

## Media literacy methodology and material for parents (grandparents)

### Safety and Privacy



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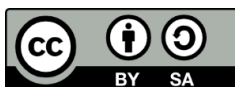
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## 7 Safety & privacy

### 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](http://www.pixabay.de)



picture source: [www.pixabay.de](http://www.pixabay.de)



Picture source: [www.pexels.com](http://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](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



<https://pixabay.com/de/photos/handy-smartphone-whatsapp-messenger-1026122/>



<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](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>

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

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<https://www.anti-bullyingalliance.org.uk/tools-information/if-youre-being-bullied/find-help-and-support>

<https://www.cybersmile.org/advice-help/category/who-to-call>

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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