



Project APRICOT:

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

Media literacy methodology and material for parents (grandparents)



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1 Introduction - What is 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 the UK. It covers the 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 across the EU

The partnership works jointly on the development of 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.

The present output – Intellectual Output 2 (IO2), is a ‘step by step guide’ on how to advise children and manage the use of digital and social media, including child safety; how to promote and develop CT skills to be purposefully and effectively used in different life situations. The aim of this guide is for parents and grandparents to be able to contribute to their child’s safe, meaningful and wise use of media tools (including digital), as well as developing critical attitudes and habits.

2 Methodological framework

2.1 The choice of our approach

Target group

The activities proposed in this project are designed to serve as guidance and support to parents and grandparents who, concerned about the dangers of the use of information and communication technologies, want to teach their children to deal with them in a safe and thoughtful way.

The adults (parents and grandparents) will be responsible for directing the activities and experiences and so are a key focus of the program. The children and grandchildren must benefit from the activities and experiences.

We can therefore define two target groups, each with different characteristics:

- 1) Primary target group: Parents and grandparents
- 2) Secondary target group: Children and grandchildren 6 - 15 years old

	Primary target group Parents and Grandparents	Secondary target group Children
Digital skills	<ul style="list-style-type: none"> - Different levels of digital skills depending on their experience¹. - More likely to understand the risks associated with use of technologies. - Less likely to have personal experience of dealing with problems associated with the use of technologies. - 75% of parents use Social Media and use it for parenting support². 	<ul style="list-style-type: none"> - Digital natives. - Greater vulnerability to the risks of life in general and of the digital world in particular - They are less aware of the digital risks - They teach themselves how to find information on the internet³. - They are not able to gather and manage information independently with precision and evaluative judgment. (International Computer and Information Literacy)
Attitude and motivation	<ul style="list-style-type: none"> - Possible lack of confidence in their command of the subject. - Need support to gain experience 	<ul style="list-style-type: none"> - Possible overconfidence in their mastery of the subject. - Interest in technology-related work. - Low or no concern on possible

¹ YORAM ESHET-ALKALAI AND ERAN CHAJUT. (2009) *Changes over time in digital literacy*. Cyber Psychology & Behavior.713-715.

² PEW RESEARCH CENTRE. (2015) *Parents and Social Media*
<https://www.pewresearch.org/internet/2015/07/16/parents-and-social-media/#fn-13802-1>

³ NATIONAL CENTER FOR EDUCATION AND STATISTICS. *International Computer and Information Literacy Study 2018* <https://nces.ed.gov/surveys/icils/>

	Primary target group Parents and Grandparents	Secondary target group Children
	and comfort with technology ⁴ . - Little concern in two out of three families ¹ . Parents and grandparents looking for activities on digital safety may already be more aware of risks/more proactive in keeping children safe online - Concern grows when children are from the age of five onwards and is greatest in adolescence. - Depending on the issue, parents can show relatively low levels of concern.	risks. - Where adults tend to see risks, they tend to see as opportunities.
Critical thinking	- More experience allows them to think more judiciously, even if they have less training on the subject - Older people may be less likely to change their minds or think flexibly - The peak of an adult's critical thinking development is around the mid-thirties ⁵ .	- They are in the process of acquiring these skills

Parenting education

Parents and grandparents play a vital role in the development of children, but they are not always equipped to deal with the challenges that their children face in the digital era. Support needs to be available to parents and grandparents to help increase awareness and understanding of the risks.

Parents and grandparents may not always be as skilled in digital literacy as their children, but they are much more experienced when it comes to everyday life problems, risks, and dangers, and are more judicious when dealing with a new problem.

Very often they can feel lost and disoriented when dealing with a digital problem, lacking confidence in their abilities to find a solution or guide their children.

The main purpose of educating parents and grandparents on digital issues should be increasing their empowerment and giving them some skills and tools that are easy to apply.

⁴ SCHLEURS, K., QUAN HAASE, A. & MARTIN, K. (2017). *Problematizing the Digital Literacy Paradox in the Context of Older Adults' ICT Use: Aging, Media Discourse, and Self-Determination*. Canadian journal of communication. <https://doi.org/10.22230/cjc.2017v42n2a3130>

⁵ FRIEND & ZUBEK. (2016) *The effects of age on critical thinking ability*. Oxford Journal of gerontology. doi=10.1.1.1033.6915&rep=rep1&type=pdf

Playful methodologies

A play-based methodology results in a relaxed and pleasant atmosphere, where time passes quickly and the ego is diluted. Well-being is fundamental to all learning, and play is one of the best ways to facilitate it.

Any mistakes made are easier to accept in a game format as they are an inherent part of any game. It can be a particularly helpful way of learning about an unfamiliar subject. In playful activities, participants are more comfortable taking risks, and risk-taking can lead to more learning. Therefore, it can be very helpful for parents and grandparents who feel uncomfortable discussing technology issues with their children and grandchildren, as both are learning from their mistakes and discovering more as they work through the challenges.

Embedding fantasy, role-play, or humor in the exploration of ideas and materials increases engagement in learning⁶. Playful activities allow the learners: To concentrate on an activity in which he or she can use his or her skills to meet clear demand, thereby, forgetting his or her own problems, and his or her own separate identity⁷.

Moreover, playful family activities result in a better parent-child relationship and promotes children's emotional skills⁸.

For an activity to be playful it must:

- Be informal. Take place in a familiar and relaxed atmosphere.
- Be motivating in itself, fun, interesting or engaging.
- Challenge or difficulty must be appropriate for the level of the participants.
- Individual, collaborative or competitive.
- Have a simple reward, i.e. when a task is completed correctly, the game should make it evident.

Family activities

One of the main risks of the use of technologies by young people is isolation from their families. Young people have a window open to the outside world where information of all kinds can come in and out, while they are in a room with the door closed.

Whether it is a metaphorical or a real door, it is a problem. Young people are very vulnerable and need the support of adults who can educate them about using technologies responsibly, efficiently and without risks to their emotional health.

This is why family activities within this context are particularly appropriate. The conversations, queries, debates or discussions that may arise from them will help to facilitate family communication, identify where each young person is most vulnerable, and create a routine of dialogue between parents or grandparents and their children.

⁶ WAINWRIGHT, N., GOODWAY, J., WHITEHEAD, M., WILLIAMS, A. & KIRK, D. (2019) *Playful pedagogy for deeper learning: exploring the implementation of the play-based foundation phase in Wales*. Early Child Development and Care. Volume 190, Issue 1, 2. Pages 43-53

⁷ CSIKSZENTMIHALYI, M. (1975) *Play and intrinsic rewards*. Journal of Humanistic Psychology Volume 15, Issue 3, Pages 41-63 <https://doi.org/10.1177/002216787501500306>

⁸ SHORER, M., SWISSA, O., LEVAVI, P., & SWISSA, A. (2019) *Parental playfulness and children's emotional regulation: the mediating role of parents' emotional regulation and the parent-child relationship*. Early Child Development and Care, DOI: [10.1080/03004430.2019.1612385](https://doi.org/10.1080/03004430.2019.1612385)

Play-in-family approach

Our approach is the result of a playful methodology applied to the practice of activities in family.

This combination leads to the use of practical activities based on challenges, games, riddles and creativity that provide a pleasant family moment and open a channel of communication between generations. In these activities, both, adults and children should get involved and cooperate to find solutions to the challenges proposed.

The activities should be led by the adults in the family to help increase their confidence in their own ability to support their children on the use of technologies. To facilitate this, the language used must be targeted at adults. It is also useful to include a section addressing any doubts, questions or difficulties that might arise for the adults in the course of the activity.

Although the parents will be leading the activities it should be noted that they are not trained educators. It is important to use informal and non-technical language to make the activities more approachable. Propose playful challenges in which it is assumed that they don't know the answers.

Interesting and meaningful

Often adults, as well as children, need some help to improve their critical thinking skills. Therefore, the activities should also be of interest to adults, allowing them to learn while they teach. The activities proposed should be easy, or when they are not, it should be made clear that they are not expected to know the answers.

To make activities more interesting for adults, we can use real life problems that we know they are interested in and their personal experience. This can also help them feel more confident, as it uses their existing knowledge. Practical and real-life activities are also more meaningful. It is important to include reflection at the end that helps strengthen the knowledge acquired.

Young children may only be able to concentrate on a task for a short period of time. We can plan activities that involve a variety of short tasks to help children concentrate.

Critical thinking, digital and media literacy

Of course, we must not forget the ultimate purpose of our activities, which is improving critical thinking skills applied to the use of technologies.

The best activities for this purpose are hands-on activities that are as close as possible to real life problems. In these activities, the children (and their families) must:

- Identify, analyse and evaluate information in different formats and sources
- Question, challenge and evaluate meaning of any information in any form and use it accordingly
- Understand the risks of the use of technologies for their privacy, health, and social skills.
- Rationally consider evidence, context, methods, standards and conceptualisation in deciding what to believe or what to do.

The competences we aim to develop in the children are:

Competence	Description
Communication & cooperation	Fluent communication between family members, establishment of communication routines, trust that they can communicate with adults about digital technologies.
Increased knowledge	Understanding/awareness of main concepts, themes, issues
Developed personal abilities	Providing CT skills: comparison and analysis of information, data, evidence and experience, asking the right questions, ethical reasoning skills, understanding of hidden intentions, skills to detect media bias and propaganda in National and World News, gaining intellectual autonomy



2.2 Methodological recommendations

We have shown how family activities with a playful approach can contribute to improving communication and building a good learning environment. With this in mind, we can propose some recommendations based on existing methodologies that will make them more effective and suitable to the objectives and target group of our project.

2.2.1 Experiential learning

Experiential learning is a teaching method based on the theory of David A. Kolb in the 1970's. This learning model states that people learn best when they actively participate in a reflective process based on real-life experiences. It proposes that teaching should be adapted to the way different individuals process and understand information.

Kolb's and Fry's learning cycle for experiential learning is composed of four stages that describe how one person processes and applies information. The four stages are: **concrete experience, observation of and reflection on that experience, formulation of abstract concepts based upon the reflection and testing the new concepts.**

Learning can begin at any stage of the cycle. However, to maximise learning opportunities it is ideal to complete all four stages. It typically begins with the individual experiencing an activity and reflecting on what has happened. From that reflection, the mind extracts a meaning that is finally put into practice when the individual changes his or her behaviour or attitude. From this change, the individual can make new experiences that begin the cycle again.

Kolb's cycle is actually a natural cycle, experiential learning occurs spontaneously and continuously in the lives of individuals. However, if an educational experience is to result in effective learning, Kolb's theory shows that reflection and the formation of new concepts are the phases that make a learning experience complete.

Therefore, we can use the cycle as a guide to make our activities more effective by including sections that lead to each of the phases of experiential learning. Much experiential learning can occur naturally in daily life. It can also be configured or structured to guide students through an experience and maximise learning outcomes.

Concrete Experience: Learning by experiencing. People learn by being involved in an activity or experience and remembering how they felt. This is the primary way in which we learn and can serve as the basis for all other stages in the learning cycle.

Reflective Observation: Learning by Processing. Using a concrete experience as a basis, the student reflects on the experience to obtain more information or deepen his or her understanding of the experience. To help this stage to be effective, Kolb proposes some reflective questions:

- *Did you notice?*
- *Why did that happen?*
- *Does that happen in life?*
- *Why does that happen?*
- *How can you use that?*

Abstract Conceptualization: Learning by generalizing. Based on the reflection of an experience, the student consciously or unconsciously theorizes, classifies or generalizes his or her experience in an effort to generate new information. This "thinking" stage serves to

organise knowledge, allowing students to see the "big picture" and identify patterns and norms. This stage is critical for students to be able to transfer their knowledge from one context to another.

Active experimentation: Learning by doing. The student applies or tests his or her newly acquired knowledge in the real world. The application of learning itself is a new experience from which the cycle begins again.

At each stage of the cycle, a specific type of learning takes place: experiencing, reflecting, thinking or doing. The experiential learning cycle is commonly represented by two continuums that are useful for the production of information. In the 'y' axis, also known as the perception continuum, there are the two possible ways of facing an experience, Concrete Expression (CE) or Abstract Conceptualisation (AC). The concept of learning is basically our emotional response to learning, how we think and/or feel about it.

The processing continuum that includes two different ways of processing an experience through 'observing' or 'doing', Reflective Observation (RO) or Active Experimentation (AE) is situated on the 'x' axis. The processing continuum is basically how we approach a specific task. Kolb argues that students are not able to perform both actions on one axis at the same time (e.g. thinking and feeling) and for that reason we have a tendency to perceive and process learning in a particular way. This tendency to rely on certain ways of perceiving and processing information is what Kolb refers to as a learning preference or learning style, which can vary based on content and context.

There are four different learning styles based on the four-stage experiential learning cycle. Each has a unique learning style or preference, but to achieve a balanced learning experience it is important that learners use all four learning styles.

2.2.2 Bite-sized learning

Micro-learning is a teaching strategy defined by short-term, complete and independent content. Normally, this content is focused on advice, tips or interesting and didactic data. In other words, content that can be easily captured and assimilated by people. For this reason, Microlearning is positioned as an extremely efficient strategy for sharing relevant information.

Micro-learning is also an extremely efficient method for reinforcing previously taught content or for extending information on a subject that people already have knowledge of. It can be carried out in various ways: exercises, small videos or even feedback.

What benefits does it provide to students? The assimilation of the content is improved from the moment the student takes advantage of these small pieces of information on a specific subject and in a structured way. Likewise, micro-learning facilitates the review of concepts and ideas because it allows for complementary and reinforcing exercises and content with which to deal with diversity. It offers access to ubiquitous and instantaneous education thanks to new technologies

Target group: Parents, grandparents AND, secondarily, their children	
Challenges/ Characteristics of our target group	Possible solutions / Our approach
We find very often that adults as well as children, need some help to improve their critical thinking skills	Activities should be interesting for adults too, helping them to learn while they teach Family activities in which both adults and children get involved
Some adults struggle to understand the subject	Make them feel confident with easy activities. Activities in which it is assumed that they don't know the answers
Some adults don't have time to read	Short activities Family activities to spend time together
Low self-esteem, self-trust in their capacity to support children on how to use technologies	Adults should be directors of the activity The language used must be targeted at adults Playful challenges in which it is assumed that they don't know the answers Prevent parents from developing doubts, questions or difficulties in the course of the activity
Adults educate, but they are not educators	We should use everyday and non-technical language
Young children have short concentration spans	Activities that involve a variety of tasks
Children's lack of confidence in their parent's technological knowledge	Family activities Adults should lead the activity Show children some clear examples of things they should not trust
Meaningful learning	Hands-on activities Real life problems Evocate prior or personal experience Reflections at the end of each activity
The best activity is the one that takes place	Short and easy activities Playful challenges No need for special materials or apps

To improve Media Literacy (ML)	<p>Hands-on activities in which the children must:</p> <ul style="list-style-type: none"> Identify, analyse and evaluate information in different formats and sources Question, challenge and evaluate meaning of any information in any form and use it accordingly
To improve Digital Literacy (DL)	<p>Hands-on activities in which the children must:</p> <ul style="list-style-type: none"> Understand the risks on the use of technologies for their privacy, health, and social skills.
Critical Thinking	<p>Hands-on activities in which the children must:</p> <ul style="list-style-type: none"> Rationally consider evidence, context, methods, standards and conceptualisation in deciding what to believe or what to do
Help parents and grandparents to protect their children	Family activities that initiate a communication routine

Characteristics of APRICOT project	
Our objectives	Possible solutions / Our approach
Meaningful learning	<p>Hands-on activities</p> <p>Real life problems</p> <p>Evocate prior or personal experience</p> <p>Reflections at the end of each activity</p>
The best activity is the one that takes place	<p>Short and easy activities</p> <p>Playful challenges</p> <p>No need for special materials or apps</p>
To improve Media Literacy (ML)	<p>Hands-on activities in which the children must:</p> <ul style="list-style-type: none"> Identify, analyse and evaluate information in different formats and sources Question, challenge and evaluate meaning of any information in any form and use it accordingly
To improve Digital Literacy (DL)	Hands-on activities in which the children must:

Characteristics of APRICOT project	
Our objectives	Possible solutions / Our approach
	<ul style="list-style-type: none"> Understand the risks of the use of technologies for their privacy, health, and social skills.
To improve Critical Thinking (CT)	<p>Hands-on activities in which the children must:</p> <ul style="list-style-type: none"> Rationally consider evidence, context, methods, standards and conceptualisation in deciding what to believe or what to do
To help parents and grandparents to protect their children	Family activities that initiate a communication routine

Methodological recommendations

Title:	APRICOT Attentive parental education for wise being & co-being in changing times		
Purpose	To improve the competency of parents and grandparents to develop the critical thinking (CT) & media literacy (ML) skills of their children or grandchildren.		
Participants	Parents & grandparents		
Scope	12 Bite-sized learning units		
Time	1 day of national training (or two half days)		
Objectives	<ol style="list-style-type: none"> To get acquainted with the topics of critical thinking, media literacy and digital literacy To learn new hands-on techniques and exercises on CT & ML (Bite-sized learning tools) to do with their children/ grandchildren To explore interactive, participative approaches to parental education regarding CT & ML 	Results	<ol style="list-style-type: none"> Well acquired & received main project idea, concepts, outcomes & expected results New knowledge and skills acquired regarding CT & ML by parents/grandparents and their children/grandchildren. Bite-sized learning tools learnt and tested in practice with children and grandchildren New suggestions, ideas & tips for the project outputs received from the partners

Title:	APRICOT Attentive parental education for wise being & co-being in changing times		
	4. To contribute to the project outputs development 5. To share & learn from each other		and grandparents attending national courses 5. Increased network and support from other parents and grandparents attending national courses
Methodology	<p>The methodology will be based on a mix of approaches:</p> <ol style="list-style-type: none"> 1. Experiential learning and learning by doing 2. Bite-sized learning <p>1. Experiential learning and learning by doing approaches will be used in order to place the parents and children at the center of the learning, making them active actors of the learning.</p> <p>The methodology will be based on David Kolb's experiential learning model.</p> <p>I. Concrete experience. The parents and children will read together the instructions of the challenge / step-by-step guidelines.</p> <p>II. Reflection observation. Guiding questions to encourage reflections during and after the experience.</p> <p>III. Conceptualization - Guiding questions to reach conclusions.</p> <p>IV. Active experimentation. Suggestions on how to implement the learning in future real-life situations.</p> <p>The "5 Questions" model can be used:</p> <ul style="list-style-type: none"> • Did you notice? • Why did that happen? • Does that happen in life? • Why does that happen? • How can you use that? 		

Title:	APRICOT Attentive parental education for wise being & co-being in changing times
	<p>2. Bite-sized learning</p> <p>Teaching by means of bite-sized learning tools is related to the trend of microlearning, which is an emergent informal learning strategy intended to quickly close gaps in knowledge and skills, in the context of completing a task. The BSL tools and microlearning have emerged to adapt to the lifestyles and rhythm of life in modern society.</p> <p>Each Bite sized tool created will contain a small piece of content and will focus on one learning objective only, as it is intended to reflect a single concept or idea by means of a range of sources such as: varied media format ranging from a YouTube video to a Wikipedia entry, blogs, wikis, video courses and lessons, tutorials, infographics, TEDTalks, Slideshare presentations and other Open Educational Resources (OER) collected from the Internet. Some will also be worksheets, real-life examples and step-by-step guidelines.</p> <p>The Bite sized tools will engage learners in self-paced learning activities to find immediate answers to questions that arise in completing a task such as “how does this work?”, or “what does this mean?”, or “who said that?”.</p> <p>Some of the BSL tools will have the format of challenges, so that learners can follow some step-by-step guidelines to reach a goal. The BSL tools will therefore encourage learners to ask themselves more questions and increase their critical thinking skills.</p> <p>The BSL tools are facilitated through Web 2.0 and mobile access and the communication through social media technologies (e.g., Whatsapp, Facebook, Twitter) provides new ways of learning through collaboration and cooperation, which is very important especially for the disadvantaged parents and grandparents, who might be reluctant to enroll in a formal online course.</p>
Methodological recommendations	<ul style="list-style-type: none"> • The exercises and Bite-sized learning tools chosen should be motivating and interesting to do, to learn by doing. • The format of the BSL tools should put the parents at the same level as their children/grandchildren, so they don't have to pretend they know something they don't. • The BSL tools chosen will indirectly improve the family relations as the activities should be implemented by parents/grandparents together with their children. • Everyone is a learner. Parents/grandparents and children actively share the responsibility for creating and participating in the learning experience (the preparation, workload etc.). The parents have now the freedom to learn together with their children, while still taking responsibility for a successful learning experience. Children continue to learn but now can take the lead in defining how to solve the task/challenge, searching for extra information etc. • Time: the activities should be short, simple and easy to read and understand by all types of parents and grandparents (max 15 minutes to read).

Title:	APRICOT Attentive parental education for wise being & co-being in changing times
	<ul style="list-style-type: none"> • Content: small or very small units, narrow topics, simple issues (one issue at a time) • Curriculum: sub-topics. The activities should be based on current topics that don't become obsolete or can easily be updated by parents. • Form: challenges, tasks, step-by-step guidelines. The activities should be flexible, customizable. • Process: Read the instructions to follow. Act. Reflect. Self-assess. • Media: text, text files, videos, links, infographics, images, etc.
Evaluation, assessment & improved competencies	Each bite-sized learning unit will include questions for self-assessment and reflection on the knowledge and skills acquired.
Certification	The participants on the national pilot courses will get course attendance certificates issued by the partnership.
Registration	<p>Parents and grandparents (and the general public) don't need to register in order to access the materials available as OER (Open Educational Resources).</p> <p>The registration for national courses is upon decision of national project teams</p>
Materials and initial preparation	The material for the national courses will be provided by each partner in their language. The specific requirements for national course participants are going to be set by national teams.

2.3 Structure of the Guide. Main themes and activities

THEMES	SUB-THEMES FOR BSL TOOLS	AGE GROUP
Introduction to the "Play with your children" guide	Methodological framework	Adult educators
	"Play with your children" guide for parents and grandparents	Parents and grandparents
Moral Dilemmas in the Contemporary World	Introduction into the theme:	GENERAL
	Sub-theme 1. Fair personal, interpersonal & social decisions	12+ years old
	Sub-theme 2. Society of appearance/image	6-10 years old

THEMES	SUB-THEMES FOR BSL TOOLS	AGE GROUP
	Sub-theme 3 Role model promoted by the digital culture	From kindergarten to upper secondary school.
Informed decisions Planeta Ciencias, ES	Introduction into the theme	GENERAL
	Sub-theme 1. The environmental impact of your actions	9 - 15 years old
	Sub-theme 2. Who is right?... and why? Should you believe everything you read?	15 - 18 years old
	Sub-theme 3. "Screens-free corner" Find information on how much time you should spend with technologies and create a corner in the house with attractive, alternative activities.	All ages
Misinformation & disinformation APRICOT, UK	Introduction into the theme:	GENERAL
	Sub-theme 1: What is 'Fake News'? - a Parents/Grandparents Guide What is fake news? Why do people create it? How can fake news impact children and young people?	9 -11s 11-13s 14+ + Parents and Grandparents
	Sub-theme 2: Spot the Difference- Fact or Fake Strategies to help children develop their critical digital literacy skills to spot the difference between fact and fiction online.	9 - 11s 11-13s 14+ + Parents and Grandparents
	Sub-theme 3: Fact Checking and Reporting	9 - 11s 11-13s 14+ + Parents and Grandparents
Safety & privacy ItF Institute, DE	Introduction into the theme:	GENERAL
	Sub-theme 1: Media competence Media professional or media junkie? Sensitisation of media use.	from the age of 12 up
	Sub-theme 2: Cyberbullying The facets of Bullying. How can you help? How can you protect your child?	from the age of 12 up

THEMES	SUB-THEMES FOR BSL TOOLS	AGE GROUP
	Sub-theme 3: Protection on internet Strategies to recognize and avoid dangers, Critical use of social networks Tips for parents / grandparents / children	from the age of 10 up

2.4 Evaluation

In order to carry out the evaluation of the different activities contained in this document, each partner of the APRICOT project will conduct a pilot course with parents and grandparents. At the end of these pilot courses, feedback from the participants will be collected. The feedback will evaluate if the activities have been motivating, useful and relevant, and if participants believe that they are possible to carry out in their own family environment.

Once the pilot courses have been carried out and the feedback from the families has been collected, it has been incorporated into this document.

3 “Play with your children” Guide for parents and grandparents

3.1 Introduction

Information and communication technologies are an open window to the outside world. They are a very powerful tool that allows us to access all kinds of information and knowledge, both real and fake, and to communicate quickly and effectively with people all over the world, known or unknown.

When our children and grandchildren learn to walk on their own, as educators we start a teaching process in which, in stages, we teach them different strategies that allow them to move more and more autonomously: walking on the pavement, looking before crossing, understanding traffic lights and signs, learning the way home, not talking to strangers, returning home on time.

In the same way, when it comes to learning to use technology, as educators we have the responsibility to teach our children strategies that will allow them to develop in a safe manner. However, unlike the example of learning to walk, when it comes to technology, we lack our own childhood experience as learners. In addition, the technological world is in continuous development and progress, which means that new challenges constantly present themselves for which our children and grandchildren need the sensible advice of an adult.

For this reason, establishing communication routines that our children can follow is fundamental in order to know, prevent and solve possible problems or difficulties that they may have to face while learning to walk autonomously through the virtual world.

3.2 What we’ll learn by playing

This guide aims to provide some practical activities to do as a family to help detect the problems faced by our children and grandchildren and to enable us to establish a channel of communication with them so that they trust us.

All the activities have been designed to be entertaining and playful for young people, so that they can learn at home in a relaxed, family atmosphere. They are practical and short so that they do not tire the children and can be adapted to the interests, age and level of knowledge of each one of them. The activities do not require physical resources beyond the use of a computer, paper, pen and some objects that can be easily found in a home.

We have classified the activities into four main themes:

Moral Dilemmas in the Contemporary World

Nowadays, when someone needs to know something or has a problem, often the first thing they do is search for information on the Internet.

When it comes to moral dilemmas, we mainly make decisions based on our own values and our code of ethics, which is shaped over the course of our lives.

If we add complete and reliable information and deep reflection to our own values, we can better prepare ourselves to make decisions or to change those judgements that are not entirely appropriate. This makes us grow and improve as moral individuals.

As parents and grandparents, the moral education of our children is one of the most important pillars. That is why teaching them to seek reliable information to help them make ethical decisions is becoming increasingly important.

Informed decisions

In a changing and hyperconnected world, it is critical to be well informed when making decisions. However, whilst we live in a society where access to knowledge is very simple, it is increasingly difficult to distinguish reliable information sources and relevant data from those that are not.

That is why it is important to provide our children with some critical thinking skills that will help them to navigate the ocean of knowledge on the internet without getting lost or shipwrecked. These activities are designed for that purpose.

Misinformation and disinformation

While the digital world offers a range of information and opportunities for young people, it is also becoming harder to separate fact from fiction. As children are spending more time online constantly making decisions on what to trust, it's now more important than ever for them to know how influence, persuasion and manipulation can impact their decisions, opinions and what they share online.

How does fake news and misinformation impact children?

Exposure to misinformation can reduce trust in the media more broadly, making it tougher to know what is fact or fiction. When we start to believe that there is the possibility that anything can be fake, it's easier to discount what is actually true.

In order to help both children and Parents/Grandparents improve both their understanding of 'Fake News', Misinformation and Disinformation and their digital literacy skills, we are suggesting a shared learning experience, facilitated through **quiz-based learning** (gamification). The aim is that, through the quiz game, parents and children can learn at the same time in an enjoyable and relaxed manner.

Safety and privacy

Misuse of personal data, inappropriate content, dangerous viruses, annoying spam, expensive phone numbers and rip-off attempts - how can we protect children and young people from these risks? Precautions can be taken with technical measures. But they do not offer absolute protection.

Toddlers play with smartphones even before they learn to read and write. Teenagers spend a lot of time on social networks, such as Facebook, Instagram, Twitter. It is very important that adolescents learn to move about in the digital world carefully and responsibly – with parental support.

What is your child's knowledge of security and privacy in the digital world?

How can children of different ages be taught this knowledge and be made aware of its tremendous importance?

How can parents support this learning process?

We have put together activities for different age groups that you can carry out with your children to teach them in a playful way how to deal critically with the various Internet offerings and how to make the right decisions when sharing private data.

3.3 Playful learning

Children are learning all the time, consciously or unconsciously, formally or informally. The home is one of the main axes of learning, along with school and play with other children.

At home children are in a relaxed and comfortable environment where they are generally less afraid of making mistakes than in other settings, so it is an ideal place to try different ways of learning.

Young children learn a great deal through play, and this also continues throughout life.

We can take advantage of this natural tendency to play and learn by playing to use relaxed activities where time flies by and where, with little effort, we can reach deep and stimulating reflections.

3.4 Why this guide?

The American Academy of Pediatrics (AAP) recommends that parents of young children and teens (5 to 18 years old) place consistent limits on the use of **any** media. This includes entertainment media (like watching TV and movies), as well as educational media (like creating flash cards on a smartphone app).

Not all screen time is created equal. It's up to parents to decide how (and how often) their teens use screens and whether screen time is positive or negative. For instance, time spent on homework or other educational activities might not need to be as restricted as time spent playing video games.

But online access also comes with risks, like inappropriate content, cyberbullying and online predators. Using apps and websites where children interact, predators may pose as a child or teen looking to make a new friend. They might convince the child to exchange personal information, such as address and phone number, or encourage children to call them, seeing their phone number via caller ID.

Most teens use some form of social media and have a profile on a social networking site. Many visit these sites every day.

There are plenty of good things about social media — but also many risks and things kids and teens should avoid. They don't always make good choices when they post something to a site, and this can lead to problems.

3.5 Tips on self-paced learning and learning in family

The aim of this section is to give some basic tips to enable the successful implementation of the activities presented in this document. These tips are a guideline for parents and grandparents. The effectiveness of the tips will vary depending on the family context and previous experience in carrying out activities involving the members of the family group.

Although the following tips are oriented to the structure of the activities in this document, they are applicable to any self-paced learning activity or family learning activity.

1- It is important that parents and grandparents read about the activities before starting

In order to carry out any activity, it is important that the adult assumes responsibility for the learning and prepares the activity. Reading about the activities beforehand and trying to resolve any doubts that may arise will improve the fluidity and quality of the activity when it is put into practice.

2-Make sure you have all the necessary materials to carry out the activity.

Another important aspect of preparing the activities after pre-reading is to make sure you have all the necessary materials.

3-Provide an environment that is conducive to learning and minimises distractions.

A supportive environment will be critical to both the motivation for and the success of an activity.

4-Explain clearly to the rest of the family members what the activity is, what its objectives are and the estimated time needed to complete it.

It is important that everyone who participates in the activity understands the activity, and if necessary, take time to clarify any doubts that may arise before the activity.

5- Don't teach, help them understand.

6- Once the activity has been carried out, evaluate its implementation.

An important part of the implementation of activities is their subsequent evaluation. This is still valid when it comes to family learning and will help to improve future implementations of activities.

To get feedback from the other people who have done the activity you can use simple questions such as: did they like it, what would they change, what parts surprised them?

Once the feedback has been obtained, spend some time reflecting on how the activity was carried out and what you would like to improve for future activities.

4 Moral Dilemmas in the Contemporary World

4.1 Introduction into the theme

Every day, our children face many questions that need to be answered, situations that need to be addressed. This can be especially challenging when it comes to complex or confusing subjects or moral choices. Parents can help children find the right solutions. In this section we provide some examples of how to discuss moral dilemmas.

4.2 BSL tool 1: Fair personal, interpersonal & social decisions

Description

Parents / grandparents can take the opportunity to discuss more complex issues while/after watching a film (documentary, animation or play film). The choice of film depends on the child's age, hobbies and specific situation.

We provide guidelines on how to discuss the topic of making responsible choices with support of the short movie **“Schwarzfahrer”/ “Black rider”**, by Pepe Danquart.

We also suggest watching a mini-short story from the cycle "All the Invisible Children", such well known films as “Babel”, “Hotel Rwanda”, “The Firm” and similar, that create a space for discussions about personal, interpersonal and social responsibility, fair decisions.

Age range

This film can be watched and discussed with children of different ages, starting from 12 years and on.

Learning objectives

To develop critical analysis skills - careful and attentive viewing, attention to details, etc.

To develop critical questioning skills - to raise open questions of varying complexity.

To develop critical interpretation skills –to interpret content/plot referring to the facts/evidence.

To develop synthesis skills – to make links between different content/plot parts; to interlink person/interpersonal and social responsibility.

To develop critical evaluation and reflection skills - to make independent and reasoned judgments.

Preparation for the activity

- Before watching the film together, parents/grandparents should watch it by themselves first, and be prepared for raising and discussing critical questions;
- Complexity of questions will depend on age and individual readiness to understand and to interpret the plot;
- Parents/grandparents have to choose the best time for such activity. For example, to use it as complimentary material while preparing school projects, analyzing topics of ethnicity and globalization, anger and hatred, tolerance and intolerance, etc. Or to take opportunities as they arise to discuss the issue of personal responsibility in a social environment.
- The film duration is 10 minutes. Parents/grandparents may decide to watch the entire film at once or to watch it in separate parts by making stops for discussions. Choice depends on such factors as children's ability to focus attention, available time for discussions, etc. We present step-by step instructions for the second option below.

Activity step-by step

In order to evoke interest in the film, it is advisable to start by guessing "*what will the film be about?*". Several keywords can be used, such as *Berlin, tramway, old lady*. Or another image from the film can be used as stimulus for the initial discussion.



danquart.de

- Allocate 3-5 minutes to share different scenarios about the possible film plot. Use your imagination!
- Before starting to watch the 1st part, ask children to be attentive and observe different acting characters - who are they; how do they look; what do they do?

Recommended stops and questions for discussions:

First part: 0:00-2:17

1st stop:

- What did you notice?
- What drew your attention? Why?
- What was strange or/and unusual? Why?
- What will happen next?

Second part: 2:18- 5:03

2nd stop:

- What drew your attention? Why?
- What do you think about the old lady?
- What do you think about the passengers?
- How do they behave? Why do they behave like....?
- What will happen next?

Third part: 5:04- 7:30

3rd stop:

- What happened in this part?
- What drew your attention? Why?
- What do you think about the young black man?
- Did you notice any change in the passengers' behaviour? What exactly?
- What do you think about the sound and music in this part? What does it mean?
- What will happen next?

Fourth part: 7:31- 9:59

Last stop:

- What do you think about the resolution of the situation?
- Is it fair/not fair? For whom?
- How do you treat personal decisions not to interfere/to keep silent?
- On what factors is interpersonal conflict based?
- How do you treat the tram's small society? How could you name it?
- Who was black rider?
- Was the plot very far from/close to what you thought it might be?
- What would you ask the film director?

Further discussion

- What did you learn?
- What does this story mean to you?

Some doubts that may arise

Are the discussions going to be too short or too superficial? – They might be short and not very deep at the very beginning. Don't worry! Children (and you!) have to develop their experience of such discussions. It might also be a little bit chaotic – it is difficult to keep flow. Things will improve the more you practice the activities.

Where to make stops and how many? - The stops should not be too far apart or too close together. Each stop should be at a logical point – where something ends and/or something new is expected to begin.

Are all the thoughts and ideas the children have acceptable? – Yes, they are, even if not well expressed or justified. It is a good opportunity to learn how to express ideas and to support them with evidence

What if the film is being watched by children of different ages? - It is a good family learning opportunity! Smaller children will be learning from elders. Sometimes small children will

notice tiny, but important details, and raise unexpected questions. You are welcome to include senior family members in the discussion as well.

Can all films be analyzed? – Those who have good ideas, dynamics, are evoking and provoking discussions.

Questions for reflection, self-assessment and conclusions

- What do you think your children learned?
- What did you learn?
- What was most difficult?
- What would you do differently next time?

Recommendations on how to adapt to different age-groups

For primary school children (up to 10) – use short animation, children's films; pose fewer questions, give more space for free talking;

For 15- 18 years – use open questions to discuss any film (possibly without planning stopping points), story, event.

We also suggest:

For 10-14 years - a mini story from the cycle "All the Invisible Children"

For 15- 18 years - well known films "Babel", "Hotel Rwanda", "The Firm" and similar ones, that create space for discussions about personal, interpersonal and social responsibility, fair decisions.

It is recommended to make references to personal experience in all cases.

References

Links to the short movie "Black Rider"

Original language (German):

<https://www.youtube.com/watch?v=nWnSv0MMTns>

With English subtitles: <https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s>

With Spanish subtitles:

<https://www.youtube.com/watch?v=QCuKG-jZDoY>

Lithuanian subtitles in written - in Annex 1

to use while watching movie with English subtitles:

<https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s>

4.3 BSL tool 2: Society of Appearance/ Image

Introduction into the sub-theme

Our society is often said to be appearance or image based. Many people struggle in their attempts to satisfy certain physical or behavioural standards set by society. People are afraid to stand out from the crowd, seeking recognition. Children and teens are among the most vulnerable groups.

Parents/grandparents can help their children to understand the true meaning of the proverb “don’t judge a book by its cover”. They can use different positive examples, to show that a person’s appearance does not make them ‘better’ or ‘worse’ than anyone else.

In this section we provide an example of how to discuss the issue of image and appearance with younger school age children.

Society of appearance/image

Description

Parents / grandparents are encouraged to discuss this topic while reading stories together at any convenient time (not only at bedtime)

We provide guidelines on how to discuss the topic with support of the short story “Black sheep”, by Bruno Ferrero.

Age range

The story can be discussed with children ages 6-10. The age range may differ depending on children's maturity and readiness to discuss such issues.

Learning objectives

To develop critical analysis skills - careful and attentive reading, attention to details, etc.

To develop critical questioning skills - to raise open questions of varying complexity

To develop critical interpretation skills –to interpret content/plot referring to the facts/evidence;

To develop synthesis skills – to make links between different content/plot parts; to interlink person/interpersonal and social responsibility

To develop critical evaluation and reflection skills - to make independent and reasoned judgments

Preparation for the activity

- Before reading with children, parents/grandparents should read it themselves first and be prepared to raise and discuss critical questions;
- Complexity of questions will depend on age and individual readiness to understand and to interpret the plot;
- Parents/grandparents have to choose the best time for such activity. For example, after (or before) a school, neighborhood or community event
- Parents/grandparents may decide to read the entire story in one go or in separate parts by making stops for discussions. Choice depends on such factors as children's ability to focus attention, available time for discussions, etc. We present step-by step instructions for the second option below.

Activity step-by step

In order to evoke interest in the story, it is advisable to start by guessing "what will the story be about?". Several keywords can be used, such as *black sheep, a journey, flocks*.

First question: *What do you think the story will be about?*

- Allocate some time to share different scenarios about the possible plot of the story. And raise interest, provoke intrigue!
- Start reading first part:

Once there was a black sheep. All the other sheep in the flock were white. They were disgusted by the black sheep and treated the black sheep badly. Whenever they saw her, they would begin to bleat: Go away from us. You are a freak. A mistake. They were happy only when they saw the black sheep begin to cry.

Belinda, a fat white sheep, was especially mean to the black sheep. She was the leader of the flock. All the other sheep always followed her. They all did whatever she did.

1st stop:

- How do you imagine the flock? Please describe.
- How would you describe Belinda as a leader?
- What does it mean to you to be a leader?
- What do you think will happen next?

Second part

The black sheep was sad. She wanted to be like the others. However, she could not change her colour. Sometimes she tried to run away and hide. But she always came back in the end because she did not know how to live on her own.

2nd stop:

- What does it mean to be like others?
- How much is a person free to be different, unique?
- What do you think will happen next?

Third part:

Belinda was strong and proud. She decided to set out on a journey to learn about life. She soon came across new pastures. Whenever she met a new flock she stood among them and said proudly: "I am the leader of my flock. Everyone listens to me. I am the one who decides what to do."

One day Belinda met a much larger and unusual flock. All the sheep in this flock were black. At first she was surprised, and then she began to giggle. She was so sure that her white coat was superior that she swayed back and forth laughing at them. She approached them.

3rd stop:

- What can you say about Belinda? What new things have you found out about her?
- What do you think will happen next?

Fourth part:

However, the entire flock began to laugh at her derisively. Belinda did not even have the chance to react when one strong black sheep looked at her and said: "Has anyone ever seen anything funnier than this. We will tear that awful coat from you and then we will see what is underneath." The entire flock began to laugh. Belinda turned and ran as fast as she could. The black flock stood and laughed at her. She ran as far as another pasture where she saw another large flock.

4th stop:

- How would you describe the flock Belinda has met? Compare your vision with the vision about the first flock. Are they different or similar? How?
- What do you think will happen next?

Fifth part

She had never seen a flock like this before: there were black sheep, white sheep, brown sheep, spotted sheep, all mixed together into one flock. Now that she had lost confidence, she stopped and wondered: "How will this flock treat me?"

5th stop:

- How will this new flock treat Belinda?
- What do you think will happen next?

Last part:

A sheep noticed her and asked her sincerely: "Where did you come from?" "I came from the other side of the mountain," Belinda answered. A black sheep approached them and Belinda prepared herself to run. The black sheep said: "Don't be afraid. Stay here with us as long as you like? The grass is very green here. We will welcome you here." Belinda stayed with that flock for two days. Then she decided to return home. Before she said good-bye to the flock, she said: "You are the best flock in the world. You accept and respect sheep of all colours. In our flock there is only one black sheep."

Last stop:

- You have read about three different flocks in the text. Please, compare these situations with real life.
- Have you ever been in such "different flocks" situations? What does it mean in real life?

Further discussion

- What did Belinda learn about life on the journey? Would Belinda have learnt it without the journey?
- What did you learn?
- What does this story mean to you?

Some doubts that may arise

How will it go? Will it be interesting to children? – It might be chaotic at the very beginning. Don't worry! Children (and you!) need to gain experience of such discussions. Things will improve the more you practice these activities.

Where to make stops and how many? - The stops should not be too far apart or too close together. All stops should be logical – something is ending and/or something new is expected to begin. If stops make no sense for you (or you don't feel comfortable doing it) read the entire story.

What if the story is read to children of different ages? - It is a good family learning opportunity! They will learn from each other. You are welcome to include senior family members in the discussion as well.

Can all stories be analyzed in the same or similar manner? – Those stories that have useful ideas, dynamics, are evoking and provoking discussions.

Questions for reflection, self-assessment and conclusions

- What do you think your children have learned?
- What did you learn?
- What was most difficult?
- What would you do differently next time?

Recommendations on how to adapt to different age-groups

For smaller children (kindergarten, pre-primary) – use fairy tales, pose fewer questions, give more space for free talking. If telling the “Black sheep” story, ask children to draw a picture of the characters, especially the colourful flock.

For 10-14 years – choose films or/and real-life events to discuss while posing open questions.

It is recommended to make references to personal experience in all cases.

References

Bruno Ferrero (2009). 365 trumpi pasakojimai sielai. Vilnius. Katalikų pasaulio leidiniai.
 “Black sheep” translated from Lithuanian into English by Laima Vincė-Sruoginis
 Bruno Ferrero. “365 short stories for the soul”

4.4 BSL tool 3: Role model promoted by the digital culture

Introduction into the subtheme

We are all influenced by the digital culture that we are a part of. From early childhood, children observe people (including parents) engaged in different activities using digital devices. Adults, therefore, become digital role models for our children. If digital media takes up most of our time, it distances us from our children and harms our relationships. Children will also start to imitate adults’ behaviour. Children may distance themselves not only from their own parents, but also from their peers.

As a part of the wider culture, digital culture can be nurtured in a meaningful way in family life. Digital content and communication can be used to bring together different generations, rather than divide them. It can provide great material for discussions about both positive and negative things that impact on our own thoughts, decisions and behaviours. Parents (grandparents) can discuss different hot topics – stereotyping, bullying, commercialization, manipulation, etc. In this section we provide an example on how to talk about the benefits and harm of advertisements.

The benefits and Harm of Advertisements

Description

Advertisements are everywhere and demand the attention of even the youngest of children. They can shape children's opinions, habits and choices. Here's an example to illustrate how to discuss the meaning of an advertisement and what it does effect.

Age range

From kindergarten to upper secondary school.

Learning objectives

To develop critical analysis skills - careful and attentive observation, attention to detail etc.
 To develop critical questioning skills - to raise open questions.
 To develop critical interpretation skills –to interpret content/plot referring to the facts/evidence.
 To develop critical reflection – to evaluate one’s habits, way of thinking, approaches.

Preparation for the activity

- Before discussion with children, parents/grandparents have to choose an ad and be prepared to raise questions and start discussions.
- Choice of ad and way of discussing will depend on age and situation/context.
- Parents/grandparents have to choose the best time for such activity. For example, after watching a film/movie; before going to buy something; waiting for public transportation and looking at outdoor ads/billboards.

Activity step-by step

Step 1. Think, remember the ads you like or dislike. Ask for examples and justify your assessment. Possible questions for parents/ grandparents:

- What kind of advertising do you like the most / don't like it and why?
- What makes advertising special and eye-catching?
- Why do you think so, on what basis do you say so?

Discuss and evaluate specific ads selected by children in more detail.

- Are they really persuasive, what message do they convey, what values do they demonstrate? Do they display stereotypical approaches? If so, what stereotypes are there?

Step 2. Let's analyze a specific advertisement, its purpose, nature, aesthetic and ethical aspects based on specific episodes, details. Possible parents' questions:

- What does an ad want you to know? What is it for? What details are important, beautiful, interesting?
- How to make sure the information in it is correct? How does / does it help to understand, decide, choose?
- Do they use stereotypical thinking, persuade or mislead?

Finally, consider what the children think would be the best (or perhaps worst) advertisement. For example, encouraging nature conservation, sorting rubbish, reading, studying, being careful on the road, consuming healthy products, behaving safely online, choosing quality goods, services, and so on.

Ask the children to justify their choice and list the features of the best / worst advertising.

Step 3. Encourage children to imagine and name, in their opinion, the best / worst advertisement by presenting specific features of good and / or bad advertising. Possible parents' questions:

- What do you think is the best advertisement? What does it need to be and what should it not be? Why?
- What would be the worst ad? Why? How do we recognize good or bad advertising?

With this task, we want to say that it is suitable for teaching children to look more closely at the mass product of public opinion formation, to analyze and evaluate advertising in various aspects, and to rely on specific examples.

A closer look will help reflection on children's pre-formed attitudes and opinions. Evaluate advertisements not only in isolation but also in terms of the wider society. It is possible to discuss with older children how similar and different commercial and social advertisements are.

Some doubts that may arise

- *Is it a good example to discuss?* – a good example is one that interests children, draws their attention;
- *Is it a good time to discuss?* – you can use any opportunities that arise when with your children to discuss an advertisement or/and you have to make choices based on an advertisement;
- *Are we competent enough to discuss?* - what matters is not professional competence but the discussion itself.

Questions for reflection, self-assessment and conclusions

- What do you think your children have learned?
- What did you learn?
- What was most difficult?
- What would you do differently next time?

Recommendations on how to adapt to different age-groups

It should be kept in mind that the types of advertisements used will vary according to each child - their age, experience, hobbies, tastes, has his/her own concept of "good" or "bad" advertisements.

It is recommended to refer to personal experience – share how advertising has impacted your own thoughts and behaviour in any time of your life.

References

Bakonis, E., Indrašienė, V., Penkauskaitė, U., Penkauskienė, D., Rakovas, T. (2014). Rekomendacijos tėvams apie vaikų ir jaunimo kritinio mąstymo ugdymą [*Recommendations for parents on developing critical thinking in children and young people*]. Vilnius, Šiuolaikinių didaktikų centras. ISBN 978-609-95515-3-1.

Annex 1. Black Rider, by Pepe Danquart

Lithuanian translation of subtitles

Time	Text English	Text Lithuanian
0:44	Black Rider	
0:47	By Pepe Danquart	rež. Pepe Danquart filmas
2:16	Is that seat taken?	Ar čia laisva?
2:58	You lout...	Ei, drimba...
2:59	why don't you sit somewhere else?	kodėl neatsisėdi kur nors kitur?
3:02	There are enough empty seats here.	Čia pilna laisvų vietų.
3:06	One can't even ride the tram anymore	Negali žmogus jau ir tramvajumi pavažiuoti,
3:08	without getting pestered!	kad kas nesuerzintų!
3:12	If you live off our taxes	Jei gyvenate iš mūsų mokesčių,
3:14	you should at least behave properly.	galėtumėte bent jau tinkamai elgtis.
3:22	It's not as if it were so difficult to adapt to our customs!	Nėra gi taip jau sunku prisitaikyti prie mūsų tradicijų/ tvarkos!
3:38	Why do you all come here anyway?	Kodėl jūs iš viso čia atvykstate?
3:41	Did anyone invite you?	Ar jus kas nors kvietė?
3:45	We've managed by ourselves.	Mes susitvarkome ir patys.
3:48	We don't need all these savages living off us!	Mums nereikia visų šių laukinių, gyvenančių mūsų sąskaita!
3:55	We've got enough unemployed of our own...	Mes turime užtekstinai savo bedarbių...
4:00	And then they all work illegally.	Paskui jie visi dar ir nelegaliai dirba.
4:04	It's impossible	Ir neįmanoma
4:05	to control them	jų kontroliuoti,
4:06	since they all look the same!	jie visi atrodo vienodai!
4:11	We should at least make them change their names	Mes turėtume bent jau priversti juos pasikeisti vardus
4:14	before they arrive here.	prieš čia atvykstant.

4:16	How else are we supposed to...	Kaip kitaip turėtume
4:18	tell them apart!	juos atskirti!
4:25	What's more,	O be viso to,
4:26	You smell awful.	jūs dar ir dvokiate.
4:28	But of course,	Bet žinoma,
4:30	there is no law against that...	to nereguliuoja joks įstatymas...
5:31	As if the Italians and Turks weren't enough!	Lyg italų ir turkų būtų negana!
5:35	Now half of Africa is coming too!	Dar ir pusė Afrikos atvyksta!
5:44	In the past	Anksčiau
5:45	we wouldn't have allowed them all in.	nebūtume jų visų įsileidę.
5:49	My Hans always said, if you let one in	Mano Hansas visada sakydavo – įsileisi vieną
5:53	They'll all come	visi sulėks,
5:54	the whole tribe of them...	visa jų padermė...
5:59	They breed like rabbits over there, all mixed up together...	Jie dauginasi kaip triušiai, visi susimaišę tarpusavyje...
6:22	It's no wonder they've all got AIDS!	Nenuostabu, kad jie visi serga AIDS!
6:25	We'll never get rid of them.	Mes niekada jų neatsikratysime.
6:28	If it carries on like this	Jei toliau taip tęsis,
6:30	there'll soon be nothing but Turks, Polish and niggers here.	greitai čia neliks nieko, išskyrus turkus, lenkus ir negrus.
6:36	We won't be able to tell what country we're living in.	Patys nebegalėsime pasakyti, kurioje šalyje gyvename.
7:36	Good morning. Tickets please!	Laba diena. Paruoškite jūsų bilietus!
7:42	Just my luck! What a lousy day!	„Pasisekė“! Na ir nevykusi diena!
7:58	I'm scared to go out	Aš bijau šiais laikais
8:00	when it's dark these days.	ir į lauką išeiti sutemus.
8:02	The things you see in the paper!	Užtenka jau vien to, ką laikraščiai rašo!
8:06	At any rate, we bought a dog	Mes net šunį nusipirkome,

8:08	when those Turks moved into the apartment below us.	kai tie turkai atsikraustė į butą apačioje.
8:12	You can't be too careful!	Atsargumo niekada nebus per daug!
8:14	Welfare cases!	Galimybių jie ieško!
8:16	What a joke! It's just that they don't want to work!	Vienas juokas! Jie tiesiog tingi dirbti!
8:24	Mum, look!	Mama, pažiūrėk!
8:36	May I see your tickets please?	Ar galėčiau pamatyti jūsų bilietus?
8:41	This nigger just ate it!	Šitas negras jį ką tik suvalgė!
8:52	I've never heard such a stupid excuse!	Tokio kvailo pasiteisinimo dar niekada negirdėjau!
8:56	If you haven't got a ticket would you please	Jei neturite bilieto, prašau,
8:58	come along with me?	eikite su manim.
9:10	They eat our tickets, I tell you.	Jis suvalgė mano bilietą, sakau jums.
9:14	I had it just now.	Aš tik ką jį turėjau.
9:16	I assure you, I've never fare-dodged in my life.	Patikėkite, aš niekada gyvenime nesu važiavusi be bilieto.
9:10	Everybody saw what happened...	Visi matė, kas atsitiko...
9:23	I can't understand it...	Nesuprantu...
9:25	They all saw it...	Jie visi tai matė...

5 Informed decisions

Introduction into the theme

Nowadays, access to information in the hyper-connected world in which we live presents its own problems that are very different from those of past generations. One of the main problems of today's information age is distinguishing reliable sources of information and relevant data from those that are not. The following activities aim to highlight the difficulty of navigating the ocean of knowledge on the internet without getting lost or shipwrecked. Another issue that will be addressed in this section is the appropriate use of electronic devices and the alternatives that can be offered in the family context.

5.1 BSL tool 1: The environmental impact of your actions

Description

There are some things that we can make in our own homes to fight global warming. But often the problem is that we don't know where to start.

In this activity, the family will reflect on the products we consume on a regular basis and then search for information on their environmental impact to propose some solutions.

Photos and images



<https://www.pexels.com/photo/hands-of-people-putting-plastic-bottles-in-garbage-bag-7656748/>



<https://www.pexels.com/photo/paper-with-green-recycle-logo-on-table-across-a-girl-studying-about-recycling-6990446/>



<https://www.pexels.com/photo/women-riding-bikes-1850629/>

Age range

9 - 15 years

A guide for the guide

During the activity, it could be helpful to keep in mind the learning objectives to guide your children to reach them. The objectives are:

- To reflect on their lifestyle
- To learn that critical thinking can lead to changes that can have a positive impact on our world
- To experience that our intuition is not always enough to understand a complex problem. We need information from experts

Preparation for the activity

There is no need for special knowledge to do this activity.

Keep in mind that your children/grandchildren may point out or criticize some of the things that are done at home, because this is an activity that analyzes the family's lifestyle. Before you begin the activity, you may want to think about some possible answers to suggestions that you do not want or you cannot discuss with them at this time. However, you are not supposed to have an answer for every question - this activity is for the whole family to learn together, so you can start without preparation.

For this activity, we are going to sort out different objects according to their impact on the environment. We will need an object from each of the categories listed below so we can make the list playing with the family. You can collect the objects yourself or ask your children to look for them. If you do not have some of the objects, you can draw them on a piece of paper:

- Fruit and vegetables (For example: one apple)
- Furnishing and carpets (For example: a toy chair)
- Animal products, except dairy (For example: one piece of ham)
- Communication and IT equipment (For example: a mobile phone)
- Dog and cat food
- Postal service
- Grains
- Household equipment
- Clothes
- Dairy
- Motor vehicles
- Gas and petrol (for cooking and heating)
- Public transport
- Flights
- Pharmaceuticals

You could also do this activity as a contest. If so, you would need paper and pen for all the contestants. *If you have access to a printer, you can print out the cards provided at the end of this BSL1 (pages 39 and 40).*

The activity step-by-step

- 1) Present the objects and the activity
- 2) Put the objects on the table and explain to your children that you are going to analyse the environmental impact of the things we consume. Explain that each object represents a general type of product (for example, the apple represents all fruits and vegetables)
- 3) Arrange all objects in a row so that objects with a higher environmental impact are at one end and those with a lower environmental impact are at the other end. This can be done cooperatively or as a contest.

(Several questions may arise in this section. See the following section to find out how to deal with them).

The activity step-by-step

Let's analyze the products we consume or use at home in our daily life

- 4) Search for the answer using the Internet. Some keywords that may help you are: carbon footprint, environmental impact of products, life-cycle assessment.

You probably won't find a list with all the products in the activity. You can choose those you can compare more easily, use one or two sources of information you find interesting, or you can compare some of the products and use different sources to complete the arrangement.

- 5) Some questions may get no answers. It is not the point to answer all of them, just to understand how difficult the problem is.
- 6) Compare the results you found on the internet with those you made as a hypothesis in step 3.
- 7) Make some reflections and conclusions together. (You can find some clues at the end of the document)

Some doubts that may arise

During the activity, some doubts may arise. This is good. We encourage you to let the doubts and mistakes happen and use them for reflection.

- *To make the comparison, should the use of the product or also its production be taken into account?*

It would be interesting to look at both.

- *How can I compare an apple with the use of a car?*

You can agree on which criterion to use. For example, you can compare the amount of vegetables and fruit that the family eats in a year with the use of the car during that same year. Which of the two things do you think has more impact?

- *Should we take into account everything about production, distribution, transport, etc?*

It depends on your criterion. The more complicated it gets, the more difficult the activity will be, but you may also learn more. Either way, it is not important for this part of the activity

Questions for reflection, self-assessment and conclusions




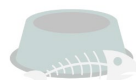






- Was it easy to arrange the objects in line?
- Was it easy to find the information on the Internet?
- Were the answers similar to what you thought? Don't worry if they were different, this happens all the time for a variety of reasons
- If the answers were different, why do you think that might be?
- How can you use your new knowledge to adapt a more sustainable lifestyle in your house? What small action(s) will you take?



Recommendations on how to adapt to different age-groups

For the 9-12 age group, the role of adults should be more involved. For the 13-15 age group, the search for and implementation of the activity can be carried out more autonomously.

References

<https://www.carbonfootprint.com/calculator.aspx>
<https://climateemergencyeu.org/>

FURNISHING AND CARPETS 	MOTOR VEHICLES 
ANIMAL PRODUCTS 	DOG AND CAT FOOD 
COMMUNICATION 	POSTAL SERVICE 
CONSTRUCTION 	SUGAR, COFFEE, BOTTLED DRINKS AND SNACKS 
GRAINS 	HOUSEHOLD EQUIPMENTS 

FERTILIZERS		CLOTHES	
PETROL AND GAS		DRUGS	
FRUITS AND VEGETABLES		RESTAURANTS	
DAIRY			

5.2 BSL tool 2: Screen-free corner

Description

Adults, young people and children spend a lot of time in front of screens. Restricting the use of digital devices is a common source of conflict within families. This activity seeks to offer a complementary alternative this.

This aim is to focus on achievable screen-free activities that allow us to build quality time using a shared process, where every member of the family has their own voice heard.

The activity tries to identify screen-free family activities that can be facilitated by the design and implementation of a screen-free corner.

Photos and images



<https://www.pexels.com/photo/bonding-time-of-mother-and-child-4039159/>



<https://www.pexels.com/photo/crop-astronomer-exploring-surface-of-moon-while-using-tablet-in-university-3825567/>



<https://www.pexels.com/photo/man-in-white-t-shirt-and-brown-pants-painting-cardboard-house-3933227/>



<https://www.pexels.com/photo/blue-jeans-3036405/>



<https://www.pexels.com/photo/pensive-grandmother-with-granddaughter-having-interesting-conversation-while-cooking-together-in-light-modern-kitchen-3768146/>

Age range

All Ages

A guide for the guide

In order for the project to be successful, to develop smoothly and to have applications in the future, there are some important factors that need to be taken into account.

- Listening and valuing the ideas of all family members
- Finding common ground between young people and adults
- Focus on activities that are practical and achievable.

Preparation for the activity

To get the activity off to a good start, adults can prepare a short presentation on what activities they did as children. Pictures of when they were young doing the activity, as well as objects, or stories to illustrate the activity, will help stimulate the interest of the children.

Another important thing is to already have thought of a space in the house for our corner without screens. This will allow us to be more concrete and effective when making our proposals.

One of the activities is **brainstorming**. This is a very easy technique to perform even if you have no experience with it. The idea is that everyone participating proposes ideas quickly and creatively and these are included in a list. The most important thing is not to discard any idea, no matter how absurd or complicated it may seem. It is from the apparently strangest ideas that the most brilliant projects can come. When the list is finished, we discuss which ideas seem most achievable and motivating for everyone. It is also important to make sure that everyone involved contributes at least one or more ideas.

The activity step-by-step

- First, the participating adults explain to the young people the way they lived when they were the same age as them and what activities, games, sports ...etc, they practiced. For this they can use photos or objects that allow them to explain these activities more easily.
- Now it is the child's/young person's turn to explain which non-digital activities they like to do or would like to try.
- At this point we will propose one or more activities to do together. For this we will use brainstorming to propose different activities and choose those that we think are best suited to everyone in the family. It is important that everyone participates in the brainstorming and contributes at least one activity that they would like to do, so we ensure that the activities chosen are sufficiently motivating for the whole family.
- Once the activities are chosen, we try to make a list of the things that make doing these activities more difficult than digital entertainment and look for what we would need to make it easier.
- It's time to put all the ideas we came up with to facilitate our screen-free activities in a physical space inside our house - our screen-free corner.
- Finally, we will use a calendar to note when the activities will take place, and a day later to evaluate if the activities went well, propose new activities or improvements to our screen-free corner.

Some doubts that may arise

What activities do we choose? When choosing activities, we must make sure that they are achievable and they sufficiently motivate everyone in the family.

If there is a very diverse range of interests, we can choose introductory activities matched to the different personal motivations and later evaluate which of them worked better for most of the people in the family.

What do we add to our screen-free corner? The aim of the Screen-Free Corner is to make it easier for us to carry out these alternative activities. The chosen area should have all of the materials needed for the activities as well as any items that help us to organize them, such as information, a calendar etc. The aesthetic can be determined at the time of choosing the corner. Spend some time decorating and organizing it.

The corner without screens is not something definitive, we can add and remove what we want in the future.

Questions for reflection, self-assessment and conclusions

- Did we get everyone to contribute ideas?
- Is thinking and creating the screen-free corner an activity in itself for the family?

Questions for when the family evaluates how well the screen free corner and alternative activities worked.

- Did our plans work?
- What activities that were not chosen would you like to try in the future?
- How have we felt about going without screens for a while?
- Have we learned new things?
- What can we improve about our screen-free corner?
- What do you think we can change to have an even better time in future alternative activities?

Recommendations on how to adapt to different age-groups

Depending on the age of the child/young person we will have to adapt how we work, matching the activity to different learning paces. We should explain clearly what we want to achieve and listen to everyone.

References

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

5.3 BSL tool 3: The information race

Description

This activity is intended to be a game that aims to highlight some of the mistakes we make when searching for information on the Internet and also to suggest more critical and reflective search habits.

The game consists of a questionnaire, the answers to which must be searched on the Internet. Speed is important to win, but finding the right answers is even more important.

Who will be able to find the most correct answers in the least amount of time? Well, let's see!

Photos and images



<https://unsplash.com/photos/7esRPTt38nI>



<https://unsplash.com/photos/qJU9oH0kZdc>

Age range

9 - 15 years

A guide for the guide

Our children belong to the so-called "Digital Natives" generation, however, several studies show that, in general, the youth of today have poorly developed Internet search skills. This game aims to reveal some common mistakes that young people make when they search on the Internet, to make them visible and to encourage more thoughtful and rational habits when searching for information.

Below you will find some tips to get the most out of the game and some objectives you might want to keep in mind while doing the activity and, especially, during the final reflection:

- Show that the answer that you find quickly is not necessarily the best answer.
- Choosing the right keywords for your search is crucial.
- We must read the information carefully to see if it fits our search correctly.
- Not all the information we find on the Internet is true or mistake-free, checking the information is part of the process of searching for information.

Preparation for the activity

For this activity you will only need:

- One device for each participant to do the searches on the Internet (these can be smartphones, tablets or laptops/computers)
- Paper and pen

The following section provides a series of questions with the answers so that other than some reading by the adult prior to the activity, no further preparation is necessary. If you like the activity or want to adapt it to your family's own areas of interest, you can change the list of questions, always keeping in mind that the most important thing about this activity is not the results but the reflections we will make after the game.

The activity step-by-step

The race of questions

In this activity we will give a list of questions to the two or more people participating in the game. The premise is simple – participants, starting at the same time, look for the answers on the internet. The person who finishes first will receive 20 points, the second 18 points, the third 16 points and so on. Once all the participants have answered all the questions we check the answers. For this you can use the links provided after the list of questions. For each incorrect answer subtract 3 points. The winner is the person who has the most points at the end.

At the end of the activity, we will think about what difficulties we have encountered when looking for the questions on the Internet and if these were the same depending on the type of question asked .

List of questions for the race:

The activity step-by-step

1. Who said "and yet it moves"?
2. What is the Chinese restaurant syndrome?
3. Is there such a thing as karma?
4. How should you use your cell phone to reduce your risk of cancer?
5. Do aliens exist?
6. Which of the following people does not have a chemical element named after them?

Einstein, Bhore, Newton, Marie Curie or Fermi

7. How many people have lived on the earth throughout history
8. In science it is important to do good research, but it is more important to ask good questions. An example is that of a person who was walking in the field and suddenly asked himself, Is it my imagination, or did I hear more birds around here in my childhood?

This scientist began to investigate the answer and wrote what is considered the first treatise on ecology in history, Silent Spring.

What was the name of the person who asked that question?

9. People have had to be confined to their homes during an epidemic many times. Isaac Newton, for example, took advantage of the confinement of the bubonic plague to do scientific experiments and discovered that white light is composed of all the colors of the rainbow.

In what year did this famous bubonic plague epidemic occur?

10. Does cooking in the microwave destroy the walls of food cells?

ANSWERS

Here you have some links where you can find the answers to the questions.

1. https://en.wikipedia.org/wiki/And_yet_it_moves
2. <https://www.bbc.com/news/world-us-canada-51139005>
3. The existence of Karma is not a statement with a right or wrong answer, it depends on each person's belief system.
4. It is very unlikely that cell phones cause cancer. <https://www.livescience.com/7543-truth-cell-phones-cancer.html>
5. <https://astrobiology.nasa.gov/about/>
6. <https://en.wikipedia.org/wiki/Boron> Bhore
<https://en.wikipedia.org/wiki/Fermium> Fermi
<https://en.wikipedia.org/wiki/Einsteinium> Einstein
7. <https://www.prb.org/howmanypeoplehaveeverlivedonearth/>
8. https://en.wikipedia.org/wiki/Silent_Spring
9. <https://www.washingtonpost.com/history/2020/03/12/during-pandemic-isaac-newton-had-work-home-too-he-used-time-wisely/>
10. <https://www.scientificamerican.com/article/is-there-any-evidence-tha/>

Some doubts that may arise

Our teenagers have grown up with answers to questions readily available on the internet. The fact that doubts arise about what is correct or incorrect information is a good thing, as it can teach them to be more critical and demanding of what they read.

Take advantage of these doubts to stimulate critical thinking, applauding their questions and their scepticism and encouraging them to carry on with their reasoning. If any of the questions in the game do not satisfy you and the teenagers do not accept the proposed answers, encourage them to argue against it and tell them how complicated reality can be sometimes.

- *Why should I believe the answers given in this activity?*

You shouldn't. You can go deeper into the search to try to find out whether the information we give is correct or not. It is a very interesting exercise from which you can learn a lot. If you detect any mistakes in our answers, we will be very grateful if you would let us know.

Questions for reflection, self-assessment and conclusions

First, pay attention to the questions some people got correct and others didn't. MsnThink back and try to remember how the search was made. Compare the search of those who found a right answer with those that were wrong:

- Did you use the same keywords in the search?
- Which of the suggested entries did you choose as your source of information?
- Did you read carefully what was written in the text?

Secondly, ask the participants to say if they *almost* made a mistake in any of the answers, but realised the mistake before writing the answer down.

- What mistake were they about to make?
- How did they realize it and how did they correct it?

Finally, choose a question where all participants made a mistake. If there is none, choose a question where someone gave a wrong answer.

- How should you have searched to minimize the probability of error?

Recommendations on how to adapt to different age-groups

If you feel that the age or skills of some participants might be a problem, the game can be played in small teams, making sure that everyone in the team actively participates.

References

<https://www.sciencedaily.com/releases/2009/01/090128092341.htm>

<https://www.webwise.ie/teachers/advice-teachers/digital-literacy-skills-finding-information/>

6 'Fake News', Misinformation & disinformation

6.1 Introduction into the theme

While the digital world offers a range of information and opportunities for young people, it is also becoming harder to separate fact from fiction. As children are spending more time online constantly making decisions on what to trust, it's now more important than ever for them to know how influence, persuasion and manipulation can impact their decisions, opinions and what they share online.

How do fake news and misinformation impact children and young people?

Exposure to misinformation can reduce trust in the media more broadly, making it tougher to know what is fact or fiction. When we start to believe that there is the possibility that anything can be fake, it's easier to discount what is actually true. This presents a real concern about the impact of fake news on our children and young people.

According to research[1] more than half of 12-15 year-olds go to social media as their regular source of news. And while only a third believe that social media stories are truthful, it is estimated that only 2% of school children have the basic critical literacy skills to tell the difference between real and fake news.

Children openly admit to being worried about 'fake news'. Teachers are noting a real increase in issues of anxiety, self-esteem, and a general skewing of world views. Generally, the trust children have in the news, social media and politicians is weakening.

In order to help both children and Parents/Grandparents improve both their understanding of 'Fake News', Misinformation and Disinformation and their digital literacy skills, we are suggesting a shared learning experience, facilitated through quiz-based learning (gamification). The aim is that, through the quiz game, parents and children can learn at the same time in an enjoyable and relaxed manner.

The Bite-size Learning Topics:

There are three Bite-sized Learning (BSL) activities, each of which is presented as a Quiz designed to be undertaken by a child and their parent/grandparent together and in competition to see who gets the most answers right. (The correct answer is always presented to the players for confirmation or information.) After each question, there is the opportunity to discuss the answer supported by prompting comments and topics.

Each Activity is supported by a 'Learn More' Fact Sheet with top tips to empower children to make smarter informed choices as they navigate online information.

There is also a Guide for Parents on **"What to do if your child has been negatively impacted by 'Fake News'".**

Each BSL deals with different but related topics to do with 'Fake News', Misinformation and Disinformation. The Quizzes are primarily designed for the 11-13 age group with their parents/grandparents, but are suitable for all ages depending on reading ability and use of digital media.

6.2 BSL tool 1: Spot the Fake!

A Learning Quiz Game designed to test and develop children's understanding of fake news, misinformation and disinformation; what it is and how it is spread through social media and on the internet.

Description

While the digital world offers a range of information and opportunities for young people, it is also becoming harder to separate fact from fiction.

As children are spending more time online constantly making decisions on what to trust, it's now more important than ever for them know how influence, persuasion and manipulation can impact their decisions, opinions and what they share online.

Parents / grandparents are encouraged to play this quiz game with their children and to discuss the topics raised after answering each question.

The game can be played with two to four players to see who gets the most questions right – or just by the child (but this is much less fun!)

We provide guidelines on what you both/all can learn from each question and ideas for what to discuss.

Age range

The quiz is designed for children aged 11-13.

However, it is just as valuable for the parents and grandparents as well – ie.no age limit!

Learning objectives

For Parents/Grandparents/Carers:

- To provide them with guidance on how to talk to children about 'fake news' and what it is
- To develop the critical digital literacy skills of parents/grandparents synchronously with those of the children in their care

To help young people to develop:

- an understanding of the different types of 'fake news', misinformation and disinformation;
- an understanding of how 'fake news' is spread
- critical online thinking / critical digital literacy

Preparation for the activity

The aim of this activity is to make it a game where both parent/s and children test their knowledge and understanding together.

Play the Quiz Game online or download it as an interactive Powerpoint presentation from our resources page on the APRICOT website www.apricot4parents.org/resources

Activity step-by step

The Quiz Game will take between 15 - 30 mins to play to get the best out of it.

Playing solo

Answer the questions and take a moment to review the 'learn and discuss' section to get tips to build knowledge. Keep a record of your score!

Playing as a team

This is the ideal way to play the quiz!

Player 1 will be asked to answer the question first followed by player 2. After both have answered the question, find out how well you did. Keep a record of your scores and see who wins.

We'd encourage players to pause after each question to chat through the discussion question(s) to make it more engaging.

Read the supporting Guide/Factsheet.

Questions for reflection, self-assessment and conclusions

- What do you think your children have learned?
- What did you learn?
- How do you think what you have learned will change your behaviour when looking at information on-line?
- Which tips will you apply in the future?

References

[1] *National Literacy Trust Fake News and Critical Literacy Report, UK 2018:*
<https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/>

Parents guide to help kids tackle anxiety-inducing fake news during coronavirus pandemic
<https://www.internetmatters.org/hub/esafety-news/new-parent-guide-to-help-kids-tackle-anxiety-inducing-fake-news-during-coronavirus-pandemic/>

6.3 BSL tool 2: Spot the Difference: Fact or Fake?

A Quiz Game to test and develop children's ability to tell the difference between what is fact and what is fake along with suggestions for how to do this.

Description

While the digital world offers a range of information and opportunities for young people, it is also becoming harder to separate fact from fiction.

This activity is designed to help children and their parents/grandparents develop strategies for spotting the difference between what is real/true and what is fake.

It gives young people the tools to check if something is real or fake and how to identify untrustworthy sources.

Parents / grandparents are encouraged to play this quiz game with their children and to discuss the topics raised after answering each question.

The game can be played with two to four players to see who gets the most questions right – or just by the child (but this is much less fun!)

We provide guidelines on what you both/all can learn from each question and ideas for what to discuss.

Age range

The Quiz is designed for children aged 11-13. However, it is just as valuable for the parents and grandparents – i.e., there is no age limit to enjoying this informative game!

Learning objectives

For Parents/Grandparents/Carers:

- To provide them with guidance on how to spot 'fake news' and techniques for checking whether something online is real or misleading.
- To develop the critical digital literacy skills of parents/grandparents synchronously with those of the children in their care
- To prompt further investigation and research into the topic

To help young people to develop:

- Skills and techniques for spotting the difference between real and fake information in digital media formats
- critical interpretation skills –about intentions and what makes a news story fake;
- critical evaluation and reflection skills - to make independent and reasoned judgments
- critical online thinking / critical digital literacy

Preparation for the activity

The aim of this activity is to make it a game where both parent/s and children test their knowledge and understanding together.

Play the Quiz Game online or download it as a Powerpoint presentation from our resources page on the APRICOT website www.apricot4parents.org/resources.

Activity step-by step

The Quiz Game will take between 15 - 30 mins to play to get the best out of it.

Playing solo

Answer the questions and take a moment to review the 'learn and discuss' section to get tips to build knowledge. Keep a record of your score!

Playing as a team

This is the ideal way to play the quiz!

Player 1 will be asked to answer the question first followed by player 2. After both have answered the question, find out how well you did. Keep a record of your scores and see who wins.

We'd encourage players to pause after each question to chat through the discussion question(s) to make it more engaging.

Read the supporting Guide/Factsheet.

Questions for reflection, self-assessment and conclusions

- What do you think your children have learned?
- What did you learn?
- How do you think what you have learned will change your behaviour when looking at information on-line?
- Which tips will you apply in the future?

References

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German: https://www.ifla.org/files/assets/hq/topics/info-society/images/german_-_how_to_spot_fake_news_aug19.pdf

Parents guide to help kids tackle anxiety-inducing fake news during coronavirus pandemic
<https://www.internetmatters.org/hub/esafety-news/new-parent-guide-to-help-kids-tackle-anxiety-inducing-fake-news-during-coronavirus-pandemic/>

6.4 BSL tool 3: Fact Checking and Reporting

A Learning Quiz Game to test and develop children and young people's ability to check and report Fake News, Misinformation and Disinformation, and how to stop it spreading.

Description

While the digital world offers a range of information and opportunities for young people, it is also becoming harder to separate fact from fiction.

This activity helps young people develop tools and techniques for checking images and information – to become a 'Fake News Detective'! It also examines how to report suspicious content, what to do when you think something is dangerous or manipulative - and where to go to report it.

Parents / grandparents are encouraged to play this quiz game with their children and to discuss the topics raised after answering each question.

The game can be played with two to four players to see who gets the most questions right – or just by the child (but this is much less fun!).

We provide guidelines on what you both/all can learn from each question and ideas for what to discuss.

Age range

The quiz is designed for children aged 11-13.

However, it is just as valuable for the parents and grandparents as well – ie.no age limit!

Learning objectives

For Parents/Grandparents/Carers:

- To gain the 'know how' and skills to check facts and images using fact/image checking website
- To develop the critical digital literacy skills of parents/grandparents synchronously with those of the children in their care
- To prompt further investigation and research into the topic
- To know how to deal with and report suspicious content on social media and the internet

For young people:

- To develop critical evaluation and reflection skills - to make independent and reasoned judgments
- To gain the 'know how' and skills to check facts and images using fact/image checking website
- To know how to deal with and report suspicious content on social media and the internet
- To improve critical online thinking / critical digital literacy

Preparation for the activity

- The aim of this activity is to make it a game where both parent/s and children test their knowledge and understanding together.
- Play the Quiz Game online or download it as an interactive Powerpoint presentation from our resources page on the APRICOT website www.apricot4parents.org/resources.

Activity step-by step

The Quiz Game will take between 15 - 30 mins to play to get the best out of it.

Playing solo

Answer the questions and take a moment to review the 'learn and discuss' section to get tips to build knowledge. Keep a record of your score!

Playing as a team

This is the ideal way to play the quiz!

Player 1 will be asked to answer the question first followed by player 2. After both have answered the question, find out how well you did. Keep a record of your scores and see who wins.

We'd encourage players to pause after each question to chat through the discussion question(s) to make it more engaging.

Read the supporting Guide/Factsheet.

Questions for reflection, self-assessment and conclusions

- What do you think your children have learned?
- What did you learn?
- How do you think what you have learned will change your behaviour when looking at information on-line?
- Which tips will you apply in the future?

References

Dealing with fake news on popular social media platforms. Click to access.

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[Facebook community standard on False news](#)
2. Instagram fake news guidelines
[How to flag false information on Instagram](#)
[Reducing the Spread of False Information on Instagram](#)
3. Snapchat fake news guidelines
[How to report safety concerns on Snapchat](#)
[Snapchat community guidelines](#)
4. YouTube fake news guidelines
[How to report inappropriate content on YouTube](#)
[Guidelines for fake news](#)
5. Twitter fake news guidelines
[How to report violations on Twitter](#)
[Guidelines for misleading information](#)

Parents guide to help kids tackle anxiety-inducing fake news during coronavirus pandemic
<https://www.internetmatters.org/hub/esafety-news/new-parent-guide-to-help-kids-tackle-anxiety-inducing-fake-news-during-coronavirus-pandemic/>

7 Safety & privacy

7.1 Introduction to the theme

Computers and the Internet have become an integral part of our everyday life. They among the greatest technological developments of recent decades. The Internet offers many advantages to the working world as well as in leisure time. Young people use these media for entertainment and as a tool for school.

There are users in all age groups who become dependent upon computer games and internet use. This can lead to a withdrawal from the real world. They neglect social contacts, school or work. These children find distraction, recognition and rewards in the virtual world. Therefore, they must learn how to use screen-based media responsibly; they should only use those aspects that are suitable for their age. Parents have an important role to play, alongside teachers. They should be interested in what their children are doing on the Internet. Parents must also work on their own media competence and be aware of current developments.

The following questions are important for parents / grandparents:

- What technical options are available for the protection of children and young people?
- Which aspects of the internet are suitable for children / young people?
- Which webpages does the child/teenager look at?
- Does the child/teenager participate in online games? If yes, which ones?
- What movies do they watch?
- Do they download music/pictures?
- Which social media networks do they use?
- How and with whom do they communicate in the digital world?

7.2 BSL tool 1: Media competence

Before you can raise your children's awareness of how to use media, you must first understand their world.

- Observe what applications your child uses and how he or she handles them.
- What games do they like to play, and which series do they enjoy watching?

It is important to communicate and explain without prejudice. Try out the games or apps yourself, so that you get a basic understanding and become a competent contact person for your child.

Your own media behaviour serves as a template for your child. If you stare at your smartphone all day long and spend all evening in front of the TV, they will not understand why they cannot do the same. If media use plays a very important role in your life, then your child will orientate itself to it.

Instead of scolding your child when they have become too dependent on their screens, you should provide preventive support. Talk to your child about the above-mentioned dangers of the Internet and give them practical examples that they can understand. Ask them to critically examine content and not to believe everything that can be read on platforms or websites. Your child has learned how to deal with his or her fellow human beings appropriately. These social principles are just as valid in the digital world.

If your child does not feel safe online, you should be the first person your child confides in. Make it clear to your child that they can (and should) turn to you with the slightest of concerns or discomfort! Be a trusted person and make it clear that you will try to help your child.

Description

Parents / grandparents / children examine together their own media competence. This enables the participants to reflect on their own media use.

Source: This activity is based on the activity “media dependency” from Andreas Pauly from “Let’s play – Methoden zur Prävention von Medienabhängigkeit” page 18

Photos and images



Picture source: www.pixabay.de



picture source: www.pixabay.de



Picture source: www.pexels.com (Ketut Subiyanto)

Age range

This activity can be done with children from 12 years of age.

Group size: Option 1: any number
 Option 2: 2 - 4

Learning objectives

Critical examination of your own and of your children's / grandchildren's media use - smartphone, tablet, computer etc. - Media professional or media junkie?
Sensitisation of media use.

Preparation for the activity

Option 1:

Moderation cards are required for this activity. The whole group forms a circle of chairs, whereby one chair is placed too little. One participant then stands in the middle and reads out a description on the card. All those in the group to whom this description applies then stand up and change places with someone else. An example might be "All participants who have already checked their emails today".

The person standing in the middle tries to reach a free seat for themselves. Once everyone has sat down, they should write down the description they stood up to. Those who remain in the circle decide on a new description.

Option 2:

Create a list of questions around the topic of 'media'. Here are some sample questions about media literacy. Use these questions within the family.

- 1 *Have you read a book in the last few weeks?*
- 2 *Which kind of book have you read?*
- 3 *On average, how many hours a day do you use digital media like a computer, smartphone or TV?*
- 4 *How often are you on social media like Facebook / Instagram / Youtube?*
- 5 *How often do you upload images and other data?*
- 6 *Where do you upload images and other data?*
- 7 *Do you think about private content before you upload it?*
- 8 *How often do you download pictures, videos, music or text from the internet (on average)?*
- 9 *What can happen to these data?*

Activity step-by step

OPTION 1

Step 1: Media

All those who...

- ... surf the Internet for an average of more than 3 hours a day
- ... have been to the cinema in the last two weeks
- ... have read a book in the last few weeks
- ... watch more than 3 hours of TV per day on average
- ... always have their smartphone to hand
- ... read the daily newspaper

At the end of the round, they evaluate their cards / answers.

- How do you rate your media use?
- Do you use these media alone or together with your family/children?

Step 2: Social network

All those who...

- ... use Facebook / Instagram / Youtube daily
- ... have more than 100 friends on Facebook
- ... upload private photos regularly
- ... enter personal data without much hesitation

At the end of the round, they evaluate their cards / answers.

- How do you rate your use of social media networks?
- Do you know all your friends on your social media personally?
- Do you give your phone number, address, or personal information to friends on the social media network who you do not know personally?
- How often do you upload private photos of yourself / your children?

Step 3: Picture, music, video, online games

All those who...

- ... have downloaded images
- ... have downloaded music
- ... have downloaded videos
- ... play online games

At the end of the round, they evaluate their cards / answers.

- How often do you use pictures from the Internet?
- How often do you download music / videos from the Internet?
- What do you use these files for?
- Have you thought about copyright?
- How many hours do you spend playing online / computer games?

Group discussion:

- Do you want to change anything about your media usage?

Activity step-by step

- Do you want to change your download behaviour / playing behaviour?

OPTION 2

Step 1: Answer the following questions

- 1 *Have you read a book in the last few weeks?*
- 2 *Which kind of book have you read?*
- 3 *How many hours on average do you use digital media like a computer, smartphone or TV?*
- 4 *How often are you on social media like Facebook / Instagram / Youtube?*

Discussion round:

How do I evaluate my media use?

Can I change anything? If so, what can I change, what do I want to change?

Step 2

- 1 *How often do you upload images and other data?*
- 2 *Where do you upload images and other data?*
- 3 *Do you think about private content before you upload it?*

Discussion round:

How do I handle my personal / private data?

What data am I uploading?

What do I have to pay attention to??

Step 3

- 1 *How often do you download pictures, videos, music or text from the internet (in average)?*
- 2 *Are you allowed to do that?*
- 3 *What can happen to this data?*

Discussion round:

Why am I downloading files? For what purpose?

What data do I upload?

What do I need to watch out for when downloading?

Some doubts that may arise

A discussion with children can get out of hand. The opinions and perceptions of different generations regarding media literacy can be very different.

Make sure that you do not stray too far from the subject.

Listen carefully to the arguments of the discussion participants. Do not evaluate them immediately.

Questions for reflection, self-assessment and conclusions

- What did you learn from this activity?
- What did your child learn?
- Have problems occurred during implementation? If yes, what?
- What would you do differently in the future?

Recommendations on how to adapt to different age-groups

The instructions should be adapted to the age of the child(ren).

References

http://www.fv-medienabhaengigkeit.de/fileadmin/images/Dateien/Publikationen/Methodenhandbuch_Medienabhaengigkeit.pdf

7.3 BSL tool 2: 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.

Cyberbullying[1] is the deliberate insulting, threatening, exposing or harassing of others that takes place over Internet and mobile phone services over a period of time. The perpetrator - also known as a "bully" - looks for a victim who is unable to or finds it difficult to defend themselves against the attacks. There is thus an imbalance of power between perpetrator and victim, which the perpetrator exploits while the victim is socially isolated.

Cyberbullying takes place on the Internet (e.g. on social media networks, in video portals) and via smartphones (e.g. through instant messaging applications such as WhatsApp, unwanted or upsetting calls, etc.). Often the bully acts anonymously so that the victim does not know exactly who the attacks originate from. However, the opposite can also be true for children and young people, who may know each other from their "real" personal environment. The victims therefore may suspect or know who might be behind the attacks.

Cyberbullying can be detected and also combated in its early stages. If you notice that a friend, classmate or relative suddenly changes his behaviour, help is needed. Indications of this are when a victim:

- Acts with restraint
- Loses the desire to communicate
- Isolates themselves from the outside world
- Reacts aggressively
- Has many excuses or inexplicable physical complaints
- Or downplays the situation

If these symptoms occur, you should talk to your child immediately, because cyberbullying must be nipped in the bud to prevent damage.

If your child is already being bullied, it is always advisable to consult an expert. You can find out how you can get help from Anti bullying alliance[2] or your local government.

Sensitize your children to the handling of cyberbullying by talking openly with your child about bullying and going through the different variants. Give your child the assurance that he or she can always turn to you.

Description

Parents / Grandparents / Children watch the video “Let*s fight it together”

English: <https://www.youtube.com/watch?v=2qn6VcvejEk>

German subtitles: <https://www.youtube.com/watch?v=hYrDbGzZVUQ>

Spanish subtitles: <https://www.youtube.com/watch?v=IKHdWZ6Xq7U>

Photos and images



<https://pixabay.com/de/photos/mobbing-cybermobbing-beleidigen-4378156/>

Photos and images



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<https://pixabay.com/de/photos/kein-hass-aktion-gegen-cybermobbing-1125176/>

Age range

This activity can be done with children from 12 years of age.

Learning objectives

Critical thinking about cyberbullying.

Consider common solutions to a cyberbullying situation.

Consolidating with role play.

Preparation for the activity

For this activity you need a PC / laptop with internet access and speakers.

Activity step-by step**First activity[4]: “Let’s fight it together”**

Part 1: Watch the film „Let’s fight it together“.

English: <https://www.youtube.com/watch?v=2qn6VcvejEk>

with German subtitles: <https://www.youtube.com/watch?v=83vGLr-sqjw>

with Spanish subtitles: <https://www.youtube.com/watch?v=2n1lZar-ygE>

Part 2: Duration approx. 10 minutes

In a role play the following characters appearing in the film are embodied by children and parents/grandparents.

Joe, Joe’s mother, Kim, Rob, the teacher and the director

If the group consists of more than 6 people, all other participants can support as coaches. They can also act as observers and write down the possible solutions introduced in the game.

Procedure:

Everyone involved comes together for a discussion. They must decide how to address the cyberbullying situation.

First the players consult with their coaches for a few minutes and consider how the person could act in their role.

Activity step-by step

Then the role play begins, in which the participants offer their opinions and ideas for conflict resolution.

Part 3: Consolidation of proposed solutions

- Short feedback from the 6 players about their feelings during the game
- Discussion of the results
- Additional ideas for further solutions can be discussed and supplemented in the discussion.

Second activity: Watch the movie “Cyberbully”

German version: <https://www.youtube.com/watch?v=83vGLr-sqjw>

English version: https://www.youtube.com/watch?v=sKe_TWENIP8

Spanish version: <https://www.youtube.com/watch?v=kmZZZbSx-Xw>

Lithuanian version: <http://103.155.92.210/658-virtualus-priekabiautojai-cyberbully-2011.html>

There are 5 stops built into the film. Please stick to the time indications and clarify the questions in the individual stops, which you will find below.

1. Stop: 00:05:50

- Trust or control?
- Care or responsibility?
- Is the control of the mother/parents justified?
- May/should parents monitor their children?

2. Stop: 00:15:45

- Was Taylor's reaction to the comments justified?
- Did she act correctly?

3. Stop: 00:26:14

- What could Taylor do about cyberbullying?
- How should she act?

4. Stop: 00:51:55

- Does freedom of expression give someone the right to bully?
- Is Lindsay's Father right?

5. Stop: 01:08:00

- What can be done about cyberbullying?
- How do you deal with bullying?

Some doubt that may arise

Emotional outbursts can occur during the discussion. Remain objective and calm.

Controversial solutions can arise. Take your time and consider your children's suggestions for solutions without judging them.

Set a time limit on your discussion.

Questions for reflection, self-assessment and conclusions

- What did you / your children learn from the role play?
- Did you experience any problems during the implementation? If so, what?
- Have you identified solutions for you and your children should cyberbullying occur?

Recommendations for adaptation to different age groups

Both films are suitable for the age group 12-18 years.

References

Let's fight it together: <https://www.youtube.com/watch?v=hYrDbGzZVUQ>

Cyberbully: <https://www.youtube.com/watch?v=83vGLr-sqjw>

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Source: <https://www.saferinternet.at/services/broschuerenservice/> at 10.07.2020

7.4 BSL tool 3: Protection on internet

Children must first learn to recognize and classify misinformation, deliberate agitation, and disrespect. A safer environment for young internet users can be created by restricting access to content to that which is age-appropriate. If young people are increasingly independent on social media networks, parents can sensitize their children to hate on the net through conversations and agree together on how best to react to hate comments, conspiracy theories and fake news on a variety of channels. (See chapter 6: Fake News, Misinformation & Disinformation)

Despite the dangers, the internet also offers many advantages. Instead of banning the Internet, you should set technical restrictions on devices and strengthen the critical thinking/action and media competence of your child/children.

Recommendations for parents

Pay attention to any changes in your children. Unrealistic models and beauty ideals can impair their perception of their own beauty, for example. Parents can help their children to develop a healthy body awareness by strengthening their self-confidence. Many influencers now deal with topics such as self-love and individuality that go beyond the usual popular content.

Description

Parents / Grandparents / Children create and play the “Knowledge Game”.

The game consists of several cards with questions and answers on different areas of internet security. One player draws a card and asks the others the question. The first person to answer the question correctly then draws the next card and asks the next question.

To make the game more attractive, parents should give out a reward for a correct answer. This can be in the form of fruit or a drink, or an enjoyable project or activity to do together.

Photos and images



photo from pexels.com from 18.09.2020



photo from pexels.com from 24.09.2020

Age range

This activity can be done with children from 10 years old.

Learning objectives

Detection of secure / unsecure web pages. Dangers on the Internet.

Conscious handling in social media networks.

Shared internet use, promotion of critical viewing and expansion of media competence.

Preparation for the activity**Activity 1:**

Create the "knowledge game" with moderation cards together with your family. You also need a computer and the internet.

Use the internet together to research. Possible questions can be:

- How do you recognize reputable sites / sources?
- What are cookies?
- What about security on social media networks?
- What is the netiquette?
- What is copyright?

Using the information you found, create the playing cards. The more cards you have, the more exciting the game becomes.

In the Activity Step-by-Step section, we give you suggestions on the knowledge questions and also give you the pages in this document. Of course, you can also search for other questions that you would like to include in your game.

Activity 2:

For this activity you need the "Knowledge Game".

Activity step-by step

Activity 1:

Procedure:

Everyone involved comes together to consider the questions and answers to the individual topics and write them down on a moderation card. There should be at least 3 cards to each part (part 1 to part 5).

Part 1: Reputable Sites / Cookies

Sample question: How to recognize a reputable site?

Answer/s:

- at the listing of the search engine
- uses https
- Security status of the page – Lock before address
- Address ending - .com, .net, .info, .edu
- the language used on the website
- advertising
- existing contact link,...

Sample question: What does https tell us about a webpage?

Answer/s:

- It is a secure page whose signature can be viewed.

Sample question: What are Cookies?

Answer/s:

- Data that is temporarily stored when you visit the website.

Part 2: Security tips for social media networks

Sample question: How should a secure password be constructed?

Answer/s:

- at least 8 characters long
- upper/lower case, special characters, use numbers.

Sample question: How to deal with contact requests?

Answer/s:

- add only people known from the real world to the contact list

Sample question: How do I respond to hate comments and cyberstalking?

Answer/s

- notify the operator immediately
- get advice from the police in case of suspected criminal offences

Activity step-by step

Part 3: Rights on the Internet / Copyright

Sample question: May photos, music or texts simply be downloaded?

Answer/s:

- No. These are intellectual property and may only be used with the permission of the creator.
- Yes, if it has been released for further use by the photographer, composer or author.

Part 4: Advertising and cost traps

Sample question: What is WAP-Billing?

Answer/s:

- WAP Billing is an easy way to purchase content through your mobile phone bill.

Sample question: What content is sold with WAP billing?

Answer/s:

- e.g. ringtones, wallpapers, additional levels for originally free games

Part 5: Privacy protection

Sample question: How do I protect my privacy?

Answer/s:

- do not disclose personal data
- do not accept every contact request

You can also create cards with other questions and answers together with your children.

The above questions are also available ready to print: Print the file Knowledge-Game.pdf, cut out the double cards and fold them so that one side shows the question and the other side shows the answer.

[Knowledge-Game as Word-File](#)

[Knowledge-Game as PDF-File](#)

Activity 2:

Procedure:

When all cards have been created, the group can play.

The first player draws a card and asks the question of the others. The first person to answer the question correctly draws the next card and asks the question on it.

Some doubt that may arise

During the game there may be arguments and discussions. Stay objective and calm.

Set a time limit for the game. If you play too long, it can become boring and therefore counterproductive.

Questions for reflection, self-assessment and conclusions

- What did you / your children learn from the knowledge game?
- Have you learned how to use the internet consciously and safely?
- Have you developed a confident eye for the computer?

Recommendations for adaptations to different age groups

For younger children (10-13 years) use simpler language.

Our recommendation is that the questions and answers are created together as a family, i.e. parents, grandparents and the children together. In doing so, the family learn the important points together and formulate the questions and answers in their own words.

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8 Annex

8.1 How to help your child spot fake news

How good is your child at deciding what's true and what isn't? We take a look at how to help them develop digital literacy and identify "fake news" in our connected world.

Early in 2019, a flurry of scare stories broke out about the 'Momo Challenge', where a freaky character would hack into WhatsApp and start setting children dangerous challenges, leading up to self-harm and even suicide. National and global news sources reported on the story, and warnings about the challenge – which was apparently responsible for the death of 130 Russian children – went viral. But a few days later, it transpired that the Momo Challenge was a hoax – or fake news, as we are more likely to call it.

In today's world, children are becoming increasingly 'digitally literate', developing the ability to live, work, learn, participate and thrive in a digital society.

A key part of this is being able to identify fake news.

As technology evolves, so do the requirements for understanding the new ways in which we receive and share information. Children growing up with instant access to an unmanageable amount of content have to know when and what to believe. They have to question everything.

Research from the National Literacy Trust suggests that half of UK parents are worried about the impact of misinformation on their children's lives and don't think their children have the skills to spot fake news; what's more, 40% of parents surveyed admitted to falling for fake news themselves.

Why digital literacy matters

Many adults assume that children's ability to handle mobile devices means they are digitally literate, but this is simply not the case.

It's also about the need to evaluate and filter the information they find online, whether that's on websites, in the news or on social media.

This is an important skill to have as they journey through education and study increasingly independently, ensuring that their research and schoolwork are as accurate as possible.

But it's not just in the classroom that children need digital literacy

Out of school, being able to critically evaluate information they find online or in print, or hear by word of mouth, can have an impact on their wellbeing and ensure they won't be disturbed by scare stories (such as the Momo Challenge), or led astray by things they see on social media. Nor will they inadvertently spread false information themselves.

Ideally, the building blocks for digital literacy need to be laid as early as 5 years of age.

If it's done well, children grow up being able to evaluate what they find.

Why developing digital literacy can be tricky

Children have to cope with a deluge of information that's available at their fingertips. But huge amounts of this is poor quality or not easily understood by them.

Part of the problem is that from the very earliest stages of life, kids are taught to believe what adults say.

As they move up through school, they're often told to research something without ever being taught where to look and how to do it.

In the teenage years, social media begins to have an impact, too, and with friends often a far bigger influence than authority figures, it's easy to see how misinformation can spread and go viral.

The different forms of misleading information

Some of the sources of misinformation that your child might encounter include:

- **Hoaxes** such as the Momo Challenge and the oft-reported stories of celebrity deaths where the person concerned is alive and kicking.
- **User-generated 'factual' content** like Wikipedia – often top of internet searches, and therefore the go-to source for many children.
- **News outlets** that have a political bias.
- **Blogs and vlogs**, such as on YouTube, where a person's opinions are presented as fact.
- **Outdated information**, for example news stories dating back several years.
- **Social media**, where people often share stories without checking if they're true.

Helping your child spot fake news

As adults, it can be difficult to spot fake news, so how can we equip our kids with the skills they need to identify it?

1. Assess the language and structure of websites

Websites that are user-friendly and written in plain English are more likely to be accurate and reliable than those that obscure information with jargon, waffle or hard-to-read fonts and formatting

2. Look at the advertising

Explain to your child how advertising affects the content of a source. Teach them to look out for terms that mean the content may have been influenced by an advertiser, such as 'advertorial', 'sponsored' or 'promoted.'

3. Encourage them to use alternative sources

It is important that children are exposed to and experience different types of information, in digital formats and more traditional formats. Schools, libraries and books can help with this.

News sources that are specifically aimed at children are often good places to look for reliable information presented in simple terms, such as [educational newspapers](#) like [First News](#) and [The Week Junior](#).

In the UK, the [NewsWise](#) project, launched by [The Guardian Foundation](#), the [National Literacy Trust](#) and the [PSHE Association](#) and funded by Google, aims to equip children with the skills and knowledge they need to engage with, question and enjoy news. Free NewsWise resources include the [NewsWise Navigator](#) which helps parents and children question news they are unsure about.

4. Teach them to cross-reference

If a story or fact is reported consistently across various websites, publications or books, it's more likely that it's accurate. Older children can be taught to **compare multiple sources** to see whether the information tallies across them all.

5. Encourage factual accuracy in their work

In primary schools, there is often an overemphasis on presentation, with rewards given for general work rather than content.

If you're helping with homework, encourage your child to pay attention to the quality of the information they're sharing, and not just the pictures and PowerPoint gimmicks.

6. Learn through play

[Google's Interland](#) (in Spanish: [Interland](#)) is fun, teaching principles such as 'check it's real' and 'think before you share.'

Interland is **an interactive desktop game designed for kids aged eight to twelve**. Many students often receive online independence or responsibility at this age. ... For example, in Reality River, students learn how to identify online phishers. And in Kind Kingdom, students manage cyberbullies and spread positivity.

7. Look at dates

It's not unusual for news stories from years back to resurface and start trending, so teach your child to look at the date of publication. The same applies to factual content such as health advice and anything containing statistics: check to see when it was last reviewed, as it may have been replaced by more recent information.

8. Investigate the author

Encourage your child to do a little bit of research to see whether the author of a piece of information seems trustworthy. A professional in their field is likely to be more reliable than their favourite YouTuber!

9. Use respected sources

Information on Wikipedia, YouTube and Instagram – many children's first choice of websites – is often misleading.

10. Learn to spot clickbait

We're all prone to being enticed by a sensational headline, but many outlets use these 'clickbait' headlines to draw people into non-stories. Explain to your child that it's important not to take a headline or social media splash at face value, and to read the whole story before deciding whether it's real, fake or exaggerated.

11. Talk about it

Arguably the best way to help your child become digitally literate is to talk about what they're doing and seeing online. Discuss subject matter, look up answers to their questions together, ask them to explain something to you to check their understanding, and help them evaluate the reliability of what they read.

Teachers or librarians can also be involved in discussions with children about what's real and reliable, and what's not.

12. Share carefully

Fake news gains traction when it starts to be widely disseminated, often on social media. Teach your child to read stories or posts thoroughly and weigh up how reliable they are before they hit 'share,' and remind them that just because their friend or favourite vlogger has shared something, it doesn't necessarily mean it's true.

13. Too crazy to be true?

Finally, teach your child to trust their instincts. Does something sound utterly ridiculous? It might be a joke or satire dressed up as reliable information. Does it sound too good to be true? It probably is!

CRITICAL THINKING!!!