apricot
for parents

Project APRICOT:

Attentive parental education for wise being and co-being in changing times

Media literacy program and material for adult educators

Thanks to all partners for their precious contributes:

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Chapter 1: Introduction into the project

1. What is the APRICOT?

The present course along with its accompanying materials has been developed within the project entitled "**APRICOT:** Attentive parental education for wise being and co-being in changing times". The project derives from the experience of the consortium members – *Siuolaikiniu didaktiku centras* (Modern Didactics Centre), the lead partner from Lithuania, *Planeta Ciencias* from Spain, ItFeV – *the Institute of Technology-oriented Women's Education* from Germany and *Apricot Training Management* from UK. The experience covers development of materials for critical thinking and media literacy, courses for adult learners, and different kinds of other non-formal activities.

The **APRICOT** project supports teachers who want to assist parents and grandparents to mediate their children's digital literacy and safety when at home. We believe that being able to contribute to and support children in the development of their media literacy is now an essential duty of parents (and grandparents).

Research shows that programs aimed at improving parents' critical thinking and media literacy skills may be a very effective way of positively impacting children's responses to media exposure. Parents (and grandparents) with enhanced media literacy will be better able to monitor their children's behaviour, and model healthy behaviours with regards to their interaction with the media. They will be better able to support and educate them.

There is widespread agreement that media literacy is now a necessary and important skill. It is frequently referenced in educational policy documents. However, **a systematic approach for adult educators is needed** – one that allows them to consistently operationalise what it means to teach media literacy, to educate adult learners in a manner that encourages critical thought, and to develop an organisational culture which supports and promotes media literacy.

To meet this complex challenge, **APRICOT** seeks to promote media literacy as a broad and comprehensive concept, not one limited by technological understanding and skills, but as a concept that embraces all parts of it and serves to:

a. widen personal horizons;
b. strengthen professional competencies;
c. encourage and support intergenerational, intercultural dialogue;
d. empower critical actions and
e. contribute to the democratisation processes in each separate country and at overall EU level.

The partnership developed 3 intellectual outputs:

1. Training course and training materials for adult educators working with parents (and grandparents);
2. Methodology and materials for parents (and grandparents) to be used for work with children (and grandchildren) at home;
3. Collection of the „APRICOT" stories – narrative and digital testimonies of adult educators and parents (and grandparents) about attentive parental education for wise being and co-being in changing times.

For more information about the project and its outcomes please, visit our website at https://apricot4parents.org/.

2. Conceptual underpinnings of the project

Three concepts – media literacy, digital literacy and critical thinking are being brought together to serve the project objectives. The project partners use them not as separate concepts, but as intertwined complementary ones, that build a solid background for educating mindful and responsible personalities. However, each concept has its own definition.

The **APRICOT** project uses the definition of media literacy, proposed by European Political Strategy Centre and widely used by the EU Commission.

1.1 Media literacy (ML)

is the use of fundamental literacy skills for: a) identification, analysis and evaluation of information in different formats and sources; b) as well for use of digital means for different purposes; c) nurturing critical mind with purpose to question, challenge and evaluate meaning of any information in any forms and use it accordingly (*Media Literacy in the 21st Century, European Political Strategy Centre).*

The **APRICOT** project uses the definition of digital literacy media, proposed by UNESCO (2018)

1.2 Digital literacy (DL)

is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2., p. 6).

In the case of the **APRICOT** project, DL is part of the MD. The partnership just broadens use of DL – not only for professional purposes, but also for daily functioning and personal improvement.

The **APRICOT** uses the definition of critical thinking, agreed upon by experts in the field (Facione et all, 1990).

1.3   Critical thinking (CT)

CT is *purposeful, reflective judgement* which manifests itself in reasoned consideration of evidence, context, methods, standards and conceptualisation in *deciding what to believe or what to do (The Delphi report, 1990).* CT needs a person to be disposed to think critically and practice it as a set of coherent skills.

The **APRICOT** project sees close ***interrelations between ML and CT concepts***: ML without CT is just an empty notion. Critical mind gets a lot of food for critical thought from the media. ML combines the analysis of media messages with the creation of media content, and expands the concept of literacy to include reading and writing media. Application of CT skills and questions to assess both the content and creation of media serve as the foundation of ML.
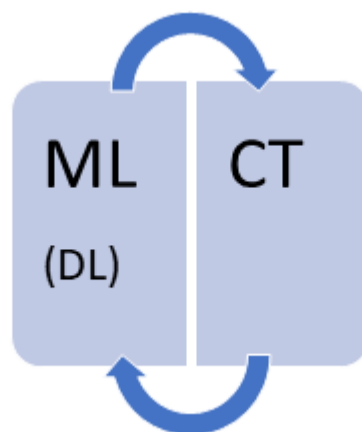
1.4   Critical digital literacy (CDL)

From Critical Thinking to Critical Digital Literacy. Introduction

Internet use is becoming more mobile, with more children going online via their smartphones/tablets and accessing the internet in locations other than in educational settings and the home. This connectivity is affecting our lives in many ways, with increasing take-up of communication services like WhatsApp, more use of streaming and on-demand services, more access to creative opportunities, and YouTube and social media increasingly being used as sources of news and information.

However, this connectivity can also bring downsides, most notably there is considerable international concern about the growth of hateful and manipulative information, 'Intentional Misinformation/ Disinformation' and 'Fake News' content.

Given these downsides, critical thinking skills are of particular interest. Adults and children alike need these skills to question and make judgements about their online environment. They are important skills as they enable us to keep ourselves and others safe, to

understand when we are being advertised to and how our data is being used, and to know when something could be biased, misleading or aiming to manipulate us. Research shows that many people struggle with at least some of these elements.

It is also important to remember that although the internet seems ubiquitous, the online experience is not the same for everyone. There are significant differences, by age and socio-economic group, in the numbers who are online at all, and in the extent to which those who are online, both adults and children, have the critical skills to understand and safely navigate their online world.

Critical Thinking and Critical Literacy in the Digital Information Age

In our fast-paced society, where much of the world's information is at our fingertips, we tend to make quick decisions all the time. Research on memory and the brain shows that when we make fast decisions those judgments are based on intuition, emotion, and 'gut feelings'. Psychologists call this "System One" thinking. Wherever we engage System One, we don't exert much control.

To guard against being manipulated and influenced by 'fake news' or Intentional Misinformation, we need to adopt a more critical mind. Simply slowing down and taking a more deliberate approach can make us much less susceptible to manipulation and misinformation. Using a more deliberate approach engages our critical mind, takes more time, and helps us better determine the credibility of the information being presented. The critical mind can be exercised and trained, and it can also act as a form of resistance to propaganda and other forms of intentional misinformation.

Given the seismic shifts in the digital media landscape, of which the proliferation of manipulative information is one part, corresponding shifts are also needed in our definition of critical literacy to enable it to be fit for purpose and to equip us with the skills we need to communicate and engage effectively.

The APRICOT methodology is based on the proposal that critical thinking skills and critical literacy can be recalibrated to help parents and grandparents navigate the digital world in which we live.

We need to include an understanding of the added value of the digital: participation, contribution, transparency and accountability, of course, but also disinformation and the interplay of manipulation and influence.

Many parents and grandparents lack the critical skills to make judgements about the accuracy of online information or identify when they are being advertised to and consequently are not able to adequately protect or advise the children in their care from manipulation or believing false information. Whilst most internet users understand that not all information they find online is truthful, very few check on its trustworthiness. Also,

although most people are aware of at least one of the ways in which information is collected about online users, very few are aware of all the ways or how it is used.

There is consensus, therefore, that any model of critical literacy/thinking skills for the digital age should include an awareness of the various types of 'disinformation' and the methods and motivations behind the production of fake news and other forms of intentional misinformation, eg. the relationship between advertising revenue and fake news. *This is increasingly referred to as Critical Digital Literacy.*

…and so on to Critical Digital Literacy

Digital learning and digital literacies are now a standard part of 21st-century education.

Digital literacy can be defined as: "The ability to locate, organize, understand, evaluate, and create information using digital technology" ie. it is the ability to understand and use digital technologies effectively for everyday tasks. In education this extends to all aspects of teaching and learning, and the usage extends into citizenship, pastoral care and e-safety.

Critical Digital Literacy, on the other hand, aims to empower users to consume content critically, as a prerequisite for online engagement, by identifying issues of bias, prejudice, misrepresentation and, indeed, trustworthiness. Critical digital literacy should also be about understanding the position of digital media technologies in society. **Critical Digital Literacy embeds Critical Thinking Skills into Digital Literacy.**

Critical Digital Literacy incorporates users' interpretations of digital media's potentials and limitations: it isn't just about understanding Internet-related economic issues, but about critically reflecting on the extent to which these issues have repercussions for society – and us as individuals. Critical literacy, traditionally, carries a political connotation – as it is about critical reflection, political involvement and social action – which discussions about digital literacy often lack.

Fact-checking skills are crucial to assessing content reliability, but will only be truly effective when they are accompanied by an awareness of how online content can be disseminated and diversified through different channels is a precondition for the ability to compare and evaluate multiple sources.

There is, therefore, a need for greater critical digital literacy education for all adults - not just children! Inasmuch as it should be approached as a lifelong set of abilities and predispositions, Critical Digital Literacy should be pedagogically promoted in tandem with all civic education. It is necessary for providing context and ensuring that the veracity of content is more easily ascertained.

Teaching Critical Digital Literacy skills implies educating users (in our case parents and grandparents) to appreciate what opportunities and risks digital media entail, including

focusing on their democratising potentials and political constraints, so that in turn they can advise and protect the children in their care..

It follows that Adult Educators need to develop their own Critical Digital Literacy Skills in order to effectively support learners in developing these skills.

1.5   Parenting education (PE)

PE is defined as purposeful support for parents to be more effective in caring for children. There are many forms of support – counselling, training, guidance, mentoring, education, etc.

Parenting education in the **APRICOT** project has an extended audience. It includes the education of grandparents as well.

The **APRICOT** project seeks to support parents and grandparents in helping children to understand and interpret media content, to become safe, critical and mindful media users, able to meet adequate challenges coming from and with the media.

3. Methodical framework

Methodical framework of the project is based on a ***critical enquiry****-based teaching-learning **approach** (CEA).* It serves to establish meaning, investingating both immediate environment and the wider world, connecting prior knowledge with the newly experienced, and coming to evidence based, reasoned conclusions.

Framework for teaching adults and adults' learning

This is built on CEA and consists of 3 stages:

- evocation of prior knowledge and personal experience;
- realization of meaning or comprehension of new knowledge;
- reflection

Profile of target group

The targeted groups of the project are:

- educators/ teachers/ trainers of adults. We call them adult educators (AE) in this document;
- parents and grandparents.

Project's beneficiaries are:

- children;

-   other professionals working with children and their parents (e.g. class teachers, family counselors).

4. Course description

The course APRICOT Train the Trainer (project's Intellectual Output 1 (IO1)) is based on Critical Thinking, Inquiry Based methodologies. It is targeting educators/ teachers/ trainers in non-formal adult education institutions or in organisations of both – formal and non-formal education. Our audience will find here a description of a full training course as well as guidance on how to deliver it to different groups of learners.

This course can be used by adult educators (AE), working with different groups of adult learners who are also parents and grandparents. AE will help learners to become mediators for their children in dealing with contemporary issues found in the media and outside world. Parental mediation is "any strategy parents use to control, supervise, or interpret [media] content" for children and adolescents (Warren 2001, 212). We indicate type of mediation (co-viewing, restrictive mediation, active mediation) in this and other materials.

AE are expected to use this material for work with disadvantaged groups of parents and grandparents. By "disadvantaged" we mean those adults who have poor social skills or educational background, are low skilled and/or have low levels of confidence in their own capacity to support children. Disadvantaged also refers to people whose rights from material to cultural basic needs are not guaranteed. Other important triggers of social disadvantage can be physical and psychological limitations, gender and certain phases of life (childhood or old age).

Parenting education may be conducted in a variety of settings: adult education centres, adult schools, local communities, etc.

Structure of the course: Themes and subthemes

AE will find here a full course description and clear presentation of themes and subthemes, proposed training tips, adaptation recommendations for special target groups, as well as assessment tools.

Table 1. Structure of the Course

THEMES	PARTS/ SUB-THEMES	SCOPE
Theme 1:	**Introduction into the theme** Conceptual background	2 hours

THEMES	PARTS/ SUB-THEMES	SCOPE
Introduction into the course SDC, LT	**Main principles working with the target group:** Teaching disadvantaged people Motivation of the target group Prerequisites and general conditions of the training The Trainer The Training Acceptance and group atmosphere	
	Getting familiar with methodical framework for teaching & learning: Short theoretical introduction Part I. Presentation of Model Activity Part II. Analysis of the Process Part III. Planning for Implementation Possible adaptations References Annex 1	2 hours
Theme 2: **Moral Dilemmas in the Contemporary World** SDC, LT Definitions / Intros Part I. Presentation of the Model Activity Part II. Analysis of the Process Part III. Planning for Implementation Possible adaptations References	**Introduction into the theme: Being human in controversial, conflicting, critical situations** Personal characteristics of fair-minded person Courage to overcome bias Ability to say "yes" & "no" Egocentrism and its consequences	1,5 hours
	Sub-theme 1. Fair personal decisions: Self-awareness & self-reflectivity Self-correctness	1,5 hour / each sub-module
	Sub-theme 2. Fair interpersonal decisions: Ability to listen & hear Willingness & readiness to help Care for other in personal & professional settings	1,5 hour / each sub-module
	Sub-theme 3. Fair social decisions: Responsible & critical decisions Individuality & sociality Personal freedom & social responsibility	1,5 hour / each sub-module

THEMES	PARTS/ SUB-THEMES	SCOPE
Theme 3: **Informed decisions** Planeta Ciencias, ES Definitions / Intros Part I. Presentation of the Model Activity Part II. Analysis of the Process Part III. Planning for Implementation Possible adaptations References	**Introduction into the theme:** Overview What is it about Structure	
	Sub-theme 1. Consuming decisions: Health impact and environmental impact Understanding labels from products Official inspection bodies Lack of information Previous assumptions and prejudices Confirmation bias	1,5 hour
	Sub-theme 2. Reliable sources of information: Quality as a standard for information References Primary and secondary sources Official organisations Scientific community Missing information Cherry picking	3 hours
	Sub-theme 3. The use of electronic devices and screens	1,5 hour
Theme 4: **Misinformation & disinformation** APRICOT, UK Definitions / Intros Part I. Presentation of the Model Activity Part II. Analysis of the Process Part III. Planning for Implementation Possible adaptations References	**Introduction into the theme:** *Fake News!: Why should we care?* The phenomenon of Fake News Impact on society	0.5 hours
	Sub-theme 1. Fake News, Misinformation and Disinformation – Types and Tactics: Types, definitions and intentions How disinformation is created and spread Annex 2: Fake News, Misinformation and Disinformation	2.5 hours
	Sub-theme 2. Fake News – **How to spot it!** Critical Digital Literacy (CDL) Applying CDL skills to identify, interpret and challenge Misinformation & Disinformation	2 hours

THEMES	PARTS/ SUB-THEMES	SCOPE
	Annex 3: Tacking Disinformation through Critical Digital Literacy	
	Sub-Theme 3. Fact Checking and anti-misinformation actions Tools for detecting and reporting disinformation	1 hour
Theme 5: **Safety & Privacy** ItF Institute, DE Definitions / Intros Part I. Presentation of the Model Activity Part II. Analysis of the Process Part III. Planning for Implementation Possible adaptations References	**Introduction into the theme: Understanding and protecting security and privacy** Definitions of security and privacy Technical possibilities of data protection Critical handling of private data Possibilities to protect yourself on the net	0,5 hour
	Sub-theme 1. Technical possibilities: Overview of current antivirus programs Tasks of antivirus-program Security settings Annex 4: Technical possibilities	1,5 hours
	Sub-theme 2. Serious surfing behavior: Recognize reputable websites Recognizing and avoiding dangers Annex 5: Serious surfing	1,5 hours
	Sub-theme 3. Secure use of social networks Protection in social networks Protecting own data, protecting emails Personal attacks and cyberbullying Annex 6: Secure use of social networks	2,5 hours

The course is built around:

- Train the trainer program: information and activities for 5 themes, 12 sub-themes;
- Training material: 6 annexes and 5 presentations.

AE can decide to deliver the full course or only some parts depending on contextual specifics.

The total number of hours – 40 (28 contact hours +12 hours of individual work, including self-evaluation).

The methodology for training delivery

All themes will be presented in following order:

Part I. Presentation of Model Activity

1. General introductory activities to be decided by course presenters
2. Introduction to a session/theme, describing what will occur during it
3. Experiencing a guided lesson/activity
4. Reflection on a guided lesson/activity

Part II. Analysis of the Process

1. Recalling all steps of a model activity/lesson
2. Analysis of a model activity/lesson from learner's perspective
3. Analysis of a model activity/lesson from teacher's perspective
4. Discussions

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts
2. Development of a draft plan for implementation

Description of competencies to be improved

The course is aimed at the development of AE working with diverse groups of parents / grandparents.

The course will enable them to:

● develop open, collaborative, collegial relations between adult educators from project partner countries;
● expand understanding of parental education, critical thinking, media literacy (including the context for CT);
● increase capacity to think critically, engage in critical reflection;
● use practical methods of teaching based on theoretically sound ideas, methodologically consistent framework
● take responsibility for work with parents by becoming their counsellors & supports;
● become confident implementing the programme in educational settings;
● prepare course participants to deliver courses to other colleagues.

At the end of the course participants will:

● be aware of main principles of work with parental audience;
● better understand concepts of ML & CT;
● be ready to use methodical framework for teaching & learning; apply relevant strategies & methods;

- be able to plan their own teaching – to review and adapt adult education programmes / courses;
- be ready to teach colleagues in a local environment.
- be able to cite and explain the various types of Misinformation and Disinformation
- explain how Misinformation and Disinformation is created and spread in the digital environment and the various intentions behind it.

Table 2. Competences to be developed during the course

Competence	Description
Communication & cooperation	Open, collaborative, collegial relations between adult educators from project partner countries.
Increased knowledge	Understanding / awareness of main concepts, themes, issues.
Increased personal abilities	Practising CT skills, engaging in critical reflection.
Developed / extended professional abilities	To use practical methods of teaching based on theoretically sound ideas, methodologically consistent framework. To prepare course participants to deliver courses to other colleagues.
Increased professional self-confidence	Readiness for work with target groups; readiness to become their counsellors & supporters. Confident professionals, ready to implement courses in various educational settings.

Those are generalized competences for the whole course. Each theme has its own list of competences to be developed, improved, enlarged.

Evaluation and Assessment

The course also has its Evaluation and Assessment Forms to be filled in BEFORE and AFTER training of adult educators.

- Pre-training Evaluation and Assessment Form: https://forms.gle/3av7Nh6fK5NHHEiZA
- Post-training Evaluation and Assessment Form: https://forms.gle/9pwSW3qzRXUqgWr28

Chapter 2: Theme 1: Introduction into the Course

2.1   Introduction into the theme

The aim of this theme is to present & discuss the conceptual background of the course, *namely*: to get acquainted with the course, to be aware about the learning process, to get deeper into the main course, to clarify the target audience of adult learners, to get familiar with the framework methodology of the course.

AE will learn:

● how the APRICOT project defines media literacy, critical thinking, parental / grandparental education, disadvantaged groups of learners;

● to apply the framework methodology for teaching target groups in practice;

● to reflect upon the learning process;

● to plan their own teaching-learning process, while introducing the course for specific target groups.

2.2   Main principles working with target groups

8 basic principles for work with AE

We follow 8 basic principles for work with AE:

1. *Autonomy and self-direction* - AE will be introduced to the project and the course and will be fully aware of the purpose of their learning – what they will learn and the benefits of that learning;
2. *Learning by doing* - AE will be engaged in an active, experiential learning process;
3. *Relevance* –the content and form of learning will be adequate to AE needs, professional realities;
4. *Experience* – AE will be able to build their learning based on their personal and professional experience;
5. *Multi-sensory* - Audio, video, and practical hands-on activities will be used amongst other resources in the learning process to ensure a multi-sensory and varied experience;
6. *Practise* – AE will have time to test course materials in their professional environments by completing individual tasks;
7. *Personal development* – the course will contribute to personal development as well as improving professional skills
8. *Involvement* - AE will be actively involved not only in the process of learning, but also in the process of course development. Their examples, teaching tips, and feedback will be used for course improvement. AE are treated as co-authors of the course.

Teaching disadvantaged people

In adult education[1], attention should always be paid to disadvantaged participants from difficult social backgrounds. There are many types of disadvantage: e.g. disadvantage due to origin (migration), disadvantage due to low income (economic background), disadvantage due to psychological or physical limitations, disadvantage due to low educational attainment and low social status. It is important to specifically address these socially disadvantaged participants and to integrate them into the group.

In our project "APRICOT - Attentive parental education for wise being and co-being in changing times" we would like to pay special attention to the group of socially disadvantaged, low-skilled people and enrich the training concept accordingly.

This group of learners often lack basic key skills, and so before concepts such as media competence or critical thinking can be addressed, more general basic competences - such as personal, social and self-management skills - come into play.

Personal, social and self-management skills influence the motivation to learn and actively participate in the course. This is where the trainer's skills are required.

It is important to be mindful of social context during a training session. Participants may have concerns regarding the learning process or their behaviour being observed and evaluated, particularly where there is a lack of self-confidence.

Another aspect of motivation concerns the values and identity of a person. Disadvantaged people often have a value system that differs from or contradicts the values of "established" social groups. This own identity contributes to maintaining their self-esteem and dignity. For the trainer this is a special challenge.

Motivation of the target group

It is very important to organise a preparatory meeting with the individual participant before the start of the training in order to inform him/her about:

● basic skills
● the goals and methods of the training
● the rules as well as time and place of the training
● their role during the training.

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[1] This document is based on the elaboration of a European project:
EUROPÄISCHES PRO-SKILLS Projekt 230054-CP-1-2006-1-LU-Grundtvig-G1 www.pro-skills.eu

Prerequisites and general conditions of the training

Training for the disadvantaged does not differ significantly from other training if modern didactic principles are taken into account. However, the didactic and pedagogical expertise of the trainer is more in demand with this target group. Motivation, group dynamics, communication and cultural aspects come more to the fore.

The Trainer

For a positive and successful implementation of the training, the trainer's competences, characteristics and tasks are important.

The trainer should bring the following additional competences:

- Sensitivity for cultural aspects (especially for the social culture of the target group)
- Ability to arouse and maintain the motivation of the participants
- Observation skills (observation of group dynamics and the whole training process)
- Flexibility to adapt the training to the respective group of participants and their needs
- expertise in (interactive) pedagogical approaches
- Abilities to encourage participants to participate and take active action

Some of these competences are necessary for any training, regardless of the participants, but are particularly important when dealing with the target group of disadvantaged people, especially if they have unfavourable previous experience with traditional education systems.

The trainer is responsible for the following general aspects of training with disadvantaged people:

- A clearly defined framework and clear and realistic goals should be made transparent to the participants.
- He/ She should work with the participants' resources and adapt the training to their experience and previous knowledge.
- He/ She should observe and evaluate the training process and adapt it to the needs of the participants if necessary.
- The training process should be comprehensible for the participants so that they can become aware of their experiences in the group.
- The trainer should be aware of his or her role and especially of his or her limitations within the training context.

The Training

It is very important for the participants to feel accepted and to gain confidence in the trainer and the training.

This can be promoted in the following ways:

● The training should always take place under the umbrella of a well-known organisation or institution and should not be the personal responsibility of an individual trainer.
● It can be helpful for the participants to get to know the trainer and the premises in advance of the training. They will become familiar with the facility and feel a little more confident at the beginning of the training. People who do not feel safe can cancel their participation in the training without losing face.
● The participants should be informed in detail about the content, methods and rules of the training in advance.

Acceptance and group atmosphere

A good atmosphere in the group and mutual acceptance among the participants are essential for a successful implementation of the training, especially if the target group experiences rejection and social exclusion in their daily life.

This requires some basic regulations:

● The group atmosphere has first priority. Conflicts among the participants should be addressed immediately – these situations give an opportunity to practice the application of important social skills
● Some basic rules should be agreed at the beginning of the training, for example feedback rules, accepting different opinions and previous experiences etc. Depending on the group and the time frame, these rules can be developed together with the participants.
● The training should be fun. There should be enough time for breaks, relaxation or warm- up games and exercises.

Taking into account the needs of the participants

The training should take into account the needs and specifics of the participants*:

● At the beginning of the training the participants should have the opportunity to express their needs and expectations.
● The participants should be actively involved in the design of the training.
● The design and methods of the training should be in accordance with the cultural and social background of the target group.
● The learning process should include small steps from known to unknown and from simple to more challenging content. It is the trainer's responsibility to ensure that each participant can follow the learning process.
● The questions and expectations of the participants should be answered.

2.3 Getting familiar with framework methodology

Short theoretical introduction

● The learning is based on the CEA approach and ERR framework (evocation/realization of meaning/reflection) for teaching and learning processes.

Evocation – is the stage where learners are invited to use their prior knowledge, experience before stepping into the new material. This stage aims to evoke learners' interest in the new theme and get ready to learn more.

Realization of meaning – is the stage where learners get acquainted with new material and get actively involved in its comprehension;

Reflection - is the stage where learners connect their prior knowledge and experience with newly acquired information and reflect upon it and the overall process of learning

● The learning employs a variety of strategies and methods such as interactive lectures, individual, pair and group work;
● The duration of delivery of this theme is 4 hours

Table 3. Overview of the theme

Learning objectives	Content	Activities/methods	Material	Time	Learning outcomes
To present & discuss conceptual background of the project	Overview of the course: what and how we will learn	Interactive lecture and group discussions	Multimedia	15 min.	Clear understanding of the course aims and nature
	Parental education	Reading, talking & writing *Brainstorm, K-W-L*	Handouts, multimedia Flipchart, markers	15 min	Getting acquainted with the concept
	Work with disadvantaged groups (Basic competences, pedagogical approaches, training concept)	lecture through presentations; interactive lecture and group discussions	Multimedia (Projector) Handout, Worksheets, Flipchart, markers	30 min.	Getting acquainted with target groups

Learning objectives	Content	Activities/methods	Material	Time	Learning outcomes
	ML&CT concepts	Reading, talking & writing *I.N.S.E.R.T [2]/ Jigsaw*	Handout, multimedia Flipchart, markers	40 min.	Getting acquainted with the concept
To get acquainted with methodical framework of the course	The research about how adults learn best	Interactive lecture and group discussions	Review of scientific articles, multimedia	10 min.	Getting acquainted with the framework
	ERR framework	Process analysis & reflection Individual & group discussions	Flipchart, markers	10 min.	Getting experience of the ERR framework and Reflection upon learning process and its replication in natural contexts

Part I. Presentation of Model Activity

Step 1

The workshop participants are involved in 1-2 minutes "warm-up" activity, after the session leader introduces the aim of the session & briefly describes what will happen during it.

Step 2

Task 1: The course participants are asked to think of an example of a positive learing experience they have had as parent or grandparent. When was it? What was it? How did it happen? What was learned? If some from the group are not parents, they are invited to think about their own parents or grandparents.

All examples & stories are listened to, written down on flipchart paper, later grouped into several categories according to their nature. The experience of each group member will be used later, discussing another theme "How adults learn best".

Task 2: The first task serves as an introduction into the parental education theme. The second task leads into deeper inquiry on the topic. Participants have to think about parental education in connection with critical thinking & media literacy concepts. The course

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[2] Interactive Noting System of Effective Reading and Thinking

participants' experience is used for filling in the first column of the K-W-L (Know- Would like to know- Learned) chart (Ogle, 1986).

KNOW	WOULD LIKE TO KNOW	LEARNED

The presenter discusses with participants what they know about parents' education. Answers are written in the first column. The second step involves finding out what participants would be *interested to know* – and filling in the second column of the table.

At the conclusion of the session, the participants will return to the K-W-L & decide what they have learned. Some of their questions may have remained unanswered, and there also may be new questions. If so, these questions can be the basis for further inquiry.

Task 3: The participants are given the text "**Media Literacy for Clinicians and Parents**" (Olson C.K, Beresin E.V., Schlozman S.C.) Text is presented in the Annex 1.

The text is divided into 6 parts & analyzed using Jigsaw (Slavin, 1990) method. Part 1: "How young children perceive and use media"; Part 2: "Preschool years"; Part 3: "How school age children and adolescents perceive and use media"; Part 4: "Family context and media"; Part 5: "Understanding media content"; Part 6: "The striving family. Difficulties with peer relations".

Step 3. Jigsaw Method

1.   Participants will be responsible for learning all parts of a given text, but each person will become an expert on one part of the text & will teach others about it.
2.   Everyone is assigned to a so-called "home group" of 6 members. Each "home group" member gets different parts of the same text.
3.   "Home group" members are sent out to "expert groups" – those who read the same part of the text.
4.   Every "expert" gets a copy of the article & an expert sheet. It contains questions to guide that person's reading of the text. The expert sheets differ, because later each person will be responsible for helping the others in the home group learn about the aspects of the reading covered by his or her expert sheet.
5.   Everyone reads the article for 15-20 minutes. Everyone pays attention to the material that answers the questions on his or her expert sheet.
6.   Experts study & discuss the text in expert groups. Discussions are led by a leader for each expert group. The group agrees on what the question means or what the task is before answering. Clarify anything that participants are unsure of. The expert groups discuss their questions and answers for about 10-15 minutes. The leader of the session circulates among the expert groups to provide any further necessary

clarification. Experts have to be ready to teach "home groups", so need to decide upon the most suitable form of explanation. The expert's task is not just to read or report word by word, but to use simple and clear language to transfer the main message and most important ideas of the specific text they were given.

7.   Experts return back to "home groups" and teach their colleagues. Each participant takes no more than 5 minutes to present to the others what she/ he learned in the "expert group".
8.   Participants evaluate the process of teaching & learning.

Task 4: Participants fill in the last column of the K-W-L chart individually. Then share what they have learned & check nothing has been left unanswered in the middle column.

Part II. Analysis of the Process

1.   Recalling the learning process - what, when, how.
2.   Reflection upon the learning process – what learners felt, experienced, learned.

Part III. Planning for Implementation

1.   Discussions about how & to whom this lesson/activity can be applied at local contexts.
2.   Development of a draft plan for implementation.

Possible adaptations

If adult educators plan to work with disadvantaged groups of parents/grandparents, we recommend:

● to use short texts or/and more visual materials (in case of low education/poor reading and writing skills);
● to apply pair to pair or small group work (in case of low self esteem, socio-emotional skills);
● to use native language texts (in case of multi- national audiences with low language skills of the residence country).

References

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@ INTRODUCTION INTO THE COURSE & LEARNING FRAMEWORK

(for distance teaching & learning)

The objectives of this learning activity are to get acquainted with the project concepts and to get familiar with the framework methodology of the course.

AE will learn:

- how the APRICOT project defines media literacy, critical thinking, parental/ grandparental education, disadvantaged groups of learners;
- to use framework methodology for teaching target groups in practice;
- to reflect upon learning process
- to plan their own teaching-learning process, while introducing the course for specific target groups

Getting familiar with framework methodology

- The learning is based on the CEA approach and ERR framework (evocation/ realization of meaning/reflection) for teaching and learning process.

Evocation – is the stage where learners are invited to use their prior knowledge, experience before stepping into the new material. This stage aims to evoke learners' interest in the new theme and get ready to learn more

Realization of meaning – is the stage where learners get acquainted with new material and get actively involved in its comprehension

Reflection - is the stage where learners connect their prior knowledge, experience with newly acquired and reflect upon it and overall process of learning

- The learning employs open questions, I.N.S.E.R.T strategy, individual, pair and group work, discussions
- The duration of delivery of this theme is 1,5- 2 hours

Part I Presentation of Model Activity

Evocation question for course participants:

What does media literacy (including critical & digital literacy) look like in your organization and/or in your professional practice?

Course participants think for themselves and share their practice within an on-line course group. Approximate time – 15-30 minutes (depending on group size)

Evocation task for group work:

GROUP 1: what parents/grandparents can do - and already do - to support their children in media literacy?

GROUP 2: what parents/grandparents can do - but don't currently do - to support their children in media literacy?

GROUP 3: what adult educators can do – and already do - to support parents/grandparents in media literacy?

GROUP 4: what adult educators can do – and don't currently do - to support parents/grandparents in media literacy?

Course participants work in break out rooms and look together for answers to the given questions. Approximate time for groups' work- 10- 15 minutes (depending on group size); and 2-3 minutes for each group's presentation.

Realization of meaning/comprehension task.

Group work in break out rooms. Please, remember the attack on the US Capitol. This event left parents wondering how to talk to their kids about what happened. What would be your advice?

Groups think about 2-3 tips for parents and discuss them together. Afterwards read individually, the text by Dr. Neha Chaudhary „10 tips for talking to your kids about the attack on the US Capitol"

https://edition.cnn.com/2021/01/08/health/talking-kids-capitol-violence-wellness/index.html.

Look for and mark similar (+) tips and new ones (!). Then share individual findings with the rest of the group.

Reflection. Work in the main session.

How could you apply those tips to other situations/in an authentic context?

Participants may be asked to prepare/ to provide real life examples of the application of these tips.

Part II. Analysis of the Process

1.   Recalling all steps of a model activity/lesson.
2.   Analysis of a model activity/lesson from learners' perspective.
3.   Analysis of a model activity/lesson from adult educators' perspective.
4.   Discussions.

Part III. Planning for Implementation

1.   Discussions about how & to whom this lesson/activity can be applied at local contexts.
2.   Development of a draft plan for implementation.

Possible adaptations:

Content: use any relevant text/material/relevant to group profile/experience;

Time: schedule work in accordance with group size; make breaks if necessary (recommended after evocation and/or realization of meaning stage); leave enough time for reflection, analysis of the process and planning for implementation.

Work in the main session/break out rooms: if the group of learners is small, there is no need to work in breakout rooms. If the group is big, it is recommended to work in pairs of trainers/adult educators.

Possible additional activities:

Creating the Stories: You can create Stories about your learning experience.

More about it in chapter 7: @Storytelling.

References

Neha Chaudhary. *10 tips for talking to your kids about the attack on the US Capitol.*
https://edition.cnn.com/2021/01/08/health/talking-kids-capitol-violence-wellness/index.html

Chapter 3: Theme 2: Moral Dilemmas in the Contemporary World

3.1 Introduction to the theme

The aim of this theme is to discuss moral dilemmas that people face in the contemporary world – to name, analyse and reflect upon them.

AE will learn:

- the main concepts of the theme how to apply them in practical tasks;
- to present and discuss moral dilemmas with adult learners;
- to use framework methodology for teaching target groups in practice;
- to reflect upon content and learning process;
- to plan their own teaching-learning process, while introducing the course material for specific target groups

How it works:

- The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection);
- The learning employs an interactive lecture, individual, pair and group work, and a variety of strategies and methods;
- The duration of delivery for this theme is 4 hours

Table 4. Overview of the theme

Learning objectives	Content	Activities/methods	Material	Time	Learning outcomes
To present & discuss main concepts of the theme	**Introduction to theme:** Being human in controversial, conflicting, critical situations	Interactive lecture and group discussions	Multimedia	1,5 hours	Acquaintance with main concepts
	Sub-theme 1 Fair personal decisions: self-awareness & self-effectivity; self-correctness	Reading & writing, watching film & talking. Brainstorm, double diary	Handouts, multimedia Flipchart, markers	1,5 hours	Awareness of importance of fair personal decisions; ability to reflect upon them

Learning objectives	Content	Activities/methods	Material	Time	Learning outcomes
	Sub-theme 2 Fair interpersonal decisions: ability to listen & hear; willingness & readiness to help, care for others in personal & professional settings	creating film scenario	Multimedia (Projector) Flipchart, markers	1,5 hours	Awareness of importance of fair interpersonal decisions; ability to reflect upon them
	Sub-theme 3 Fair social decisions: responsible & critical decisions; individuality & sociality; personal freedom & social responsibility	Reading, talking & writing *I.N.S.E.R.T* Unfinished sentences; essay	Handout, multimedia Flipchart, markers	1,5 hour	Awareness of importance of fair social decisions; ability to reflect upon them

Being human in controversial, conflicting, critical situations

The world is full of situations that may be challenging and difficult to navigate – a situation could be of critical importance, or filled with controversy and conflict. It can be hard to interpret these situations clearly – to understand the behaviour and intentions of others, as well as the role we ourselves play in them. When faced with these uncertain situations, people need to possess the skills, knowledge and practical experience to make sound personal decisions.

Controversial situation means a situation which does not have a single agreed upon solution. This term has synonymous meanings **–** uncertain/ disputed/ polemic/ debatable situation and very well known saying "hot potato" – neither to take it, nor to drop; I am neither hung up, nor released.

Controversial issues are those that produce strong emotions, feelings and divide opinion in communities

Conflicting situations means some kind of contradiction that has to be resolved. This term has synonymous meanings – clashing/ contradictory/ paradoxical/ inconsistent/ incompatible situation and saying "in-between": we are here, but still feeling like balancing between earth and sky

Critical situation means a dangerous situation in which one needs to make quick and appropriate decisions. This term has synonymous meanings -crucial/pressing/urgent/vital, etc.: *The epidemic situation is critical in our country; not taking critical decisions, we will lose our competitive advantage.*

These sort of situations require us to make a judgement about the fair and appropriate response in the given context, and we can find ourselves faced with a moral dilemma, perhaps including making a decision that would mean placing ourselves at a disadvantage. For example, a job vacancy we would like to apply for, but know a colleague is better suited for; a neighbour we see stealing food but whom we know has recently lost their job. Sometimes controversial, conflicting and critical situations that we appear in, call us to make honest, fair decisions not simply for personal favor. And even the opposite. For example, I want and can take this job position, but I know that my colleague is also eager to take it. She is more qualified and can serve the company better. Shall I pretend that I am competent enough or shall I step aside? I saw my neighbor and close friend stealing goods from the supermarket. I know he has lost his job. Should I report on him?

There is never just one possible solution in these complex situations and their existence necessitates a discussion on the need to cultivate fair mindedness. Being human in controversial, conflicting, critical situations means being able to make wise, unharmful and wise decisions that sometimes are simple, sometimes – complex. But never one-sided. In such cases we talk about the need to cultivate fair mindedness.

Fair mindedness is a disposition of mind that enables the thinker to treat all perspectives relevant to an issue in an objective manner, without privileging one's own views, or the views of one's group (L. Elder, R. Paul).

Fair mindedness is opposite to egocentrism, sociocentrism (specific group, based on common interests), exceptional ethnocentricity, etc. Fair mindedness is not easy to cultivate as it has to fight our natural instincts, beliefs, habits.

9 reasons for teaching controversial issues

1. *Controversial issues* are by their very nature highly significant issues in society - learning about these should be part of every young person's social and political education.

2. *Debating controversial issues* is part of the democratic process – it helps young people to develop some of the essential competences of democratic citizenship, such as open-mindedness, curiosity, willingness to understand the other, tolerance, and the skills of democratic debate and peaceful conflict resolution.

3. *Young people are bombarded* by information on controversial issues on a daily basis through their use of modern communication technologies, such as mobile phones,

Twitter, Facebook, etc., - they need help to be able to make sense of and deal with these.

4.   *The media often present* controversial issues in partial and misleading ways - in the absence of help elsewhere, it is the duty of the school to make sure young people gain a balanced understanding of issues which have the potential to make such a difference to their lives.

5.   *There are new controversies* arising all the time – by learning how to deal with controversial issues now young people will be better prepared to deal with them in the future.

6.   *Investigating controversial issues* demands a range of critical thinking and analytical skills – it helps young people to learn how to weigh up evidence, detect bias and make judgments on the basis of reason and evidence.

7.   *Engaging with controversial issues* can make a positive contribution to young peoples' personal and emotional development – it helps them to understand their emotions and clarify their values, become better learners and more confident individuals.

8.   *Teaching about controversial* issues involves real-life, up-to-date issues – they help to bring citizenship and human rights education to life.

9.   *Students very often raise controversial issues* themselves regardless of the topic of the lesson – it is better for the teacher to be prepared in advance for how to deal with such events than to have to respond 'off the cuff'.

(Berg, W.,Graeffe, L.& Holden, C, 2003, p.35)

Example of sub-theme structure

Part I. Presentation of Model Activity

Step 1. WARM-UP: GUESS WHAT IS IT?

The session leader imitates any object (thing, phenomenon) present in the room, without words. Course participants are asked to guess what it is. Participants can be invited to take part and encouraged to take turns. This warm-up helps to focus attention and prepare for the session ahead.

Step 2

Task 1: The course participants are asked to remember any controversial situation and/or a situation that created mixed feelings for them (e.g. being unsure of how to react or what

to say). Each group member is given short guidelines on how to present this personal experience.

It happened (when, where, with whom ….)

I was …. (description of action/position…)

I experienced... (description of discomfort, confusion, uncertainty...)

Finally, I…. (resolution of situation)

I remember this situation, because…. (why it is remarkable, not forgettable)

The lead of the session makes notes during each presentation and later categorises them, according to type of controversy/conflict/critical issue and/or experience/reaction/etc. The experiences will be used later, discussing the subtheme "Fair personal decisions".

The lead of the session asks participants to conceptualise personal experiences by placing them in the Venn diagram:
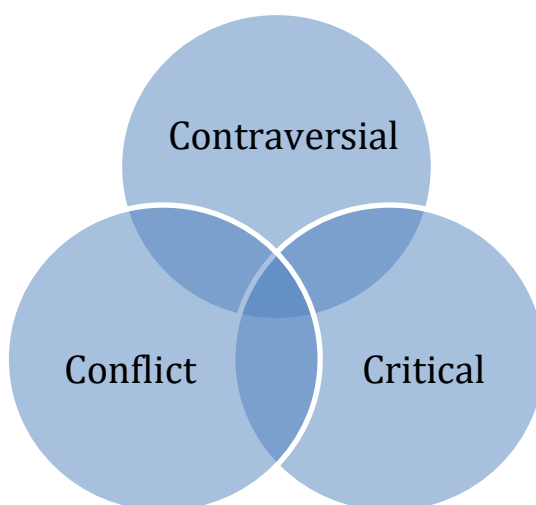
Participants have to explain their choices and give their own definitions to "controversial situation", "conflict situation", "critical situation".

Step 3

Personal definitions can be compared with those from online dictionaries. Participants are asked to reflect upon this small introductory activity – what they have learned and experienced.

Part II. Analysis of the Process

1. Recalling the learning process - what, when, how.
2. Reflection upon the learning process – what learners felt, experienced, learned.

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts.
2. Development of a draft plan for implementation.

3.2 Fair personal decisions

Definition

Fair personal decisions mean good, adequate decisions made in accordance with one's beliefs and values. Fair personal decisions are not biased decisions - a person acknowledges his / her limitations, lack of knowledge, skills. He/she, before making any decision, asks the following questions:

● Are my thinkinking and actions based on reliable and not one sided information? (not on outdated and/or one source of information)
● Are my actions based on wishful thinking? (to see/to get what I want)
● Are my aims fair in a given situation? (to take account contextual peculiarities)

Fair personal decisions are based on ethical norms (universal and particular), written and unwritten code of conduct. Fairness at a personal level has to do with personal integrity. He/she tries to be equally fair in all situations, not only in those that are more comfortable, safe, profitable. Fair minded people are: a) aware of their strong and weak points, bias and limitations; b) willing to correct themselves, to improve; c) sensitive to a context; d) use effective self-improvement strategies.

Part I. Presentation of Model Activity

Step 1. WARM-UP

Ask course participants to read the following statements and say which decision looks fair and which does not. Why?

To write this English essay, I am just going to copy and paste from a similar task I did last year.

I do not feel like going to school today. I will ask my mom to call my class teacher and say that I have a bad headache.

I have read enough about global warming. I am pretty sure that consumption is the main reason for it. So I am not going to search for any other reasons.

I am not going to learn any more. I have been at school for 12 years, and I know what teaching and learning is about.

I am too old for any kind of crazy activities. People at my age have to model appropriate behaviour.

I have known my teenage neighbours for some time – I think all teenagers have very complicated characters

Discuss briefly how judgments were made. If it was easy/difficult / complicated and why.

Step 2

Personal decisions are based on many internal and external factors that sometimes complicate our judgments. See short film by Pepe Danquart "Schwarzfahren" / "Black rider" https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s

While watching, course participants should be asked to complete an individual task - fill in the Double Diary. The left side of the Double Diary is for the description of the fair/not fair decision that was noticed, the right side is for reactions and decisions - why does one consider actions as fair/not fair.

It is recommended to watch the film in 4 parts. The first part: 0:00-2:17; the·second part: 2:18- 5:03; the third part: 5:04- 7:30; the fourth part: 7:31- 9:59. The pause between each part should be used to fill in the Double Diary. It should take around 7-10 minutes.

Table 5. Double Diary

Fair/not fair decisions (who did & what)	Reactions/comments
1st stop:	
2nd stop:	
3rd stop:	
4th stop:	

At the end of the activity, put participants into groups of 3-5 and ask them to discuss what they have noted in their diaries. Ask for justification - whose decisions were fair and whose not fair? why?; which information/facts/evidence support participants' judgements?

Step 3

Ask participants to reflect upon the activity:
● What do they think about the resolution of the situation?
● Is it fair / not fair?
● For whom?

Part II. Analysis of the Process

1. Recalling the learning process - what, when, how.
2. Reflection upon the learning process – what learners felt, experienced, learned.

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts.
2. Development of a draft plan for implementation.

3.3 Fair interpersonal decisions

Definition

Fair interpersonal decisions are those based on mutual respect not limited by differences of age, social status, ethnicity, religion, personal beliefs. Interpersonal fairness can be recognized by: 1) ability to listen & hear; 2) willingness & readiness to help; 3) suspension of personal desires for the sake of others (for example, those who need support).

Part I. Presentation of Model Activity

Step 1. WARM-UP

Group participants by giving them the number 1 or 2. Participants who are a number 1 pair with someone who is a number 2 and then they stand back to back. Number 1's – the "teachers" – are asked to make a movement and number 2's – the "students" – are asked to mimic it at the same time. The roles are then reversed, with numbers 2's becoming the "teachers" and number 1's becoming the "students".

After this exercise, ask participants how it felt to demonstrate the movements and how it felt to try to replicate them. What was difficult and what was easy and why?

In other similar cases participants in the "teachers" role, often report that they feel responsible for helping their partner (students) to repeat movements as well as possible. "Teacher's" /"leader's" sense of responsibility for the accuracy of the repeated movement appears stronger than "student's"/"follower's".

Step 2

It looks like some characters in the film are able to listen and hear what happens between the old lady and the young man. But they do not show any willingness or readiness to step in. How might the situation be different if some characters intervene?

Divide participants into pairs or small groups and ask them to rewrite the scene that they have just watched. Propose several options of fair interpersonal behaviour for the resolution of the conflict:

1st option - pair of young girls or boys intervene

2nd option - the young woman (with the boy) intervenes

3rd option - the old man (with the glasses) intervenes

4th option - the motorcyclist intervenes

5th option - the young man (with headphones) intervenes

The different scenarios may be presented visually (performed) or read out. Discuss which scenario looks most reliable and why?

An alternative task may be to retell the story/the accident from the perspective of different characters.

<p align="center">Step 3</p>

The course leader may ask participants:

a. to share their real life examples of fair interpersonal behaviour in conflicting situations (either personal or professional);
b. to present examples of active, supportive mediation in the conflicting situations, they have read / heard about (from secondary sources).

Part II. Analysis of the Process

1.   Recalling the learning process - what, when, how.
2.   Reflection upon the learning process – what learners felt, experienced, learned.

Part III. Planning for Implementation

1.   Discussions about how & to whom this lesson/activity can be applied at local contexts.
2.   Development of a draft plan for implementation.

3.4   Fair social decisions

Definition

The film by Pepe Danquart " Schwarzafahren" / "Black rider" revealed silent, but evident interpersonal conflict between old/white and young/black persons. In fact the conflict is not only between personalities, but between past and present; narrow mindness and open mindness; between homogeneous and heterogeneous society. The tram itself represents the society of a certain time. Therefore, it is good to have more explicit discussion about the wider context -   where and in what year the action takes place; from what details one can assume that the action takes place at such a time; what social processes took place at that time and so on.

apricot
for parents

Personal and interpersonal behaviour is highly influenced by particular contextual factors. Be mindful of people's behaviour during different historical periods, and more recently with the COVID-19 situation. Did we become more accurate, attentive, sympathetic, more responsible, more critical?

Part I. Presentation of Model Activity

Step 1. WARM-UP

The course participants may be asked to share recent personal examples of fair/not fair social behaviour/decisions in the context of COVID 19 situation: what particular situations, or actions to/by whom were considered fair/not fair and why?

Step 2

Give the course participants text - a relevant example of social behaviour at community / society / in-country level. Ask them to read it using the I.N.S.E.R.T method (Interactive Noting System for Effective Reading and Thinking,Vaughn & Estes, 1986). The participants should be asked to mark the text with the following notes while reading it:

> **v** - already known information
> **-** - information contradicts one's opinion or is different from what one knew or thought that he/she knew
> **+** - new information
> **?** - confusing information

The participants put different marks in the margins or another convenient place on the text according to current their knowledge and understanding. It is not required to mark each line or each idea presented, but to do it thoughtfully and reflectively. There is no requirement for the particular number of marks.

Afterwards, the participants can be asked to reflect on what they have read in pairs/small groups.. What knowledge was confirmed? What beliefs were disconfirmed? What was new? What is still unclear/questionable/confusing? One may look over his/her marked text, revise it.

Then pairs/small groups make charts/tables of fair/not fair behaviour/ solutions/decisions and prepare to justify their choices.

FAIR	NOT FAIR

After the task is completed, the leader of the session moderates the whole group discussion on the topic.

Step 3

For the reflection stage, the participants may be asked:

a) to write (5-10 minutes) reflective essay on the whole theme;
b) to use the "unfinished sentences" method of the group reflection
    (*I have understood*……..; *I have felt……..; I am still……., etc.);*
c) to draw any symbol illustrating their feelings at the end of training.

Part II. Analysis of the Process

1. Recalling the learning process - what, when, how.
2. Reflection upon the learning process – what learners felt, experienced, learned.

Part III. Planning for Implementation

3. Discussions about how & to whom this lesson/activity can be applied at local contexts.
4. Development of a draft plan for implementation.

Possible adaptations and recommendations for adult educators

1. Any content that is relevant to the current theme can be used for the teaching-learning activities (short films/documentary films/photos/pictures/stories/reports/press release. etc.). Use any material that speaks for your target groups, and is meaningful. It is necessary to evaluate proposed content before its delivery - is it not biased, not insulting, too sensitive, too superficial.

2. Other teaching-learning methods can be used to get into the theme. The most important thing is to allocate time for individual/pair/group work, and provide inviting space for discussions and reflections.

3. The content and the method of delivery will also depend on the profile of the target audience. If the group consists of struggling readers for example, it is better to use visual material; if the audience is multi-ethnical it is not advisable to use very sensitive topics. It might be difficult to get active involvement, to manage discussions.

References

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@ MORAL DILEMMAS IN THE CONTEMPORARY WORLD: FAIR PERSONAL DECISIONS

(for distance teaching & learning)

The objective of this learning activity is to analyse and reflect upon the concept of "fair personal decisions" as learners and as adult educators.

AE will learn how:

● to present and discuss the concepts with adult learners
● to use framework methodology for teaching target groups in practice
● to reflect upon content and learning process
● to plan their own teaching-learning process, while introducing the course material for specific target groups

How it works:

● The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection)
● The learning employs small cases, double diary, individual and group work, discussions
● The duration of delivery for this theme is 1- 1,5 hours

Part I Presentation of Model Activity

Evocation task for course participants:

Read the following statements and decide which decisions seem fair and which do not. Why?

● *To write this English essay, I am just going to copy and paste from a similar task I did last year*
● *I do not feel like going to school today. I will ask my mom to call my class teacher and say that I have a bad headache.*
● *I have read enough about global warming. I am pretty sure that consumption is the main reason for it. So, I am not going to search for any other reasons.*
● *I am not going to study. I have been at school for 12 years, and I know what teaching and learning is about.*
● *I am too old for any kind of crazy activities. People at my age must model appropriate behaviour.*

> ● *I have known my teenage neighbours for some time – I think all teenagers have very complicated characters*

Course participants think for themselves for 3-5 minutes, then present and justify their decisions. Groups may be involved in a short discussion, for a maximum of 10 minutes.

Realization of meaning/comprehension task.

Individual task

● See short film by Pepe Danquart "Schwarzfahrer" / "Black rider" https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s
● While watching, complete the individual task of -the *Double Diary*. The left side of the table is for the description of a fair/not fair decision noticed, the right side is for justifications - why does one consider actions as fair/not fair.
● It is recommended the film is watched in 4 parts. The first part: 0:00-2:17; the second part: 2:18- 5:03; the third part: 5:04- 7:30; the fourth part: 7:31- 9:59. The pause between each part is to be used for filling in the double diary.
● Time for individual work – 20 minutes.

DOUBLE DIARY

Examples of fair/not fair decisions (who did what?)	Why is it fair/not fair (justification)
1st stop:	
2nd stop:	
3rd stop:	
4th stop:	

Realization of meaning/comprehension task.

Group task

Course participants continue working in break out rooms. They are asked to share their double diaries. Each statement must be justified by relevant information/facts/evidence.

Approximate time for group work- 10- 15 minutes (depending on group size); and 2-3 minutes for each group's presentation.

Reflection. Work in the main session.

Participants are asked to reflect upon a resolution of the situation: what do they think about it? Is it fair / not fair? For whom? Approximate time -10- 15 minutes

Part II. Analysis of the Process

1. Recalling all steps of activity/lesson
2. Analysis of activity/lesson from learner's perspective
3. Analysis of activity/lesson from adult educator's perspective
4. Discussions: how did we learn? /what did we learn?

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts
2. Development of a draft plan for implementation

Possible adaptations:

Content: use any video material relevant to group profile/experience;

Time: schedule work in accordance with group size; take breaks if necessary (recommended after evocation/ and/or realization of meaning stage); leave enough time for reflection, analysis of the process and planning for implementation.

Work in the main session/break our rooms: if the group of learners is small, there is no need to work in breakout rooms. If the group is big, it is recommended to work in pairs of trainers/adult educators.

References

Auhagen, A. E. (1987). A new approach for the study of personal relationships: The Double Diary Method. *German Journal of Psychology, 11*(1), 3–7.

Pepe Danquart "Schwarzfahrer" / "Black rider" https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s

Chapter 4: Theme 3: Informed decisions

4.1   Introduction to the theme

The aim of this theme is to reflect on the skills necessary in order to select reliable sources of information and make informed decisions. This includes taking into account the health, social and environmental impact of our consumer decisions or the consequences of the time spent in front of screens, for example.

AE will learn:

● how to plan and implement hands-on, learner-oriented tasks to teach critical thinking skills necessary for making informed decisions;
● to facilitate discussion with adult learners on the various factors to take into account in order to make informed decisions and choose reliable sources of information;
● to use framework methodology for teaching target groups in practice;
● to help adult learners reflect upon the concepts learnt as well as the learning process.

How it works:

● The learning is based on the CEA approach and ERR framework (evocation/ realization of meaning/reflection).
● The AE will facilitate the learning process so that the participants find the answers on their own (rather than giving them the information and answers directly).
● A variety of active and participative learning methods are used such as pair and group work, dynamic exercises, experiments, challenges etc.
● The duration of delivery for this theme is 6 hours

Table 6. Overview of the theme

Learning objectives	Content	Activities/ Methods	Material	Time	Learning outcomes
To discuss main concepts of the theme To create a participative and stimulating learning environment	**Introduction to the theme:** Informed decisions	Team Building activities Interactive lecture and group discussions	Multimedia	0,5 hours	Create a participative and stimulating learning environment Acquaintance with main concepts

Learning objectives	Content	Activities/ Methods	Material	Time	Learning outcomes
	Sub-theme 1 Consumer decisions: health impact and environmental impact; understanding product labels; official inspection bodies; lack of information; previous assumptions and prejudices; confirmation bias	Short group dynamics Group activity: the Shopping basket Group reflections and conclusions	A shopping bag with several products / group Worksheet: Product information table Handouts, Flipchart, markers	1.5 hours	Awareness of the health and environmental impact of consumer decisions. Awareness of the importance of selecting reliable sources of information. Knowledge of confirmation bias, prejudices and assumptions and ability to identify them.
	Sub-theme 2 Reliable sources of information: quality as a standard for information; references; primary and secondary sources; official sources, scientific community, missing information	Group work to create a catalogue of reliable sources of information Group discussions	Multimedia (Projector) Handout, Worksheets, Flipchart, markers	2 hours	Ability to identify reliable sources of information and to reflect on them. Ability to analyse a problem from different points of view by using different sources of information and drawing conclusions. Awareness of the standards that define the quality of information

Learning objectives	Content	Activities/ Methods	Material	Time	Learning outcomes
	Sub-theme 3 Use of screens		Handout, multimedia Flipchart, markers	2 hours	Awareness of the consequences of the overuse of screens and technology

What is it about?

Decision-making is a constant in our lives. We make decisions consciously and unconsciously whether in a personal or professional environment. In the information age it seems that we have all the information we could need at the click of a button. However, we also live in an age of fake news and the most extravagant conspiracy theories. It is therefore very important to equip ourselves with tools that allow us to identify the veracity and relevance of the information we see before we allow it to influence our decision making process .

How we obtain the information and the value that we place upon it is a very important part of making a decision. Knowing how to determine the reliability of sources, recognise our own biases and interpret the information obtained are very important skills. Although it may seem very abstract, in reality improved decision-making skills affect our daily lives in so many ways – from small, daily decisions such as which items we choose to buy to wider issues such as how we may reduce our impact on the environment.

It's not about becoming an expert in everything, neither is it a recipe for never failing. It's about being able to use the potential of today's access to information to facilitate and improve our decision making.

Rethinking how we make decisions, how we access information and determine the quality of it will allow us to prepare for future decisions as well as for unexpected scenarios by acquiring skills that will be useful in many situations.

Structure

Part I. Presentation of Model Activity

1. General introductory activities to be decided by workshop presenters
2. Introduction to a session/theme, describing what will occur during it
3. Experiencing a guided lesson/activity
4. Reflection on a guided lesson/activity

Part II. Analysis of the Process

1. Recalling all steps of a model activity/lesson
2. Analysis of a model activity/lesson from learner's perspective
3. Analysis of a model activity/lesson from teacher's perspective
4. Discussions

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts
2. Development of a draft plan for implementation

4.2   Consumer decisions

Part I. Presentation of Model Activity

Step 1.   General introductory activities

This activity will help participants get to know each other. We take advantage of the activity to divide them into groups of 3.

I just bought this...

The trainers put a variety of different objects on the floor. Each trainee must pick up one of them and explain their choice in turn using the sentence "my name is… , and I just bought this because…".

It should be something that helps the rest of the class to know them better.

How much would you pay for this?

After that, the trainer offers some products to 'buy' (chocolate, a flying car, a ticket to the moon, a sock used by Marie Curie, a magic plant that absorbs bad radiations from outside...). The trainees then decide how much of their salary they would be willing to pay for each object and put the items in order of their perceived monetary value. The order in which the objects are placed will be used to arrange the groups for the next activity.

We presume that the group who paid more for the magic plant would be more critical about chemical substances and the group that paid less, would be more critical of natural alternatives.

Step 2. Introduction to a session/ theme, describing what will occur during it

This activity is aimed at discerning the importance of access to information in our day-to-day lives and to reflect on the complexities of making informed decisions on a normal, everyday task such as shopping. Fictional shopping baskets will be assigned to small

teams, and each one will have to discuss if it seems like a purchase they would make, and if they know all the ingredients contained in it.

"Knowing the products" implies that we know what they are made of? Several of the products will have certain ingredients underlined and participants will be asked to seek information about them, within a limited time and then take part in a discussion between groups - did all groups choose the same underlined ingredients? Did they all find the same information? How valid is the information found? Are there any biases? The workshop educator will be responsible for moderating these issues throughout a collective debate, and to introduce key concepts in making informed decisions, such as the reliability of sources. This first activity aims to present the importance and complexity of the concepts that we are going to work on in this part of the course, by reflecting upon a practical, everyday example.

Step 3. Experiencing a guided lesson/activity

Task 1: Shopping basket

Each group receives a shopping bag with several products. Or, if not possible, a list of ingredients present in everyday consumer products.

They are given 5 minutes to open the bag and talk about the products, deduce what they are if the package is in another language and say whether they use them or not. This helps them to get to know each other a little.

Each product has some substances underlined in its list of ingredients. They choose one of them and look on the Internet for information about it to fill in the following table.

The substances are these:

IODOPROPYNYL BUTYLCARBAMATE
PARABENS
PHTHALATES
BISPHENOLS
TRICLOSAN
ALUMINIUM
BHT (BUTYLATED HYDROXYTOLUENE)
PESTICIDES-CHLORPYRIFOS
BENZOPHENONE
FLAME RETARDANT

SUBSTANCE EXAMPLE: SUGAR		
What is this substance used for?	Flavour enhancer, conservative	
Which kind of products contain this substance?	Animal and human processed food, candies, sweets, ice-creams, bakery, sodas, sweetened beverages, juices, etc.	
	INFORMATION A (And other information supporting A)	**INFORMATION B (Not supporting A)**
Is it harmful for the health, the environment or both?	It is one cause of metabolic syndrome, diabetes caused by insulin resistance, and obesity.	It is a quick source of energy. It is good for brain health
Link(s)	https://www.hsph.harvard.edu/nutritionsource/carbohydrates/carbohydrates-and-blood-sugar/	https://zukan.es/10-beneficios-azucar/
Blank space*		
?		
?		
Decision: Would you buy it?	**No… But actually I will!**	

*This field is very important, since at the end of the activity we will see that, for example, in this case the relevant data is "what amount of this molecule is necessary to produce that damage". This is one of the fundamental lessons, that of reading between the lines, or looking for the missing data.

What is this substance used for?	Substance exercise	
Which kind of products contain this substance?		
	INFORMATION A (And other information supporting A)	**INFORMATION B (Not supporting A)**
Is it harmful for the health, the environment or both?		

Link(s)		
?		
?		
?		
Decision: Would you buy it?		

The other possible untitled field would be:

- Is this substance essential for the use of the product, or, similarly: is it the cheapest alternative or the least toxic?
- How come the governments allow the use of this molecule if it is so harmful?
- What is the amount of these molecules in a product so it is dangerous?
- What daily exposure levels to phthalates are considered safe?
- How can we find out if there are some phthalates in the products?

Task 2: Sharing impressions

Each group presents which product they have chosen, which substance in the ingredients list was underlined and what they have found out about it.

As they talk, **the question of the reliability of the sources will naturally arise**. They could complain about the short amount of time we have given them.

If several groups have chosen the same substance, this will enable comparisons.

We are leading the activity towards the conclusion that it is important to choose the sources well, so we will encourage them to keep examining this point critically.

When all the groups have finished their presentations, the trainer encourages them to think about the blank columns. They then discuss what information could be included in that section of the table to make the information more complete and to facilitate a more informed decision about the substance.

(We want them to conclude that the amount of a substance that makes it harmful is what makes the difference in deciding whether or not to use a product. Task 3 is designed to guide them to this conclusion)

Task 3: Checking conclusions

1. The Scientific check

Let's check if the table has enough information. Sometimes it can be easier to think on a lower level. We don't know much about parabens. But we are more used to thinking about some of the other ingredients: sugar, Vitamin C, water, soap.

Now, the groups are asked to look for information about how harmful for humans and for the environment these substances are and to fill in the relevant parts of the table.

A quick google search should show numerous web pages referencing the harmfulness of these substances presuming the same information: "too much".

So, very soon they will write something like "how much…?"

2. The naturalistic check

For the last column, there is one more question to be asked. Something little children ask a lot, but adults don't, because we usually think it is too simple. The question is Why?

Why does this product use this substance? Is it really necessary? Are there any alternatives? Is the lack of it so bad that environmental and health impacts are worth it?

Sometimes the decision to use a particular substance in a product is based more on economic reasons than environmental or health reasons.

3. Conclusions

The trainer then explains how important it is to identify misinformation and to ask good critical questions about the information we have found. A key question underlying this activity is : "should I trust this information or not?".

The trainer then summarises the conclusions:

● The amount of product is important to understand how harmful it is. We can find information stating that a substance is dangerous, but in much higher doses than those found in the product.
● It is easier to find information on the potential harm of a substance to the human body than on the environmental impact. In addition, regulations can be overly permissive in this respect.
● Sometimes the regulations are based on incomplete research about the effects of the substances. Regulations may change as more information comes to light. They are not unwavering.
● It is important to find reliable sources of information. We will go back to this issue later on.
● Any other interesting conclusions proposed by the group…

Now he/she asks the groups to change what they wrote on the column "decision" and to say whether they think they have all the information or not.

Task 4: Confirmation Bias

Now, let's take a look at the decisions made by each group.

We can draw two graph axes. In the X axis we have the number of the groups. In the Y axis, we have how likely they are to decide to buy this product with the information found.

The purpose of this activity is to show some relation between the prejudices and the decisions made.

There are, mainly, two common starting hypotheses when facing this problem:

a)   **Be critical of the system**. For example, stereotypically: we live in a capitalist system that puts the interests of the market before the health of people and the environment. The products we consume are full of toxic substances that are poisoning us and the planet and the official bodies allow this because it is money, rather than politics, that rules this world.

b)   **Be critical of scientific illiteracy**. For example, stereotypically: the products we consume go through rigorous quality controls. Chemistry is everywhere, even in our bodies. Fear of chemicals comes from ignorance, because chemicals are not synonymous with harmful, just as natural is not synonymous with healthy.

c)   **Is there a third option?** Is it necessary?

For reflection: Natural is not synonymous with healthy, scientifically proven is not synonymous with indisputable, and criticizing a lot is not synonymous with critical thinking.

Some reliable sources of information about the issue:

ECHA (European Chemicals Agency): https://echa.europa.eu/home

Chemical Safety Facts: https://www.chemicalsafetyfacts.org/

American Chemistry Council: https://www.americanchemistry.com/

Easier reading:

Snopes (English): https://www.snopes.com/

Maldita Ciencia (Spanish): https://maldita.es/malditaciencia/1

Part II. Analysis of the Process

1.   Recalling the learning process - what, when, how.
2.   Reflection upon the learning process – what learners felt, experienced, learned.
3.   Reflection: The exercise was difficult to adapt to the level of the teachers. Can the same exercise be done by looking for other types of information easier to understand? What examples can you think of?
4.   Reflection: Is it necessary to give the answers on the exercise molecules or is it better to leave them open-ended?

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/ activity can be applied in local contexts.
2. Development of a draft plan for implementation.

Possible adaptations and recommendations for the adult educators

Shorter Duration:

The activity can be shortened by simply giving each group a table with chemicals they should look for without going through the previous part of discussing the products and how we use them.

Typically, the table should contain: one or two substances from the list of chemical additives, one substance from the list of common harmless substances, one alternative substance.

As the trainees progress through the exercise, they can fill in the boxes with additional necessary information. Reflections can be made after sharing the results and difficulties encountered.

Language difficulties:

The list of ingredients is given in English. They can translate them with wikipedia or with a translator to do the search in their own language.

4.3   Reliable sources of information

Are there universal guidelines or foolproof instructions for distinguishing reliable sources of information? In this part we will see that everything is relative to the particular and personal situation, but that there are some indicators that can help us recognise false information easily.

Part I. Presentation of Model Activity

Step 1. General introductory activities

To initiate a reflection on what is meant by a reliable source of information, we start with a game that tries to determine the participant's thoughts on this topic. For details on this game, please, go below to Introductory Game: Who should you ask first?

Step 2. Introduction to a session/theme, describing what will occur during it

We begin our session by saying that we are going to demonstrate an indisputable method of distinguishing useful sources of information: a sort of checklist of good practices, and

we ask if everyone agrees or if anyone has any objections. The idea is that people question any information presented as absolute and indisputable.

Whether they have reached the conclusion themselves or we have told them, we will talk about the fact that this method has to be personal and adapted to each specific circumstance. However, between us all we can write a kind of draft that will serve as a starting point for most cases.

We have thought of different options to work on, which can be presented to the students so that they can choose, in groups, the one that most appeals to them and work from there. After doing the work we identify the common points of view and work together on our checklist.

Step 3. Experiencing a guided lesson/activity

Task 1:

To start we will review the previous activity with the shopping bag - they have already searched for information on different ingredients and are asked to reflect in small groups on what elements make a source of information more reliable. To do this we ask them to divide into two coloumns those elements which they feel make an information source reliable, and those that make them more suspicious. Finally we ask them to elaborate a small decalogue about the reliability of the sources.

Task 2: Catching the lie

Continuing in small groups, we are now going to test the decalogue in an activity of catching lies. We will look at some topics from the perspective of two opposing and conflicting sources of information using the decalogue as a tool to decide which of the sources is more reliable.

Instead of working deductively, or with ad hoc hypotheses, we can do the opposite: start from two sources of information that say opposite things and try to investigate which of the two is more reliable. This makes the discovery more autonomous and personal, allowing learners to better internalise the technique and the conclusions reached. To start this task participants are first given one piece of information. The idea is that the group works on the text trying to determine whether it is reliable or not. The group explains as objectively as possible what has led them to this conclusion. After that, the trainer can give another text from a different source with contradictory information and ask the participants to determine which one is more likely to be true.

Some examples

1) Donald Trump touched Rupaul inappropriately in the 1990s
    https://worldnewsdailyreport.com/rupaul-claims-trump-touched-him-inappropriately-in-the-1990s/
2) Is food cooked in the microwave safe?
    https://www.who.int/peh-emf/publications/facts/info_microwaves/en/
3) Is food cooked in the microwave safe? (contra information)
    https://www.health-science.com/microwave-hazards/
4) Is climate change due to humans?
    https://climate.nasa.gov/causes/
5) Is climate change due to humans? (contra information)
    https://www.onepetro.org/conference-paper/SPE-109292-MS

Task 3:

With the whole group, we will reveal which information was correct and which was inaccurate. We will see how many groups got it right and reflect on which elements of their decalogues worked and which elements might not have been so successful.

Solutions to the examples:

1) Donald Trump touched Rupaul inappropriately in the 1990s

The news is false. It is enough to take a look at the website to see that it is a news site with humour, parodies and mockery of current affairs.

2)   , 3) Is food cooked in the microwave safe?

Links 2 and 3 are two websites of scientific information on the same subject where the information contradicts each other. How do you know which one is reliable and which one is not?

While it is true that the World Health Organisation sometimes makes mistakes, it is a United Nations organisation set up to deal with global health issues. It has no economic interests and cannot be lobbied by corporations. Although its control mechanisms may be flawed.

As for the second link, it is not a famous or recognised entity, but the name inspires confidence: Health Science Research.

However, there are several aspects that cast doubt on the claims it makes:

● Most of the references cited lead to pages that either do not lead to the article they promise, lead to an article that says nothing related to the topic, or lead to a non-scientific publication.
● The only scientific articles cited are from 25 years ago.

- There is no "about us" section on the website that explains who is writing the information, their academic background, their knowledge of the subject or possible conflicts of interest.

4) , 5) Is climate change due to humans?

Article 5 is scientific and it is reliable. So, why should we not give credit to it?

- The web site owner is a petrol company that obviously has interest in finding evidence that petrol is not one of the causes of climate change.
- Some scientific papers find contradictory results with climate change being caused by humans. And the research may be correct, as climate change is a complex issue. However, isolated scientific research cannot counter the sum of arguments found by thousands of pieces of research from different branches of science (biology, chemistry, physics, environment, meteorology, geology) all over the world. It is the Scientific Community that agrees and not just a few isolated individuals.

Task 4:

Finally, we will share the valid elements of the different checklists and build a final checklist of the entire group.

We will give a list of Decalogues produced by organisations that fight against deception on the internet so that they can compare this with their own.

DECALOGUE OF THE RELIABLE SOURCE OF INFORMATION

1. **Accuracy:** Compare the information you already know with that found in the source, or with that provided by another source you consider reliable. Also look for disclaimers as to the accuracy of the content, which can sometimes be easily found, especially on health-related topics. Technical jargon is no guarantee that the content is reliable.
2. **Authority:** Is the author of the source an expert or a trusted institution? On a web page, you can usually identify the owner/publisher by the URL, or check if there is a copyright statement at the bottom of the page.
3. **Conflict of interest:** It is also necessary to determine whether the source is biased. For example, if it is medical information from a pharmaceutical company, that company will provide information in support of its product. Consider the author's objectivity and views. Are there advertisements on the site? - Advertisements may indicate that the information may be less reliable.
4. **Timeliness:** When was the information written, and is there be more recent information on the subject? For websites, you can often find the copyright date near the bottom. Also, look for the words "revised" or "updated" to find the date of the website.
5. **Audience:** Who are the intended readers and what is the purpose of the publication? There is a difference between a magazine written for the general public and a journal written for professors and experts in the field.

6. **Perspective:** Biased sources can be helpful in creating and developing an argument, but make sure you find sources to help you understand the other side as well. Extremely biased sources will often misrepresent information and that can be ineffective to use in your paper.
7. **Vague terms or emotional arguments**: Beware of sources that use vague terms like "recent studies show", or "many people believe", without backing up these claims with citations. Online sources are notorious for this - remember that their ultimate goal is to maximize their readership and not to produce scholarly, peer-reviewed articles. Also, beware of buzzwords playing on the readers' emotions. Many internet sources will use misleading titles in order to draw in readers
8. **Spelling and grammar:** Sometimes a simple glance at the way information is written gives us clues as to whether we are on a reliable page or not.
9. **The look and feel of the website** - Reliable websites usually have a more professional look and feel than personal Websites.
10. **References and citations**: Are they real links? Do they lead to the information promised?

References

https://libanswers.tcl.edu/faq/6286
https://paperpile.com/g/find-credible-sources/
https://guides.lib.byu.edu/c.php?g=216340&p=1428399
https://www.stevenson.edu/online/about-us/news/how-to-identify-reliable-information
https://www.ucsfhealth.org/education/evaluating-health-information

Part II. Analysis of the process

We ask the participants to sit in a circle and the trainer asks some questions to reflect upon:

● What have been your general impressions of the activity?
● Have you ever done a similar activity with your students? What was it like?
● Why did we do it in small groups and not as a whole group session?
● Is it better for everyone to look at the same topic or for each group to look at a different topic?
● Why didn't we all do a Decalogue together to start with, instead of asking individual groups to do it first?
● Is the search for information different when you know you have to analyse the sources?
● How can we make people feel that way every time they look for something?

Part III. Planning for implementation

We bring the participants back together in small groups and ask them to design an activity that families could do with their children and grandchildren that would raise their awareness of the risks of relying on unchecked information.

To facilitate the programming, we propose some questions that can serve as a guide:

- What would we have to modify to perform this activity in the classroom with students?
- What topics might be interesting for young people?
- What additional difficulties do we encounter in working with families on information sources?

Possible adaptations

Duration:

If we do not have much time for the workshop, we can show two sources of information on a topic where it is easy to see which is reliable and which is not. The trainer can look for a topic that they know well and where it is easy for them to distinguish errors. A topic specific to the country where the workshop is being held is a good example of a topic where we can expect people to have previous knowledge.

4.4 The use of electronic devices and screens

How much time do we spend in front of screens?

One of the concerns among families is determining how much time is healthy for children and teenagers to spend using electronic devices such as tablet computers or cell phones. In part 1 we will search for information on this topic and collectively respond to this question with an informed decision. In part 2 we will review what decisions we have made as adults on the same subject and which of these decisions we might reconsider to become positive references for children and teens.

Part I. Presentation of Model Activity

Step 1. General introductory activities

What activities did you enjoy most as a child? We can start by introducing ourselves and talking about our favourite activity in childhood and teenage years and at the end we can see if there are substantial differences either by country or by different ages.

Step 2. Introduction to a session/ theme, describing what will occur during it

To introduce the topic we ask if they think that children and young people today engage in the same kind of activities, in the hope that the topic of screen time will come up. Then we ask for opinions on how much screen time is appropriate for different age groups. To make

this part more dynamic, once the different opinions are given, there will be an exercise in which each participants will estimate by age group how much time they should spend using screens. Finally we will show WHO data and see which participants were closer to the proposals of the WHO guidelines:

Guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age:

https://apps.who.int/iris/handle/10665/311664

More information:

https://www.who.int/news/item/24-04-2019-to-grow-up-healthy-children-need-to-sit-less-and-play-more

The workshop will find positive solutions to limit the use of electronic devices and strategies to facilitate these alternatives.

Step 3. Experiencing a guided lesson/activity

We will start the activity with a quick brainstorming on how we can limit the use of the screens, and it is hoped that in a natural way two main approaches will be identified - one that seeks to forbid or limit the use of devices and the other that looks for alternative activities to the use of the screens. In general, positive education is more effective than imposing restrictions. In this workshop we will try to explore how to look for alternatives, although we understand that placing limits on screen time is also important.

Now it's time to think of alternatives. Without changing anything, on the same blackboard as before, each person proposes alternative activities to screen time for young people. As well as sport and physical activities, which are a significant contrast to screen time, we ask them to name activities that can be done inside the house. They should be inspired by what they did in their childhood.

Then, we produce a table with two or more columns. In one, we put screen-based activities and in the other, alternatives to screen-based activities. We gather people in small groups and ask them to write on post-it notes, the characteristics that the screen-based activities have that might make them more attractive than the other activities. We then ask for characteristics of the alternative activities that we could highlight to make them more attractive.

We propose the idea of a corner without screens. A corner without screens is a space in the house or in the classroom that aims to facilitate and motivate alternative activities. We show pictures of such corners for inspiration. Each group chooses an activity and designs a corner without screens: how should it look? what materials could be used? how it could be made accessible? etc. We understand that a corner without screens is a very open concept that allows both the trainers and the people who carry out the workshop to explore

in a creative way and decide for themselves what they want it to be and what they think it needs to contain. We believe this creative freedom is a positive aspect of the activity. In case of difficulty, in the section on possible adaptations there is a more specific example to guide groups in the process of creating their own concept of a screen-free corner.

Part II. Analysis of the process

So far, the process has been designed to begin engaging with the subject of reliable information sources prior to the participants being made aware of the issues we will be addressing in the next section.The exercise of discussing how many hours should be spent in front of a screen at different ages is a relaxed and experiential way of introducing the concept of the difference between an opinion and an informed decision.

In this part we use different critical thinking tools to facilitate and organise further discussion. Brainstorming is a very good tool as a first approach to a problem and allows us to ensure that everyone contributes. Following on from that, the information will be presented in lists which will allow us to see more easily the different characteristics of the activities as well as their strengths and weaknesses. Another aspect that we will take advantage of when working on lists is that it will be easier for us to compare the different activities and will help us see what we need in our screen-free corner.

The final part of the process, where participants design a screen-free corner in small groups, helps to consolidate the information presented in the workshop in an experiential way and allows identification of the potential benefits and challenges of a screen-free corner.

Part III. Planning for implementation

First, we will consider the role that we as educators play in regards to the amount of time children and young people spend in front of a screen. How should we take it into account when scheduling activities and tasks?

Finally, the entire group will discuss whether they see the possibility of working with families and students in the screen-free corner, how we should communicate with families, and what activities educators can use in the classroom or with families to implement this alternative strategy.

Possible adaptations

Reduced Duration:

We can present the problem of the excessive use of screens directly, citing specific studies from the start, rather than using an exercise to elicit personal opinions.

We present as a solution the idea of looking for positive alternatives.

Then the participants choose an activity suitable for their screen-free corner and we discuss what we would need to design it.

To help the search for alternatives

We can give an example of an activity that is easy to do, such as a painting corner.

Example of screen-free corner: Painting corner	
Activity	Painting
Material	Table, paints, brushes, colours, various papers or even canvases.
Place	The chosen place has to have good natural light and be spacious enough to work.
Inspiration	For inspiration we can leave in the art books, artists books, colouring books, chromatic circle.
Decoration	Print a few paintings by painters that we like and choose a space in the corner where we can place the different drawings produced.

This is an example of the way that the workshop trainer may adapt their approach depending on the interests and knowledge of the group they will be working with. Then we ask them to create their lists and design a screen-free corner for another easy activity, such as a reading corner. If we see that they are still having difficulties with the activity we can have more examples and more activities proposed by the trainer to continue practicing: music corner, project tree, science table, sewing workshop, recycling workshop, puzzles, etc.

The final objective would be the same, to design a screen-free corner encorporating an activity that motivates and interests the participants, but with a more guided look at practical examples that would help them to design their own .

References

Teaching about confirmation bias: https://www.facinghistory.org/resource-library/standing-democracy/challenge-confirmation-bias

Safe and harmful products: https://www.fda.gov/

https://www.chemicalsafetyfacts.org/

The carcinogenic project http://cpdb.thomas-slone.org/

https://web.archive.org/web/20130216192905/http://www.toxnet.nlm.nih.gov/

Halth and environment impacto of products:
https://web.archive.org/web/20130213210059/http://sis.nlm.nih.gov/enviro.html

Chemophobia: https://en.wikipedia.org/wiki/Chemophobia
Use of screens

Hamilton K, Spinks T, White KM, Kavanagh DJ, Walsh AM. A psychosocial analysis of parents' decisions for limiting their young child's screen time: An examination of attitudes, social norms and roles, and control perceptions. Br J Health Psychol 2016;21(2):285–301.

Reid Chassiakos, Y. (Linda), Radesky, J., Christakis, D., Moreno, M. A., & Cross, C. (2016). *Children and Adolescents and Digital Media. Pediatrics, 138(5), e20162593.* doi:10.1542/peds.2016-2593

Introductory Game: Who should you ask first?

We all rely on our instincts when making judgements in regards to another persons reliability. We want to be able help individuals in the development of good judgement when it comes to receiving messages where we do not see the facial expressions of the people who are communicating information with us.

The trainer shows pictures of two different people on the screen and proposes a situation where participants need to decide on the most reliable person to ask a specific question to. The trainer then asks participants to vote by a show of hands which of the faces they trust most on each issue. Some of the people in the pictures will be recognized experts, others will be anonymous faces, and still others will be familiar people. Some of the questions that can be asked:

- Where is the nearest bus stop?
- How long will the next economic crisis last?
- Is chemotherapy the best option for treating a brain tumor?
- When will humans ever set foot on Mars?
- Where is the home appliance section?
- What was the most popular song on Spotify in 2019?
- What is the best way to make fajitas?
- What was the most listened to song in 1969?
- Is '*Bisphenol A'* bad for your health?
- Where is the playground in this town?

At the end of the game, trainees are invited to comment on what they may have found interesting. The trainer brings his or her own conclusion:

- Our instincts may be right: Our assumptions may, for simple matters, help us to make quick decisions without much effort, since we cannot check the credentials of every person we ask a question to on the street.
- But they are often wrong: Prejudices and biases mean that our assumptions are often wrong.It is important that we should not rely soley on them.
- When we receive a message in digital or paper format, we do not see the face of the sender. However, there are many details that can help us to discriminate which sources of information are more reliable than others.

Source of the images
Paul Krugman: Prolineserver, GFDL 1.2 <http://www.gnu.org/licenses/old-licenses/fdl-1.2.html>, via Wikimedia Commons

Rita Levi-Montalcini: By Presidenza della Repubblica, Attribution,
https://commons.wikimedia.org/w/index.php?curid=11892465

@ INFORMED DECISIONS

(for distance teaching & learning)

The objective of this learning activity is to practice and reflect upon using the internet to search for information and the use of this information to make informed decisions.

AE will learn how:

- to discuss and present the concepts and activities with adult learners;

- to use framework methodology for teaching target groups in practice;

- to reflect upon content and learning process;

- to plan their own teaching-learning process, while introducing the course material for specific target groups

How it works:

- The learning is based on the Experiential Learning approach;
- The activity is introduced in a funny way with a group dynamics as an introduction;
- The learning uses a practical activity in small groups to encourage questions and reflections;
- The discussion is a whole group discussion;
- The duration of delivery of this theme is 3 hours

Part I Presentation of model activity

Context of the activity:

We start introducing the topic of informed decisions and their importance in the world of information and social media in which our children are growing up. We provide persuasive arguments that encourage parents and grandparents to consider the importance of being able to determine the reliability of online information.

Ice breaker: Presentation of the topic

We show the participants slides with pictures of two people. We ask participants to get up from their chairs and, from their homes, show by miming which of the two people they would choose to ask certain questions to. All participants can see the faces and gestures of the other participants, serving as an ice breaker and helping to reduce some of the barriers common with distance learning.

The questions are:

1. Which steps should the government take to deal with the coming economic crisis?
2. Does our perception of luck affect the events that happen to us?

3. Where is the home appliance section?
4. Where is the nearest bus stop?
5. For how long should I boil the rice?
6. How does a brain tumor grow?
7. How to treat breast cancer?

And the answers:

1. Paul Krugman (Nobel Laureate in Economics) vs Brad Pitt (actor)
2. Paul Krugman (Nobel Laureate in Economics) vs Richard Wiseman (psychologist expert in cognitive biases)
3. Richar Wiseman (psychologist expert in cognitive biases) vs supermarket clerk
4. Rita Levi-Montalcini (Nobel laureate, honored for her work in neurobiology) vs young man (Both answers are right, but we tend to trust older women more than younger men.)
5. Karlos Arguiñano (professional cooker) vs Rita Levi-Montalcini (Nobel laureate, honored for her work in neurobiology)
6. Unknown doctor vs Rita Levi-Montalcini (Nobel laureate, honored for her work in neurobiology)
7. Josep Pàmies (farmer who claims to know the cure for a number of diseases, including cancer) vs Unknown doctor. (But a growing number of people in Spain trust Josep Pàmies more than their own doctors).

We often use intuition in everyday life to help us identify which people are reliable and which are not. Of course, we can make a lot of mistakes when we do this, but it can also be very useful..

We can also train our intuition to tell which websites and posts are reliable when looking for accurate information to make decisions that can affect us and our environment.

Realisation of experience: "Shopping basket". Group task

The participants are divided into groups of 3 or 4 people in break out rooms. Each group receives a table in Google Drive to complete and some instructions on how to complete it in 40 minutes. The trainer moves through the rooms to check if everything is fine and solve any doubts that arise during the activity.

The group completes a table with information on a chosen substance from a list.

These are the directions they get:

● *On the label of these products you can find the following substances. Choose one of them:*
IODOPROPYNYL BUTYLCARBAMATE
PARABENS
PHTHALATES
BISPHENOLS

TRICLOSAN
ALUMINIUM
BHT (BUTYLATED HYDROXYTOLUENE)
PESTICIDES-CHLORPYRIFOS
BENZOPHENONE
FLAME RETARDANT

- *Look for information about the substance on the Internet and complete the table.*
- *Add any information to the table that may be relevant to the decision or complement that already provided.*
- *Discuss and make a decision: would you consume this product or not?*
- *Go back to point 1*

SUBSTANCE EXERCISE: Name of substance		
What is this substance used for?		
What kind of products contain this substance?		
	INFORMATION A (And other information supporting A)	**INFORMATION B (Not supporting A)**
Is it harmful for the health, the environment or both?		
Link(s)		
Some relevant information necessary to make the decision		

Decision: Would you buy it?		

Sharing and reflection in whole group

Back in the main session, every group shares their findings about the chosen ingredient or substance, the trainer tries to give special importance to the doubts that may have arisen during the activity and to the new questions each group has asked. The trainer explains Critical Thinking is about questioning and analysing information from different points of view.

After each presentation, participants are invited to share their thoughts and any relevant information they know about the chosen ingredient or substance .

The trainer leads the discussion by organising speaking turns, focusing the debate on the main issues that arise and summarizing from time to time.

Final reflection on Critical Thinking

The trainer gives some key points for the final reflection in a presentation. There are two main different points of view in this activity: **scientific and naturalistic.**

Naturalistic point of view:

It is based on the idea that natural is always better than artificial.

According to this approach:

- All chemicals are harmful.
- The use of chemicals in consumer products is excessive and unjustified.
- Our responsibility as citizens is to be critical of the products we buy and not to be misled by scientists and companies.

What they lose sight of:

- Natural is not always synonymous with good.
- Scientists do not always have economic interests. There are scientific bodies that make objective analyses of the impact of substances.
- The amount of substance is relevant.

- Often the level of toxicity is much higher than the amount contained in the product.

Scientific point of view:

It is based on the idea that the critics and fears of society are the result of ignorance and lack of knowledge about scientific terms and regulatory authorities.

According to this approach:

- All chemicals are good, because they are useful and have been proven to be unharmful.
- The use of chemicals in consumer products is well regulated and justified.
- Citizens can trust scientist, because they are objective, and companies, because they are regulated.
- All substances can be harmful in excess, it is the amount of substance in a product that determines its toxicity.

What they lose sight of:

Science is a work in progress. New evidence about the harmfulness of a product can appear at any time.

Regulations often do not take into account the environmental impact of products.

Scientific studies are not always impartial. Sometimes they can be compromised by the companies that fund them.

In some cases, substances are used that are not necessary and for which there is a better known, natural or environmentally friendly alternative, but which is more expensive for the manufacturer.

Society – and debate within that society – can often appear polarised, with people taking one of two opposing views on a topic. Debates that focus solely on these opposing views miss many important elements of a discussion. In order to think critically, a person must know where they stand initially on an issue in order to be aware of their own biases when presented with new information. They must also be willing to try to understand an alternative point of view in order to be as objective as possible.

The trainer presents some of the most interesting ideas that each point of view can add to the debate.

Part II. Analysis of the Process

8. Recalling all steps of a model activity/ lesson
9. Analysis of a model activity/ lesson from learner's perspective
10. Analysis of a model activity/ lesson from adult educator's perspective
11. Discussions: how did we learn? /what did we learn?

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/ activity can be applied at local contexts
2. Development of a draft plan for implementation

Possible adaptations

Content: look for any other information that is new and polarised, for example, healthy food, animal rights, environment, migration, etc.

Time: schedule work in accordance with group size; take breaks if necessary; leave enough time for reflection, analysis of the process and planning for implementation.

Work in the main session/break out rooms: if the group of learners is small, there is no need to work in breakout rooms. If the group is big, it is recommended to work in pairs of trainers/adult educators.

References

ECHA (European Chemicals Agency): https://echa.europa.eu/home

Chemical Safety Facts: https://www.chemicalsafetyfacts.org/

American Chemistry Council: https://www.americanchemistry.com/

Snopes (English): https://www.snopes.com/

Maldita Ciencia (Spanish): https://maldita.es/malditaciencia/1

Chapter 5: Theme 4: Misinformation & Disinformation

The aim of this theme is to provide teachers with a greater understanding of Misinformation and Disinformation (what it is, why and how it is generated) and to suggest a range of approaches that can deepen critical thinking capabilities as a way of tackling it.

The module will examine and discuss the nature of Misinformation and Disinformation on the internet and in social media by defining and categorising the different forms and focusing on the critical digital skills needed for spotting and tackling Disinformation. The intention is, thereby, to provide teachers with the knowledge, understanding and adaptable tools that they can use to confidently cascade their learning to parents/ grandparents/carers.

AEs will learn:

- how to recognise different kinds of Misinformation and Disinformation in the digital media;
- how to recognise and differentiate the intentions behind its generation;
- how to plan and implement hands-on, learner-oriented tasks in order to teach parents and grandparents to be more critically literate when using digital media;
- to facilitate discussion with parents and grandparents that will engage them in the importance of working together in order to support the critical digital literacy of the children in their care;
- to use methodological framework for teaching target groups in practice;
- to help adult learners reflect upon the concepts learnt as well as the learning process.

How it works

The approach adopted encourages teachers to bring their own experiences to the process. It is not prescriptive; rather teachers can and should adapt the methods to suit national and cultural contexts for teaching and learning. Participants are strongly encouraged to infuse the activities, examples and sources provided with those reflecting experiences in their own regions and languages.

The goal is to provide teachers with a range of useful skills and action-oriented methods for engaging parents and grandparents in the importance of sharing the responsibility for supporting children in developing the skills they need to become critically literate and to be able to identify fake news, misinformation and disinformation.

The learning is based on the CEA approach and ERR framework (evocation, realisation and reflection)

The learning design for the theme includes the provision of self-paced learning experiences with integrated learning tasks, activities, opportunities for self-assessment and project based learning.

Duration: The duration of this theme is 6 hours including group work and self-study time.

Table 7. Overview of the theme: Misinformation and Disinformation in Digital Technology

Learning Objectives The purpose of this theme is to…:	Indicative Content It will include the following topics:	Activities/ Methods	Time	Learning Outcomes By the end of the theme participants will be able to:
1. To provide Educators/ Teachers with an understanding of the current context, intentions and key issues relating to different types of Misinformation and Disinformation on the Internet and in social media so that they can engage parents and grandparents in supporting the development of the critical digital literacy skills of the children in their care. 2. To enable teachers to cascade their learning to about misinformation and disinformation to parents and grandparents	**Introduction to the Theme:** **'Fake News': Why should we care?** ● The phenomenon of fake news ● Impact on society/citizenship ● The importance of a combined effort by teachers & parents to protect children from Misinformation and Disinformation through critical digital literacy	● Introductory presentation ● Group discussion	0.5 hrs	● Raised awareness of Fake News and its impact on citizens
	Sub-Theme 1: **'Fake News', Misinformation and Disinformation – Types and Tactics** For Misinformation & Disinformation: ● Definitions ● The 10 different types ● How it is created and spread ● Manipulative Intentions ● Examples	● Presentation ● Group activities matching examples with the different types of Misinformation and Disinformation ● Group and individual internet research ● The News Game – Fact or Fiction	2.5 hrs	● Cite and explain the definitions and types of Misinformation & Disinformation ● Identify potential examples of Misinformation & Disinformation ● Understand the main intentions behind for the creation of Disinformation ● Understand how Disinformation is created and spread

Learning Objectives The purpose of this theme is to…:	Indicative Content It will include the following topics:	Activities/ Methods	Time	Learning Outcomes By the end of the theme participants will be able to:
1. To provide Educators/ Teachers with an understanding of the current context, intentions and key issues relating to different types of Misinformation and Disinformation on the Internet and in social media so that they can engage parents and grandparents in supporting the development of the critical digital literacy skills of the children in their care. 2. To enable teachers to cascade their learning about misinformation and disinformation to parents and grandparents	**Sub-theme 2: 'Fake News'- How to spot it!** Introduction to Critical Thinking in the context of Misinformation and Disinformation: **Critical Digital Literacy** ● The importance of embedding Critical Thinking Skills into Digital Literacy in order to combat disinformation ● how disinformation can affect every element: the agent, message and interpreter ● The 3 stages of applying critical digital literacy in the context of disinformation: 1. *Analysis* 2. *Decoding* 3. *Taking action* ● Analysing content	● Factfullness quiz – introductory exercise for awareness building on how disinformation affects us all ● Explanation of critical digital literacy as an important competence for tackling disinformation ● Introduction to Traffic light exercise and then ● Finding the fact model (UNESCO) and exercise ● Introduction to CRAPP test as methodology followed by exercise using Mind Maps	2 hours	● Apply critical digital literacy skills to media and information ● Introduce the parents and grandparents to the digital environment (main agents, resources, users, etc.) ● Analyse news and social media posts using the CRAAP test and other tools. ● Apply your own power of persuasion to convince others that they shouldn't trust all information in digital media
1. To provide Educators/ Teachers with an understanding of the current context,	**Sub-theme 3: Using Fact Checking and reporting Tools** ● Becoming a ‚Fake News Detective'	● Introductory workshop ● Group activities	1 hour	● Use practical tools to detect and report disinformation online;

Learning Objectives The purpose of this theme is to…:	Indicative Content It will include the following topics:	Activities/ Methods	Time	Learning Outcomes By the end of the theme participants will be able to:
intentions and key issues relating to different types of Misinformation and Disinformation on the Internet and in social media so that they can engage parents and grandparents in supporting the development of the critical digital literacy skills of the children in their care. 2. To enable teachers to cascade their learning about misinformation and disinformation to parents and grandparents	● Tools for detecting and reporting disinformation online ● (Digital footprints)	● Testing the tools ● Self-assessments for checking understanding		

5.1 Introduction into the theme

The internet has revolutionised how we communicate and access news, entertainment and other media.

Innovation in online services has delivered major benefits to individuals and society. But there is an intensifying, global debate over how to address the various problems that both children and adults experience online. Issues include:

● exposure to harmful content and conduct;
● privacy and use of personal data;
● the growth in cyber-crime;

- concerns with the ways in which online businesses compete, and the impact of this on innovation, investment and consumer choice.

Issues related to harmful content and conduct – including illegal and age-inappropriate content, misleading political advertising, 'fake news' and bullying – are particular areas of focus.

'Fake News' and Disinformation is a serious issue. In a survey in 2018, the European Commission found that half of children and young people are worried that they won't be able to tell whether or not a news story is true, which has subsequently diminished their trust in the news and confidence in their own ability[3]. This issue also has the potential to increase children's anxieties and fears, and skew their world views. Furthermore, it is not simply an issue for children and young people on a personal level but it also has an impact on society as a whole. We therefore have a shared responsibility to support children and young people in developing the skills they need to become critically literate and be able to identify fake news.

While schools are well placed to help children become critically literate, they cannot do it alone. Families, public libraries, commercial, non-commercial and media organisations, as well as children and young people themselves, must work together. Anything that happens in school occurs within the wider context of voluntary and potential regulatory actions in the spheres of industry and policymaking, but alongside this, there is a need for good-quality, expert-led resources to help schools and families support children's critical literacy in the digital age.

While media literacy is an umbrella term that applies to both traditional and digital media, digital literacy refers specifically to the latter. A functional approach looks at practical skills to access, navigate and use the Internet.

Critical digital literacy, on the other hand, aims to empower users to consume content critically, as a prerequisite for online engagement, by identifying issues of bias, prejudice, misrepresentation and, indeed, trustworthiness. Critical digital literacy, however, should also be about understanding the position of digital media technologies in society.

Aims:

- To encourage participants to think critically about social media
- To help participants to think critically about the impact of 'information disorder' on society.

Part I. Presentation of Model Activity

Introduction

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[3] ,Fake News and Disinformation online': Flash Eurobarometer 464 (April 2018) https://ec.europa.eu/digital-single-market/en/node/90115

In introducing this theme we will start by asking participant to undertake a quick quiz – real or fake: https://www.bbc.com/ownit/the-basics/real-or-fake-news-quiz
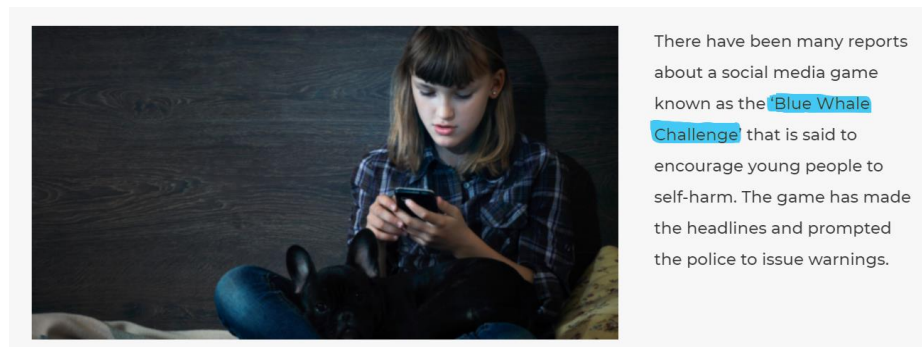
OR

https://www.theguardian.com/newswise/2021/feb/04/fake-or-real-headlines-quiz-newswise-2021

Group Activity: An open iscussion based on the questions:

A. „What do we mean by 'Fake News'?"
    a. *Define what you think it is, and*
    b. *Provide an example or illustration of what you have defined*
B. Discussion with illustrations of impact on a) parents and b) children

Impact on Parents: The Blue Whale Challenge[4]

There have been many reports about a social media game known as the 'Blue Whale Challenge' that is said to encourage young people to self-harm. The game has made the headlines and prompted the police to issue warnings.

Impact on Children 1: Case Study

Fake news and misinformation can fool all of us, but young people can be especially vulnerable to dishonest content.

Discussing with your child what is real and what is fake

Parent Ann Hickman confesses that even she is occasionally caught out by fake news. "It's especially hard if it's a breaking news story when I'm not sure what it should be," says Ann. "For the children then, we make a point of talking about how people post what might look like news, to try and get you to visit particular websites."

As children get older, the amount of information they find online increases, and Ann says that her 11-year-old now gets most of his information from his phone, and social media. Thanks to family conversations and school lessons, Ann's son is fairly private online and doesn't use his real name, to avoid issues like cyberbullying.

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4 https://www.saferinternet.org.uk/blog/advice-those-concerned-about-blue-whale-story

The impact of Fake News

Perhaps the first main experience of fake news was when Ann's 11-year-old son stumbled across a news story about the end of the world, which quoted various texts and "evidence" to prove the world would end in 2018. "Initially, he was genuinely very scared and upset, because it didn't look obviously fake," says Ann. "We talked about how a story can be supported by photos or quotes, but that doesn't mean they are real. We dealt with it in a very factual way."

Help children develop critical and digital literacy

Ann's advice to other parents is to help children build the critical thinking skills they need to spot fake content online. This might mean building up a mental database of 'fake' content so they can spot similar ideas.

Impact on Children 2: Commercialism

Young people can be unaware of hidden costs and advertising in apps, games and websites. Their privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Children should be encouraged to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

Group Activity: Reflection and Discussion:

a. *Do you think you have ever been fooled by Fake News about COVID-19?*
b. *Reflection from own experience: If you can be fooled…..what does this tell you?*
c. *Are you concerned about the impact of Fake News on your pupils' well-being?*
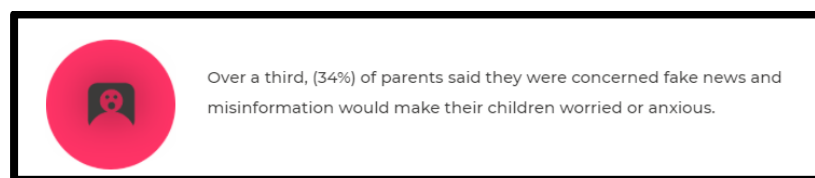

Teacher survey: are you concerned about the impact of fake news on pupils' well-being?

5

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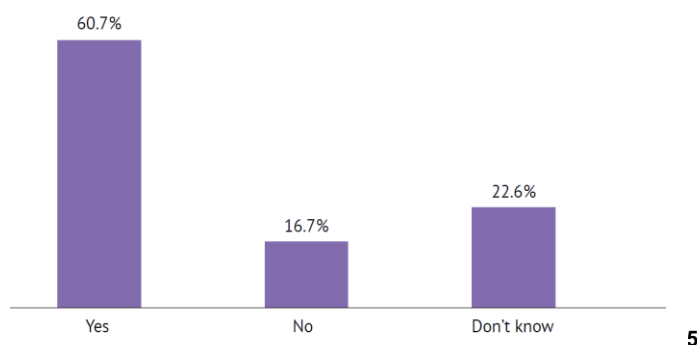
5 National Literacy Trust: Fake News and Critical Literacy Report 2018

Research by the UK National Literacy Trust:

> Over a third, (34%) of parents said they were concerned fake news and misinformation would make their children worried or anxious.

Part II. Analysis of a process

1. The topic will be introduced through a structured framework in which participants will be encouraged to identify the challenges and gather information – an experiential learning approach drawing on personal experiences and reflection.
2. Using, for example, the Coronavirus pandemic as the situation, recalling real examples of Misinformation and Disinformation.
    i. Participants will be encouraged to reflect on their own experience of identifying some information that was misleading or untrue and to discuss how they knew it to be untrue
    ii. To consider the implications for society and individuals by suggesting examples of 'Fake News' that have circulated during the Coronavirus pandemic
    iii. To consider the negative impact Disinformation can have on society
3. Analysis of the issue and it's imperatives from a teachers' perspective. Suggestions for the teacher's role in raising awareness of the issues amongst parents and grandparents.

Part III. Planning for implementation

1. Discussion about why it is important to understand why Disinformation in digital/social media is a problem for individuals, society and citizenship.
2. Children and young people learn through socialisation and family have been identified as the main socialisation agent during childhood. Therefore, the role of parents and carers cannot be underestimated in supporting children to develop the critical digital literacy skills that will protect them from Misinformation and Disinformation. Review research evidence [6].
3. Agree on the need for raising awareness of the issue and potential tactics to achieve this.

5.2 Fake News, Misinformation and Disinformation

Types and Tactics

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[6] National Literacy Trust: Fake News and Critical Literacy Report 2018

There have been many uses of the term 'fake news'. A Google Trends map shows that people began searching for the term extensively in 2016 with a peak in May 2020[7]. In this sub-theme participants will learn a) why this term is inadequate for explaining the scale of information pollution, b) why the term has become so problematic that we should avoid using it and c) which terms we should be using and what they represent.

Unfortunately, the phrase 'Fake News' is often politicised and deployed as a weapon against the news industry as a way of undermining reporting that people in power do not like. Instead, it is recommended to use the terms Misinformation and Disinformation. This sub-theme examines the different types that exist and where these types sit on the spectrum of 'information disorder'.

This examines the 10 main categories of Misinformation and Disinformation from satire and parody to manipulated and fabricated content. In examining these categories it can be seen that this crisis is far more complex than the term 'fake news' suggests.

If we want to think about solutions to the different types of information polluting our social media streams and misinforming both children and adults, we need to understand the nature of the problem in more detail. We also need to think about the people who are creating this type of content and what is motivating them to do this. What types of content are they producing and how are they being received by audiences; and what motivates people to re-share information?

By the end of this sub-theme, teachers should feel able to use terminology and definitions that are appropriate for discussing the problems associated with 'information disorder' and have considered the vital role of parents/grandparents in supporting children to develop critical literacy skills

This sub-theme aims to help participants:

● To be a more discerning consumer of information found online, by thinking about the broad spectrum of disinformation and misinformation.
● To think critically about the people who create these types of information, what formats it takes, how it may be interpreted and how it spreads.
● To understand the complexities of what we tend to call 'Fake News' (Misinformation and Disinformation), particularly the need to differentiate between those who create these types of information, the formats they use and the way that audiences may share those messages.
● To be able to consider the difficulties we have in terms of addressing the challenges of disinformation and misinformation.
● To underline the issue of how Misinformation and Disinformation affects individuals, democracies and open societies.

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[7] https://trends.google.com/trends/explore?date=today%205-y&q=fake%20news

Part I. Presentation of a model activity

1. *Introductory presentation* with discussion (See Annex 2 point 1 + Powerpoint Presentation_ Misinformation and Disinformation) to examine the different terms used: Fake News, Disinformation, Misinformation and Malinformation, the difference between the terms and how they are defined.

   This is followed by a more detailed examination of the 3 main categories of Misinformation, Disinformation and Malinformation including the 10 main types and how they present.

   Group work 1: In the Presentation slides participants are presented with 15 examples of Misinformation and Disinformation. They are asked to decide which of the 10 different types each example represents + reflect on potential impact and degree of harm that could be applied to children.

2. Participants view a video presentation (embedded in the Annex 2 presentation slides) demonstrating the use of 'Deepfake' techniques. This is followed by a discussion on the use, implications and perils of 'Deepfake'

3. The topic of the Intentions and Motivations behind Misinformation and Disinformation will be introduced through a group exercise aimed at getting participants to think about why it is created and for what purpose.

   Group Work 2: Task: List what you consider to be the main intentions and motivations for Misinformation and Disinformation with examples. Feedback to the plenary group with discussion followed by a short theoretical input ((See Annex 2 point 3 + Powerpoint Presentation_ Misinformation and Disinformation slide 11) and explanation to fill in any gaps. And a discussion about why we should care! What the implications are for parents and children?

4. *Short presentation* (See Annex 2 point 4 + Powerpoint Presentation_ Misinformation and Disinformation slide 19) on how disinformation is generated and spread online including explanations about Trolls and Bots etc.

   Group Reflection – To discuss the influence and impact of Misinformation and Disinformation on children, politics, democracy, safety, communities, trust, prosperity, emotions, well-being etc. + the vital role of parents in counteracting negative impacts.

   Final Review: News Game – fact or fiction! Participants are asked to view three news articles and 'guess' whether the story is True or Fake. This acts as an introduction to Sub-theme 2 and the importance of using critical thinking skills to determine what is true or false.

5. Suggested Self-study: Try creating your own Fake News! Play this game (developed by the University of Cambridge and available in a number of languages : https://www.getbadnews.com/#intro)
   https://getbadnews.delfi.lt /

Part II. Analysis of a process

The processes applied in this sub-theme are based on Kolb's Experiential Learning model in which, after a brief introductory presentation the participants will reflect on their concrete experiences to match these against a range of concepts presented and then active experimentation in seeking out and categorising real examples of Misinformation and Disinformation.

A mixture of 'inquiry-based learning' activity and knowledge input presentations will be used to facilitate this process. (Inquiry-based learning is a form of active learning that starts by posing questions, problems or a scenario).
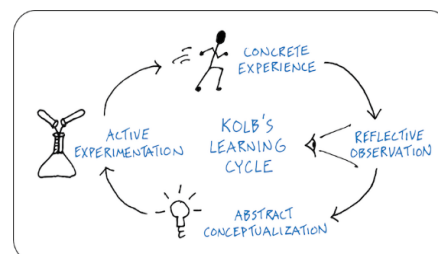
Part III. Planning for implementation

Emphasis and examples will need to be adapted for different audiences of Teachers and parents/grandparents to ensure relevance, however, in principle the aims, inquiry-based learning approach/ process and the content are fully transferable for different target groups.

5.3   Fake News – How to spot it!

The process and ability to be able to evaluate and separate fake news/disinformation from real news/true information requires a combination of critical thinking skills and media/digital literacy skills. In other words it is important to develop the skills of *Critical Digital Literacy*.

The concept of Critical Digital Literacy, a combination of critical thinking skills and digital literacy, stresses the inter-relatedness of competencies regarding information and the digital media, including understanding how communications interact with individual identity and social developments.

Critical Digital Literacy is increasingly an essential life skill – needed to know what is contributing to one's identity and how one can navigate the information presented on the internet and in social media platforms. It informs our consumption, production, discovery, evaluation and sharing of information, and our understanding of ourselves and others in the information society. Fundamentally Critical Digital Literacy (CDL) (more on CDL: chapter 1, part. 2.4) skills are essential in helping us spot Misinformation and Disinformation, in both obvious or subliminal forms, and their potential negative impact.

This module aims to help participants recognise Misinformation and Disinformation through the application of critical thinking skills in order to be able to recognise and resist when they are being manipulated in relation to disinformation masquerading as news/information.

The participants will learn how to develop and use the critical thinking skills framework of "Purposeful Reflective Judgment"[8] which involves using analysis, interpretation, evaluation, self-regulation, inference and explanation.

They will analyse information in online and social media, deconstructing messages into their component parts, as well as learning about sources and their credibility (or the lack thereof).

This sub-theme examines how to spot false news and offers some useful tips and tricks on how to filter out fact from fiction. It examines a number of news stories and articles and asks participants to apply critical thinking skills to choose if certain elements can be trusted or not.

Part I. Presentation of a model activity

1. In order to introduce this topic participants will be asked to undertake a 'Factfulness Quiz'[9]. This quiz is based on the book 'Factfulness' written by Hans Rosling. The 'Factfulness Quiz' is an introductory exercise that will raise awareness about how disinformation affects us. https://factfulnessquiz.com/ (or Powerpoint Presentation_ Misinformation and Disinformation slides 22-27)
2. *Presentation* (See Annex 3A + Powerpoint Presentation_ Misinformation and Disinformation slides 28-47) : Towards Critical Digital Literacy - an explanation of why critical thinking combined with digital literacy is an important competence for tackling disinformation.
    a. What is meant by Critical Digital Literacy and its purpose in the context of Misinformation and Disinformation
    b. Roles in the creation and distribution of Disinformation (Agent, Message and Interpreter)

Group Activity and Discussion: based on analysis of a case study (see slide 35).

Presentation on 3 approaches to applying critical thinking in the context of disinformation:

1.   Analyse

1.1. Disinformation elements (agent; message; interpreter)

   Group Activity; Task: Find an online example of Disinformation (e.g. Facebook, media websites, Forums, etc.). Analyse and compare the Agents, Messages and Interpreters in the 3 different sources you have chosen by using the guiding questions discussed in the presentation (see slides 32-34).

1.2. Introduction to the Traffic light fact-checker (see Annex 3 part 1b and slides 36-39)

   Group Activity; Task: Apply the Traffic light fact-checker by extracting a fragment of a recent article or speech by a public figure. After you have researched the

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[8] Facione, P. (2010, updated). *Critical Thinking: What It Is and Why It Counts*. https://www.insightassessment.com

[9] https://factfulnessquiz.com/

statements communicated – mark them in green, yellow or red according to the system described in the presentation. (eg. Speech from President Macron: https://www.ft.com/content/7e7e1bb8-0223-11ea-be59-e49b2a136b8d). Compare and discuss your findings with a colleague.

1.3. Introduction to the CRAPP test as methodology including using CRAPP analysis (see Annex3 part 1C + slides 40-47) with Mindmapping on Miro (https://miro.com).

Group Activity; Task: Using the following article: https://www.peta.org/issues/animal-companion-issues/animal-companion-factsheets/animal-abuse-human-abuse-partners-crime/, create a Mindmap on Miro to examine the article through the lenses of a CRAAP test. Can you trust it or not? If you can, are there elements you nevertheless doubt? If you cannot, is there anything true about the article at all?

2. Decode: Introduction to word stressing.(see Annex3 part 2.1 + slide 48-50)

Group Activity: The Stress Matters exercise (slide 49) for decoding the message; connecting changes in emphasis with changes in meaning.(see Annex3 part 2.1 +

3. Take action (see Sub-theme 3)

Part II. Analysis of a process

A mixture of 'inquiry-based learning' activity, learning by doing and knowledge input presentations will be used to facilitate this process. (Inquiry-based learning is a form of active learning that starts by posing questions, problems or a scenario).

The critical thinking skills framework of "Purposeful Reflective Judgment"[10] which involves using analysis, interpretation, evaluation, self-regulation, inference and explanation will also be applied.

The process will concentrate on the development of Critical Digital Literacy Skills through presentation, group discussion, illustrative exercises and experiential learning.

Part III. Planning for implementation

Discussion on how to adapt this intervention to meet the experience of parents/grandparents and children.

As discussed earlier, children and young people learn through socialisation and family has been identified as the main socialisation agent during childhood. Therefore, the role of parents and carers cannot be underestimated in supporting children to develop critical literacy skills.

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[10] Facione, P. (2010, updated). *Critical Thinking: What It Is and Why It Counts*. https://www.insightassessment.com

Parents and Grandparents should receive information on critical literacy and Disinformation. They should be encouraged to read and evaluate sources with their children.

There is strong evidence to show that there is a role for parents and carers to help children to develop their critical literacy skills[11]. Thoughts need to be given about what support for parents might look like, including advice for parents who are not confident themselves about how to spot Fake News, Misinformation and Disinformation. Strategies to help parents facilitate conversations about the news with their child at home, for example while watching or listening to news together, and guidance on how to talk to children about upsetting news items to help them process and rationalise the news are important. The key is for parents to understand their children's online behaviours as well as personally experience the sites and apps their children are using and the games that they are playing.
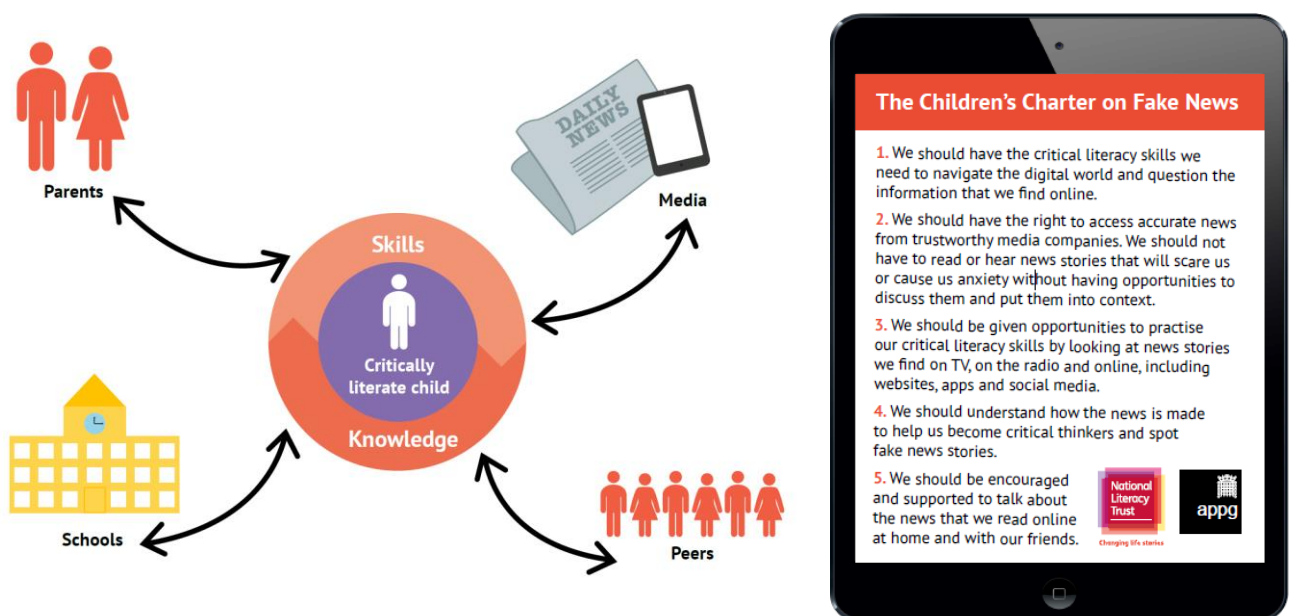
5.4   Fact Checking and anti-misinformation actions

From viral memes to so-called "fake news", the web is overflowing with information - true, false, and everything in between. For many children, this makes the web a challenging place to find credible and reliable sources. So what's the best way to help children use the web effectively as a fact-checking tool? Sub-theme 3 provides tips, resources, and practical advice for teachers to use when helping parents, grandparents and through them, children to find credible information online.

However, it is still a skill to put these tools to use and find the truth. This final sub-theme combines Critical Digital Literacy skills with the use of Tools and Apps that can be used to detect Fake News, Misinformation and Disinformation. In other words – how to become a

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[11] National Literacy Trust: Fake News and Critical Literacy, 2018.

Fake News Detective and importantly introduces a range of tools and methods for reporting Fake News, Misinformation and Disinformation.

Sub-theme 3 addresses the 3rd stage of applying critical thinking in the context of disinformation by Fact Checking and taking action personally against Disinformation through reporting and blocking techniques. (See Annex 3 part 2 and PowerPoint Presentation Slides 51-68)

Part I. Presentation of a model activity

1. Fact Checking
    Presentation: Discovering what is real/true and what is false using the wide range of tools and resources that have developed over the last 3 years. The presentation with supporting activities will examine:
    a. How to test whether an image is real or has been modified (see Annex 3 part 2.2);
        Activity: Study the image presented and using the tools and techniques presented decide whether the image is real or has been modified
        (see:https://www.boredpanda.com/fake-news-photos-viral-photoshop/?utm_source=google&utm_medium=organic&utm_campaign=organic)
    b. How to determine the authenticity of a website:
        Group Activity: List eight ways to spot a fake, fraudulent or scam website and feedback to a plenary session.
2. Taking action against Disinformation
    a. *Presentation:* Becoming a 'Fake News Detective' (slide 52) including the identification of tools for:
        a. Detecting manipulated images
        b. Fact Checking websites
        c. Fact Checking organisations
    b. Reporting 'Fake News' and Disinformation – tools and methods for reporting and blocking harmful disinformation .
    c. *Presentation:* Websites and *a*pproaches from around the world for use when tackling and reporting disinformation https://www.poynter.org/ifcn/anti-misinformation-actions

Part II. Analysis of a process

A very practical session where participants can test out a wide range of tools (include a multilingual toolbox of sites and Apps).

Again this sub-theme will use a combination of learning by doing and inquiry based learning.

Part III. Planning for implementation

Discussions on how to adapt this intervention to meet the experience of parents/grandparents and children:

Fundamentally it is about giving Parents/Grandparents support that will enable them to help children develop their digital literacy and critical thinking and to spot the difference between fact and fiction online.

This intervention demonstrates a wide range of tactics and strategies that Parents/Grandparents can use to help children develop critical and digital literacy. In essence however, based on an understanding of the above strategies and tactics, Parents/Grandparents should simply follow the following guidance with the children in their care:

Talk to them: Children rely more on their family than social media for their news so talk to them about what is going on. It's also helpful to talk about how the information they see online is created so they have a better understanding of the intentions behind it.

Read: Many people share stories they don't actually read. Encourage children to read beyond the headline and if they do spot something, not to share it but to help set the record straight.

Check: Share quick and easy ways to check the reliability of information. This could be doing a search to double check who the author is and how credible they are, seeing if the information is available on reputable sites and using good fact-checking websites to get more information. It's also worth talking to them about spam, and the possibility that some of the adverts that they come across might also be fake.

Get Involved: Digital literacy is about participation. Teach children to be honest, vigilant and creative digital citizens.

@ MISINFORMATION AND DISINFORMATION

(for distance teaching & learning)

The objective of this learning activity is to enable learners and adult educators to apply critical digital literacy skills in order to better recognise different kinds of Misinformation and Disinformation and the intentions behind their generation.

AE will learn how to:

- recognise different kinds of Misinformation and Disinformation

- recognise and differentiate the intentions behind its generation

- plan and implement hands-on, learner-oriented tasks in order to teach parents/grandparents to be more critically literate when using digital media.

- facilitate discussion with parents and grandparents that will engage them in the importance of working together in order to support the critical digital literacy of the children in their care;

How it works:

- The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection);

- The learning employs presentations of examples, videos, individual and group activities, learning quizzes, and practical case studies;

- The duration of delivery of this theme is 2.5 hours (+ individual research and study time).

Part I Presentation of a Model Activity

Evocation:

In the Digital Information Age, news and information are shared more rapidly on digital media than ever before. The ability to discern true information from false information has become highly important and at the same time very difficult. This activity includes the following topics:

- Fake News: What is it and what is it for?
    - Definitions and the different types
    - How it is created and spread online
    - Intentions behind its creation
    - Why should we care?

- Fake News: How to spot it!

- − Using Critical Thinking Skills
- − The 3 stages of applying critical digital literacy
- − Analysing content
- Using Fact-checking and reporting Tools

Realisation

A.   *Introduction to the different types of Misinformation and Disinformation*

The topic is introduced with a presentation (See Annex 2 parts 1&2 and Presentation Slides 1-15) about Fake News, Misinformation and Disinformation. This includes definitions, examples and video to distinguish the different types and intentions behind Misinformation and Disinformation in Digital Media.

B.   *Examination of the Intentions and Motivations behind Misinformation and Disinformation*

Task 1: A Group Discussion: What are the intentions and motivations behind Misinformation and Disinformation? – Why is it created? Why should we Care? (10 minutes)

(Analysis, Reflection and sharing ideas)

The intentions, motivations and implications are captured, summarised and classified in a short presentation.

C.   *Examination of how disinformation is spread online*

A presentation (see Annex 2 part 4 & 5 and Presentation Slides 18-19) with group discussions on the creators and senders of Misinformation and Disinformation on the internet.

D.   *How to spot Misinformation and Disinformation*

This topic is introduced through **Task 2 – an individual and group activity.**

Task 2: A Learning Quiz on *Real* Facts: (15 minutes)

The participants are asked to select the right answer to 10 multiple choice questions, each has 3 answer options. The aim is to get them thinking critically in choosing the correct answer. It is very unlikely that the participants will know the answers in advance so their answers will need to be based on a critical assessment of probability.

Individually, course participants will consider each question in turn and record the option (Choose answer A, B, or C) they consider to be the correct answer. They will then be given the correct answers to each question and there will be a group discussion about the reasoning behind their choices.

The questions are:

1. In all low-income countries across the world today, how many girls finish primary school?
2. Where does the majority of the world population live?
3. In the last 20 years, the proportion of the world population living in extreme poverty has…..
4. What is the life expectancy of the world today?
5. There are 2 billion children aged 0 to 15 years old in the world today. How many children will there be in the year 2100, according to the UN?
6. The UN predicts that by 2100 the world population will have increased by another 4 billion people. What is the main reason?
7. How did the number of deaths per year from *natural disasters* change over the last hundred years?
8. How many of the world's 1-year-old children today have been vaccinated against some disease?
9. In 1996, tigers, giant pandas, and black rhinos were all listed as endangered. How many of these three species are more critically endangered today?
10. Worldwide, 30-year-old men have spent 10 years in school, on average. How many years have women of the same age spent in school?

E.   Critical Thinking Techniques for Fact Checking

A presentation on two techniques that are useful for Fact Checking: the "Traffic-light Checker" and the "CRAAP Method" (See Annex 3 and Presentation slides 29-51)

Task 3: Applying the CRAAP Method (20 minutes)

Working in pairs (or individually) participants examine an article through the lens of the CRAAP test: https://www.peta.org/issues/animal-companion-issues/animal-companion-factsheets/animal-abuse-human-abuse-partners-crime/

And to determine:

● Whether or not they trust the article – believe it is telling the truth.
● If they do, are there any elements that they doubt.
● If they do not, do they consider any of the article to be true/accurate.

F.   Fact-checking and Reporting Tools

A presentation (See Annex 3 and Presentation slides 52-63) on:
● methods for fact-checking digital media – images, clickbait, urls etc.
● Fact-checking websites
● Reporting 'fake' information on Facebook, Google, Twitter etc

Task 4: **Play the game `Factitious`** (10 minutes)

A game played on an individual basis to challenge the participant's ability to detect disinformation in a selection of COVID-19 news stories

G.   Summary, Review and Reflection

Part II. Analysis of the Process

1. Recalling all steps of a model activity/lesson.
2. Analysis of a model activity/lesson from learner's perspective.
3. Analysis of a model activity/lesson from adult educators' perspective.
4. Discussions: how did we learn? /what did we learn?

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts
2. Development of a draft plan for implementation

References

Shout Out UK: https://www.shoutoutuk.org/

www.Internetmatters.org

UNESCO's Handbook for Journalism education and training (2018)

How I became a Deep fake: BBC

Factfullness Quiz, Hans Rosling: https://factfulnessquiz.com

CRAAP Method: https://libguides.ioe.ac.uk/evaluating/craap

Tineye: https://tineye.com

Copyscape: https://www.copyscape

Snopes: https://www.snopes.com

FotoForensics: http://fotoforensics.com

Chapter 6: Theme 5: Safety & privacy

6.1 Introduction into the theme

Security & privacy on the web

The aim of this module is to discuss the topic of security and privacy on the Internet, to know the dangers and how they can be avoided or reduced. In order to do this, the technical measures that should be taken are shown and the critical handling of private data and data protection on the Internet is explained.

Become an adult educator/ trainer:

- know the difference between security and privacy;
- get to know the most important issues and apply them in practical tasks;
- know how to better protect their security and privacy on the internet;
- learn how to search the internet safely;
- learn to recognise and avoid dangers on the Internet;
- learn to navigate social media and protect their private data;
- learn how to deal with personal attacks and cyberbullying.

How it works

- The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection);
- The learning employs interactive lecture, individual, pair and group work, variety of strategies and methods;
- The duration of delivery of this theme is 6 hours.

Table 8. Overview of the theme

Learning objectives	Content	Activities / Methods	Material	Duration	Learning outcomes
To present & discuss main concepts of the theme	Introduction to the theme: Understanding protecting security and privacy	Lecture through presentation, "Introduction to the theme Safety and Privacy.pptx" clear the head 6-3-5-method,	Multimedia, Flipchart, markers	1,5 hour	Difference between security and privacy; Overview of the sub-theme

Learning objectives	Content	Activities / Methods	Material	Duration	Learning outcomes
		group discussion			
	Sub-theme 1 Overview of current antivirus programs, tasks of antivirus-program, security settings in browsers	Lecture through presentation "Technical possibilities.pptx" refresh body and mind, K-W-L, joint analysis, online research	Multimedia Flipchart, markers	1,5 hours	critical review of antivirus software; important security settings in the Browser
	Sub-theme 2 Recognize reputable websites, recognizing and avoiding dangers	Lecture through presentation "Serious surfing behavior.pptx" exchange market; joint analysis and group discussions	Multimedia (Projector) Handout, Worksheets, Flipchart, markers	1,5 hours	critical review of websites; recognize characteristics of trustworthy websites
	Sub-theme 3 personal attacks; cyberbullying; Protection in online social networks; protecting own data; protecting emails;	Lecture through presentation "Protection on internet.pptx" atom-molecule-discussion	Multimedia (Projector) Handout, Worksheets, Flipchart, markers	1,5 hours	Personal safety on the Internet

Understanding protecting security and privacy

No matter whether on the notebook, smartphone or tablet, people surf the internet on a daily basis. Internet World Stats [1] estimates that the number of Internet users in Europe in 2018 was around 727.6 million. A review of data on internet use [1] for project partners gave the following results in percentage of the population:

- United Kingdom   95%
- Germany   92%
- Spain   86%
- Lithuania   80%

But how safe are these users on the internet?

The first issue that must be addressed is the difference between privacy and security.

Privacy is the ability to protect sensitive, personally identifiable information. Your privacy on the Internet depends on how much personal information you publish and who has access to this information.

The first step to protect privacy is security. Every user needs to actively participate in data protection. It includes:

- Read privacy statements before sharing personal information.
- Take proactive security measures against viruses, malware and phishing.

As soon as the user enters the World Wide Web, privacy is too often neglected. Internet security should be taken very seriously these days. Many consumers and companies willingly share their information on social media. The same applies to cell phone data, loyalty retail cards, credit cards, iWallets, transport services and the like. Convenience and consumer behaviour can seem to have far more influence on how we handle our personal data than security concerns.

In the digital age, being online is very important for our children, but when they use the internet they can leave traces and willingly disclose personal data.

Protecting personal information on the web – The Internet never forgets!

Everyone who uses the Internet should protect their privacy and personal data. Every user can fall victim to crime on the Internet. Without exception! There are many measures today that can be easily taken to improve our online privacy and security. The following section sets out these measures.

In the individual topics, we provide links that offer current information on these topics. Due to the fast pace of the Internet, we can only name the technical options that are up to date at the time of this document's creation. You should keep yourself regularly informed on the latest developments on internet safety and security, in order to pass this information on to children / grandchildren.

In this chapter we would like to explain security measures and protection options, e.g.

- What are the technical possibilities?
- How do I surf the internet safely?
- How do I protect my personal data?
- How do I protect myself on social media networks?
- How do I cope with personal attacks and cyberbullying?
- How can I recognise dangers and avoid them?

Part I. Presentation of Model Activity

Step 1. WARM-UP

The workshop participants are involved in 5 minutes warm-up-activity „clear the head" [2]. After it, the session leader introduces the goal of the session & shortly describes what will happen during it.

The procedure

You can perform this activity indoors or outdoors. It is suitable for an unlimited number of participants. Background music is recommended.

Ask the group to move freely through the room; everyone should speak individually about what has happened in their everyday life since 8 p.m. last night until the start of the seminar.

This exercise can also be a way for you as a moderator/ trainer/ seminar leader to focus on the work ahead.

The method is ideal for warming up in the morning, before the event begins in order to get the head clear.

Step 2

Preparation:

Worksheet: 6-3-5 Method

Theme: Security and privacy on the internet

Create a worksheet in a word processing program according to the picture above. You need one worksheet for each participant.

Task 1: Participants are asked to write down their knowledge or questions about security and privacy on the Internet. The 6-3-5 method [3] is used.

For this task, the participants are divided into groups of 6 people. Each participant receives a sheet with 3 columns and 6 rows.

The procedure

Each participant writes 3 ideas on this subject on the paper in front of them. These should differ from each other and approach the question from as different perspectives as possible.

The notes are passed on five times until each participant has had every list once in front of them.

When the sheets are passed on, everyone receives a list with three different ideas/ knowledge. In the next line, these ideas are continued with your own thoughts and knowledge. In this way, the existing ideas are taken up, expanded and refined.

This is repeated until the pieces of paper have been passed on a total of five times and everyone has had the opportunity to give their input on each existing idea.

The task is limited to five minutes.

Task 2: Summary of the ideas / opinions by category in a group discussion. Set the categories according to the entries of the participants. Possible categories are:

● technical possibilities
● internet surfing techniques
● privacy

Part II. Analysis of the Process

1. In the group, summarise the ideas / opinions of the participants on the following questions.
    What is security?
    What is privacy?

2. Ask the following questions to the group:
    How do you protect yourself in the digital world?
    Before you enter your personal data, do you think about what private data you are providing?
    Are you aware of the possible consequences of this data?

Part III. Planning for Implementation

The trainer divides participants into small groups and asks them to develop an activity that parents/grandparents can do with their children to explain the importance of privacy. The following questions should be considered:

● What kind of website / social network is it?
● Is this a secure site?
● What personal data can I provide on this website?
● Why do I enter personal data? Is this really necessary?
● Which ones should I not disclose under any circumstances?

Possible adaptations

Trainers can also use other methods to collect ideas / ask questions.

The 6-3-5 method described above is well suited if the participants are somewhat closed or reserved.

If the group consists of open-minded participants, brainstorming / mind-mapping is also a very good method. For both methods, it is recommended to note the results on the blackboard or on a flipchart.

Let the group answer the questions that have been recorded by the participants. Join the discussion only if the question is not being discussed by any of the participants.

Additional adaptations for disadvantaged groups

For socially disadvantaged parents/grandparents the 6-3-5 method should be used for a little longer, e.g. 10 minutes.

Adapt your language and explanations as appropriate, to the group of participants you are working with, in order to ensure understanding and engagement with the course. Speak a simple language to socially disadvantaged groups so that everyone has the opportunity to follow the course.

6.2 Technical possibilities

Important general information

Data security includes technical measures that serve to protect all possible data. The following goals are pursued in data security: confidentiality, integrity and availability of the data. In contrast to data protection, data security is not limited to personal data. This section explains the possible technical measures that can be taken to increase data security. These measures are various control mechanisms which are intended to prevent

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unauthorized access and thus also knowledge, manipulation or removal of the data. See more in the Annex 4.

Part I. Presentation of Model Activity

Step 1. WARM UP

The goal of this warm-up is to refresh the body and mind.

Procedure:
A person starts to make quiet noises by rubbing their hands together. The next person waits a few seconds and then also begins to rub their hands, then the next person and so on.

When the last person starts rubbing their hands, the first person starts with a new sound, e.g. finger snapping. Again people follow one after the other and the new sound replaces the first one.

The order of sounds:

- Rubbing your hands
- Finger snapping
- Clapping your hands on your thighs
- Clapping your hands
- Clapping your hands on your thighs
- Finger snapping
- Rubbing your hands

The volume of the sounds will become louder and then softer again.

Step 2

Taks 1: The trainer introduces the topic to the participants using a presentation (see Chapter 10 Presentation: Technical possibilities).

Task 2: Participants will be asked which anti-virus programs they use and what experiences they have had with them. The results will be noted and evaluated together.

Task 3: Each participant receives a K-W-L (Know - Would like to know - Learned) sheet (Ogle, 1986). The participants fill in the first and second columns. In the first column, they enter what they know about Parental Control on the Internet and in the second column, what questions they have about the topic.

KNOW	WOULD LIKE TO KNOW	LEARNED

Joint analysis of the sheet. If needed, online research can be conducted on the topics in the "would like to know" column.

It is recommended to limit the time of task 2 and task 3.

After filling out the K-W-L sheet, a participant starts with the first point she/he wants to know. The other participants try to answer the question. The trainer will intervene only if no participant can clarify the point. The participants are given 1-3 minutes to update their K-W-L-sheet.

Part II. Analysis of the Process

Analysis of the K-W-L sheets in the group discussion:

- What new information did the participants learn from the presentation?
- Which points do you consider as very important?
- Analysis of the current settings of your hardware and software. For example, the security settings in your browser and on the social networks you use.
- Which changes do you consider important for your system?

Part III. Planning for Implementation

Participants brainstorm in small groups and develop a step-by-step guide to the settings parents/grandparents should make on their systems, both in terms of hardware and software.

Afterwards, the instructions from the entire group are combined into a complete manual.

Possible adaptations

If computers with internet access are allowed to be used during the course, it is also possible to research the questions online. This has the advantage that the participants can learn research techniques and thus in the future quickly get the desired information. This reduces the time spent in front of the screen in the future.

Additional adaptations for disadvantaged groups

For groups of socially disadvantaged parents/grandparents, some of the work should definitely be done with computers. Here they should deal with the possibilities of parental control on computers / smartphones.

6.3 Serious surfing behaviour

Important general information

It is well known that from a little data a lot can be read about Internet users. Information can be obtained from online activity, not just in regards to someone's identity and personal data, but also with regards to online behaviour, physical and psychological conditions and other aspects of people's personalities.

Scientists have shown that insights into personality traits can be gained not only from the use of social networks such as Facebook or Twitter, but also from regular internet use, such as information searches and purchases. Many users think they are anonymous in cyberspace - unfortunately, this is a fallacy. The Internet is a space for seamless surveillance.

It is difficult to examine an internet source for its completeness and credibility. However, there are some clues that you can look out for that quickly point to how trustworthy an Internet source is. See more in Annex 5.

Part I. Presentation of Model Activity

Step 1

The idea for this activity is based on the elaboration of the activity "exchange market" [4] by Manfred Bieschke-Behm.

The exchange market implies that you give away what you have too much of and get from others what you have too little of, or do not have at all.

Preparation: Several small tables, each with a chair in front and a chair behind, mark the market stalls. On a separate table there are presentation cards in two different colours and pens. Decide beforehand which colour is to be used for which theme. The themes are: "How to recognise reputable websites" and "How to recognise dangers on the Internet".

Implementation: Before the swap transactions begin, the participants write on the moderation cards their knowledge on the topic "How to recognise reputable websites" and "How to recognise dangers on the Internet" and their name. One dot is written on each moderation card. Those who have something to "sell" sit down at a table and spread out their "barter objects".

The potential buyers go from table to table and find out what is on offer and if there is something lucrative for them. The "seller" asks the "customer" what they have to offer in return.

Note: In the context of "price negotiations", the question of "quantity" must also be clarified. Prerequisite: it is not a 1:1 swap transaction. For example, the "seller" is only willing to give

the "buyer" 1 card of his "knowledge" about "How do I recognise reputable websites" if he gets 2 cards about "How do I recognise dangers on the Internet" in return. If the "business partners" agree to trade, the labeled moderation cards change hands. Every "buyer" has the possibility to approach other sales stands to increase his demand there.

Note on the procedure: Not every "customer" leaves the exchange market with a "purchase". For some the "price" is too high. Also, the "seller" may refuse a barter trade, e.g. if the responsibility for a decision is to be transferred to them in this way. In all phases of this exercise, previously unknown experiences are identified and insights are gathered.

Note 1: It is possible to switch roles. The "seller" becomes the "buyer" and vice versa.

Note 2: open the exchange market for a limited time only.

Note 3: The exchange market can be used universally. It can take place at the beginning as a "warm-up", at the end of an event, as well as a focus of a meeting.

<div align="center">Step 2</div>

Task 1: The moderation cards to the topic are pinned and it is determined who has what knowledge.

Task 2: The evaluation is used as a basis and the trainers pass on their knowledge to the whole group. For this purpose, a trainer from the group is assigned to moderate the meeting.

<div align="center">Step 3</div>

Discuss with your participants the question: "What do you understand by serious surfing behavior?"

Give your participants the 10 points about the topic "Characteristics of a reputable Internet source" to read through. See the 10 identifying features in Annex 6, "1. Features of a reliable internet source". Ask your participants whether or not they pay attention to these points when using the internet.

Let the participants note down the points in their own words to internalize them.

In the case of socially disadvantaged groups, it is advisable to discuss the points together in the group, possibly showing these characteristics online.

Discuss the concept of media literacy for parents / grandparents.
See for further information chapter 9, appendix 1. "Media Literacy for Clinicians and Parents". You will find three different age groups.
Part I: How young children perceive and use media

Part II: Preschool years
Part III: How school age children and adolescents perceive and use media

Part II. Analysis of the Process

- What do you think about the activity "exchange market"?
- Can this activity be done with parents / grandparents?
- Can parents / grandparents carry out this activity in the same or a similar way with their children / grandchildren?

Part III. Planning for Implementation

The participants work in small groups on an activity for parents/grandparents, discussing appropriate suggestions for and answers to the following questions:

- How does my child / grandchild recognise a secure site?
- How can I sensitise my child / grandchild to dangers of the Internet?
- How can I show my child / grandchild the dangers of the Internet?

Possible adaptations

Trainers can also use other activities instead of "Exchange market" that they consider useful, such as a questionnaire with click the box questions.

Possible questions and answers are, e.g.:

Question:

When using a search engine, what does the order in which search results appear, suggest about the web pages ? What does the result of a search engine say when searching for a term?
Possible answers:
1.   The order has no meaning.
2.   The first results are those that had the most visitors.
3.   The first results are secure pages.
(correct answer: 2)

Question:

The desired website is open. How can you tell if the site is secure or not?
Possible answers:
1.   The address starts with http.
2.   A lock is shown in front of the address.
3.   There are many advertisements on the website.
(correct answer: 2)

Question:

Are you allowed to download pictures, music, text, movies, etc.?

Possible answers:

1. Yes, I am allowed to download everything without hesitation, as they are accessible to everyone.
2. No, I am not allowed to do it, because they are all under copyright.
3. Yes, I may download everything that is released and used for private purposes only.

(correct answer: 3)

Additional adaptations for disadvantaged groups

With socially disadvantaged groups it is advisable to discuss the points together in the group, possibly show these characteristics online.

6.4   Secure use of social networks

Important general information

Private use of online social networks allows you to talk, share photos and videos with family, friends and colleagues. However, the dangers of social media networks should not be underestimated, such as identity theft or spying on private information. In the following activity, you will get some security tips [5] (see more in Annex 6: Secure use of social networks).

Part I. Presentation of Model Activity

Step 1. WARM UP

Atom-molecule-discussion [6]

This method is designed so that participants write down questions about a previously selected topic, such as rights and responsibilities on the internet or cyberbullying, in groups of increasing size.

At the beginning the whole group is divided into pairs - each pair sits down somewhere in the room and talks for about 5 minutes about the agreed topic. After this time the trainer gives an agreed signal and the pairs find a second pair and talk to each other again for about 5 minutes. Then each group of four looks for another group of four and talks about the topic for another 10 minutes.

Note: This activity is most suitable for larger groups. For smaller groups, you can stop after the second round (group of four).

Step 2

Task 1: Each group of eight (group of four) should then summarise their questions on the topic in 5 minutes and agree on a group speaker.

Task 2: Afterwards the group speakers will present the questions. The questions collected in this way are noted on a flipchart or digitally.

<div align="center">**Step 3**</div>

The catalog of questions from Step 2 will be answered in a joint group discussion.

The participants report which (negative) experiences they have had and what they have done about it.

Groups will discuss the selected topic. If they chose the topic of cyberbulling participants may not be willing to share their experiences due to the sensitive nature of this issue. In this case, you can also develop an anonymous questionnaire as a basis for discussion. To create a list of questions, you can use the information from Annex 6: Secure use of social network, subchapter "Cyberbullying".

<div align="center">**Part II. Analysis of the Process**</div>

We ask the participants to sit in a circle and give feedback on the activity performed.

- What did they like about this activity?
- Did this activity make them more aware of the topic?
- What did they not like?
- Would they suggest any other activities?

<div align="center">**Part III. Planning for Implementation**</div>

We bring the participants together in small groups and ask them to develop other possible activities that are also suitable for parents and grandparents, which they in turn can do with their children / grandchildren.

<div align="center">**Possible adaptations**</div>

Cyberbullying is a very sensitive topic that many people do not want to talk about. To be able to discuss this topic with parents and grandparents, an anonymous survey would be one possibility.

For this purpose, a questionnaire can be developed in small groups and then an overall questionnaire produced.

<div align="center">**Additional adaptations for disadvantaged groups**</div>

This questionnaire should be easy to understand for socially disadvantaged people.

Together as a team, the best way to explain the issues raised to socially disadvantaged groups should be considered..

References

[1] https://de.statista.com/statistik/daten/studie/39490/umfrage/anzahl-der-internetnutzer-weltweit- nach-regionen/ from 18.05.2020

[2] Worksheet von Christina Achner
https://www.beltz.de/fileadmin/beltz/leseproben/9783407364517.pdf (page 139) from 04.05.20

[3] 1. 6-3-5 Method developed by Professor Bernd Rohbach, 1968

[4] compiled and field-tested by Manfred Bieschke-Behm Head and initiator of self-help groups, workshops and seminars Publisher:
https://www.mittelhof.org/static/media/filer_public/5b/ef/5bef0a48-2cd6-4a8b-afd6-19952a80624a/selbsthilfe_reader_2015.pdf from 20.05.2020

[5] https://www.bsi-fuer-buerger.de/BSIFB/DE/DigitaleGesellschaft/SozialeNetze/Zehn_Tipps/Zehn_Tipps_node.html from 25.04.2020

[6] The idea for this activity is based on the publication by Bodo Köster
https://www.schuldekan-ravensburg.de/fileadmin/mediapool/einrichtungen/E_schuldekan_ravensburg/dokumente/Diskussionsmethoden_fuer_grosse_Gruppen.pdf am 12.5.2020

@ SAFETY & PRIVACY

(for distance teaching & learning)

The objective of this learning activity is to discuss the topic of security and privacy on the Internet, to recognise the dangers and how they can be avoided or reduced.

AE will learn:

● to present and discuss the concepts with adult learners;

● to identify the most important issues and apply them in practical tasks;

● recognise the measures needed to search the internet safely, navigate social media and protect personal data;

● to reflect upon content and learning process;

● to plan their own teaching-learning process, while introducing the course material for specific target groups

How it works

● The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection);

● The learning contains online survey, group work, discussions, active learning and a quiz;

● The duration of delivery of this theme is 1 - 1,5 hours.

Part I. Presentation of Model Activity

Evocation task for course participants: Fill out the form.

Create a survey questionnaire on the topic of "media literacy". You can use for example Google Forms for this purpose. Here are some sample questions:

How many hours on average do you spend on the Internet every day in your free time?

☐ Not at all
☐ 1 hour
☐ 2 hours
☐ 3 hours
☐ 4 hours and more

How many hours on average do you watch TV each day?

☐ Not at all
☐ 1 hour
☐ 2 hours
☐ 3 hours
☐ 4 hours and more

Other possible questions could be:

- *Have you read a novel in the last few weeks?*
- *Do you read the daily newspaper?*
- *How often are you on facebook / Instagram / Youtube?*
- *Do you think about private content before you upload it?*
- *How often do you download pictures, videos, music or text from the internet (on average)?*

Course participants think for themselves for 2-4 minutes about their online behaviour and fill the form.

Group discussion about the results of the survey max. 10-15 minutes.

Realization of meaning/comprehension presentation.
Group task – „Learn and Teach"

Provide brief background information, e.g., on the topics of. (material to prepare the information is presented in annexes 5-7):

- Technical measures
- Features of a reliable internet source
- Rights on the Internet
- Secure use of social media
- Internet addiction
- Personal attacks and cyberbullying

The participants are divided into 4 breakout rooms. Each group is given a task to work out. For this you get 20 minutes.

GROUP 1:   How can you identify reliable internet sources?
         Which distinguishing features do you know?

GROUP 2:   **Watch the short movie**
         https://www.youtube.com/watch?v=2qn6VcvejEk
         How to deal with cyberbullying?
         How to protect yourself/your child from cyberbullying?
         How can parents (grandparents) tell if their child (grandchild) is a victim of cyberbullying?

GROUP 3:   What about the copyright law in Europe / in your country?
         Do you know the copyright of your posts / photos in social media?

How can you explain copyright to children / teens regarding downloading pictures, movies or music from the internet?

GROUP 4:   What does "the Internet forgets nothing" mean in relation to critical thinking?
What do you think about data leaks?
You can have a look for the worlds biggest data leaks with:
https://www.informationisbeautiful.net/visualizations/worlds-biggest-data-breaches-hacks/

Reflection. Work in the main session.

Each individual group takes on the role of a trainer and shares the results achieved with the whole group.

Part II. Analysis of the Process

1.   Analysis of the group activity "Learn and Teach" from learner's perspective
2.   Analysis of the group activity "Learn and Teach" from adult educator's perspective
3.   Discussions

Part III. Planning for Implementation

1.   Discussions about how & to whom this lesson/activity can be applied at local contexts
2.   Development of a draft plan for implementation

Possible adaptations:

Content: use other topics/questions about safety and privacy for the group work.

Time: schedule work in accordance with group size; leave enough time for reflection, analysis of the process and planning for implementation.

Work in the main session/break out rooms: if the group of learners is small, there is no need to work in breakout rooms. If the group is big, it is recommended to work in groups with max. 4-5 participants.

Chapter 7: @ APRICOT Stories

(for distance teaching & learning)

"Tell me a fact and I'll learn. Tell me the truth and I'll believe. But tell me a story and it will live in my heart forever."

Indian Proverb

Introduction into Stories

During online learning you may want to create your own group/ team story (-ies) on the things you found out and experienced. Therefore Program developers present here information, recommendations, tips and platforms which help to create good stories of your own.

The objective of this learning activity is to practice and reflect on the value of stories in engaging, motivating and inspiring learners.

AE will learn how to:

- recognise why stories are an important tool for teaching and learning
- recognise what makes a good story in a learning context
- the relationship between storytelling and critical thinking
- use a Design Thinking and Collaborative approach to developing stories
- apply design structures and performance techniques to storytelling that are engaging and empowering;
- identify software programmes for the creation of digital stories

How it works:

- The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection);
- The learning employs presentations of rudimentary theory, experiential and collaborative learning via Design-thinking and utilisation of Miro software, examples, videos, individual and group activities, and practical case studies ;
- The duration of delivery of this theme is 1.5 hours (+ individual research and study time)

Part I Presentation of a Model Activity

Evocation

A. Presentation and Discussion: Why Stories?

Telling stories is one of the most powerful means that Adult Educators have to influence, teach, and inspire. What makes storytelling so effective for learning? For starters, storytelling forges connections among people, and between people and ideas. Stories convey the culture, history, and values that unite people. When it comes to our countries, our communities, and our families, we understand intuitively that the stories we hold in common are an important part of the ties that bind us.

Connecting learners

Good stories do more than create a sense of connection. They build familiarity and trust and allow the listener to enter the story where they are, making them more open to learning. Good stories can contain multiple meanings so they are surprisingly economical in conveying complex ideas in graspable ways. And stories are more engaging than a dry recitation of data points or a discussion of abstract ideas.

Group discussion for a maximum of 10 minutes. Followed by a plenary session to summarise

 "Why Stories":

- They teach us about life, about ourselves and about others
- Enable us to empathise with unfamiliar situations
- Help us consider new ideas
- Increase our willingness to share similar life experiences
- Link learning to the prior experiences of the learner
- **Stories reshape knowledge into something meaningful!**
- A good story should:
    - captivate the audience,
    - help content resonate, and
    - make learning stick
    - Activate our imagination

Realisation

B. Short presentation on "Good Stories are…"

Task 1. Watch the video "My invention that made peace with lions" (TED talk- Richard Turere)
https://www.ted.com/talks/richard_turere_my_invention_that_made_peace_with_lions

Discuss what makes this story so powerful and summarise the key features that 'draw you in' and make the story memorable. (15 minutes)

C. Input/presentation on "Storytelling and Critical Thinking".

D. Input/presentation: **An Introduction to Design Thinking** and its application in storytelling and the delivery of Evocation, Realisation and Reflection processes through experiential learning.

Task 2. *(Group exercise for max group size of 10)* Using a Miro platform (see more below in *How to use Miro*) frame structure combined with the Design Thinking process to facilitate online experiential and collaborative learning , *create a 'prototype' story.*

(30 minutes)

E. Input/presentation: on **'Structuring a Story'**:

- Story concept
- Generate a plot
- Create a storyboard
- Develop the content
- Author the presentation by realizing the story plot with multimedia element

F. Input/presentation: on **"Performance techniques"**

G. Input/presentation: on **"Software Programmes for Digital Stories"**

Summary, Review and Reflection

You can use a Padlet platform to gather all learning/ teaching material and outcomes. See more below in *Use of Padlet*.

Part II. Analysis of the Process

1. Recalling all steps of a model activity/lesson using Storytelling and Design Thinking.
2. Analysis of a model activity/lesson from learner's perspective.
3. Analysis of a model activity/lesson from adult educator's perspective.
4. Discussions: how did we learn? /what did we learn?

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts.
2. Discussions about online collaborative learning.
3. Development of a draft plan for implementation.

References

- British Council and the BBC:
  https://www.teachingenglish.org.uk/article/storytelling-benefits-tips
- "My invention that made peace with lions" (TED talk- Richard Turere)
  https://www.ted.com/talks/richard_turere_my_invention_that_made_peace_with_lions
- Animaker Class - A drag-and-drop tool that offers features such as group management, an in-app messenger, and task tracking.
- Book Creator - A mobile (iOS/Chrome) app for putting together stunning eBooks and digital stories with text, audio, images, and video.
- BoomWriter - A safe site to create digital stories. (Once a story is published online, an actual book can be ordered.)
- Buncee - A digital canvas that includes an educational portal that allows educators to track and monitor student progress, create assignments, share an "Ideas Lab," and more.
- Cloud Stop Motion - Create stop-motion video projects from any browser or device that can be used for digital storytelling or project-based learning.
- Comic Life - A fun and easy-to-use iOS app for telling a story by creating a customized digital comic.
- Elementari - Read, write, code, share, and remix interactive digital stories, portfolios, choose-your-own adventures, and more using professional illustrations and sounds.
- HeadUP - Allows students to create beautiful-looking stories in various subject areas in only a matter of seconds.

How to use Miro

Tips for Adult Educators: Using an online whiteboard for remote classes and training.

Miro is an online collaborative whiteboard that can be used by Adult Educators, or anyone who wants an open canvas to organise their thoughts and ideas.
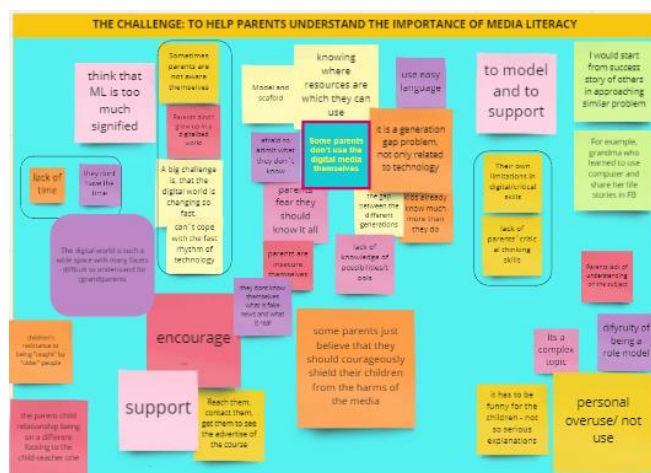
Miro:

- allows a group of people to brainstorm and exchange ideas, using a visual interface.
- In one view, it provides a full picture of a problem and possible solutions.
- It includes methodologies like mind maps, story maps, timelines, fishbone diagrams etc.

Using Miro for remote and collaborative education

To start using Miro doesn't require a lot of preparation; here are the initial steps.

1. Sign up using an educational email account

Miro has excellent benefits for educational purposes. Get a lifetime free educator's account to get access to all of the most useful and popular features for your class.

2. Keep separate boards for different classes

Once you have an Educator plan, you can have more than three active boards at the same time. You can also maintain different "projects," which are like folders for your boards.

3. Encourage parents to sign up

Learners who have an educational email account can get two years of Miro for free. However, you can collaborate with anyone on your board, even if they don't have an educational account. Parents can just use their normal email address.

4. Start playing with Miro right away

It's easier to understand all the features once you start using it. So, dive in and/or watch this popular Getting Started With Miro webinar to get a grasp on the basics.

5. Integrate some apps

There are a lot of handy add-ons that can make your Miro experience richer. Go through the app directory and choose ones that make sense for your needs. Some to consider: Voting, chat, Google Images, Icon Finder.

How to use Padlet

What is a Padlet?

Padlet is an online notice board tool that can help digitise the classroom and support online collaborative learning.
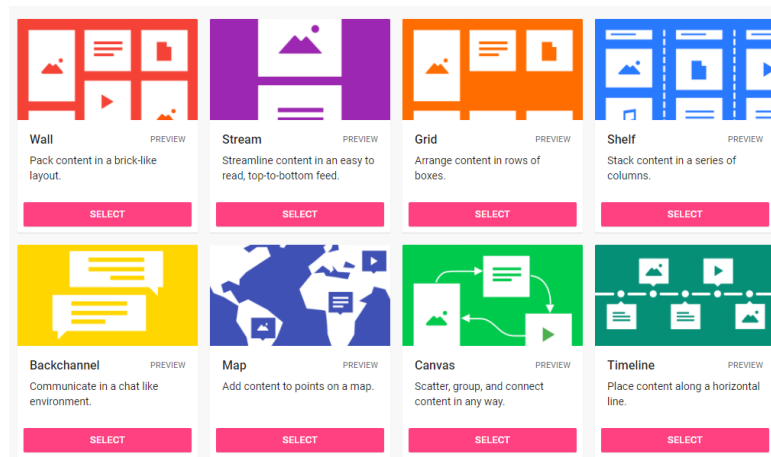
A digital notice board, it is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so too can children and parents.

The interactive space is easy to use and easily accessible from nearly any web browser-capable device including smartphones and tablets. It's a great resource for supporting collaborative online learning.

Padlet can be used by parents, children and teachers. With Padlet you can create an online post-it board that you can share with anyone you want just by giving them the unique Padlet link or using a QR code. Padlet allows you to insert ideas anonymously or with your name.

Whoever has the Padlet board opened on his/her smartphone or computer, can see what's on it and what everyone is writing. Contributors just have to take a device and start adding little sticky notes online. They can see all the ideas gathered on the teacher board immediately.

How to use a Padlet?

Using a Padlet in the classroom is easy. You can install the Padlet app [for Apple](#) or [for Android](#) on your phone or just go to the Padlet [website](#) and create an account.

Let your students insert the link in the browser or in the Padlet app. They can 'continue as guests' so they just have to scan the qr code with the Padlet app or type in the URL, without creating an account. Shortly after, they will be directed to your first Padlet board.

To get posting, double click anywhere on the board. Then you can drag files, you can paste files, or even use the Save As bookmark with Padlet mini. Or simply click the plus icon in the lower right corner and add that way. This can be images, videos, audio files, links, or documents.

Using Padlet for communication with students
Use the Padlet stream layout and communicate assignments and important lesson

material to your students by adding posts to the communication stream. You can even add some fun BookWidgets exercises in the stream

Using Padlet for parent communication

Use the same stream layout to communicate with parents. You can enable email notifications so you receive an email whenever parents post on the Padlet wall. Use the stream for interesting updates on topics.

Posting examples on Internet Security, 'Fake News', Moral dilemmas etc

To speak about current events, encourage parents to share articles or stories on the Padlet board. A fun way to keep up to date and current on the issues.
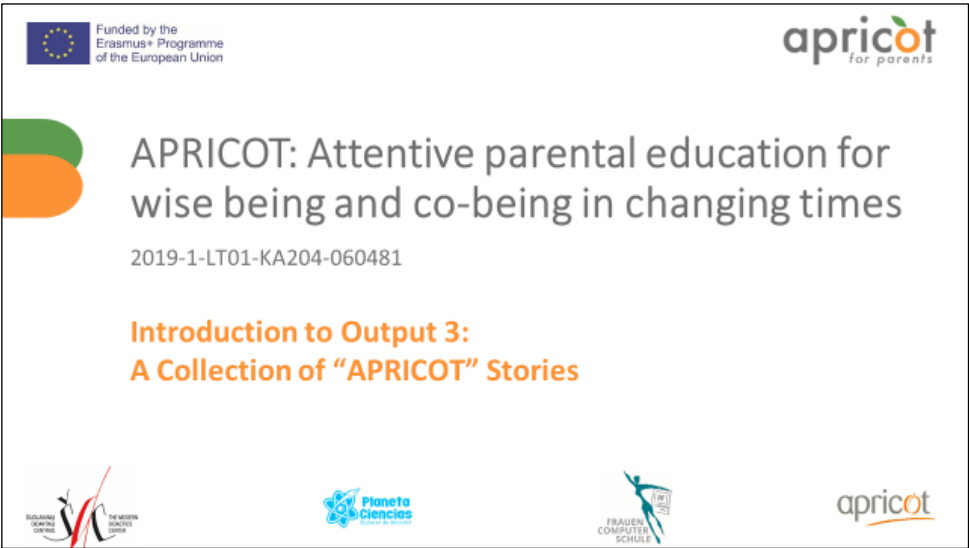
Use Padlet mini to bookmark interesting articles on the internet.

Gather teacher feedback

Once in a while, you should ask your parents for feedback. Create a Padlet wall just for that and make sure to let them comment anonymously.

THE SLIDES

THE SLIDES
SLIDE 1

Our intentions

- Digital testimonies
- Real situations: the personal experiences of teachers, parents and grandparent

- Bring the real world into the theory
- To be engaging and empowering

SLIDE 2

Why Stories?

- They teach us about life, about ourselves and about others
- Enable us to empathise with unfamiliar situations
- Help us consider new ideas
- Increase our willingness to share similar life experiences
- Link learning to the prior experiences of the learner
- **Stories reshape knowledge into something meaningful!**

- A good story should:
  - captivate the audience,
  - help content resonate, and
  - make learning stick

SLIDE 3

Good Stories are:

- Engaging
- Relatable
- Conversational
- Personal
- Memorable
- Simple!
- Fun

- **ACTIVATE OUR IMAGINATION**

SLIDE 4

SLIDE 5

Storytelling and Critical Thinking

- ᕗ Storytelling can teach by imparting truths.
- ᕗ It can invite people to think for themselves and create their own truths.
- ᕗ When they come up with interpretations and support them with reasons – that's critical thinking!
- ᕗ They can:
  - ᕗ Pose questions
  - ᕗ Contain moral dilemmas that invite exploration
  - ᕗ Engage people in complex issues

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SLIDE 6

Design Thinking and Storytelling

EMPATHIZE — Develop a deep understanding of the challenge

Clearly articulate the problem you want to solve

DEFINE

IDEATE — Brainstorm potential solutions, select, and develop your solution

Design a (series of) prototype(s) to test all or part of your solution

PROTOTYPE

Engage in a short-cycle testing process to refine and improve your solution

TEST

Design Thinking exercises our creativity!

ERR
EVOCATION
Realisation of Meaning/Comprehension
Reflection -

A Collaborative Learning approach, it creates a structured framework for:
- ➢ identifying challenges,
- ➢ gathering information,
- ➢ generating potential solutions,
- ➢ refining ideas,
- ➢ and testing solutions.

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SLIDE 7

SLIDE 8

Through stories we move people, we convince them to support our ideas, we encourage them to spread our message.

Stories elevate a project deliverable into something everyone can relate to.

SLIDE 9

Structure

- ᕬ Story concept
- ᕬ Generate a plot
- ᕬ Create a storyboard
- ᕬ Develop the content
- ᕬ Author the presentation by realizing the story plot with multimedia elements

SLIDE 10

Performance techniques

Remembering and retelling the plot:
- ᕬ map the plot as a memory technique
- ᕬ use story skeletons to help you remember the key events
- ᕬ think of the plot as a film or a series of connected images
- ᕬ tell yourself the story in your own words
- ᕬ create your own version of the story (adapt and improvise)
- ᕬ retell it numerous times until it feels like a story

SLIDE 11

Additional Information re Online session

WHY STORIES (Slide 3)

● **Good Stories are Engaging**

Scenarios and animations are two favourite ways of using storytelling in adult learning.

● **Good Stories are Relatable**

Tailor your story to your audience members by creating characters that are relatable. When a learner can relate to a character, they will feel better connected and develop an understanding of the experience of your character.

● **Good Stories are Conversational**

Write dialogues that are conversational in tone, using language that your learners would actually use with each other and their children. Consider using 'slang' to help make the conversation more authentic. Avoid acronyms. Read your dialogues out loud to confirm they sound like natural conversation.

● **Good Stories are Personal**

Do not be afraid to share personal stories that include failures and lessons learned. Personal stories that come from the heart tend to resonate with learners and give them a safe space to learn what to do (or not to do). After all, it is safer—and much more fun—to learn from the mistakes of others than it is to fail by yourself.

● **Good Stories are Memorable**

Start by coming up with a strong hook and ending, then focus on storyboarding the various elements that will help make your story memorable. Add conflict to make your

characters human. Think about how you will visually depict your story. Determine whether you will tell you story all at once or weave it throughout the learning deliverable.

- **Good Stories are Simple**

Read and reread the story, editing yourself along the way. Ask others to review your story and help tweak it to make it simple yet engaging, relatable, conversational, personal, and memorable.

- **Good Stories are Fun**

If you are using animations, for example, consider focusing your story around a theme, such as superheroes. Have fun creating learning activities that tie back to your theme. For example, use villains to 'misbehave'. When you have fun telling your story, learners will enjoy learning much more.

DESIGN THINKING and STORYTELLING (Slide 7)

1. **Empathize**: Empathy is the centrepiece of human-centred design thinking. In order to create an innovative solution to a problem, it is essential to observe people–what they do, how they live, and their stories. Observing people builds an understanding of how they think and feel, what they value and how they see the world. Empathy almost always includes some sort of engagement with people. Engagement may be a conversation or a step-by-step explanation on how things are done.

2. **Define**: Defining a question or challenge based on empathy often changes the original problem you thought you understood how to solve. Defining a problem or challenge based on the needs of users provides focus, frames the issue, inspires and empowers, informs criteria for evaluating competing ideas and keeps the question in the realm of "actionable."

3. **Ideate:** Celebrate the power of possibility! Ideate is the space to imagine without judgment a variety of "wild, darling and practical" ideas. Ideation discourages linear thinking and helps people step beyond obvious solutions.

4. **Prototype:** Once you have ideas, it is time to experiment with prototypes. A prototype is a possible solution that allows time for feedback. Prototypes are simple — storyboards, hand-made models, posters, or role-playing. It is important to create something very quickly in order to see if the original question has been answered. Perhaps the question itself was wrong and it is time to go back to the drawing board. Better to fail quickly and cheaply before moving on to formal assessments.

5. **Test**: Testing is the culmination of the empathize-define-ideate-prototype spaces of design thinking. Problems have been framed and reframed. Now it is time to engage in real-life, real-time testing in which the users are involved. It is only when we allow

ourselves, our teams, our students to experience spaces of design thinking that we can implement authentic assessments.

Design thinking is active and inclusive. And kids are embracing design thinking with gusto. Schools around the world are embracing design thinking as a new way of learning and a way to increase student engagement.

HOW TO CREATE AN EFFECTIVE STORY (Slides 9, 10)

- **Focus on one main concept at a time**

Keep it simple! When you begin to compose a storyline it is important to focus on just one main concept at a time. You don't need to convey all of the information you would in class or in a text, but you need to isolate the key points you want the students to remember. What is the most important point for your students to walk away with? Let's say you are trying to help students understand the concept of positive correlations. Your tale must focus only on positive correlations and not anything else but positive correlations. Think through what the concept actually needs to convey as a message. Write out the message and keep it simple.

- **Plan with a script**

It is recommended that you script, if not word for word, then at the very least with a detailed and strong outline.

Some key things to remember before you dive in are:

Accuracy – check your facts. Even if you know your content intimately, double check dates, locations and facts in general. Is your data up-to-date? And if you do use data be mindful that it should not be too time sensitive if you want your video to have a lifespan.

Length – Research and our own anecdotal experiences show that attention spans are short. We try to keep our videos/animations under 7 minutes and even better under 4. You don't need to pack all the information into your video. It's one story. Your other content can be presented in the form of readings, other kinds of videos, text & graphics, and student focused activities.

Audience – Is your story for undergraduates? Graduates? Professional students? Do they have context for the story and is jargon familiar to them? Are they global? If you're mentioning a geographic location in the United States, is that a town or city known by students in Abu Dhabi? Be sure you are speaking globally – both geographically and culturally.

- **Analyse the content and set goals**

To begin, look at your own content as it currently exists. Your lectures in person may be an hour and a half long, and they probably contain several different modalities of

teaching. Many people begin with the assumption that they will record all of their lectures as they currently exist, but video or animation cannot replace lectures. It has real limits that need to be accounted for:

- It is linear
- It moves at its own pace, not the students' pace
- It is not interactive
- The video frame cannot hold dense graphs, diagrams, or text well.

Think about the full structure of your lesson, and the full toolset of technologies you have available. We find that the biggest determinant of whether a video or animation is successful or not happens before you ever record or script, when you select what content you will record in the first place.

Telling good stories means having good stories, and most of us have good stories within our lectures, even if the lecture as a whole cannot fit that structure. Look for the following: Anecdotes, historical narratives, case studies, allegories, thought experiments– these are all great places to start. Don't underestimate the importance of personally relating to a story. If there is something in your work or research that moves you, it's all the more likely that it will move your students.

- **Open with a hook**

It is important to open your story with a hook that catches the attention of your audience. A hook is an interesting incident, question, or problem that encourages the student to keep listening. For example, if you are teaching the concept of positive correlations, start your story with an incident, mystery, or problem that the story will eventually solve.

- **Make your main characters likeable and relatable**

Your main character/s need to be relatable to your students to the point that your students care about the main character/s. In some cases, if you are scripting a fable or allegory, the characters do not have to be real people or even human. They can be animals, aliens, or inanimate objects. But they must feel real in the sense that they are not perfect but have strengths and weaknesses like everyone else.

- **Develop a theme, setting, & well-defined character/s**

What is the theme of your story? Where does it take place? And who is the main person or character in the story and who are the supporting characters?

- **Start with the end and work backwards**

Know where the end is from the start so that you resist going down rabbit holes that confuse or distract the listener from understanding the central theme or message. Create a timeline by working backwards from the end to start. Then think about what comes

right before the end and so on. Keep working backwards until you arrive at the beginning of your story.

- **Transition to the middle**

From your hook, transition to address the question or problem stated in the hook. Develop the central theme, characters, and setting that leads the listener/viewer down the path towards a resolution.

- **Bring the message home with an ah-ha moment**

Make your ending the ah-ha moment that brings home the central theme of your story. The ending should allude to the truth, moral of the story, resolution, or big meaning.

- **Be comfortable with creating drafts and storyboards**

Start with a draft of your story to get all the points down that you need to cover. Then put the story down, walk away, and pick it up again in a day or two. When you pick up the story again - read it for clarity and coherence. Rework the story to develop the theme, details, and flow. Make sure there is a beginning, middle, and end with a clear arc to the story.

- **Consider the use of visuals and movement**

Sometimes you can carry your story without any visuals at all and rely completely on the audience to use their imagination. In other cases, visuals are essential to understanding and driving home the message. Visuals can take the form of photographs, drawings, or animations. Visuals, especially animated ones, can help bring the story to life. You can use your body to enact the story or develop drawings. This will help keep their attention focused on the message you are communicating.

If you're using images you don't need to explain each image and similarly images can replace words. In fact, some of the most effective images are shot outside of the studio or classroom. We encourage you to think about getting out into the field – into the city to show your students samples of your story, or to interview other experts.

You don't have to be an artist to create visuals to accompany your story, but if you don't feel comfortable doing the visuals, see if you can find a motion graphic artist or graphic artist to help you storyboard and build out your story. Students in the visual arts can be very helpful in this area and they are eager to build out their portfolio with real work. Put your story into a 3-column script (see example) and develop the visuals or work with your visual artist. The storyboard process will help refine the story further.

If you do fully script, remember that writing for the screen is more succinct and conversational.

IF <u>YOU</u> ARE DOING THE STORYTELLING:

Invite interaction & align with your learning objectives

Here are some strategies:

- Follow up with questions and discussion prompts after your story.
- Ask learners to retell the story in a one minute paper.
- Ask learners to solve new problems (demonstrate learning and transference).
- Have your learners create their own stories about the concepts they are learning.
- Employ good principles of media design
- Don't add too much visual detail that confuses the learner.
- Keep a pace with audio and visuals that allows the learner to process the message.
- Don't use music and audio narration at the same time.
- Don't use text and narration at the same time.
- Use techniques such as zooms and pans appropriately.
- Edit, edit, edit.

- **Feedback and revisions**

Once you've completed a draft of your script and you're pleased with it, show it to a colleague – someone who is familiar with the content or better yet, someone who is a novice and might be more apt to read it as one of your students would. Find out if there are any areas of confusion, and if the story is conveying what you intend. Be mindful of the voice in which you are writing, as well– again the screen requires a more conversational tone than the page. Don't assume all terminology is clear to your audience.

Chapter 8: Useful resources

Stanford History Education Group: Civic Online Reasoning: https://cor.stanford.edu/

Stanford University Libraries: Evaluating Information: The Cornerstone of Civic Online Reasoning: www.purl.stanford.edu/fv751yt5934

The News Literacy Project: www.thenewsliteracyproject.org/

National Association for Media Literacy Education: namle.net/ The Lamp: www.thelamp.org

EUROPÄISCHES PRO-SKILLS Projekt 230054-CP-1-2006-1-LU-Grundtvig-G1 www.pro-skills.eu

https://de.wikihow.com/Herausfinden-ob-eine-Webseite-seriös-ist

https://karrierebibel.de/unseriose-webseiten-erkennen/#Unserioese-Webseiten-erkennen

Chapter 9: Annexes

9.1 Annex 1: Media Literacy for Clinicians and Parents

Part 1: How young children perceive and use media

During infancy, from 0 to 6 months, the primary tasks are adjustment to the world outside the womb, eating and sleeping, and the beginning of social interaction through smiling, cooing, and reaching for people and objects. Physical touch is essential, with soft cuddling and comforting important to the actual facilitation of growth. Input to the brain as it is wiring itself and continuing to grow is crucial; it is highly likely that these early touch points with the environment influence neuronal pathways. The human voice and soft music are known to soothe and stimulate interaction, while loud voices and noises produce full-body startle response, interfere with the infant's ability to eat, and raise stress hormone levels. Media, especially music, may have a role in soothing and calming; parents naturally sing to their babies to quiet and comfort them.

From 6 months to 1 year, the infant is continuing to grow and interact with others. Exploration of the world around her through touch and feel is essential. Language is starting through reciprocal interactions, and the child is beginning to understand cause and effect. All of these tasks require an interactive process. The nonreciprocal way in which traditional media, such as television, operate does not provide the feedback loop necessary for children at this age. Infants need to explore through their senses, get immediate feedback, and then repeat these interactions over and over to learn from them. It is highly likely that, at this early age, cognitive and emotional learning are synergistic, that learning to pick up and eat "finger food' is developmentally optimized if this activity takes place with a warm, encouraging adult rather than in front of a screen presenting images and words unrelated to the infant's behaviour or feelings.

Aside from music, and the occasional video chat with far-flung relatives, the best use of electronic media at this stage may be none at all. The American Academy of Paediatrics discourages television watching for children younger than 2 years, encouraging adult child interaction (such as talking, singing, or reading together) that promotes healthy brain development. However, surveys of parents suggest that many infants and toddlers spend time in front of the television. A 2012 survey found that on a typical day, children aged 8 months to 8 years are exposed to almost 4 h a day of background television, which may harm the quality of parent-child interactions. (In the case of infants, it's difficult to know how "watching" is defined, since they don't seem to attend to television for more than brief periods.) The effects of television exposure may vary based on a child's temperament.

Moving on from 1 to 2 years, the development of motor skills and language with purpose continues. Children are beginning to scribble, throw a ball, feed themselves, and walk and run. Media can have a role in teaching language (although print books appear to have an edge over electronic ones) and again music has a role for soothing. Visual images are

fascinating, and yet the ability to understand them is not developed and needs adult explanation; the ability to learn from a video image is limited. Optimal learning at this stage depends on interaction with someone else who is able to continuously modify his or her response, adjusting to what the child has just done and ideally how the child is feeling (frustrated, eager, tired, anxious, etc.). This allows the toddler to figure things out in small incremental ways, building a step at a time in knowledge and self-esteem at her own individual pace. Television, even if playing in the background, may disrupt this interaction and play with parents. However, since toddlers will be surrounded by and using screens throughout childhood and adulthood, too much emphasis on "protecting" them from the media could arguably be counterproductive.

Part 2: Preschool years

As exploration continues from 2 to 5 years, the child is moving more into the world of socializing with others through play. The play skills of sharing, taking turns, and following simple rules begin to emerge. Many skills acquired gradually over these 3-4 years are actually school readiness skills. Some media content is specifically geared to promoting school readiness, such as programs from Sesame Workshop and PBS Kids. They often combine developmentally appropriate cognitive challenges, pacing, and repetition with characters that have feelings and values. Many commercial network programs are not geared to children's developmental stages. Frequent viewing of such programs can hinder later academic performance. The accompanying commercial advertisements for food, toys, and games may also be detrimental. Children this age see little difference between program and commercial content, and don't understand the persuasive intent of advertising. More time watching television and the presence of television in a child's bedroom contribute to preschoolers' increasing risk of being overweight.

As with television, effects of interactive media on cognitive development seem related to the appropriateness of software and parent involvement. While interactive games have greater capacity to teach cause and effect, they may limit fantasy play within the structure of the software rather than being derived from or related to the child's own life. Children benefit in their social and emotional growth when their own experiences and feelings can be acted out with creative materials. Dress up, pretend worlds created with toys, drawings, paintings, and clay and cardboard creations are but a few examples of how play promotes self-expression at this stage. Still, many of these activities have proxies in the digital world. While research is limited, interactive games and apps that support shared imaginative.

One concern about children's media consumption is that youngsters aged 8 years and younger typically cannot reliably tell fantasy from reality and cannot comprehend complex motives and intentions. Studies by Cantor have shown how children at this age become fearful upon seeing images that they think are real. Although these results are of concern, we also know from daily experience that children have a growing sense of what is real and what is not from an early age. When parents read fairy tales at bedtime, although there may be transient fright, few children suffer long-term harm or attempt the stunts related in

the story. Few have jumped out of windows to mimic Superman or Spiderman. In our clinical experience, those children who have taken serious risks come from chaotic and often abusive or neglectful homes. They know reality and try to escape it. Research cannot easily capture the interplay between the developing child and the thousands of increasingly complex and confusing images they see through television, apps, video games, YouTube, and movies, some exciting, some fun, and some brutally realistic live coverage of a horrific event.

Part 3: How school-age children and adolescents perceive and use media

A national survey of children's media use found that children aged 8 to10 years' experience almost 8 h a day of total media exposure, and that 11- to 14-year-olds spend more time with media than any other age group. Children rapidly acquire new information during the early school years with an accompanying understanding of time and motion, and greater understanding of cause and effect. During this time, they move from concrete thinking and the world of fantasy to abstract thinking and the ability to understand more complex thought, and thus a greater ability to learn from electronic media. There are also gains in academic and social skills, membership in peer groups, and development of important friendships. Entertainment media begins to shape children's understanding of social relationships and expectations about behaviour and appearance, but the learning is limited since it does not occur through the child's personal interactions. There is also wide variability from child to child as to how they process information, particularly at the early phase of this stage from the age of 6 to 10 years, before the development of abstract thinking. All of development occurs on the substrate of inborn temperament and traits. As established by Thomas et al., children come into this world with styles and traits that are persistent throughout childhood into adulthood. Some babies are easier to manage and learn self-regulation more quickly. Other babies become easily overwhelmed, overreact to stimuli, and require a longer time to be soothed. As infants grow to toddlers, their characteristics of shyness, natural curiosity and ready exploration, and even aggressiveness become more apparent. Thus, the effect of watching a scary movie on a shy 3-year-old or shy 7-year-old might be quite different from the effect on a 3-year-old who is already exhibiting aggressive tendencies or a 7-year old who is known for her daring behaviour. Media researchers have tried to take traits into account, particularly in the area of aggression and violence. Some studies have found greater effects of violent content in video games for subjects who score high on measures of trait hostility or aggression; others have not. More studies are needed to see how children's traits or temperament might moderate media effects. Children with trait hostility and aggression may be drawn to more violent activities, whether those be contact sports such as football or wrestling, more aggressive school yard play, or more violent media. And it is unclear whether playing football or a violent video game is a reinforcer of aggressive behaviour for some children, or a "release" of hostility that is socially acceptable for others. Research data that describe risk factors for groups of children do not take into account individual variability, parental interactions, and a host of other factors that should be a part of parents' daily decision-making.

Part 4: Family context and media

American children now grow up surrounded by a seemingly limitless array of media content. As of 2010, the home of a typical child aged 8 to 18 years featured an average of four televisions, two game consoles, two computers, and multiple video and music recorders/players. The rapid changes in media access are taking place within a family unit and culture that are also rapidly evolving. For example, between divorce and remarriage, death of a parent, out of wedlock births, foster care, and imprisonment, fewer children are raised from birth to 18 in a traditional, two-parent nuclear family. (During 2016, 65% of children younger than 18 years were living with two married parents, down from 77% in 1980.).

It's difficult for children to avoid the influence of mass media. They face peer expectations to keep up with the most recent sports story or the hottest YouTube channel, and related fashion trends. Social media has become perhaps the most common means that children, adolescents, and young adults use to communicate with each other. In this digital age, it is almost impossible to find a young person (or adult) who is not texting or tweeting, on FaceBook, or using apps such as SnapChat or Instagram. This is the new mainstream. School assignments require them to search the Internet. Friends discuss the latest social media items before the school day starts. Children play video simulated sports against each other, or join a worldwide game on the Internet.

National and local news is often obtained through social media or online news outlets rather than through traditional newspapers and magazines. The news audience has splintered. A 2018 Pew Research Center survey found that just 8% of 18- to 29-year-olds often get news from network television, compared with 49% of persons aged 65 years and older. Times have changed. And they are changing at such a rapid pace that it is difficult for parents, caregivers, and grandparents to keep up with the rapid pace of media development and use.

What are reasonable family policies regarding the media? Parents may be tempted to bring it all to a halt, thinking, "I do not want my children exposed to all of these sights and sounds streaming into my home. I don't want their development harassed or hurried by the media." They can try to severely restrict phone, tablet, and app usage. Yet, even if one could be successful in exerting the control necessary to limit media exposure, is this the approach that would optimize a child's development? Appropriately limiting autonomy and peer relationships is good parenting when confronting substance use, gang behavior, delinquency, or protecting a younger child from a friend's irresponsible parents or a peer who is a bully or demeaning. How great does the danger have to be to rationalize limiting the child's developmental trajectory toward autonomy and the free flow of information among peers and preparation for the next stage of life, high school, and college? We know that prohibition and censorship do not work. In fact, limiting access to the very same digital media we as parents use every day would be hypocritical. The key question is how we and our children harness the use of digital media for better and not worse. How can we assume control of a world that has become embedded with digital media?

It is also tempting for a parent to say, "The horse is out of the barn. I have no control over it and they are going to see it and hear it no matter what. I want my child to have friends and not be 'out of it.' I want my child to like me. And who has the time for all this monitoring?" Parents can feel caught in the dilemma of over-controlling their children's lives or surrendering control to the prevailing winds of our culture. Ultimately, each parent must decide what is best for his/her child based on knowledge of that particular child's strengths, weaknesses, or vulnerabilities, and the context of their chosen family values. Begin with a focus on health and safety, such as removing media from bedrooms at night to preserve sleep time and protecting personal information.

Family approaches and rules concerning media literacy and exposure should be consistent with what parents do to encourage autonomy in the many other areas of a child's life. Parents assess the child's readiness, strengths, and weakness; determine the risk associated with the developmental step; prepare the child; provide guidance; set rules or boundaries; cope with their own anxiety; and then launch the next step. For example, is the child ready to walk to school on her own? Can he find the way? Should she go with a friend? Does he understand the risk of going off the path or talking to a stranger? Can she follow traffic safety rules? A reckless or impulsive child may not be ready and need to be older to safely accept this autonomy, whereas an anxious yet competent child may benefit from encouragement to be among the first in the class to achieve this landmark. For most middle-class children in the United States, it would certainly be "safer" to wait and maybe never allow a child to walk to school (or to be among the last in a class). And yet if a child is ready, many would take the risk; the act of walking away is a metaphor for growing up, being trustworthy, and ultimately gaining self-esteem. Thousands of these little gains form the basis of productive adulthood and generative parenting.

The same process of gradual movement toward autonomy, guided by parental involvement, applies to media decisions. Children benefit, given our culture and at the appropriate developmental step, from some decision-making authority about what they watch on television, what they do "to relax," how they balance leisure time with homework, what video games they play, and how they use smartphones, tablets, and the Internet. Parents who live in a safe neighbourhood let a 6-year-old walk to school after initially walking with him, but do not let a child go downtown on a public bus. Similarly, at this young age, a child would be allowed to go to a G-rated or maybe a PG movie, but not a PG-13 or R-rated movie. Parents set a range of acceptable options and let the child make some choices, the boundaries being set by the advantages of building autonomy and the risks of choices.

Part 5: Understanding media content

The pervasive presence of violent or sexually inappropriate content in American media has unfortunately created a general negative tone regarding its influence on children and family life. One only has to look at the line-up of series on Netflix, HBO, and other networks to worry about the impact they have on our children. As researchers try to help parents

manage the potential risks of excessive and unsupervised media use, the positive ways that media can be used within the family are often neglected. In fact, television can bring family members together, both for shared recreation and as a trigger for relevant discussions. On the recreational side, cheering on a favourite sports team or just spending time together is special and creates important shared memories. In terms of building character, rooting for a team that does not often win, but continues to play hard and embodies local pride can teach patience, anger management, and tolerance! On a more serious note, television can provide many hours of enjoyable time through educational shows, especially those on history, science, hobbies, or current issues relevant to families. But watching entertainment programs as a family can have unexpected benefits.

For example, it can be fun to watch a television talent competition with a teenager and to compare ratings of the contestants. But this is also an opportunity to discuss unrealistic expectations, being over dependent on other people's opinions or adoration, and coping with defeat. Discussion of the songs can lead to an appreciation of music favoured by the younger or older generation that would not otherwise have been heard. Similarly, watching family dramas and films set in the recent past can lead to Internet searches on the Vietnam War or the civil rights movement, and meaningful discussions of substance use, racism, premature and premarital sexuality, abortion, over- and under controlling parents, grief, anger, and forgiveness. In one national survey, one in three teens aged 15 to 17 years reported that television content had triggered a discussion about a sexual issue with a parent. Just as they learn the alphabet or English grammar, children in the elementary grades can start to understand both the technical and content aspects of television and movies. The technical side includes the electronic workings of televisions, explained through interesting books (e.g., The Way Things Work Now), programs and Websites (e.g., HowStuffWorks.com), and the commercial aspect of television, including how programs are paid for by companies selling their products. Children can also learn about the different types of programs (comedies, dramas, news, documentaries, etc.) and how to tell the "real" from the pretend. Finally, parents can describe the technical aspects of producing a program, from casting actors and making costumes and sets to camera angles and special effects. Again, parents can search for television programs and Websites that explore topics such as these.

As children get older, they are more able to understand subtler aspects of program content, such as plots, themes, and historical or geographical settings, and how these combine with technical elements to affect how the program makes us feel. They can also explore motivations for characters' behaviours (from interpersonal relationships to substance use) and aspects of their appearance (such as clothing or weight), and identify common, perhaps harmful stereotypes (such the portrayal of grandparents, scientists, or "crazy people").

While many parents cringe at a series such as "Thirteen Reasons Why," focusing on a highly exaggerated portrayal of high school stress factors leading to a girl's suicide, it does raise important issues about bullying, misuse of drugs and alcohol, and sexual assault.

These kinds of issues are openly discussed among our middle and high school students. We know that while many adolescents are binge watching, few parents watch with them. Some television content may be uncomfortable to watch with a teenager, but it's likely that these same scenes will be watched with peers in their homes, or at the movies, with no adult available to help put the behaviours and feelings in context. Discussion of these topics without the show as a substrate or facilitator would be difficult at best, and very unlikely to occur at all.

These sorts of questions can form the underpinnings of discussions with older children as you watch television and Internet videos together:

• Who created this content and why are they sharing it? Who owns and profits from it?
• What techniques and issues are used to attract and hold attention?
• What lifestyles, values, and points of view are represented in this content?
• What (or who) is omitted from this content? Why was it left out?
• How might different people interpret this content?

As children begin to master abstract thinking and are able to explore more content on their own, it's important to talk about the credibility of Internet content and how to determine the quality or biases of what they find. The fragmenting of news media and increased consumption through social media means that children also need guidance on judging the credibility and possible biases of news sources. A Stanford study found that 82% of middle schoolers conflated online "sponsored content" (advertisements) and real news. An online educational resource is available in conjunction with that study to teach adolescents how to evaluate news Web sites and claims on social media. Parents need to be mindful of their own behaviour. Recent research on children aged 12 to 17 years and their parents found that teens tend to imitate their parents' news consumption behaviour; that is, they mirror what parents do, not what they recommend. Experience with the Internet should not just be viewed through the lens of harm reduction. While there is a real risk of unwanted exposure to X-rated material or solicitations from strangers, when one weighs this potential risk versus the gains of autonomy, access to information, and communicating with a group of friends, the benefits greatly exceed the risk provided the parent(s) have assessed the degree of autonomy their child is ready to manage and have discussed the dos and don'ts of online behaviour. These include not giving out personal information such as phone numbers, account numbers, and passwords; recognizing that "free" stuff (games, ringtones, special content) might come with malware or demand information in return; and the importance of strong passwords. All of these media risks are happening in the home where there are opportunities to listen, observe (gently and at a distance), explain, and reassess. The key to media literacy is ongoing parental involvement that is geared to the child's developmental level, with gradual movement toward more and more autonomy as the child matures.

Part 6: The striving family. Difficulties with peer relations

Some families are on overdrive in terms of work, daily schedules, expectations, and achievement orientation. Any time focused on an activity, either individual or group, has to be productive or a step to a more evolved "useful" activity. Even fun is defined as a lesson or practice that is part of making progress. These families are quite resistant to any "downtime" or "senseless fun." Often children in these families, if given a bit of permission, readily wish for or identify media opportunities through television, Internet, video games, or movies to take time off or feel more in tune with peers. These children state that their parents would never allow them to watch a desired television program or watch with them. Such parents assume a kind of elite status in their blanket condemnation of virtually all media.

These circumstances may call for a family prescription mandating a regular hour of senseless fun watching a comedy or drama to encourage a slight change in expectation or intensity of the striving. Sometimes families have rejected this single hour as the beginning of a moral decline, while others have discovered a series or a video game that has had a positive effect. (It is often an added benefit to have the child tutor the parent in a video game, reversing the common pattern in the striving family of parents constantly teaching and tutoring children.)

Some children have difficulties with peer relationships and need some structure to facilitate time with friends. Often this structure can be an activity like a sports team, band, or Scouting. Some children do not participate in activities or groups, and the media can serve this bridge function. In fact, for some isolated children or those with weaknesses in social skills, texting (and avoiding eye contact and nonverbal interaction) may be highly useful in developing relationships with peers. Going to a movie is among the most structured of activities, as is watching television or playing video games. Children who are quite socially awkward may master certain video games and gain status by teaching others. Inviting a potential friend over for the newest version of a game can feel safe and facilitate a relationship.

Children with attention-deficit/hyperactivity disorder (ADHD) are frequently particularly devoted to media, including television, video games, and computers. Many of these children find school stressful, demanding, and even with a customized treatment plan, not very supportive of their self-esteem. Coming home from school and immediately starting on homework can be overwhelming. Children with ADHD seem to benefit from an after-school activity, especially a sport, and a little "down time" watching a television show as a transition to homework or as a break. Electronic games and the Internet are forgiving, can be reset, turned on and off, and do not criticize. The child is in control, errors are private and reversible, and there is always another chance. Some children with ADHD are very adept at video games and using computers, which can provide a highly valued source of self-esteem. Research suggests that judicious use of interactive games can enhance both social relationships and learning for children with ADHD.

Children who are developmentally delayed often use media in ways similar to the child with ADHD. Television, videos, and computer games can occupy large amounts of time,

filling the void of social contact. This population is at risk, however, of having difficulty distinguishing the fantasy world from the real world. Some children in particular will mimic what they have seen and heard in the wrong social context and thus put themselves potentially at risk. An example of this is the young teenager with Asperger's who watches the Comedy Central show "South Park," then enters school the next day and calls another student a name used in the show. The guiding principles for parents with developmentally delayed children are to be aware of their child's ability to tell fantasy from reality and tendency to mimic what is seen or heard in socially inappropriate ways. Children who are developmentally delayed may have trouble in these areas into their teenage years and beyond; parents must consider their child's developmental age versus chronological age when using the age-based media rating systems.

9.2   Annex 2: Fake News, Misinformation and Disinformation

Introduction

In the Digital Information Age, news and information are shared more rapidly on digital media than ever before, and the ability to discern true information from false information has become highly important and at the same time very difficult.

Today the term 'Fake News' has become widely used. The practice of calling information "fake news" is a useful warning for readers/listeners, but it can also generate uncertainty about the trustworthiness of news and information in general, and also of the reliability of individuals and/or organisations.

However "fake news" is not a new concept! To falsify information, historical events or to "embellish a story" has happened throughout history. Today, in the age of mass media, there is just more of it… and of course false information and news are more easily spread through social media.

"Fake News" literally means false/fabricated news. Thus, as a term it does not cover all kinds of false information that you can come across on digital media today.

1. **The difference between Fake News, Misinformation, Disinformation, and Mal-information**

Fake News: 'Fake News' is false information that appears to be news, but which has been *created deliberately with the intention to mislead its readers*

Misinformation: Misinformation is incorrect or imprecise information, i.e. where the writer does not have a specific intention to mislead – they just got it wrong!

Disinformation: Disinformation is "intended misinformation" i.e. The writer/the sender has the intention of creating and sharing false or misleading information.

Malinformation: Mal-information is information that is based on reality but is used to inflict harm on a person, an organisation or a country i.e. when genuine information is shared with the intention of causing harm; often by moving information designed to stay private into the public sphere

2. **The different types of Disinformation**

As indicated in UNESCO's Handbook for Journalism education and training (2018), *misinformation* belongs to the category of false information with no intent to harm, whereas *disinformation* is false information that has the intent to harm.

False connection: When headlines, visuals or captions don't support the content. Commonly used in clickbait.

With the increased competition for audience attention, editors increasingly have to write headlines to attract clicks, even if when people read the article they feel that they have been deceived.

(Clickbait, a form of false advertisement, uses hyperlink text or a thumbnail link that is designed to attract attention and to entice users to follow that link and read, view, or listen to the linked piece of online content, with a defining characteristic of being deceptive, typically sensationalized or misleading.)

False Context: Where genuine content is used in a false context. For example:

Videos 'exposing' ballot-box stuffing used during elections in the US in 2016 + in the Scottish Referendum in 2014.

The anti-Democrat fake news campaign consisted of 4 videos that showed ballot-stuffing in 3 US states. Although the videos are genuine, all of them in fact showcase Russian elections during different years. Multiple clues to this can be seen in the videos. Thus, the content isn't fake, but the context is utterly false.

Source: https://firstdraftnews.org/video-alleging-us-election-fraud-fake

Manipulated content: When genuine content or imagery has been manipulated to deceive. For example: face manipulation and *deepfake* technology, where a person in a picture or a video is replaced with another person. It is a type of artificial intelligence that can be used to make convincing pictures and video hoaxes.

Satire/parody: Where there is no intention to cause harm …but has the potential to fool! Satire can be a way to exaggerate or mock the wrong to imply the right. It is often used to expose society's flaws.

Misleading Content: Misleading use of information to frame an issue or individual. For example, in Germany when an online poll asked people who they would prefer as their next chancellor 47.5% said they would want Angela Merkel. This could be seen as a healthy proportion for a multi-party system. However, a news article, whilst mentioning the correct figure, framed the statistic by suggesting that most Germans "absolutely do not want Merkel" – the poll did not ask this question.

Source: Ingrid Brodnig https://firstdraftnews.org/latest/7-types-german-election

Imposter Content: When genuine sources are imitated or impersonated. Journalists may have their names or by-lines appearing alongside articles they did not write, or an organisation's logo may be attached to videos and images they did not create.

Fabricated Content: Content that is 100% false, designed to deceive and do harm

One example of Fabricated Content is Trish Regan's commentary for Fox News (10th of August 2018), in which she compares the Danish government with Venezuelan

government. One example of 'fabricated content' was the comment that most Danish students who graduate from school want to start up cup-cake cafés! See the web-link/source for more information. You can also see the response from a politician who corrects the false assumptions here: https://www.youtube.com/watch?v=JXecLXlzEXE

Propaganda: When content is used to manage attitudes, values and knowledge. Several examples of propaganda were used in Great Britain prior to the vote about leaving the European Union.

Disguised Sponsor Content: Advertising or PR disguised as editorial content. Sponsored content inserts paid messaging into articles. It breaks the divide between editorial and advertorial content.

Studies have shown that people often fail to identify when they are viewing an advert, instead believing it to be a real news article - even when the fact that the content is sponsored is disclosed.

Not all sponsored news and information is disinformation/misinformation. It is legal to be sponsored or to sponsor, but it has to be clearly visible.

Error: When established news organisations make mistakes while reporting! Some errors will be small and easily corrected, others will cause unintended offence or damage to a brand or individual and may result in litigation.

3. The intentions behind Disinformation

The intentions and motivations behind disinformation can include the following:

- Propaganda
- To discredit
- Economic / Monetary gain
- Political
- Personal fame
- To cause harm to individuals (including defamation)
- Polarisation
- Fun/comedy
- Because I can!

Intention: Monetary gain

One of the major motivations for spreading disinformation is monetary gain. Anybody can create a hoax website, with intriguing content designed to drive as much traffic as possible towards their fake news.

A profit can be made from this by placing adverts on their site (using platforms such as Google Adsense or Facebook) - receiving money each time an advert is clicked on.

The more intriguing or 'loud' their fake content is, the more visits to their website and the more people will click on the adverts. For example, "Pope Francis Shocks World, Endorses Donald Trump for President, Releases Statement", being not even remotely true, collected 100,000 shares.

If the number of shares is taken as an indicator of how widely viewed these sites are, it is easy to see how they can become lucrative

Political Intentions

Often the goal is to rationalise the actions of a political party and/or candidate or to further their political or economic interests.

It includes stories with eye-catching headlines, provocative imagery, defamatory accusations, and demonstrably false claims about a political candidate, party, or policy.

Usually fully-fledged articles from dedicated host websites, this type of digital disinformation is distributed through social media platforms such as Facebook and Twitter,

So to put it differently, this type of disinformation is 'honed clickbait' that is intentionally framed to manipulate people's socio-political thoughts and practices by eliciting emotional reactions.

In September 2019 a wave of looting and violence mostly targeting nationals of other African countries in South Africa. But some videos and images shared on social media about the attacks were not all they seemed. Several videos that went 'viral', were old or even from other countries, but were being used as evidence of current events in South Africa.

Intention: To Gain Personal Fame

Where false information is posted with the intention of gaining fame or a higher social status.

For example:

Transitioning from an Instagram or YouTube user to a professional "Influencer" (someone who leverages a social-media following to influence others and make money) is not easy. So many adopt the strategy of "Fake it until you make it"!

Hayley, a 15-year-old 'beauty influencer' said she noticed her social status rise as she got more attention online this year. "People pretend to have brand deals to seem cool," Hayley said. "It's a thing, like, I got this for free while all you losers are paying! People come up to me at school and ask, 'Do you get sponsored?' When I say I do, they're like, 'OMG that's so cool.' "I noticed the more followers I gain, the more people come up and talk to me."

Another example is posting app-modified photos of yourself as if they were real. Applications such as Faceapp to realistically change your face to smile or look younger.

Intention: Defamation

One example of information with the intention to defame is the news story posted by Daily Mail (UK) that the modelling agency that Melania Trump worked for in New York in the 1990's, also served as an escort business (August 2016). Melania Trump filed a lawsuit based on defamation, as her lawyer stated: "These defendants made several statements about Mrs. Trump that are 100% false and tremendously damaging to her personal and professional reputation" (The Independent. 2016).

Intention: Comedy/fun

An example of information that is written with the intention to make fun are the yearly "April's fool" articles and news, which are published the 1st of April.

Intention: Just because I can!

The goal is to achieve something difficult or audacious. This is supported by a 'hacker' or 'gamer' mentality, assuming the view that systems are there to be 'gamed' or technologically exploited.

4. Disinformation in Digital Technologies – how it is spread online

Disinformation is shared through different mechanisms:

● **From audience to co-producer**: the Digital Era has changed the relationship of the publisher and audience. Today, everybody can take part in the production of news and information, and therefore also fake news and disinformation, and share it through e-mails, blogs or on social media.

● **Going 'Viral'**: social media such as Facebook, Twitter, and YouTube have become well-known channels for spreading disinformation. In fact, research shows that false information is more easily spread on Twitter, than true news (Vosoughi et al. 2018). One of the explanations is that fake stories often address emotional reactions.

● **Weak critical digital literacy**: there is a tendency amongst weak digital users (e.g. older people) to easily share misinformation (Adler-Nissen et al. 2018).

● **Selective exposure and motivated thinking**: People have a tendency to accept claims/contentions that correspond to their own beliefs, and to choose sources that confirm their opinions and existing beliefs.

Individuals also tend to engage in groups on social media that reflect their own beliefs, this is often referred to as "echo- chambers".

However, studies show that users of social media are exposed to a greater amount of different opinions than users of traditional media (Adler-Nissen et al. 2018).

It should be noted that new technologies themselves stimulate production of disinformation. For example, so-called convolutional neural networks (shift invariant artificial neural networks) is a technology of the future, because it can analyse images and it's widely used in criminology, medicine - anywhere where features need to be recognised automatically. However, applications such as Faceapp, employ this technology for commercial purposes, making it available to wider audiences. Using this app, one can modify their photos to look younger, more stereotypically beautiful, make yourself smile or even change gender. Creating such photos and videos and publishing them as if they are genuine can be classified as manipulated content, made with the intention of personal fame. Facetune, some Snapchat filters, applications making you look 'fit' on a photo – all fall under this category, involving technologies of different levels of difficulty and exploiting people's need to be liked.

The senders of Disinformation on the internet

Trolls: are false social media profiles that are controlled by people e.g. working for lobby organisations, special services etc. In particular, because trolls are controlled by people, they are able to create advanced content targeting certain contexts.

Bots: are automatized profiles that pretend to be real people, but are controlled by programmed algorithms. The strength of bots is in numbers, e.g. they can profile a certain picture or information on social media by adding many likes.

Humans: are also distributors and creators of false information – deliberately or not. Studies show that individuals will to great extent share false information, especially if it complies with their beliefs, touches them emotionally, or just for making fun. Certain sections of the population, who are less experienced in using digital media (e.g. elderly people) are more likely to share false information online.

T**here is a wide range of different techniques for spreading disinformation includin**g:

● **Astroturfing:** Falsely attributing a message or an organisation to an organic grassroots movement to create false credibility
● **Bandwagon effect:** A cognitive effect where beliefs increase in strength because they are shared by others.
● **Impersonator Bots:** Bots which mimic natural user characteristics to give the impression of a real person.
● **Spammer Bots**: Bots which post repeat content with high frequency to overload the information environment
● **Botnet:** A botnet is a number of Internet-connected devices, each of which is running one or more bots. Botnets can be used to perform Distributed Denial-of-Service

(DDoS) attacks, steal data, send spam, and allows the attacker to access the device and its connection.

- **Cheerleading:** Flooding the information space with positive content (cheerleading) by using bots and trolls to ensure dissenting opinions are crowded out by positive comments and posts. Its done by creating online groups that support a particular standpoint (filter bubble) using a large army of posters (bots and trolls)
- **Dark Ads:** Targeted advertising based on an individual user's psychographic profile, 'dark' insofar as they are only visible to targeted users
- **DDoS Attacks:** Distributed Denial of Service (DDoS) is a cyber-attack where multiple IP addresses are used to disrupt services of a host connected to the internet.
- **Deepfakes:** Use of digital technology to fabricate facial movements and voice, sometimes in real time
- **Echo Chamber:** A situation where certain ideas are reinforced by repetition within a social space online
- **Fake Platform:** Identity of a web platform is disguised to promote fabricated content
- **Filter Bubble:** Algorithms which personalise and customise a user's experience on social media platforms might entrap the user in a bubble of his or her own making.
- **Flooding:** The overflowing of a target media system with high-volume, multi-channel disinformation. Multiple commentators, both in the form of bots and real users, make an overwhelming amount of posts with nonsense content to crows out legitimate information.
- **Forgery:** Product or content is wholly or partly fabricated to falsely ascribe the identity of the source.
- **Hacking:** Use of illegitimate means to unlawfully gain access to, or otherwise disturb the function of, a platform.
- **Highjacking:** Unlawful seizure of a computer or an account. A website, hashtag, meme, event or social movement is taken over by an adversary or someone else for a different purpose.
- **Laundering:** The process of passing of disinformation as legitimate information by gradually distorting it and obscuring its true origin
- **Leaking:** Disseminating unlawfully obtained information.
- **Malign Rhetoric:** Lingual ruses aimed at undermining reasonable and legitimate debate and silencing opinions:
  - o **Name Calling:** A classic propaganda technique based on abusive or insulting language directed against a person or a group.
  - o **Ad Hominem:** Argumentative strategy focused on attacking the person making the argument rather than the content of the argument itself.
  - o **Whataboutery:** A rhetorical maneuver which discredits an opponent's position by accusing them of unrelated issues.
  - o **Gish Gallop:** A debate tactic focused on drowning the opponent in an overwhelming amount of weak arguments which require great effort to rebut as a whole.

- o **Transfer:** A classic propaganda technique based on transferring blame or responsibility to associate arguments with admired or despised categories of thought.
- o **Strawman:** A form or argument which targets and refutes an argument that has not been present in the discussion.
- **Manipulation:** Alteration of content to change its meaning
- **Misappropriation:** Falsely ascribing an argument or a position to another's name.
- **Phishing:** A method to unlawfully obtain information online via malware distributed over emails or web platforms.
- **Point and Shriek:** Exploitation of sensitivity to perceived injustices in society to create outrage. E.g. A commentator diverts from a real issue at hand by pointing out the audacity of a make believe incident which plays on pre-existing social grievances.
- **Potemkin Village:** A smoke-screen of institutions and/or platforms established to deceive audiences. A complex network of fake think tanks is established to disseminate disinformation which seems legitimate due to the perceived legitimacy of the network.
- **Raiding:** Temporarily disrupting a platform, event, or conversation by a sudden show of force.
- **Shilling:** To give credibility to a person or a message without disclosing intentions or relationships. An actor endorses certain content while appearing to be neutral but is in fact a dedicated propagandist.
- **Sockpuppets:** Use of digital technology to disguise identity, to play both sides of a debate. A user creates two or more social media accounts under opposing identities i.e. one pro-fox hunting, one against, with the aim of playing the identities against one another.
- **Symbolic Action:** Refer to acts that carry symbolic value in the sense that they signal something to an audience to create a response. Eg. A user plays on universally shared symbolic cues e.g. terrorist attacks to create a climate of fear
- **Tainting:** Leaked contents are tainted with forgeries
- **Terrorism:** Imagery from real-world events is used to make political claims.
- **Woozle Effect:** Self-perpetuating evidence by citation. A false source is cited repeatedly to the point where it is believed to be true because of its repeated citation.

5. Recognising Disinformation

Disinformation is about influence. The people who spread it do not want members of the public to make informed, reasonable choices. They try to achieve a goal by deliberately shortcutting normal decision-making processes.

Disinformation impacts politics, democracy, the way we get news, age, and trust.

When the information environment is deliberately confused, this can:

- threaten public safety;
- fracture community cohesion;

- reduce trust in institutions and the media;
- undermine public acceptance of science's role in informing policy development and implementation;
- damage our economic prosperity and our global influence; and
- undermine the integrity of government, the constitution and our democratic processes

9.3 Annex 3: Tacking Disinformation through Critical Digital Literacy

The ability to think critically involves three things:

1. an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences,
2. knowledge of the methods of logical inquiry and reasoning,
3. some skill in applying those methods.'

Edward M. Glaser, 1941 (Source: Edward M. Glaser, An Experiment in the Development of Critical Thinking, Teacher's College, Columbia University, 1941)

To put it simply, thinking critically means examining in a logical way the things you come across.

Critical Thinking and Tackling Disinformation

By thinking critically we can:

● weigh up how much we trust the information we read;
● consider the soundness of the content and information communicated;
● question the author's statements.
● The aim of critical thinking is to try to maintain an 'objective' position.
● Fact-checking is not rocket science, it is driven by one basic question: "How do we know that?"

The 3 stages of applying critical thinking to recognising disinformation

Analyse -> Decode - > Take Action

1. Analyse

In order to analyse disinformation, one can use many tools, three of which are presented here:

A. The disinformation elements – agent, message, and interpreter
B. The Traffic Light Fact-checker
C. The CRAAP test

A. The Disinformation element:

In order for disinformation to be produced and disseminated it goes through 3 phases – Creation, Production and Distribution with 3 main elements:

● **Agent:** The agent is involved in all three phases of the disinformation chain and could be 3 different people – an agent who fabricated the message, an agent who produced the message, and an agent who distributed the message.

- **Message:** The content of the disinformation. This can be communicated by agents in person (via gossip, speech, etc.), in text (newspaper articles, social media posts, website content, etc.) or in audio/visual material (images, videos, TV, edited audio-clip, etc.).

- **Interpreter:** The 'audience' which is made up of different individuals, everyone of which interprets information according to his/her own values, beliefs, political positions and personal experiences.

B. Traffic light fact-checker

In order to analyse a statement, it is useful to distinguish between what can be checked for truth and what cannot. For example

'Old people said they don't remember a winter as cold as this.'

Cannot be verified, whereas this sentence can:

'On this day, the temperature in the city reached an all-time record low.'

News, speeches of public figures, social media posts and all information that is disseminated can be checked by searching for facts and/or figures whose truthfulness can be objectively verified.
- Green are statements that can be fact checked and backed-up with official sources of information;
- Red are statements that cannot be fact checked;
- Yellow are statements that lie in between the Red and Green.

C. The CRAAP Method

A team of librarians from the USA devised a set of steps helping to determine whether a source is trustworthy.

The CRAAP method looks at 5 main criteria:
- Currency (timeliness)
- Relevance (importance)
- Authority (source)
- Accuracy (reliability)
- Purpose (reason)

C for Currency - the Timelessness of the Resources
- When was the information published or posted?
- How recent is the information?
- Has the information been revised or updated?
- Is the information current or out of date for your topic?
- Are the links functional?

R for Relevance – the Importance to you
- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?
- What kind of information is included in the resource?
- Is the content of the resource fact or opinion? Is it balanced?
- Does the creator provide references or sources for data or quotations?

A for Authority – the Source
- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?
- Are there advertisements on the website?

A for Accuracy – Reliability and Truthfulness
- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

P for Purpose – why it Exists
- What is the purpose of the information? To inform? Teach? Sell? Entertain? Persuade? Manipulate?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? Opinion? Propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?
- Is the creator/author trying to sell you something?
- Is it biased?

2. Decode

This section includes:
- The stress matters exercise for decoding the message
- Fake news detective – tools to detect fake news

2.1. The Stress Matters

Focus is a very important part of a message. Sometimes small changes in form can produce a quite different meaning. Decoding a message requires paying attention to small details that can drastically affect it. Here you will see how just changing the emphasis in a sentence produces a different meaning.

Same words, different messages with the change of emphasis….
1. On Tuesday you are going to speak to the director alone?
2. On Tuesday **you** are going to speak to the director alone.
3. On Tuesday you are going to speak to the **director** alone.
4. On Tuesday you are going to speak to the director **alone.**
5. **On Tuesday** you are going to speak to the director alone.
6. On Tuesday you are going to **speak** to the director alone.

…and the meaning?
A. I will not speak with the director. You will.
B. We will not come with you. You're on your own.
C. The director is busy on Monday. He won't see you then.
D. I will not speak with you any further. Take your problem to the director.
E. Are you sure going to the director is the best idea?
F. I have arranged a personal meeting for you. No more emails.

2.2. 'Fake News' Detective

Discovering what is real and what not can be quite challenging. Luckily, there are tools available that you can use:
● To test whether an image is real or has been modified;
● To examine the authenticity of a website;
● And even to find out if a news story can be trusted.

Still, it is up to your skill to put these tools to use and find out the truth.

Manipulated images: Sometimes fake images are easy to spot – especially if you know what you're being shown cannot be real. Since the early 20th century, political power has been using picture manipulation in order to remove their enemies or add their friends to historical photos.

Image editing has come a long way since then. Nowadays a good quality fake can be virtually indistinguishable from the real thing – often different real elements can be combined to create something new.

Especially dangerous are deepfakes (deep learning + fake) – replacing one person with another creating realistic looking images or even videos

Most people have fallen prey to some form of image manipulation. On this link, you will find 30 examples where:

- Parts of an image have been cut;
- Two images have been combined;
- A part of an image has been manipulated digitally;
- People deliberately staged a picture.

All in order to create an image that is far from reality. Sometimes just for fun. More often than not, for less innocent motives.

https://www.boredpanda.com/fake-news-photos-viral-photoshop/?utm_source=google&utm_medium=organic&utm_campaign=organic

What can be done?

- Reverse search: see where else the image is used on the internet
- Plagiarism search: see if a file or image is original or plagiarised
- Domain and back link check: Make sure you can trust the source of information
- Fact checking: Have a professional do the research for you

TinEye: Tin eye (https://tineye.com/) is a useful website for reverse image search. If you drag an image or copy the URL the website will tell you where it is used on the net. In this way you can find out if the same image has been modified.

Another way to do this is by using **Google Images** reverse search

Copyscape: Copyscape to search if an image or a file is original, or plagiarised. You can access it at: https://www.copyscape.com

FotoForensics: Fotoforensics is a free service that provides an introduction into photo forensics; It is available on: http://fotoforensics.com . With its help, you can determine if a picture is real or computer graphics, if it was modified, and even how it was modified.

Google Fact Check Explorer: Google provides an opportunity to access fact checks made by journalists and researchers. https://toolbox.google.com/factcheck/explorer

Snopes: Snopes takes pride at being the oldest and largest fact-checking site on the Internet https://www.snopes.com/fact-check

Advanced web tools to detect disinformation

- http://whois.domaintools.com/ allows you to find out who is the owner of a particular domain, whether they are genuine or misleading, or perhaps may have a hidden agenda
- http://backlinkwatch.com/ is a backlink checker. Backlinks are references leading to a website from another website.
- https://hoaxy.iuni.iu.edu/ It's a tool to detect particular topics or articles. You can find out if the article is a piece of disinformation, but also if there are similar articles on the same topic.

3. Take action

This section includes:

● Reporting fake news – tools and methods for reporting
● Critical writing – useful tips to argument your position when sharing and commenting

3.1. Reporting Disinformation

So now you know how to find out if a piece of media is a product of disinformation. How to follow it up? You can let the media know about a piece of disinformation. Most of them don't post them on purpose and will take action once you let them know.

Reporting disinformation on:

● Google;
● Facebook and Instagram;
● Twitter;
● And other useful tools.

Reporting on Google: Open the Chrome app . To the right of the address bar, tap More. At the bottom, tap Send feedback. Add details, including steps to help us recreate the issue you're experiencing. Explain what is wrong and don't forget to include a screenshot as evidence.

You can also:

● request that false information is removed from Google maps
● flag reviews, photos, videos, questions and answer
● NB. Before you do so, make sure you are familiar with Google's review and photo policies

Reporting on Facebook and Instagram

In order to report a piece of news as fake on Facebook, all you need to do is right click and flag it. The story will then be checked by an independent third party.

● If confirmed as incorrect by the independent party, people will be warned that what they are about to see is false.
● They can still view it for themselves and make their own opinion, though.
● Disputed stories will also provide a warning.

Independent actors offer more options on Facebook

● Graph.tips – experimental graph search
● StalkScan - a tool for scanning all public information on a profile, at the moments only works with your own

- WhoPostedWhat.com.- a keyword search for people who work in the public interest

Reporting options on Twitter

Unfortunately, Twitter is a lot more limited than other platforms. It does not allow reporting a story as disinformation. You can still report tweets for violation of the terms of service. You will need to be creative with the reasoning.

9.4   Annex 4: Technical possibilities

1. Anti-virus programs

A virus for your PC is much like a flu. A computer virus is a program or program code that is designed to damage your computer by corrupting system files, wasting resources, destroying data, or other dangers. Viruses can replicate themselves to files or computers and copy without the user's consent.

 It is important to protect your PC from computer viruses. Anti-virus programs or virus scanners are suitable for this. Windows computers in particular are attacked most frequently because of their widespread use. A program to protect your own computer is therefore recommended so that dangerous files are not accidentally passed on to others.

Anti-virus softwares scan new files, email attachments and the entire computer for signs of virus infection. The program compares the data on your computer with the signatures of known malware. Because new variants of computer malware appear every day, the signatures must be regularly updated. This can be done either via the automatic update function of your program or the updates can be downloaded directly from the manufacturer's website.

Instead of installing a complete antivirus program, an online virus scanner can also be used as an alternative. Online virus scanners are available with the latest updates so that the virus signature is always up to date. However, online virus scanners are not as extensive as a complete antivirus package and not sufficient to replace them. If you only use an online scanner as protection, you are missing the background guard. The background guard checks every processed / executed file on the computer. In order to achieve a similar effect with an online virus scanner, the newly added files would have to be checked by the online scanner.

2. Online virus scanners have two further disadvantages:

You are required to have activated ActiveX. In general, ActiveX should be avoided in the browser as far as possible, because it does not contain any protective mechanisms. If there is a specific suspicion that the PC is already infected, internet use should be avoided as far as possible. For every online connection the virus spreads further. And if the PC has a so-called dialer, dialing into the internet could be in the worst case via an expensive number.

IMPORTANT: Always keep virus signaturesup to date!

3. How can children be protected from dangers on the Internet?

The whole family benefits from the correct use of the Internet. Adults should always set a good example. Do not use smartphones, tablets and PCs permanently in the presence of

children. Family members should show the correct use of the devices, explain the danger and above all, the advantages of the Internet. Support children in independent, controlled interaction so that they handle it responsibly.

The following security measures help you to keep an overview.

4. Parental Control

Children come into contact with numerous Internet services at an early age through PCs, smartphones and tablets. Many apps and websites are quite educational, helpful and fun. On the other hand, the Internet also offers dangers such as pornography, violence or gambling, from which we want to protect our children. Therefore, setting up a Parental Control is very important.

Make your children aware of the use of the Internet and set Parental Controls on your PC. There are many different protection programs that prevent your children from surfing the Internet in an uncontrolled manner.

Example: **"Parental Control Software".**

These software and hardware solutions let you block unwanted web content, limit screen time, restrict the use of risky applications, and more. Basically, they are a way to help keep your kids safer on their computers and mobile devices. Communicate with your kids before implementing any of these options, as it is important that they feel respected in their privacy. Otherwise, they'll make sure to find a way around any protections, even if you had your kids' best interests in mind.

5. Email address for your child

If your child wants to have their own email address to write with friends and relatives, you should set up a secure account. There are special mail providers like *KidsEmail.org*.

KidsEmail.org is a safe email service for kids and families. Your kids can now have a safe email for kids account while allowing parents to be aware of any correspondence their children send and receive.

Or create a google account for your child and manage it using Family Link. With Google Accounts, children get access to Google products like Search, Chrome, and Gmail, and you can set up basic digital ground rules to supervise them.

6. Parental Control for smartphone and tablet

Smartphones and tablets are particularly attractive to children. The devices have unrestricted internet access and a fee-based app store. Parental Control is also a sensible solution here:

- **App-Store:**
  There is a Parental Control setting in the settings of Google Play Store. There you can set an age restriction that blocks special content.

- **Restricted user profiles:**
  A restricted user profile can be set up on Android tablets. There you can determine which apps can be used. You can even create different profiles if several children use the same tablet. Unfortunately, this function is not available for all Android versions and smartphones.

- **Zoodles Child-Modus:**
  This app for Parental Control also offers the option of making the user interface childproof. Inappropriate apps and paid numbers will be blocked. The function can also be used with several profiles for different age groups.

7. Parental Control in Windows

The *Microsoft Family Safety* function allows you to create user profiles in Windows 10, which can limit your child's activities. You have the option to set up content restrictions with special filters, to block websites and contacts. You will also receive automated reports via email that show you your child's online behavior.

8. Filter programs

Filter programs are designed to protect children from undesirable content on the Internet. These programs work according to different methods and have different degrees of success. There is no general answer to which filter program from which provider suits your hardware and above all, your child's age and maturity. Filter programs often work with mechanisms such as "whitelist" and / or "blacklist", so that either only child- and youth-friendly sites can be reached or have offerings that are removed from the Internet relevant for the protection of youths. In addition to access to the web, many programs can also limit the total use of computers - it is therefore often advisable to create user accounts for all family members and to determine in advance how many hours can be spent in front of the computer.

9. Setting options and control options in the Browser

Another option to set Parental Controls is given via the Browser. For example, Google Chrome offers "Family Link" and Internet Explorer uses the "Family Safety" function of Windows to block access to certain content. In order to activate this function, underage users must have their own standard user account, while a parent must have an administrator account.

9.5   Annex 5: Serious surfing

1. Features of a reliable internet source[12]

1. Enter the name of the website you are looking for into a search engine, for example Google search engine. A preliminary decision can be made based on the results. User ratings from popular sites are shown in the search results above. See reviews and feedback from sources unrelated to the website.

2. If a website starts with "https", it is usually more secure and therefore more trustworthy than a page with "http". Nevertheless, an "https" connection can still be unreliable. It is best to check whether the website uses other means. Make sure that the payment page of the website in particular is an "https" page.

3. "Secure" websites display a lock to the left of the website URL. Check the security status of the website in the address bar. By clicking on the lock, you can check further details about the website, e.g. the certification and the type of encryption used.

4. Even after determining that the connection is secure, you should watch out for the following warning signs:
    a. Multiple hyphens or symbols in the domain name.
    b. Domain names that imitate real companies (e.g. "Amaz0n" or "Nike Outlet").
    c. Unique pages that use the templates of credible pages (e.g. "visihow").
    d. Domain endings like ".biz" and ".info". These sites tend not to be reliable.
    e. Also keep in mind that ".com" and ".net" sites are the easiest domain names to obtain, even if they are not necessarily dubious. However, they do not have the same credibility as a website with the domain ending ".edu" (for educational institutes) or ".gov" (government).

5. Pay attention to the language on the website. Many incorrectly spelled (or missing) words, generally poor grammar or oddly phrased sentences indicate dubious pages. Question these pages, even if, from a technical point of view, the looks professional.

6. Ads can also indicate dubious sites. Be careful if you notice the following types of ads:
    a. Ads that cover the entire page.
    b. Ads where you must complete a survey (or do something else) before continuing.
    c. Ads where you are redirected to another page.
    d. Adult advertisements or offensive advertisements

7. Make sure that a "Contact" page is available. Most websites have a contact page where you can reach the website owner. If possible, call the number provided or write to the email address to verify the seriousness of the website. If the website does not have a contact page, this is an immediate warning sign.

8. Use a "who is who" page to find out who registered the domain of the website. Previously, all domains had to have contact information of the person or company.

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[12] https://de.wikihow.com/Herausfinden-ob-eine-Webseite-seriös-ist from 26.05.2020

This information can be found at most domain registration sites or at https://whois.check-domain.net//

(English: https://who.is/). However, due to the European General Data Protection Regulation (EU-GDPR), only the status of the domain is displayed when queries are made.

9. A missing or incomplete imprint is also an indication. According to § 5 of the Telemedia Act, commercial providers are obliged to state their name and address and, in the case of legal entities, the legal form in the imprint. Any person who displays a single paid ad on his website shall be considered a commercial provider.

10. Layout[13] and navigation can give hints about a dubious provider. Reliable sites tend to have a clear and concise layout and the navigation allows you to find your way around the site quickly and largely intuitively. A confusing website could also lead to you clicking on a link for which a fee is charged. Therefore, pay attention to your gut feeling.

Do not click on links from unknown or dubious sources! Only download from secure sources!

2. Recognizing and avoiding dangers

The Internet has become an indispensable part of everyday life. However, the dangers that the Internet holds are often repressed. These dangers can have serious negative effects, especially for younger children. In particular, anonymity poses a great danger. On the Internet, a different identity can be assumed. Adults can pretend to be children or teenagers in chats and communicate with children. Minors can then become victims of (sexual) harassment. If a perpetrator persuades minors to send inappropriate photos of themselves or to meet the person they do not know, it can be very dangerous.

One consequence of this anonymity can be cyberbullying, sexting and hate speech. Unfortunately, there are no filters or apps for this. Critical thinking and the media competence of parents and children are particularly important in situations such as these.

3. Rights on the Internet

It is very easy to copy texts from the internet, download music and movies or use foreign pictures. However, this is not legally permitted.

To publish photos or videos on the Internet, you need to get permission from everyone in the photos or videos. This also applies to people who have only been filmed or photographed from behind or have been distorted with filters.

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[13] https://karrierebibel.de/unseriose-webseiten-erkennen/#Unserioese-Webseiten-erkennen from 25.04.2020

If you discover pictures of you or your child that have been published illegally on the web, you should keep them as evidence and ask the website operators to delete them.

All pictures, music or movies are protected by copyright. If copies of cinema films are published on the Internet, the downloading and distribution of these films is also illegal and will be prosecuted. Unfortunately, many people do not see this as theft since nothing physical is stolen. Nevertheless, it is a theft of intellectual property. Download your music/movies from legal streaming services, even if they are usually not free. In Germany, copyright infringement is punishable by heavy fines or even imprisonment.

Check the copyright in your country.

4. Cost trap: advertising

Another danger is advertisements. These advertisements are not immediately visible in apps or on certain websites. With a wrong or unconsidered click you can land on offers or you will be asked to provide your own data. Subscriptions or purchases can also be hidden behind the click, e.g. ringtones or wallpapers. Additional functions or new levels can be activated in free games. These purchases are billed via your mobile phone provider, so-called WAP billing. Criminals also use this type of payment very often. Because for many users WAP Billing is not clear enough.

5. Internet addiction

The Internet offers a very large number of services that can be used around the clock. There is no distinction between day and night. But if you spend too much time in the digital world you may lose connection to the real world. Pay attention to usage times and set a good example for your children.

6. Privacy

Everybody has to take care of their own privacy. Photos or telephone numbers are shared too quickly on the Internet. Always remember the saying, "The Internet never forgets." Every uploaded content will probably be stored there forever. Before uploading photos or personal information, always consider whether your counterpart really needs this content or whether you might regret sharing it later. Do not enter your private address or account number anywhere without due consideration. In the worst case, the content may incur costs or negative effects later.

7. Cookies

Cookies are text information that the browser automatically saves when websites are visited. Cookies are personal information and settings of visited websites. The cookies in the browser have both positive and negative aspects. If a web page is used repeatedly, cookies are advantageous since it is not necessary to log in again and enter long

passwords on the visited page. The disadvantage is that personal data is also stored. A visit to an online shop where items have been viewed will result in matching advertisements being offered on other websites afterwards.

Since cookies have both advantages and disadvantages, the question arises "Accept or block cookies?

Although cookies are not always advantageous, they are still used in many areas. There are the so-called "Tracking Cookies" and the "Session Cookies". Tracking cookies are used to switch to personalized advertising and "session cookies" are used, for example, in online banking for the current session. As soon as the user logs out, they are deleted immediately. Many online contents are based on the use of cookies. Some pages can only be used to a limited extent or almost not at all without cookies.

In the settings of the browser, cookies can be completely blocked or only those from visited websites or all cookies can be allowed. Third party cookies can be blocked without hesitation. Allowing cookies from visited websites is a healthy balance between privacy and taking advantage of the benefits of accepting them.

8. Recommendations for parents

All these dangers deter people from using the Internet. One might prefer to forbid children to use the Internet. But this is not possible, because the Internet has become an integral part of our everyday life. It would also make no sense. Networking brings many simplifications and advantages. But can parents deal with these dangers?

One recommendation here is the combination of technical restrictions (see Chapter 7.2) and parental education. But technology also has its limits, so it is important to strengthen the media competence of children.

In order to strengthen media competence and the awareness of children, one should understand the world of children.

- What applications does the child use?
- How does he/she deal with these applications?
- What games does he/she like to play?
- Which series is he/she interested in?
- Which series/movies is he/she interested in?

These questions can best be answered if parents show their children their interest in all digital trends. The child should be able to show and explain freely and without fear what they are doing on the Internet. It would be a mistake for parents to follow their children on social networks or try to crack the next computer game level together.

Their own media behavior serves as a template for children. Parents should not spend all day in front of the TV or using their smartphones. If media use plays a very important role in parents' lives, then the child will orientate itself accordingly.

Parents should not scold if the child has fallen into a cost trap but should provide preventive support. They should talk to the child about the above-mentioned dangers on the Internet and give practical examples that are comprehensible to the child. You should encourage the child to critically examine content and not to believe everything that can be read on platforms or websites. Children learn in real life how to deal with their fellow human beings. Exactly these social principles also apply in the digital world.

Parents should be the first person to whom the child confides if he/she does not feel safe or is attacked by others. They are the most important persons of trust for the child.

9.6   Annex 6: Secure use of social networks

1. Different email addresses and secure passwords

If possible, you should use different email addresses for the accounts of the different social networks. This makes it more difficult to be compiled into a comprehensive profile with the information you give on the respective pages. Freemail accounts can be used for the different email addresses. These accounts should be called up occasionally so that they remain activated. When choosing a provider, care should be taken to ensure that the provider does not let the email address expire and reassign it to a new user. Otherwise, there is a risk that another user will take over this email address and thus gain access to the associated social network.

The use of different and secure passwords for the individual services such as Facebook or Twitter is also recommended. The following applies to the password: the longer, the better. It should be at least eight characters long, should not appear in the dictionary and consist of upper- and lower-case letters as well as special characters and numbers. A password manager, such as keepass.info, can make it easier to handle different passwords. Never give your password to third parties.

2. Two-Factor Authentication

With two-factor authentication, security is further enhanced. This means: The first factor is a strong password (category knowledge). As a second factor, a security token, i.e. a hardware component such as a key, a smart card or a special USB stick, is used for additional authentication (category possession). An SMS sent by the provider can also be used. This provides much better protection for the user account. For unauthorized access third parties would need both factors, both knowledge of the password and ownership of the device.

3. Caution when installing apps, add-ons or plug-ins

Many social networks allow you to install third-party applications, such as games. However, online criminals also create such applications and exploit them to gain access to the profile. Before installation, the provider and sources should be checked for trustworthiness.

4. Special caution for mobile use

Social networks are often used via mobile devices such as smartphones or tablets. Operators or third-party providers provide apps for this purpose. These apps often use sensitive data available on the mobile device, such as address book, photos, videos or location information. In addition, the mobile device is usually automatically registered with the social network afterwards. If the device is lost, this can be exploited by the finder or

thief misrepresenting themselves as the owner. For this reason, try not to store passwords on mobile devices and instead of using the app, log on and off directly from the social network website.

5. Contact request

Identity theft is one of the risks of the digital age. Contact requests should be accepted with caution. If dubious requests are received from acquaintances, always check the trustworthiness of these messages. As a matter of principle, only include people known from the real world in your friends or contact list. Unknown persons could have malicious intentions. "Fake friends" can assume a foreign identity with the help of assumed or fake accounts and possibly use them for criminal offences or illegal online business.

6. Weigh up every click on links or buttons beforehand

Online criminals use social networks to lure users with postings or links in chats to prepared websites. These websites are then used to access data or infect devices with malware. An innocent click can cause an installation of malware on your device. This malware can, for example, switch on the device's camera unnoticed, record conversations through the microphone, or query the location. Address book, photos or videos stored on the device can fall into unauthorized hands.

7. Protect privacy

Every social network offers numerous privacy settings. These settings can be used to show your profile only to friends and allow postings. The close integration of social network operators with other Internet services should be considered. This allows a very comprehensive profile of the user to be created. You should occasionally conduct an online search for yourself or family members to find out what information can be found about you. You should also regularly check the security settings of the social media accounts you use and pay attention to the links to other accounts. Social media providers may change these settings on their own initiative.

Do not give any personal information on the network. Once a piece of information is published on the Internet, it is very difficult or impossible to delete it.

8. Report cyberstalking and hate comments

- Report persons who harass or insult others to the operator of the social network. The operators can investigate and delete dubious profiles.
- In the case of obvious or suspected offences, seek advice from the police.
- Inform those affected and, if necessary, file a complaint.

9. Delete account

If an account is no longer in use, back up your data and then delete the account.

Read data protection regulations and general terms and conditions (AGB)

10. Rights and Responsibilities

Social networks are operated by profit-oriented companies, which are mostly financed by advertising. The terms and conditions provide information on how the provider handles your personal data and how this data is passed on to the advertising industry. Before creating a profile, please read the terms and conditions and the data protection regulations thoroughly.

Some social networks grant themselves rights of use to your publications. This means, for example, that the rights of use for photos and videos are transferred to the operator of the social network. In addition, it is quite common that granted rights of use remain even if the user has left the network and deleted the profile. So, think twice before publishing. Care should also be taken to ensure that the rights of third parties are not infringed by posting pictures, texts or videos.

Social networks also have rules of conduct (netiquette) that must be observed.

Netiquette refers to rules that are taken for granted by the majority of people. Almost every forum and every website, chat room etc. has its own netiquette. However, the guidelines are largely the same.

● First read, then think, then post
● keep text short
● Observe legal regulations
● Be polite and tolerant
● No excessive use of the Shift key or punctuation marks such as exclamation marks
● No verbal attacks
● Note spelling
● Use punctuation marks
● Saying "thank you" won't hurt anyone.
● No spam and no novels
● No excessive use of smileys
● No discrimination, sexist or racist slogans
● Do not publish personal data, telephone numbers or advertising

In forums it is often regulated in netiquette that the search function is used first before asking a question. In most cases, this prevents a question that has already been asked from being rewritten again and again.

Depending on the portal, blog etc. the list of rules can vary. As a rule, Netiquette is also used on Facebook, in emails and in other places where you can write your own texts and comments on the net.

11. Personal attacks and cyberbullying

Social media, messenger services and other apps enable or facilitate cyberbullying and cyberstalking. They often offer not only the platforms on which the bullying or stalking takes place, but also make private information of the users publicly accessible.

12. Cyberbullying

Cyberbullying is the deliberate insulting, threatening, exposing or harassing of other persons through the Internet and mobile phone services over a period of time. The perpetrator ("bully") looks for a victim who is unable to or has difficulties defending themselves against the attacks. The perpetrator uses this imbalance of power and thus leads the victim into social isolation.

Cyberbullying takes place in social networks, in video portals and via smartphones through instant messaging applications such as WhatsApp, annoying phone calls etc. The bully usually acts anonymously, so the victim does not know from whom the attacks come from. The opposite is true for children and young people, who usually know each other from their "real" personal environment. The victims therefore almost always suspect who might be behind the attacks.

13. Difference between cyberbullying and bullying

Cyberbullying differs in some ways from bullying in the real world.

● Cyber bullying does not end after school or work. Because cyber-bullies can attack over the Internet 24 hours a day. They can even stalk you at home.
● The level of cyberbullying is greater than bullying in the real world because
    o the audience is unmanageably large
    o Content spreads extremely fast
    o Contents that have long been forgotten can always come back to the public
    o Bullies can act anonymously:

The offender does not show themselves directly to their victim. Not knowing who the perpetrators are can frighten and unsettle a victim.

The effect on the victim is not immediately apparent?

The perpetrator does not see the victim's reactions to a hurtful statement or to a disrespectful image and therefore may not be fully aware of the extent of the effects of their attacks.

14. Facets of bullying

Bullying has different facets:

- **Chicane**: Repeatedly sending offensive and hurtful messages via email, SMS, instant messenger or in chats.
- **Slander / rumours:** Spreading rumours through the Internet and mobile phone services to a large group of people.
- **Exposing:** Information that was originally made available in confidence to a specific person is sent to others to compromise the victim.
- **Exclusion/Ignore**: Deliberate exclusion from social activities, groups, chats, etc.

15. Influence of cyberbullying on web culture

The Internet is leading to massive changes in the way people communicate with each other. On the one hand, it is a positive development that you can always be reached without any problems or quickly check what your friend has written. Or which photo has just been posted. On the other hand, however, negative tendencies can also be observed, which this new "online communication culture" brings with it.

16. Fast pace of life

The transmission speed of the Internet has become faster and the mobile Internet is also constantly improving its performance. Information reaches the user in ever shorter intervals. However, users have also adapted to this. Communication is becoming faster and more restless. One day offline means: the following day, a number of messages from friends, acquaintances or colleagues are on the computer or smartphone.

However, this speed also leads to posts, pictures or videos being spontaneously shared and sent. Not only positive, but also snapshots or derogatory comments that are unfavourable for a person. This information spreads very quickly via various services to an unmanageably large group of people.

17. Anonymity & distance

The anonymity favours a disinhibited online communication. Anyone who travels anonymously on the Internet may expect hardly any negative consequences for their actions. Moreover, the direct reaction of the other party cannot be seen via online communication, except for video chat. The user is therefore often unable to assess how his or her statements are received by other users because he or she cannot see how the other person reacts in facial expressions and gestures. Since one does not meet the other person face to face, it is easy to hurt other feelings online.

18. Excessive sharing of personal information

Social networks and many services, such as WhatsApp, Twitter, Ask.fm etc. rely on the fact that users share many things with others. Children and teenagers are easily tempted to reveal a lot about themselves, because they want to test out how to reach their peers. However, the feedback from others on posted photos, videos and other contributions is not always positive and the user gets discredited and harassed by their self-portrayal to others.

19. Friends versus acquaintances

Using social networks and instant messengers, new acquaintances can be made quickly and easily. These are then immediately added on Facebook, WhatsApp and Co. Over time, more and more contacts accumulate, coming from a wide variety of contexts. It becomes more and more difficult to keep an overview. But it is important to know who can read the posts, see the photos, because not everything is suitable for all contacts.

Many social networks offer users the option to sort their contacts into different groups. The posts that the user uploads can be shared specifically for the individual groups (friends, acquaintances, etc.). In this way, unpleasant reactions to personal contributions from strangers can be avoided.

20. Tips for parents

How can parents know that their child is being bullied?

Cyberbullying can be detected and combated in its early stages. If you notice that the child suddenly changes its behaviour, help is needed. Signs of this are when the child:

- behaves with restraint,
- loses the desire to communicate,
- has drastically changed online usage,
- isolates itself from the outside world,
- reacts aggressively,
- has many excuses or inexplicable physical complaints,
- his/her appearance is oriented towards role models and beauty ideals
- or downplays his/her own situation.

If these symptoms occur, parents should talk to their child immediately, because the beginnings of cyberbullying must be urgently tackled to prevent damage. If the child is already being massively bullied, it is always advisable to consult an expert. Online help can be found at Bündnis gegen Cybermobbing e.V. - Mobbing Internet/Netz ((https://www.buendnis-gegen-cybermobbing.de) and Klicksafe

(https://www.klicksafe.de/themen/kommunizieren/cyber-mobbing).

21. How can parents help their children?

It is important to actively approach bullying victims, talk about their problems and provide initial emotional support. However, parents should also seek the advice and opinion of an expert. For example, the free telephone counselling hotline. This hotline can be reached anonymously 24 hours a day and has appropriately trained contact persons. It is also important to face the child's problems and to act openly. One should be open to family and friends and discuss and take further steps together.

22. How can you protect yourself against cyberbullying?

There is no guarantee that you will not become a victim of cyberbullying. Simple but effective methods can be used to reduce the danger. As always, the same applies here:

● never reveal too much of your private life on the Internet,
● Control privacy settings and friends closely,
● Think about who or what you do on the Internet,
● never talk publicly about worries and problems on the Internet,

Again, "knowledge is power!"

Parents should sensitize their children to the handling of cyberbullying by talking openly with their child about bullying and going through the different variants. A very important point is that parents give their child the security of knowing that they can always talk to them.