in which your child, with its data, itself becomes a commodity. The more parents say "no", the more difficult it will be to make the digital ID card mandatory. Your freedom and power lie in the decisions you make.

- Kindergartens and schools should only use wired technology. Research at your place of residence, where mobile phone masts are located [11]. Do not be misled by the statement in this link that the permissible limits mentioned here will be checked. Because these values are the guidelines of the International Commission on Non-Ionizing Radiation Protection (ICNIRP) or the World Health Organization, which also follows the ICNIRP. ICNIRP is not an environmental agency. It is a self-styled private organization with 14 members, accountable to no one. Their exposure guidelines are based only on heating of tissue, all other effects are not considered [11]. If there are antennas near where your children live, make the decision makers aware of the harmful effects and demand that they be removed.

- Don't let local politicians, decision-makers or those responsible in kindergartens and schools brush you off with flimsy arguments such as "environmentally friendly", "modern", "necessary" and "harmless". The infrastructure for mobile radio is damaging to health and environment and costly [11]. Use the sources mentioned in this blog to argue your case and join forces with other responsible parents.

## Literature

[1] Limone, Pierpaolo, & Toto, Giusi Antonia (2022). Psychological and Emotional Effects of Digital Technology on Digitods (14–18 Years): A Systematic Review. *Front. Psychol. Sec. Health Psychology* Volume 13 – 2022. <https://doi.org/10.3389/fpsyg.2022.938965>.

[2] Riehm KE, Feder KA, Tormohlen KN et al. (2019). Associations Between Time Spent Using Social Media and Internalizing and Externalizing Problems Among US Youth. *JAMA Psychiatry*;76(12):1266–1273. doi:10.1001/jamapsychiatry.2019.2325

[3] <https://www.oval.media/das-indoktrinierte-gehirn/>

[4] <https://worldcouncilforhealth.org/wp-content/uploads/2023/08/Unregulated-Digitalization.pdf>

[5] <https://www.anhinternational.org/news/guest-article-the-next-step-to-transhumanism/>

[6] Jefferson Health (2022). The Addictiveness of Social Media. <https://www.jeffersonhealth.org/your-health/living-well/the-addictiveness-of-social-mediahow-teens-get-hooked>.

[7] Thorell, Lisa, Klingberk, Torkel, Horlitz, Agneta, Olsson, Andreas, & Ådén, Ulrika (2023). Stellungnahme zum Vorschlag der schwedischen Bildungsbehörde für eine nationale Digitalisierungsstrategie für das Schulsystem 2023–2027. *Karolinska Institutet dnr 1- 322/2023*

[8] Klingberg, T. (2023) *Framtidens digitala lärande*. Natur & Kultur

[9] OECD (2015). *Students, Computers and Learning: Making the Connection*, PISA, OECD Publishing. <http://dx.doi.org/10.1787/9789264239555-en>.

[10] Bochicchio, V., Keith, K., Montero, I., Scandurra, C., Winsler, A. (2022). Digital media inhibit selfregulatory private speech use in preschool children: The "digital bubble effect". *Cognitive Development*, 62, 101180.9]

[11] <https://www.bundesnetzagentur.de/DE/portal/TK/Funktechnik/EMF/start.html>.

[12] <https://www.diagnose-funk.org/suche?searchword=Grundschule>

