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Media Literacy for Parents

Training Materials All Units



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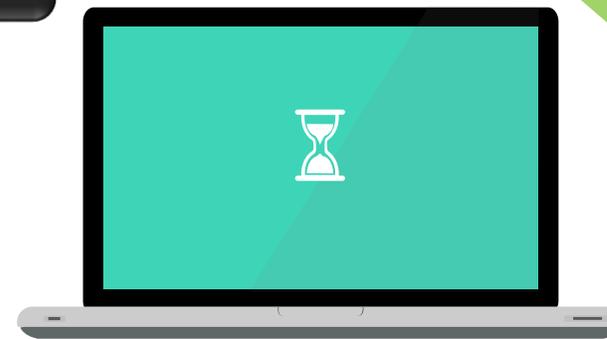
Media Literacy for Parents

Learning Unit B.1.1: Family Media Management



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B.1.1. Family Media
Management

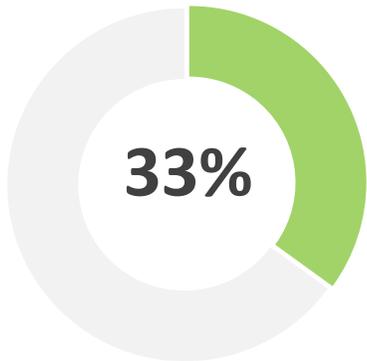


Banning is not a solution!

Children are unaware of risks lurking online. This is why **talking to children and protecting them** is so important.

Banning all mobile device child access is not a solution; this may trigger aggression and constrain peer interaction. Parents should **join their children in the virtual world**, accompanying them in their online and offline lives.

Statistics



Children and young people below 18 constitute **a third of all web users worldwide.**

The number of internet-browsing minors is on the rise, the age of first-time contact with display devices is dropping.

Personalisation and privacy levels are growing while supervision mechanisms are on the slump.

Teenagers screen time

7 h
22 min

6 h
12 min

Australian teenagers (aged 13 to 18) average approximately 43.6 hours of screen time per week (6.2 hours per day)

Average daily time in the United States is even higher (7 hours 22 minutes), homework assignments excluded





Pandemic effect



In times of pandemic, **49%** of children spend more than 6 hours a day online, as opposed to the **8%** pre-pandemic average. Applications most popular with children include **YouTube, Netflix and TikTok.**



Screen time limit for children in different age

Screen time affects how children operate. This is why it is so important **to ration mobile device usage for all family members.**

- For **children under 2 years of age** it is recommended not to allow any mobile device access. This time should be spent interacting with parents, engaging in physical activities and sleeping.

Screen time limit for children in different age

2-5 years

1 hour per day. Children should only use display devices in the presence of adults.

6-12 years

2 hours per day. Parents should spend time online with their children, talk about what they may encounter.

13 and over

Around 2 hours of screen time per day. Parents should show interest in how their children spend time online, encouraging them to take advantage of the new technologies.



Factors conducive to media overuse by minors:

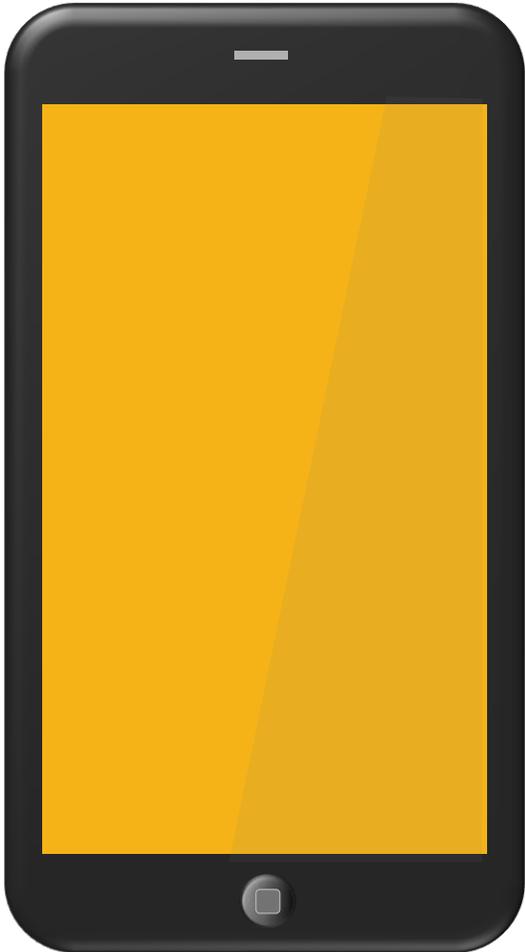
- Uncontrolled “*digital initiation*”
- No set internet/mobile device access limits
- Social media hyperactivity
- Absence of hobbies and other interests; boredom
- Shortage of digital education at school and at home
- Poor family relationships



“Let’s have a
break”



Screen time rules



Set of principles determining the way mobile devices shall be used by children and their parents, and establishing the limits and framework of web browsing at home.

Screen time rules – how to start?

- Parents should be consistent and **deliver identical messages.**
- Do not to unduly delay such conversations. A proper, friendly and safe time and place should be picked for rules to be introduced.
- Begin with the simplest activities, where the child's positive reaction may be reasonably expected. If the household includes children of assorted ages or distinct temperaments/chores/duties, the **rule disparity should be emphatically highlighted.**



Screen time rules – how to start?

- The child may be offered freedom of choice in terms of the day from which new rules shall prevail, **no later than within a term of one week** from the date of the talk.
- **Specific rules should be fixed** during the talk, such as *“1 hour of computer time shall be allowed per day”*.
- Write newly introduced rules down (drawings are recommended as well). **Rules should be hung/ taped/ placed in a location visible and accessible to all family members.**



Display Device Use Rules



- Find out about **applications/ software available to the child**, and behaviours appropriate for minors his/her age
- **Use proper technologies** to check out films/games/applications accessed and/or used by your child (children)
- **Seek out educational applications** and recommend them to your child (children). Visit child-friendly websites



Display Device Use Rules



- **Check out all media** accessed and/or used by your child
- Let children make mistakes, be empathetic about missteps, **offer help.**
- Pay attention to what is going on with your child and **react whenever you suspect** he/she might have fallen victim to online fraud.
- Monitor your child's behaviours; **make an appointment with a specialist/therapist if required**



Display Device Use Rules



- Never allow the use of display devices later than **one hour before bedtime**
- Discourage the child from accessing social media/other online forms of entertainment **when completing his/her homework assignments**



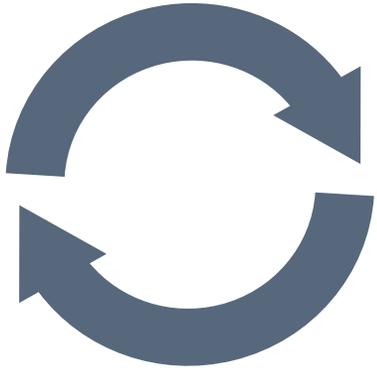
Display Device Use Rules



- Draft personalised screen time rules **appropriate for your family**: screen time rules should reflect your family's principles and parenting style
- **Do not use technology as the single most important way of pacifying your child.** Children should be shown a variety of ways to calm down, such as deep breathing, sharing emotions, focusing on problem-solving methods



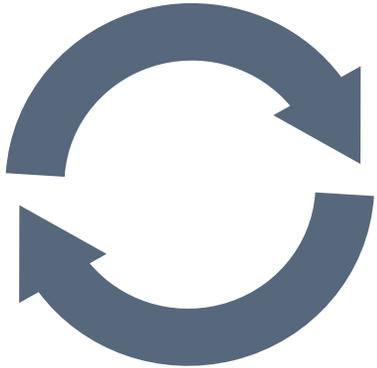
Display Device Use Rules



- Realise the importance of **face to face interaction**. Children learn best when talking to another person in two-way communication.
- **Talk to your child (children) about online safety**, safety rules and cyberthreats, such as cyberbullying or sexting.
- **Talk to other family members** (especially part-time caregivers) about screen time rules to encourage consistency in following newly introduced rules.



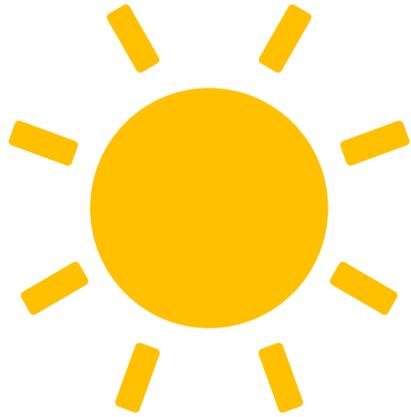
Display Device Use Rules



- Similar rules should apply to offline and online activities. Set boundaries. **Get to know your child's mates. Find out which websites he/she visits** and which online activities he/she considers interesting or fascinating.
- Have fun **online with your child**, watch films, play computer games. Do not focus on monitoring your child's online activities only.



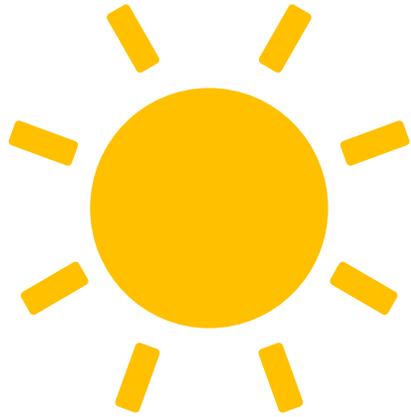
Display Device Use Rules



- Plan **offline family activities**
- Encourage your family to engage in **healthy lifestyle-promoting activities, reading, conversations, walks**
- Select **screen-free zones**, such as bedrooms or the dining room. Set up a charging location for all mobile devices in the household to help avoid constant smartphone checking



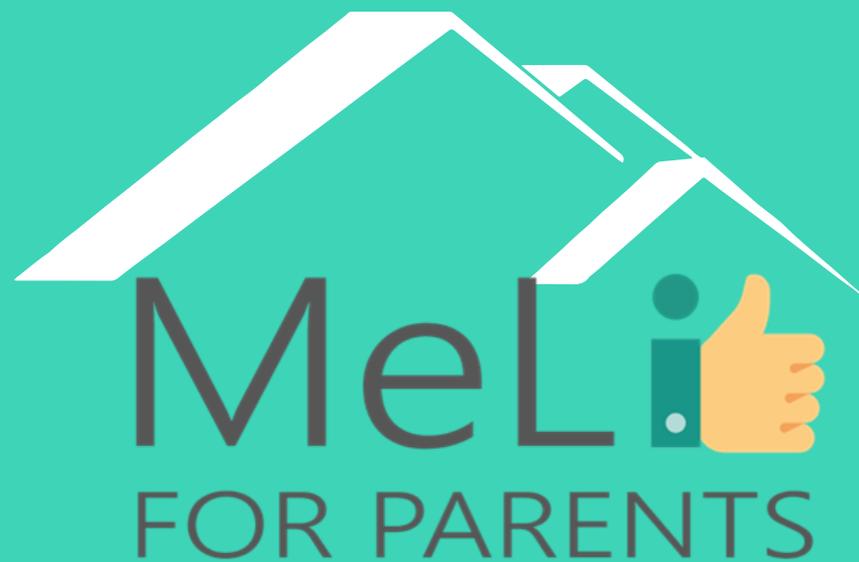
Display Device Use Rules



- **Switch display devices off** whenever they are unused. Background media may distract the child during parent-child interaction or during playtime.
- **Do not yield to the pressure** of introducing your child to the new technologies as early as possible. Children are quick studies
- **Become a role model for your child** – limit your own screen and web browsing time.

“Time for questions”





<http://www.meli4parents.eu/>

THANK YOU



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Media Literacy for Parents

Learning Unit B.1.1 Building communication and trust



Contents

This unit aims at:

helping parents and carers to acquire some basic knowledge about different parenting styles, principles of communication and trust building measures that are the basis for any educational activity especially in the field of media use but not only. Learners will get an overview on the advantages and inconveniences of different approaches and use of language.

01 Parenting styles

02 Communication styles and dimensions

03 Conversation principles

04 Culture of dialogue



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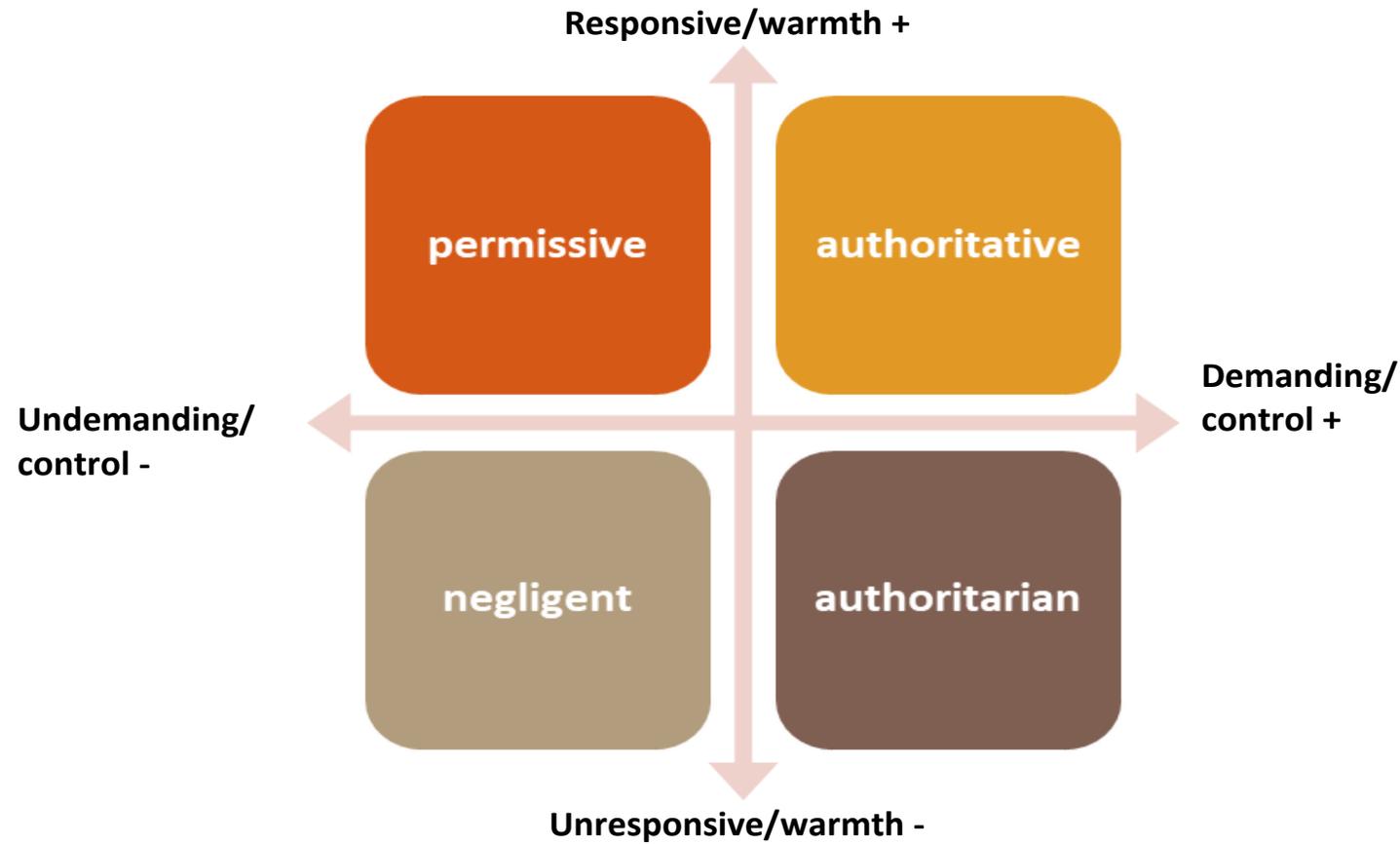
In this part of the unit
four parenting styles will
be presented and their
expression regarding the
online behavior of
children will be discussed.

B.1.1.1 Parenting styles

What are parenting styles ?

Parenting styles are the overall patterns of parental interaction characteristics with the child, that have been categorized according to the dimensions of the parental control (e.g. supervision, demand and set rules) and the parental warmth (e.g. responsiveness, support). Considering combination between these dimensions the following scheme emerges:

Four parenting styles



Parenting styles characteristics



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Permissive parents

- act affirmatively, nonpunitive, acceptant
- encourage self-regulation without setting rules
- avoid exercise of control and power

Authoritative parents

- respond to their child's needs and foster dialogue on conflictive topics
- use reason and power to shape their child's activities in an issue oriented way
- encourage verbal give and take

Parenting
styles

Negligent parents

- are uninvolved and often absent
- cater for basic needs but don't show further engagement
- have low or no expectations for and little communication with the child

Authoritarian parents

- use control and power to achieve obedience
- have a standard set of conduct that the child needs to follow without discussion
- wish to preserve order and traditional structure

Parenting styles online



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Permissive parents

- do not set rules or limits for the child use of internet
- allow their child to monitor its own online behavior and activities

Authoritative parents

- set rules for the online activities of their children,
- monitor them these activities
- correct negative and
- reward positive behaviors.

Parenting
styles
online

Negligent parents

- are neither responsive nor demanding, regarding their children's use of the internet
- show little involvement with the child's internet usage and not monitor their online activities

Authoritarian parents

- are more rigid and establish strict rules for the internet use,
- don't consider any child participation



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In this part of the unit
we'll find out what
communication is and
talk about four
dimensions of
communication

B.1.1.2 Communication dimensions

What is communication?

- The word derives from two latin words: communis – together and agere - to do, to undertake something, so it actually means doing (things) together => communicare
- In order to manage to do things together you have to be able to understand each other
- This leads to the different ways to express yourself and make somebody else understand but also vice-versa

So communication is a two sided process about conveying a message (or messages) and making meaning of what the other person is trying to convey



Verbal

Using words, language to express oneself, talking, but it can also be in written form

Non-verbal

Mimics, gestures, pose, way of looking.

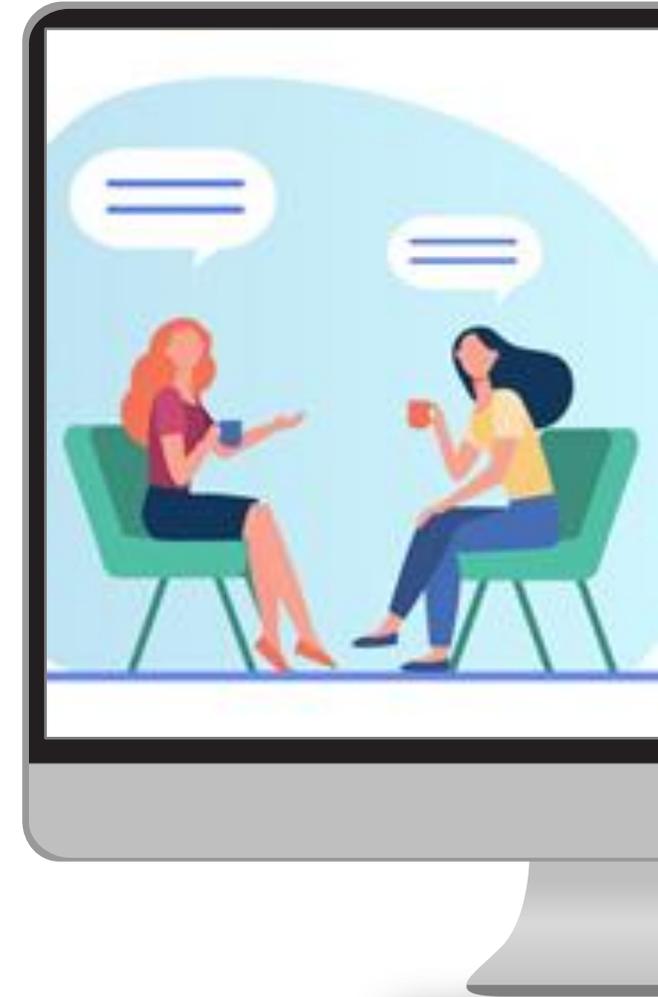
Para-verbal

Tone of voice, volume.

Extra-verbal

Light, other voices, sounds, temperature and other outside factors

Communication Dimensions





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In this part of the unit the
four communication
styles will be explained
and their connection to
parenting styles analyzed

B.1.1.3 Communication styles

What are communication styles?

We call communication styles the broad ways (patterns and habits) in which people tend to communicate with others. Understanding different communication styles can radically improve the quality of your relationships. That's because your level of skill in navigating difficult conversations depends on your ability to connect and building meaningful connections is a crucial aspect of success in any area of life.



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Communication styles



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Passive communicators

- Have difficulty making eye contact
- Are unable to say no
- Go with the flow type attitude
- Have a poor posture

Passive Aggressive communicators

- Are frequently sarcastic
- Words don't align with actions
- Facial expressions don't match words
- Have difficulty acknowledging emotions

Aggressive communicators

- Talk over other people
- Interrupt frequently, poor listeners
- Are controlling or demanding
- Point fingers
- Stare and glare intensely
- Frown
- Criticize, intimidate, or threaten others

Assertive communicators

- Are able to express desires and needs with confidence
- Encourage balanced conversations in which both people have a chance to speak
- Use "I" statements (ex. I feel frustrated when...)
 - Are able to say no
 - Maintain good eye contact

Examples of phrases

aggressive

“It’s my way or the highway.”
“I’m right, and you’re wrong.”
“Because I said so.”
“I’m entitled.”

passive

“It doesn’t matter that much.”
“I just want everyone to get along.”

Passive-aggressive

“Fine, whatever.”
After saying something rude, sarcastic, or damaging, “I was only joking.”

assertive

“I am responsible for my own happiness.”
“I respect the needs and opinions of others.”
“We all have the right to express ourselves respectfully and honestly.”

In this part of the unit the
four conversation
principles according to
Grice will be presented.

B.1.1.4
Conversation
principles

Principles of conversation

timeliness

Choosing an adequate moment will increase the probability of the message being well received

clarity

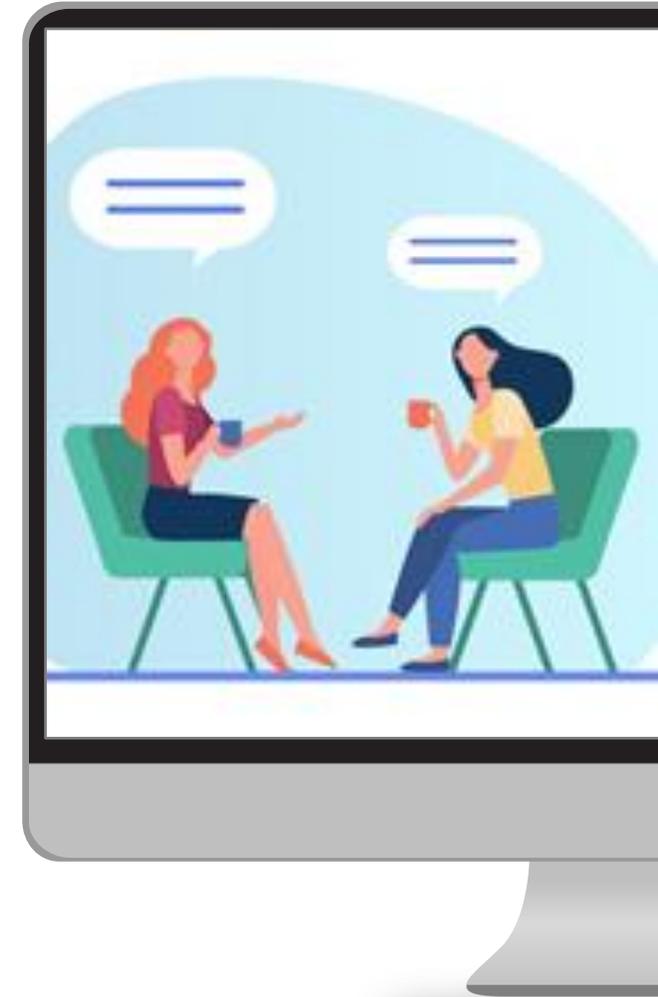
No ambiguity in the message
Clear messages help to understand the meaning

relevance

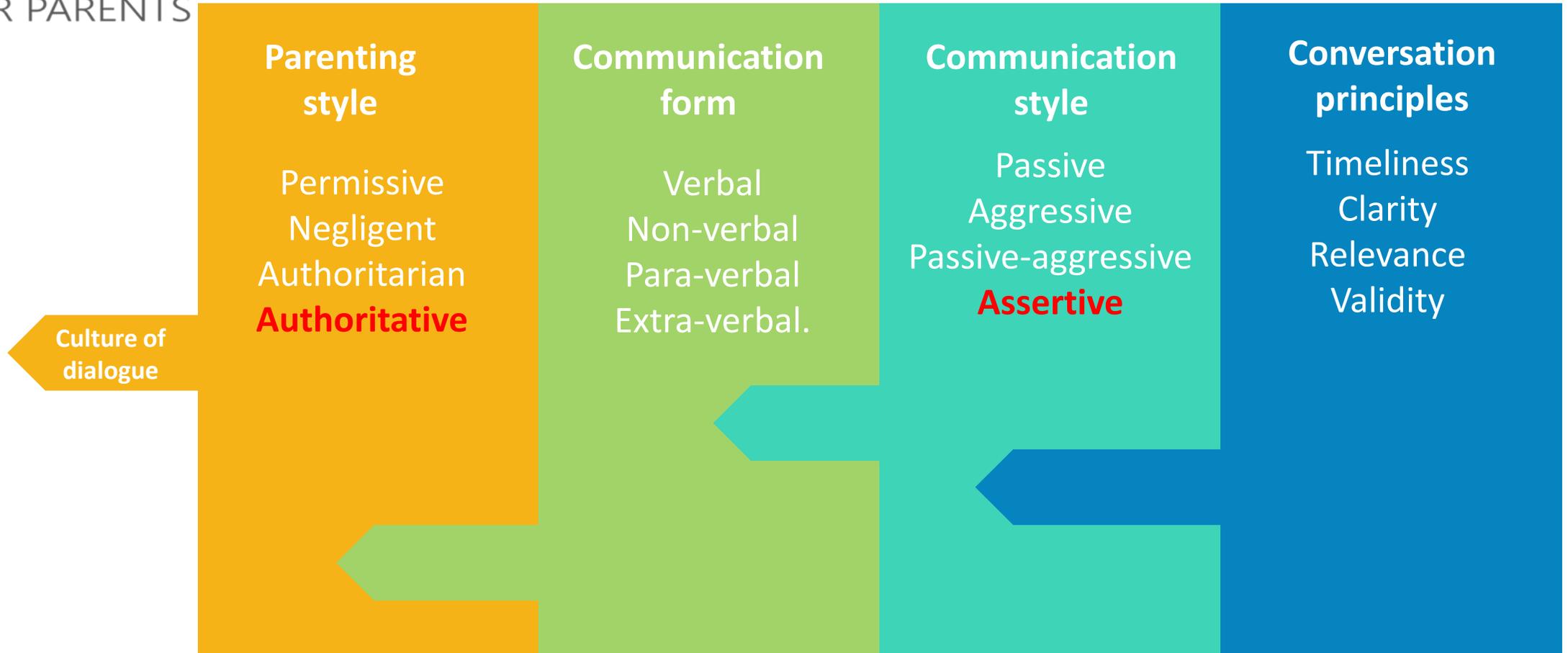
Making the message relevant to the receiver will increase its acceptance.

validity

Only valid information should be transmitted



Culture of dialogue



Conclusion

In this unit we've talked about:

How different elements influence communication and trust building:

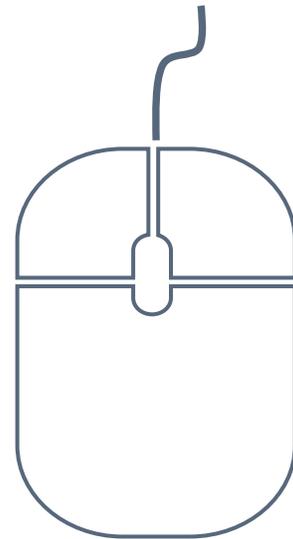


Parenting styles
How you act



Communication forms

By which means you express yourself



Culture of dialogue



Communication styles

How you express yourself



Conversation principles

Which rules you apply

Reflection questions



Parenting styles

What is your parenting style? Which of the descriptions matches the way you act most often?



Communication styles

How do you interact with your child? Which communication style would describe these interactions best?



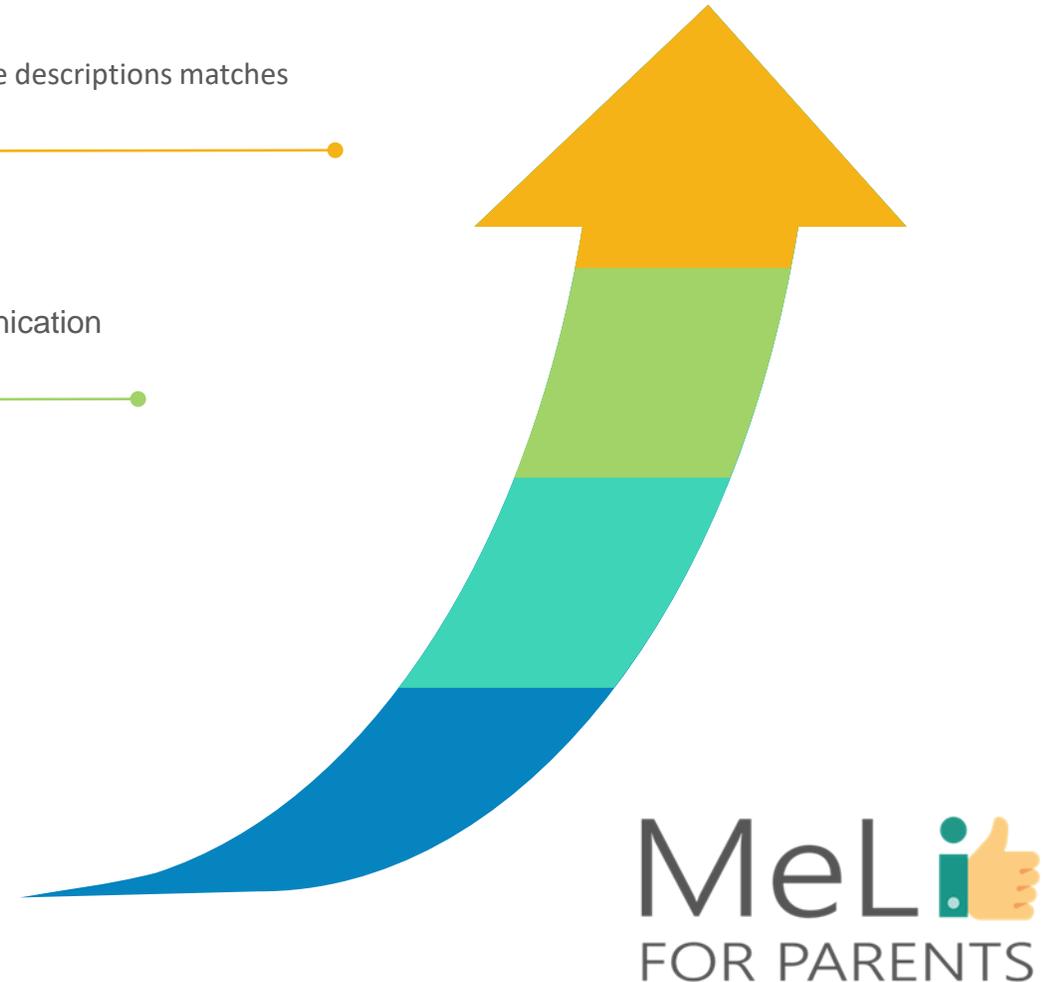
Communication forms

Are you aware of the importance of “external” factors as for example where you have your conversations – in a quiet or in a noisy place? What difference do you think it might make?



Communication principles

How do you make sure that your message reaches the addressee? Have you developed any specific methods to better reach your child?



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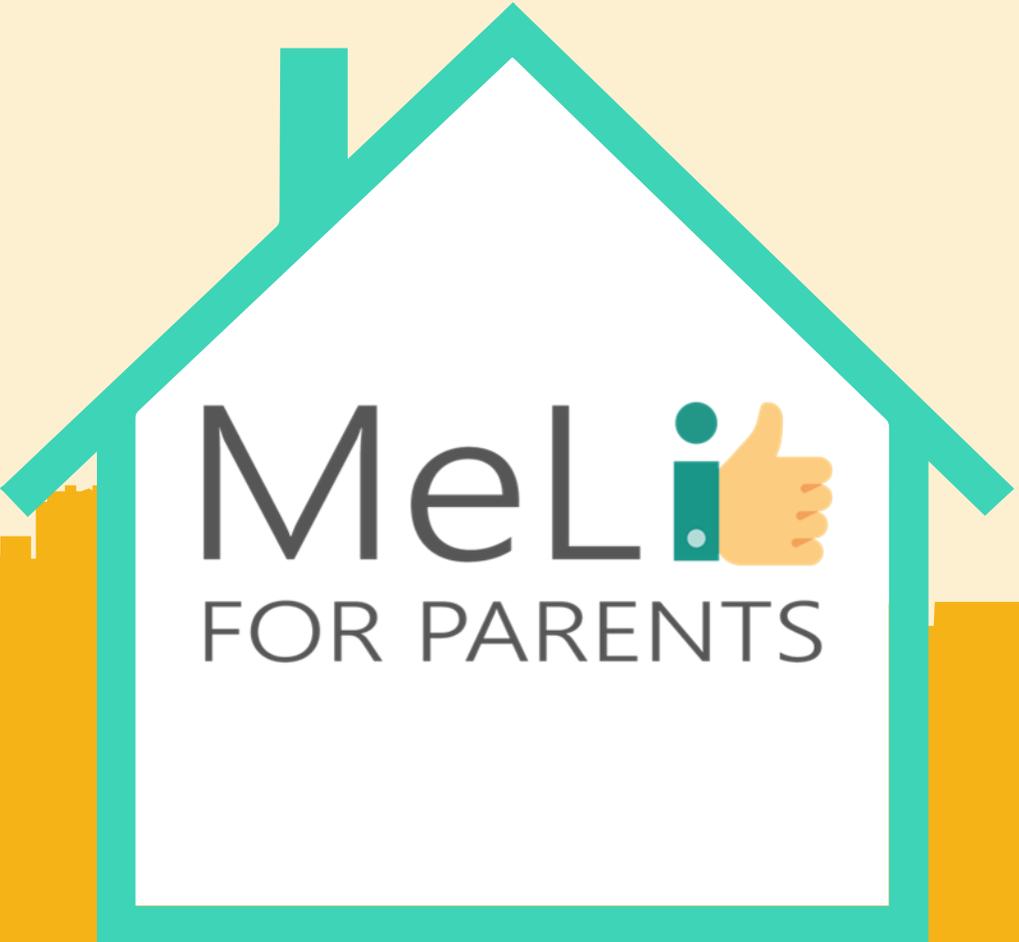
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<http://www.meli4parents.eu/>

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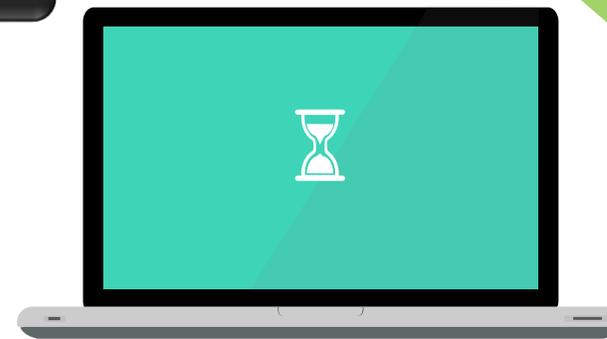
Media Literacy for Parents

Learning Unit B.1.2: Children's behaviour on the media/
Popular applications



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B.1.2: Children's
behaviour on the
media/
Popular applications

Positive Media Influence

Media offer a variety of functions, including educational, informational and cultural. If media are to be a favourable influence on young people, they have to **match their age and stage of maturity.**



Studies carried out in the late 1960s proved that young people watching educational TV programmes were **better prepared for the learning process; their self-esteem was higher; and their grades were better.**



Media stimulation

TV programmes with educational content may be favourable to **children's growth process** by encouraging them to discover the non-digital world as well.



Radio and printed media appeared to be much more stimulating than the TV. Digital media are valuable in terms of organising support in formats inaccessible before: **e-advice, webinars etc.**

While most definitely a tool of access to education, communication and entertainment, such media may also become a **threat to young people.**

Popular applications

Applications most popular with children and young people include the following:

- **Whatsapp**
- **TikTok**
- **Facebook**
- **Messenger**
- **YouTube**
- **Instagram**
- **Kik**
- **Snapchat**



Whatsapp



The application is available to **two billion people in 180 countries**. Highest popularity ratings have been recorded for India, Germany, Russia and the United Kingdom. Since the year 2020, Whatsapp has been expanded to include Braille characters entered via Voiceover mode.

It's an application allowing users to **send messages or videos and make free phone calls**, provided that their digital devices are connected to the internet. The app has been designed for users **aged 16 and older**.

Whatsapp



It accesses the list of contacts saved on the phone to **identify friends using the app**. The option of calling/sending messages on different phones and systems has made Whatsapp very popular.

Thanks to the option of free international phone calls, it has remained a **firm favourite over the past few years**.

Whatsapp



Contact is only possible **between persons who have downloaded the application.** Whatsapp allows groups of up to 256 participants to be created.

In terms of safety, **messages are visible to the sender and receiver only.**

At time of registration, Whatsapp uses a double authentication system, **requiring the user to enter a password sent to the smartphone.**



Formerly known as Musical.ly, it is an app allowing **short video recording and sharing**.

While videos most frequently show people dancing, singing, and/or performing lip synchronisation (playback) to popular songs, other content, such as comedy sketches or DIY/life hack videos are popular as well.

TikTok clips **can also be shared on social media, as public or private (friends only) posts**.



What parents should know:

- Songs and video recordings can contain **expletives and sexual content** – users include young people and adults
- Horrific comments concerning the performer's body and sexual innuendo appear in the video comments section
- Collecting ***“likes”*** and **subscriptions** is a way to develop a sense of acceptance and importance



Facebook



It is the **largest social media network**, with over 2.7 billion active users in the second quarter of 2020. It allows users to keep up with **national and international news**, including local news, theatre/cinema/philharmonic showtimes, shopping promotions and discounts or restaurant menus, all once a fanpage of the given company/entity has been *“liked”*.

Facebook also allows **videos, clips and memes** to be viewed.

While Facebook is **mainly used by adults**, its popularity with young people declining, some teenagers continue using it. Facebook is available to **users aged 13 and older**.



Facebook



The network was created with intent to allow contact for persons with profiles set up in the app. All Facebook users can **publish photographs and videos, send messages, and/or post comments to friends' profiles.**

The network lets users keep up with what is going on in their friends' lives, and contact family and friends.

Facebook additionally displays **personalised advertising content** matched to individual user groups.

“Let’s have a
break”





Messenger



It is an application for **sending messages and sharing photos and videos**, with a community of 1.3 billion users worldwide.

Messenger **allows chatting on Facebook and Instagram**. The Messenger **video chat** function makes it possible to view videos, clips and TV programmes, options including augmented reality and selfie stickers. The app **allows online payments**. Though a mobile app previously closely tied to Facebook, Messenger is **separated from the social network** today (different credentials can be set up).



It is a video platform. Every user can generate a profile and **share his/her videos** or watch footage uploaded by others. YouTube allows playlist generation.

A **comments section** has been set up for each video. All videos can be *“liked”*. The platform is open to **users aged 18 and older, or 13 and older upon parental consent.**



What parents should know:

- According to a Pew Research Center study, YouTube was the **most popular web-based platform in the United States** in 2018 and 2019
- YouTube created a dedicated application for children **below 7 years of age** (YouTube Kids), all content adapted for younger audiences. While the app includes **parental control tools and blocking filters** for inappropriate content, they do not warrant 100% certainty that a child will not be exposed to **inappropriate content**; cases of YouTube Kids failing have been recorded.



kik.

It is an Android/Iphone application used to **send messages, photographs and videos**. There is no limit to the number of characters in messages sent. The basic version is free of charge. **Similar to Whatsapp**, it has however been expanded to include an inbuilt browser **encouraging users to stay longer with the app**.

Inbuilt apps include stickers, meme generators, games and dating site-style apps allowing users to **chat with strangers** – a function understandably raising parental concern.

Kik is banned for children **below 13 years of age**.



kik.

Kik includes a **Chatbot interaction**-targeted bot shop. Bots allow chatting and quiz participation; they are also a source of fashion, gaming, beauty and lifestyle tips. If a given user has no friends, **bots allow chat access to make new acquaintances.**

At the time of registration, a user has to enter his/her name, date of birth and username. Kik lets users contact persons from the **contact list** – other Kik account owners. The username displayed by the app is visible to other Kik users. E-mail addresses and telephone numbers are not made public. To add a contact on Kik, **you have to know the given person's username.** Users can purchase stickers on Kik. To make a purchase, the user's (credit) card has to be linked to a Google Play or iTunes account.



kik.

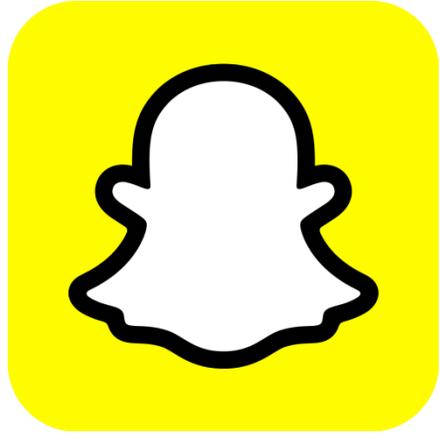
What parents should know:

- The app lets users contact other users who have shared their Kik username. The **application's reputation is dubious** in terms of user safety
- The app specialises in **hidden marketing** (so-called promoted chats) – conversations between brands and application users. In Poland, the app was used for advertising purposes by Tymbark and Mbank

The app's popularity is due to guaranteed user anonymity and the option of meeting new people. Its friendly and intuitive interface has been emphasised repetitively.

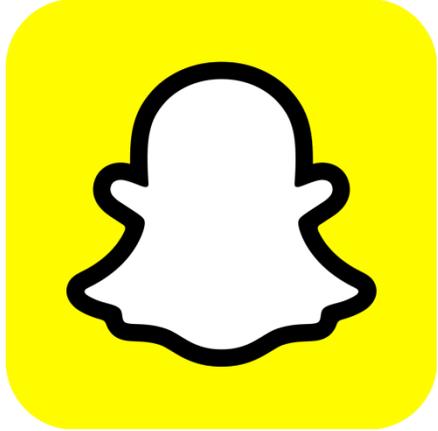


Snapchat



It is an application allowing users to **share photographs and videos** allegedly **deleted once sent** – yet Snapchat users can take **screen shots**, thus compromising the rule of traceless message sending.

Young people use the tool to send funny and/or shaming photographs on the **premise that they will not be shared or made public**. Snapchat users can send private messages, create group chats, and send documents and/or funds. The app is available to **users aged 13 or older**.

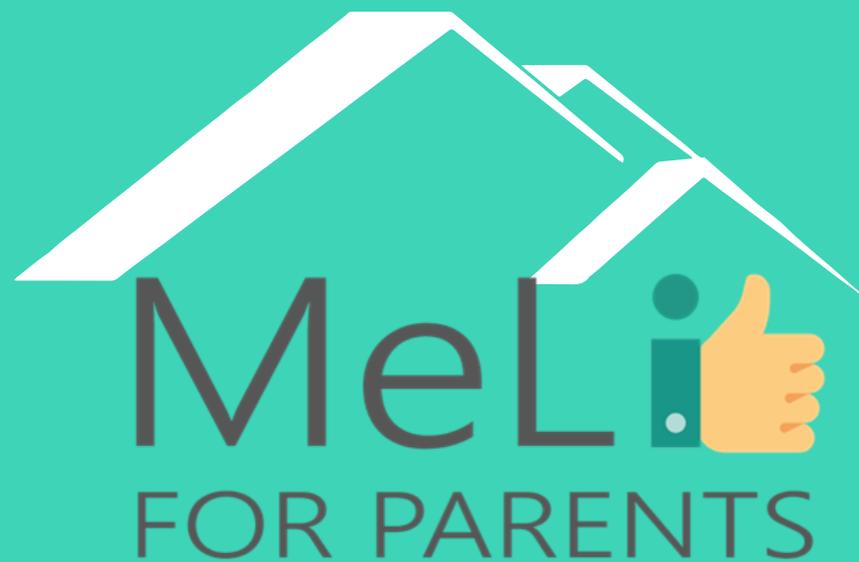


What parents should know:

- Seemingly amusing content designed to disappear may encourage users to disseminate **inappropriate material**
- Content presented on **Snapchat's Discover function** (collection of articles, videos, quizzes) may raise concern. A typical Discover headline reads, *"THIS is What Sex Does To Your Brain"*.

“Time for questions”





<http://www.meli4parents.eu/>

THANK YOU



References

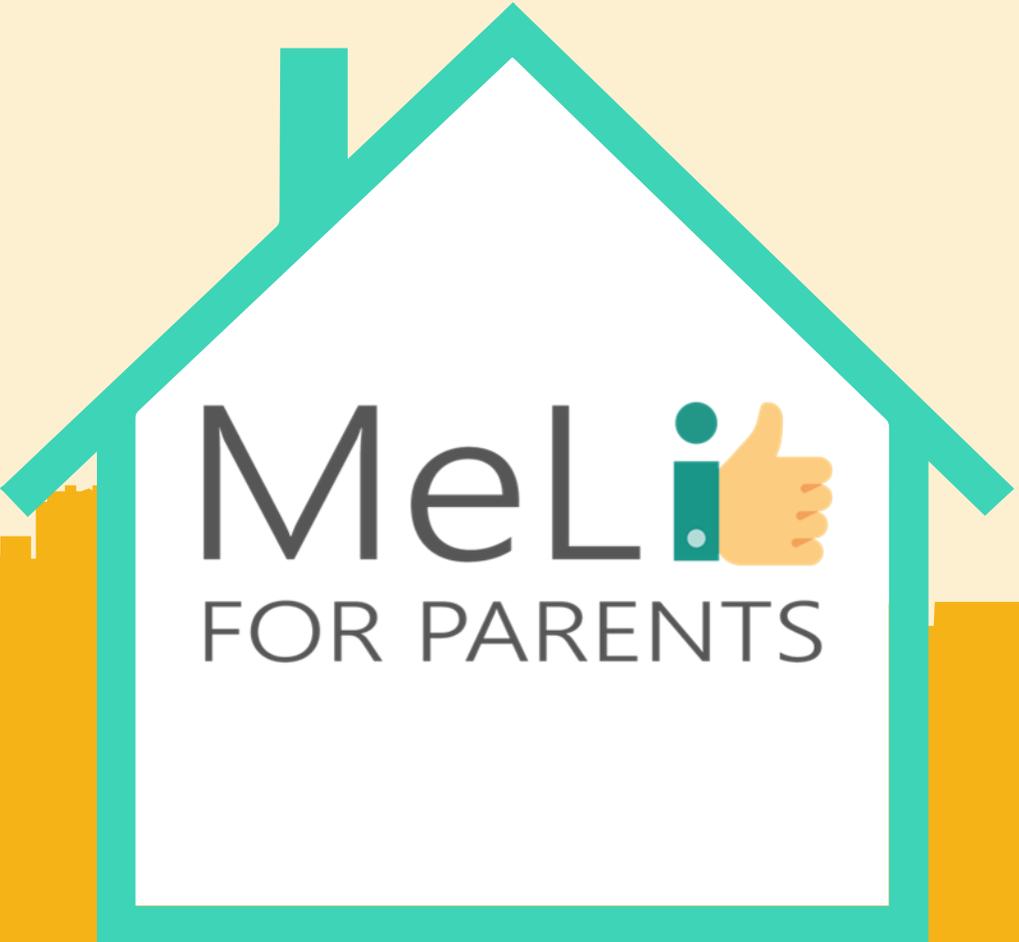
❖ Social Media Fact Sheet,
<https://www.pewresearch.org/internet/fact-sheet/social-media/>

❖ *What is whatsapp?*
<https://www.digitaltrends.com/mobile/what-is-whatsapp/>

❖ <https://parents.au.reachout.com/skills-to-build/wellbeing/social-media-and-teenagers>

❖ <https://wearesocial.com/blog/2020/10/social-media-users-pass-the-4-billion-mark-as-global-adoption-soars/>



The logo for 'MeLi FOR PARENTS' is centered within a white house-shaped outline with a teal border. The text 'MeLi' is in a large, dark grey font, with the 'i' in 'Li' replaced by a teal dot and a thumbs-up icon. Below it, 'FOR PARENTS' is written in a smaller, dark grey, all-caps font. The background features a yellow city skyline silhouette.

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Media Literacy for Parents

Learning Unit B.1.2: Cyber Security Basics



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Contents

Cyber Security Basics

This unit will equip the learners with the basics of cybersecurity applicable for computers, smartphones and tablets, and will raise awareness about the importance of using the correct defense tools and techniques.

Accounts Security

A

1. Importance of strong passwords
2. Ways to set up a strong password

B

Antivirus and anti-malware

1. Importance of protection
2. Firewall
3. Getting antivirus software

C

Operating system updates

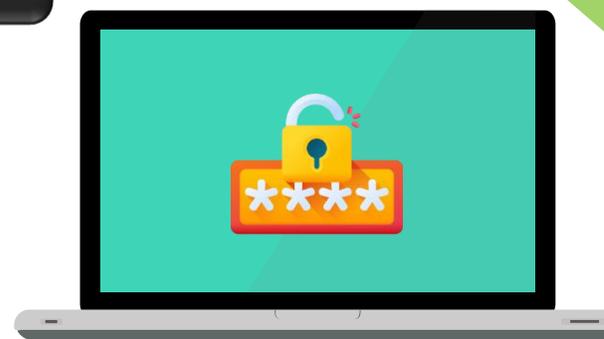
1. Why we need to perform updates
2. How to check for updates





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B.1.2.A

Accounts Security

A. Accounts Security



The importance of strong passwords

As we know, the internet is a huge part of our everyday lives. We use it to communicate, trade, entertain, learn and socialize.

To do most (if not all) of these things, **we create accounts that store our data and allow us to participate in these activities.**

For a lot of these services, we even use the same account (usually Google account), which means that our password is common across all these platforms.

Considering the above, the importance of having a strong password for our accounts becomes immediately evident.



Tips for setting up a strong password

Avoid common words

A lot of people use words such as “default” or “blank”, or even the word “password” itself for a password! All of these can be guessed by other users very easily, so it’s best to avoid the clichés.

Steer clear of personal information

Last name or date of birth are also very common, and equally ineffective. These can also be guessed quite easily, and not only by people who know us personally – all of our personal information is on social media, nowadays.



Tips for setting up a strong password

Use long passwords

Since cyberattacks include computers that try sequences of characters to hack into accounts, the more characters in our password the better – it makes the computer work harder to decipher our password.

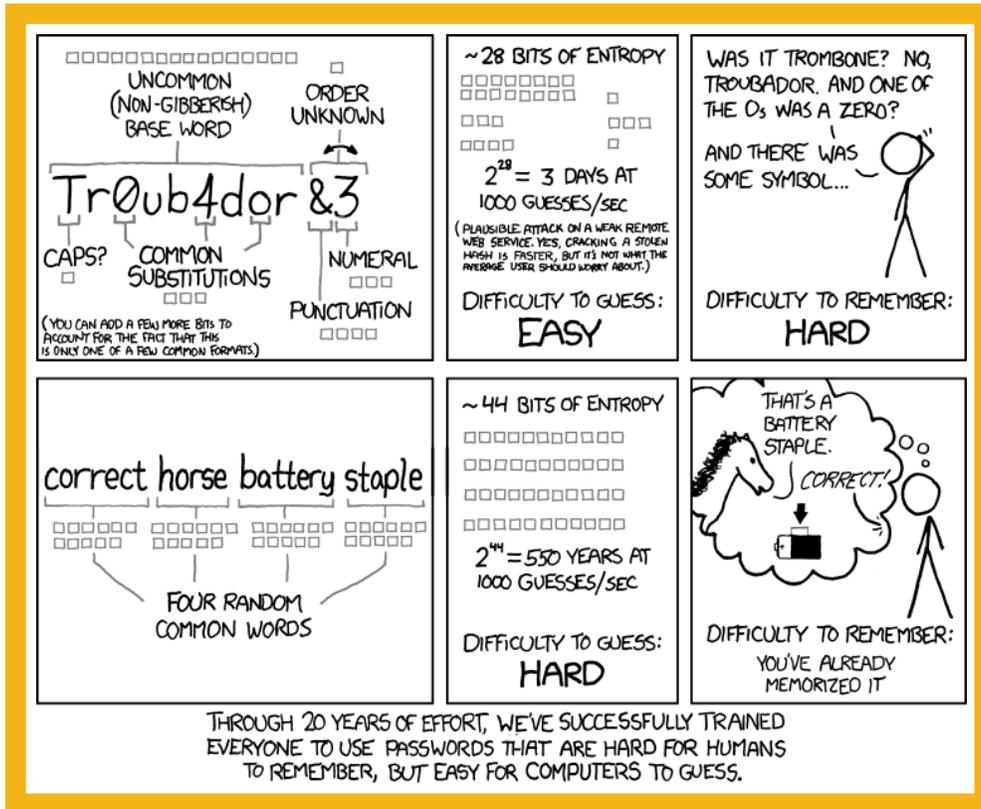
Don't reuse your password

Our passwords need to be unique to ensure that even if someone *does* find out our password for Facebook, let's say, they won't be able to use the same password to access your bank account.



The Passphrase / Diceware Method

- This method is about throwing out all usual advice, such as replacing letters with symbols or numbers, and instead advises that you use a string of **random** words.
- The keyword here is **RANDOM**. To achieve randomness, Diceware devised the Diceware Word list, where each word is paired with a five-digit number. Each digit of this number is from 1-5, so the idea is that we need to roll a six-sided die 5 times to get one word for your password. It's advisable to use a minimum of 6 words, with a minimum of 17 characters in total, no spaces in between.
- You can also go about the passphrase method the old school way, and just grab a dictionary, flip it open at random places 6 times, and use those words for your password.



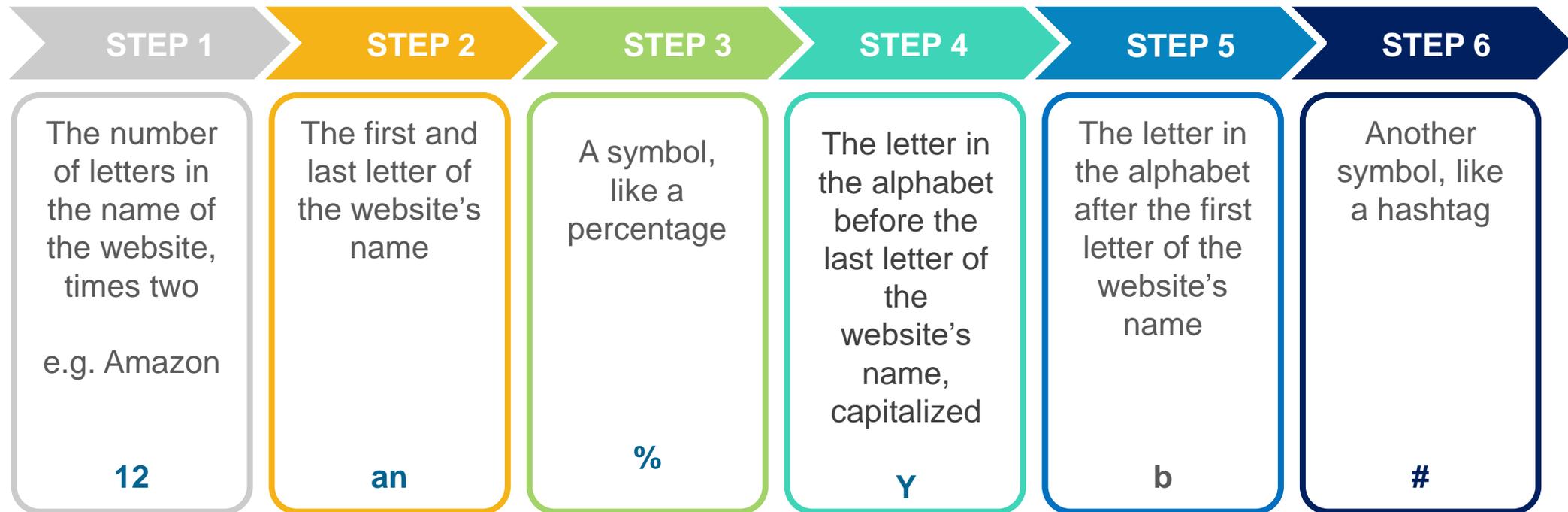
The comic on the left by XKCD portrays precisely how this method is so effective.





Formulas

One way to create complex passwords that contain lower and upper case letters, numbers and symbols is to create a formula or a set of rules to create passwords. This way, we don't have to remember each individual password, only the mechanism we developed. One such example is shown below, which gives us the password **12an%Yb#**:



Other ways for secure passwords



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A phrase with shortcut codes or acronyms

Use memorable phrases and use codes. If we can associate the phrase with the website, even better. Examples:

- **14A&A41dumaS** (*one for all and all for 1 - from The Three Musketeers, by Dumas*)
- **2BorNot2B_ThatIsThe?** (*To be or not to be, that is the question - from Shakespeare*)



Passwords with common elements, but customized for each website

In this case there is a consistent style, so we know part of the password and can easily remember the rest from the website itself.

- **ABT2_uz_AMZ!** (About to use Amazon)
- **ABT2_uz_BoA!** (About to use Bank of America)



Play with your keyboard

Think of our keyboard as a drawing board. Type keys in a certain pattern on our keyboard to create a password. For example, 1QsxdrgnkO0 is a password formed by a giant W on the keyboard.



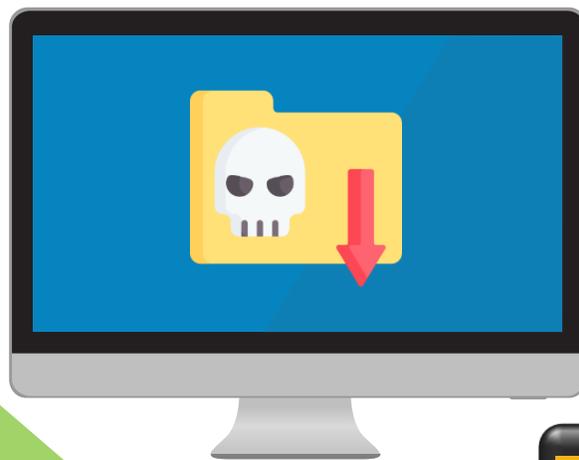
Use a Random Password Generator

There are numerous online tools that create unique long passwords that we can use as we like. One such tool is the [Avast Random Password Generator](#), which is free to use and allows us to choose what types of characters we want included in our password (capital and lowercase letters, numbers or symbols).



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B.1.2.B

Antivirus and
antimalware



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Antivirus and antimalware software



- Antivirus and antimalware are both very important to use on our devices.
- **There are in total 5 different viruses and malware: Virus, Worm, Trojan Horse, Spyware and Adware.**

Virus

- A malicious software which gains access to our system by hiding in downloaded files or portable storage devices, such as flash drives.
- Once they get into the system, they start to spread – this is where their name comes from.
- Their purpose is to alter, corrupt or destroy files and to cause system malfunctions.

Worm

- Worms infiltrate networks to gain access to the connected devices.
- Slow down the network by taking over large parts of the bandwidth, causing users to have delays and lose transmitted data.

Trojan Horse

- Hides itself inside other types of software, and disguises itself as useful to the system.
- The system is tricked to provide access to the Trojan Horse, which then opens a “back door” into our system,
 - Gives hackers a way in as legitimate users.



Antivirus and antimalware software



Spyware

- Spyware does not cause direct damage to our system, but rather attaches itself and stays hidden, recording the user's activity.
- Then it sends this information online, to identify system weaknesses and user patterns, to increase chances of success for phishing attacks.
- Other types of spyware may slow down the internet connection or change settings such as default search engine.

Adware

- Adware bombards the user with constant adverts, either chosen at random, or targeted, aiming to promote a specific product, based on previous activities.
- Sometimes, these ads may even redirect users to phishing websites – so they might not be as harmless as they initially appear.



Antivirus and antimalware

- The purpose of antivirus and antimalware software is to shield our devices from malicious attacks.
- In the past, each type of malicious attack required a different type of antimalware.
- Antimalware and antivirus software combines an assortment of protection for various types of threats, so that we do not need to get a different program for each type.





Antivirus and antimalware: Options

- Nowadays, it's quite easy to protect your computer, as there are various kinds of free antimalware that we can get online.
- Most importantly, Windows also offers its own protection against viruses and malware.



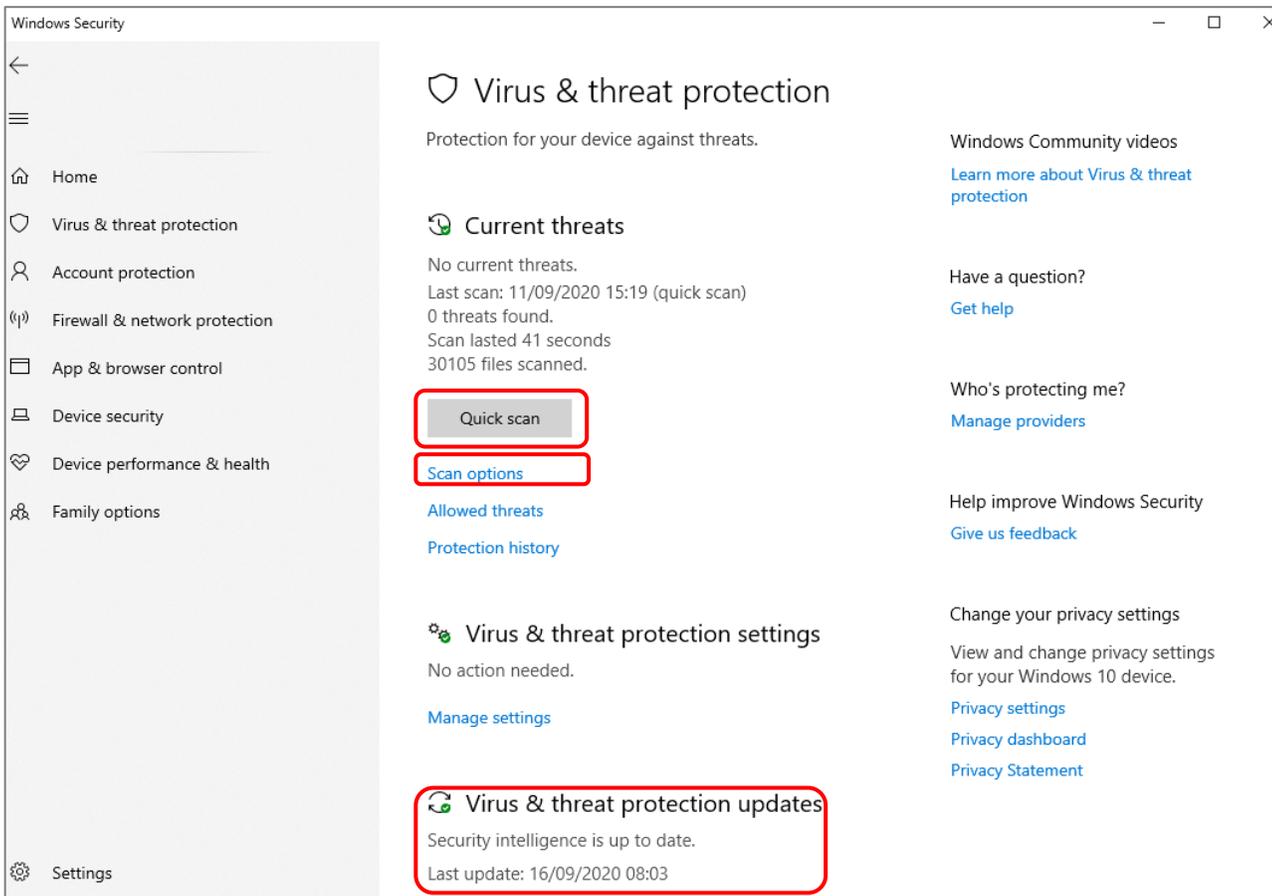


Windows Security

As Technology advances, cyberattacks become more and more sophisticated, and the methods change. As such, whatever antimalware we're using, it's vital to keep it up to date, so our system "learns" about the new threats and how to deal with them. Here we will look at how to use and update our Windows Security.

In the Windows menu, find *Windows Security* and click on *Virus & threat protection*. This will show the window, as seen on the left. Clicking *Quick Scan* will search for the more obvious threats. To do a deep search, click *Scan Options* and choose between a **Quick Scan**, a **Full Scan**, a **Custom Scan** or a **Windows Defender Offline scan**.

In the lower part of the window, we can see the status of the Virus and threat protection updates. It should be set to check for updates automatically, so whenever there is a new threat, the system will download the information as soon as possible.



Firewall

What is a firewall?

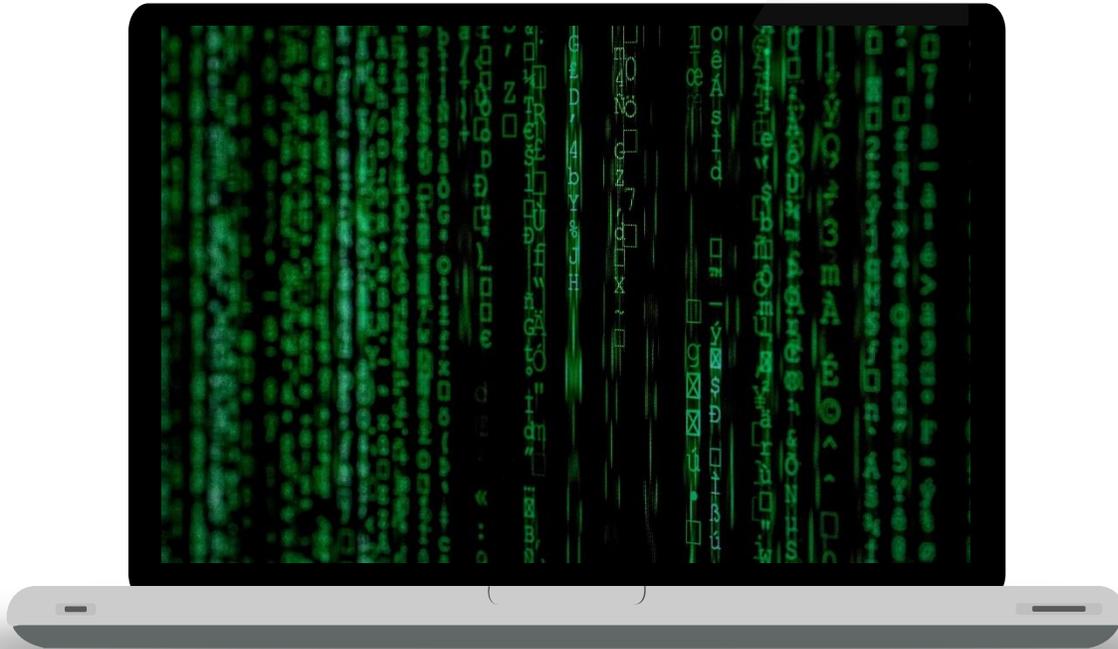
Imagine the firewall like **a net** that filters incoming and outgoing data from our device. It only allows the traffic that is deemed necessary and healthy to be transmitted to or from the device.

To set up the firewall, go to Windows Security once more, and click *Firewall & network protection*.

In the window that appears, make sure that in all the options the Firewall is on.



Other types of antivirus and antimalware



As mentioned earlier, there are other types of protection besides Windows Security.

- **Free** options, such as [Avast](#),
- **Paid** options, such as [Kaspersky](#).

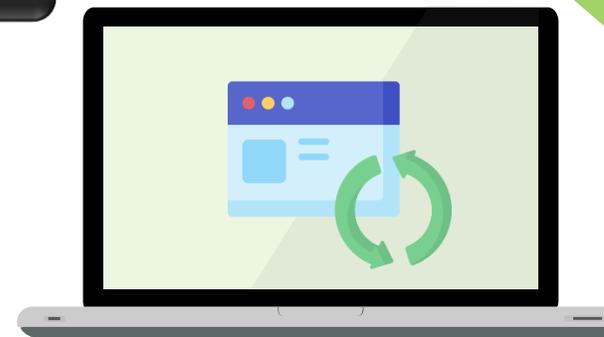
Both of these are **downloadable** from the internet (Avast immediately free, Kaspersky gives us an activation key after the purchase).

Another option is to purchase a **disc** with the software and then install it on our device. This method is slowly phasing out, however, as the CD is a lot less convenient and costly compared to an internet download.



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B.1.2.C

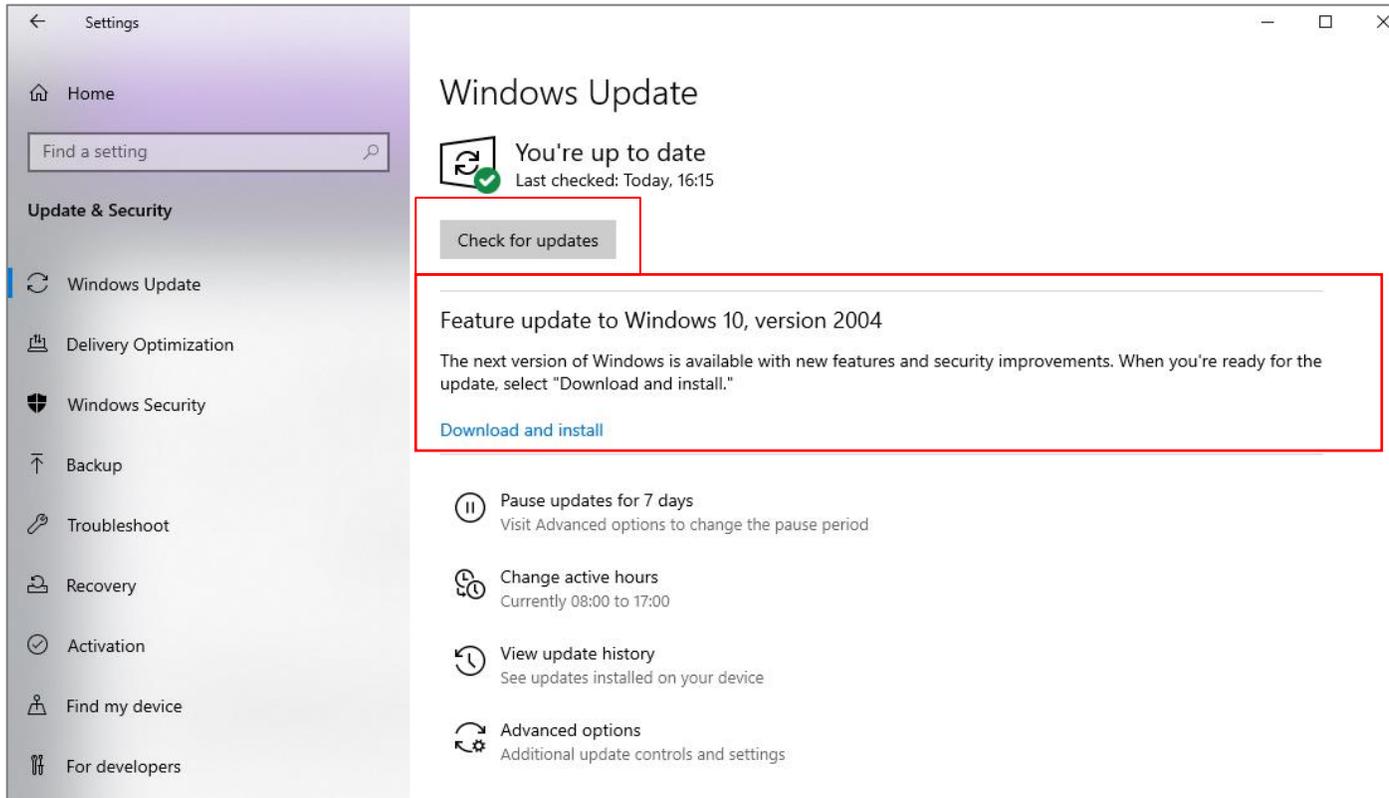
Operating
system
updates

Operating system updates

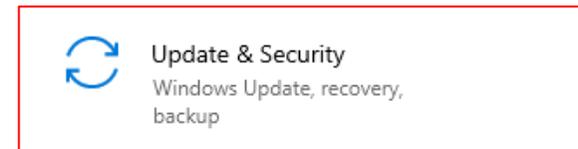
- The operating system of a device is the programme that manages all the software that is installed and also the hardware that is connected to our computer.
- The operating system is partially in charge of the device's security, by ensuring that only allowed users can access the device and use resources.
- It is extremely important to maintain our operating system up to date, to ensure that we are protected from the latest threats.



Operating System Updates



In order to carry out system updates, click the Windows button on the bottom left of your screen, or hit the Windows button on your keyboard. Go to *Windows Settings* and click *Update & Security*.

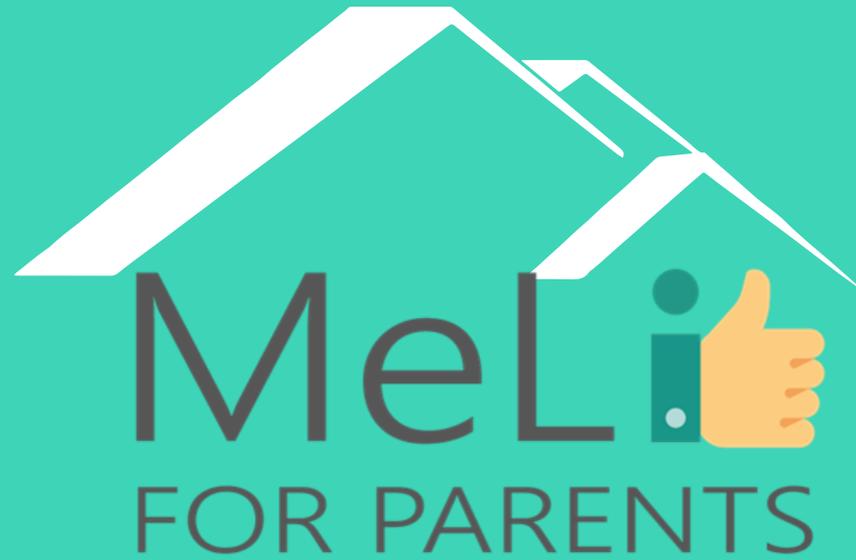


In the window that will appear, click *Check for Updates*. If an update needs to be installed, a description saying what the update is about will appear, along with a button that says *Download and Install*.



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- ❖ Icons by flaticon, <https://www.flaticon.com/home>
- ❖ *The Diceware Passphrase Home Page.* Retrieved from: <https://theworld.com/~reinhold/diceware.html>



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Media Literacy for Parents

Learning Unit B.1.3: Internet Addiction

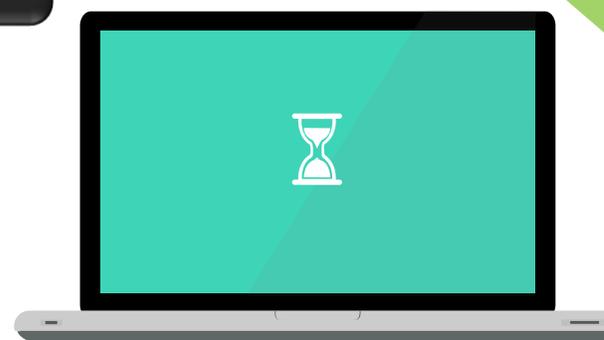


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B.1.3 Internet Addiction

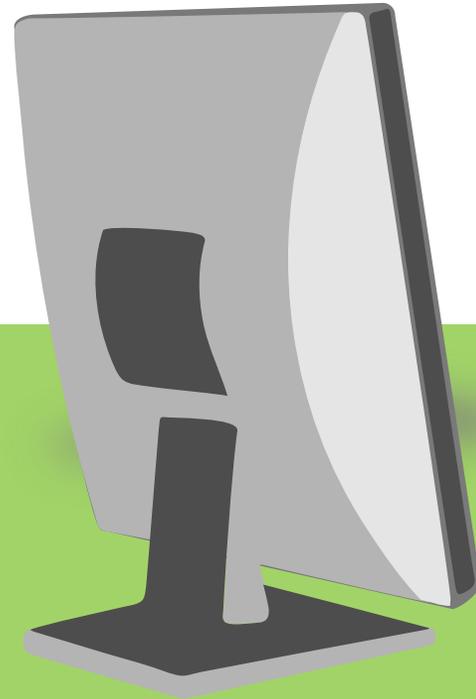


Internet Addiction

as a psychological and occasionally physiological condition resulting from interaction between human organism and substances, typical signs including behavioral changes and other reactions, including the desire to use the respective substance continuously or periodically with intent to achieve effects of intoxication

Subtypes of addictive web use

1. cyber-relationship addiction
2. cyber sexual addiction
3. net compulsions
4. information overload
5. computer addiction





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01

Cyber-relationship addiction

Cyber-relationship addiction involves chat site and online acquaintance compulsivity. It is also referred to as emotional dependency; a highly intimate relationship evolves between two persons: the addict and the enabler. Cyber-relationship addiction is associated with an inability to establish offline relationships.





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02

Cyber sexual activity

Cyber sexual activity – compulsive use of pornographic websites, uncontrolled erotic chatting, purchase of pornographic content. This category includes sexual deviations: paedophilia, extreme exhibitionism and other virtual world-related aberrations. Anonymity, opportunity for oblivion and convenience are all conducive to this form of addiction.





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03

Net compulsions

Net compulsions – compulsive online gambling, gaming and shopping. All these activities may include a competition or risk factor, both potentially exciting to the internet user. The following web environment features are conducive to such forms of behaviour





Information overload

Information overload – need for continuous online data collection. Gathering possibly extensive information/ data volumes serves the purpose of making better decisions, and thus gaining greater social prestige. In reality, the phenomenon breeds information overload disallowing its use.





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05

Computer addiction

Computer addiction – any activities associated with the inner compulsion of computer use (even offline). The affliction most frequently presents with playing computer games – even solitaire.

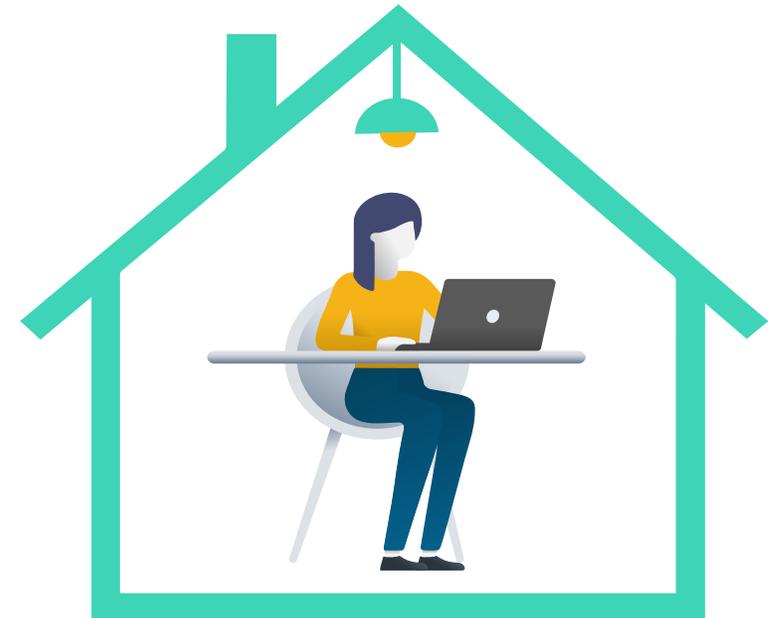


“Let’s have
a break”



Compulsive web use aftereffects

- Physiological and physical consequence
- Psychological consequences
- Moral consequences
- Social consequences
- Intellectual consequences
- Financial consequences



Physiological and physical consequences

- spinal conditions
- posture issues
- eyesight problems
- eating or sleep disorders
- memory impairment, tinnitus and/or bone weakening



Psychological consequences

- Depression
- Aggression
- Blurring of real- and virtual world boundaries
- Self-isolation from friends and family
- Experiencing a sense of security only when using a computer/ smartphone
- Attention span impairment,
- Suicidal thoughts and/or attempts



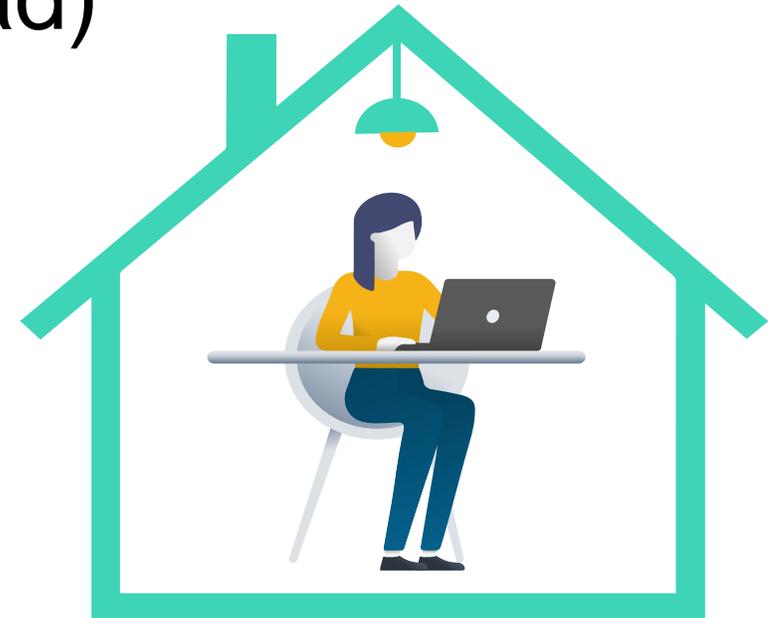
Moral consequences

depend on web content perused (pornography, drug purchase sources, drug use descriptions, instructions for explosives production, religious sect sites, etc.). Children are also particularly exposed to online paedophilia.



Intellectual consequences

- Uncritical trust in mobile device capacity,
- Impaired learning interest,
- Information shock (information overload)
- Uncritical trust in online information.



Financial consequences

- may tie in with online purchase expenses, the use of paid applications and/or computer games, as well as online gambling. Financial consequences include parent behaviour, if loans are taken out for expensive mobile devices for the child. Long-term aftereffects may include the cost of treatment and/or psychotherapy



Compulsive web use aftereffects

- Physiological and physical consequence
- Psychological consequences
- Moral consequences
- Social consequences
- Intellectual consequences
- Financial consequences



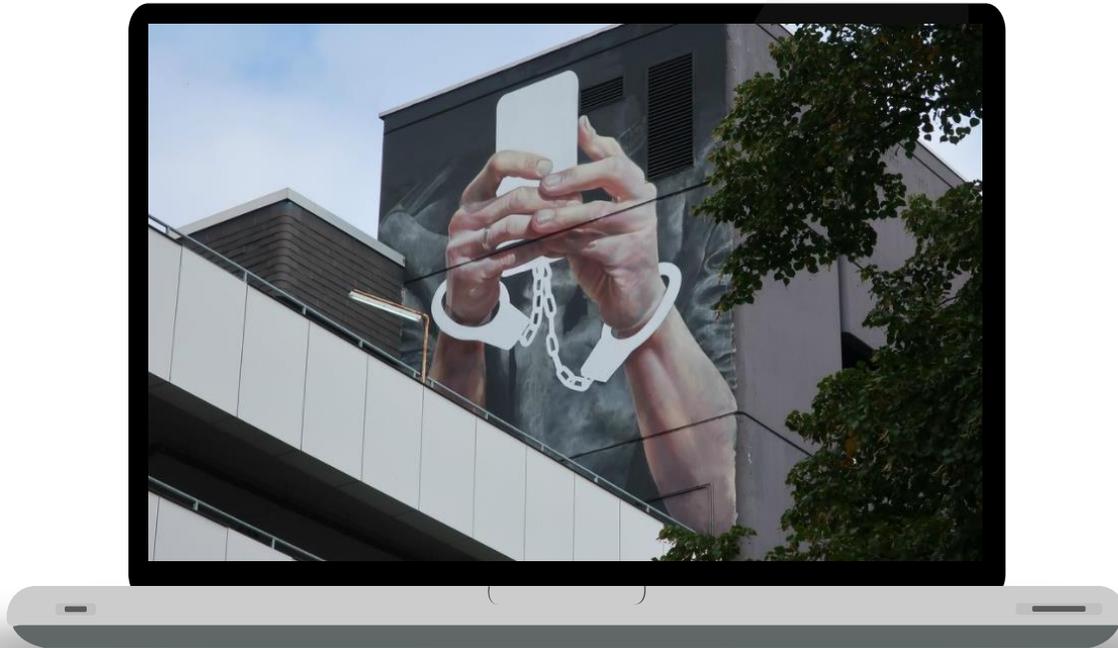
FOMO and FOBO

FOMO

stands for the Fear of Missing Out on something interesting when offline: the anxiety that my friends are having a great time without me, and also the worry that I might forget about a party or appointment; the compulsive need for incessant checking on acquaintances in order to know what's going on.

FOBO

stands for the Fear Of Being Offline – fear of a world without notifications, without the possibility to check communicator messages, with no access to one's own data. It is also an anxiety of no internet access, which ties in with activities intended to prevent web disconnection



Have you ever experienced JOBO?



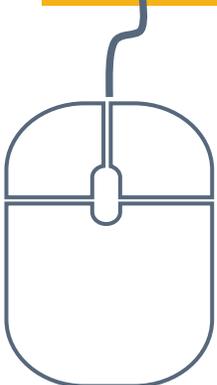
stands for the Joy of Being Offline – in opposition to FOMO, it involves a conscious process of setting boundaries to online activities. Online presence restrictions are applied with intent to produce a sense of physical and mental well-being.



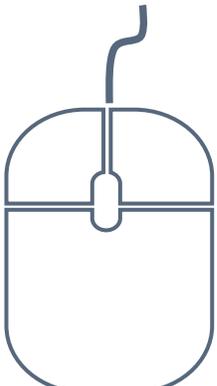
Most frequent addiction symptoms include:

- Poor school performance,
- Increased screen time, reduced interest in previous hobbies,
- Neglecting friends and acquaintances,
- Concentration issues, lack of response when addressed,
- Lying to parents about screen time,
- Aggression when asked to switch the device off/ when his/her device access is limited,
- Sleep pattern impairment, problems with falling asleep,

Response to Internet addiction



Conversation with child



Consulting a specialist



“Time for questions”





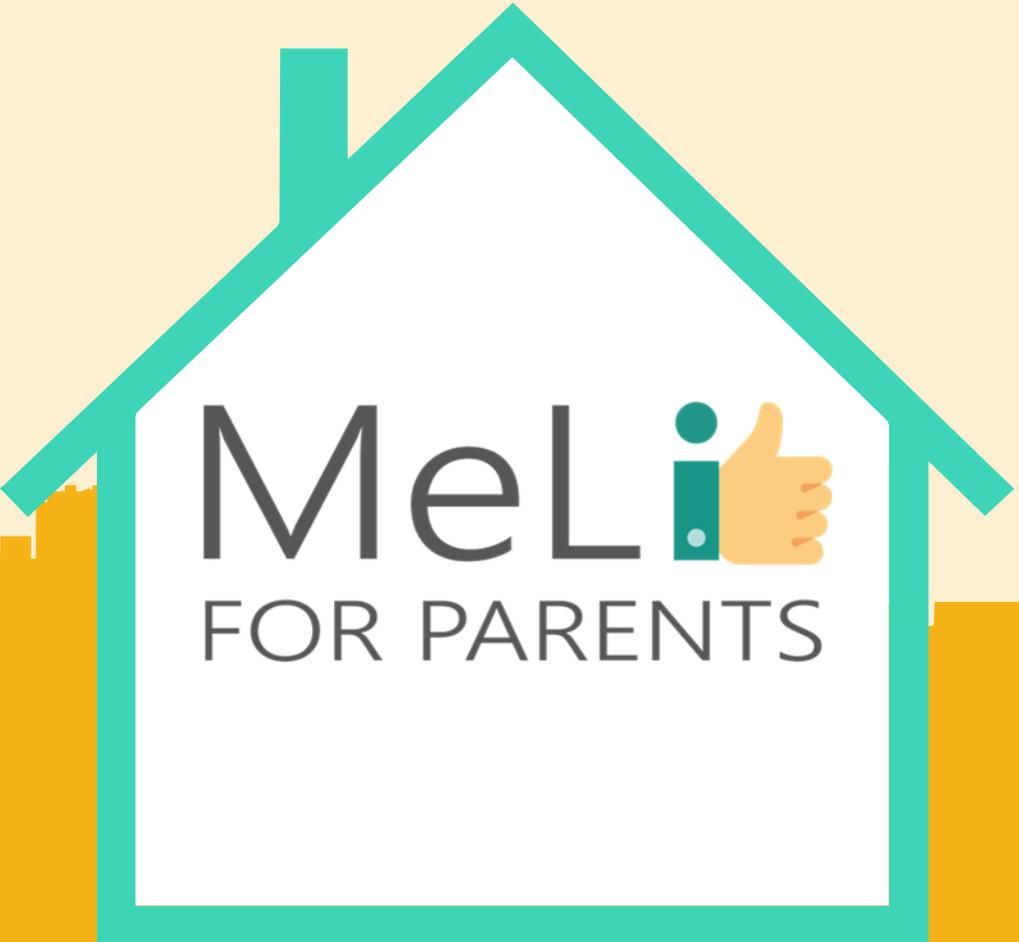
<http://www.meli4parents.eu/>

THANK YOU



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- ❖ <http://netaddiction.com/>
- ❖ <https://www.betterhealth.vic.gov.au/>

The logo for 'MeLi FOR PARENTS' is centered within a white house-shaped outline with a teal border. The text 'MeLi' is in a large, dark grey font, with the 'i' in 'Li' having a teal dot. To the right of the 'i' is a teal thumbs-up icon. Below 'MeLi' is the text 'FOR PARENTS' in a smaller, dark grey, all-caps font. The background features a yellow silhouette of a city skyline with a prominent tower on the right.

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Media Literacy for Parents

Learning Unit B.1.4: Parental Control Tools –
Basic Level



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Contents of the training

INTRODUCTION TO PARENTAL CONTROLS

MeLi Parental Controls Training offers general knowledge and practical information regarding the online threats, the need for children's protection when they are online and the solutions you can implement at home. The training is structured in 3 levels.

01

BASIC LEVEL INTRODUCTION

Online content, threats, kid's activities, parental monitoring

02

BASIC ONLINE PROTECTION

Introduction to parental control tools, filters, devices, functionalities

03

INTERMEDIATE SOLUTIONS

Managing and blocking online content, device settings, ready solutions

04

ADVANCED. PRACTICAL OPTIONS

Advanced tools, network settings, personalized discussion



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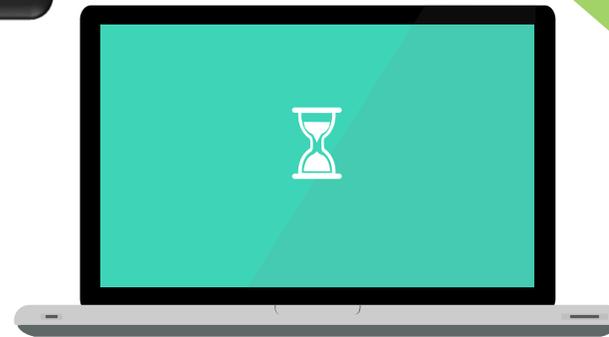


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B.1.4
Parental
Controls-
Basic level

Introduction & expectations





DIGITAL PARENTING

Children today use mobile devices or computers for

- ❖ school homework,
- ❖ instant messaging to contact friends,
- ❖ games
- ❖ video or photo taking
- ❖ publicly posting on networking platforms.

Children spend considerable time looking at screens, so we need to ensure this is as productive and safe as possible.

Parents need to know

Understand media

Parents need to understand where children spend their time online, what applications they use and what is their digital activity

Evaluate content

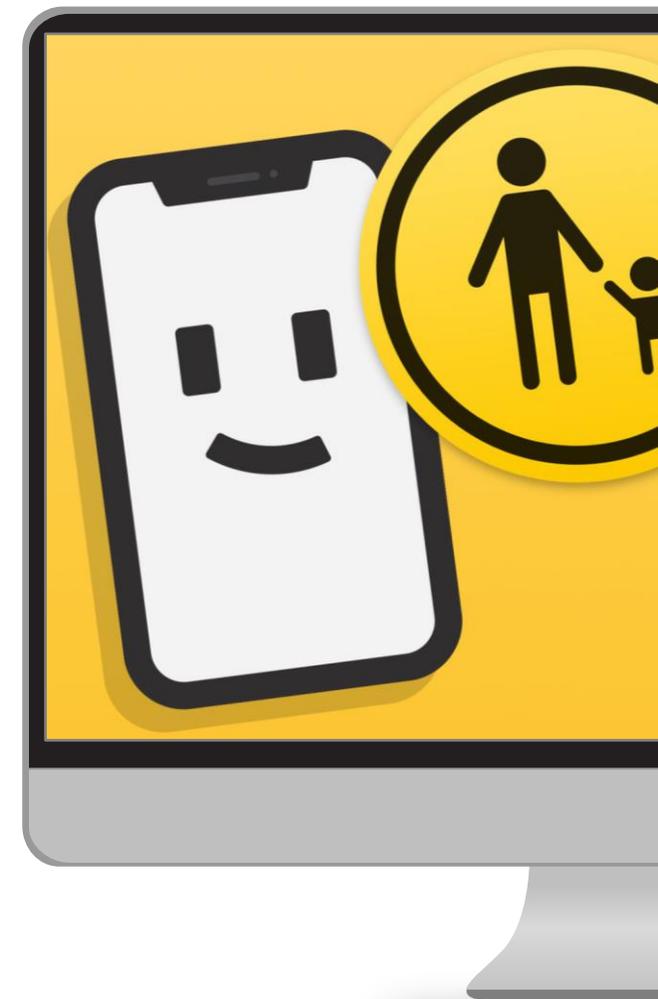
Huge amounts of information can be found online, some beneficial, some harmful. Parents need to know how to evaluate and manage the content

Recognize threats

Advertising, adult content, violence, hate speech, gambling, substances, sexual predators – there are many threats that kids are exposed to online

Protect and teach

Parents need to explain to their children the online risks, propose solutions to challenging issues and learn how to negotiate with them





PARENTAL CONTROLS

Hard or Soft?

There are two "kinds" of (preventive) control: "soft" and "hard".

- "Soft" parental controls; getting informed of media options and functions, learning how to balance the use of devices at home, or learning how to negotiate with your child as to healthy Internet use. These require skills necessary throughout your digital parenting.
- "Hard" controls: settings on devices and programs or specific applications that you can install in order protect your child from inappropriate content or behaviors online.

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INAPPROPRIATE CONTENT

We can access almost anything on the internet today. Educational content is welcome but not inappropriate content as:

- ❖ violent scenes,
- ❖ sexual assaults,
- ❖ hate speech,
- ❖ propaganda,
- ❖ negative stereotypes...

Moreover, it is easy to contact people from all over the world online, who may prove malignant...

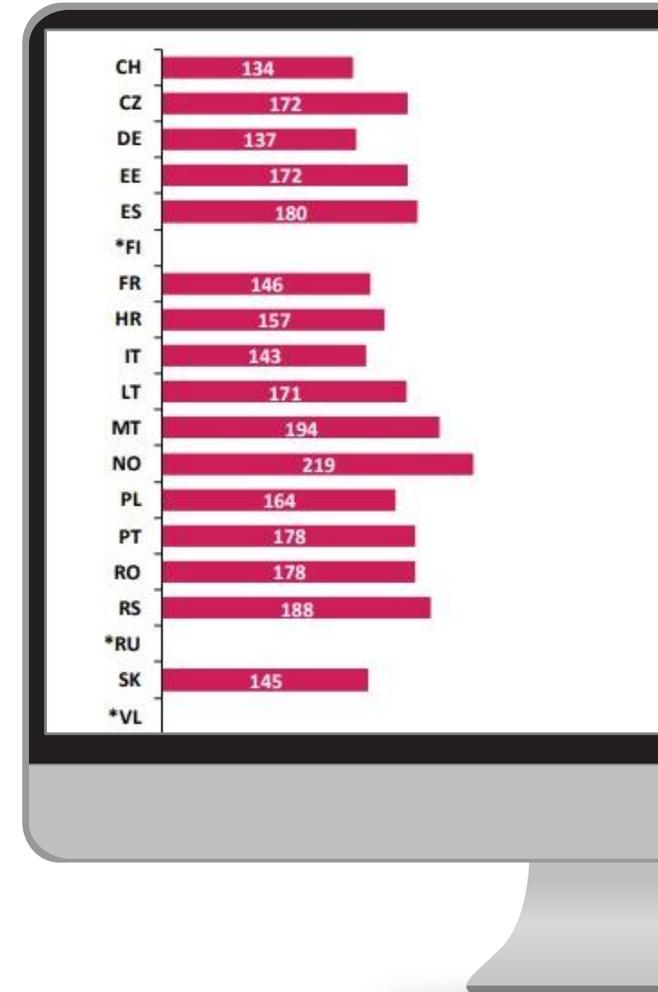


INAPPROPRIATE CONTENT

- Adult content
- Substances
- Hate speech
- Cyber bullying
- Gambling
- Advertising inspiring consumerism
- Negative stereotypes
- Disturbing news
- Clickbaits or HTTP redirection links
- Crime
- Violence
- Weapons
- Challenges that might inspire unsafe behavior

• CONTROLLING SCREEN TIME

- ❖ Children spend many hours online; parents are concerned. According to EU Kids Online 2020 report the average time that kids spend online in Europe is 167 min.
- ❖ Too much screen time can lead to negative impacts on development including memory, attention, and language skills.
- ❖ It can affect quality sleep & physical activity, leading to obesity, poor academic performance, even mental health issues
- ❖ Digital parenting today means that every home has a **screen time family plan**.



Source: EU Kids Online 2020

SCREEN TIME PER AGE

18-24 months

Baby smart
Toddlers 18 to 24 months old
✓ some screen time in the company of a parent.
✓ communication sessions to contact family members who are away.

Up to 3 years

Preschoolers
✓ No more than one hour a day
✓ Select high-quality programs and/or activities you can do together.
✓ Start teaching your child about healthy habits

3 to 7

First graders
✓ Screen time is a chance to interact with your child.
✓ Playing a game together
✓ watching high-quality educational programs
 NOTE: Too much TV is bad screen time.

8-12

Independent
✓ One-size-fits-all approach doesn't work.
✓ You decide how much and what media you allow
✓ Children 8-12 y spend 4-6 h a day using screens.
 Parents may not always know what kids see

Teens+

Tech savvy
Parents must know
✓ the media children use,
✓ the threats and
✓ the basics of digital security.
They must
✓ explain online risks to children,
✓ propose solutions
✓ negotiate to reach their consent

What children access

What do they search

Children's search activity is the best indicator of their interests. Videos and Social Media are topping the list of children's queries

What do they find

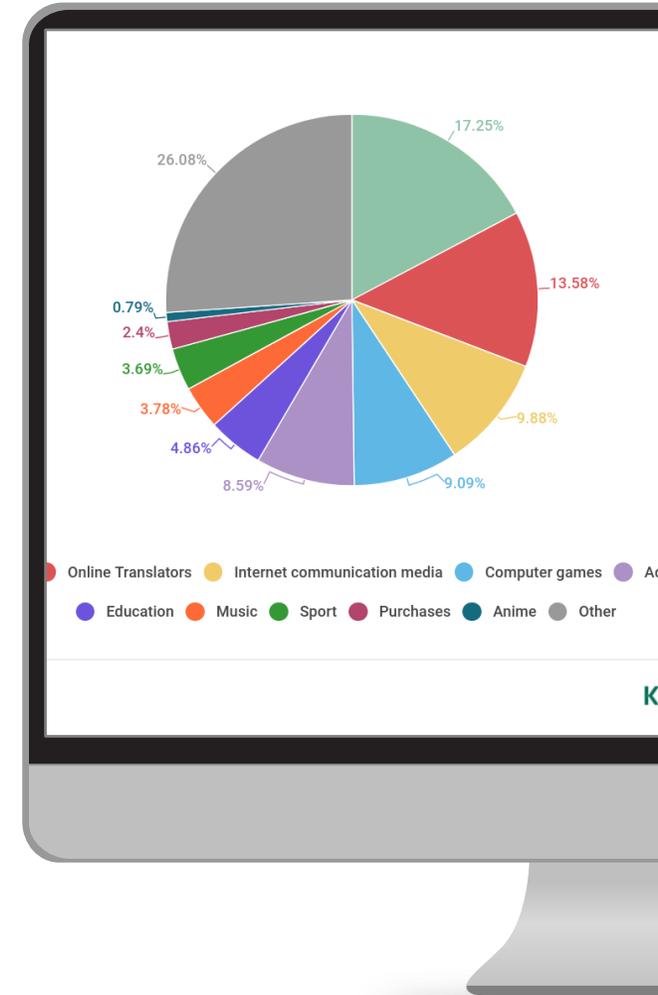
these were the findings of a large anonymous study by Kaspersky Labs in 2018.

What parents can do

Know the media. Build a trusted relation. Talk to your children and educate them. Be a role model.

Parental control

Learn about parental control solutions and decide which are the best options for your family. Learn how to implement them and keep updated.



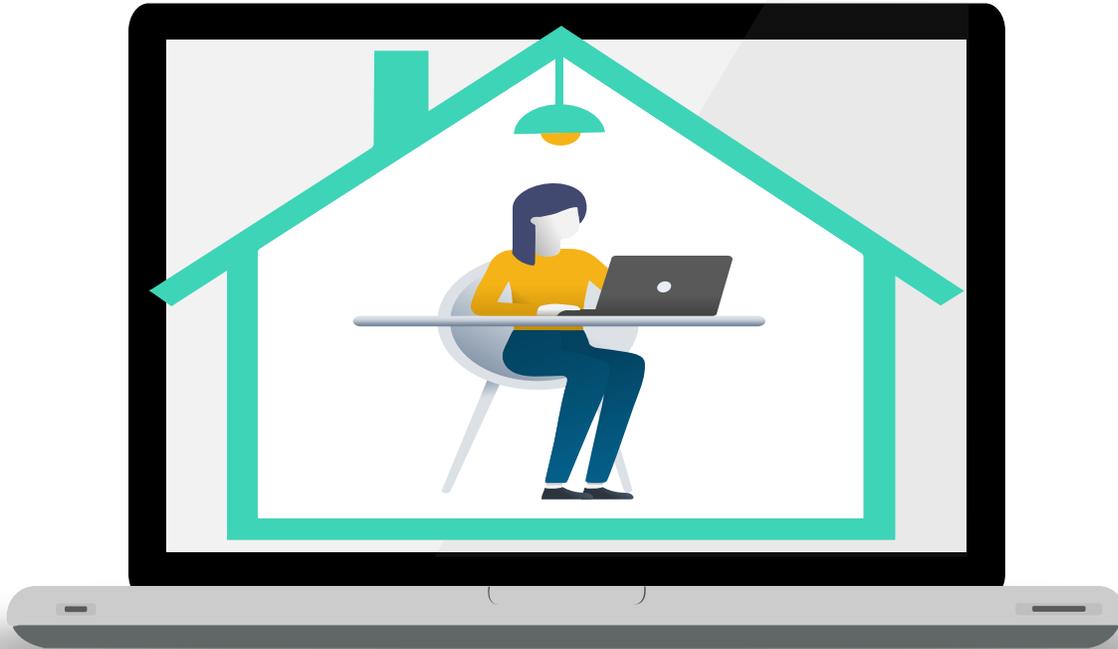
Control your children's searches

The best indicator of their interests is children's search activity as shown in the **history** of the popular search engines (Bing, Google, Yahoo!). You can check the history of your child's searches in various ways (see next slide).

Search History

Safe search engines

Some commercial parental control tools scan the content of web pages and send a notification to the parent if the child lands on a site with bad content.



Check search history

History button

Open the search application they use. Press the three dots in the top right hand; you will see a button called history. Click on it to see all that has been searched.

Google account

If children have a Google account, go to the account's setting, and there you can view their search history.

Internet provider

With some internet providers, you can request to view the search history of your house electronic address or sign in to your account on their website to see it

Incognito

Even if a child is in incognito mode, commercial parental controls can check private browsing history on Android phones and tablets.





SAFE SEARCH ENGINES

Control the content your child can access

There are a few search engines especially designed for kids, which by default filter out inappropriate content. Indicatively :

- ✓ **Kiddle (Ages: 4+)** (<https://www.kiddle.co/>),
- ✓ **Kido'z (Ages: 4+)** (<https://kidoz.net/>),
- ✓ **KidzSearch (Ages: 10+)** (<https://www.kidzsearch.com/>),
- ✓ **Google Scholar (Ages: 13+)** (<https://scholar.google.com/>)

Tweens or teens will probably not want to use them, but it is worth trying these engines for your little ones.

➤ *Notice that most of these engines work in a rather satisfactory manner with English key words, but not so well in other languages.*





SAFE BROWSING TIPS

- Be informed about online threats and internet safety.
- Teach your kids to never identify themselves online.
- Use safe search engines and family safety software.
- If your child comes across inappropriate content, tell them to shut down the computer without clicking on anything.
- Be approachable and informative; not judgmental.

Any
questions?



ONLINE MANNERS

Netiquette is "Internet etiquette", a code of polite behavior on the internet for

- emails,
- social media,
- chat rooms,
- website comments,
- multiplayer gaming,
- other types of online communication.

Expert Internet users disapprove poor manners or inappropriate comments.

So act wisely. The general idea is to

- ✓ **respect others online as in real life and**
- ✓ **take your time to think before acting.**

NETIQUETTE

Think before you click!

This is the golden rule for every online behavior



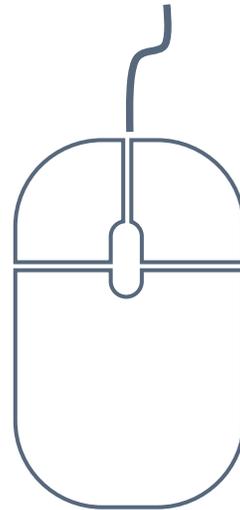
Respect privacy

Do not share personal information, photos, or videos that another person may not want published online.



Language!

Don't swear or use offensive language, be it privately or publicly.



Build good online manners



No spam please!

Do not spam others by sending large amounts of content that they do not ask for



Be moderate

Avoid posting inflammatory or offensive comments online.

NETIQUETTE

Think before you share!
Your digital footprint remains online forever



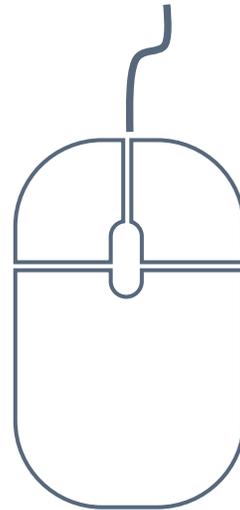
No trolls please!

Don't annoy people by repeatedly nagging or annoying them.



Avoid flames

Avoid replying to negative comments with more negative comments. Instead, be polite and write a positive post.



Build good online manners



Cooperate

Greet others when you reach out to them, thank them when they help you and If someone asks a question and you know the answer, offer to help



Focus

Stick to the topic in online discussions.



POPULAR AMONG KIDS

Applications that most children use frequently

As kids grow they use their devices to contact friends. Here are some of the mostly used social networking applications, which are covered in your Parents' Notes.

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- **Tik Tok** (former Musical.ly) with video content and creative options
- **Spotify** is a music application, where kids can make lists of their favourite musicians and listen to the music they prefer.
- **Minecraft** , a very popular block constructing game.
- Social networking applications include:
 - **YouTube**
 - **Instagram**
 - **Snapchat**
 - **Viber**
 - **WhatsApp** and
 - **(Facebook) Messenger**

Any questions?

You can use the chat area
or let me give you the
microphone

Let's have a break!

Next session:
Parental Controls





PARENTAL CONTROLS

Applications to support digital parenting

Parental controls restrict access to inappropriate content

- ✓ either included in digital services or games
- ✓ or embedded in mobile devices and software
- ✓ or available commercially

- ❖ **Parental controls** help monitor your kids' devices as well as emails, social media profiles, texts, and other mobile functions.
- ❖ **Content filters** are a popular type of parental controls to limit access to Internet content
- ❖ There are also **activity controls** that help you when you're concerned about problematic conversations or activities





WHERE TO USE PARENTAL CONTROLS

We can use parental control tools on most programs and applications we use on a daily basis:

- Operating systems, i.e. Windows, IOS
- Web browsers
- Software
- Applications on PC or mobile devices
- Wi-Fi networks
- Internet Service Providers

What can parental controls do

FUNCTIONS OF PARENTAL CONTROLS

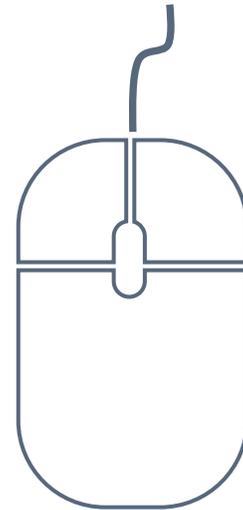
Easy to use applications with comprehensive instructions for installation and usage



Content control
Most parental control tools allow you to block websites that you don't want your child to view.



Usage control
They constrain the usage of these devices such as placing time-limits on usage or forbidding certain types of usage



Shield your home



Software control
Many controls are computer usage management tools, which enforces the use of certain software



Monitoring
The tools can track location and activity when using the devices.



WEB FILTERS, TIME LIMITS & CONTENT

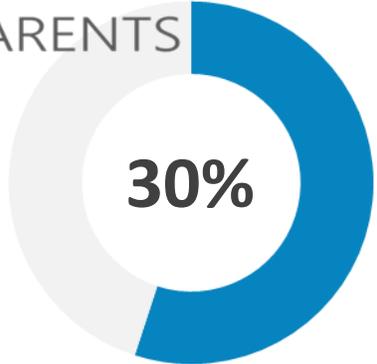
- ❖ A good parental control tool performs content filtering, by blocking access to websites with violent, pornographic, etc content.
- ❖ Filtering only really works if it's browser-independent and on secure (HTTPS) sites.
- ❖ With no HTTPS filtering, a smart teen could bypass the system or open a new account or use the device of some friend.



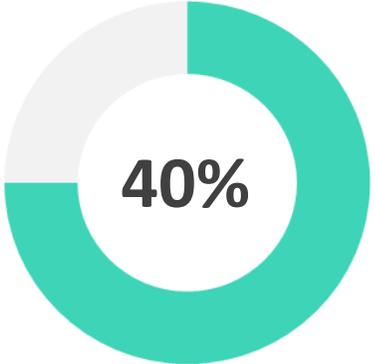
Uncontrolled access of unsuitable content

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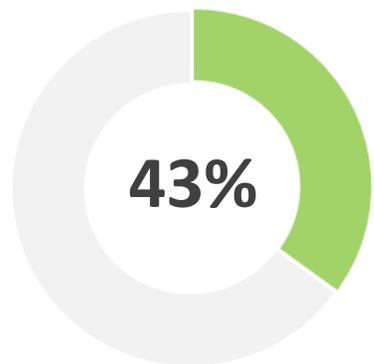
Co-funded by the
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of the European Union



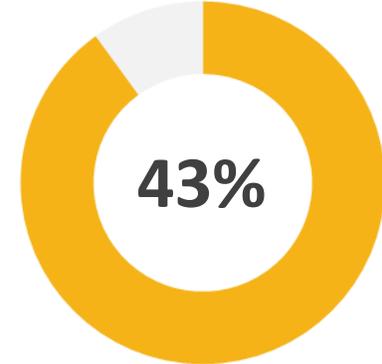
Nude photos
 Internet Watch Foundation: in 2019 1/3 of web sexual content of children are self-generated photos – 3/4 of them are 11-13y old



Sexting
 A Jimini app 2019 study: 40% of children have received and/or sent a "sext" by the age of 13



Strangers
 Cybersafe Ireland: 43% of children 8-13 y old speak to strangers online; 1/3 of them speak to strangers every day or at least once a week



Violent games
 Cybersafe Ireland: 43% of 10-year-old boys, play over-18s games exposed to violent and sexual content not appropriate for their age



CONTROL PERSONAL INFORMATION

- ❖ Control personal information collected by cookies, webcams and microphones, as well as websites, apps, and internet based games and software.
- ❖ Settings should correspond to your children's age, the platform they use and the type of information they share (for example, privacy settings on social media accounts)
- ❖ Children need to understand that their digital footprint can last for ever.



HOW TO DELETE COOKIES IN CHROME

- Open your Chrome browser
- In the top right corner tap the three dots to open Settings
- Scroll down and click on “Advanced”
- Click on the section “Clear browsing data”
- Under the “All cookies and site data” section, customize which cookies to delete based on various options.
- Click “Clear data.”
- You can also clear your cache, where your computer stores previously viewed websites so they can load faster on future visits



CONTROL YOUR DEVICES

Monitor Your Child's Devices

Modern kids use all kinds of internet-connected devices, and parental control systems must keep up. Parents need to know what to do on

- Operating systems, i.e. Windows, IOS
- Web browsers
- Software
- Home networks

Before selecting a parental control utility, make sure that it supports all the device types in your household, as compatibility with macOS and iOS varies.





HOW TO CHOOSE THE PROPER TOOL

Parental control utilities provide various functionalities. Before you decide on the best solution for your family, check:

- ✓ reviews in order to decide which is the best for your family.
- ✓ any limits on the number of child profiles or devices.
- ✓ prices in relation to device limits (most commercial parental control software operates as a subscription service).
- ✓ free tools for basic protection on devices.

If your kids are strictly smart-phone users:

- ✓ check built-in mobile parental control apps.



SHIELD YOUR HOME

Network solutions

If it seems too difficult to install parental controls on each device, consider a whole-network solution, such as Open DNS. These systems perform content filtering at the router level, so any settings affect every device on the network.

PROS

- ✓ They are easy to install
- ✓ They offer a broad and quick solution

CONS

- ✓ They do not provide a fine level of control
- ✓ They do not offer detailed monitoring as with a local tool on each device



USE GOOGLE'S FREE TOOLS



Open an account

- ✓ Open the **Family Link** app OR visit the **Family Link** setup page to get started
- ✓ In the top right, tap Create
- ✓ Follow **instructions** to create the account
- ✓ A confirmation will show on the screen

Account

Safe browsing

Safe Search

- ✓ From **Search** Settings find "**Safe Search filters**".
- ✓ Check the box next to "Filter explicit results."
- ✓ At the bottom of the screen, tap Save

Safe downloads

Play Store

- ✓ Open Play Store
- ✓ In the top left corner, tap **Settings**.
- ✓ Turn on **Parental controls**.
- ✓ Create a PIN.
- ✓ Tap the type of content you want to filter from Apps & Games or Music

Control content

Family Link

- ✓ Select your child.
- ✓ On **Settings** tap **Manage settings** and then **Filters on Google Chrome**. Choose the setting you want:
 - **Allow all sites**
 - **Try to block mature sites**
 - **Only allow certain sites**
- ✓ Tap **Manage sites** to manually allow or block certain site

GOOGLE FAMILY LINK

How to manage your child's browsing on Chrome

Select your child on the **Family Link** app. On **Settings**, select **Manage settings** and then **Filters on Google Chrome**.

Choose the setting you want among the following:

Allow all sites: Your child will be able to visit all sites, except the ones you block.

Try to block mature sites: Sexually explicit and violent sites will be hidden.

Only allow certain sites: Your child will only be able to visit the sites you allow.

Manage sites to manually allow or block certain sites

You can also manage this setting by clicking on your child's name at **families.google.com**.



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WHO USES YOUR PERSONAL DATA

- ❖ Every time you share data with any party, you expect that they can protect it and respect your privacy rights.
- ❖ Unfortunately, there are many examples of data breaches and misuse and incidents of exposed data.
- ❖ Organizations that collect this information may sell it to third parties.
- ❖ Cybercriminals can sell children's data on the dark web, where buyers use it for tax fraud or identity theft.



CHILDREN AND PERSONAL DATA

- ❖ Children online take a unique personal identity. It's important to educate them on how to make good decisions about their personal data.
- ❖ Give them support.
- ❖ Learning the correct behavior and knowing how to protect their privacy when they interact online is a skill that the child will carry throughout life



GOOD PASSWORD PRACTICES

Good password practices are an essential security measure to keep personal data safe. Make kids understand that

- Passwords should not be shared with anyone, especially at school or online.
- We avoid using our name or birth dates, or the name of a family member or a pet.
- We change your passwords regularly and have different passwords for different accounts.



CONTROL NETWORKING

How do children communicate

Children connect to their friends on social media. They need to know that their digital footprint there can last forever and understand that all content they consume, share, upload and download leaves a digital trace.

Children communicate through the following channels:

- Text messages
- Audio messages
- Photo sharing
- Tagging
- Chatting
- Stories





TEACH SAFE COMMUNICATION



Social Media

Teach your child to interact with people they know and only share another person's personal information with that person's permission

Interaction

Posts

Commenting

It's important to teach your kids about what they can comment on other's posts and how to control their reactions

Secrets

Messages

What we say on a messaging service isn't always really private and users' data might be shared.

Privacy

Strangers

Ensure your child takes online privacy measures and doesn't share personal information with someone they've never met or that they do not get involved emotionally or otherwise.



OLDER KIDS AND THEIR ONLINE FRIENDS

Older kids see all kinds of content on TV, games, or on their friends' devices. So parents are concerned about their interaction with others:

- You cannot meet their online friends or other contacts
- Some supervision is acceptable by some kids, but not most
- You need to respect your child's right to privacy
- You need to encourage open discussion, rather than using parental control software as spyware.

All these are cases for **soft parental controls**.



CONTROL NETWORKING

Monitoring contacts and messages

- ❖ Many services let you monitor contacts and messages and watch for potentially dangerous situations.
- ❖ Some parental control software block new contacts or show message content (usually SMS texts; unfortunately, most messaging apps such as WhatsApp or Snapchat are not covered)
- ❖ Social media tracking can also give you a hint of your child's social life online.
- ❖ In order to have such kind of control you need to know your child's login credentials or convince them to log in and consent to install the tracker.





CONTROL NETWORKING

Monitoring online activity

Some commercial parental control services offer a function that lets you view your child's activity. This is useful when:

- ✓ You want to be able to respond to your child's access or time-extension requests.
- ✓ You want manage everything online, and control activity reports and restrictions.
- ✓ You want any changes you make to be duplicated on your child's device when they connect to the internet.

When your child tries to visit a blocked site, the control sends you notification via the app, web, email, text, or a combination of those options.



Take a quick yes/no quiz



Do you know how many hours a week your child spends chatting online with others?



Do you use Internet filtering on the devices your child has access to?



Have you determined “online home rules” with your child’s consent?

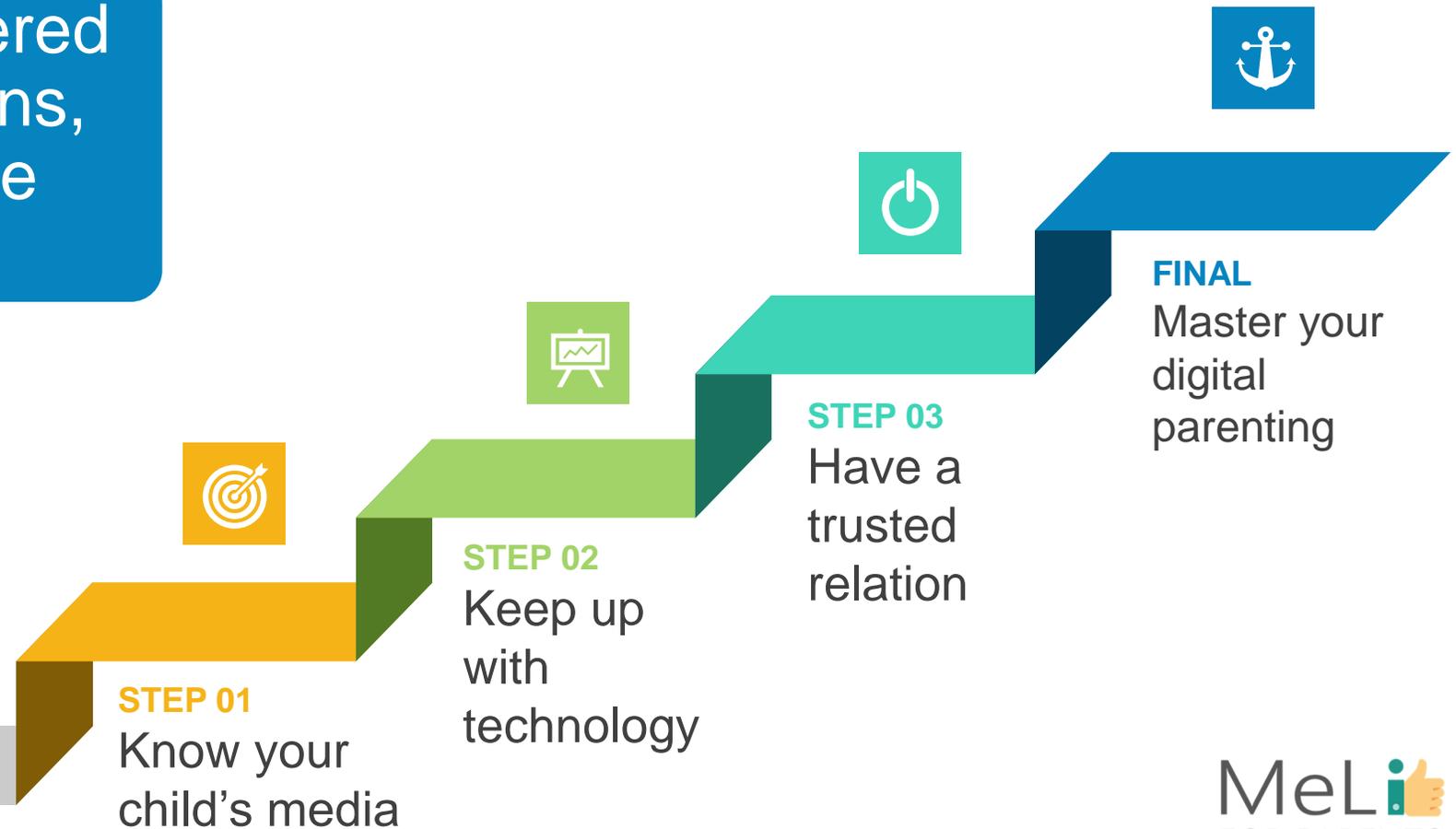


Is the computer your child uses in a common space in your home?



Yes/No quiz

Unless you answered
YES to all questions,
you still have some
things to learn!



BEYOND THE BASICS

When you get beyond the basics, parental control systems offer advanced features.

After you master the basics

Among these advanced options are YouTube monitoring, geofencing, and remote device locking. A geofence, for example is a location tool that can help you track your older child when s/he is out of the house with friends. The advanced versions analyze page content, filter unsuitable content, and allow you to add custom keywords and categories you want to block

CONTROL Digital parenting poses many challenges. Controlling your child's online activity is a dream of every parent. You will find out that a trusting relation is the best control you can get.



Know the media



Build trust



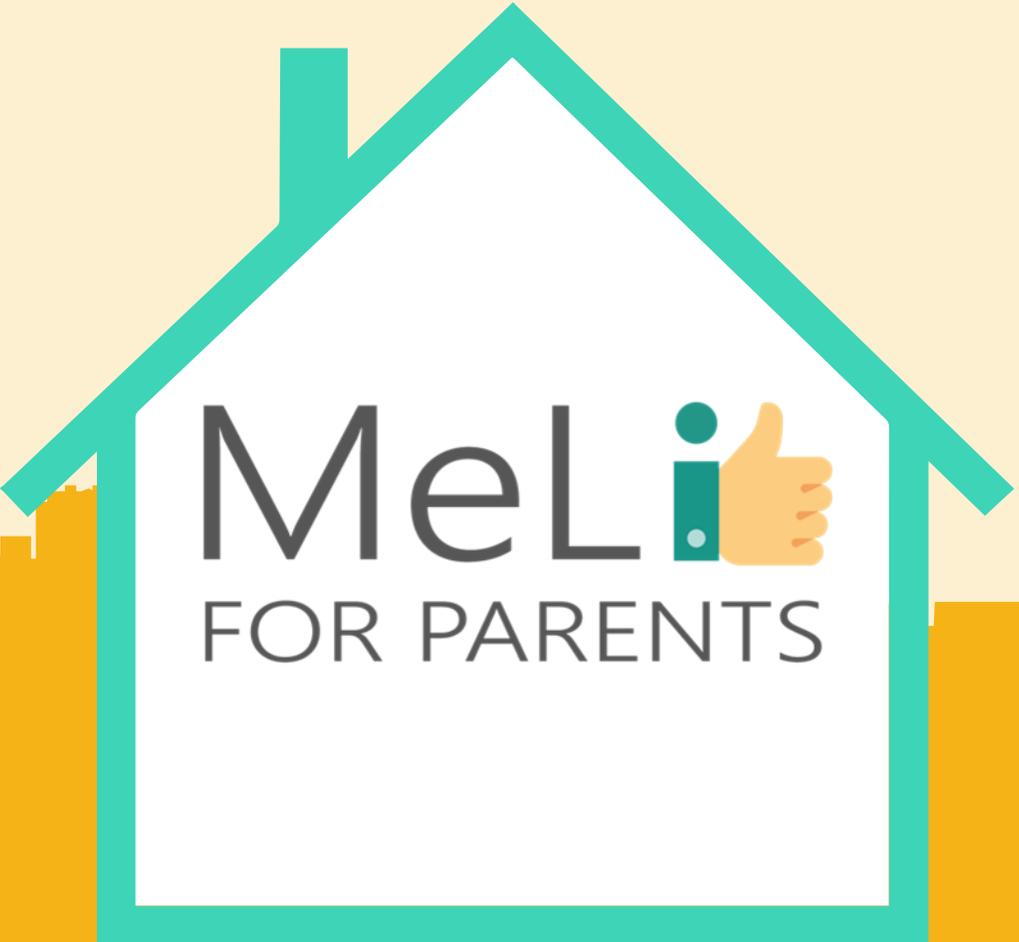
Educate

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- ❖ <https://www.kaspersky.com/blog/what-kids-search-online/22619/#:~:text=Today's%20netkids%20are%20most%20interested,Anime%20series%20also%20remain%20popular.>
- ❖ <https://childdevelopmentinfo.com/family-living/kids-media-safety/children-teens-web-internet-safety/internet-parental-controls-why-you-should-use-them/#gs.9ixl87>
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- ❖ <https://sipbench.eu/transfer/FullStudyonparentalcontroltoolsfortheonlinelineprotectionofchildren.pdf>
- ❖ [https://www.additudemag.com/screen-time-parental-control-apps/.](https://www.additudemag.com/screen-time-parental-control-apps/)
- ❖ s.

The logo for 'MeLi FOR PARENTS' is centered within a white house-shaped outline with a teal border. The text 'MeLi' is in a large, dark grey font, with the 'i' in 'Li' having a teal dot. To the right of the 'i' is a teal thumbs-up icon. Below 'MeLi' is the text 'FOR PARENTS' in a smaller, dark grey, all-caps font. The background features a yellow city skyline silhouette.

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Media Literacy for Parents

Learning Unit B.1.5: Cyberbullying and Hate Speech Online



Co-funded by the
Erasmus+ Programme
of the European Union



Content

CYBERBULLYING AND HATE SPEECH ONLINE

This unit is focused on the importance to know what cyberbullying and online hate speech are, and to recognize them in the frame of the multiform online activities.

When using social media and surfing the web, it's becoming more and more frequent to get in touch and to be victim of such a crime, and parents must be very attentive to the effects that the exposure to such a practice can unfold on minds still in training and easily influenced.

01

Bullying and cyberbullying

Definitions, differences and consequences.

02

Hate speech

Where does it come from? The role of technology and how to recognize it.

03

Parents' awareness

Statistics about parents' awareness of these crimes. The importance of raising media literacy to protect children.

04

What can we do?

Strategies to discover online risks and to fight against cyber crimes.



What is bullying?

Bullying is an intentional behaviour that hurts, harms or humiliates a child, both physically and emotionally, and it can happen at school, among friends or online.

Bullies often have more social or physical "power", while those targeted find it difficult to stop and prevent the behaviour they suffer from.

Characteristic of bullying is that it is not occasional. On the contrary, it is a repetitive behaviour.

Students often describe bullying like this: "it happens when someone takes away the desire to believe in you as a person."

-
-
-
-





WHAT ARE THE CHARACTERISTICS OF BULLYING?

- Bullying is characterized by violent and intimidating actions exerted by a bully, or a group of bullies, on a victim.
- Verbal harassment, physical assault, persecution carried out for example in a school setting.
- The victim often does not have the courage to react.
- The victim often does not have the courage to confess to anyone that he/she is a victim.
- The bullies enjoy a kind of "tacit consent": no one opposes them, no one denounces them. Often they are also admired, a little secretly, for their bravado.

From bullying to cyber-bullying

- Today, technology allows bullies to infiltrate victims' homes, to materialize in every moment of their lives, haunting them with offensive messages, images, videos sent via smartphones or posted on websites and social media via the Internet.
- **Bullying then becomes cyberbullying.**
- In many European countries both bullying and cyberbullying are prosecuted by specific laws, even though as aggravating offenses such as threats, defamation, identity theft, etc., and not as offenses themselves.

The logo for MeLi FOR PARENTS is enclosed in a yellow rectangular border. It features the text "MeLi" in a grey sans-serif font, with the "i" in "Li" replaced by a stylized orange hand giving a thumbs-up gesture. Below "MeLi" is the text "FOR PARENTS" in a smaller, grey, all-caps sans-serif font.

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THE CHARACTERISTICS OF CYBERBULLYING

Cyberbullying defines a set of aggressive and intentional actions, by a single person or a group, carried out **using electronic tools** (sms, mms, photos, videos, emails, chat rooms, instant messaging, websites, phone calls), whose aim is causing **physical or psychologic damage to a peer** unable to protect himself/herself.

BULLYING AND CYBERBULLYING. DIFFERENCES?

BULLYING

- Bullying is limited: in the classroom, in the school, in the circle of friends ...
- ... and the **bullies are known by the victims**.
- Usually, bullying takes place during school hours or on the way home-school, school-home.
- School or social dynamics limit aggressive actions.
- The bully needs **direct contact with the victim**.
- Generally, only those with a strong character, **capable of imposing their power**, can become bullies.

CYBERBULLYING

- Children and adults from all over the world can be involved.
- Aggressive communications can occur all around the clock.
- Cyberbullies have ample freedom to do online what they couldn't do in real life.
- The cyberbully is **invisible** or considers himself/herself as such, because he/she **hides his/her actions behind the technology and the nickname** he/she uses on the social networks.
- Anyone, male or female, **even those who are victims in real life**, can become a cyberbully.



THE CONSEQUENCES OF CYBERBULLYING

The victim often struggles to concentrate, at home, in class or at work. **Persecution becomes a constant thought.** The victim begins to be afraid every time he/she goes online. Each time he/she hopes the persecution is over and each time he/she discovers that the cyberbully is present. The victim ends up fearful of being able to physically make contact with the cyberbully.



Not finding solutions to the persecution can **lower the victim's self-esteem.** Finally, the victim may **feel isolated**, fighting an impossible battle alone.

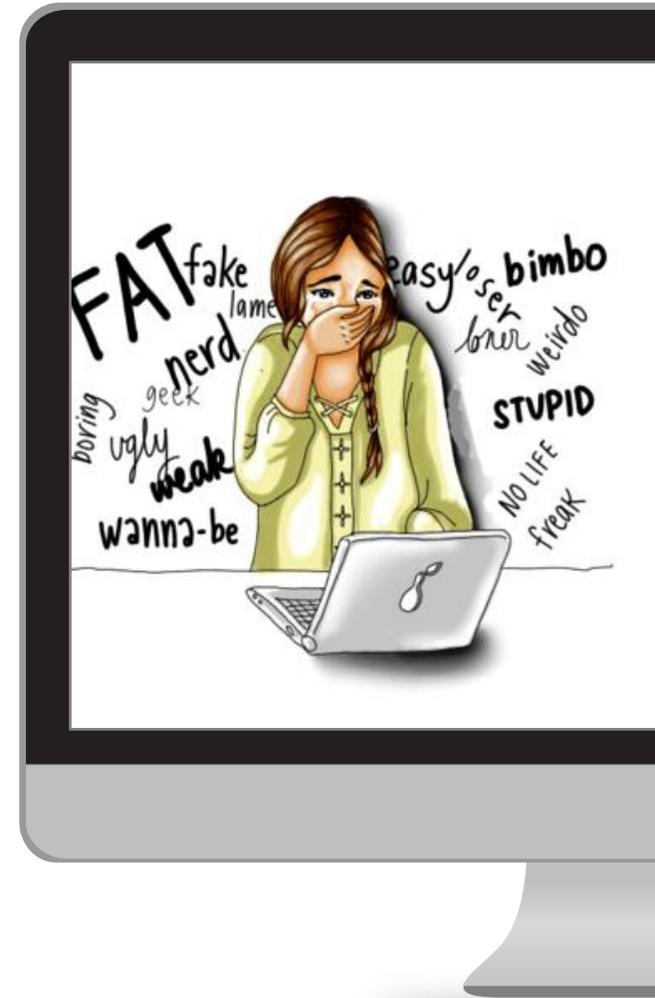
Why do victims not report cyber-bullies?

Bullying, and even more cyberbullying - which is ubiquitous, "never breaks off" - leverage the victim's weaknesses and vulnerabilities.

Nobody wants to reveal to the world that they are weak and vulnerable, especially school-age children and teens.

For this reason, even when cyberbullying acts become particularly heavy and persecutory, victims struggle to reveal what is happening.

For them it is a question of finding the courage to be "naked" and unable to find a solution on their own. It is not easy at all!

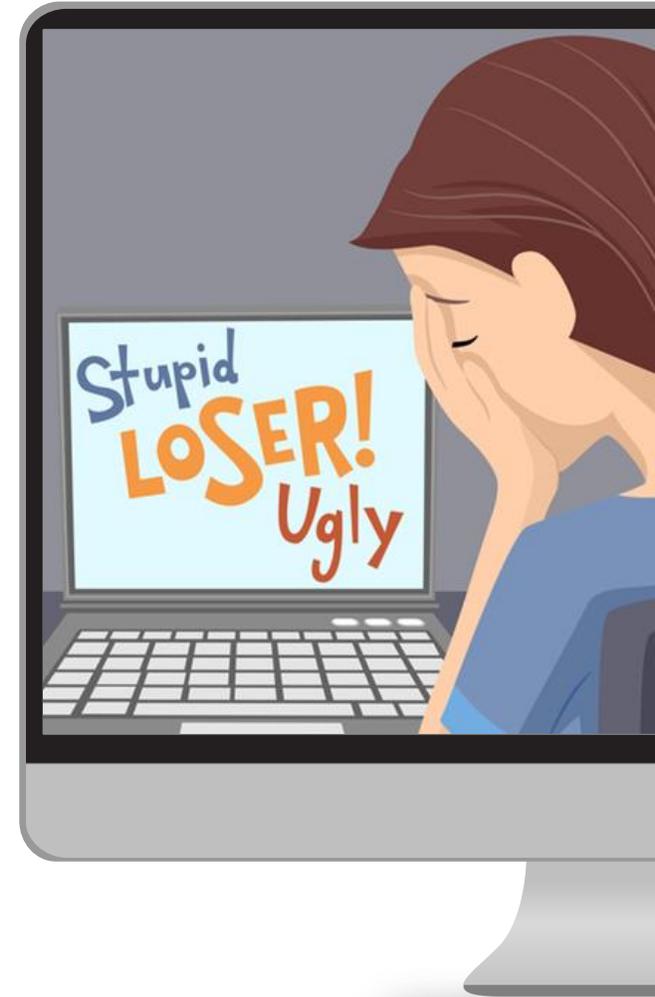


Is my child cyber- bullied?

Bullying in online environments usually happens out of the sight of adults.

Often a pupil has not the courage to confess what is happening to him/her. But words are not always necessary, just catch significant variations in our child's behaviour:

- He/she avoids social situations or groups of friends he/she once frequented, preferring to spend more time alone.
- He/she has unusual emotional responses: he/she gets angry or nervous in an unusual way.
- He/she suddenly spends less time on the social media platforms he/she once frequented.
- New numbers or unknown messages suddenly appear on his/her phone.



Is my child a cyber- bully?

Anyone can be a cyberbully. You need to watch out for some signs, which psychologists have summarized like this
5 signs to recognize a cyberbully:

Aggressiveness (as a way of relating to others);

Impulsiveness (associated with the inability to self-control and found in experiences of prevarication over others);

Poor tolerance of frustrations and rules;

Lack of empathy (which prevents people from understanding the feelings and emotions of those who suffer their behaviours);

Lack of guilt about one's actions.



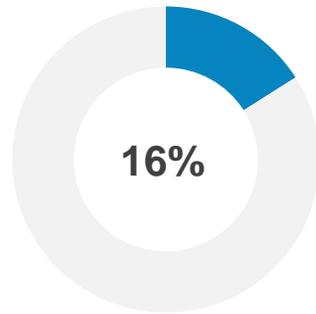
A BIT OF STATISTICS...



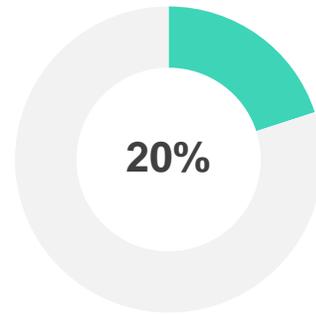
The phenomenon of cyberbullying has **enormous numbers** but it is **difficult to monitor**.



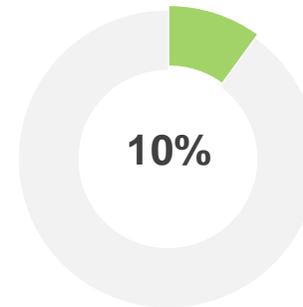
The most recent researches say this:



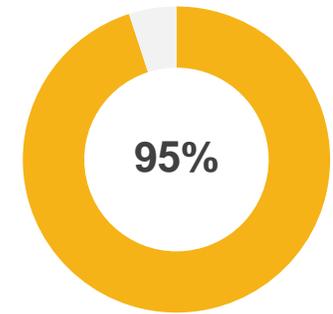
16 percent of students report being cyberbullied



One in five girls worldwide report being cyberbullied



Worldwide, one in 10 children report being cyberbullied



95 percent of teenagers in the world report being constantly online every day

Any question?

You can use the chat area or ask
the trainer to open your
microphone



CYBERBULLYING AND HATE SPEECH

- Why is it believed that hate speech and cyberbullying are **two sides of the same coin**?
- Because they are both the expression of a **violent, dangerous and unfair use of new media**, and because the consequences affect in both cases the most vulnerable users, overall children and young people of school age.
- There is a **further relationship** between the two phenomena: the one that is created between the strong and the weak, between those who govern communication and those who suffer from it.
- Therefore it is thought that hate speech and cyberbullying exploit the same access doors and **lead to the same consequences**: they reduce the self-esteem of the victims and influence their critical abilities.



WHAT IS HATE SPEECH?

Hate speech dates back to the dawn of time.

It was born as a **practice used for political or religious purposes** and witnessed by history. It made millions of victims: for example in the Jewish community during the Fascist and Nazi period that spanned the Second World War.

But in every age and in every place the incitement to hatred has **created the conditions to divide a society** and create first and second class people.

The means by which hate preachers found their audience have always been limited, at least until the **advent of television and new technologies**.

DEFINITION OF HATE SPEECH

The Cambridge Dictionary writes:

"Hate speech is a public speech that expresses hatred or encourages violence against a person or group based on arguments relating to race, religion, sex or sexual orientation".

It goes without saying that the arguments are always false, but they exploit manipulative mechanisms that are sometimes very sophisticated and very effective.



Hate speech and technology



- New technologies have opened new frontiers in telecommunications. For fifty years now it has been possible to reach anyone anywhere in the world.
- The audience had already multiplied with television. With the internet and social networks you can now make your words known virtually at no cost and without borders.
- The spread and economy of the social media system has practically put a very effective communication tool in everyone's hands.
- Those who intend to incite hatred towards a person or a group of people today are spoiled for choice ...



Hate speech online

- Whether it is the result of frustration or emotional imbalances of an individual, rather than a well-researched political, social or religious project, the dissemination of hate ideas is fast and deep when it happens online and especially on social media.
- For example, suspects in several recent hate-related terror attacks had a long social media history of hate-related posts, suggesting that social media contributes to their radicalization.
- In some cases, social media can play an even more direct role; video footage of the suspect in the 2019 terrorist attack in Christchurch, New Zealand, was broadcast live on Facebook.

HATE SPEECH ONLINE AND OFFLINE



Permanence

Online hate manifestations remain active over time in different formats, and on different platforms.

The unpredictable return

Even if you remove a content from the web, it does not necessarily disappear permanently. Unfortunately it can reappear and "live again" in another place, in another time or, perhaps, on the same platform but with a different shape or heading.

The 4 characteristics
that distinguish online
hate speech from offline

Anonymity or the use of pseudonyms and false names

The network is a place where (at least in theory) it is possible to act anonymously, and many users feel more entitled to express hatred, without the danger of being identified

The absence of borders and the possibility of widespread dissemination of messages

This is how the phenomenon is fed in an almost irresistible way, making it a danger for those who do not have the critical tools to counter it

HATE SPEECH AND CYBERBULLYING

Why is it believed that hate speech and cyberbullying are two sides of the same coin?

- Because both are the expression of a violent, dangerous and unfair use of new media, and because the consequences affect in both cases the most vulnerable users, overall children and young people of school age.
- There is a further relationship between the two phenomena: the one that is created between the strong and the weak, between those who govern communication and those who suffer from it.
- Therefore it is thought that hate speech and cyberbullying exploit the same access doors and lead to the same consequences: they reduce the self-esteem of the victims and influence their critical abilities.





ARE OFFENSES INCITEMENT TO HATE?

It is much more difficult to determine whether they can be considered hate speech. Indeed, freedom of expression also applies to those who offend, upset or say unpopular things.



For example, a statement may be contrary to the majority opinion, considered offensive and hateful, but not exactly incite hatred or violence.



A fine line divides what can and cannot be considered hate speech.



Offensive statements can be easy to recognize.



How to recognize hate speech?

To distinguish hate speech from legitimate – even though questionable or unpopular - public opinion, the following principles need to be considered:

- the specific content
- the context in which the ideas were expressed
- the goal of the author of these expressions
- the way these expressions were perceived

For example, the same ideas expressed in a comic video on YouTube or in a political post on Instagram have a radically different impact in the eyes of a boy who is forming his own critical conscience.

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Is hate speech illegal?

In many countries, hate speech is illegal, although of course it is always very difficult to simultaneously save the legal principles of free speech and the right to protection from hate.

The EU has indicated the way through a framework decision that criminalizes public incitement to violence or hatred against a group of people, or a member of it, defined in reference to race, colour, religion, national or ethnic ancestry or origin. Hate speech, as defined in the Framework Decision, is also a criminal offense when it occurs online.





What is being done against online hate speech?

A lot has been done in Europe, for some time now:

- In May 2016, the European Commission and four IT giants (Facebook, Microsoft, Twitter and YouTube) presented a Code of Conduct to combat illegal hate speech online.
- In September 2017, the Commission adopted a communication containing a set of guidelines, aimed at platforms, to tackle illegal online content, where, in particular, the importance of tackling illegal hate speech online.
- On 1st March 2018, a Commission Recommendation was published comprising two distinct parts: a general one, on measures applicable to all types of illegal content, and a specific one, on special actions that platforms should take to combat the presence of terrorist content.



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What can we do?

- If we realize how widespread the phenomenon of online hate is, we have already made great strides to protect our children.
- We must not forget that already for adults the ability to distinguish normal offenses from dangerous statements of hate can be put to the test online, given the number and frequency of occasions.
- School-age children and young people are forming their critical capacity. So they are particularly exposed to risk.
- Talking a lot with our children and keeping their social networks under control from this point of view is much more than an advisable practice: it is essential, if we want to intervene in time!

Any question?

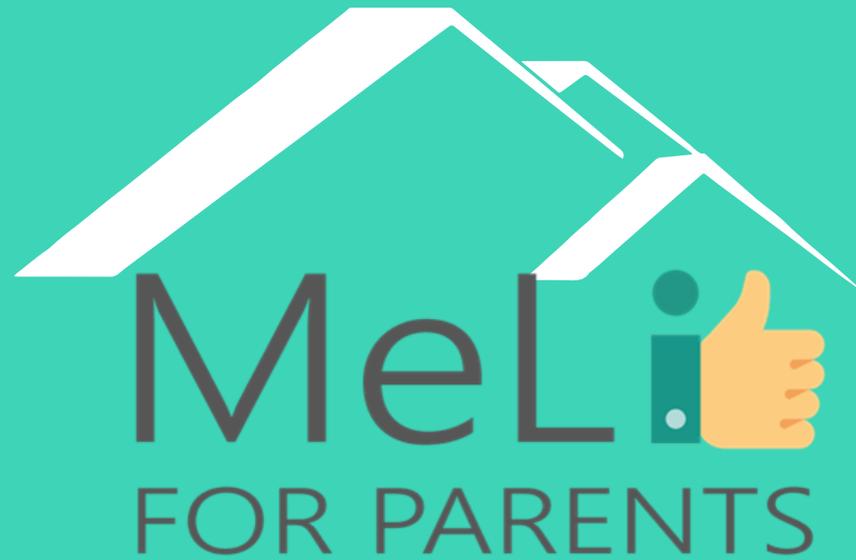
You can use the chat area or ask
the trainer to open your
microphone



Conclusions

- Cyberbullying is a more troubling version of bullying, because it is amplified by the power of technological tools.
- The phenomenon has acquired enormous numbers in recent years, due to the exponential growth in the use of smart devices and social media even among the youngest.
- In the portfolio of risks that our children run by surfing online, cyberbullying is accompanied by hate speech, that is, incitement to online hate.
- Hate speech is very dangerous: those who spread hatred online can manipulate the mind of a young school-age whose critical sense is still in training.
- There are laws that regulate both phenomena but nothing is more effective than dialogue and parental control.





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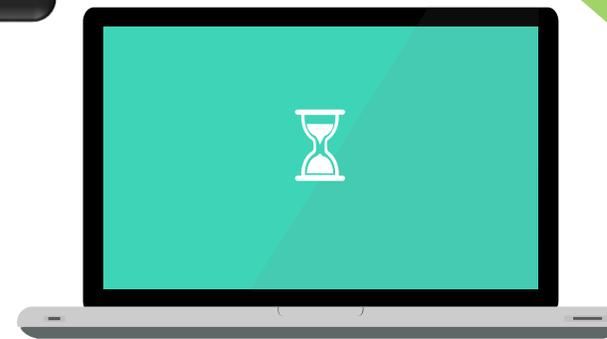
Media Literacy for Parents

Learning Unit I.1.1: Family Media Management-
Intermediate level



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**I.1.1: Family
Media
Management-
Intermediate
level**

Introducing screen time rules



Screen time rules introduced for a family should be drafted as a team, and designed to **match the family's needs**.

Rules may change depending on the season (holidays, for example) or child's age.

Any modifications should be introduced in the presence of **all family members!**



Good screen time rules

1. Screen-free zones have to be specified



Most frequent screen-free zones include the following:

- The **child's (bed)room** – to avoid sleep disturbance and temptation to check text and other messages.
- **Dining room**/room where meals are eaten.



Good screen time rules

2. Screen-free times of day have to be specified

Most frequent examples include the following:



- **Mealtimes** – they are a time for conversation and interaction with the family
- **One hour before bedtime** – using screens before bedtime may cause sleep disorders
- **Car trips**, long journeys an exception
- **Family gatherings**

Good screen time rules

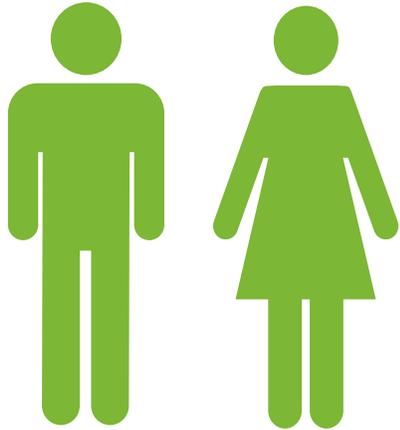
3. Media choice and diversification



Offer the child a **variety of screen activities** to prevent him/her from constantly engaging in a single activity. Screen time rules may include watching multimedia with the parent to allow **interaction and conversation**, both of which support the learning process.

Good screen time rules

4. Using digital device with the parent



Child may play a game and/or use an application **with the parent** to allow monitoring of how he/she spends time and shared media experience.

Good screen time rules

5. Introducing safety rules



- Never sharing **personal data** online
- Never sharing **private photographs** online
- Parent joining the process of defining **privacy settings** for all websites visited

Good screen time rules

6. Benefits



Benefits of reduced screen time (in favour of time spent e.g. playing with blocks, playdates etc.) should be accentuated.

The list may be expanded to include new rules important to all family members.



Screen time calculator

A daily/weekly screen time calculator/table for individual media may become an additional tool, helpful to organising online/offline time.

Day of the week	TV screen time [hours]	Computer screen time [hours]	Gaming time [hours]	Mobile phone or tablet screen time [hours]	Hours per day
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Guidelines for parents

- **Avoid using digital media as background noise:** e.g. switch the TV off when playing with the child
- Encourage the **child to be careful in selecting screen devices.** Point to the purpose of using individual media and media content
- **Do not use screens to distract the child from difficult emotions** or negative experience. Children should be allowed space to experience different emotions, **parents accompanying them every step of the way**
- **A complete ban on digital media time for older children may produce an opposite result** to the one desired; **never forget the online/offline balance factor!**



Guide lines for parents

- **Schoolchildren will have to go online** to complete homework, find information for a school contest etc. Explain the difference between **using screen devices for pleasure and learning**
- Take a closer look at the time your child spends with/without screen devices. When screen time prevails, **introduce step-by-step changes** with support from family members
- Introduce a **digital device-free day challenge**, **never forgetting that the parent should be the role model for his/her child**
- **Never use screen device access as part of a reward/ punishment system – this will increase the importance of screen devices!**



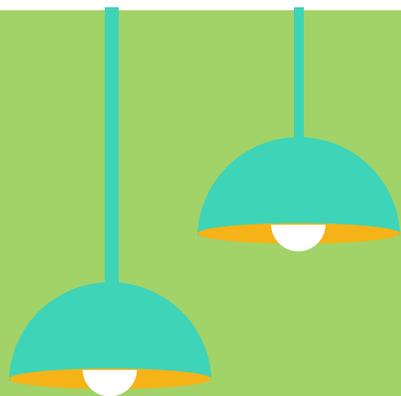
“Let’s have
a break”





Good Manners when Using Digital Devices

- Using digital media is not an excuse for **abandoning good manners**. When online, digital devices shall not be used to cheat, lie or use hurtful words.
- The child should know that **remaining who you are** and not enhancing or beautifying your circumstances is worth his/her while.
- Point out to your child that his/her posts will **never disappear** off the web.
- Encourage **your child to talk** about his/her online experience, to foster comfort with and ease of sharing potentially concerning situations.



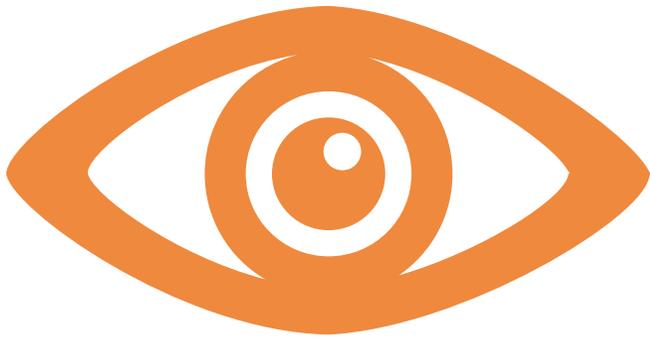


Netiquette (pick rules well-matched to suit your family)

- Put **your device down** when anyone approaches and during mealtime.
- Choose **face-to-face conversations** over making phone calls and/or texting. Choose conversations over texting.
- When e-mailing or texting, use proper greetings, complete words and **proper language**.
- Always **ask a photographed person** for permission to share his/her image.
- Any disputes should always be resolved in **private messages**.



Digital Eyestrain

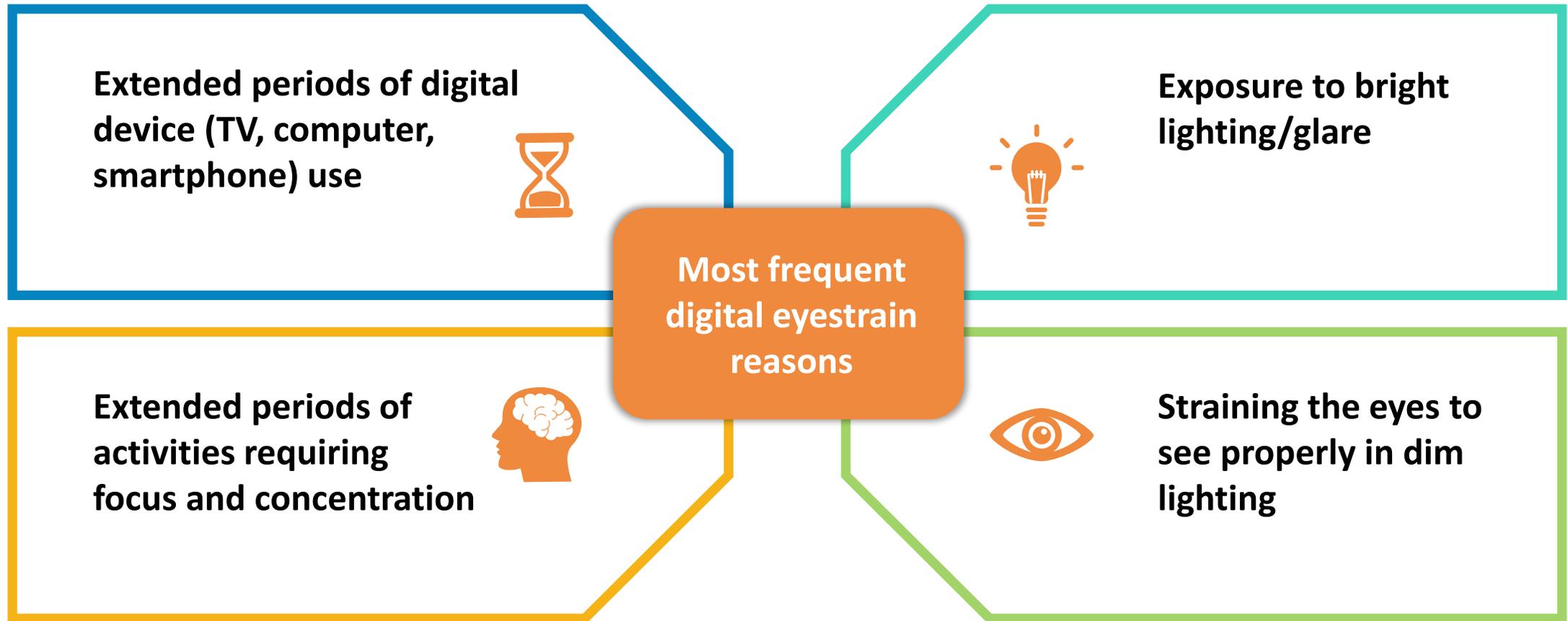


Time we spend looking at screens has been growing year to year. Staring at screens may cause:

- **out of focus or blurred vision**
- **burning**
- **dryness**
- **itchiness**
- **irritation of the eyes**

The condition is known as **digital eyestrain** or computer vision syndrome (CVS). Other digital eyestrain symptoms may include **headaches and neck or shoulder pain.**

Digital eyestrain reasons





Techniques preventing digital eyestrain

- **taking breaks** – leaving the device for a few seconds (if possible, going outdoors)
- **blink** more frequently than seemingly required
- **20-20-20 rule**: every 20 minutes take a 20-second break to look at an object 20 feet (approximately 6 metres) away
- proper posture when using digital devices, to guarantee **correct eye distance** from the screen (correct distance: 60 cm, minimum distance: 40-50 cm), slightly below horizontal eye level
- change the screen background colour to **cool grey.**
- refraining from the use **of screens in darkened rooms**
- **placing a light beam source** behind the child rather than behind the mobile device screen
- increasing the **font size.**



Proper posture

- ✓ Physical movement and placing the screen slightly below the child's horizontal eye level, **at a distance of 45-60 cm from the child's seat**
- ✓ Screen supports, tablet stands or even several books under the laptop may be used to adjust screen elevation.
- ✓ A chair with a backrest allowing **feet to rest on the floor (knees bent at a 90 degrees angle)**, and organising writing space that will not force a slouched position
- ✓ **Wrists should remain horizontal, fingers at level**, neither above or below the wrist.
- ✓ A textbook or book as thick as the laptop can be placed beneath the forearm **to allow the child to assume the position naturally.**

Open list of alternatives to screen time

If screen time limits are to be set, it is always a good idea to come up with alternative proposals to organise a child's time.

- Reading books
 - Visiting a local library or bookshop
 - Playing word games
 - Playing board games
 - Storytelling
 - Making drawings and telling stories about them
- Reading poems aloud
 - Composing poems and rhymes
 - Composing songs
 - Karaoke
 - Organising neighbourly suppers
 - Taking walks
 - Do It Yourself projects



Open list of alternatives to screen time

- Building forts
- Making and flying kites
- Listening to music, dancing
- Playing musical instruments
- Dog-walking (the family dog, the neighbours' dog)
- Drawing comic strips
- Attending art (drawing/painting) classes
- Bowling outings
- Practicing favourite sports
- Organising sports competitions

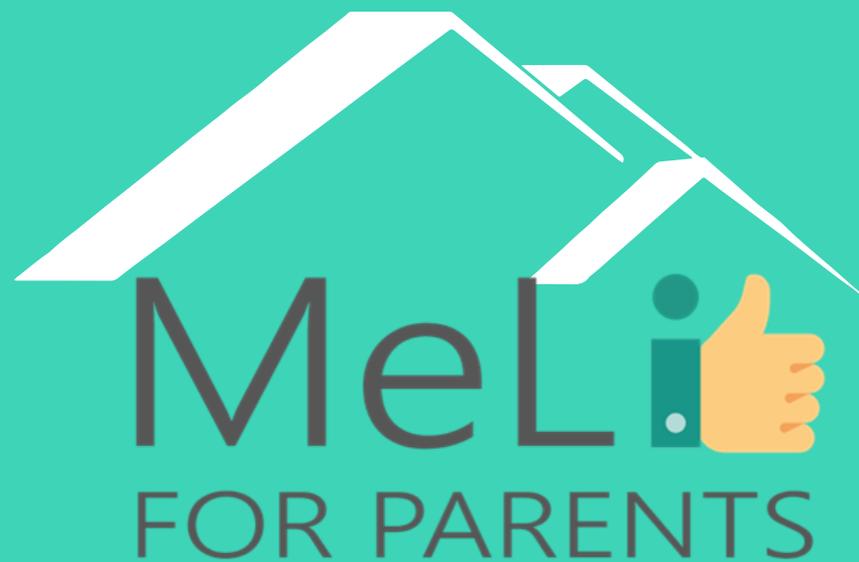


- Organising and staging plays
- Theatre outings
- Collecting garbage to clean up the neighbourhood
- Visiting grandma/ grandpa
- Playing ball outside
- Building an outdoor obstacle course
- Getting to know your neighbourhood (e.g. by participating in quests)
- Museum or art gallery outings
- Cycling/ rollerblading



“Time for questions”





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The logo for 'MeLi FOR PARENTS' is centered within a white house-shaped frame with a teal outline. The text 'MeLi' is in a large, dark grey font, with the 'i' in 'Li' replaced by a teal dot and a thumbs-up icon. Below it, 'FOR PARENTS' is written in a smaller, dark grey, all-caps font. The background behind the house is a yellow silhouette of a city skyline.

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Media Literacy for Parents

Learning Unit I.1.1: Communication and trust building



Contents

This unit builds upon B.1.1 and will treat the following topics:

01

Direct and indirect media education

Conversations about media use and influencing by example

02

Reflection on own media use

Becoming familiar with some self-reflection tools.

03

Trust building measures

Co-using ICT and co-presence in ICT activities

04

Role modelling

Do as I say but don't do as I do?



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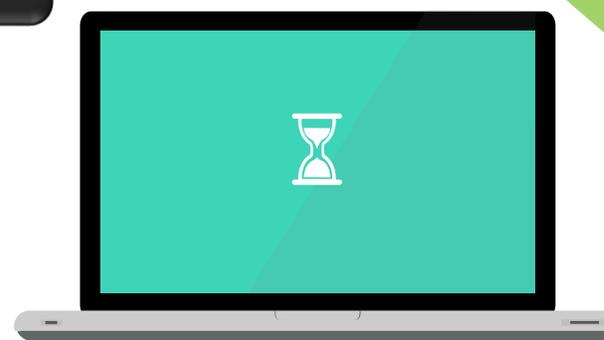
The background

Children often complain about their parents not being available because they're constantly busy on their own devices. In this unit participants will explore the influence of their own behavior vs. their educational practice. They will reflect on why they consider a certain behavior safe or unsafe, normal or strange etc. and learn about the “ethic of respected connectedness” and the “ethic of expressive empowerment” (Clark 2013: 16) that might be guiding their practices in communication with their children.



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1.1.1.
Direct and
indirect
media
education

Direct media education



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What is direct media education?

By direct media education we mean any activity that is purposely directed at children to foster their understanding of the dangers and opportunities of media usage.

In the pre-COVID19 *EU Kids Online 2020* study between 10% and 25% of the 25 101 children surveyed between 2017-2019 from 19 European countries reported that they had never or rarely received any safety advice from parents, teachers or friends.





Most important:
Make your child
understand that
he/she can always
turn to you for help!!

Direct media education

As children grow older and engage more with digital devices and media it will be important to establish some basic rules. They won't differ so much from what you also request in the "real" world but keep in mind that for your child the **virtual world is just as real** and that you'll need to explain why you want them to behave that way.

REAL world

- Don't talk to strangers
- Don't accept any goodies from unknown people
- Don't follow strangers
- You've the right to say no when somebody wants to touch you
- Don't be rude to other people

- ## ONLINE it's not ok to:
- chat with people you've never met physically
 - accept friendship requests from people you've never met offline
 - send pictures of yourself to people you don't know offline
 - give away your personal data (address, name of school, phone number, etc)
 - to share or produce hate speech
 - to share pictures of others without permission
 - to discriminate against others





Indirect media education

What is indirect media education?

By indirect media education we mean any activity that influences children's media use without being explicitly directed at them.

This happens essentially through parents' own behavior, but also through friends' and peers' use of media, examples in the media themselves (influencers, youtubers, famous actors and actresses and other well-known people).

Children are great observers and learn a lot by watching and imitating others. They also have a tendency to notice small details that may seem unimportant to an adult but that can have a lot of influence on their own behavior.

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What children see

Children are zealous observers of their surroundings and take in many details that will shape their own media use. That is true for positive and negative behavior.(e.g. Seeing elder siblings playing violent online games or making fun of a classmate together with friends by posting manipulated pictures versus playing a fun strategic game and deciding together with pictures of an excursion to post.

What children hear

Children also listen to how adults talk to each other and draw their own conclusions about proper ways of addressing people (e.g. Their parents having a loving exchange with the grand-parents offline or online versus being rude to someone they don't like or using swear words in a conversation.)

What children feel

Children are not always able to express their feelings about what they've seen or heard so it's important to provide them with the necessary vocabulary so that they can voice joy and happiness but also concern, anger and frustration in an adequate manner.

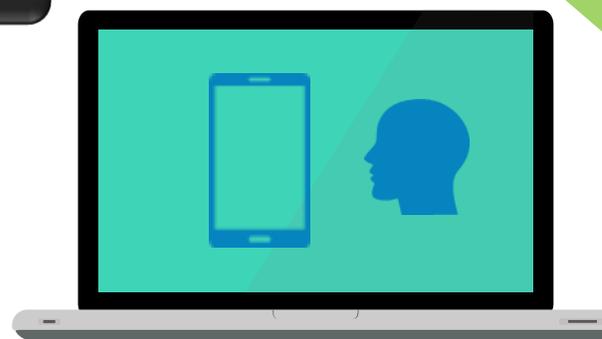
What children experience

Children want to be listened to and their opinions taken into account and the role of adults is to hear and consult them on all matters that concern them directly. This will help to build their self-confidence and their trust.

Indirect media education



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1.1.2.

Self-
reflection

Self-reflection

Why?

As indirect media education plays an important role in shaping your child's media usage, as parents you need to reflect on how you use media yourselves and what other sources of influence exist in the surroundings of your child.

How?

- ❖ Keeping a media use diary
- ❖ Exchanging information about your practices with other parents
- ❖ Making a list of desirable and undesirable practices
- ❖ Weighing screen use rather than policing screen time
- ❖ Deciding what you would like to change and how to start



Media usage diary

- Create a table and note down all your media activities during a week
- Record the time, length of interaction, media used, what you used it for, the topic

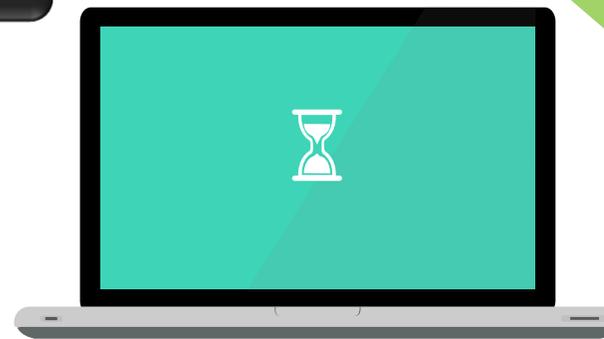
Exchange on practices

- Compare your data with other parents
- Find out, what else could be influencing your child

Decision making

- Involve your child in the decision making
- Fix objectives together and make a plan how to reach them

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1.1.3. Trustbuilding measures

**Most important:
Make your child
understand that
he/she can always
turn to you for help!!**

Trust building measures

Creating and maintaining a trusting relationship has to start at an early age and doesn't only concern education for and with media but the parent-child relation as a whole. Meaningful conversations and collective experiences strengthen family bonding and will lead to greater resilience in the turmoil of life.



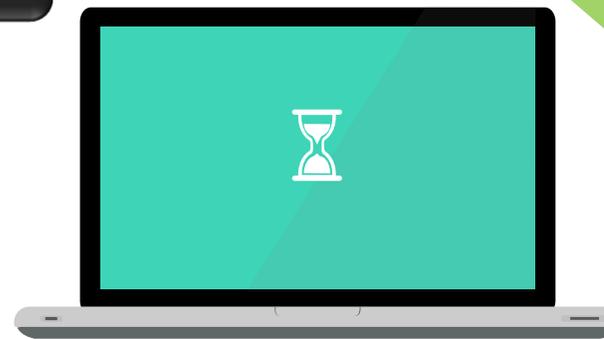
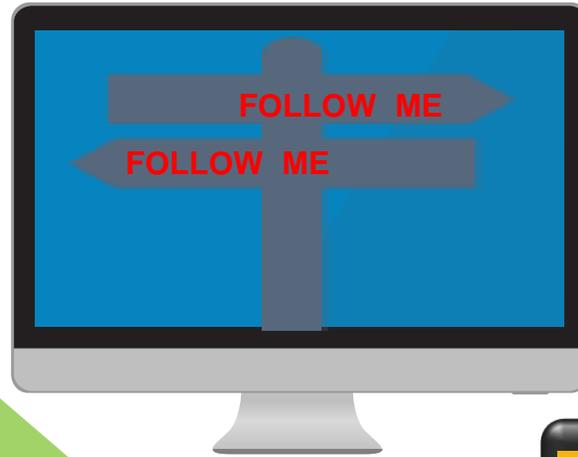
Co-creating

- Taking pictures and deciding which to send to whom
- Writing messages
- Creating videos
 - Coding
- Creating figures in a game

Co-presence in ICT activities

- Sitting next to your child while it is online
- Watching a video together and having a discussion
- Playing games together
- Surfing the internet together
- Searching for information on an interesting topic together

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1.1.4. Role modelling

Role modelling

Being a positive role model for your child has a far greater influence on its behavior than anything you might say especially if it's not coherent with your actions

Do as I say but don't do as I do?

Consistency is very important in child rearing and not living yourself what you expect from your child in terms of behavior will create confusion and can have a contrary effect.

- ❖ Becoming aware of the influence of your own behavior
- ❖ Developing strategies on how to monitor your own media usage
- ❖ Setting goals for an informed use of media

Walk the talk not only in media use but in how you treat yourself and others



Reflection questions

Indirect media education and role modelling



Have you noticed that your child imitates behavior he/she has seen in other people? Do you recall a situation where someone said or did something that stuck with you and influenced your own behavior?

Trust building measures



Do you regularly have a conversation with your child about what he/she does online? Do you play together (online and offline)? Do you show interest in your child's favorite games/websites?

Self-reflection



What do you use digital devices for? How much time do you spend on each of these activities?

Direct media education



Do you know which are the topics your child is most interested in? What games, social media channels, platforms does your child use and what for? How much time does your child spend for which activity?



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Media Literacy for Parents

Learning Unit I.1.2: Online Privacy



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Contents

Online Privacy - Intermediate

This unit will explore the importance of online privacy and the implications of oversharing, as well as provide ways of keeping ourselves and our children safe from online predators and fraudsters.



A

Online Grooming

1. Definition
2. Process followed by online predators
3. Short and long-term impact on children
4. Signs of grooming in children

B

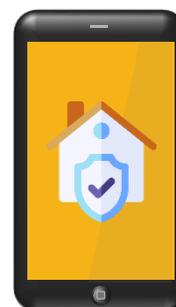
Privacy and protection

1. Educating children about online grooming
2. Social media:
3. Who to talk to if a child falls victim of grooming
4. Resources



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I.1.2.A Online Grooming

What is online grooming?



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Online grooming is when someone uses the internet to build a relationship with a child or young person, ultimately aiming to manipulate, exploit and abuse him/her.

How does online grooming take place?

Groomers who operate online will aim to build trust and create an emotional connection with the young person being targeted before escalating and sexualizing the relationship.

If the groomer feels confident, over time he or she may seek to carry out the abuse in person.

In cases where grooming takes place in person, the perpetrator may seek to form a relationship with the victim's family or friends to earn their trust and avoid suspicion. In online grooming, the perpetrator will typically try to avoid becoming known to the victim's loved ones, as the evidence of their crime is logged in online chats and can thus be discovered more easily.

Anyone can be a groomer, regardless of age, gender or race. The process of grooming may happen over a short or long period of time – sometimes weeks, sometimes years.

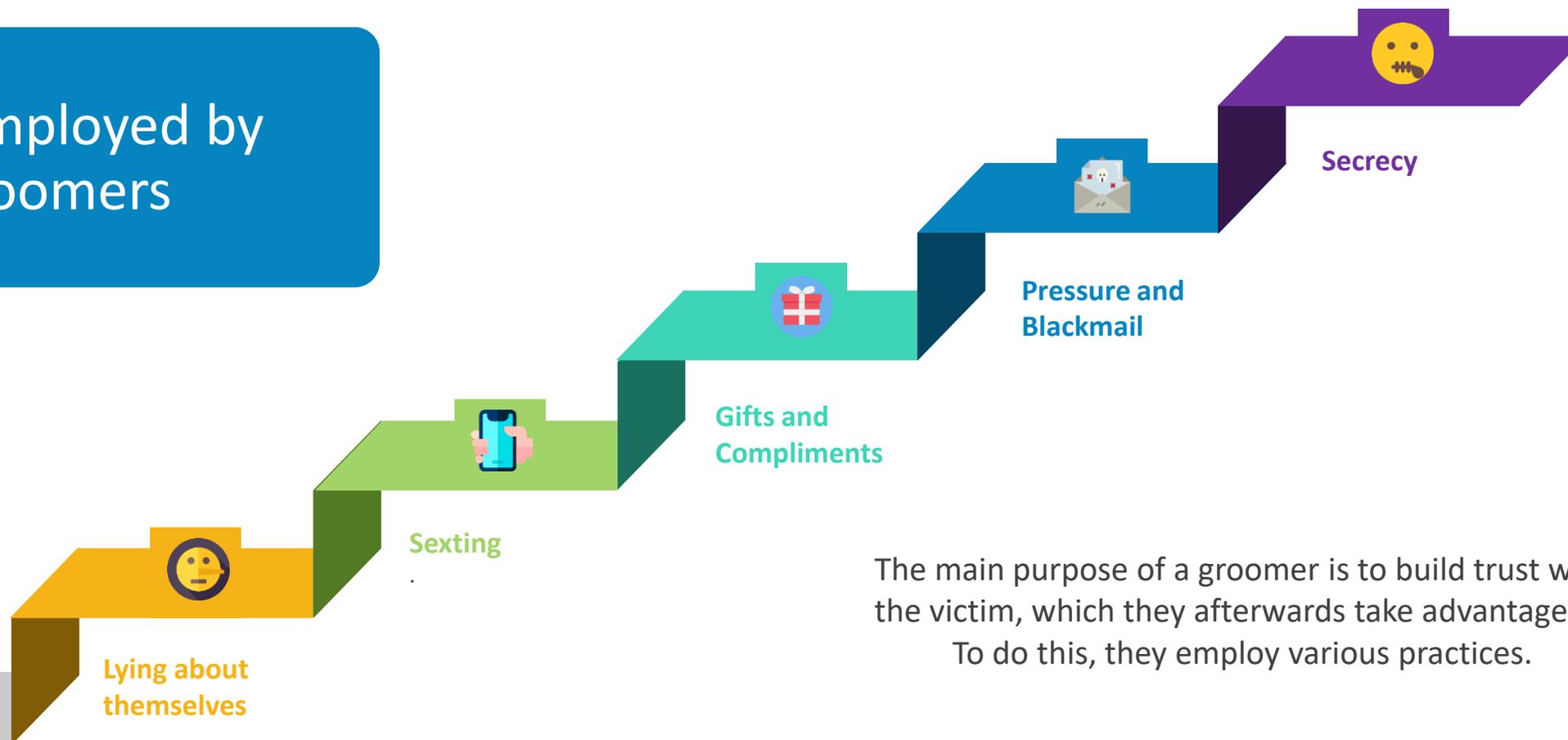


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Grooming tactics

Tactics employed by
online groomers



The main purpose of a groomer is to build trust with the victim, which they afterwards take advantage of. To do this, they employ various practices.

Grooming tactics- Description

Lying about themselves



Groomers might lie about their age, gender, name, interests or anything else, to appear more relatable to the victim.

Sexting



Groomers will initiate sexting in various ways that seem innocent at first, like “have you ever been kissed?”. These might then escalate to more graphic descriptions and discussions, even to the exchange of nude photographs.

Gifts and Compliments



Another tactic is to offer gifts and compliments to the victims to make them feel special. Vulnerable teenagers and children are especially susceptible to these types of flattery, as they feel that they are given the approval and validation young people usually crave at those ages.

Grooming tactics- Description



Pressure and Blackmail

Taking it a step further, groomers will pressure their victims into doing things they are reluctant to do, saying things like “I gave you this present so you should do what I am asking you to do to pay me back”. They might also resort to blackmail, threatening to share private conversations, photos or videos if the victim doesn’t do as they are asked.



Secrecy

The perpetrator will typically try to convince the victim to keep the overall communication between them a secret from loved ones, using various excuses, e.g. “they would never approve of me”, “I’m shy” etc.

Signs of online grooming

Secrecy

They don't express how they are spending their time, either online or offline.

Unexplained possessions

They have money, new things or even game credits and they won't say how they got them.

Negative emotions

They appear upset, withdrawn or distressed, and they are in a "bad mood".

Older partner

They have an older boyfriend or girlfriend.

Sexualised behaviour

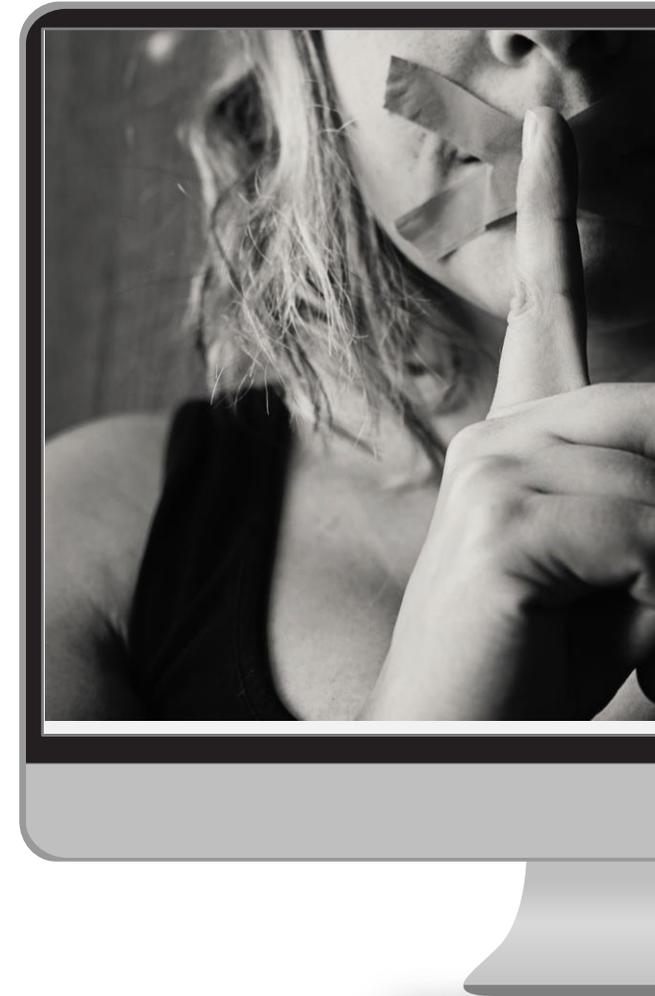
They express sexualized language or behavior beyond what is appropriate for their age.

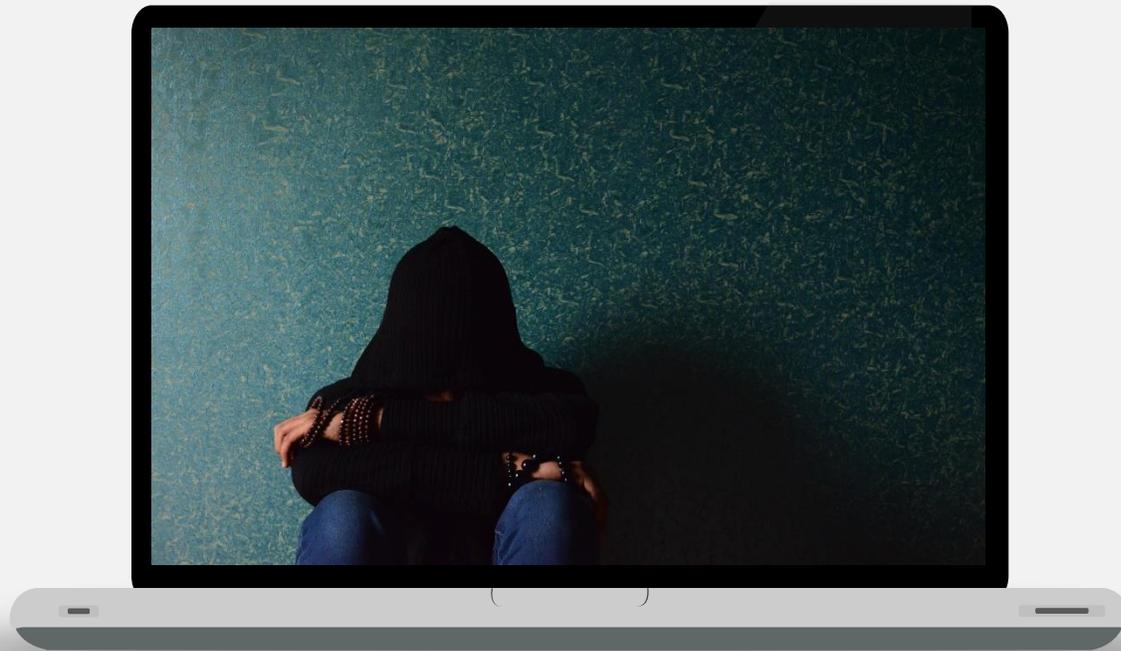
Changes in device use

They might spend more or less time on their devices.

Away a lot

They might spend a lot of time away from home, or disappear for periods of time.





Effects of grooming

The effects of online grooming can be very similar to the effects of grooming in person, as both types of grooming can lead to sexual abuse.

In the short term, a victim of grooming may suffer from insomnia, anxiety and lack of concentration, all of which can lead to difficulties with school work.

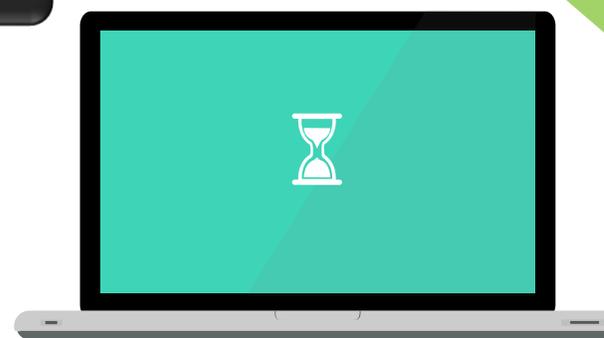
Long-term effects may include:

Anxiety	Trust issues
Depression	Difficulty forming meaningful relationships
Shame	Post-traumatic stress
Guilt	Eating disorders
Substance abuse (alcohol or drugs)	Self-harm
Self-loathing	Suicidal thoughts
Negative self-image	



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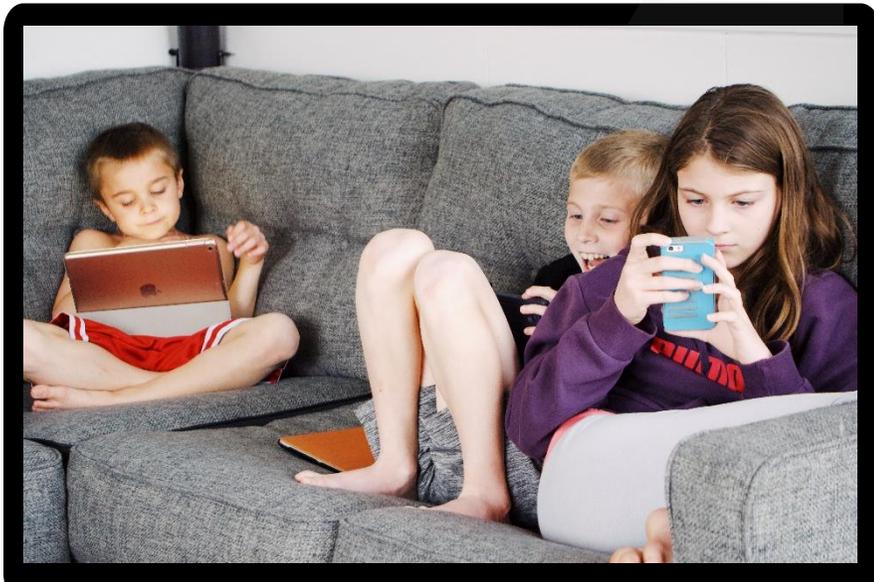
Privacy
and
protection

Educating children from a young age

Grooming and sexual abuse are very difficult topics to discuss with children and teens, especially if they are on the younger side.

However, no matter how difficult it may be, it's vital to speak to them and prepare them for the dangers the internet may hold for them, and teach them how to deal with the risks.

Nonetheless, it's of paramount importance not to discourage children, or make them afraid, but to empower them by equipping them with the proper "tools" to deal with difficult situations.



How to approach talking about online grooming

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If you're planning on having a conversation with your children about difficult matters, such as grooming, drugs, sex, sexual abuse, death or loss, **it's very important to prepare well beforehand.**

It is very important that your first discussion about such matters goes smoothly, so that **your child feels comfortable sharing things with you in the future,** even if they don't feel so good about them themselves.

Steps to approach your child and discuss online grooming

The logo for 'MeLi FOR PARENTS' is centered within a white square with a yellow border. 'MeLi' is written in a grey sans-serif font, with the 'i' in blue and a thumbs-up icon in orange and yellow. Below it, 'FOR PARENTS' is written in a smaller, grey sans-serif font.

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1. **You must be prepared to hear things you might not like** – for example your child has fallen victim to some type of grooming or sexual abuse. In such cases, make sure you don't express shock or anger. Maintain a calm demeanor and assure your child that it's okay – we all make mistakes. Perhaps your child isn't ready to talk about it now.
2. **You need to have a clear idea what you want to talk about.** Think about all the main points you want to discuss, and try to cover them during your discussion. If this is not possible, think about having multiple smaller talks with your child. This will have the dual benefit that it won't sound like a long lecture, and it will also give your child time to process each topic before moving on to the next.
3. **Approach the matter in the appropriate manner.** Try to get your child to open up by not being too forceful. It's very easy to put off a child and have him/her refuse to communicate. On the other hand, if the approach is not firm enough, the conversation may veer off topic.

How to start a conversation



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- **Use a conversation starter**, like a story book, a TV ad, a YouTube video or a film. After look at the conversation starter, try to see what they got out of it – how would they react in that position?
- If your children are somewhat older, it might be a good idea to **ask their opinion or advice on the matter**. This shows that you're taking them seriously and builds trust, telling them that you'll believe them and take their problems seriously when they talk to you about them.
- **Have a clear schedule ahead.**

What to avoid in a conversation



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The logo features the text 'MeLi' in a grey sans-serif font, with the 'i' in 'Li' replaced by a stylized orange hand giving a thumbs-up. Below this, the words 'FOR PARENTS' are written in a smaller, grey, all-caps sans-serif font. The entire logo is enclosed in a thick yellow border.

Avoid having this conversation where distractions may intervene.

- Do so away from the television (unless you plan on using it as a conversation starter)
- Don't have phones around.
- Try to minimize any sort of interruptions!

The importance of listening

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- Have a discussion as opposed to a lecture to make your child feel involved and encourage him/her to open up.
- Allow your child to finish what he/she is saying before giving your opinion or any sort of advice.
- Try to start the conversation with open-ended questions, as opposed to questions that can be answered with a “yes” or “no”, and let your child finish without interrupting them.
- Emphasise to your child that **they he/she can come to you about things that worry them** and ask you questions too.
- Try to figure out a solution to the problem together. If you plan on taking actions to help him/her, let your child know.
- If it's a situation that you can't help your child with, show him/her that you'll be there for them anyway and give him/her emotional support.

Friend requests

Explain to your children that on the internet, not everyone is just trying to make friends – there are a lot of people who have bad intentions, as well. Therefore, it's best to only accept friend requests from people they know, even if the person approaching them appears non-threatening.

Prevention and Protection

Social media privacy

Explain to your children that the less people can find out about them online, the less risk they are in. Configure their privacy settings to hide posts and other information from everyone except close friends.

Oversharing on social media

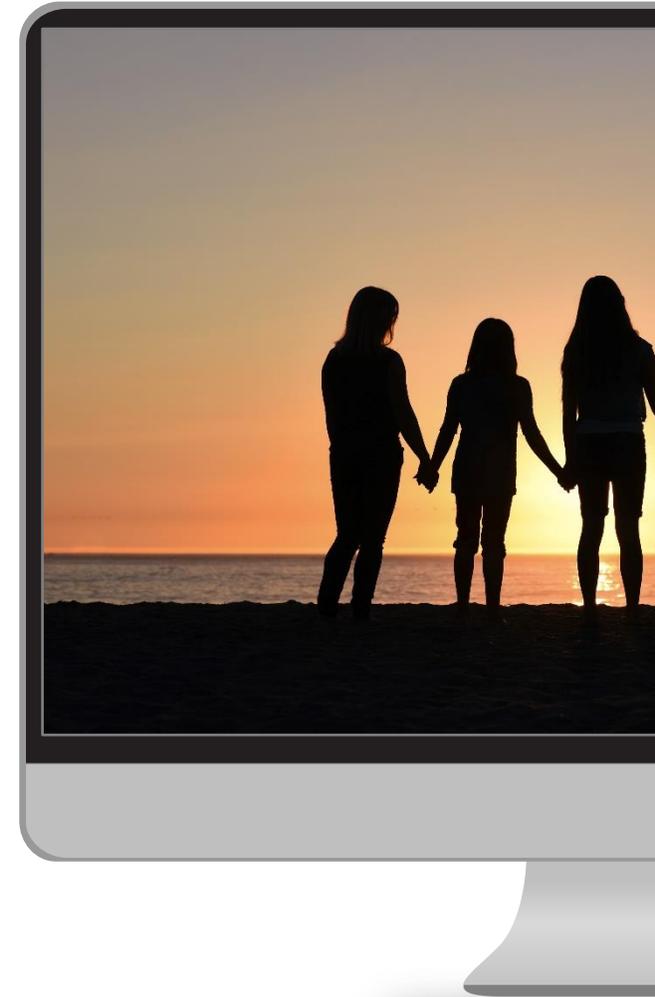
Even with the privacy settings configured, it's best for children to avoid putting information on social media such as their phone number, where they spend their free time, where they go to school or their address.

Responding to potential predators

Instruct your child to respond to potentially risky situations in an appropriate manner. If someone asks for personal information, they should **refuse to give it out**. If they are offered any type of present or gift, they should **turn it down**, as the predator may later use it as leverage. In any context, they shouldn't feel like they're being rude. In such cases, children should say **"No, thanks" and leave the conversation**.

Speaking up

The most important thing for children to do if they find themselves in any type of risk, is to **speak up**. Impress this upon your children and make sure you have established a solid relationship of communication with them, where they won't feel apprehensive to tell you if someone bothers them.



Get informed about your national context

As a parent, you need to know where to seek help if your child is threatened in any way.

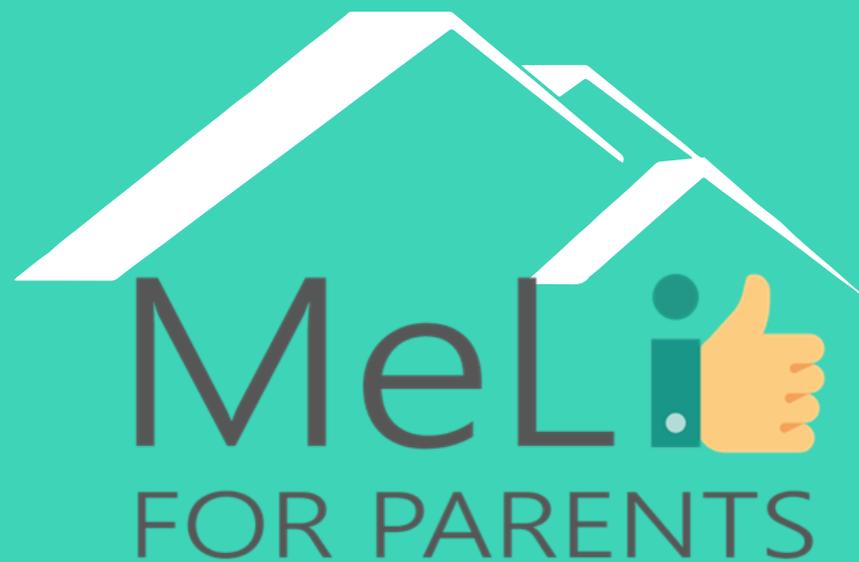
Each country has different legislations and particularities about privacy breaches, as well as different types and channels of support for victims of online grooming. Make sure you're well informed about these things in your country.

- ❖ Help lines for cyberbullying and online grooming
- ❖ National policies
- ❖ Organisations that can help
- ❖ National online help centres with material and advice for a safer internet experience for children.



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Media Literacy for Parents

Learning Unit I.1.2: Cyber Security Intermediate



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Contents

Cyber Security Intermediate

This unit will seek to educate learners about the dangers of the internet and inspire them to practice safe online behaviour and secure browsing habits.

A

Secure browsing and communications

1. Ad blockers
2. Public Wi-Fi Networks
3. Emails and attachments

B

Mobile device security

1. Device awareness
2. Locking your device.



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I.1.2.A

Secure
browsing and
communication



1. Ad blockers

What is an ad blocker?

An ad blocker is a tool that blocks ads while we're browsing.

Ad blockers can be used on a number of devices, such as desktop computers, laptops, smartphones or tablets.

They allow us to browse the internet and get the content we need, without the annoying, flashing ads.

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1. Ad blockers

What are the forms of Ad blockers?

- Plug-ins for internet browsers, where we simply add a tool on the browser of our choice.
- Standalone apps for ad blocking, where we need to install a separate app that takes care of ads.
- Browsers with built-in ad blockers, where we simply download the new browser and do our thing without a worry.



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Reasons to use ad blockers

1. Safer browsing

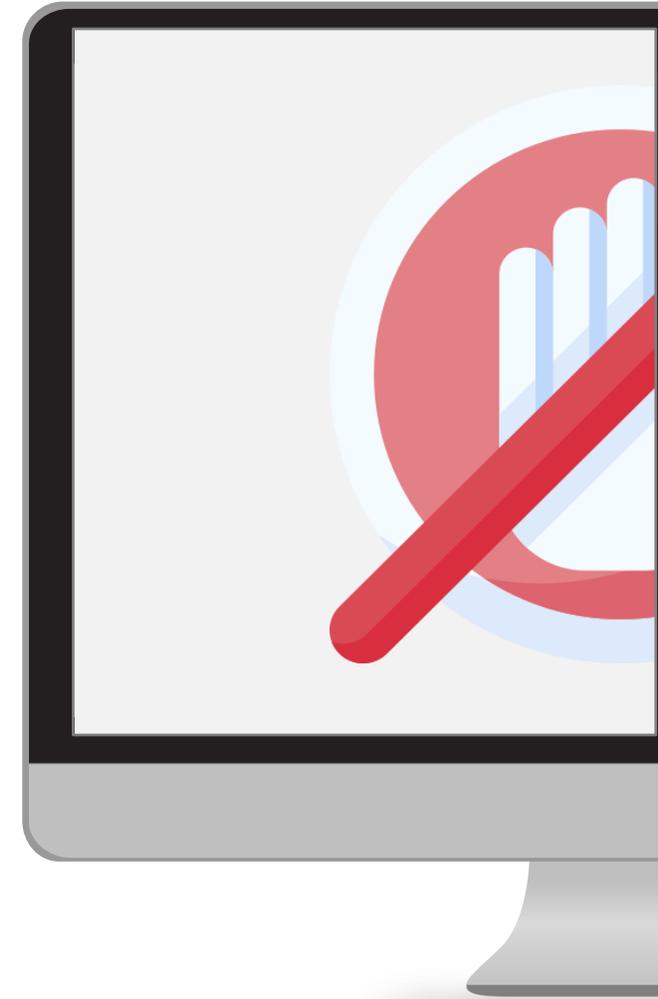
Cyberattacks nowadays purchase ad space on websites, using them for malicious ads that can do a lot of harm to your device and data.

2. Faster browsing

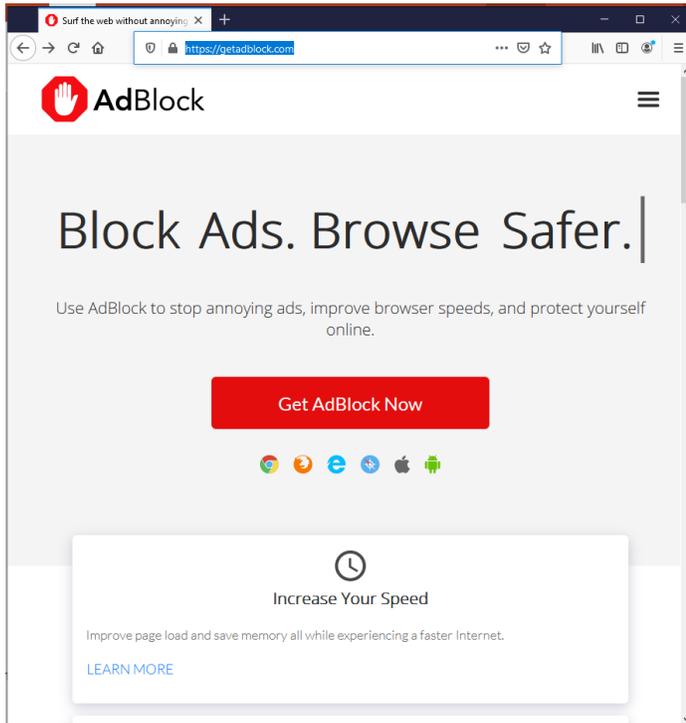
Loading ads, in addition to the content we are trying to get to, uses up a lot of bandwidth. By blocking the analytics code, text and imagery in every ad, our browser has more capacity to load content we actually want.

3. It can save you money

If we're using your phone to browse the internet, chances are we're not always on Wi-Fi, but we also use your mobile data.



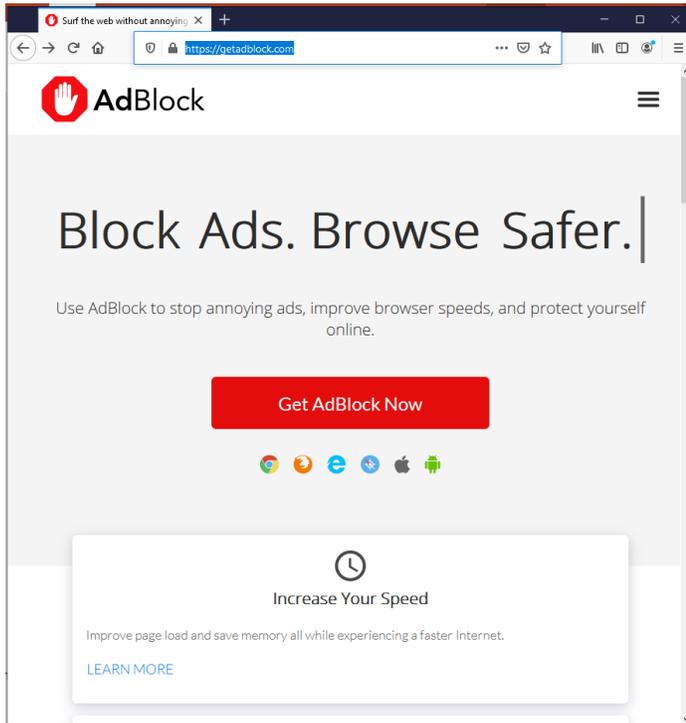
How to install a plugin ad blocker



- **The easiest ad blocking solution is to install a plugin, or an add-on for the browser we are using.**
- Most such plugins are compatible with most popular browsers, such as *Google Chrome, Mozilla Firefox and Microsoft Edge.*



How to install Ad Block



- First visit the website, linked [here](#).
- Once there, click *Get Adblock Now*. The website will either allow to choose the type of browser we are using, or it will detect it automatically and take us directly to the page with the version we need to install.
- Depending on the browser we are using and which plugin we are installing, we will then get something along the lines of “add Ad Block to Firefox” or “Add to Chrome”.
- Done!

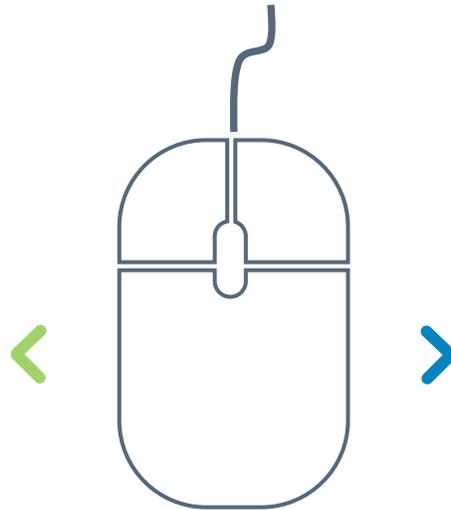


Browsers with built-in ad block

- Using a browser with a built-in ad blocker is another way to protect our browsing from ads.
- ✓ The advantage to this option is that the ad blocker is embedded, so no need to download plugins.
 - ❖ The major drawback is that we now need to use an entirely new browser, with potentially different functionalities than you're used to, so it can take a while to get accustomed to it.

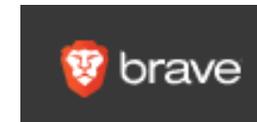
Opera

Opera is an internet browser that has a number of security features. One such feature is the embedded ad block and the free VPN service (Virtual Private Network, used to reduce online tracking).



Brave

Brave is a browser that also focuses on user security. With embedded ad blocker and tracker blocking, it really emphasizes safety. It also allows you to choose some non-threatening ads to appear, so that online publishers can earn the revenue they work for.



**Examples of
browsers with
built-in ad block**

Standalone ad block

Compared to standalone ad block, there are many practically simpler options for ad blocking, which we already looked at. Most people prefer to use web browser add-ons, with secure browser preference coming in second, and standalone ad blocking software coming in last.

We will look at two options below:

AdFender

- Filters various types of content from web pages
- Prevents certain information from going out to web servers.
- Filtered content saves us valuable time and bandwidth and enhances our online privacy.
- Ad Fender has a free version with limited features.



AdGuard

- AdGuard is a multipurpose tool that combines all necessary features for the best web experience.
- It blocks ads and dangerous websites.
- It protects our children when they are online.



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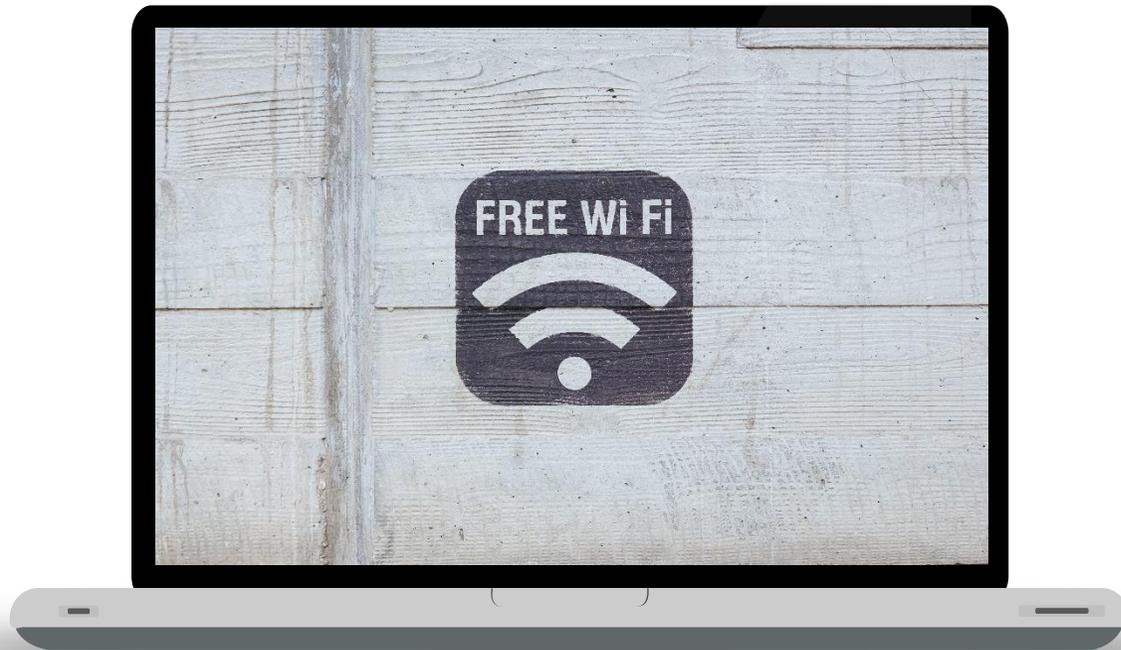


2. Public Wi-Fi Networks

When we use the internet, we usually do so through our home network or through our mobile data. These are both private and quite secure. Such places provide free internet access to their customers or patrons, but often no precautions are taken to ensure that people who access the network can do so safely.

But why are public networks so risky?

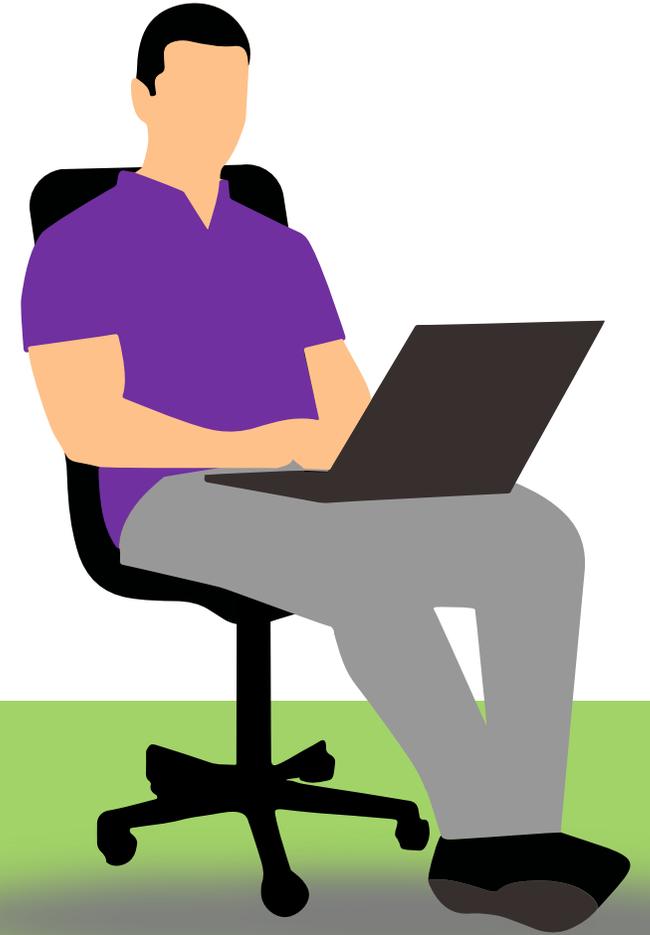
Since access isn't quite controlled, it's very easy for people to steal data. Hackers are aware of this, and a lot of the time they will take advantage of these networks to carry out various types of cyberattacks to steal data or install malware on our device.



How to stay safe on public Wi-Fi networks

What **NOT** to do

- ❖ Do not allow your Wi-Fi to auto-connect to networks
- ❖ Do not log into any account via an app. Instead, go to the website and verify it uses HTTPS before logging in
- ❖ Do not leave your Wi-Fi or Bluetooth on if you are not using them
- ❖ Do not access websites with sensitive data, such as financial or health records.
- ❖ Do not log onto a network that isn't password protected.



How to stay safe on public Wi-Fi networks

What to **DO**

- ❖ Disable file sharing
- ❖ Only visit sites using HTTPS
- ❖ Log out of accounts when done using them
- ❖ Use a VPN (Virtual Private Network) which is an encrypted connection that ensures that sensitive information is safely transmitted on the devices we use.





3. Emails and attachments

Emails are a very common form of communication, used both for professional and personal purposes. As such, they are used extensively by scammers and hackers to steal data, money and information.

One type of threat from emails is **Phishing**. When someone is targeted by phishing, they are contacted by the attacker through various digital means, emails being only one of them. They can also send text messages or even call the victim, to present a scenario as convincingly as possible.

Pharming is similar to phishing, but the difference is that in this case the user doesn't divulge the information willingly. Instead, malware will infect the device and when the user tries to log in to a page, he/she will be redirected to a fake website, where they will submit the information, thinking they are logging in to the legitimate website.

Different types of **malware** can also hide in email attachments. Sometimes an email might appear as a useful work document, an email from a well-known corporation, or something a friend has sent, but in reality it might be an attempt to steal your data or money.



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How to spot suspicious mail

1. The sender address is not quite right

A lot of the times, the email address where the email is coming from might look similar, but is not quite what it's supposed to be – there are slight differences.

2. The sender doesn't seem to know you

A lot of suspicious emails will have a generic address, like “Dear Customer”, or “Dear Friend”.

3. Any embedded links will have weird URLs

Hover over embedded links to see the URLs. Does it look like the link will lead you where it says it will, or does it look suspicious?

4. The language, spelling and grammar seem off.

If there are spelling or grammar mistakes, or even if the language seems “unnatural”.

5. The content is weird or hard to believe.

If it looks too good to be true, that's because it probably is. A lot of these emails promise money, free products, or crazy discounts for products that are equally dubious.



What to do with suspicious mail

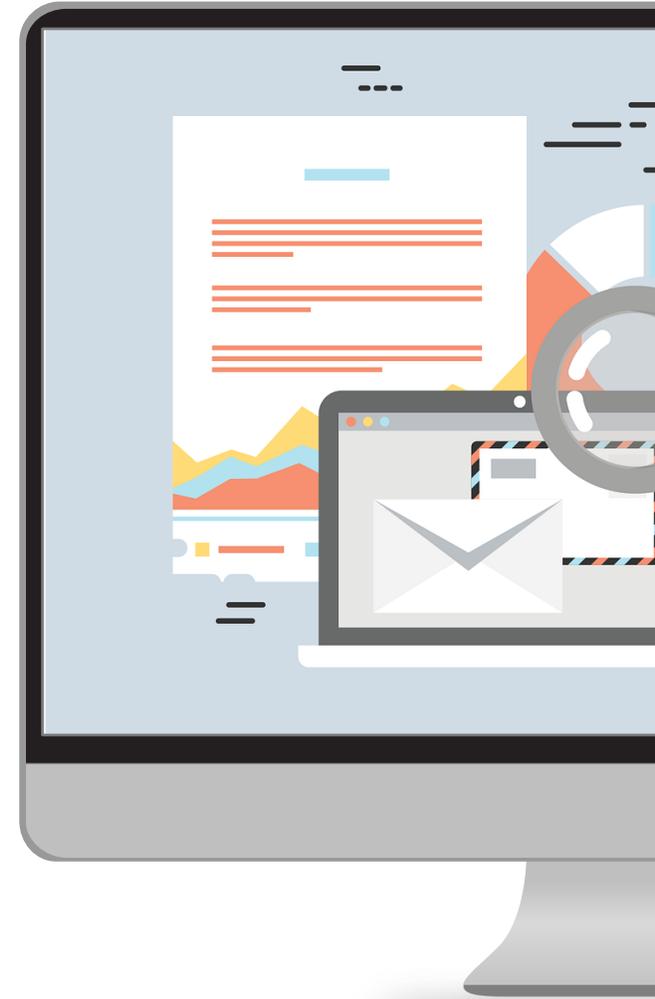


1. Do not open it

2. Do not respond to it

3. Delete it

4. Report it



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I.1.2.B

Mobile device
security



1. Know where your devices are

Keep your mobile devices close

Nowadays, if someone gains access to our phone, they probably gain access to our entire lives: emails, social media, communication with loved ones, events in our lives, doctor's appointments – you name it. Some evidence of it is probably in your phone or other device somewhere.

Unsurprisingly, the first and most basic piece of advice when it comes to mobile device security is to **keep it close**. Only allow people you trust to use your devices – even if it's just for a minute. Don't leave your phone unattended!



Ways to keep your devices safe

There are a few things we can do to protect our smartphones and their contents as much as possible.



Lock your home screen

This is the most obvious way to make sure that no prying eyes go through your phone when you're not directly using it.



Use caller protection apps

Such apps can help you block unwanted callers (Burner) or create numbers for you to use, which are then disposed of when you don't wish to use them anymore (Burner).



Device security



Do not charge your phone in public ports

Connecting to any port will not only charge your phone, it will also transmit data. If a port is compromised, it will give hackers access to your information. Public ports (e.g. in airports, train stations etc.) are more likely to become compromised.



Turn off your Bluetooth and Wi-Fi when not needed

Hackers can exploit vulnerabilities and gain access to your phone and the data therein.

Ways to lock your phone

Password

The most basic way to lock your phone, where you are required to enter a sequence of numbers or letters to gain access.



Pattern

You gain access on your phone by drawing a pattern on the grid that appears on your screen.



Fingerprint

To set up the fingerprint lock, your fingerprint is scanned and converted into numerical data. Then, you unlock your phone simply by placing your finger in the designated area.



Facial recognition

To set up facial recognition, your facial features are scanned and stored. After that, you only need to look at your phone to unlock it.

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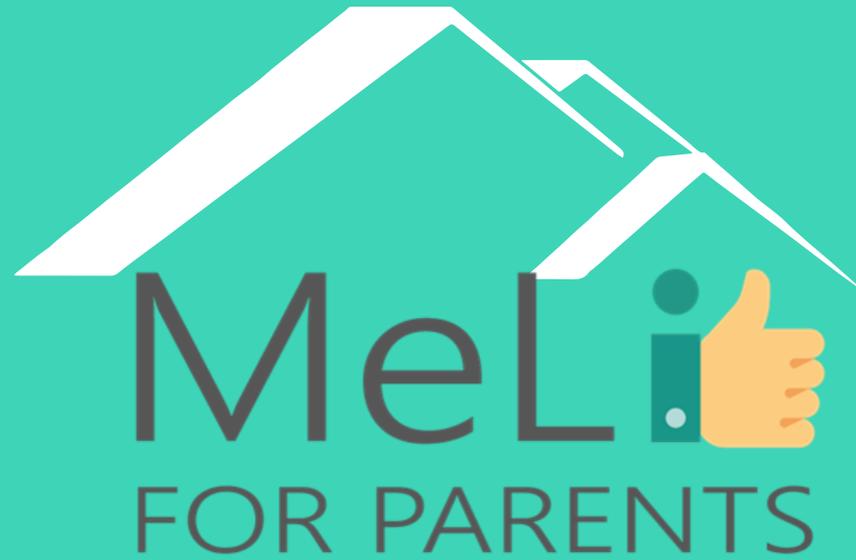
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Media Literacy for Parents

Learning Unit I.1.3: Disinformation: Distinguishing
Fake news on traditional and digital media



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Contents

DISINFORMATION: Distinguishing Fake news on traditional and digital media - INTERMEDIATE LEVEL

This unit focuses on the different types of fake news and how to distinguish them. It explains the reasons and motivation for producing fake news, the difference between disinformation, misinformation, commercial posts and articles.

01

TYPES OF FAKE NEWS

Disinformation
Misinformation
Commercial advertising posts and articles

02

DISTINGUISH FAKE NEWS

Check details
Facts and opinions, mistakes and lies
Own biases

03

PSYCHOLOGICAL SIDE OF FAKE NEWS

How fake news target our emotions.
Why we fall for fake news?

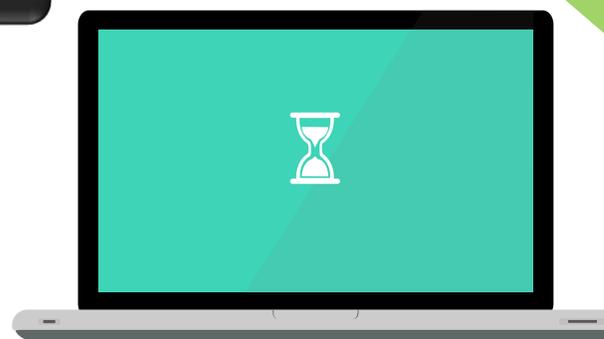
04

COACHING CHILDREN

Why it is important to coach your kids on Media Literacy?
Tips for coaching your children.



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I.1.3.
Disinformation



FAKE NEWS

What is 'fake news'?

'Fake news' is an oxymoron which lends itself to undermining the credibility of information which does indeed meet the threshold of verifiability and public interest – i.e. real news. (*Journalism, 'Fake News' & Disinformation, Cherilyn Ireton and Julie Posetti, 2018*)

False stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke
(*Cambridge dictionary - <https://dictionary.cambridge.org/>*)

Why do people create fake news?



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To persuade others to take an action or support or oppose a cause or political candidate.



Some people produce fake news designed to look real just for fun.



The main reason
is - to make
money!

To get people to click on sites so they're exposed to advertising and can purchase a product.



Sometimes it is just a mistake and not fake news. But those who publish or say it have an obligation to correct it.





TYPES OF FAKE NEWS



Disinformation and misinformation

For us, as parents it is very important to be aware about the disinformation that is spread online through social media, news channels, blog articles. We should first develop our critical thinking and media literacy in order to be able to educate our children.

Always read critically and ask yourself:

- Is this information true?
- What is the intention behind this publication?

Unlike disinformation, which is intentionally disseminated and pursues certain goals, misinformation is the unintentionally spread of wrong information. Each of us does this on a daily basis when for example we share genuine information, but unintentionally confuse some of the details.

This is very common on social media, sometimes goes viral and could be harmful due to the lack of critical thinking by users.

Disinformation

Disinformation is false or inaccurate information which is disseminated **INTENTIONALLY**. It is called also "propaganda". Disinformation may include the spread of forged documents, photos or malicious rumors.

Misinformation

Misinformation is false or inaccurate information which is disseminated unintentionally. It happens often in our everyday lives and it is important for us as parents to be able to distinguish it from disinformation and to explain the difference to our children.

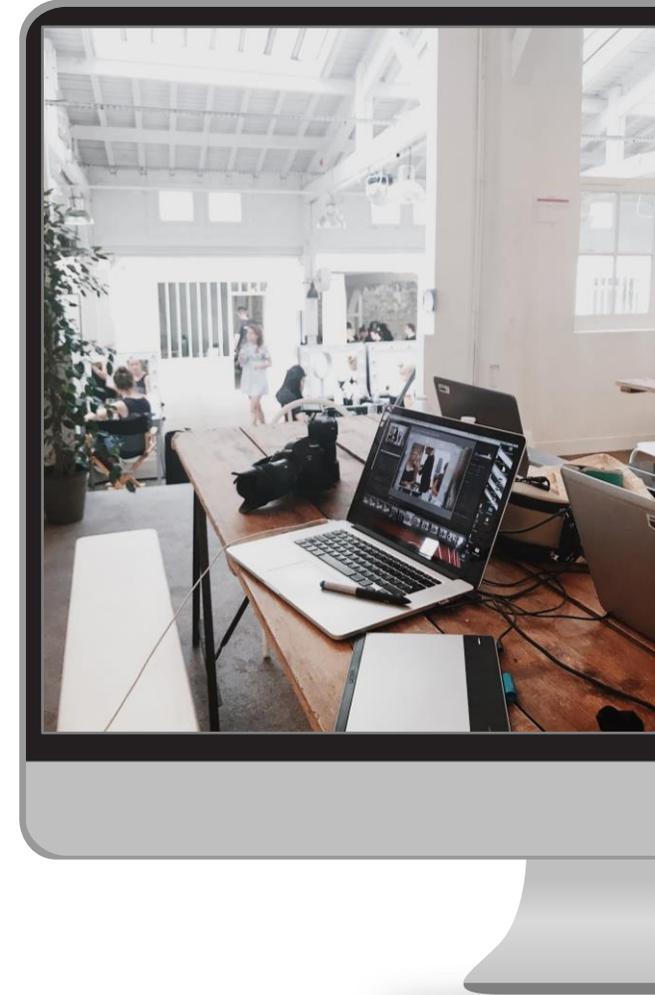
Commercial posts and articles

Be aware that sometimes commercial advertising posts and articles may contain misleading information in order to increase their audience or sales.

Types of

Fake news

Make Difference!



Disinformation

Types of Disinformation

- ✓ **Fabricated content:** completely false content;
- ✓ **Manipulated content:** distortion of genuine information or imagery, for example a headline that is made more sensationalist, often popularised by 'clickbait';
- ✓ **Imposter content:** impersonation of genuine sources, for example by using the branding of an established news agency;
- ✓ **Misleading content:** misleading use of information, for example by presenting comment as fact;
- ✓ **False context of connection:** factually accurate content that is shared with false contextual information, for example when a headline of an article does not reflect the content;
- ✓ **Satire and parody:** presenting humorous but false stories as if they are true. Although not usually categorised as fake news, this may unintentionally fool readers.

Disinformation

Make difference between mistakes and lies!

Recognizing intentional lying is not as simple as it might seem.



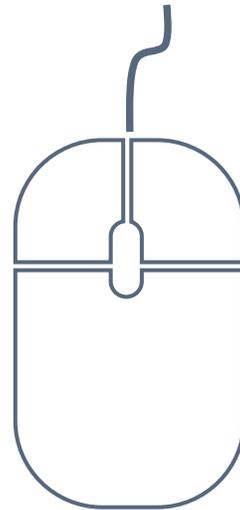
Mistakes

Mistakes are made unintentionally. Mistakes can happen even to the best journalists.



Blatant lies

Someone knowingly and intentionally states a falsehood.



Partial lies

Someone uses one fact to make unreasonable assumptions or extrapolations. The foundational fact is true, but the rest of the information is false.



Lies by omission

Someone knows about pertinent facts and chooses to leave them out of a report in order to sway the audience in a certain way.



FAKE NEWS

The difference between facts and opinions

Quality news must be based on facts, on indisputable information.

It is important as a parent to be able to distinguish facts from opinions when reading or watching news.

The next step is to teach your children how to do it.

There are many different interesting and amusing ways to attract the children`s attention on the topic and to make teaching and coaching a game for the whole family.

You can find some tips in the second part of this presentation.



Facts

Fact refers to something true or real, which is backed by evidence, documentation.

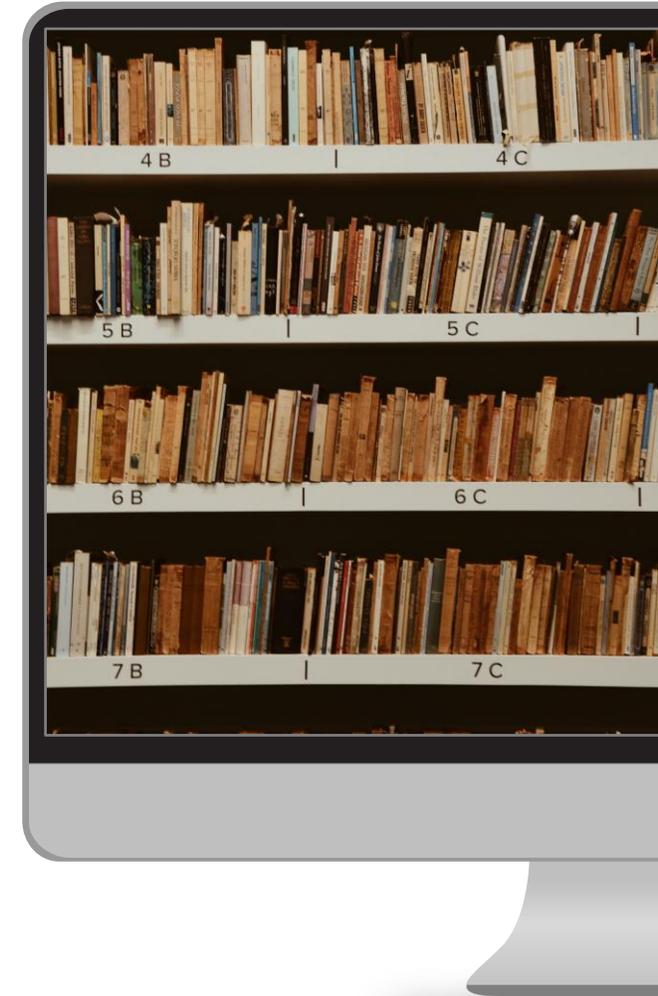
Based on

A fact is based on observation or research and presents the objective reality - an event or information, based on real occurrences.

Verification

A fact can be easily verified by evidences. It can be proven true or false. It is either true or not true.

Facts



Opinions

Opinion is the individual, subjective interpretation of the facts. The interpretation of a fact or event from a subjective point of view can give it completely different meanings depending on who represents and interprets it. This is happening even by serious, respected journalists.

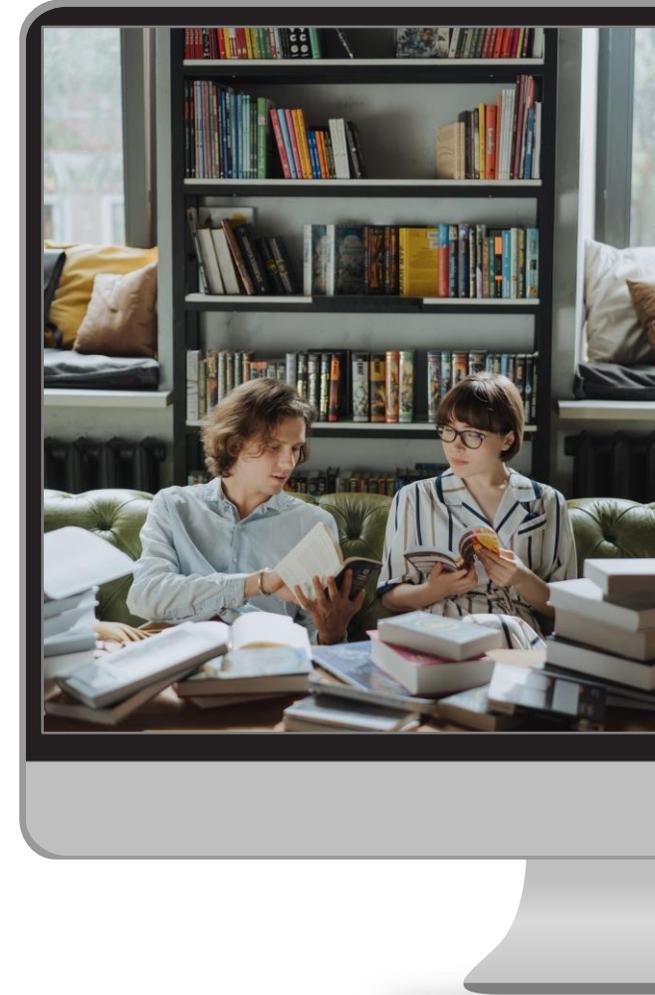
Based on

An opinion is based on assumption or personal view or feeling. It is a subjective statement. It is a perception about something.

Opinions

Verification

A verification of an opinion is not possible.



Answer the questions



Fact or Opinion? Explain why!

There are 100 centimeters in one meter.



Fact or Opinion? Explain why!

(I think) the distance from here to the beach is 100 meters.



Fact or Opinion? Explain why!

Bayern Munchen is the German football champion.



Fact or Opinion? Explain why!

Bayern Munchen is the best football team.



Answer the questions



Fact or Opinion? Explain why!

Curly hair looks better than straight hair.



Fact or Opinion? Explain why!

Crossing at a red traffic light is against the law.



Fact or Opinion? Explain why!

Rock music lyrics are more poetic than hip hop music lyrics.



Fact or Opinion? Explain why!

Heart disease is the leading cause of death.



How to distinguish Fake news?

EXAMINE THE SOURCE

Always check carefully the source of information - where it is published (website, media), who is the owner, mission and contact info.

READ THE CONTENT

Very often, headlines are worded to gain more clicks.
Read the whole story critically.

CHECK THE AUTHOR

Make a research about the author. Is this a real person?
What other publications does he/she has? Can you trust him/her?

IS IT A JOKE?

If the information is too incredible, it may be just a joke.
Check the authenticity.

CHECK YOUR BIASES

Consider your own beliefs on the topic. Could they influence your judgement?

Examine the source



When you encounter information you hear for the first time - do some digging!

Check the web address for the page you're reading! Spelling errors in company names, or strange-sounding extensions like ".infonet" and ".offer," rather than ".com" or ".co.uk," may mean that the source is suspect.

Who is the author and publisher? Are they known for their expertise on the topic?

Sometimes you see images that look "official", however they are not. Check who owns the website!



Check the content, not only the headline

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Very often in articles and materials are used titles that attract your attention and interest, however the content is useless at best, at worst - completely false and manipulative.

Before accepting a piece of news as true and sharing it, read the entire text and evaluate it critically!

Example:

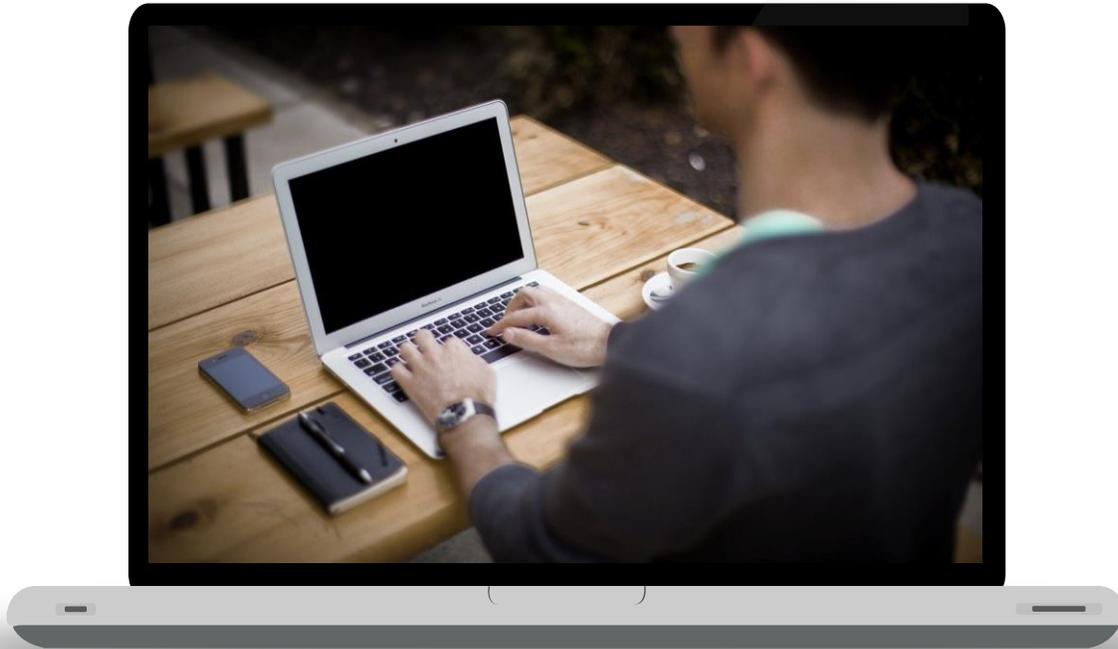
Recently, some media broke out with hot news related to the personal life of a famous public figure. The headlines were formulated in a way to excite the readers. It was distributed by several "official" media, which, however, are owned by the same owner. In a few days the news became viral. And when you read the whole text, it turns out that the famous person just mentioned the word in a completely different context.

Check the author

When reading news, always check the author!

A common technique in spreading fake news is to use a fictitious name and a stolen photo of the author.

It is even possible that the name is linked to a page that explains who the author is, what educational degrees, expertise and awards he/she has, even where he/she works. And all this information could be false.





Is it a joke or parody?

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Be aware to distinguish real news from joke or satire!

Sometimes this is content created to encourage clicks, and generate money for the creator through ad revenue. Or it could be a serious satire published by a trustful source.



Check your biases

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We are usually inclined to trust information that confirms our own beliefs and discount information that doesn't!

You can try the following:

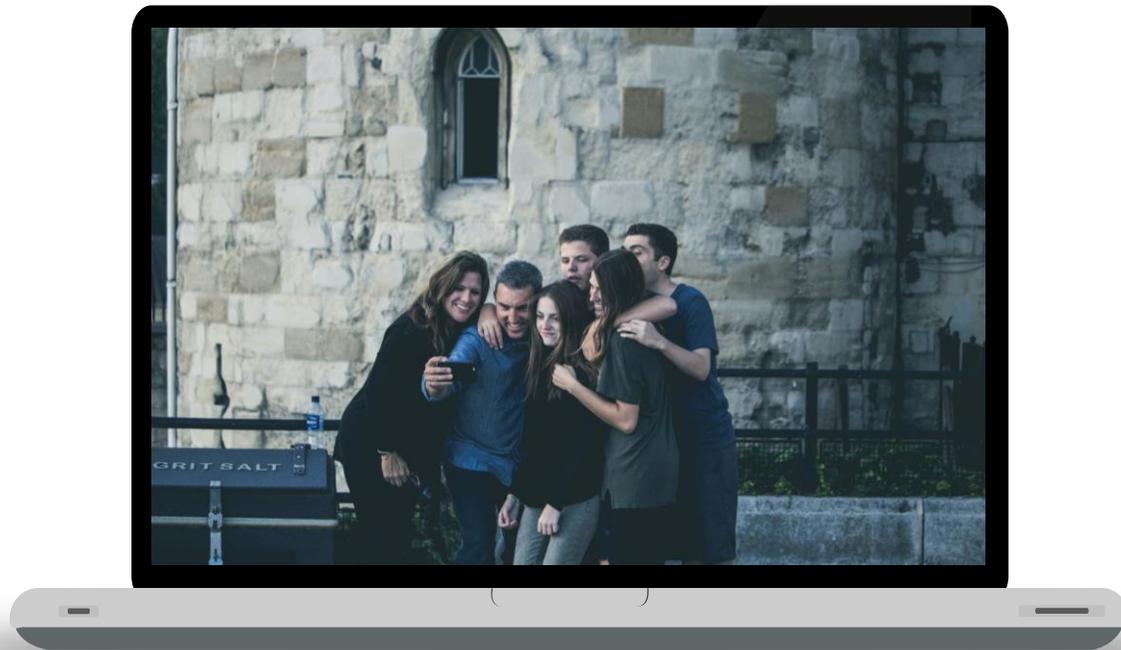
Next time when you see an article in your newsfeed, confirming your opinion about a political opponent or a movie star who you don't like that much – go to the source website and read some other articles there. You will be surprised that most of them sound unbelievable for you. Then check again the facts in the first one that confirms your beliefs. Are they reliable?

Broaden Your Social Circle

Fake news are very often spread through social media via closed groups and communities.

It is natural to surround ourselves with like-minded people, to be members of groups and to follow people who meet our interests. On the other hand, this is also an extremely easy way to be manipulated by fake news spread through these channels.

When you broaden your social circle and communicate in more and different communities, you are much more likely to recognize fake news spread in this way.



Fake news in social media

Check photos and media carefully!

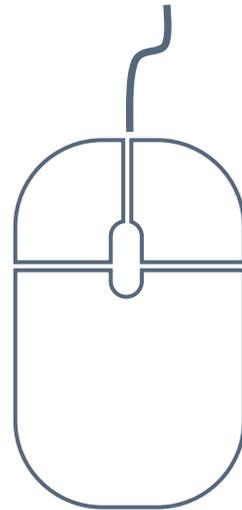
Recognizing manipulated photos is not as simple as it might seem.



There are already many easy ways to manipulate photos. Sometimes it is difficult even for experts in the field to distinguish whether a particular photo is real and true to the facts.



Be careful when forming your opinion based on photos posted on social media. Check the source that publishes them, the date of publication, what other posts and shares this author or page has, to what extent they are trustworthy.



Images can also be 100 percent accurate but used in the wrong context. For example, photos of litter covering a beach could be from a different beach or from 10 years ago, not the recent event.



You can use tools such as [Google Reverse Image Search](#) to check where an image originated and whether it has been altered.

Fake news in social media

Forwarded messages

Messages with the "Forwarded" label help you determine if your friend or relative wrote the message or if it originally came from someone else. If you're not sure who wrote the original message, double check the facts.



Fake news often goes viral

Even if a message is shared many times, this doesn't make it true. Don't forward a message because the sender is urging you to do so. Double check the information.



Be aware about
the messages you
receive!

Messages that look different

Many messages or website links you receive containing hoaxes or fake news have spelling mistakes. Look for these signs so you can check if the information is accurate.



Check photos and media carefully

Photos, audio recordings, and videos can be edited to mislead you. Look at trusted news sources to see if the story is being reported elsewhere. When a story is reported in multiple places, it's more likely to be true.





What to do

- ✓ Don't let fake news stop you from enjoying the information you read online.
- ✓ You don't have to doubt everything you read.
- ✓ It is enough to develop your critical thinking and be aware of the way information affects you.
- ✓ Choose your sources carefully.
- ✓ Knowing that fake news exists, check the information before sharing it or forming a definite opinion based on it.
- ✓ You can check the facts on sites like [Snopes.com](https://www.snopes.com) and [Factcheck.org](https://www.factcheck.org).



Questions to ask yourself

- ✓ Does the news article and website seem high quality and trustworthy?
- ✓ Is the source well known, respected, trustworthy?
- ✓ Did I check the domain name and "About us" section?
- ✓ Who is the author? What do I know about him/her?
- ✓ Does the article have proper spelling, grammar, and punctuation?
- ✓ Do other respected media and experts confirm this information?

“Let’s have
a break”



Media Literacy and Emotional Intelligence

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Many news and explicit or implicit advertisements are designed to affect our emotions. The expressions, images, music used convey the message that the authors have set even without being expressed verbally. They are designed in a way to play with our hopes or fears, to arouse our emotions and make us buy a certain product, support a certain cause or defend a certain position.

It is important to develop our emotional intelligence, to learn to recognize our emotions and external influences on them, as well as to pass this knowledge on to our children.

The following slides show the main emotions targeted by fake news and commercial publications.

Positive emotions



Interest

The headlines of fake news are always written in a way to attract your interest. In most cases, the titles do not match the content.



Joy

Some fake news and especially commercial messages aim to make you feel unusually happy and enjoyable and make you order a product.



Amusement

If a piece of news sounds too funny and unbelievable, make sure it's not a joke or a satire.

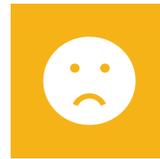


Anticipation

This emotion is usually manifested when you read real news, but can sometimes be used in a scholarly way by fake news.



Negative emotions



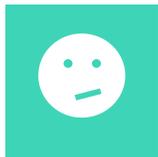
Anger

The Anger caused by a news story often makes people share it, and this very quickly makes it viral.



Fear

Like anger, fear also makes people share fake news without bothering to check it out.



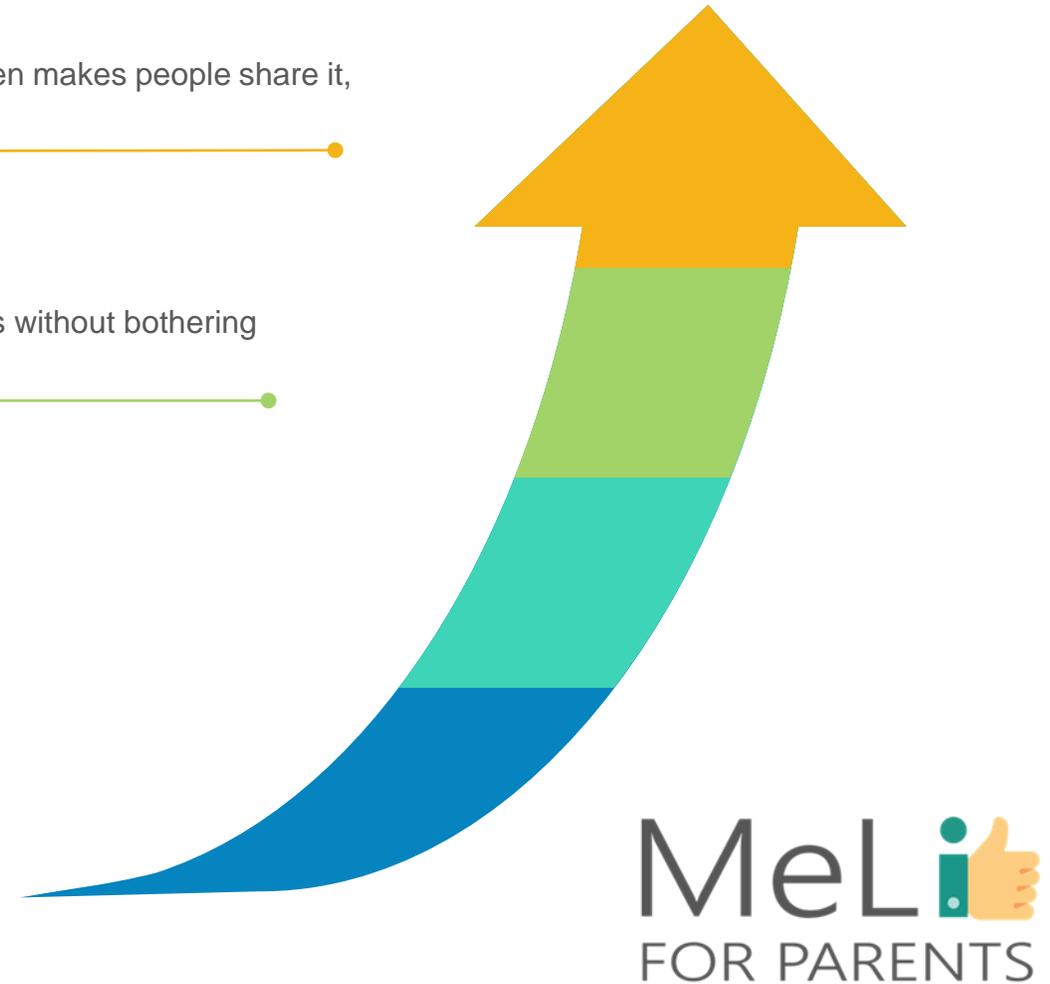
Disgust

Disgust is one of the most commonly exploited negative emotions when publishing fake news



Sadness

Many hoaxes and social media posts attack your sense of sadness and thus make you read, share, and sometimes even stand behind a cause..



Fake news and emotions



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What emotions do I feel
after seeing the item?



Why exactly do I feel
these emotions?



When you feel
strong emotions
ask yourself!

How my emotions
influence my thinking?



Which part of the news
causes these emotions?



Why we fall for fake news

They confirm our biases.

Lack of credibility evaluation.

Impatience and inattention
and the illusory truth effect.

We are cognitively lazy.

Social pressure



Psychological side of fake news

Why we fall for fake news

They confirm our biases.

We are very often favoring information that confirms our existing beliefs.

"Without accounting for this bias in our thinking, we are more likely to fall for fake news if we agree with what is being said. This works the other way around as well; indeed, confirmation bias will yield the opposite effect, enhanced skepticism, for fake news stories we dislike. Yes, it's good that confirmation bias can, in some contexts, help us dispel fake news; but, at the end of the day, engaging this bias exhibits a lack of critical thinking."

Christopher Dwyer Ph.D.

<https://www.psychologytoday.com/us/blog/thoughts-thinking/201911/7-reasons-why-we-fall-fake-news>



Psychological side of fake news

Why we fall for fake news

Lack of credibility evaluation.

"We engage the news in order to inform ourselves, generally because we weren't there to witness events unfold first-hand. As a result, we trust our source of news that the information they provide us is, in fact, true; and in doing so, we put trust in the source's credibility. But we cannot blindly do so. We must first evaluate it."

Christopher Dwyer Ph.D.

<https://www.psychologytoday.com/us/blog/thoughts-thinking/201911/7-reasons-why-we-fall-fake-news>

!!! Tips on how to evaluate the information and the sources you can find in the first part of this presentation.



Psychological side of fake news

Why we fall for fake news

Impatience and inattention.

It often happens that we look for information on a topic that interests us and on which we are competent and know how to check the sources. But we need information quickly and more generally. In such cases, scrolling quickly to check the news, it is very likely to come across headlines and news that do not correspond to the truth and to fall in the false news unintentionally.



Psychological side of fake news

Why we fall for fake news

We are cognitively lazy.

" Our brains have evolved to conserve energy for "more important" tasks; and, so, they don't very much like expending energy when an intuitive decision can be made that is good enough. Is our belief in a random news story really that important in our day-to-day lives? Well, it could be; but more often it probably isn't... and so, we fail to engage evaluation and reflective judgment. Instead, we conduct a simplified means of information processing—yielding a conclusion that isn't necessarily accurate, such as choosing to believe the fake news report."

Christopher Dwyer Ph.D.

<https://www.psychologytoday.com/us/blog/thoughts-thinking/201911/7-reasons-why-we-fall-fake-news>



Psychological side of fake news

Why we fall for fake news

Reiteration: the illusory truth effect.

The illusory truth effect refers to the phenomenon in which the more we have been exposed to certain information, the more likely we are to believe that information without seeking for evidence.



Psychological side of fake news

Why we fall for fake news

Social pressure

" Just because the majority believes something does not make it true. When we are tasked with separating fact from fake news, only objectivity can yield an appropriate response. So, be aware of the social climate, be aware of the political climate, be aware of the majority; because, the pressure associated with these are likely to impact the information you engage, as well your belief in its truth or fakeness."

Christopher Dwyer Ph.D.

<https://www.psychologytoday.com/us/blog/thoughts-thinking/201911/7-reasons-why-we-fall-fake-news>

“Let’s have
a break”





Coaching your kids

Why it is important to coach your kids on the topic Media Literacy?

The digital world surrounds us and our kids on a daily basis and besides useful and necessary it can be overwhelming, and even dangerous. Kids need to be able to understand and evaluate the information that they meet so they can use it safely and effectively.

Media Literacy is not just about knowing how to use different devices or update apps. Media Literacy means understanding the information and using it appropriately.

In the next slides you will find several suggestions how you can teach and coach your children to understand and evaluate information and distinguish fake news.

The logo for 'MeLi FOR PARENTS' is centered within a yellow rectangular border. The word 'MeLi' is in a large, grey, sans-serif font. The letter 'i' is replaced by a stylized icon of a person with a thumbs-up gesture, colored in teal and orange. Below 'MeLi', the words 'FOR PARENTS' are written in a smaller, grey, all-caps, sans-serif font.

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Coaching your kids

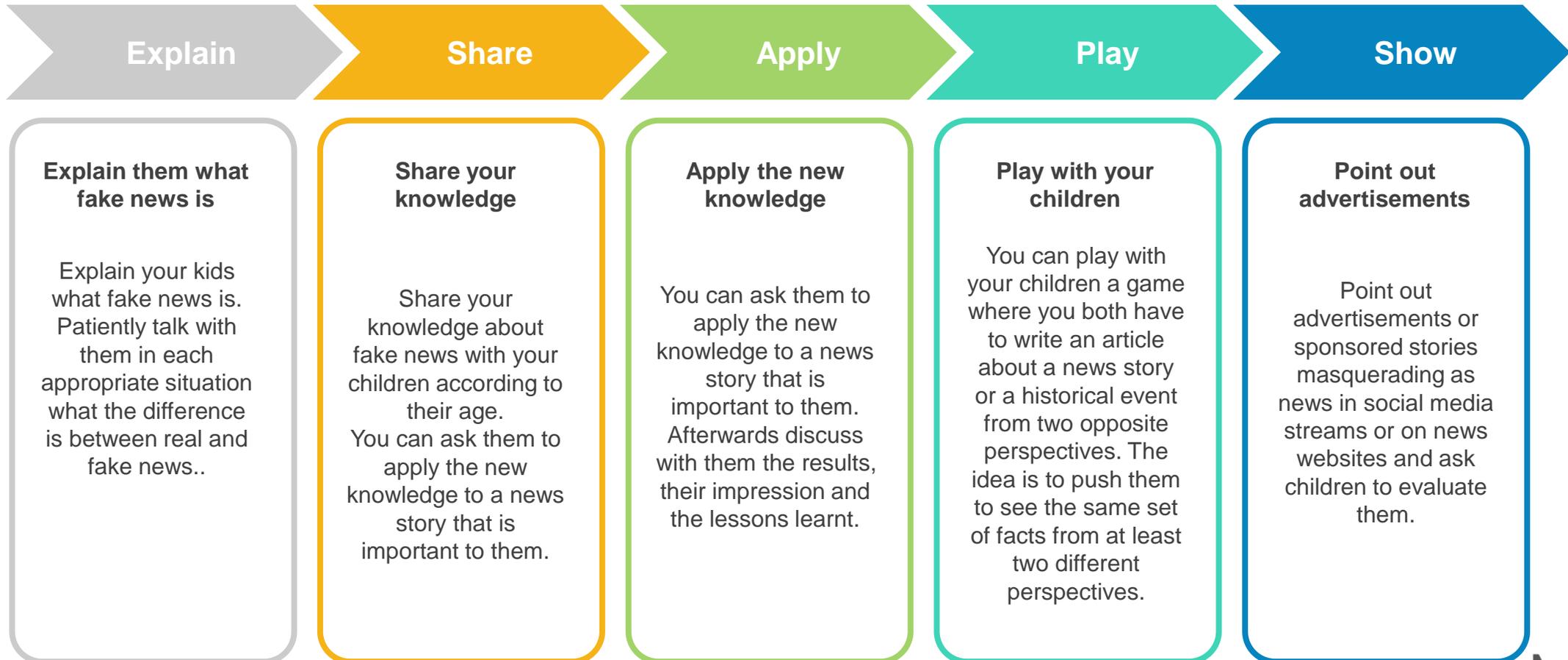
Why is it important to coach your kids on the topic Media Literacy?

Be aware that fake news can affect very strong your child's self-esteem!

When children or parents find out that they have shared fraudulent stories or posts without checking them, they often feel stupid. This can undermine their self-esteem, provoke ridicule from others, and sometimes lead to serious psychological problems.

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Coaching your kids





Coaching your kids

Teach your kids to ask themselves!

When you teach your kids to ask themselves questions about the information they read or watch will develop their critical thinking and create in them the habit of checking and evaluating the information that floods them before they believe and share it.

Your own behavior in the online space also plays a very important role here - what you read, what you share, what you believe.

On the next slide you will find some of the main questions that are important for you and your children to ask.

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Coaching your kids

Has the story been reported anywhere else?
Is it on the radio, TV or in the newspapers?

Have you heard of the media, organization or the author
that published the story?

Does the website where you found the story look
genuine? (or is a copycat website that's designed to look
like another genuine website)

Does the website address at the very top of the page
look real? Is the end of the website something normal
like '.co.uk' or '.com', and not something unusual, like
'com.co'?

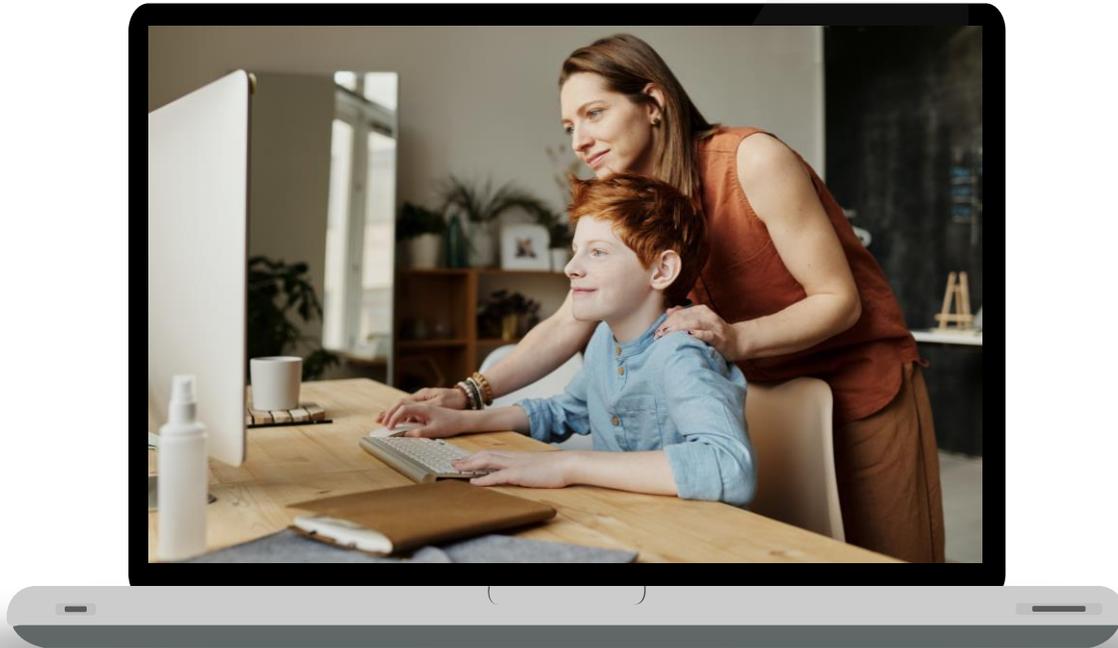
Does the photo or video look normal?
Does the story sound believable?

Coaching your kids

A very useful and enjoyable for the whole family resource for teaching your kids to distinguish fake news is provided by National Geographic materials and especially their video series “Real or Fake”.

[Real or Fake series](#)

Watching educational videos together with your kids will develop not only theirs` however also your critical thinking habits and will stimulate your communication.





Coaching kids

Help kids sort fact from opinion

Explain to your children the difference between fact and opinion!

You can play dedicated online games together with your kids:

- ✓ www.roomrecess.com/mobile/FactAndOpinion/play.html
- ✓ www.brainpop.com/english/writing/factandopinion/quiz/
- ✓ wordwall.net/resource/48813/english/quiz-fact-or-opinion
- ✓ www.educationquizzes.com/ks2/english/fact-and-opinion/



Coaching kids

Show your kids tricky photos

Show your kids tricky photos and explain them how to distinguish if a photo is real, manipulated for a purpose or it is a joke.

You can make them familiar with easy and free photo editing software and show them how easy it is to manipulate a photo.

You can produce your own photo collages, use app filters and turn it into a game.

Resource: <https://www.nationalgeographic.com/family/teaching-kids-about-fake-news-and-photos/>



Coaching kids

Encourage investigation

Read posts on social media like Facebook, Twitter, Instagram, TikTok and watch videos together with your kids.

Play with them asking questions. You can turn the game into playing the detective.

Example questions:

- Where did you see the story/photo?*
- How many likes/shares does it have?*
- Who published it? Do you know him/her? What do you know about him/her? ...*
- Who else is reporting the story?*
- Try to track down the story to its` original source*

Emotions

Teach your kids to recognize their emotions and to pay attention on their feelings.

When to start?

It is never too early or too late to start exploring emotional intelligence and how news and information on media trigger our emotions.

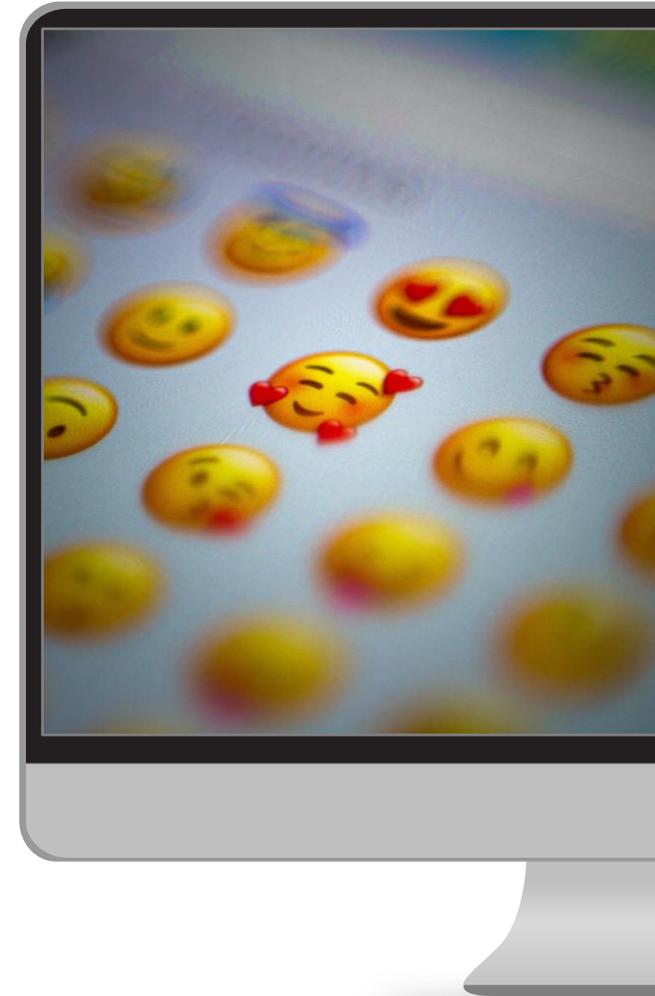
Why?

When they understand when media trigger their emotions, your kids will be better equipped to recognize which information caused them to feel that way and they can logically evaluate it.

How?

While watching TV or browsing online with your child, point out ads that are appealing to emotion and discuss them openly.

Emotional intelligence





References

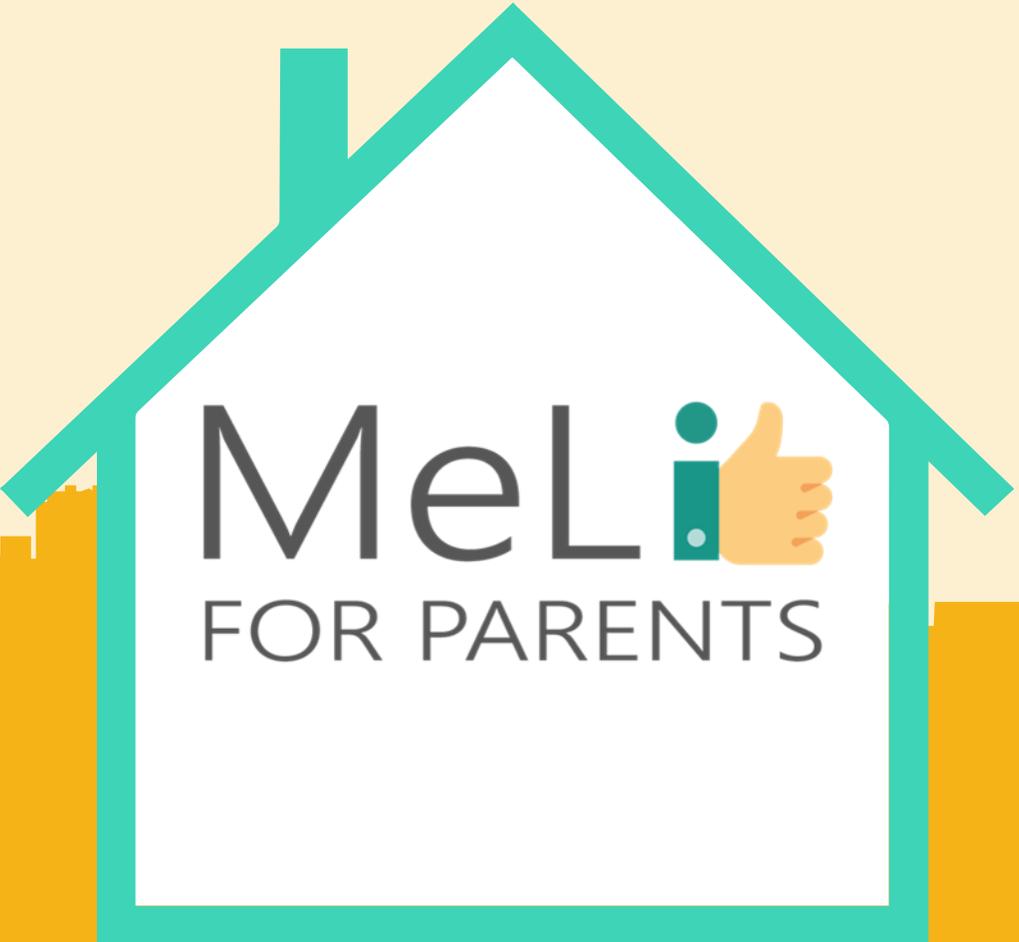
- ❖ <https://www.mindtools.com/pages/article/fake-news.htm>
- ❖ <https://www.factcheck.org/2016/11/how-to-spot-fake-news/>
- ❖ <https://www.connectsafely.org/fakenews/>
- ❖ <https://www.bbc.co.uk/newsround/38906931>
- ❖ <https://www.whatsapp.com/>
- ❖ <https://www.psychologytoday.com/us/blog/thoughts-thinking/201911/7-reasons-why-we-fall-fake-news>



<http://www.meli4parents.eu/>

THANK YOU



The logo for 'MeLi FOR PARENTS' is centered within a white house-shaped outline with a teal border. The word 'MeLi' is in a dark grey sans-serif font, with the 'i' having a teal dot. To the right of 'MeLi' is a teal thumbs-up icon. Below 'MeLi' is the text 'FOR PARENTS' in a smaller, dark grey sans-serif font. The background features a yellow silhouette of a city skyline with a prominent tower on the right.

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Media Literacy for Parents

Learning Unit I.1.4: Role Models & Stereotypes – INTERMEDIATE LEVEL



Contents of the training

ROLE MODELS & STEREOTYPES - INTERMEDIATE LEVEL

The unit will cover healthy parent/educator role models for children in terms of use of devices and online media. Further on the unit will focus on specific various media stereotypes and their harmful or beneficial impact.

01

PARENTS AS MODELS

Children learn from their parents' behavior by means of observation

02

DIGITAL PARENTING

Digital parents mediate kid's media use in positive ways

03

SELF IMAGES

Mental representations of ourselves

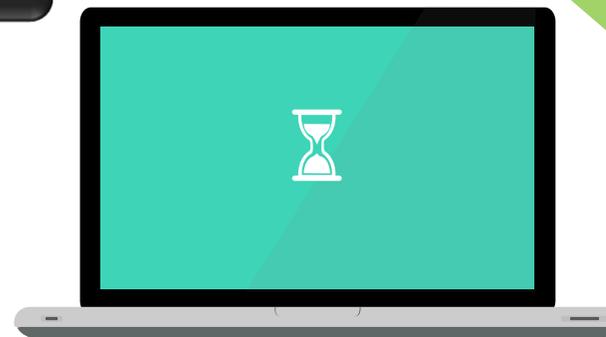
04

STEREOTYPES

Harmful or beneficial



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I.1.4 Role Models & Stereotypes



DIGITAL LIVES

- ✓ Digital natives have their own world online with online identities
- ✓ Children's experiences online can be influenced by:
 - friends and school mates,
 - music and fashion celebrities,
 - technology trends, etc – and of course
 - YOU!

So....

- ✓ You need to know and understand their online world
- ✓ You need to be able to help them interact safely and assist them
- ✓ You need to be a digital role model!



DIGITAL PARENTING

Digital parents try to mediate kid's digital media usage in positive ways. They can be

- ✓ restrictive, setting rules and prohibitions, or
- ✓ instructive, by advising and guiding as to what to do or not, or even
- ✓ partners, where they co-view and co-use digital media together with their children

DIGITAL PARENTING

By seeing positive attitudes at home children learn to improve their

- ✓ nutrition habits,
- ✓ exercise plans,
- ✓ reading performance,
- ✓ learning methods,
- ✓ choosing friends,
- ✓ using media wisely,
- ✓ use the Internet in a constructive manner



DIGITAL PARENTING



What does a role model look like?

A model digital parent:

- ✓ Understands kids' online world
- ✓ Leads by example
- ✓ Shares wisely
- ✓ Doesn't criticize
- ✓ Doesn't have notifications turned on constantly
- ✓ Keeps home screen simple
- ✓ Doesn't need too many colors on the screen!

Make your own digital life a model to copy:

- ✓ No work emails at home.
- ✓ No phone at hands when you pick kids up from school.
- ✓ No devices in the bedroom.
- ✓ No Facebook until your kids go to school or to bed.
- ✓ No week without tech-free activities.

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SCREEN TIME MODEL FOR YOUNG KIDS

Be together

- ✓ Be together with young kid when they are watching something on the screen
- ✓ Help them become aware of the time they spend in this kind of activity

Do your homework

- ✓ Do some research before you choose what to show
- ✓ Watch and evaluate shows before getting them for your child
- ✓ Evaluate games and apps before they use them

Be ad wise

- ✓ Educate your child about advertising and commercials
- ✓ Especially young kids cannot easily tell the difference between advertising and factual information.

Good qualities

- ✓ Point out any good behavior on the show
- ✓ Praise heroes for cooperation, friendship, helping others and setting personal goals
- ✓ Try to connect heroes' actions to meaningful real situations

Set limits

REMEMBER:

You need to arrange a lot non-screen time into your child's day

DIGITAL MODEL FOR TEENAGERS

Be aware

- ✓ Know the apps they use and their online friends
- ✓ Share your criteria for choosing online friends
- ✓ Show them the way you comment on other people's posts

Limit bedrooms

- ✓ Be sure that media use takes place in a public place at home as much as possible
- ✓ Avoid using devices in the bedroom
- ✓ Share with them whatever concerns you and teach them to do the same

Get involved

- ✓ Find a way to be involved in what your children do with their devices
- ✓ Let them know your friends and know theirs
- ✓ Discuss about what you do with friends online and what they do when they are together

Discuss

- ✓ Talk with your child regularly
- ✓ Discuss what programs, games and apps they watch or play during the day
- ✓ Remind them of media literacy basics
- ✓ Educate them to think critically

Set limits

- REMEMBER:**
- ✓ You still need to set a plan of media use
 - ✓ Arrange a lot of exercise non-screen time during the week



WE ARE ALL ATTRACTED BY OUR PHONES

- ✓ Smartphones give us a ... reward every time we use them: a message, a piece of information, an update, etc.
- ✓ This reward releases dopamine in the brain that causes pleasure.
- ✓ This feels good so we want to repeat the condition that is boosting our chemistry towards pleasure.
- ✓ The addictive characteristic in this behavior is that our brain lives with the neurobiological expectation that a reward is coming soon
- ✓ However, we do not know exactly when (and if) the reward will come, and this is why we keep trying to get it...
- ✓ Watch this video: <https://www.youtube.com/watch?v=NUMa0QkPzns>

Body image

Perceptual body image (how you perceive your body)

Feelings

Affective body image (how you feel about your body)

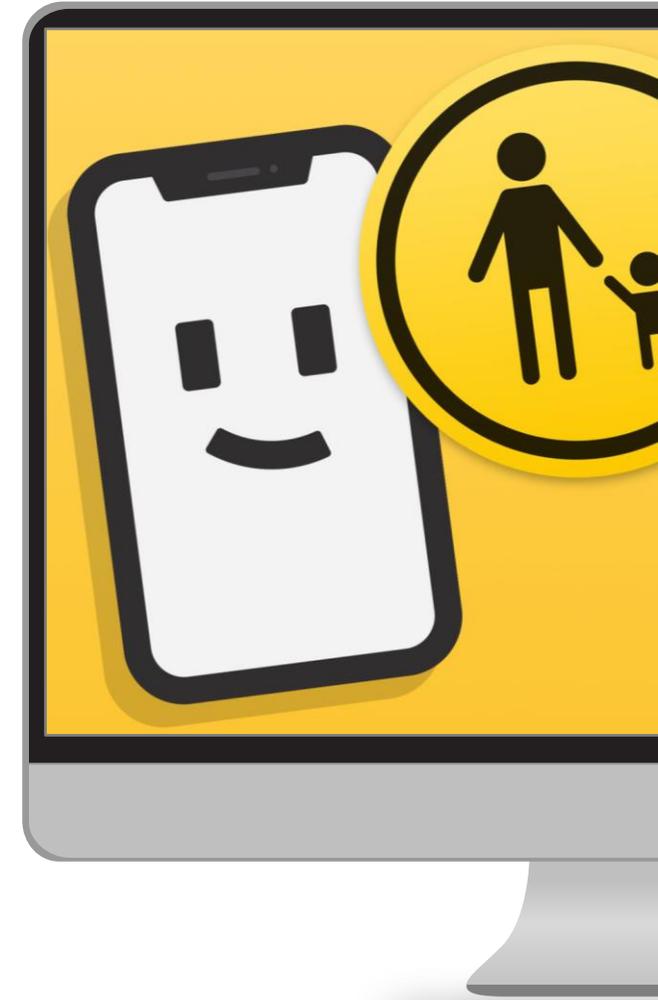
Ideas

Cognitive body image (how you think about your body image)

Behaviour

Behavioural body image (how you behave as a result of your body image)

**Be aware
of your
self image**





STEREOTYPES

Set ideas people have about what someone or something

When children watch the same class, racial, and sexual models and relations over and over on the media, they create class, race, and gender stereotypes. So...

- ✓ Observe what you watch, count male and female characters and discuss any associations between behaviors, race and gender.
- ✓ Find movies or games that portray the positive sides of all genders and races
- ✓ Say no when your kid ask you to purchase them biased video games
- ✓ Discuss the content promoted on social media, for example, whether certain groups are targeted for their gender or race
- ✓ Discuss humor: stereotypes are not funny, especially for the victims
- ✓ Educate your child to have neutral behaviors in their social groups





STEREOTYPING FOR SURVIVAL

- ✓ To survive in the jungle we need to judge everything quickly, on first impressions, based on similar experiences that we have had before, and act accordingly.
- ✓ A stereotype enables us to respond rapidly to situations, by having similar experience in the past. We recall the experience when it's a matter of life or death.
- ✓ Human brain has a face-processing area, which is conditioned to focus on faces more than anything else and decide responses.
- ✓ Humans, as ultra-social species, need to quickly assess whether someone is friend or foe
- ✓ We also judge whether others are about to help or hurt us
- ✓ Quick-judgment is important survival skill

MEDIA & GENDER IMAGE



Can media influence perception of social gender?

Girls VS Boys:

- ✓ There are different toys, clothes, objects for boys and girls
- ✓ Social media promote different stereotypes for the two sexes
- ✓ Parents sometimes have different expectations from girls and boys

**What do the kids say?
Watch this video and
discuss:**

<https://www.youtube.com/watch?v=aTvGSstKd5Y>

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WHEN STEREOTYPES CAUSE PROBLEMS

- ✓ Stereotypes cover racial groups, political groups, genders, demographic groups, religious groups or activities.
- ✓ Some are generally accurate while others less so, while most change in time.
- ✓ From an early age children establish cultural stereotypes about various social groups.
- ✓ Even with progressive parents, kids see many stereotypes around: school peers, mass media, or the surrounding pop culture.
- ✓ Imbalance in the perceived stereotypes can lead to prejudice.



WHEN STEREOTYPES CAUSE PROBLEMS

- ✓ Teens like to be popular, and they care a lot about their appearance and how others perceive them.
- ✓ They try to build their identity - both in real life and online.
- ✓ Parents cannot provide a model of how to look cool, so they turn to mass media for ideas about how they should look and act.
- ✓ They also care about what their online (invisible) audiences think.
- ✓ This kind of fame can cause misperceptions: girls feel pressure to look good or even “sexy” online; boys compete against celebrities to look and act “like a man”.



DIGITAL MEDIA & BODY IMAGE

Media can influence body image

In a positive manner:

- ✓ Get inspired from health, wellness and fitness models. Exercise platforms, psychology blogs, scientific websites promoting healthy eating habits can improve our view of our body image.
- ✓ Social media are good for advocacy and can potentially benefit the way we feel about our body or help individuals with eating disorders.
- ✓ Support groups on various platforms can help persons who struggle with specific issues

In a negative manner:

- ✓ Media have always shown stereotypes and digital media have strengthened this
- ✓ Studies show that both women and men compare their bodies with those in the media
- ✓ Persons who spend more time on Facebook in relation to their peers seem to be more concerned about their body image
- ✓ Social media have been connected to unhealthy habits, such as eating disorders, for example

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Typical gender stereotypes

Men are strong and powerful and
women are weak and dependent

Power

Women aren't as smart as men and
are not good at mathematics.

Brains

Women are not good at sports and
the media cover them more when
they are good looking.

Sports

Men are messy and unclean and they
are socially accepted when they are
not handsome.

Beauty





A HEALTHY SELF IMAGE

- ✓ A person's self-image is a mental representation of oneself, like a picture in the mind.
- ✓ This representation shows us both as a physical body and as an individual with a personality.
- ✓ When we think about ourselves, we have a certain idea of our body in our mind, along with specific feelings.
- ✓ A "healthy body image" means that "we see" ourselves as we really are and we have positive emotions for our body and we feel comfortably in our skin.



CRIMINAL STEREOTYPES

Control the content your child can access

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- ✓ Many online games are full of violence, negative messages and deviant behavior
- ✓ Media have been associated with criminal stereotyping
- ✓ Violence on media has been associated with teens' behaviors, like high school shootings or the cases of teens that have re-enacted the death of George Floyd on Snapchat and were arrested (June 2020) .
- ✓ Context and circumstances certainly play their role, it seems that video games can contribute to typifying violent behaviors.
- ✓ However, there is no yes-no answer to the question correlating media violence with particular types of aggression.





STEREOTYPES...

... can lead to prejudice and biased behavior

However, better safe than sorry: we, as parents need to protect youth who are vulnerable to media violence, especially early ages.



STEREOTYPES: WHAT PARENTS CAN TEACH

Being moral

- ✓ Make sure your kids understand discrimination is unfair and wrong
- ✓ Make them not exclude any person on the basis of race, gender, religion, nationality, disability, appearance or sexual orientation

Recognizing

- ✓ Help children recognize stereotypes
- ✓ Make sure kids know how to respond to such behaviors.
- ✓ Discuss what you see on the media
- ✓ Encourage critical thinking

Feeling empathy

- ✓ Help kids be sensitive to other people's feelings.
- ✓ Help them understand the view of other people.
- ✓ In conflicts help them think about how the other person feels
- ✓ Caring, empathic children are less prone to discrimination

Changing

- ✓ Teach positive change.
- ✓ Show how to respond to discrimination to boost automation.
- ✓ Teach them phrases to use like "I don't like to be called bad names and neither do you."
- ✓ Help them feel comfortable when pointing out unfairness

Accepting

- ✓ Accept each of your kids as unique and special.
- ✓ Let them know that you appreciate their individual qualities.
- ✓ Notice unique and special qualities in others and discuss them with your children

Any
questions?



Take a quick yes/no quiz



Do stereotypes equal prejudices?



Are stereotypes always negative?



Are teens always influenced by media
about their self image?

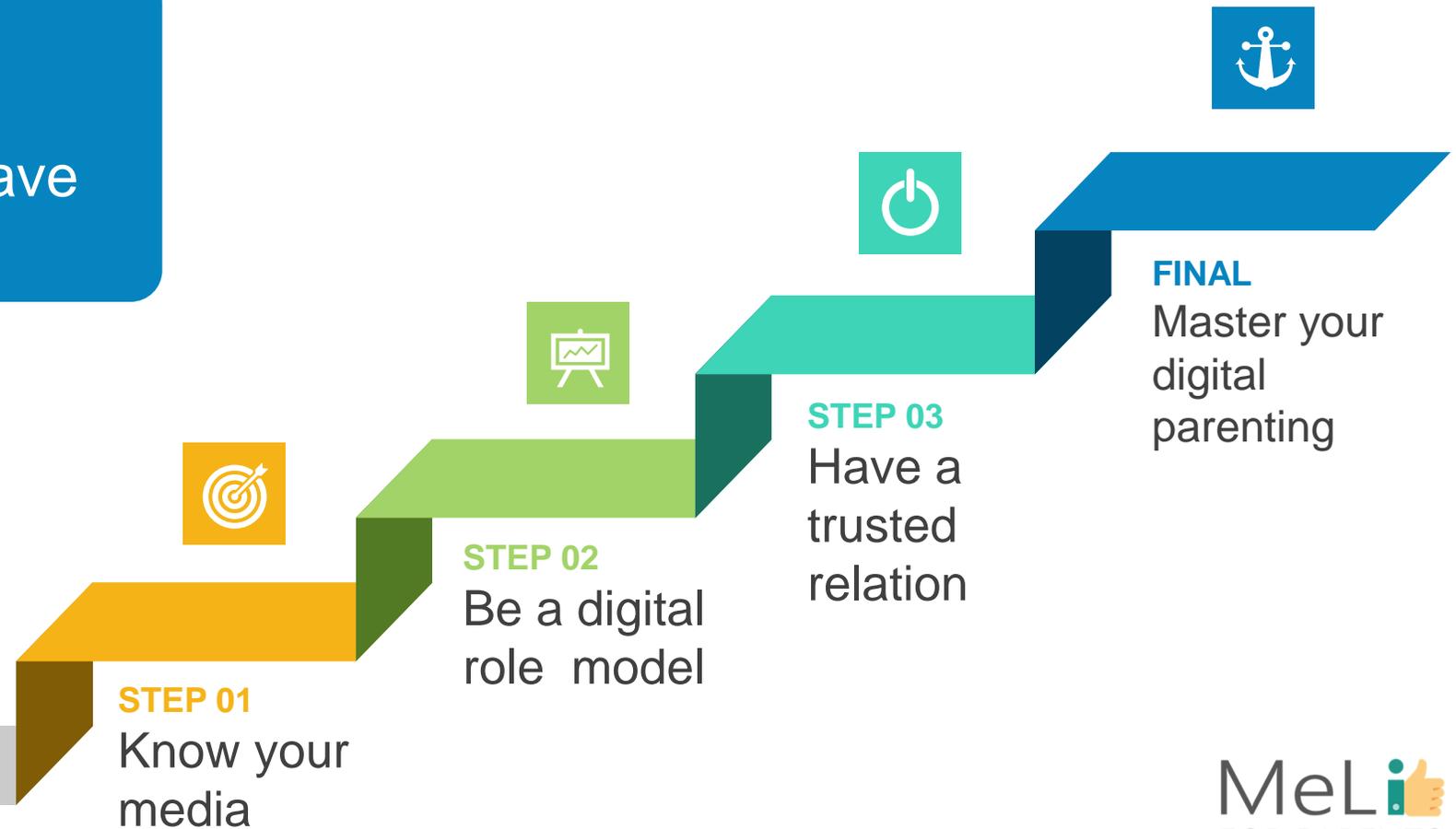


Can you recognize stereotypes on media and
teach your kids how to respond?



Yes/No quiz

Unless you feel comfortable with all questions, you still have some things to learn!



NEXT UNIT PREVIEW

After you master the basics

The Advanced Unit of the Training will focus on advanced role model and stereotype tips and provide options for practical examples. Discussion of the whole module and Q&A will complement the lessons learned and will conclude the workshop

DIGITAL LIFE

Digital parenting poses many challenges. Showcasing positive behaviors at home you can become a role model for your children and strengthen your trusting relation.



Know the media



Build trust



Educate

References

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- ❖ <https://online.king.edu/news/psychology-of-social-media/>
 - ❖ <https://mediasmarts.ca/digital-media-literacy/media-issues/diversity-media/aboriginal-people/impact-stereotyping-young-people>
- ❖ Ofcom, Children and parents: Media use and attitudes report 2019
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Media Literacy for Parents

Learning Unit I.1.4: Parental Control Tools – INTERMEDIATE LEVEL



Co-funded by the
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of the European Union



Contents of the training

PARENTAL CONTROLS - INTERMEDIATE LEVEL

This unit covers specific knowledge about parental control tools. You will learn how to manage, block or limit access to online content through different devices, as well as to monitor or track children's online activity. Also some commercial solutions are covered.

01

BLACK AND WHITE LISTS

How to evaluate content
Promoting beneficial content

02

IMPLEMENTATION OF TOOLS

Operating systems, Web
browsers, Software

03

COMMERCIAL SOLUTIONS

Ready solutions for PC/Mac,
Mobile devices, Game consoles

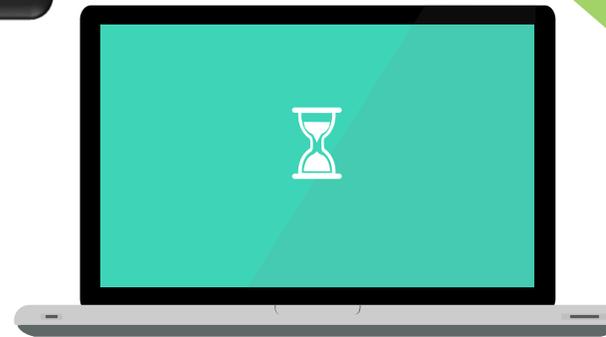
04

LOCATION TRACKING

Advanced trackers, geo-fencing



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I.1.4 Parental Controls



DIGITAL PARENTING

As mentioned in the Basic Unit, Parental Controls help you protect kids from

- inappropriate content,
- cyber attacks,
- social media scams and traps,
- misinformation or
- unwanted acquaintances.

This is done by

- ✓ blocking websites or categories of content,
- ✓ setting white and blacklists and
- ✓ limiting downloads to keep your devices safe.

In this unit we shall see how these controls can be implemented.



CONTROL LISTS

Black or White?

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Black lists restrict access to a list of specific site categories of offensive content, such as “pornography” or “racism.”

✓ Some parental control filtering solutions may also use keyword-based techniques, blocking content that corresponds to certain words.

... but

✓ Information online is massive, so it’s not possible to categorize every website.

✓ Despite blacklists some bad content can make it through - or even some good content.

White lists work in the opposite way, allowing access only to a list of specific websites you set.

✓ You can allow access only to certain content, for example, cartoons or documentaries or other kid-friendly sites.

... but

✓ White-listing is problematic as kids grow up and search the web, say, for homework.

✓ White lists provide limited access to sites, so this method is too restrictive for older kids

Empowering values

Decide target age range. Select different content for different ages.
Consult trusted educational organizations for suggestions

Engaging content

Choose motivating and inspiring content that involves the child while educating

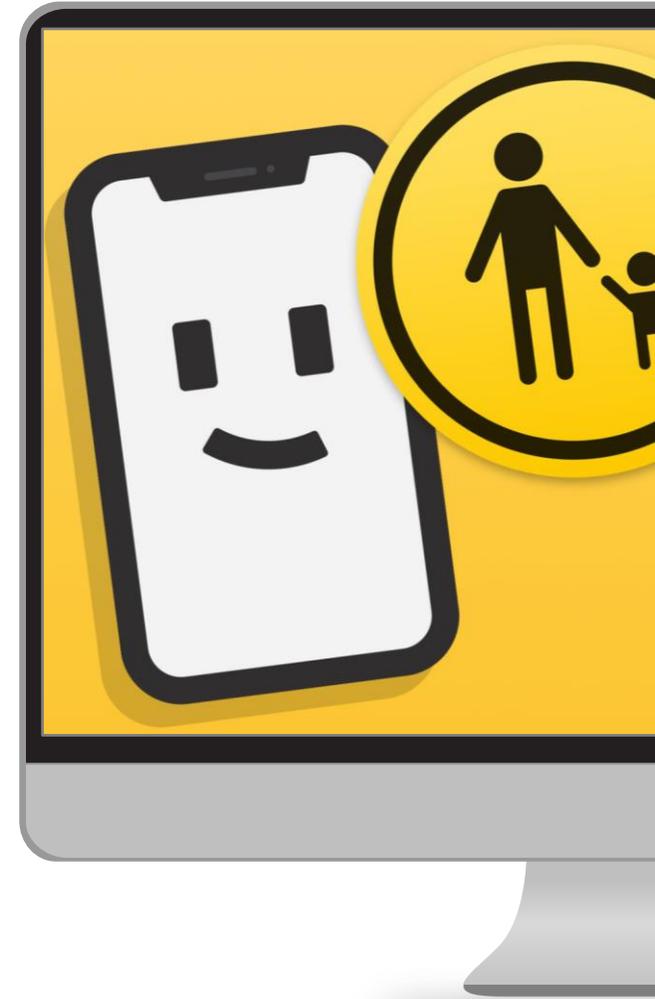
Stimulating ideas

Expose children to content that will open the world to them and make them think and understand life.

Max benefit with min risk

Define objectives. Ensure safe navigation. Plan the benefits to the child

Evaluate content for your child





CONTROL DOWNLOADS

- Children may like to download apps and programs that look genuine but are actually malware and viruses. This can cause problems to your hardware and software or data breaches.
- A virus could lock your computer, cause operational problems and spread to your home network.
- Parental controls also allow you to limit downloads from untrusted or suspicious sources.

Setting download controls

Example: Play Store

Open the Play Store app on the device
you want to set parental controls on
downloads

Set parental control

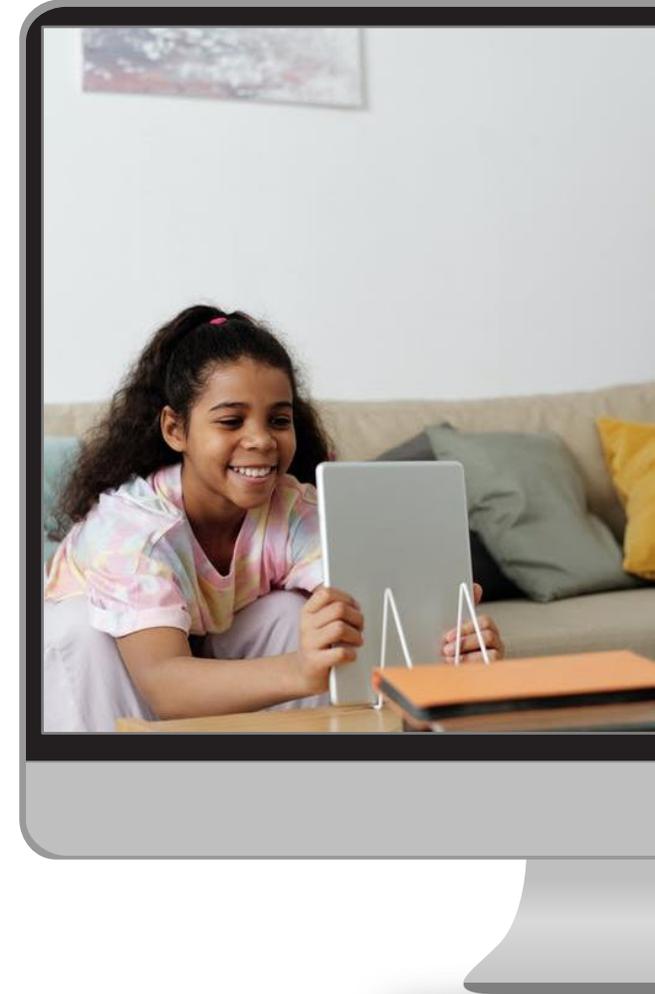
In the top left corner, tap Menu
Settings. Parental controls.

Safeguard your access

Create a PIN and confirm it to the
system.

Choose content filters

Tap the type of content you want to filter
out from your child's downloading options.
Choose how to filter or restrict access.





SAFE DEVICE SHARING

Control the devices you share with your child

Develop healthy habits when sharing a device with your kid:

- Create **strong passwords** for the apps and websites that you use. Don't use the family pet's name! Use capitals, plus numbers and symbols. Change passwords regularly and don't share them with kids!.
- Create different accounts for different users with different passwords.
- Log out when you are finished in your account. Close emails and browser windows.
- You can set passwords to protect your sensitive documents.
- With young children in particular, lock your screen.

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ACCESSING THE CHILD'S DEVICE

Your older children will have their own devices. You can still “share” them via your own device to monitor their activity.

You can access your child's device via **Family Sharing** features in both Android and iOS. Set limits with the built-in parental controls.

Watch this video to learn how to

- ✓ setup shared devices
- ✓ follow your kids activity:

<https://www.internetmatters.org/hub/news-blogs/parent-vlogger-gives-tips-making-shared-devices-safe-kids-use//>



FAMILY LINK & FAMILY SHARE

✓ Google Family Link allows parents to view their child's smartphone activity, manage the applications they use, set screen time limits, lock their device, or track location.

NOTE: Family Link does not block inappropriate content.

✓ Restricted Mode on YouTube can filter out mature content.

✓ Screen Time in all Apple iOS 12 and iOS 13 devices allows you to see how much time your children spend on apps, websites and more.

These apps can block or limit certain features, restrict explicit content, and control purchases and downloads on your child's device.

CONTROLS IN OPERATING SYSTEMS

PCs running Windows or MacOS and mobile devices with Android and iOS offer free parental controls. The Independent IT Security Institute, analyzed online threats, defined protection scenarios and categorized their functions:

Parental control software generally protects against these risks

Tested categories of protection mechanisms or tools of the operating systems



Manufacturer	Product	AV-TEST Certificate	Protection against cyber bullying	Access control to adult content	Control of private data transfer	Controlling time spent on digital devices	Protection from online money traps	Protection against online grooming (sexual exploitation)	Protection of privacy
Desktop system tools									
Microsoft	Family Safety	⊘	✓	✓	✗	✓	✗	✗	✗
Apple	Mac Parental Controls	⊘	✓	✓	✗	✓	✓	✗	✓
Mobile system tools									
Apple	iOS Parental Controls	⊘	✓	✓	✗	✓	✗	✗	✗
Google	Family Link	⊘	✗	✓	✗	✓	✗	✗	✗
Amazon	Kindle Fire Parental Controls	⊘	✗	✗	✗	✗	✓	✗	✗

⊘ Did not participate in the certification test

AV-TEST November 2018

Source: AV-Test, P

www.av-test.org

operating-systems-enough/



WINDOWS OPERATING SYSTEM

Control the content your child can access

- ✓ Windows 7, 8 and Windows 10 have integrated parental controls.
- ✓ They combine time limits and content access controls with the safe web filtering of the Family Safety feature.
- ✓ Manage your settings and view reports from <https://account.microsoft.com/family>

Set a new user account by checking the “Is this a child’s account?” box. This will be marked as a child’s account and can be managed from the Family Safety website online



Control web browsers

Google Chrome

You can set controls on all popular browsers. Access built-in controls in Chrome at www.google.com/preferences

Internet explorer

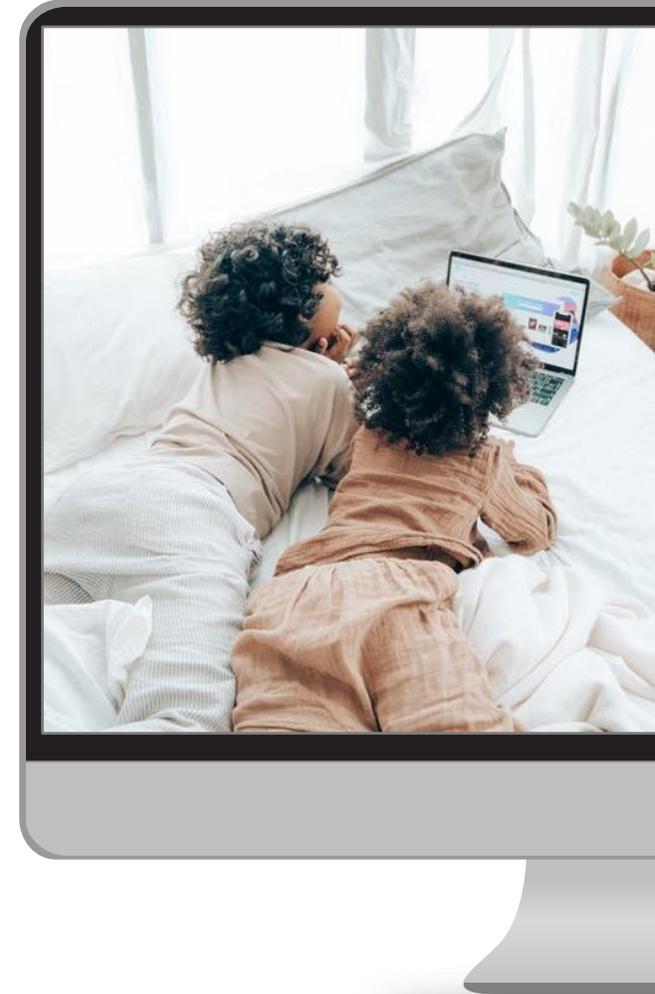
Its parental controls include content restrictions (on language, nudity, sex, and violence), and helps you list approved or disapproved websites.

Mozilla Firefox

It has no built-in parental controls but there are add-ons that allow website and content blocking, controlling over pop-ups & limiting screen time

Safari

To control Internet usage on iOS devices you need to enable Restrictions, which are essentially the same as parental controls



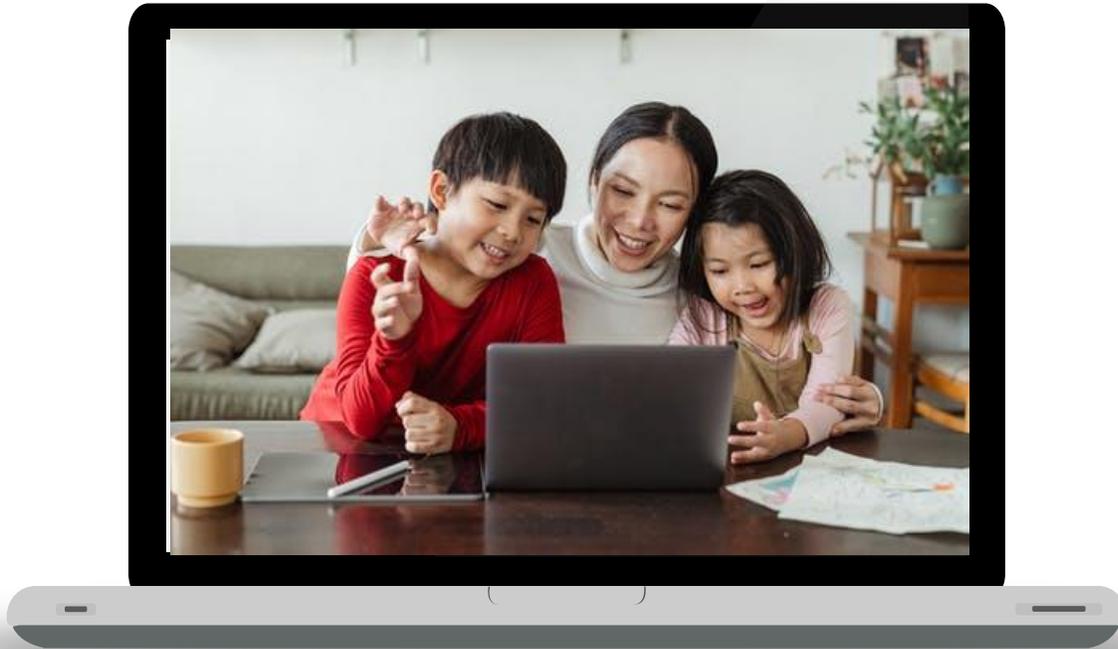
Control your children's search on Chrome

To set parental controls on Chrome, you can turn on SafeSearch, which filters explicit results out of Google searches, for example, porn or violence.

Search History

Safe search engines

- Personal accounts or browsers
- Children's supervised devices and accounts using the Family Link app
- Workplace or school devices and networks





INTERNET EXPLORER

Control the content your child can access

In built parental controls include content filtering (with restrictions on language, nudity, sex, and violence), and set black and white lists of websites.

To set controls:

1. Open Internet Explorer
2. Select “Tools” from the toolbar
3. Select “Internet Options”
4. Choose the “Content” tab
5. Click “Enable”
6. Adjust the slider to select the level you want for your child
7. Save changes

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SAFARI

Control the content your child can access

Safari is the browser on iPhone, iPod or iPad devices. It does not block web content so you'll have to manually disable content via Restrictions, which function as parental controls:

1. Go to Settings.
2. Click on General.
3. Scroll down and tap on Restrictions.
4. Tap Enable Restriction and enter your password to turn it on.
5. Select each feature and app you want Restrictions applied to
6. You can also disable the downloading of new apps.
7. To change or disable the Restrictions setting, enter the password.

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SOME COMMERCIAL APPS

Qustodio

- ✓ Very popular free cross-platform tool which offers content-filtering and time limits.
- ✓ You can pay for extra options like YouTube monitoring, time tracking on social networks, time limits for games and call tracking

Kaspersky Safe Kids

- ✓ Suitable for all devices, for Windows, MacOS, Android, iOS.
- ✓ It has both free and paid versions
- ✓ The free edition can set blacklists
- ✓ It can manage app use by time, age, and category
- ✓ It controls screen time and overall device use

Norton Family Premier

- ✓ It supervises all devices and lets you monitor all of your kids' activity.
- ✓ You can set rules and view your child's activity
- ✓ Suitable for Android and iOS.
- ✓ It monitors iOS, Windows and Android devices, but not Macs.

Boomerang

- ✓ A mobile-only solution.
- ✓ It can construct geofences
- ✓ It can monitor YouTube app activity
- ✓ It can set up always-allowed actions for emergencies.

DISCLAIMER

The aim if this section is to present popular commercial applications and it cannot be considered as advertising or promoting any specific company, software or solution.

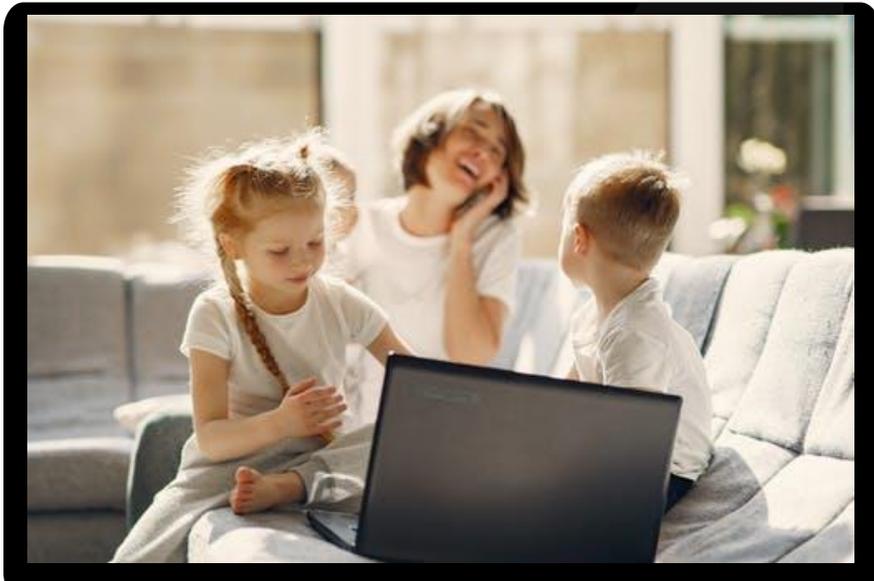
Control your children's search on Chrome

When you get beyond the basics, parental control systems offer advanced features, as YouTube monitoring, geo-fencing, and remote device locking.

Location tracking

Video monitoring

The advanced versions analyze page content, filter inappropriate material, and allow you add custom keywords and categories you want to block.





BUILDING GEO-FENCES

- A geofence is a “virtual perimeter” that outlines a real-world geographic area.
- A mobile parental control app with this feature can track child's current location and keep historical location data.
- Apple’s FindMyFriends and Footprints and Android’s Life3600 and Family by Sygic are the most popular apps.

NOTE: consider that there are serious privacy and security implications regarding the use of such applications.



Location SOS

Tracking device location

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- ✓ Some apps offer a **SOS button**
- ✓ When the child presses it, the app sends an alert to the parent, including time and location information.
- ✓ Some services keep broadcasting location data until they are manually deactivated.

NOTE: Consider privacy issues. Also, beware that some older children can be smart enough to avoid device location. For example, they could leave their device at the pre-agreed location and take a stroll with their friends into new grounds...





PLAYSTATION

Playstation and PS4 have built in restriction features with parental controls, spending limits, family management and game time screening, protect the safety of young players. On the company's website you can find detailed instructions on:

- ✓ restricting access to Network Features
- ✓ setting suitability levels for games and videos
- ✓ disabling the use of web browser and PlayStation VR
- ✓ activating Web Filter



TIK TOK & PARENTAL CONTROL

TikTok offers controls that you can enable it on your kid's phone:

1. Tap the three dots at the top right of the user profile.
2. Select "Digital Wellbeing" next to the umbrella icon,
3. Set the features you want and lock them with a pass-code

Available options:

- Screen Time Management: You can set 2 hours or 40 min per day
- Restricted Mode: It blocks some mature content, but not everything...

You can also control your kid's phone from your device via the Family Pairing app: From your kid's phone tap **Family Pairing** and sync your account to your kid's via QR code. Now you can disable direct messaging on your kid's account.



YouTube controls

Filtering videos with inappropriate content

YouTube offers filtering mechanisms that are enabled as follows:

- Within YouTube, log into your account by clicking the picture icon in the top right corner.
- Go to your settings.
- Enable the Restricted Mode setting.
- Enable “videos that may contain inappropriate content flagged by users and other signals”

When restricted mode is enabled, you will not be able to see comments on the videos you watch





YouTube kids

A safer option for young audiences

- YouTube Kids is an app especially designed to offer a “safer online experience for kids” with more parental control offerings.
- YouTube Kids accounts are separate from other YouTube accounts, so those settings will have to be changed manually.

You can select this option when you first register an account like this:

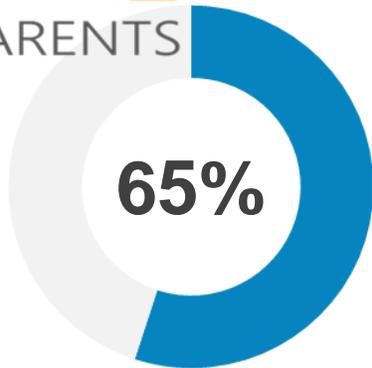
1. Log into YouTube Kids via the lock icon at the bottom.
2. Set or enter your pass code.
3. Tap on the Settings icon again.
4. Turn off Search so that your kids cannot search for videos all over the network.



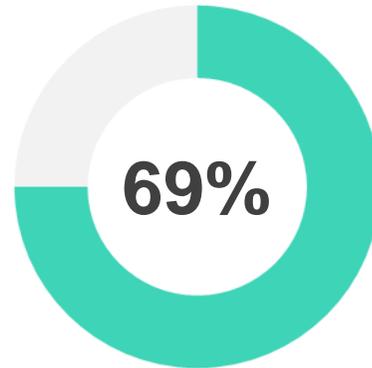
Do families use parental controls?

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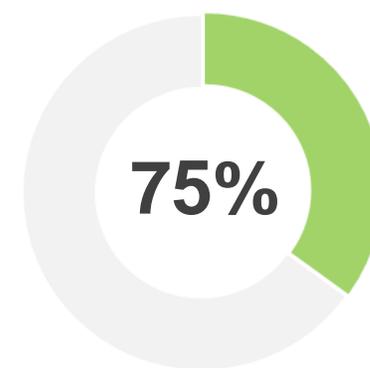
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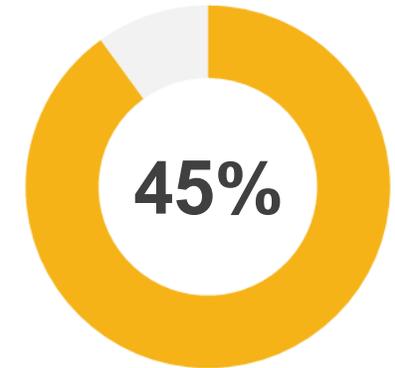
According to 2018 survey of Internet Matters Organization 65% of young people aged 11-16 are in favor of parental controls



According to Internet Matters 2018 survey 69% think controls can stop inappropriate adult content



According to Ofcom 2020 study about 75% of parents impose one main rule, which is to restrict the types of websites or apps their child can use



According to the same study, less than half of parents whose child uses a smartphone or tablet know how to use parental control settings

Any
questions?



Take a quick yes/no quiz



Do all popular web browsers have built-in filters?



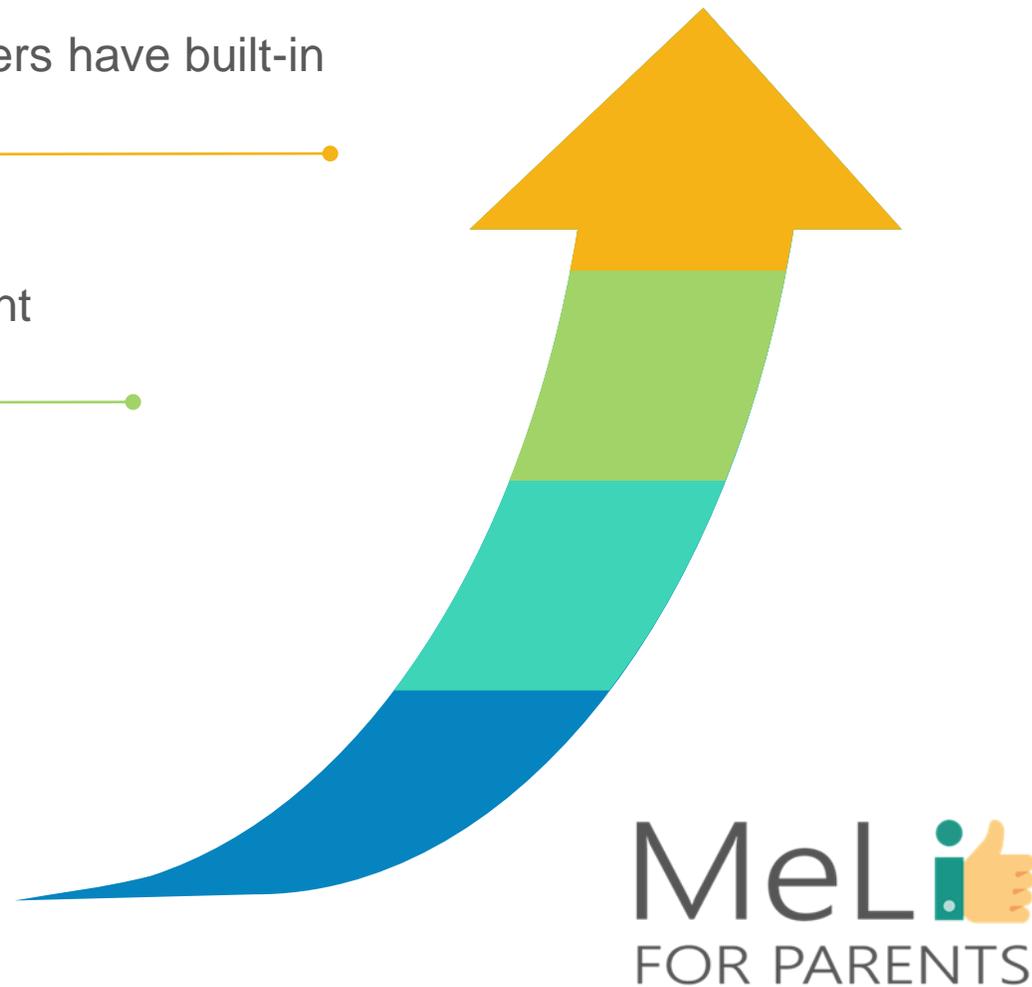
Are device location trackers efficient parental control applications?



Are there ways to check your child's online activity through your own device?

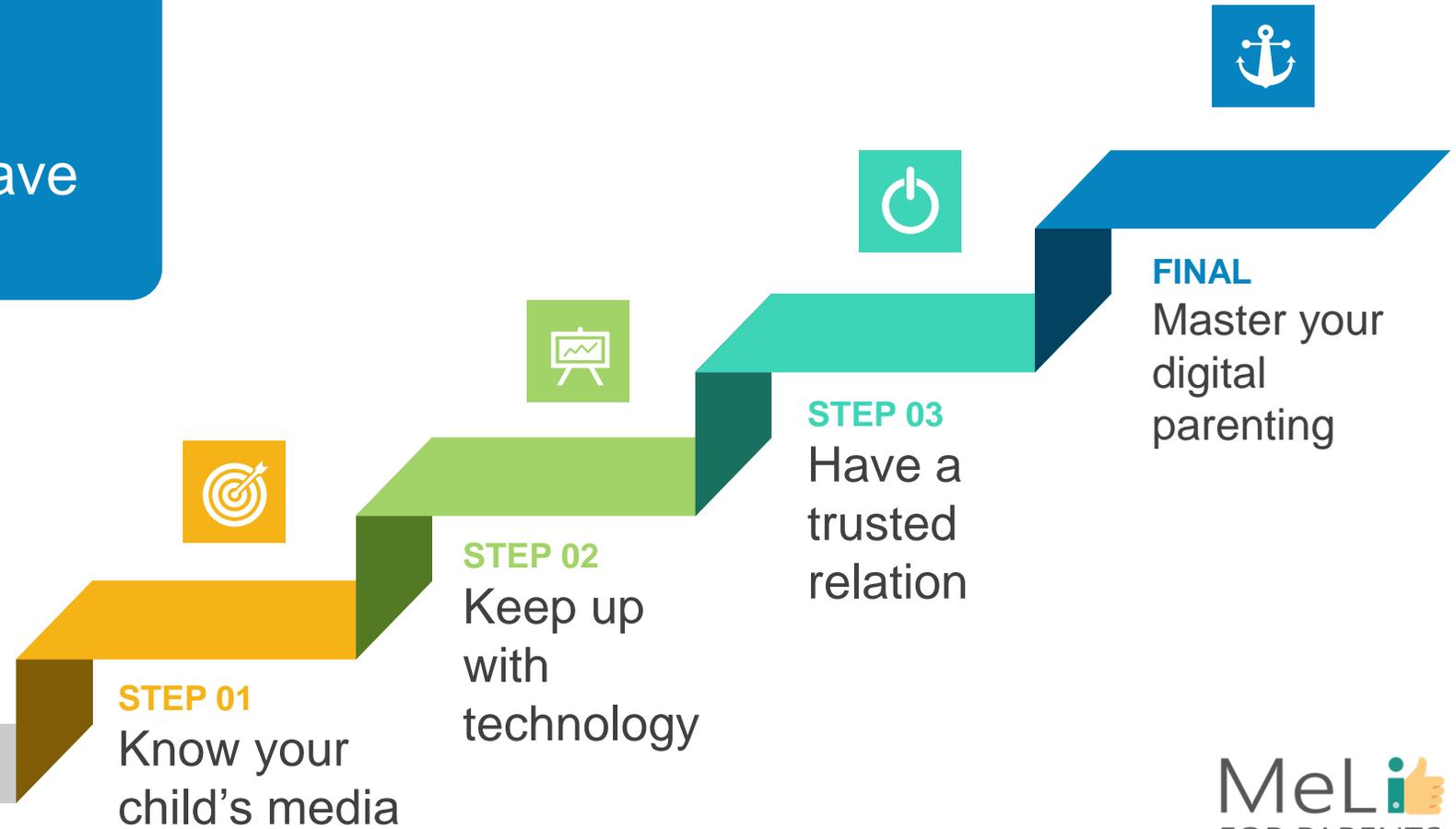


Can you evaluate what kind of content is beneficial to your children according to age?



Yes/No quiz

Unless you feel comfortable with all questions, you still have some things to learn!



NEXT UNIT PREVIEW



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After you master the basics

The Advanced Unit of the Training will focus on advanced parental control tools and provide options for practical examples. Discussion of the whole module and Q&A will complement the lessons learned and will conclude the workshop

CONTROL Digital parenting poses many challenges. Controlling your child's online activity is a dream of every parent. You will find out that a trusting relation is the best control you can get.



Know the media



Build trust



Educate

References

- ❖ www.common sense media.com
- ❖ www.internetmatters.org Impact Report 2018 – 19
- ❖ Independent IT Security Institute
- ❖ Ofcom, Children and parents: Media use and attitudes report 2019
- ❖ Company Websites of all services and software mentioned in the training



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Media Literacy for Parents

Learning Unit I.1.5: Cyberbullying and Hate Speech Online



Co-funded by the
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Content

In this Unit we will analyze more in detail what are the main topics, vectors and ways of manifestation of cyberbullying and hate speech online. The final step will provide parents some tips to prevent the most dangerous consequences.

- 
- 01 **The different manifestations of cyberbullying**
 - 02 **Cyberbullying on social media**
 - 03 **Cyberbullying in video games**
 - 04 **Social media and hate speech**
 - 05 **Proposals and statistics: what is being done in the world**
 - 06 **What can we do?**
 - 07 **Tips for prevention**

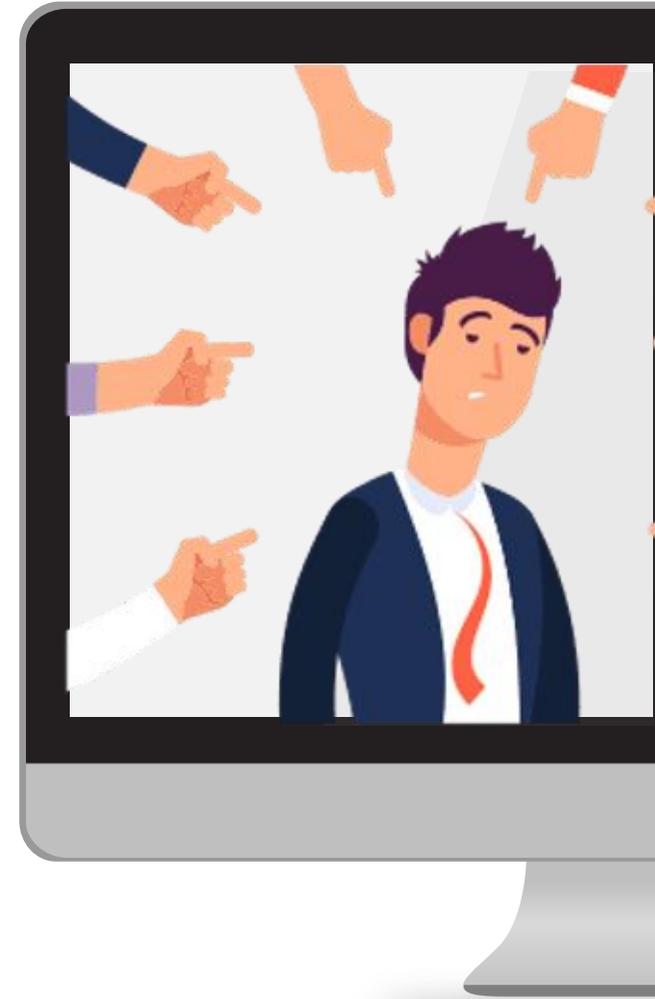
Cyber- bullying and hate speech

Cyberbullying comes in many forms. It affects adolescents the hardest, but also all age groups commonly referred to as school age.

The effects of cyberbullying can be disastrous, leading to social isolation and psychological trauma. For this reason it is important to identify and prevent it, also through a better knowledge of the media on which cyberbullying takes place.

Online hate speech is on the same page. This is one of the most dangerous phenomena for our children's minds when they use social media.

It is important to understand how to prevent and reduce the risk, because prevention is the only method that can give safe results. To intervene in things that are done is increasingly difficult and painful.



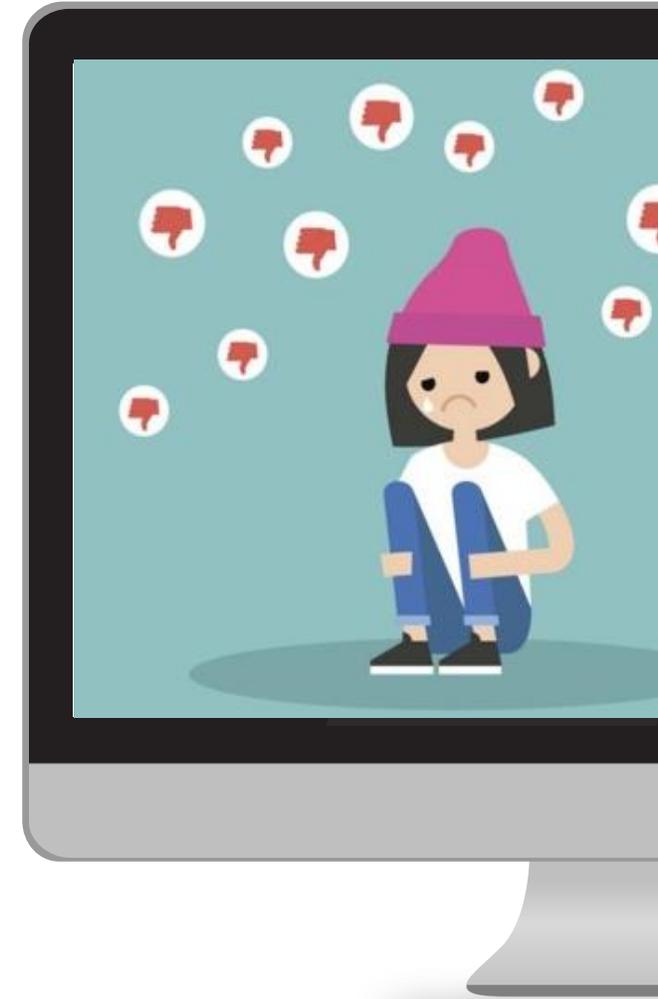
Harassment

Cyberstalking

Banning

Trolling

The different manifestations of cyberbullying



HARASSMENT

- Repeatedly sending offensive messages to a person.
- The persistent bombardment of negative, abusive or threatening messages via sms, Whatsapp or on a social media platform. Harassment attempts to wear down a victim with repeated threats and insults.
- Occasionally this form of cyberbullying occurs in a group setting, with a member of a chat becoming the target of abusive messages or through the victim's private messages shared in a group setting.



CYBERSTALKING

- It is a particularly traumatic form of cyberbullying that often occurs after breaking an emotional bond or rejection of unwanted advances.
- Typically, this is a text or direct message attack through social media with requests to be together, sexually explicit messages or provocations, or even threats of physical violence

BANNING

- A different form of bullying, which manifests itself with the exclusion of someone from a group, photo album or social event. Exclusion means making the victim feel bad, leaving him/her out of the social circle of which he/she once belonged.
- Exclusion is usually accompanied by harassment or other forms of cyberbullying. Group members may also ridicule or mock the victim among themselves as an additional insult to the ostracized party.

TROLLING

- Trolling means posting malicious and provocative comments on a bulletin board or on social media, with the intent of inciting an extreme reaction from the victim.
- Comments often take the form of insults about the victim's opinions or beliefs.
- Trolling is often performed anonymously and the offender may have no relationship with the victim or even not know him/her at all.

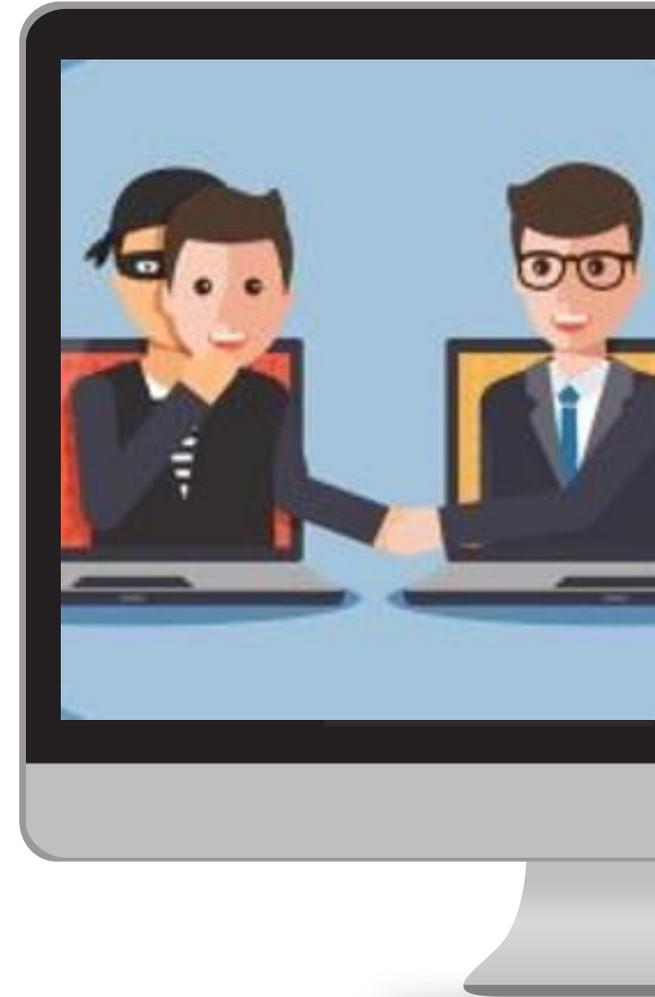
Other manifestations of cyberbullying

Identity theft

Denigration

Fake outing

Cyber bashing



IDENTITY THEFT

- Identity theft on social media is aimed at pretending to be another person and sending messages to a friend to damage their social relationships, or publishing posts with embarrassing or unflattering statements.
- Identity theft can be particularly harmful if the cyberbully obtains the username and password of the victim's social account. The damage takes a long time to be repaired, especially if the online material has spread among acquaintances and has ended up damaging once-solid social relationships.



DENIGRATION

- Denigration is the publication of gossip and petty rumours with the intent to damage the victim's reputation or relationships.
- Whether the rumours or widespread claims are true or not often doesn't matter, and can have the same effect.
- Once a group is exposed to a particularly sordid or shocking voice, the effect can be an avalanche that overwhelms the victim, who is unable to free himself/herself from the mark associated with it.



FAKE OUTING

- Fake outing begins with sharing personal messages with revealing information or photos in a public forum or within a larger social group. Going out is often practiced in the aftermath of a bad breakup and may include public posting revealing photos intended only for the eyes of a former partner.
- Fake outing can be devastating for a teenager as it can involve public disclosure of his/her sexual orientation before he/she is ready to go public with the information. Cases of false outing have resulted in victims' suicides.



CYBER BASHING

- It is equivalent to videotaping an act of bullying and posting it on the internet, asking for opinions and voting for it;
- it is a form of cyberbullying that occurs when the victim is hit and attacked in front of a group of people who film the episode with the phone and then disclose it and comment on it or "link it".
- The boys also participate in the scenes from home, as if it were a video game. And from the comments there is no empathy or solidarity towards the victims. Nor the drive to intervene to block or mitigate disputes. On the contrary: the comments are enthusiastic and amused.

Cyber- bullying on social media

The phenomenon of cyberbullying has grown exponentially with the growing impact of social media on everyone's life (and therefore also of young pupils of school age).

But not all social networks convey cyberbullying in the same way: it depends on the diffusion of individual social networks in specific age groups, on the tools that each social network offers and on the ease of use.

The main social networks used by young people are also those in which the greatest number of cyberbullying episodes is recorded: Instagram, TikTok, Snapchat, Youtube, WhatsApp and Facebook.

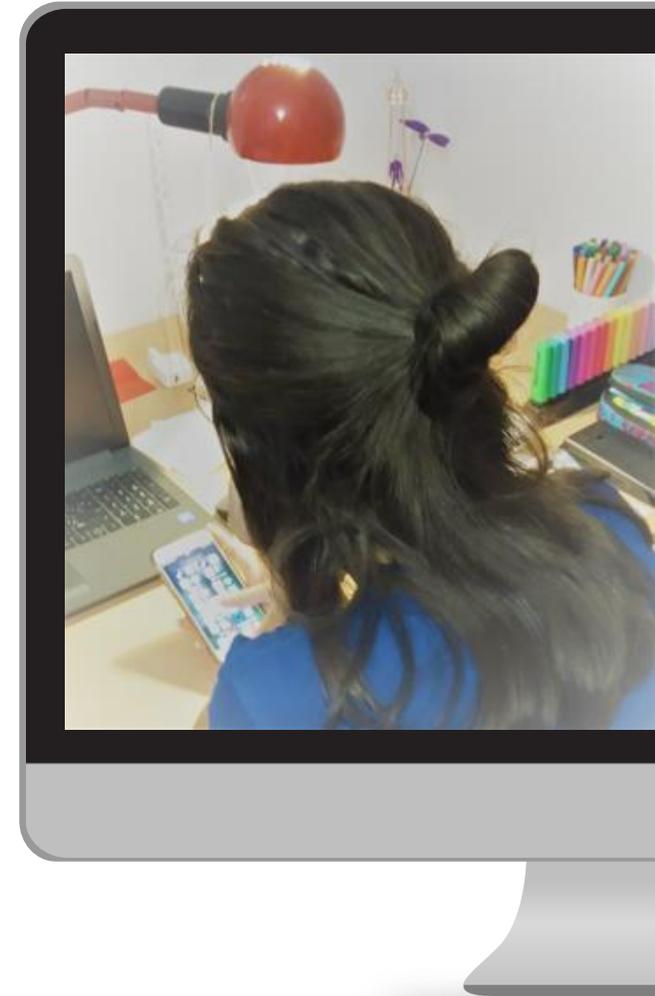


A statistic on social media

Among the big social networks, Instagram is definitely at the top of the ranking of cyberbullying. To follow TikTok and Snapchat, respecting in the proportions the spread among young people. They are the most widely used social media platforms in the so-called school age.

At the end of the group, three social networks that are less used by the youngest: YouTube, WhatsApp and Facebook.

It is actually a «ranking» subject to continuous changes, rapid as the birth and decline of many social media, and very variable depending on the European country to which you look.



INSTAGRAM

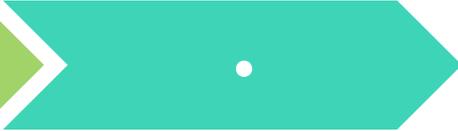
As more and more teens have chosen Instagram as their favourite social network, it has become the most common platform for young people to experience cyberbullying. The image-oriented nature of Instagram makes the network full of opportunities for bullies to make cruel and hateful comments about the appearance of others.

In addition to posting cruel comments, bullies will also post unflattering or faked images of others on their own account, inviting their followers to make fun of the victim. These posts can often snowball, spreading to a much wider audience than originally intended.



Instagram

TIKTOK



TikTok represents the social phenomenon of the moment. Designed to allow its users to create and watch videos from 15 to 60 seconds, adding fun effects, this social now provides a platform increasingly rich in features.

There are a number of concerns regarding the protection of minors at TikTok, both with regard to data protection and the absence of an effective age verification system, but also with regard to further phenomena which, conveyed by the application itself, may affect the safety of the child.



SNAPCHAT

Since snapchat messages, or "snaps," are automatically deleted immediately after they are viewed (although there is also the option to create "stories" that exist up to 24 hours after creation), senders are often not as careful about the content of their messages as they would be with other platforms.

However, despite the fact that the shots "self-destruct" quickly, the recipients of the messages are able to take screenshots of the messages and save them on their phone. This can lead to the scattering of private and intimate content that the sender did not intend to distribute, leading to embarrassing and upsetting situations.

Snaps are also a means of sending abusive messages directly to another child, with the knowledge that they will most likely be deleted, leaving no evidence of abuse. Exclusion, where a friend is banned from a "Story" or a particular member of a social group does not receive a snap that others have received, is also common on Snapchat.



YOUTUBE



WHATSAPP

Whatsapp is a leader among chats in the adult world, but in fact among school-age children it is overtaken in daily use by other platforms.

Like all media, even WhatsApp can carry messages of hate and abuse, but the rules introduced within the social network have made life difficult for haters.

The rest is done by the difficulty in keeping users' profiles anonymous and the ability to block accounts, even when they are part of groups of which you are not an administrator.



FACEBOOK

Despite being recently overtaken by Instagram and other social media as the most used network for cyberbullying, Facebook still remains a hot spot for some types of malicious online interactions. As with other social networks, it's easier for kids to say cruel things about people on Facebook that they would never say in person.

Cyberbullying on Facebook often occurs in a "pile-on" situation, where one user leaves a negative comment on another user's post, which encourages others to follow suit.

The gang mindset towards online bullying can have a stronger impact on a child than direct 1 to 1 text harassment, leading to feelings of hopelessness and despair. Another alarming aspect of cyberbullying on Facebook is that the age limit of 13 for Facebook is rarely enforced, meaning vulnerable teens and young children often create profiles and use the network, exposing themselves to the threat of cyberbullying and other dangers online

facebook.

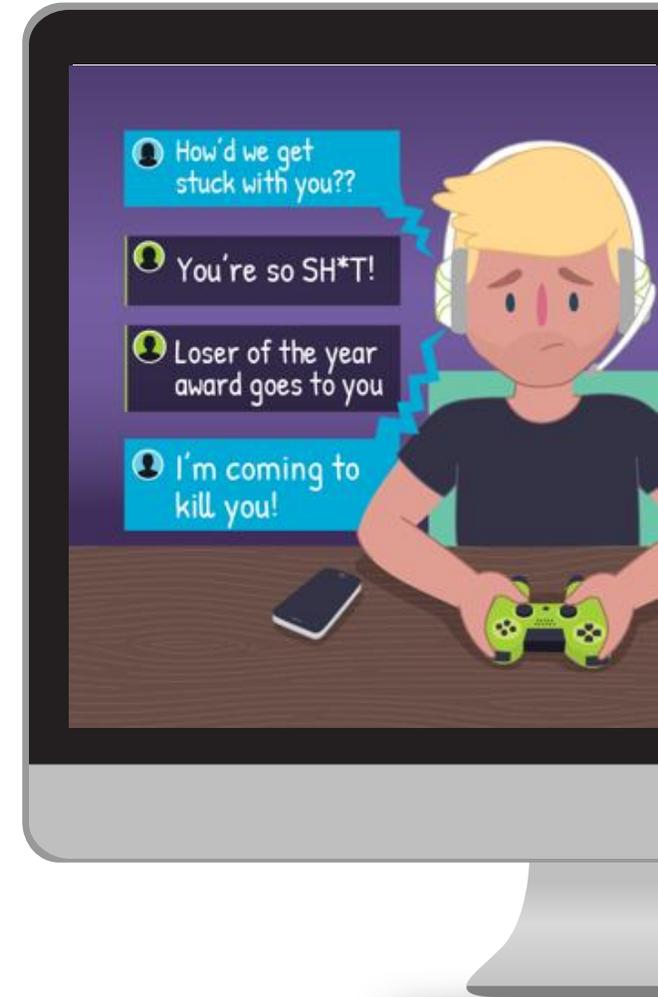


Cyber- bullying in video games

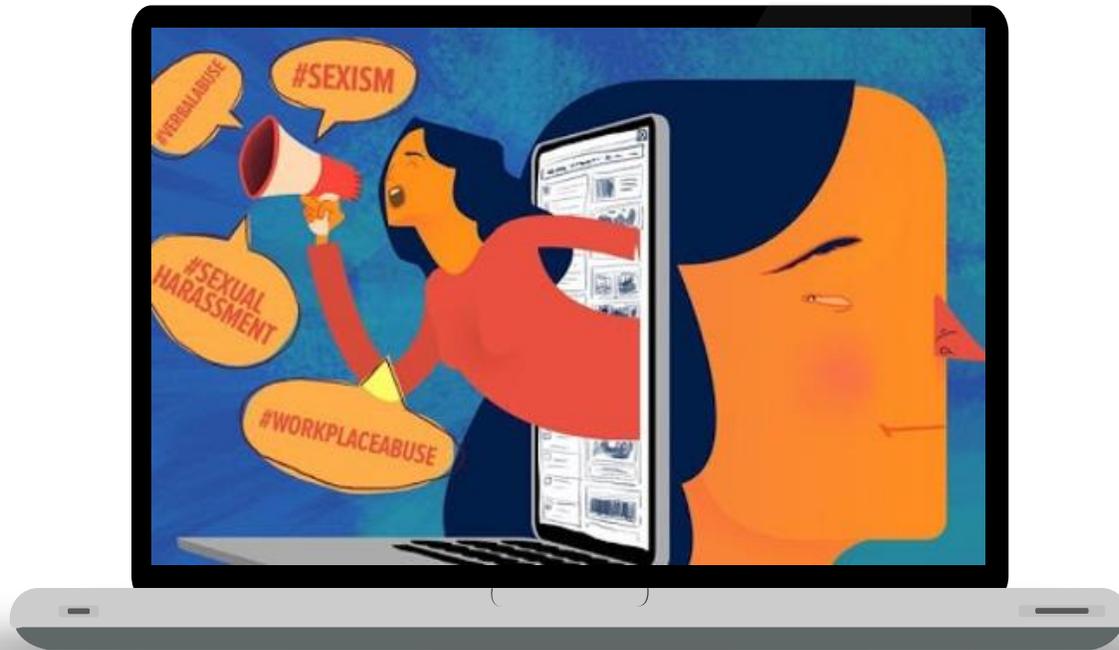
Social media tend to absorb most of the attention related to cyberbullying, but it can occur on any online medium, including online gaming. In a survey of parents and adults across Asia, 79% reported that their child or children they knew had been threatened with physical harm while playing online.

Meanwhile, a survey of over 2,000 teenagers found that over a third have experienced bullying in mobile games. And a Ditch the Label survey of more than 2,500 young adults found that 53% said they were being bullied in online gaming environments, while over 70% believe bullying in online games should be taken more seriously.

Bullying in online games can go beyond hurtful words. It may also include the dangerous activity known as swatting, where perpetrators locate the victim's home address and make a false criminal report to the victim's local police



Social media and hate speech



Just like cyberbullying, hate speech is also hosted on social media. For this reason, the main social networks have adopted rules to limit its diffusion.

YouTube - which was bought by Google in 2005 - explicitly prohibits hate speech, understood according to the general definition of discriminatory offensive language.

Facebook widens its links a bit: it forbids it but adds that messages with "clear humorous or satirical purposes" are allowed, which in other cases could represent a threat and that many could still consider "in bad taste".

Twitter is the most "open": it does not explicitly prohibit hate speech or even mention it, except in a note on advertisements (in which it specifies that political campaigns against a candidate "are generally not considered hate speech").

PROPOSALS, WHAT IS BEING DONE

Online safety

There are many ways parents can respond to cyberbullying, but it seems the most common response is to talk to children about online safety.

Parents involved

A 2018 study found that parents want to get involved in helping prevent and solve cyberbullying, but they don't know how. The study also found that teens often believe cyberbullying is normal and don't want their parents to intervene.

Bonds to prevent

Other research indicates that forming stronger bonds with one's children could be an effective way to help prevent bullying.

Social connection to reduce

An online survey of South Australian teens between the ages of 12 and 17 found that social connection has significantly helped reduce the impact of cyberbullying.

STATISTICS

Talking about internet safety

Comparitech found that 59.4% of parents talked to their children about internet safety and safe practices after cyberbullying occurred.

Parents intervening

Parents may need to take further steps to intervene, however, as only 43.4% identified parental control adjustment to block offenders, only 33% implemented new rules for using technology, and only 40,6% saved evidence for investigators.

Cyberbullying in school

Very few parents (only 34.9%) have informed their children's school about cyberbullying. In early 2019, the United States National Center for Education Statistics (NCES) released data showing that schools where cell phones were not allowed also had higher numbers of cyberbullying cases.

WHAT CAN WE DO?

Cyberbullying and Hate Speech have many things in common. Also the need to resort to prevention strategies, first of all.

Why is it essential to work a lot on prevention? Because providing preventive tools to our children allows them to seek autonomous solutions and create personal barriers, which are more effective than those we can belatedly provide when cyberbullying or online hate has actually occurred.

Teens need to be made competent in the field of online safety. Adults, parents and teachers must inform children about cyberbullying and hate speech, what are the dynamics of the two phenomena and how to avoid risky behaviours.

Not only that: it is necessary to teach children both the concept of tolerance and welcoming diversity. But this probably should also be taught to adults...

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TIPS FOR PREVENTION

Here are some tips to prevent your child from being a victim of cyberbullying or being a cyberbully



STEP 01

Teach your child how to behave properly on social media - for example, don't post revealing photos or overly personal information.



STEP 02

Follow your children on the social networks they use. This way you can monitor their activity from a distance.



STEP 03

Tell your child not to befriend strangers and only allow trusted friends and family to view posts.



STEP 04

Don't interact with your child publicly on social media - this could encourage mockery and bullying. Don't post photos or potentially embarrassing content either.



STEP 05

Store computers and devices in common areas of the house. Ask to use social media in private mode.



STEP 06

Report cases of cyberbullying to the social networking sites where they occur. If cyberbullying is a recurring problem, limit or completely exclude the use of social media.

Any question?

You can use the chat area
or ask the trainer to open
your microphone





<http://www.meli4parents.eu/>

THANK YOU



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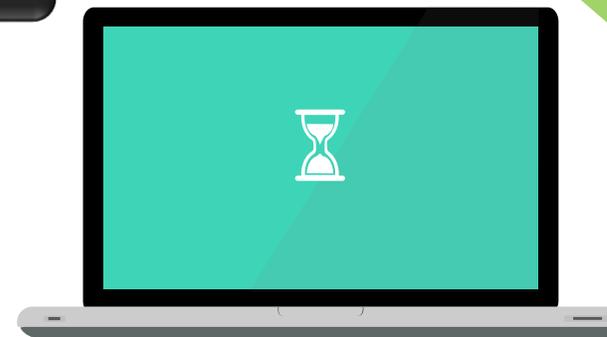
Media Literacy for Parents

Learning Unit A.1.1: Family Media Management



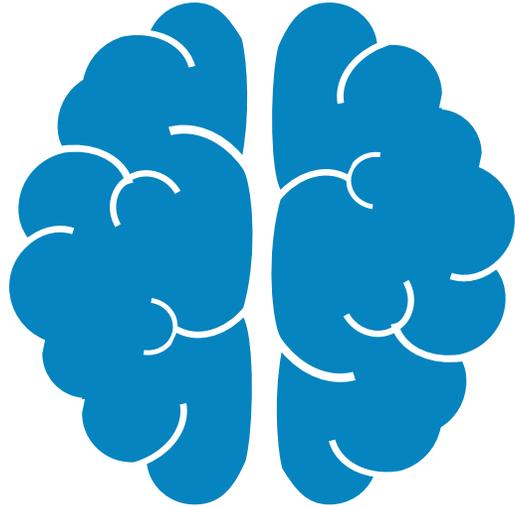
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A.1.1. Family Media Management

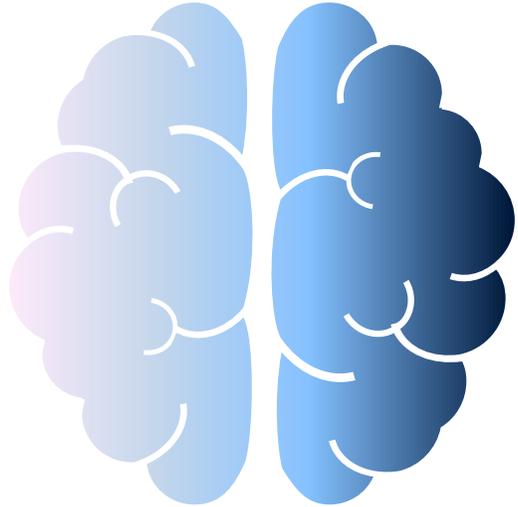
Child's brain



Why children below 2 years of age should be allowed no electronic device access?

- Greatest **brain flexibility** has been observed in children below 3 years of age
- Mastering fine **motor skills and spatial thinking** requires action
- Light emitted by media devices may **shorten a child's sleep**
- Even children's films or programmes contain elements of **violence**
- Screen time does affect **children's health**
- Excess media use may lead to **addiction** and breed new and persistent habits and routines;
- Cell phone-emitted radiation may be **carcinogenic**

Brain flexibility



The right hemisphere of the human brain is responsible for audio-visual stimuli reception, the left – for generating and identifying language. A child with just one hemisphere – the right one – overstimulated (e.g. by a switched-on TV set or radio, musical toys, sound-producing games) faces the risk of the left hemisphere not developing properly: **speech disorders may evolve.** Proper articulator development requires that articulated sounds be heard, and word utterance mechanisms be seen. TV programmes or films are insufficient as interlocutor emulators: **milliseconds count.**

Mastering motor skills



Mastering fine motor skills and spatial thinking requires action. Watching isn't enough. Schoolchildren usually learn how to count **by using their fingers or handling matches**: a totally different proposition to a tablet touch-screen.

The **human grip varies**: a needle is picked up differently to a ball or glass. The hand becomes a sensual tool, sending information regarding the texture, shape and size of individual objects to the brain.

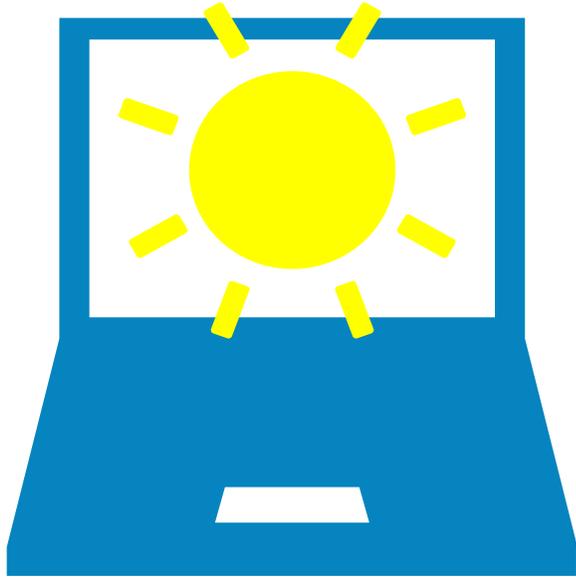
Mastering motor skills



The more finger games a pre-schooler plays, the better he/she will be at maths as a grownup: numbers are unambiguously mastered with the use of fingers, which is why they can be physically represented in the brain.

Manfred Spitzer

Light



Light emitted by media devices may shorten a child's sleep and affect sleep quality.

The human brain interprets **blue light** generated by digital devices as information that it is still daytime, impeding the production of **melatonin, the hormone regulating sleep cycles.**

In older toddlers, reminiscing cartoon or fairy tale characters may cause difficulties with falling asleep, and attention deficits as a result.

Cerebral cortex



American scientists researched cerebral functions of **9-10-year old** children using digital media. Results?

- Major **differences in the brains** of children exposed to digital devices for periods over 7 hours per day
- Children exposed to digital media for periods longer than 2 hours per day performed **worse in cognitive and language tests.**

Scans showed changes to the **cerebral cortex** – the outermost layer of the brain, responsible for processing assorted sensual information.

How the Brain Works when Computer Gaming



Time spent playing games with elements of violence triggers the ***“fight or flight”*** reflex – a natural reaction to threat.

Such behaviour improves chances for survival for humans confronting danger. The brain remains in **permanent combat mode** and senses continuous threat, **which may trigger aggression.**

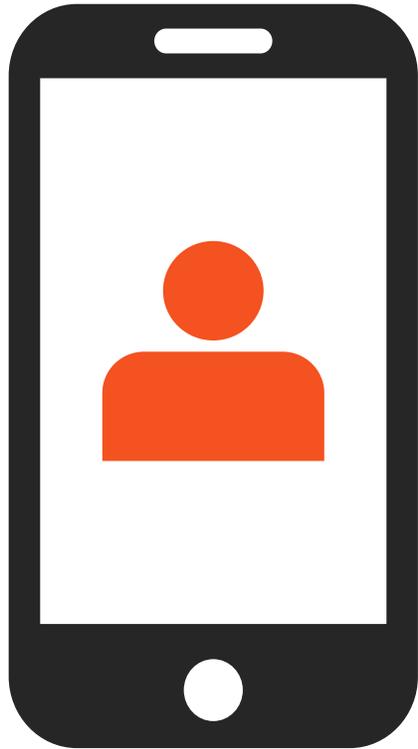
How the Brain Works when Computer Gaming



When gaming, the child's body produces high volumes of **cortisol (stress hormone)**. This results in lower serotonin levels, which may in turn breed **problems with falling asleep or regulating blood sugar levels.**

When levelling up, the child is excited and pleased, his/her **dopamine** levels rising. This will trigger the child's desire to play again and again. Such behaviour can lead to **addiction.**

How the Brain Works when Computer Gaming



Many games have been designed to reflect the real world: children may find it difficult to **discern between fact and fiction.**

The system of communication in multi-player games does not allow **facial expression** recognition; insults targeting a specific player may be *“liked”* by others. A child insulting another player is unable to discern the response (facial expression) of the insulted person. In the gaming world, feedback is a rarity.

How the Brain Works when Computer Gaming

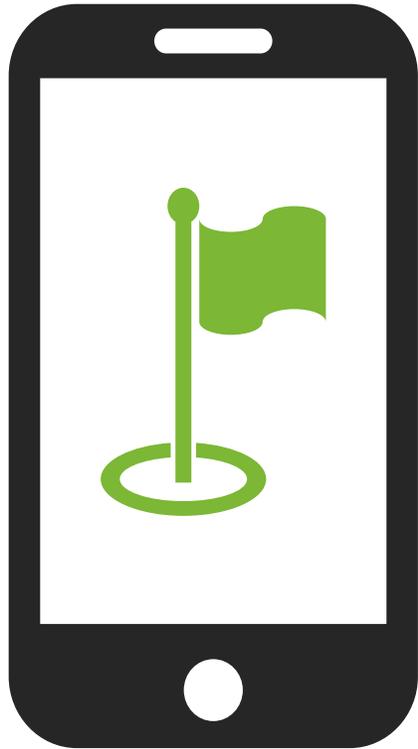


All computer games should be chosen to **match the child's age**, gaming time never exceeding that spent on other activities.

Games allow children to **enter the virtual world, expand computer literacy, attempt to solve problems, seek creative solutions.**

Computer games may also **kindle child's imagination or teach creative thinking.**

How the Brain Works when Computer Gaming



Studies at the University of Michigan have shown that children – regular gamers are better at **drawing, and inventing and telling stories.**

When gaming, they may **learn strategic thinking and persistence** in reaching set goals. They plan their actions, adapt tasks to changing circumstances, and anticipate consequences of every move. Gamers also have to ponder action taken by other players, and prepare for difficulty or failure. Young players also learn **decision-making.**

“Let’s have
a break”





The offline challenge



The challenge may be accepted by individual family members or by the whole family. This is an opportunity for **trying out new hobbies/activities** without screen distraction.

The offline challenge has been designed to reduce stress levels and experience **JOBO (Joy of Being Offline)**.



The offline challenge

Two offline challenge strategies:

- 1. Plan your entire challenge time** – down to the hour. Activities may be classified by category: games to be played on sunny/rainy days, summer/ winter games, outdoor games, exercising, day trips, relaxation, group/ family games, creative tasks, wild games, sports, music, volunteering. All categories may be expanded to include new concepts involving new games.
- 2. Plan nothing** – do whatever you feel like doing at the time, plan no specific tasks, follow your own train of thought.





The offline challenge

Watch yourself/your family during the challenge, **talk, share your reflections.** Note the **times you are tempted to go online.**

Ponder the following: **why do you want to go online?** Can you satisfy the need elsewhere? Consider your emotions. How do you handle being offline? What kind of emotions does being offline trigger? Do you feel **relieved or angry?**

Once the challenge is over, **attempt a summary.** What you accomplished and what you found the most difficult? Was your challenge a success? Would you consider repeating it? **Use that information in your other activities.** In case of a family challenge, success should be measured for the whole family.



Sharenting

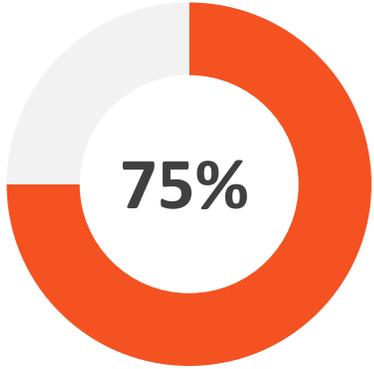


Sharenting is a derivative of two English words: *sharing* and *parenting*. The term *sharenting* stands for **posting photos and videos of your child's life** to social media, blogs and other websites. Themes vary: most frequently, *sharenting* involves the posting of daily life, vacation or travel photos. Yet there are also online groups of parents interested in arranging situations intended to make audiences laugh.

Such material may **ridicule and/or humiliate the child**. The internet offers an option to expand the audience of your photos, but **is that really the point?**



Digital kidnapping



Of the 96% of parents who use the internet at least monthly, **75% of parents share photos and videos of their children, 25% of whom post such images at least weekly.**

“Digital kidnapping” (Baby Role Play) cases have been recorded, seemingly neutral children’s photos used to fulfil assorted fantasies. Perpetrators would generate fake profiles with alternative life histories for children depicted in photos, **the stories most frequently generated by paedophiles and sexualising children.**

Parents who
risk digital
kidnapping of
their children



Child's choice



Posting and publishing your child's photos online means that they stay online forever. A minor's image available online becomes **part of his/her digital image.**

Once the child grows up, it would be worthwhile to ask him/her what he/she thinks – **is he/she okay with sharenting?** Should it turn out that he/she is unhappy with sharing his/her image online, his/her will should be respected.

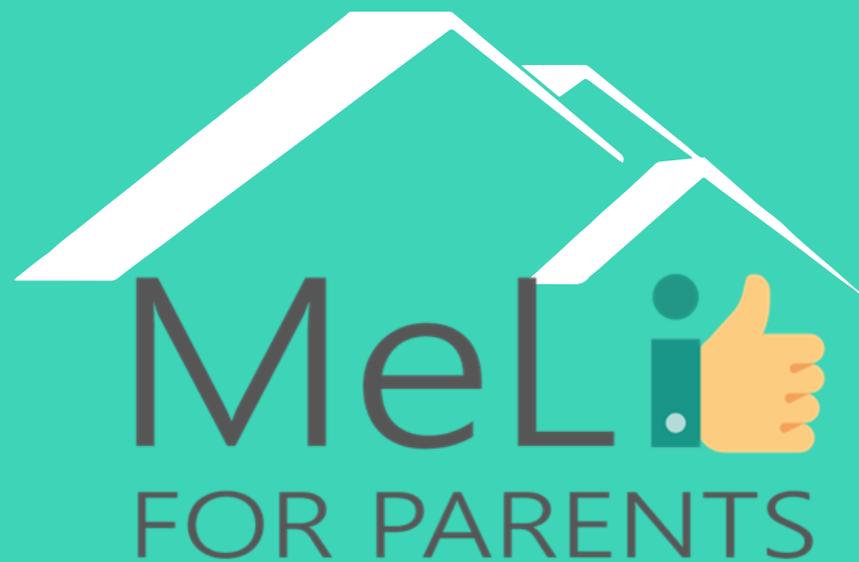
Other issues



- Before posting, think **how it might be interpreted** when the child is older
- Never publish photographs allowing your child's **school or home address** to be identified
- Never publish **personal data**, such as the child's date of birth or address
- Bear in mind that any online photographs **may be modified and forwarded**
- **Consider the alternative** of sharing photos via email or MMS messages
- Generate virtual family albums **available to select family members and friends** only
- All photographs should be favourable in expression – **never post compromising photographs of your child** – this may trigger hate.

“Time for questions”





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THANK YOU



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The logo for 'MeLi FOR PARENTS' is centered within a white house-shaped frame with a teal outline. The text 'MeLi' is in a large, dark grey font, with the 'i' in 'Li' replaced by a teal dot and a thumbs-up icon. Below it, 'FOR PARENTS' is written in a smaller, dark grey, all-caps font. The background features a stylized city skyline in orange and yellow tones.

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Media Literacy for Parents

Learning Unit A.1.1: Communication about sensitive topics and co-creating rules



Contents

Communication about sensitive topics and co-creation of rules

01

What are sensitive issues and why?

General explanation and some examples

02

Conversations on sensitive topics

Finding some guidance

03

Rules and regulations

Illegal content vs. undesired content

04

Co-operation with partners

Strategic networking





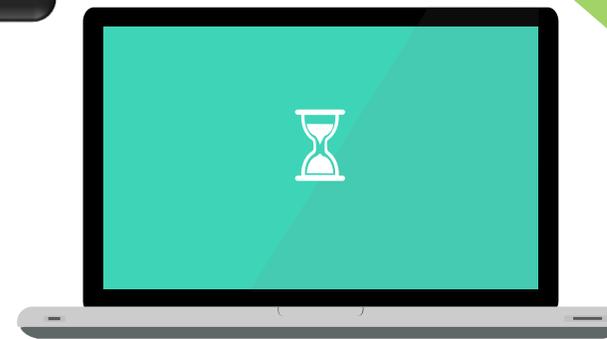
The background

According to UK data, 60% of parents don't talk about sensitive topics at all with their children (Levy 2017:7), only 2% ever speak about online porn. Children are however demanding information and would appreciate their parents' advice if communicated in an appropriate way. In this unit we'll discuss how to communicate about sensitive topics and which regulations exist and how to establish rules together with your child.



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1.1.1. Sensitive topics



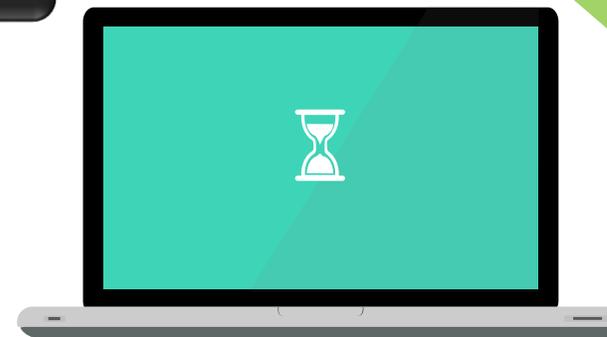
What are sensitive topics and why?

Whether a topic is considered as delicate depends a lot on the societal context, family environment, level and kind of education and other factors. The following examples are however touchy issues under most circumstances meaning that they're rarely openly addressed, are connected to feelings like shame and/or guilt, are not always acknowledged by the people who suffer from them and can cause enormous damage when they remain unresolved.



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1.1.2.

Conversations
on sensitive
topics

Some examples of sensitive topics

violence

hate speech
harassment
(stalking)
pornography
violent games
(egoshooters,
etc)

addiction

online addiction
gaming addiction
social media
addiction
porn addiction
shopping
addiction
substance
addiction (drugs,
alcohol, etc)

(cyber) bullying

bullies
bullied
bystanders

sexuality

sexting
sextorsion
grooming
online porn

How to start a conversation?

Starting a conversation on any of these topics can be tricky for parents but there are basically two scenarios:

They differ in their goals and the way to go about them.

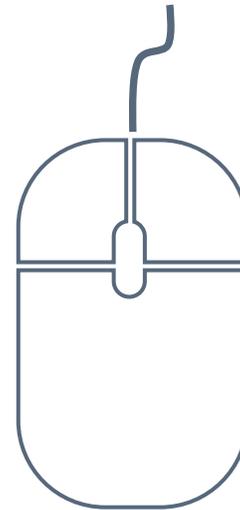
Scenario 1: prevention

Start early
Introduce topics gradually
First offline then online
Pick up on something your child has noticed or something that you have seen together
Explain issues and make consequences clear
Avoid threats and fear



Before the incident

In this scenario you want to have conversations on possible dangers – either clustering them or tackling them one by one – and prevent your child from falling prey to any of them.



Scenario 2: reaction

During or after an incident

In this case you want to know as much as possible about the current problem, find out what exactly happened and come to possible solutions



Have your child talk
Ask only precise and important questions
Avoid accusations and intimidations
Work together towards a solution
Get external help if needed

Sexting

Sexting means the sending, receiving or forwarding messages with sexually explicit content (text, videos, photographs or videos) of oneself or others

Sextortion

A form of blackmail in which sexual images are used to extort money from others.

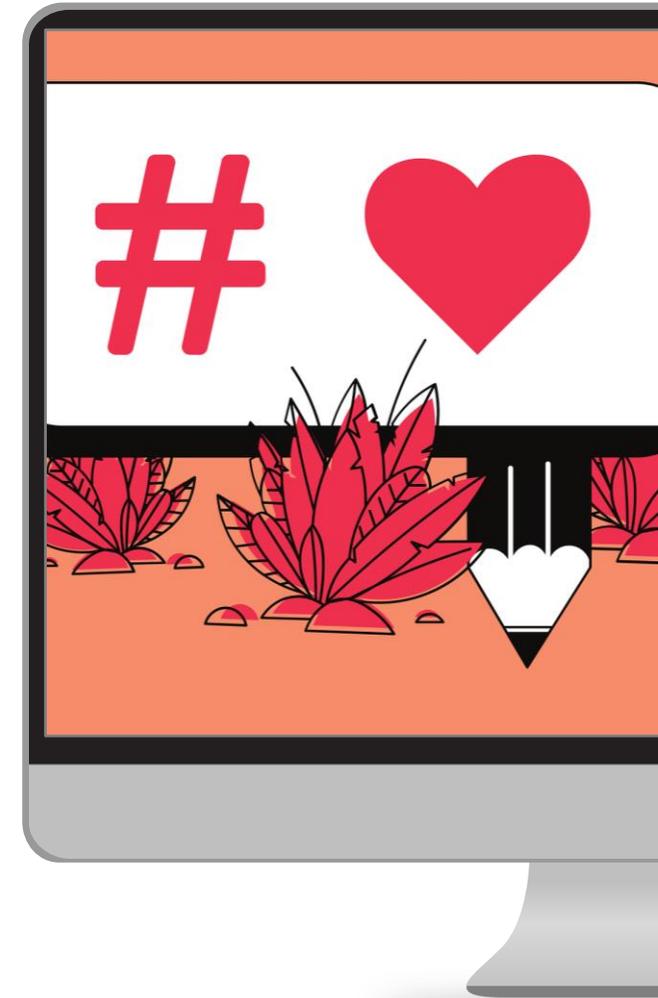
Grooming

Grooming is befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the objective of sexual abuse.

Internet pornography

Also called online porn or cyber porn is any form of pornography distributed via the internet through image or video files, shared peer-to-peer files or newsgroups.

Why you
need to
talk about
sexuality





How to talk about sexuality?

The body is an important topic from the very start of a child's life as the way the child sees himself/herself will have an influence on his/her identity as a human being. Sexuality is part of that identity and respecting and protecting their private parts is a component of the child's self-conception.

The dangers that are present on the internet in this respect have to be mentioned and explained gradually in an age-appropriate way. Being able to properly name the parts of the body including the private parts is very important to express when something is wrong.

Cyberbullying

is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Being a cyberbully

Sending messages to threaten and frighten the receiver, discredit him/her by spreading false rumours and posting unflattering photos or videos of their victim.

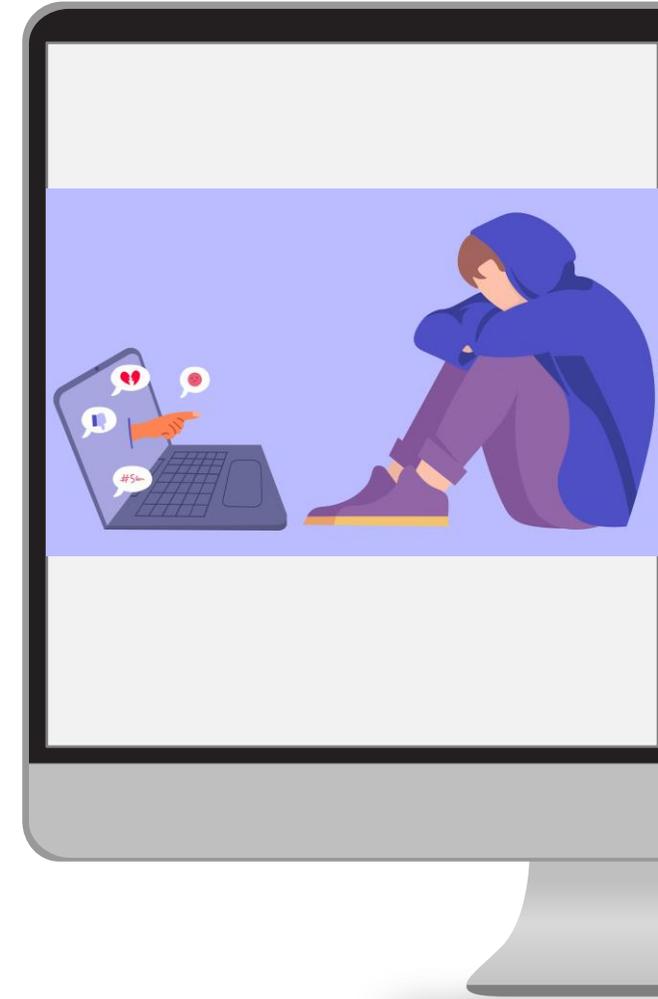
Being bullied

Suffering from any form of harassment can have dire consequences on self-esteem, school achievement and mental and physical health.

By-standers

The by-standers in real life bullying also exist on the internet. They make the situation worse by sharing embarrassing pictures, liking hateful comments or commenting in a disrespectful way.

Why you
need to
talk about
bullying





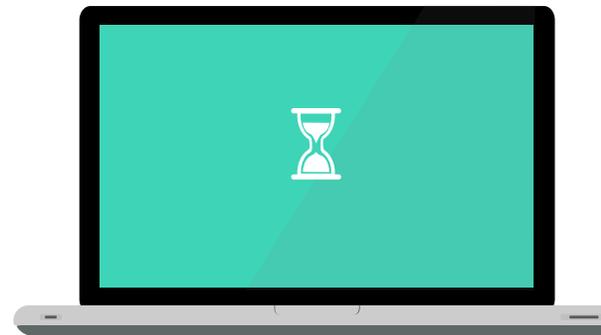
What to do if you suspect cyberbullying?

In an ideal case your child will come and tell you when something is wrong but with cyberbullying children often fear that they won't be taken seriously or that their parents will take their mobile phone away if they report a problem. They will also feel more effected by the treatment of the bully as they cannot escape from the attacks – the cyberspace extends into the home and every hour of day or night. So if you notice that your child doesn't meet with friends as often as before, seems distracted, doesn't want/like to go to school any longer or shows eating disorders you may suspect cyberbullying.



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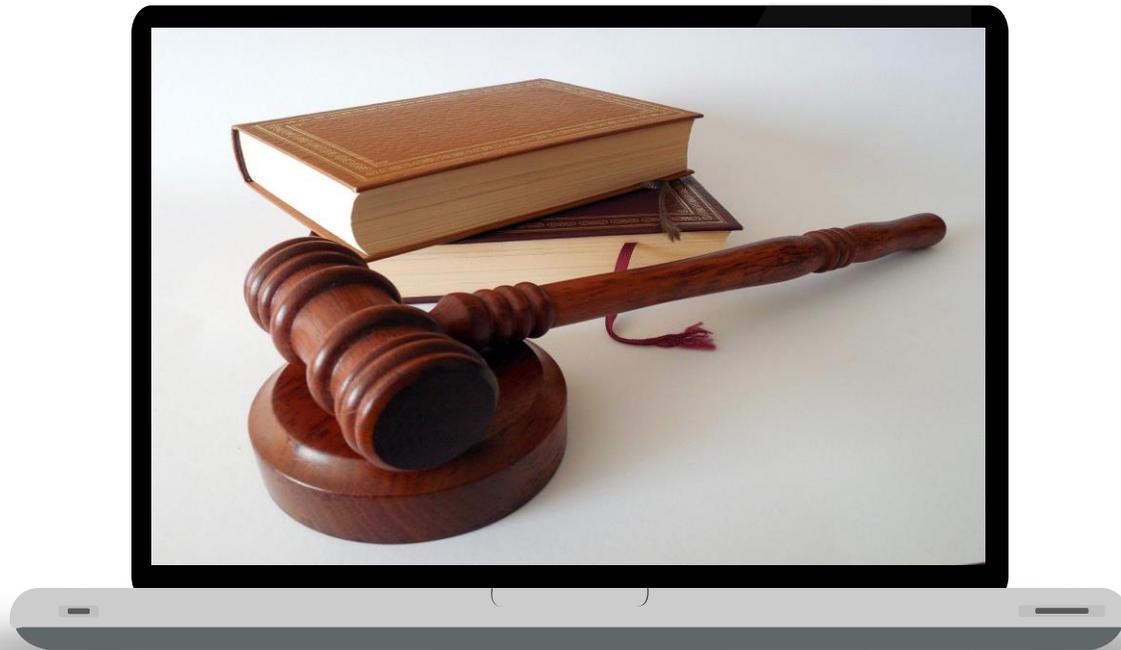


1.1.3.

Rules and
regulations

Rules and regulations

Contrary to common beliefs there are rules and regulations against such misbehaviors. Some content is illegal and prohibited by law and needs to be reported. Establishing a framework together with your child gives it a far better chance to be respected than pure prohibitions.



Legal provisions

UNCRC – UN
convention on the
rights of the child
National child
protection laws
Reporting possibilities
on social media

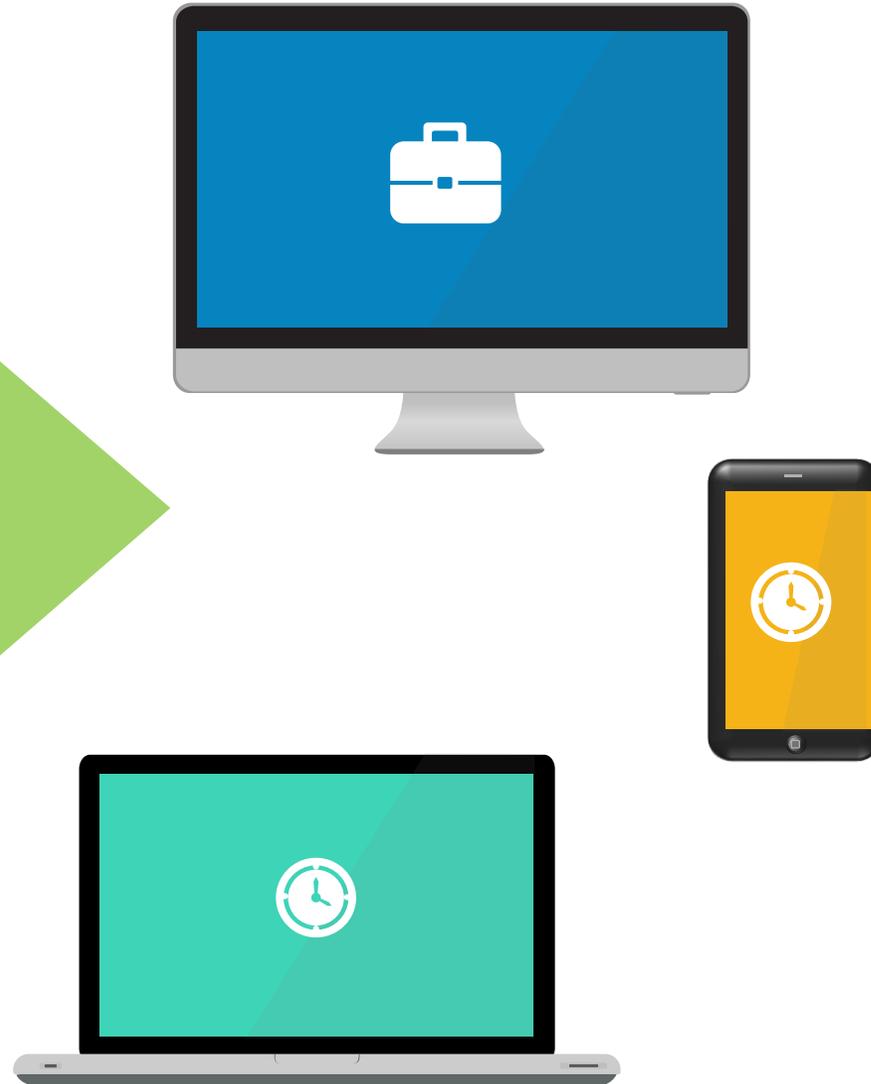
Agreement with your child

Picture sharing policy
which and with whom
No personal data to
strangers
Which channels are ok
Indication of suitable
websites/apps



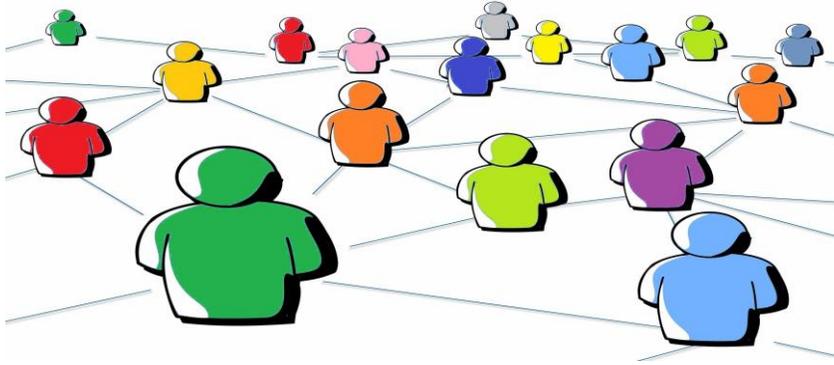
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1.1.4.

Co-operating
with others



Creating networks



Exchanging with family members or other parents can help to build a safety network for your child. **Co-operation** with teachers and other school staff, trainers and educators will facilitate detecting (cyber)bullying or other issues that your child might face.

Participating in parents' or parent-teacher meetings will allow you to establish such contacts that can be further extended and drawn upon in case of need. Parents' associations and schools often organize **talks with experts, courses** (online and offline) and **peer groups** for exchange and mutual support.



Reflection

Sensitive topics

What would be a sensitive topic for you and your family and why?
Have you ever talked to your child about any of the topics mentioned?



Conversations on sensitive topics

Have you already had or tried to have a conversation on any of the topics mentioned with your child?
What were the obstacles/difficulties for you?
What might be difficult for your child?



Rules and regulations

Are you aware of the laws in your country?
Do you know where to find out about the legal regulations?
Do you know to whom to turn to get valid information about these rules?



Establishing networks

To whom do you turn for help when you've got a question about parenting and/or digital issues?
Is there a parents' association or a parent-teacher association at your child's school or in your community?
Are there any peer groups you may contact?



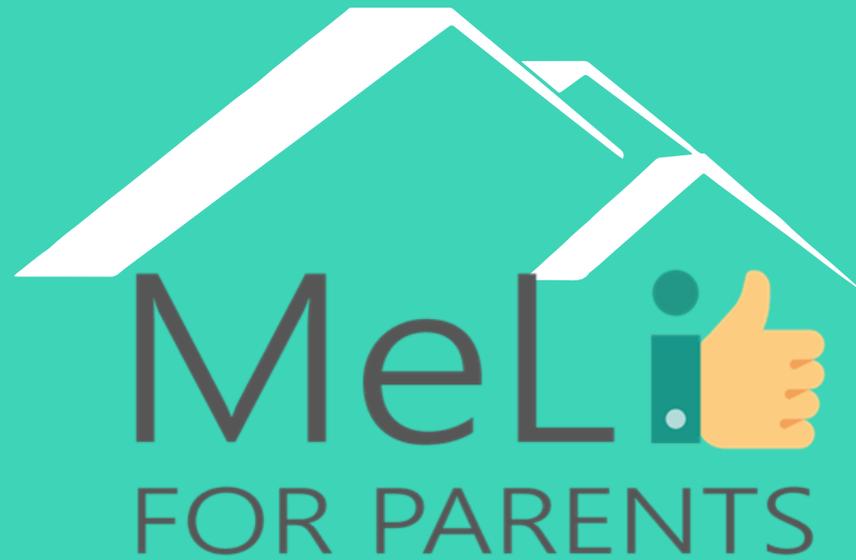
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- ❖ <https://nesetweb.eu/en/resources/library/teaching-media-literacy-in-europe-evidence-of-effective-school-practices-in-primary-and-secondary-education/>
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Media Literacy for Parents

Learning Unit A.1.2: Privacy and Digital Footprint



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Contents

Privacy and Digital Footprint

This module will present what the Digital Footprint consists of, its importance and potential impact on our own and our children's lives, as well as how to maintain a positive Digital Footprint.

Digital Footprint

A

1. Definition
2. Active Vs passive digital footprint
3. How your digital footprint can affect you
4. Managing your digital footprint
5. Privacy settings





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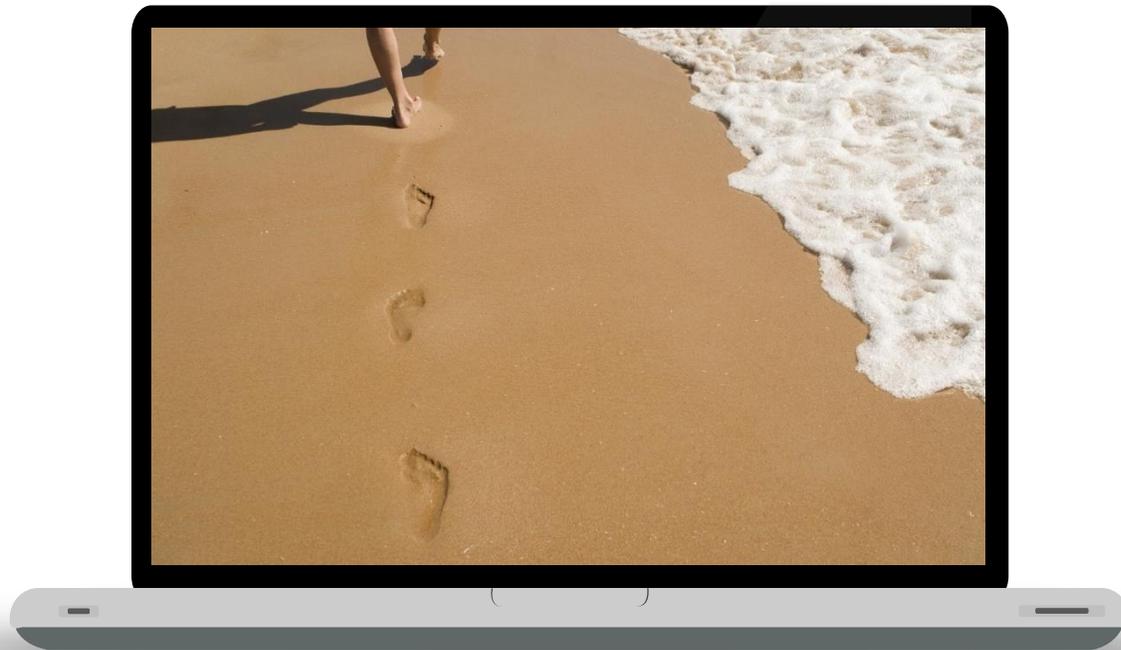
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A.1.2.A

Digital Footprint

Digital Footprint



Digital footprint is the pieces of data we leave behind while browsing the internet.

There's a record of everything we do online: the websites we visit, the things we buy, the videos we watch, where we pay our bills, where we work, who we chat with, who our friends and family are, the things we search for, the "likes" we give and the comments we make – all of it is logged on servers, and it's called our **digital footprint**.

It's the entirety of our online history (not just our browser's history!).

Passive Digital Footprint



Our **passive digital footprint** consists of information we leave behind on the internet **unintentionally**, or even sometimes without our knowledge.

Our **passive digital footprint** may include:

- Social Media posts where others have tagged us in
- Our IP address
- Our location
- Our likes, comments, and shares on Social Media that is used to profile us for targeted advertising.



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Active Digital Footprint



The **active digital footprint** is made up of a trail of data we leave behind on the internet **intentionally and with full knowledge**.

Our **active digital footprint** may include:

- Posts on social media, comments, photos and likes
- Blog posts
- Emails
- Chats and discussions
- Newsletter subscriptions
- Login credentials (username and password)



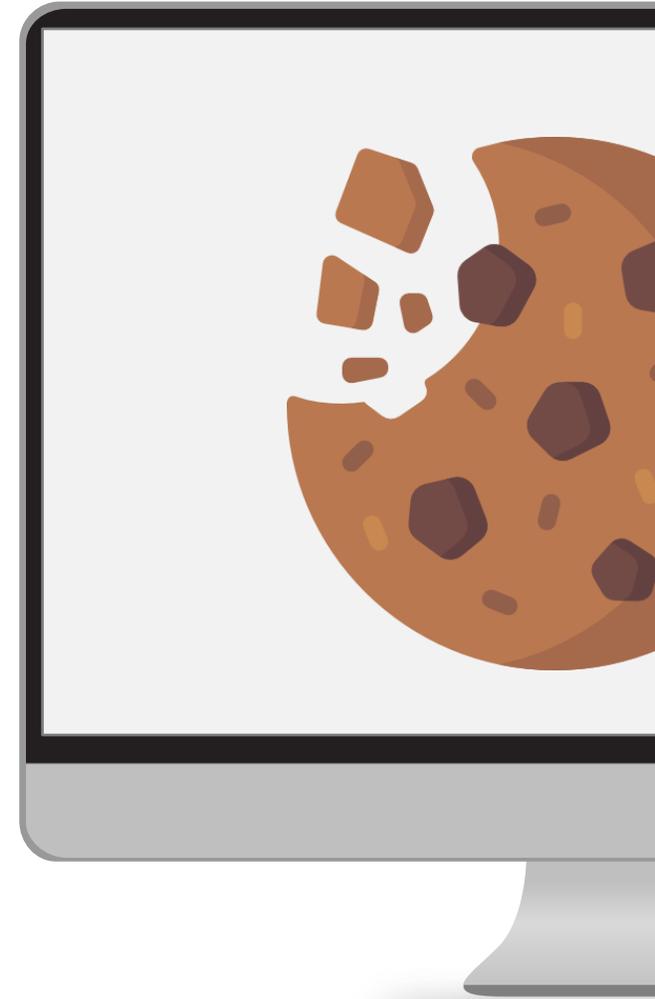
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Internet Cookies

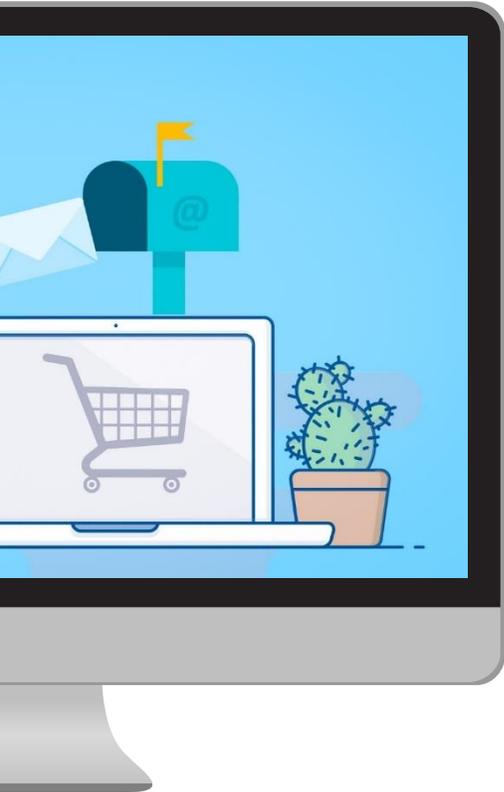
We've all heard of cookies, but do we really know what they do and why they need to do it?

The main purpose of internet cookies is to **personalize our browsing experience**, to make it easier and faster.

This means that they are needed to **store information** about us, so that the next time we visit a website it can load with our specific settings, such as things we added in our shopping cart etc.



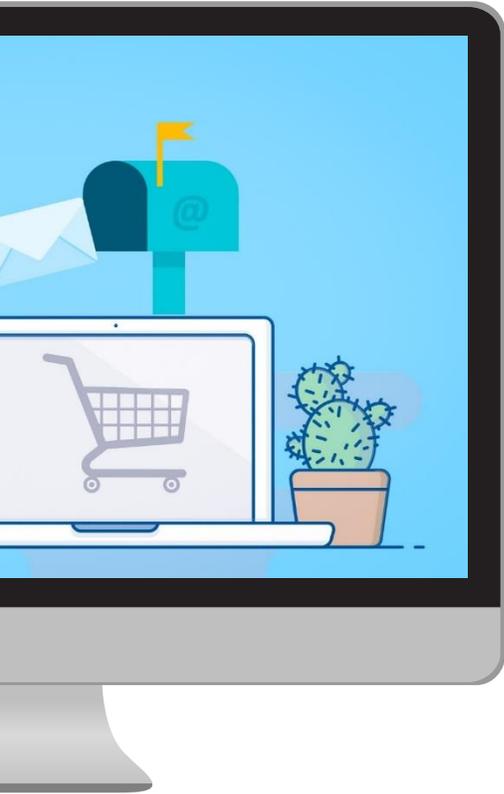
Cookie profiling



Cookie profiling is a process that allows websites to track our online activities across the web.

In simple terms, cookie profiling is the compilation of data from multiple cookies on our browser to create a profile for us, that is based on our overall online activity. This profile is then used in targeted advertising, to promote relevant products based on browsing habits.

Cookie profiling



What kind of Information is gathered via cooking profiling?

- May include our IP address,
- Our hobbies and interests based on our online activities,
- Social media posts,
- Chat history,
- Our political opinions and beliefs,
- Our relationships with other people (family, friends, partners, colleagues etc.)

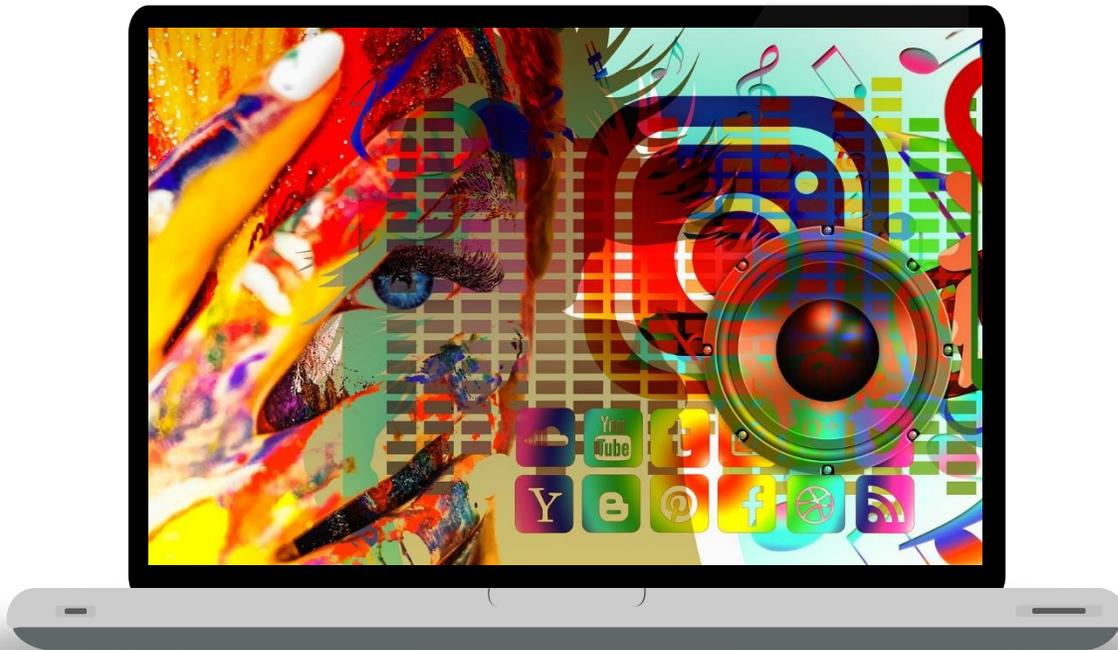
The permanence of the internet

*It's well known that "what goes on the internet,
stays on the internet".*

Once we hit the **Send or Post button**, the content is out there, probably for ever. Even if we delete a post, an image or a video, the data can always be recovered.

Even private chats may **not be as private** as we think – anyone can take a screenshot of a conversation and share it with whomever they want.

Our digital footprint is our online image.



How our digital footprint can affect us

1. It's widely known that **employers and academic institutions carry out extensive background checks on candidates.**

It comes as no surprise that one of the first things they will do is to check people out online. They will visit various social media platforms to search for the candidate's name on Facebook, Instagram, and LinkedIn.

There have also been many cases in which people have lost academic or job positions because of inappropriate posts they made on their social media.

How our digital footprint can affect us

2. **Law enforcement may use social media** to get a picture on what our life is like, and determine whether we may be involved in any illegal activities, if we fall under suspicion.

There are many occasions in which the police have made arrests and have won judicial battles from evidence posted online by the defendants themselves.

Common concerns about the digital footprint

Should I be worried that I have a digital footprint?

- Having a digital footprint is normal and inevitable.
- It's not a bad thing, although it might have some negative impact if we're not careful - just as it's not inherently bad to drive a car, but there's still a chance we might get in a car accident if we're driving recklessly!



Common concerns about the digital footprint



Should I go entirely “off the grid”?

- To do so, **we need to stop using the internet entirely and remove ALL of the data** about ourselves that was ever entered online, either by us or by someone else (banks, government services etc.).
- This is not only impossible to do, it's also highly unlikely we'll be able to cope without the internet in today's digitized economy,
- With banks, healthcare management, government services, bill payments and everything else going digital, the internet is now a necessity.
- Most importantly, living offline is highly inconvenient and there is no actual reason to go to all that trouble.

Managing your digital footprint

To manage our digital footprint successfully, there is a two-step process that needs to be followed.

Step 1: Do a clean-up

- ❖ Do a search on various search engines and social media platforms. Dig a little deeper and look beyond the first page. If we find something unflattering, remove it if we are able, or ask the person who posted it to remove it.
- ❖ Write down all the social media accounts we created so far. Are you still using them? If not, make sure to close or delete all the obsolete accounts.



Managing your digital footprint



Step 2: Produce a positive digital footprint, starting now

- ❖ Be civilized in all our online interactions. Avoid making mean comments, offending or inciting tension with our internet behavior.
- ❖ Respect the privacy of others by not sharing any private information they may have shared with us.
- ❖ Get into the habit of fact-checking before posting things. Often we see satire being mistaken as reports of true facts. Is this legit? Is the source reliable?

Before hitting the *Send* or *Post* button each time, ask yourself: am I okay with others seeing this? How will it make me appear in their eyes? What image of myself am I projecting to the world?

Social Media: Privacy and Footprint

Privacy settings

Configure the profile's privacy settings so that we have better control over what others can see on our profile.

“Close friends” function

Social media offer us the option to make a list of our close friends. We then have the option to make posts that only people in that list can see.

Authorisation before things are posted

On some platforms we can configure the settings so that our authorization is required before things are posted on our profile by others.

Linking accounts

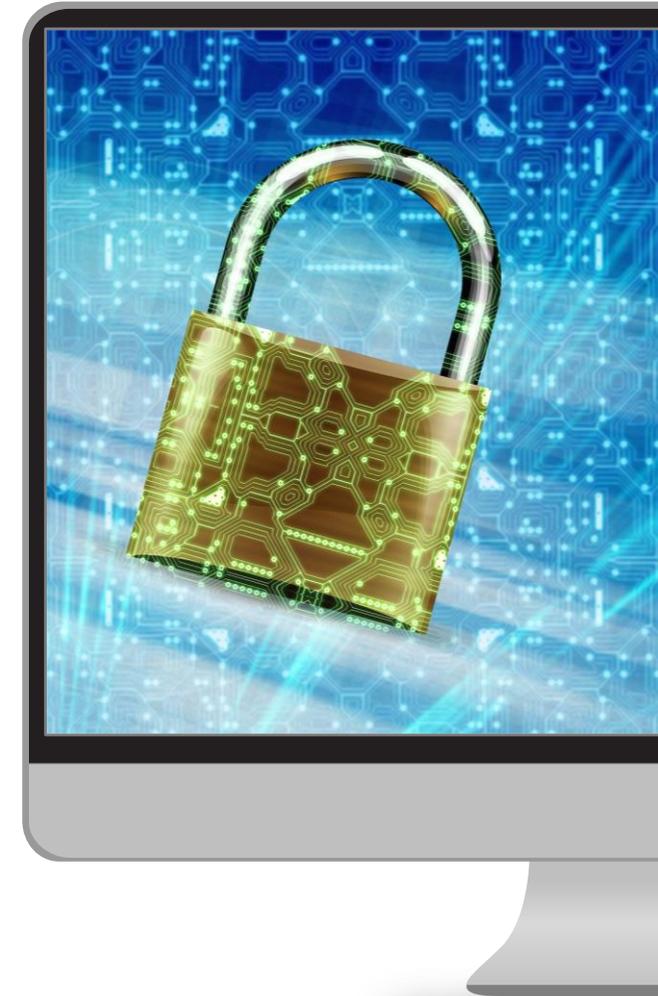
Be mindful when using Google or Facebook account to sign up for services or newsletters, as this will link them to our account, leaving even more traces behind.

Read the Terms and Conditions

A lot of us skip this step because T&Cs take a lot of time to read and comprehend. Nonetheless, it's vital that we understand what data is gathered by each service or website and how it is used.

Uninstall any unused applications

We've all downloaded an app, used it for a few days and then forgot it was there. What we also forget is that apps gather our data in the background even if we're not using them. It's a good idea to remove such apps from our devices for privacy.

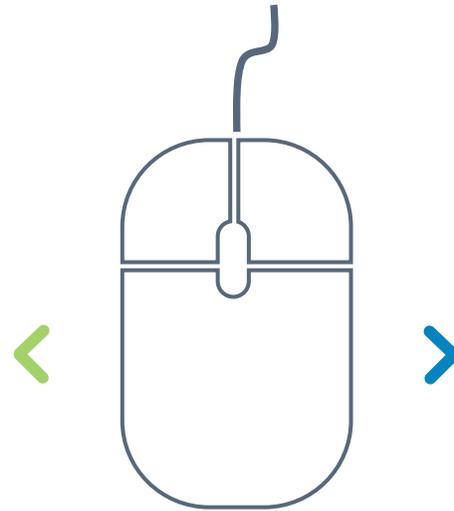


Using our digital footprint to our advantage

Actively building a positive digital footprint

- By actively building a positive digital footprint, we are building a good reputation for ourselves that can be beneficial for our employability, business and academic opportunities, even personal matters.

- **Do** post more about interests, hobbies, creations and achievements. We can even start a blog or a website about a matter you have a deep interest in!
- **Do** express yourself in a respectful and articulate manner, without offending. Make sure it is genuine, but mindful.



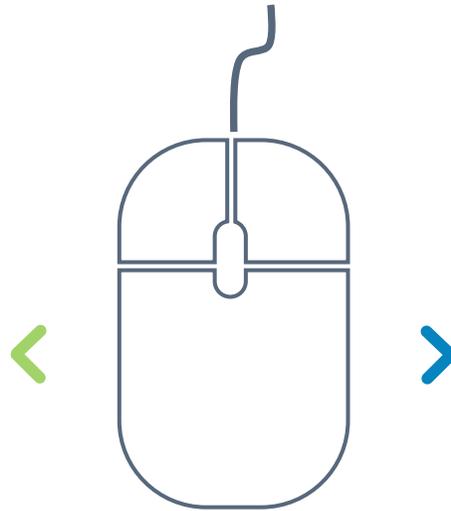
The DOs

- **Do** check for grammar errors and spelling mistakes before hitting the Post button – proper language gives our profile a cleaner look.

Using our digital footprint to our advantage

Actively building a positive digital footprint

- **Don't** criticise others on social media on their appearance, opinion or anything else.
- **Don't** let your profile open to everyone to post on.



The DON'Ts

- **Don't** get into online arguments. Whether it's a post where the comments are public or a private chat, it's best to avoid confrontation. Remember, people can make screenshots of anything and share it.

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Media Literacy for Parents

Learning Unit A.1.2: Cyber Security Advanced



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Contents

Cyber Security Advanced

This unit will teach learners about file safety and secure online transactions.

A

File Safety

1. Importance of regular backup
2. Methods of file backup

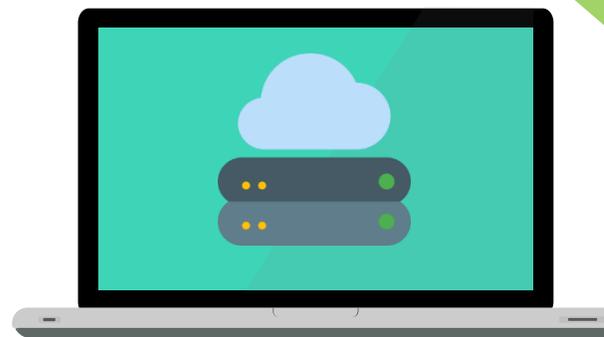
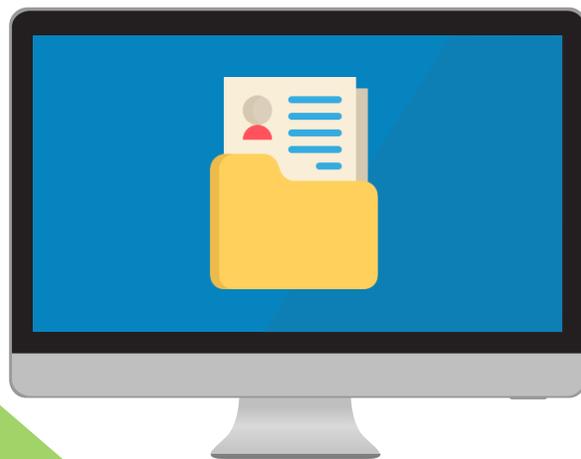
B

Financial Safety

1. Secure online transactions
2. Online banking



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A.1.2.A

File
safety

1. Importance of regular backup

Why do we need to back up our data?

What do we mean when we refer to “data”?

- Our devices contain data such as our appointments, our contacts, photos to remind us of precious memories, important personal documents, or even work.
- There are many dangers to our data – cyberattacks being only one of them. Natural wear and tear from time is another factor that may cause our device to lose data. We might even lose our entire device, it might break, or it might get stolen.
- Backup is a preventative measure where a copy of our data is created on another device or a cloud to ensure minimal data loss should a particular device become compromised in any way.



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The logo for MeLi FOR PARENTS features the text 'MeLi' in a large, grey, sans-serif font, with a green thumbs-up icon replacing the letter 'i'. Below it, the text 'FOR PARENTS' is written in a smaller, grey, sans-serif font. The entire logo is set against a white background within a yellow border.

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External storage

- **USB stick/flash drive:** Small and portable data storage device.

Pros:

- Cheap and easy to get your hands on.
- Very portable
- Can easily transfer data to other sources.

Cons:

- They are easy to lose, since they are so small.
- They might have limited capacity and longevity.



External storage

- **External hard drive:** a hard drive that lives outside the computer.

Pros:

- Relatively cheap and portable.
- Larger than flash drives both in capacity and in size.
- Not so easy to lose and more storage for large files

Cons:

- Since it's a hard drive, it can also be infected by malware
- They can be affected by a power surge if plugged in at the time.



External storage

- **Network Attached Storage:** a network-based storage solution

Pros:

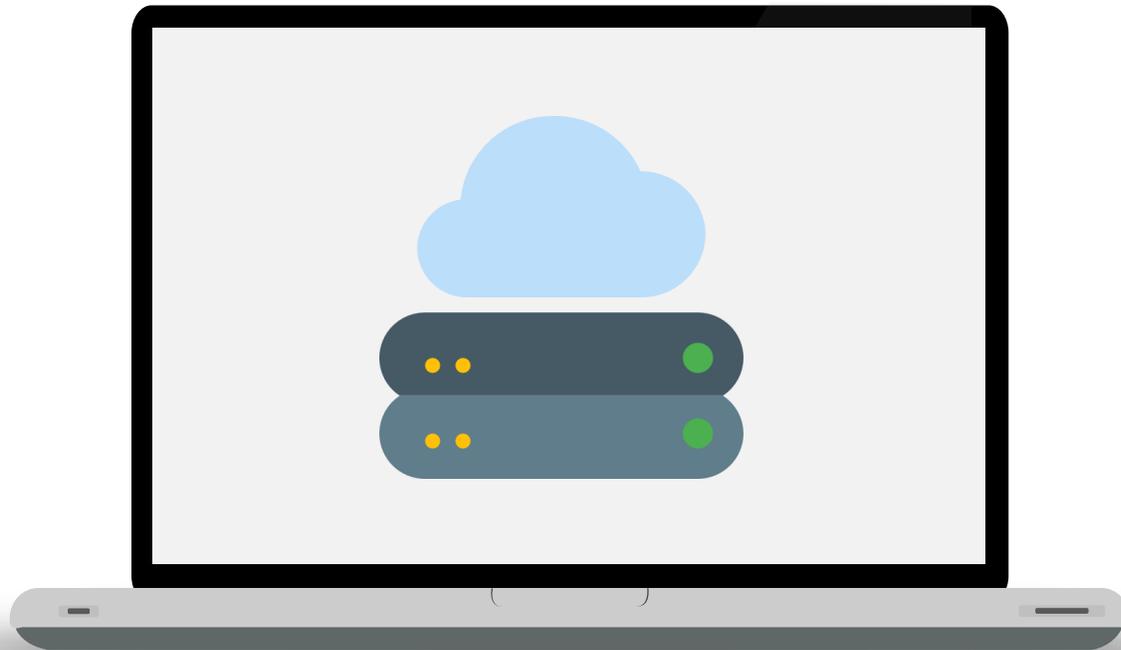
- Network-based so multiple devices can use it.
- Multiple devices can access the data.
- Possibility for wireless solutions for phones and tablets.
- Ideal for cases where you want to save files from multiple sources.

Cons:

- More costly than other solutions
- The price is coming down.
- Can be difficult to maintain or set up.



Cloud-based storage



“Cloud storage is a way for businesses and consumers to save data securely online so that it can be accessed anytime from any location and easily shared with those who are granted permission. Cloud storage also offers a way to back up data to facilitate recovery off-site.”

- Jake Frankenfield – Investopedia

Cloud-based storage

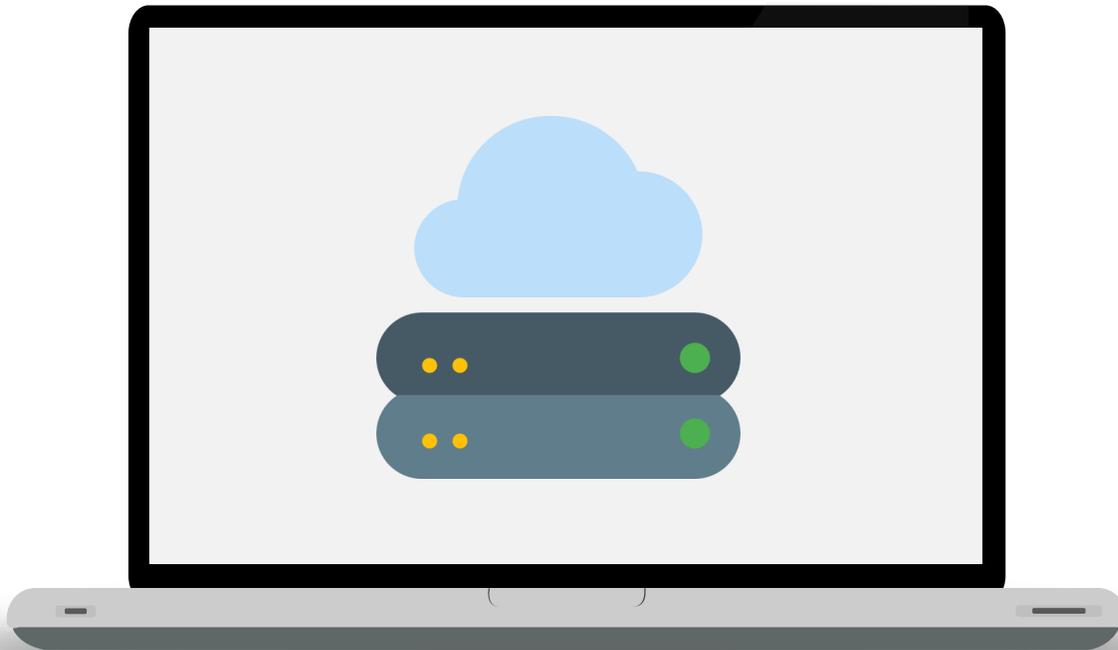
Nowadays, we have access to all sorts of free cloud storage services, such as *Dropbox*, *Google Drive* and *OneDrive*. So, some of the pros and cons of cloud storage services are:.

Pros:

- Updates can be done automatically, and there's usually enough space for free.
- Compatible with all devices.

Cons:

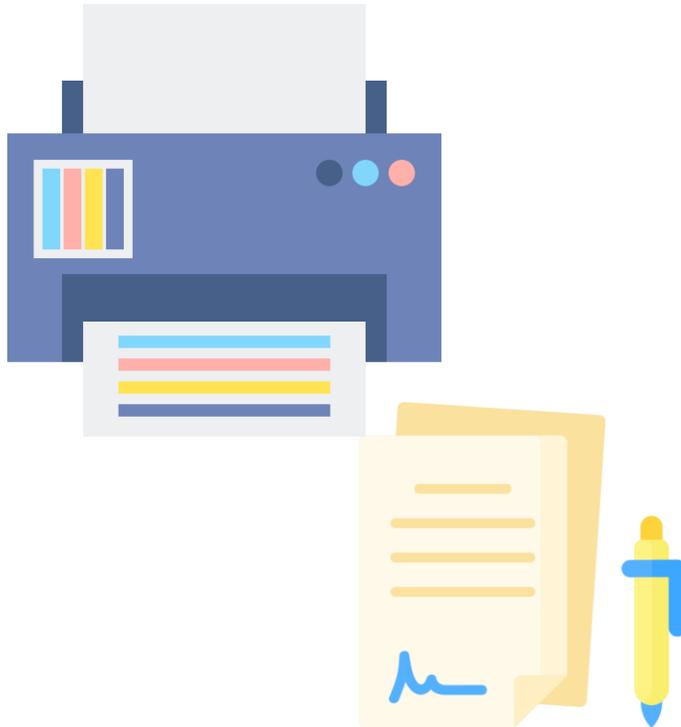
- Requires an internet connection.
- There is no guarantee that the providers will continue to provide these services (for free) in the future.



Printing



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Although this seem like a strange idea in the modern era, printing is another good way to back up certain types of files.

Pros:

- Can't be accessed by hackers.
- A good idea for keeping important personal documents
- Can access it even if for some reason you have no power or internet access
- It's good for things like a novel that you wrote – you won't find that anywhere else!

Cons:

- Can deteriorate over time.
- Not suitable for all types of files.
- Takes up space.
- Not eco-friendly.





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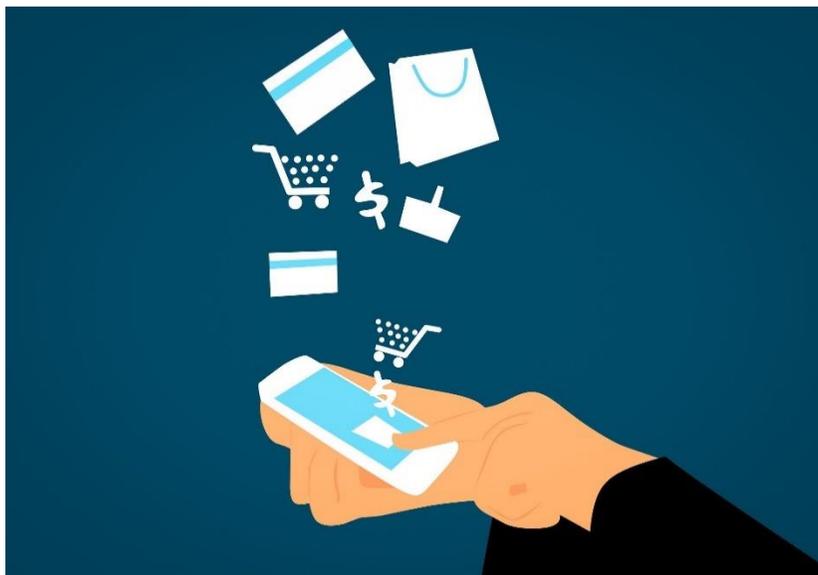


A.1.2.B
Financial
Safety

1. Secure online transactions

As the global market expands, more and more online shopping options are cropping up.

These are advertised widely on social media (especially Instagram) and it's vital that we understand online transactions so to distinguish between **honest, small businesses looking to expand online** and **fraudsters**.



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Tips to ensure transaction safety - 1



Use advanced antivirus and antimalware

Antivirus software is very important. It does not only protect you against data loss, but also against financial losses.



Keep your operating system and antivirus up to date

Updates are crucial for your continuing protection from new and older threats equally.



Use trusted websites

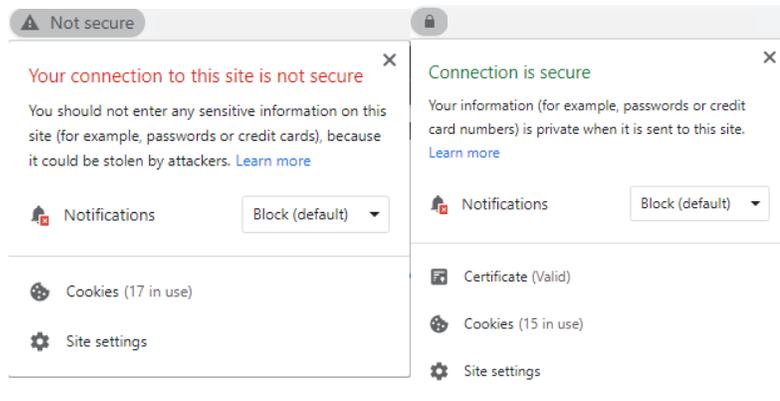
It's best to avoid making payments to websites you have never heard of before, and prefer to stick with names you know.



Avoid public networks

Never share financial data over public Wi-Fi, as these networks are prone to attacks and potentially “spied” upon.

Tips to ensure transaction safety - 2



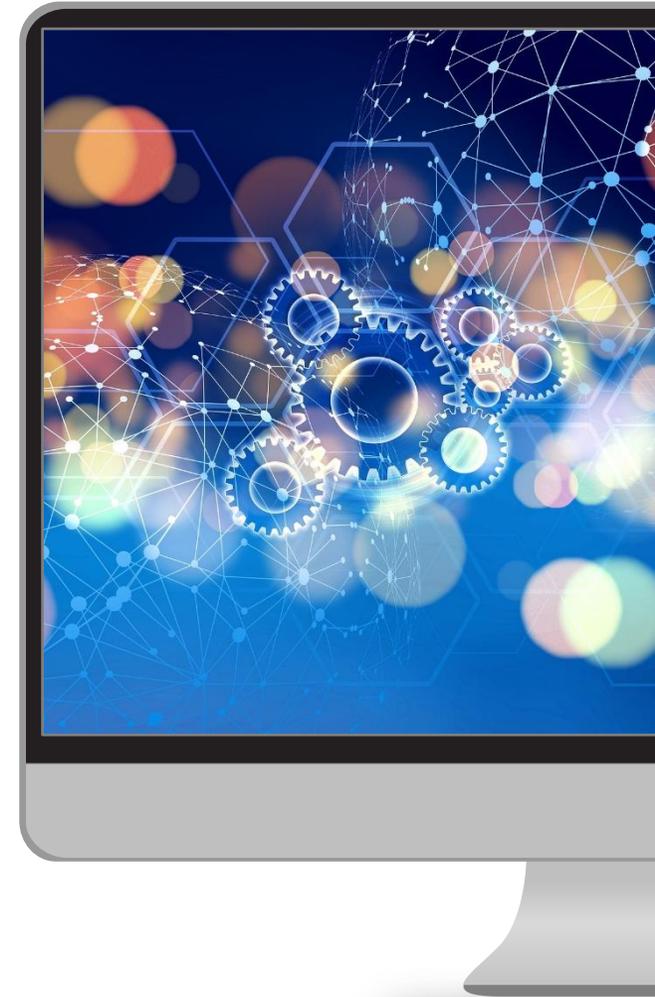
Secure vs non-secure connection

Look for the website's digital certificate

“A digital certificate is used to associate cryptographic key pairs with entities such as websites, individuals, or organizations. To make a website trustworthy, a Certificate Authority will validate, identify and associate it with cryptographic pairs, via digital certificates.”

Each pair consists of a **public** and a **private** cryptographic key. The public key is used by people using the website in an **automated** process that encrypts the data transmitted. The encrypted data can only be decrypted by the **owner of the private key**. This process ensures the security of the data transmitted between the end user and the website.

Check that you're connected to an **https** website, as opposed to an **http**. The added **“s”** stands for “secure”, and indicates the presence of a digital certificate. The data transmitted over these connections are encrypted by one or more security protocols and can only be decoded by the receiving end.

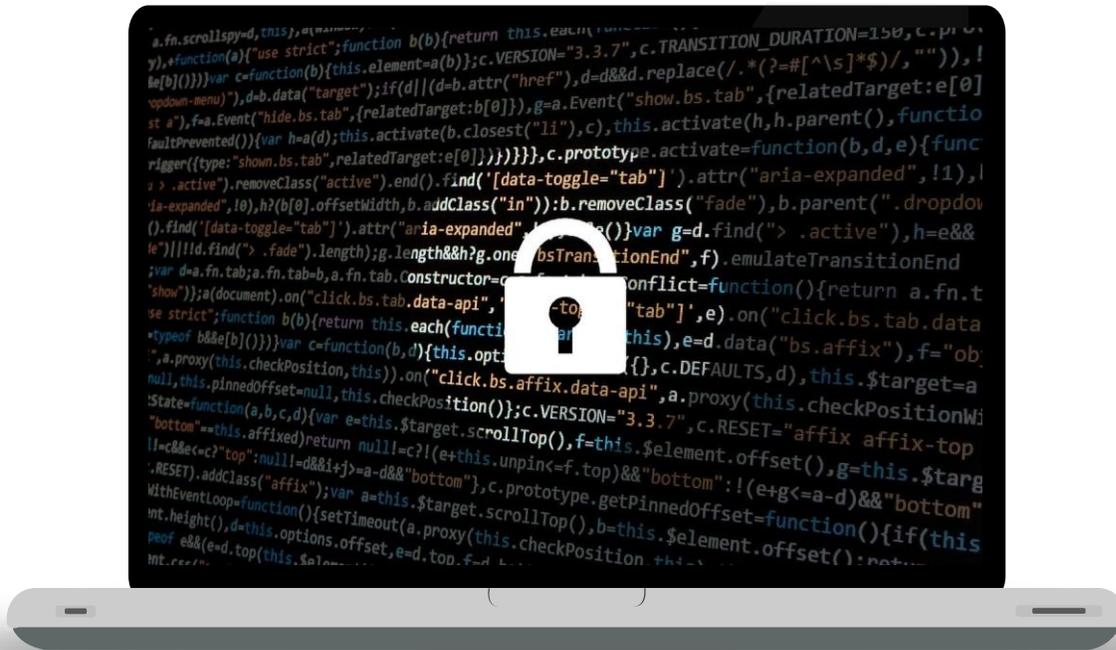


Tips to ensure transaction safety - 3

Use online payment services

Payment Service Providers (PSPs) such as **PayPal** allow you to make and receive payments and transfer money. Most often, to use such services, you need to create an account with the PSP and link it with your bank account and/or credit or debit card.

This is a quite secure way of making payments, since the data is encrypted and most of the time the seller never sees your card details.



2. Web Banking



Advantages of Web/Online banking

Online banking is becoming more and more prominent, with banks investing more towards forming a strong online infrastructure than on hiring staff. Looking at it from a strictly business point of view, this makes sense, since it is cost-effective for banks to pay for maintenance and updates for their system, rather than salaries.

It's not only beneficial for banks, however. There are also numerous benefits for the end-users, some of which are:

- No waiting in queues
- Access to your account 24/7
- Automated payments each month for utility bills
- Transfer of funds between accounts without having to go to the bank
- Download or print account statements for other uses
- Check your balance any time of day
- Fast and efficient processes
- Available whenever and wherever you are, provided you have access to the internet

Disadvantages of online banking

In addition to the benefits, we also need to keep in mind the disadvantages and risks of online banking to avoid potential issues.

- The account may be hacked and your identity may be stolen.
- When the bank's servers are under maintenance, customers cannot access their accounts.
- A slow internet connection can result in operational difficulties.

Despite these concerns, people prefer online banking more and more, as it saves the average person a lot of time in today's busy daily schedules.

Tips for secure online banking

Do it somewhere privately

Try to be somewhere where no prying eyes can see. **Shoulder surfing** is a practice by which hackers obtain passwords and other sensitive data by looking over your shoulder, so make sure no one is looking, if you're in public.

Verify the source of suspicious messages

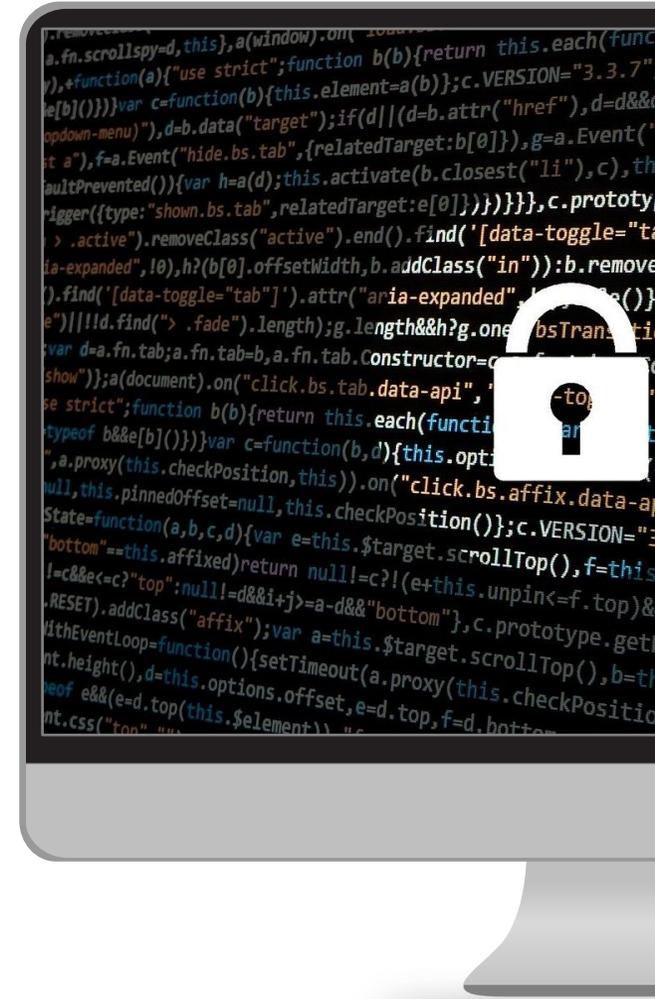
When you get an email or an SMS from the bank, always make sure that the bank is indeed the one who sent it. A lot of phishers will impersonate your bank, asking you to log in by clicking on the link provided, to get you to share information that will give them access to your account.

Favour the browser over the app

Banking apps are generally very secure. However, a lot of people neglect the security of their mobile devices, which makes it easier for malware to infect them in a number of ways, many of which aim to steal login information for banking apps.

Enable two-factor verification

This is now a requirement for a lot of banks, whereby verification is done through two steps. The first step is to enter your username and password. For the second step, the bank usually sends an SMS that includes a code which you need to enter before accessing your account or carrying out a transaction.





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Media Literacy for Parents

Learning Unit A.1.3:

Economic, social and cultural aspects of media



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Contents

Economic, social and cultural aspects of media – **ADVANCED LEVEL**

This unit focuses on the economic, social and cultural aspects of media.

01

TYPES OF MEDIA INFLUENCE

Direct and indirect influence
Positive and negative influence
Real to Digital to Real Circle

02

INFLUENCERS

Commercial ads; Personalities/
celebrities; Social groups (on- and
offline); Social experience; Cultural
background

03

PARENTS' ROLE IN DEFINING CHILDREN'S INFLUENCE SOURCES

04

COACHING AND TEACHING CHILDREN

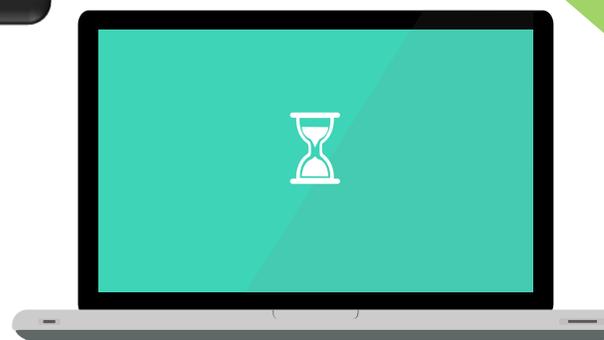


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A.1.3.
Economic, social
and cultural
aspects
of media



MEDIA INFLUENCE

Economic, social and cultural aspects of media.

It is very important for parents and educators not only to know how to recognize but also how to choose the proper media content, sources and platforms for themselves and their children.

Crucial is also to understand how media influence our emotions, decisions, actions.

Another main topic for parents is how they can guide their children to assess, evaluate and take the best and most valuable from the media influence, to teach and inspire them.

Crucial aspects

HOW DIFFERENT PEOPLE RESPOND TO MEDIA CONTENT

Each person reacts differently to the same information.
The main prerequisites that determine our reactions are:
Gender, Age, Ethnicity, Cultural factors, Situation.

WHAT IS THE MOTIVATION OR FEAR TO RESPOND/REACT

As parents, it is important to understand what makes us
and our children react or respond to media content.

HOW MEDIA CONTENT INFLUENCES US EMOTIONALLY

It is important to develop our emotional intelligence, to learn
to recognize our emotions and external influences on them.

HOW MEDIA CONTENT SHAPES OUR BELIEFS, ATTITUDE AND BEHAVIOR

It is extremely important for parents to understand how media
content shapes their and their children's beliefs, attitude and
behavior.

HOW MEDIA CONTENT INFLUENCES OUR DECISIONS

The information that constantly comes to us through
different media sources greatly influences our decisions. It is
important to develop our critical thinking.



Crucial aspects

How different people respond to media content?

There are many different factors that determine different people's reactions to the same information. The most common of them are: gender, age, ethnicity, cultural and social conditioning, current situation.

It is important for us as parents to understand this and explain it to our children in an age-appropriate way.

It is important to teach them how to evaluate the information and the reactions they encounter, to give them examples of different points of view on the same information, depending on different factors.



Crucial aspects

What is the motivation to respond/react to media content?

What makes us respond to a post on social media or attracts our attention in the news?

It is crucial to be able to recognize the provocations that push us to action or to form an opinion and belief. Fake news and disinformation, for example, are always designed in a specific way to provoke our reaction, and most often it is the various forms and nuances of fear.

Teach your children to observe and analyze the causes of their reactions!



Crucial aspects

How media content influences our emotions?

Many news and explicit or implicit advertisements are designed to affect our emotions. The expressions, images, music used convey the message that the authors have set even without being expressed verbally. They are designed in a way to play with our hopes or fears, to arouse our emotions and make us buy a certain product, support a certain cause or defend a certain position.

It is important to develop our emotional intelligence, to learn to recognize our emotions and external influences on them, as well as to pass this knowledge on to our children.



Crucial aspects

How media content shapes our beliefs, attitude and behavior?

Our beliefs and convictions define the filter through which we all see the world. They determine our reactions, actions, opinions.

In today's world, our beliefs and convictions are often shaped by media information that comes to us from a variety of sources. Accordingly, they largely determine our reactions and actions.

The values and beliefs of our children are also formed not only in the family environment but also by the information and sources that they are exposed to. That is why it is important for parents to have a good media literacy and to be clearly aware of their role in building their children's values and beliefs.



Crucial aspects

How media content influences our decisions?

The information that constantly comes to us through different media sources greatly influences our decisions. It is important to develop our critical thinking and also to teach this to our children.

A few simple everyday examples:

Our children see a post from an influencer or friend showing a certain brand of pencils. This determines their decision: I want exactly these pencils!

We see an amazing advertisement for detergent. We decide to buy exactly this product.

In a similar way we are influenced by posts and articles about parenting, nutrition, extracurricular activities of our children etc. And we make decisions based on this media information.

Direct and indirect influence

We as parents and our children are almost constantly exposed to both direct and indirect media influence.

Positive and negative influence

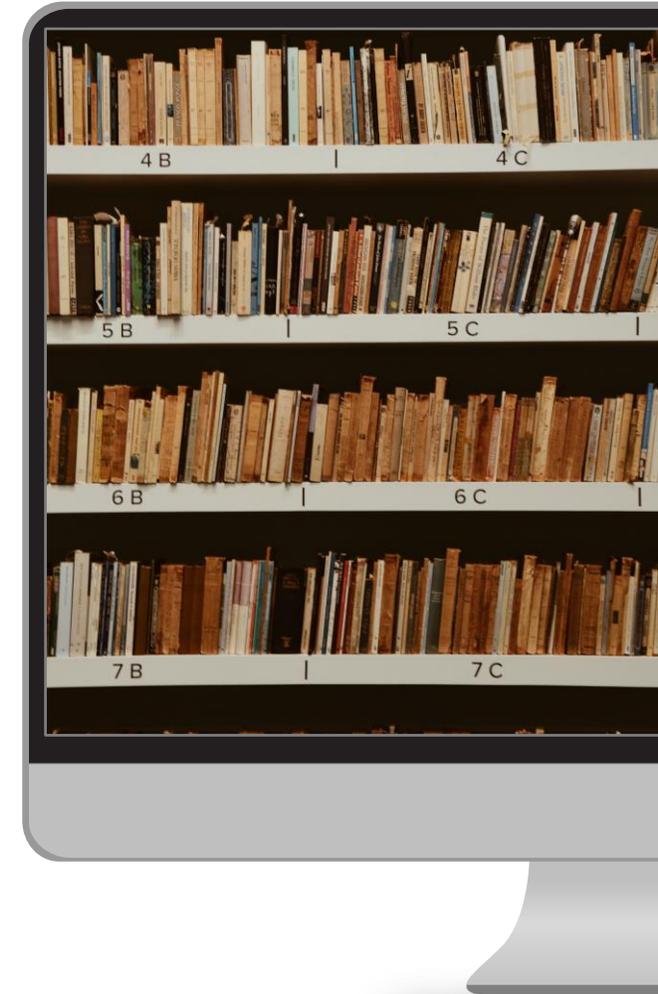
When we talk about influence, we more often associate it with its negative side. But media influence also has a positive aspect.

Types of media influence

Real to Digital to Real Circle

Media content and online games often introduce us from the real world to a fictional digital world.

Afterwards we transfer what we have learned/seen/experienced in our real world.





Direct and indirect influence

The difference between direct and indirect influence

Direct media influence is easier to be distinguished. For example, we see an advertisement for a product and make a purchase decision. Or we see political advertisement and this forms our opinion about a political candidate.

In other cases, however, media influence is indirect. For example: The ads we see are from manufacturers / suppliers who can afford financial advertising in a given medium. I.e. the medium selects the advertisers and the news we see and we are indirectly exposed to this medium`s influence.

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Positive and negative influence

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When we talk about media influence, more often the focus is on negative influence and disinformation or fake news. We explore and teach our children how to recognize negative influence and how to protect themselves.

However it is just as important to learn to recognize and point out to our children the positive influence of media content. We can teach them how to explore and use online learning materials, educational games, various age-appropriate web applications, to read about causes, environmental and social issues etc.



Real to Digital to Real Circle

Clearly distinguishing between the real and virtual worlds and the transition from one to the other is often a problem not only for children but also for adults.

This happens most often in online games, but there are many other cases that we do not always recognize. And here we can find also both a negative and a positive impact.

For example: We (or our child) follow a celebrity and try to imitate him/her in the real life. Sometimes, in more extreme cases, this can lead to serious psychological problems. On the other hand, information about a sport or cultural event can encourage us to visit it and develop our skills.

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Influencers

COMMERCIAL ADS

Commercial advertising is the most easily recognizable way of direct media influence.

PERSONALITIES/CELEBRITIES

In the last 10 years, the influence of personalities/celebrities called influencers has been instantly growing.

SOCIAL GROUPS (ON- AND OFFLINE)

Increasingly, the lives of adults and children are concentrated in closed online and offline groups, whose opinion has a great influence on them.

SOCIAL EXPERIENCE

Children present in the outer world the social experience they have accepted in their home and social environment. This also applies to their level of media literacy.

CULTURAL BACKGROUND

Cultural background is a leading influencing factor in the formation of values and behavior.



Parents` role

Parents` role in defining children`s influence sources

Parents` role in determining the sources of influence on their children is extremely important.

Children, regardless of their age, spend more and more time on social media and form their beliefs, world perception and behavior largely from the media content they follow.

How can we as parents help our children choose appropriate sources and models of influence?

Parents` role



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Talk to your children about their interests. Who are their role models? Who are they following? In which social media?



Look for information and direct your children to appropriate influencers, according to their age and interests. Follow them together and discuss.



What parents
can do?

Talk with your children about their emotions. What and which information evokes positive / negative emotions? What are the reasons?



Discuss with your children their social circle. Who is in it? How does it affect them? What do they like and what do they not? What would they like to be different?



Emotions

Teach your kids to recognize their emotions and to pay attention on their feelings when they face different kind of media content.

When to start?

It is never too early or too late to start exploring emotional intelligence and how news and information on media trigger our emotions.

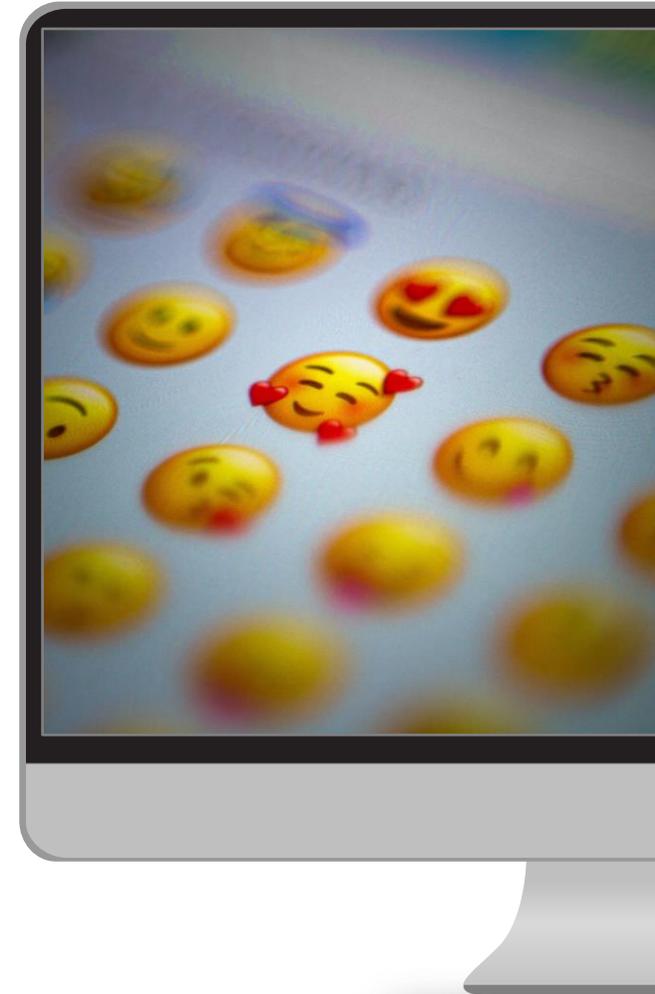
Why?

When media trigger their emotions, your kids will be better equipped to recognize which information caused them to feel that way and they can logically evaluate it.

How?

While watching TV or browsing online with your child, point out ads that are appealing to emotion and discuss them openly.

Emotional intelligence





Media Literacy and Emotional Intelligence

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Many news, explicit or implicit advertisements, influencers are designed to affect our emotions. The expressions, images, music used convey the message that the authors have set even without being expressed verbally. They are designed in a way to play with our hopes or fears, to arouse our emotions and make us buy a certain product, support a certain cause or defend a certain position.

It is important to develop our emotional intelligence, to learn to recognize our emotions and external influences on them, as well as to pass this knowledge on to our children.

The following slides show the main emotions targeted by media content.

Positive emotions



Interest

The headlines of media content are always written in a way to attract your interest. In many cases, the titles do not match the content.



Joy

Most influencers and especially commercial ads aim to make you feel unusually happy and enjoyable. This can have both positive and negative influence



Amusement

If a post or a piece of news sounds too funny and unbelievable, make sure it's not a joke or a satire.

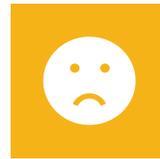


Anticipation

This emotion is usually manifested when you read real news, but can sometimes be used to influence your opinion.



Negative emotions



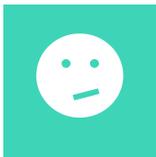
Anger

The Anger caused by a news story often makes people share it, and this very quickly makes it viral and forms a social opinion.



Fear

Like anger, fear also makes people share, respond or react to media content without bothering to check it out.



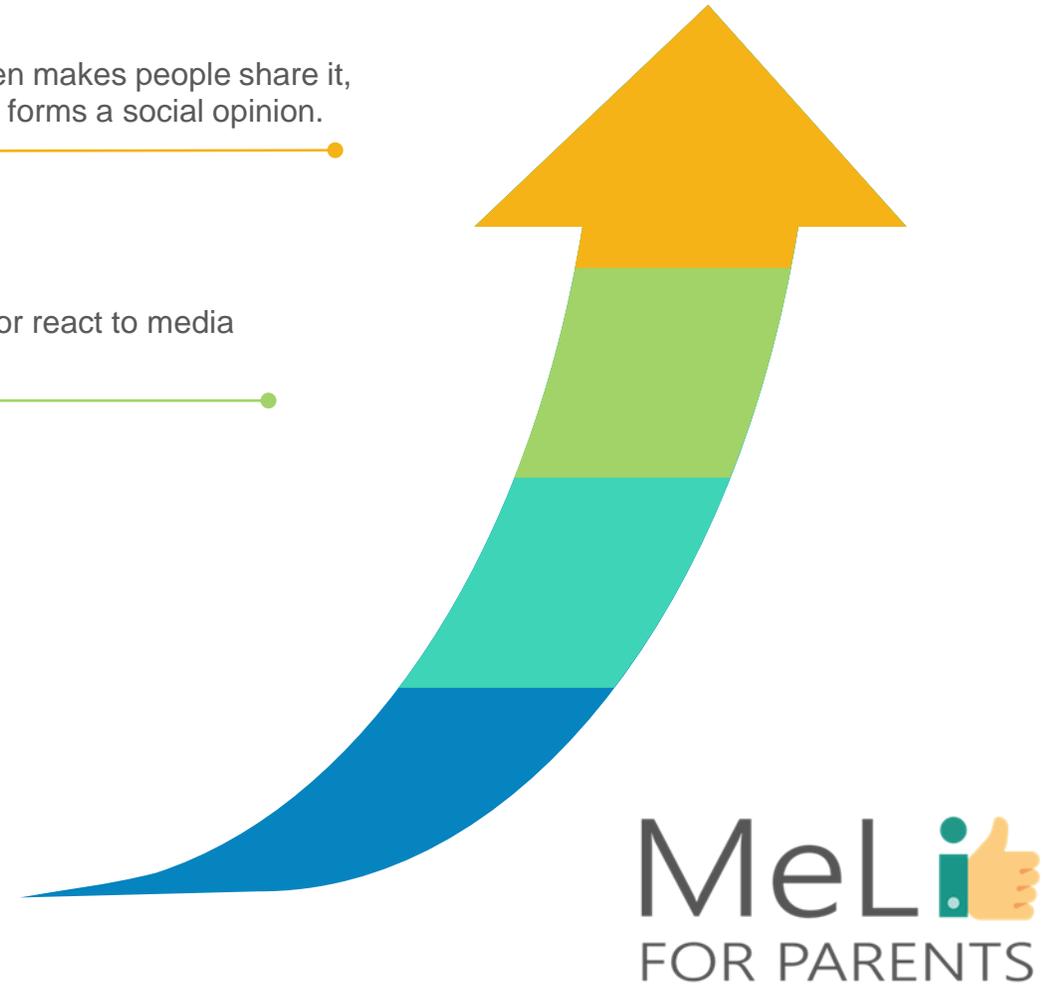
Disgust

Disgust is one of the most commonly exploited negative emotions by media content developers.



Sadness

Many hoaxes and social media posts attack your sense of sadness and thus make you read, share, and sometimes even stand behind a cause.





Coaching your kids

Why it is important to coach your kids on the topic Media Literacy?

The digital world surrounds us and our kids on daily basis and besides useful and necessary it can be overwhelming, and even dangerous. Kids need to be able to understand and evaluate the information that they meet so they can use it safely and effectively.

Media literacy is not just about knowing how to use different devices or update Instagram. Media literacy means understanding the information and using it appropriately.

Concerning the topic “Economic, social and cultural aspects of media” the most important thing is to teach and coach your children to understand and evaluate how their social circle and media content influence their emotions and how these emotions determine their behavior, decisions, beliefs.



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<http://www.meli4parents.eu/>

THANK YOU





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Media Literacy for Parents

Learning Unit A.1.4: Role Models & Stereotypes – ADVANCED LEVEL



Contents of the training

ROLE MODELS & STEREOTYPES - ADVANCED LEVEL

The unit elaborates on healthy digital role models and helps participants understand the specifics of digital parenting. Parenting types are covered along with tips to develop negotiation skills and routines to communicate the significance of stereotypes to children. Discussion and Q&A will complement the lessons learned and will conclude the workshop

01

ONLINE STEREOTYPES

Learn to handle age, gender and other online stereotypes

02

ON LINE RELATIONSHIPS

Digital parents learn how to supervise kid's online relationships in positive ways

03

TYPES OF PARENTING

Disciplinarian, Permissive, Uninvolved or Authoritative? Learn your type and decide which is best

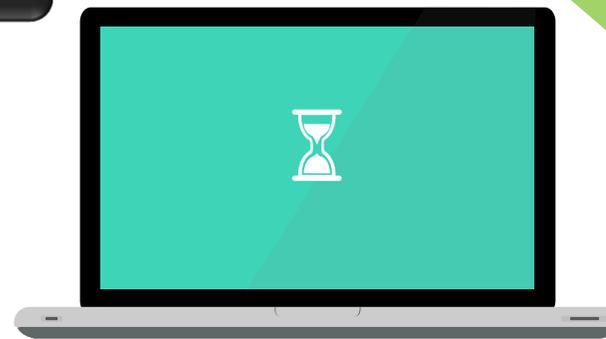
04

NEGOTIATION SKILLS AND ONLINE RIGHTS

Adults and children



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A.1.4 Role Models & Stereotypes



IMPLICIT STEREOTYPES

- ✓ Growing research reveals implicit stereotypes
- ✓ Tests measure associations between certain concepts (e.g., colored people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy)
- ✓ For example, the implicit age stereotype persists even for bias-literate people: the belief that young people are strong and capable, while older are not.



STEREOTYPED ARTIFICIAL INTELLIGENCE

- ✓ AI bots' algorithms learn from uncontrolled online content in all kinds of media, overwhelmed with discriminative propositions
- ✓ According to UNESCO, Siri, Alexa and other AI assistants have by default female voice and docile attitude
- ✓ By using biased language AI assistants can perpetuate gender stereotypes
- ✓ Through their over polite, frequently submissive, responses, they seem to encourage sexist or even abusive language from users



POSITIVE STEREOTYPES

Beneficial or a trap?

Subtle stereotypes can be beneficial:

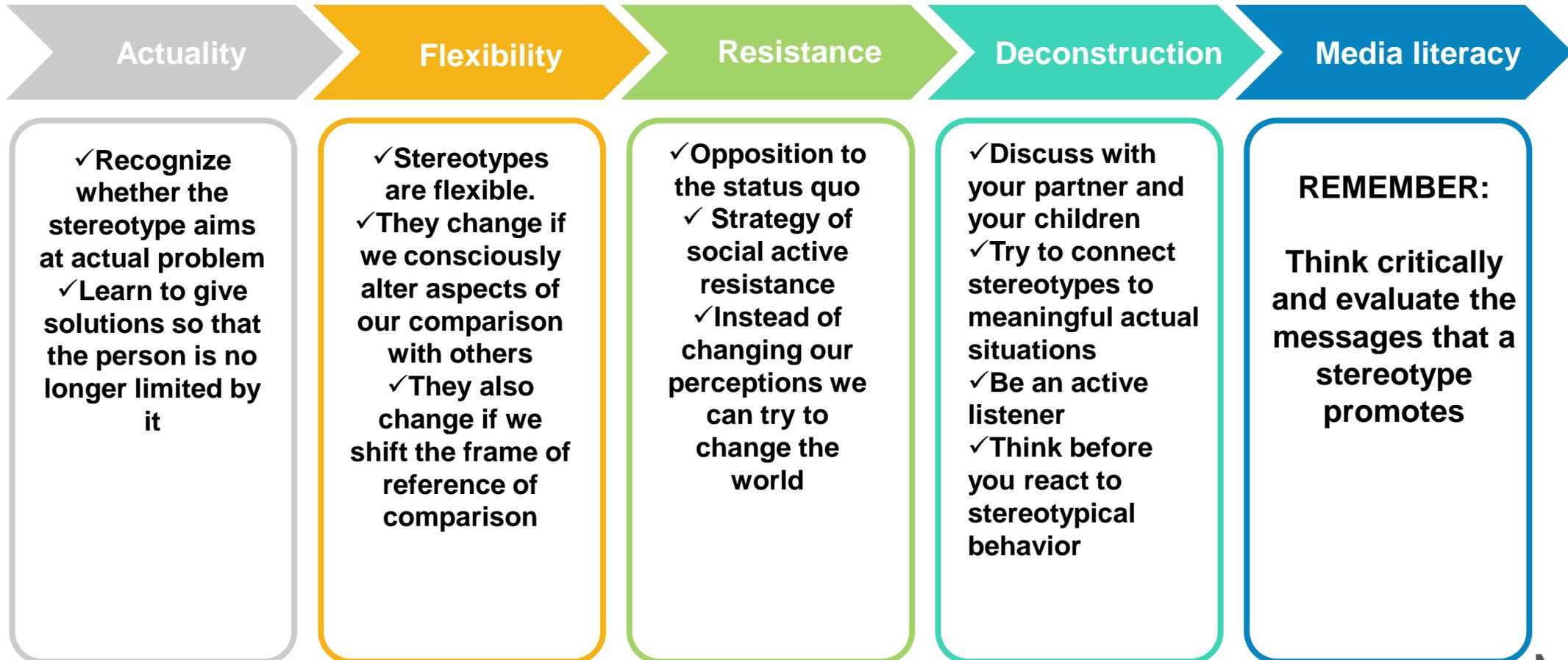
- ✓ To be correlated with a group that is positively stereotyped could improve performance
- ✓ If a person knows the group's praising feature s/he can perform better in activities
- ✓ Positive stereotypes can boost the person's perception of identity

The trap behind positive stereotypes:

- ✓ Stereotypes do not cover all people in said groups
- ✓ Many persons in a group may not share the characteristics of the stereotype
- ✓ Expectations rise from the implicit belief that all people in certain category behave in a certain way, which is not true



HOW TO HANDLE STEREOTYPES





ONLINE RELATIONSHIPS

- ✓ Teenagers often show risky behavior
- ✓ They meet people on social media
- ✓ Meeting strangers on any platform has serious risks
- ✓ It is important that parents and teens have an open dialogue about what they do in real life and online
- ✓ Being a role model in choosing friends online can help children understand opportunities and risks

How to handle online dating

Feelings

Encourage teens to trust their feelings. If something feels wrong, it probably is

Data

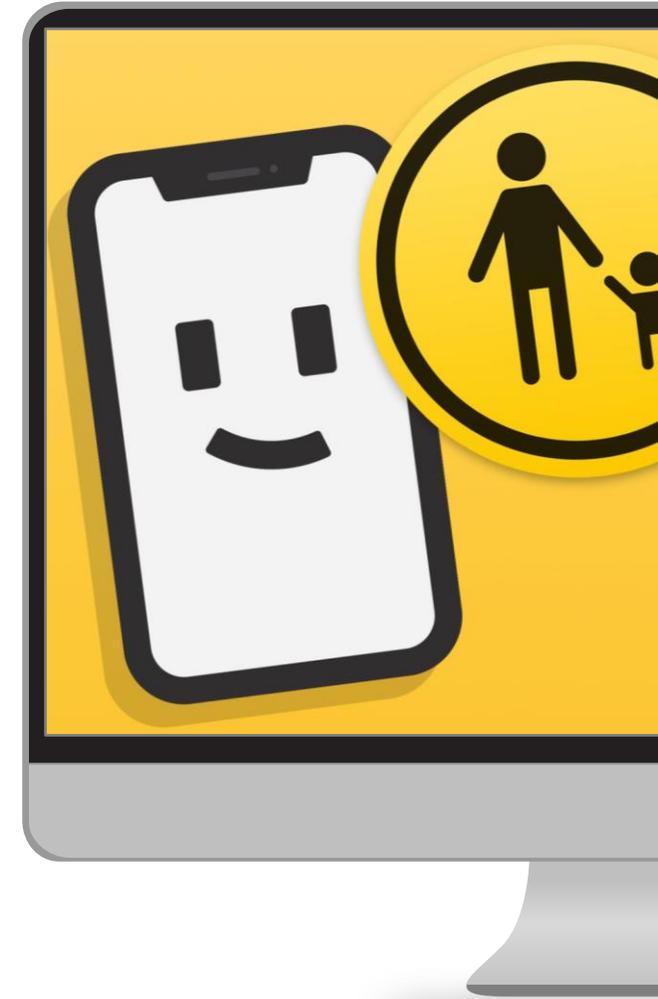
Educate children s to protect personal data. Remind them to turn off “location”

Trust

Ask your children to have a trusted adult to turn to if they doubt about an online encounter

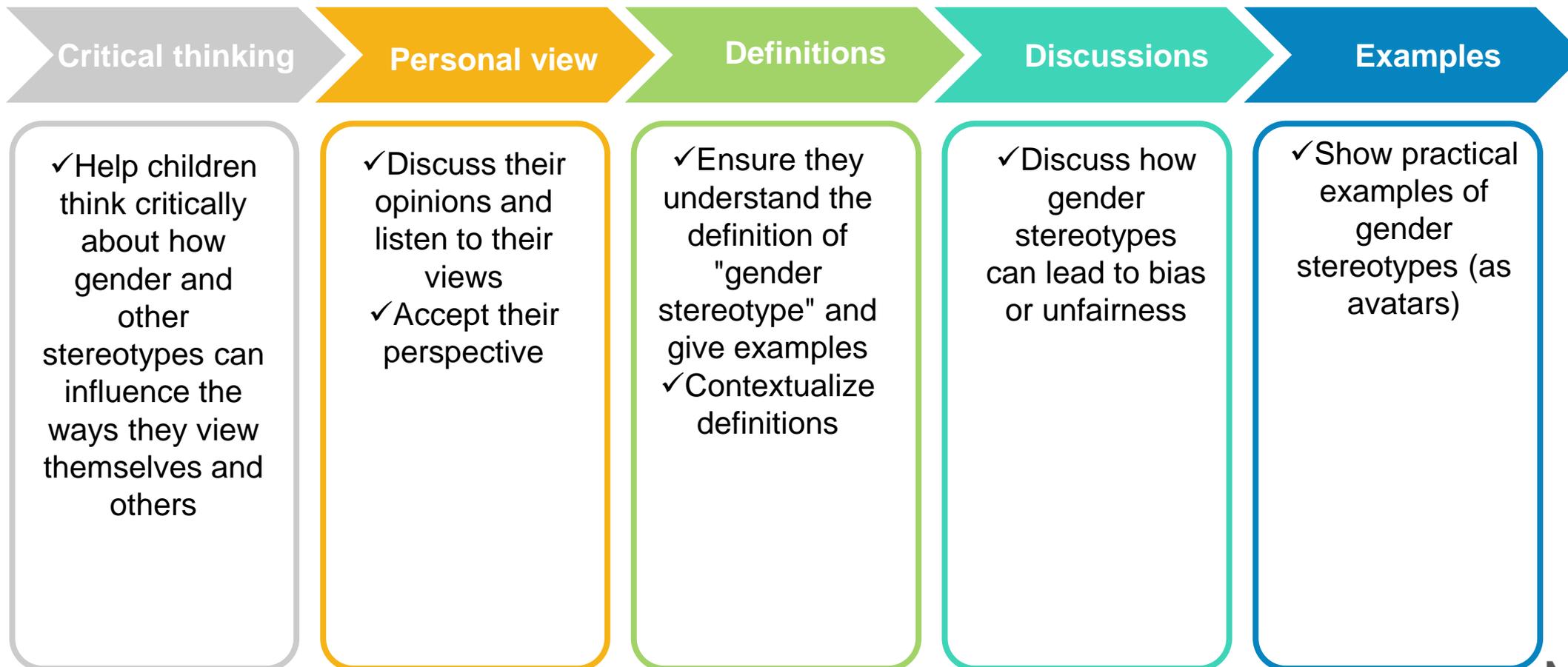
Limits

Set limits and never get tired of explaining the risks





HANDLE GENDER STEREOTYPES





REVISIT MEDIA LITERACY BASICS

Five basic concepts of Media Literacy

- ✓ All media messages are constructed
- ✓ Media messages use language with its own rules
- ✓ Different people interpret the same messages in different manner
- ✓ Media messages promote values and points of view
- ✓ Many media messages aim at profit and/or power



REVISIT MEDIA LITERACY BASICS

Key questions for any media message:

- ✓ Who created this?
- ✓ What are the techniques to attract my attention?
- ✓ How different people understand this differently?
- ✓ What kind of values and views does the message represent?
- ✓ Why was it sent?
- ✓ What is omitted?



BANNING IS NO SOLUTION

Possible results of strict prohibitions :

- ✓ Marginalize the child from his/her friends
- ✓ Make the child the subject of negative comments.
- ✓ Limit the child's cognitive and digital skills.
- ✓ Create negative atmosphere in the family.
- ✓ Misunderstand technology and its use. The Internet is not the bad wolf; it can improve life when used wisely.

Let us give our children the right to become conscious digital citizens of tomorrow!





TYPES OF PARENTING

Authoritarian

- ✓ They set rules without explaining reasons
- ✓ They do not negotiate
- ✓ They don't let kids have an opinion
- ✓ They may use punishments instead of discipline

Permissive

- ✓ They are over-forgiving
- ✓ They act as friends not as parents
- ✓ They discuss, but don't actively discourage bad behavior

Uninvolved

- ✓ They expect children to ... raise themselves!
- ✓ They don't cover children's needs
- ✓ They are overwhelmed with their own life and problems

Assertive

- ✓ They set rules and consequences
- ✓ They consider children's opinions and feelings
- ✓ They clarify that adults are in charge
- ✓ They prevent challenges before they emerge
- ✓ They reinforce good behavior via positive discipline strategies

Good enough

- ✓ No parenting type is a stereotype!
- ✓ You need to find the best way based on your personality and family
- ✓ Don't forget your own needs!
- ✓ Any parent can be a "good enough" parent!



ASSERTIVE PARENTING

What does it mean in practical terms:

- ✓ Assertiveness is related to democratic values and practices and is based on equality.
- ✓ An assertive parent is open to suggestions, discussions, creative solutions and alternative views of children.
- ✓ Creatively develops solutions to meet the needs of both kids and parents

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FAMILIARITY WITH TECHNOLOGY

- ✓ This training increases your familiarity with new technology and media
- ✓ You can learn the apps your kids use
- ✓ You can better understand what kids do with devices
- ✓ Practice, read and don't be afraid to ask your kids if you do not understand something!



CYBERSPACE IS DIVERSE

- ✓ Educate your children that cyberspace is diverse
- ✓ Respect the culture and habits of the people you interact with
- ✓ Different applications demand different manners

Be a role model: Teach your kids the differences by acting differently!

LEARN TO NEGOTIATE



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The logo for MeLi FOR PARENTS. The word 'MeLi' is in a large, grey, sans-serif font. The letter 'i' is replaced by a stylized thumbs-up icon with a teal dot for the thumb and a yellow hand. Below 'MeLi' is the text 'FOR PARENTS' in a smaller, grey, sans-serif font.

Digital media use means agreements:

- ✓ Parents negotiate with their children on media use
- ✓ You can reach an agreement on media use rules and can teach your children the art of healthy negotiation

Parent's Authority?

- ✓ Some parents are afraid that if they negotiate they lose authority
- ✓ However, good negotiation can strengthen your rules.
- ✓ Negotiation is not arguing!



TIPS FOR NEGOTIATING WITH CHILDREN

Stay focused

- ✓ Set your goals when you negotiate
- ✓ Focus on the outcome you want to achieve
- ✓ Make your child understand your point of view
- ✓ Listen to them but continue aiming at your goal

Ask questions

- ✓ When you disagree, try to see their perspective
- ✓ Learn their view by asking them questions

Right moment

- ✓ Some battles don't need to be fought at all
- ✓ Some goals can be better approached if postponed
- ✓ Some others need a firm decision

Be appealing

- ✓ It's not just what you say, but how you say it
- ✓ Minimize debatable back-and-forth
- ✓ Think about the language you will use

Be flexible

- Successful negotiators:
- ✓ Prioritize goals
 - ✓ Ask the right questions
 - ✓ Create the right context
 - ✓ Put offers on the table
 - ✓ Generate agreements so that both sides win



BE APPEALING WHEN NEGOTIATING

- ✓ Be the first to make an offer and anticipate a counteroffer
- ✓ Give children a choice; thus they have a sense of control
- ✓ Provide context and reference points so that children can compare your offers to alternatives
- ✓ Children have a different definition of fairness
- ✓ Silence is (sometimes) gold; it prevent premature decisions and allows children to contribute



EXAMPLE: NEGOTIATING SCREEN TIME

- ✓ Know the reasonable limits depending on age and maturity of your child
 - ✓ Observe behaviors; discuss what children do and how they feel.
 - ✓ Offer appropriate media choices: consider time of day and goals
 - ✓ Set rules together (time limits, screen and media choices).
 - ✓ Educate your child to self-monitor activity via a timer.
 - ✓ Establish reasonable consequences: be consistent in enforcement.
-
- ✓ Be a role model: be the first to do what you ask them to do!



NEGOTIATION TIPS

What to do in practical terms:

- ✓ Deal with your emotions
- ✓ Assist your child when they deal with their emotions
- ✓ Identify your child's interests
- ✓ Use reminders ("5 minutes left!")
- ✓ Persuade them, don't coerce
- ✓ When children feel empowered they cooperate more easily
- ✓ Negotiate rules before a conflict arises.

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NETIQUETTE REVISITED

- ✓ **Think before you click!**
- ✓ Respect others' privacy when posting online.
- ✓ Don't use offensive language.
- ✓ Think before you share! Your digital footprint remains online forever.
- ✓ Avoid replying to negative comments with more negative comments.
- ✓ Be precise and focus to the topic.
- ✓ Offer to help others and thank those who help you.



ONLINE RELATIONSHIPS

- ✓ Though social media are supposed to be used by children over 13, many younger kids open accounts by denoting false personal information
- ✓ Social media is THE place for relationships (**Facebook, YouTube, Viber, Twitter, Instagram, Pinterest**)
- ✓ Enjoy the benefits of electronic media and decrease or eliminate the possible dangers, like sexting, pornography, cyberbullying or online predators.



SEXTING

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- ✓ Teenagers share such content online, particularly when in a relationship.
- ✓ A digital copy of message, image or video can easily be shared publicly.
- ✓ In some cases, sexting can be used to bully, blackmail and exploit.
- ✓ It's hard to be sure that a sexual message will remain private

Sexts can involve words, photos or videos such as:

- ✓ posts with sexual language
- ✓ nude or semi-nude photos/videos
- ✓ photos/videos of sexual acts
- ✓ live webcam involving sexual acts
- ✓ screen-captured photos/videos



CHILDREN'S RIGHTS ONLINE

- ✓ Children are better and more intuitive than adults with digital media and more skillful digital and internet users
- ✓ The Internet is made by adults and has adult content
- ✓ On the other hand, the more children use the internet, the more skills they acquire
 - ✓ What rights do children have as internet users?
 - ✓ Do they have equal benefits with adult users?
- ✓ Age, gender, social and economic status are important factors



RETHINKING CHILDREN'S RIGHTS ONLINE

- ✓ How national policies consider children's views regarding access and use of digital technologies?
- ✓ How can discrimination be effectively addressed?
- ✓ Which is the role of parents?
- ✓ How should businesses operate in order to protect and support children's rights?

Any
questions?



ACTIVITY IN PAIRS

✓ Role playing: Take turns and discuss about various topics.
Example scenarios: someone sends you a befriend message, someone posts your personal information, you upload a photo of a friend who does not like it or you write a comment and others misinterpret your intention

Take a quick yes/no quiz



Do stereotypes equal prejudices?



Are stereotypes always negative?



Are teens always influenced by media
about their self image?

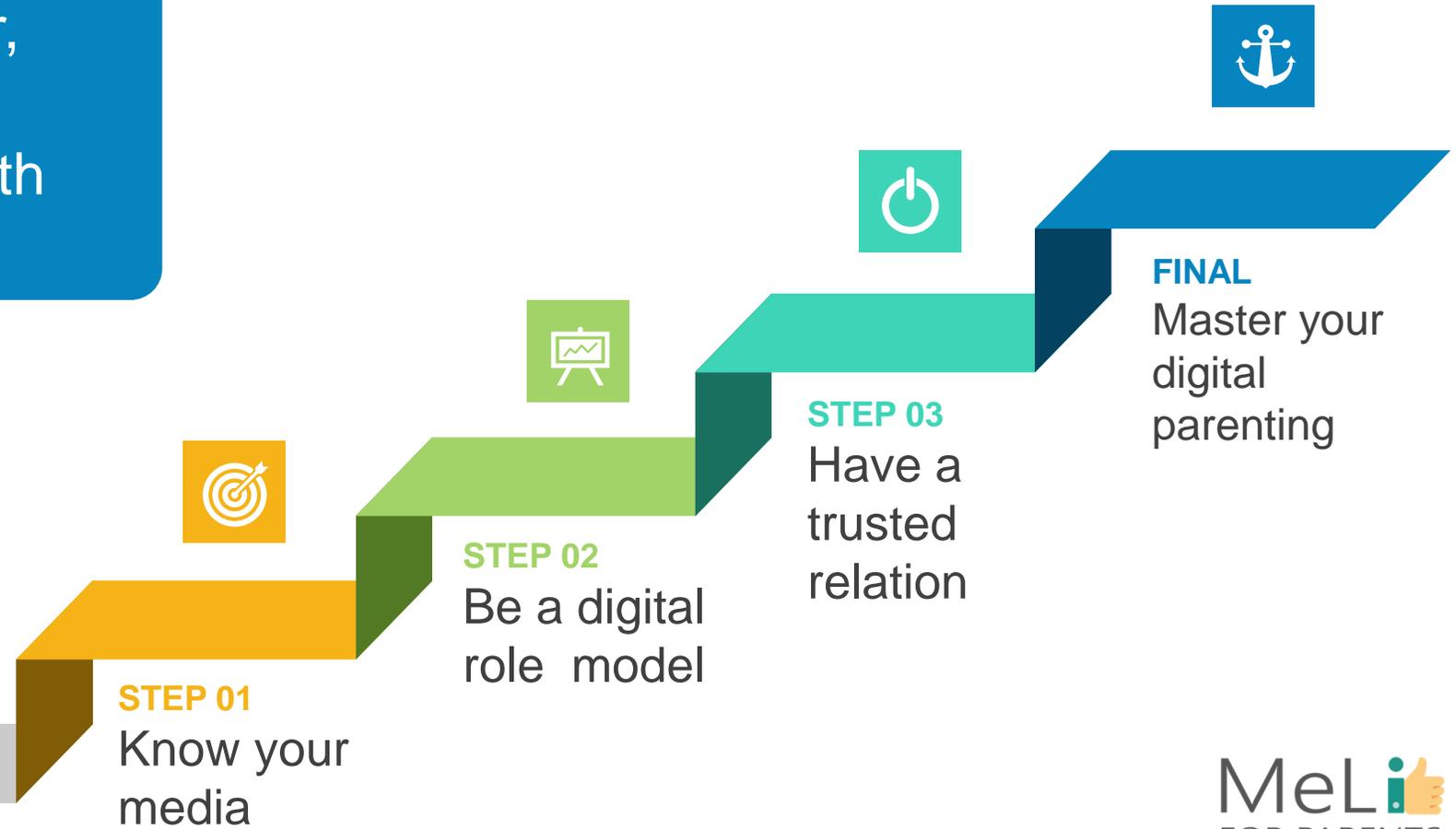


Can you recognize stereotypes on media and
teach your kids how to respond?



Yes/No quiz

As an advanced user,
you now know the
answers! Keep up with
the good work!



CONCLUSION

Good digital parenting

Digital parenting poses many challenges. Showcasing positive behaviors at home you can become a role model for your children and strengthen your trusting relation.

DIGITAL LIFE

Be a digital role model!



Know the media



Build trust



Educate

References

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Media Literacy for Parents

Learning Unit A.1.4: Parental Control Tools – ADVANCED LEVEL



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Contents of the training

PARENTAL CONTROLS - ADVANCED LEVEL

This unit will focus on advanced parental control tools and covers specific examples. The workshop will finish with discussion of the whole module and Q&A.

01

ADVANCED TOOLS

Learn about solutions requiring more elaborate settings

02

HEALTHY SOCIALIZING

Online communities, Online relations, Friendship management, Shopping online

03

SAFE HOMENETWORK

Learn to apply router settings to safeguard all devices at your home

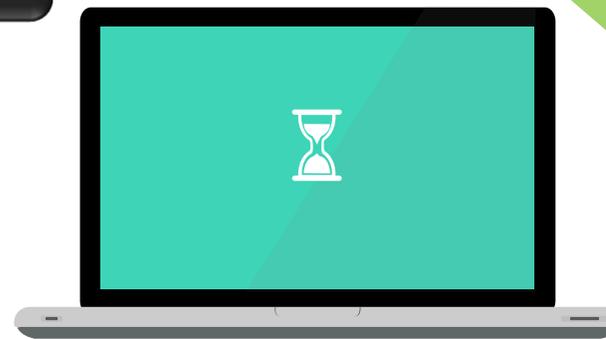
04

Q & A

Discussion and lessons learned



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A.1.4 Parental Controls



SAFE HOME NETWORK

- ✓ Protect all devices in your home network by applying the appropriate settings on your router
- ✓ Parental controls at that level can filter the web and block access to unsuitable websites via
 - ❖ network-wide settings on your router
 - ❖ parental controls built into your operating system or
 - ❖ third-party software

ROUTER SETTINGS

For all home devices

You can configure parental controls on your router to perform web filtering for all devices on the network with built-in browsers. This is a not so elaborate but a quick and wide solution for all devices.

- ❖ Open your web browser and type your network IP address (right-click on your internet icon to find it, usually 192.168.1.1)
- ❖ Log in with the credentials on the router or the user manual

Then you can

- ✓ Limit internet use time
- ✓ Restrict specific websites
- ✓ Pause WiFi

Routers with built-in parental controls explain the setting up in their manual or online in the product's documentation.



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CONTROL THE ROUTER

For routers that don't include parental controls:

- ✓ Change your router's DNS server settings to use OpenDNS.
- ✓ Set up an account and configure web filtering.

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- For more information about changing your router's specific settings, refer to its manual.
- In your Parents' Notes you will find a step by step example about a specific commercial router.
- In order to unblock a certain device on your network you can change its local DNS server settings manually so it won't use OpenDNS.



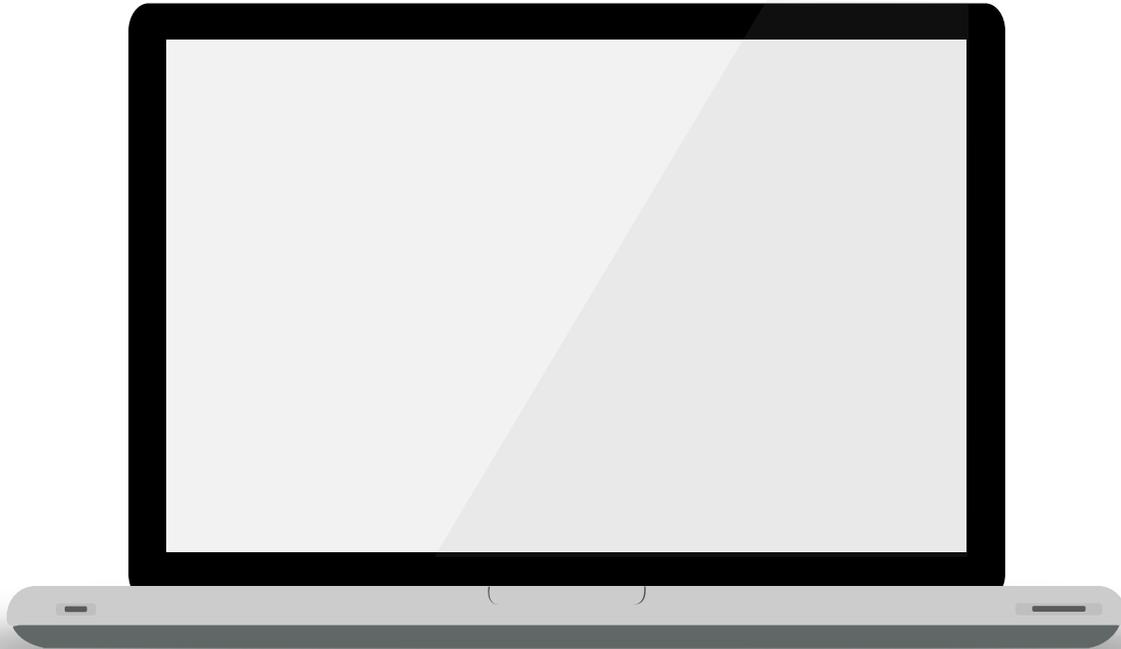
Control any unauthorized purchase

You don't want your child be able to buy stuff from their devices without your password. Here's how to do it on the Play Store:

Play Store

Prevent purchases

- Open Settings in the Google Play Store app
- Select Require Authentication for Purchases
- Select For all purchases through Google Play on this Device option.
- Enter your Google account password when prompted. The setting will change.





HOW TO CONTROL ADVERTISING

Most free content on the internet comes with lots of advertising, which might tempt children to click through – and more importantly, shape their behavior as consumers. Also, many ad pop ups conceal malware when clicked on.

Ad-blocking can block or hide ads. Two well-known free programs that do this are:

- **Ad block Plus:** Perhaps the most popular free ad blocking software available for all browsers (Mozilla, IE, Chrome, Safari, Opera, Android and Yandex).
- **Ad block:** Another free alternative with many users around the world which supports Mozilla, Chrome and Safari.

CAN YOU CONTROL YOUR CHILD'S EMAILS?

You can **forward and view** your child's email on your Gmail account. The messages that your child receives will remain in their inbox, but you can access them, too.

- Tap the gear icon at the top of the inbox to enter Settings on your Gmail account.
- Click on the Accounts and Import tab.
- Click on Add Account.
- Enter the email address and password that you would like to import

The added account should be your child's email account.



You can also **block** an email address from contacting your child:

- Open the offending email.
- In the top right of the message, click More.
- Click Block [sender].

If you block someone by mistake, unblock them using these same steps

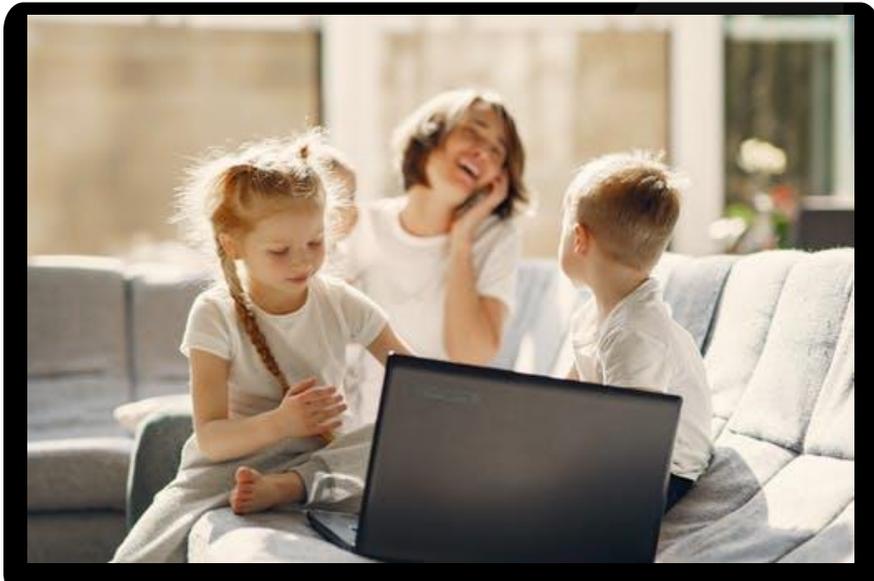
Control Online hate speech & radicalization

The Council of Europe defines hate speech as *“all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.”*

Hate speech

Radicalization

Violent radicalization where individuals, through online interactions, consider violence as a legitimate method to solve social and political conflicts. Some violently radicalized persons can commit acts of terrorism.



Educate

Speak with your child about hate speech and teach them how to recognize it and control their feelings and practice empathy

Report

While parental control tools cannot protect kids, all platforms have reporting services that you should immediately use if you spot hate speech online

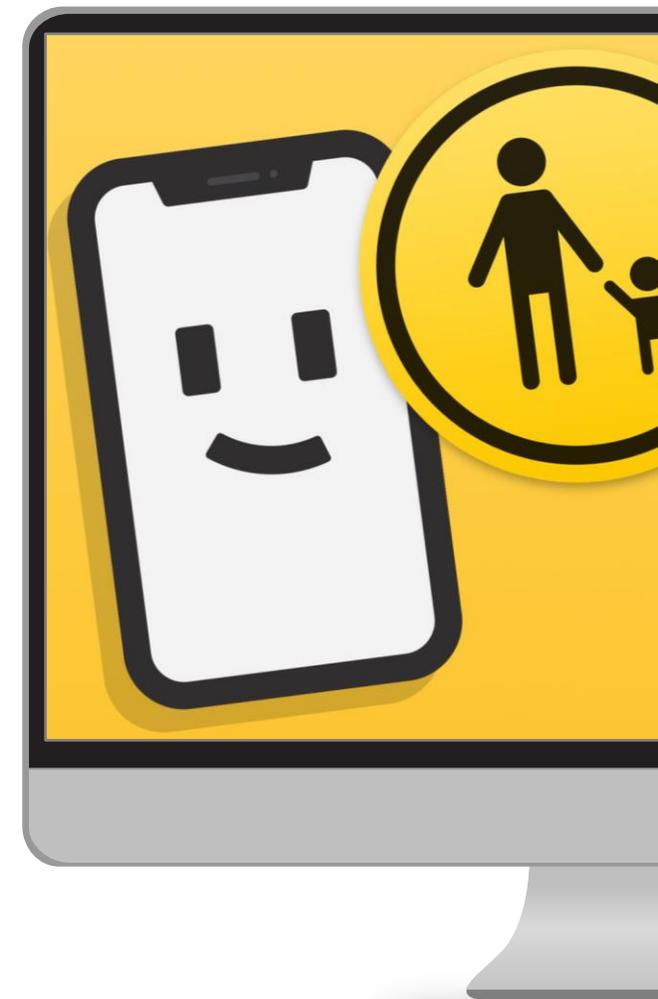
Monitor

Monitor your child's activity if you suspect that he or she is involved in online discussions that promote hate speech. Keyword trackers could be an option

Consult

Refer to the authorities if you spot a threat and ask the advice of an expert

How to control hate speech





KEYWORD TRACKERS

- Some tools can track keyboard activity and send you notifications whenever specified keywords are typed on your child's phone.
- Thus you can find out if your child is searching for inappropriate content.
- Some popular keyword trackers are mSpy, Kidlogger, Spy Bubble or, Phone Sheriff.

NOTE: Consider matters of privacy if you go for such a spying option. Building a trusted relationship with your child may prove to be the most long-lasting parental control there is.

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COMMERCIAL SOLUTIONS

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There are several commercial solutions with advanced features for various monitoring and parental controlling work. In order to choose:

- ✓ consider the advantages and disadvantages
- ✓ the exact use you need to make of the tool
- ✓ privacy issues, especially for older children

Make sure to:

- ✓ match any tool with confidence building activities at home and
- ✓ invest time to build a trusted relationship with your children



SOME COMMERCIAL APPS

Net Nanny

- ✓ Very popular AI based content-control software
- ✓ Monitors and control your child's computer and phone activity.
- ✓ Access the Parent Dashboard from any web browser

SPIN Safe Browser

- ✓ Blocks inappropriate content
- ✓ Filters image search in Bing.com, Google.com and Yahoo.com.
- ✓ Makes video searching safer by automatically invoking its Restricted mode

Mobicip

- ✓ Cloud based tool for all major platforms and devices.
- ✓ Filters content
 - ✓ Regulates screen time
 - ✓ Allows/blocks apps
 - ✓ Tracks location, Sends activity reports

SecureTeens

- ✓ Undetectable surveillance 24/7 over your children's online activity
- ✓ Non intrusive monitoring.

DISCLAIMER

The aim if this section is to present popular commercial applications and in no way can it be considered as advertising or promoting any specific company, software or solution.

SOME COMMERCIAL APPS

Kid's shell

- ✓ Launcher application
- ✓ Allows only permitted apps and games to run on your kid's phone or tablet
- ✓ Allows parents to create a safe zone on the child's device.

Applock

- ✓ Locking solution
- ✓ Application lock
- ✓ Timeout settings
- ✓ Multiple profiles for every moment of the day
- ✓ Content restrictions

mSpy

- ✓ View incoming, outgoing, or deleted messages
- ✓ Check call history
- ✓ See device GPS location
- ✓ Control Facebook, WhatsApp, Snapchat, etc
- ✓ For iPhone, iPad, or Android

Spy Bubble

- ✓ Message monitoring,
- ✓ Call monitoring,
- ✓ Instant message tracking,
- ✓ GPS tracker,
- ✓ Remote SMS commands
- ✓ Easy handling from its control panel

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CHALLENGES OF FILTERS

As children grow up, filters are less effective. Teens could:

- ❖ find out your PIN to disable Restrictions on their iPad
- ❖ bypass OpenDNS filtering, by changing their computer's DNS server
- ❖ find a proxy or VPN that isn't blocked by the filter
- ❖ select Linux operating system to bypass filtering built into Windows
- ❖ access content you don't approve of on someone else's device.

Some problems cannot be solve with technology. Physical parental involvement is still important.

BYPASSING FILTERS

Using VPN

- In a virtual private network all traffic to and from your computer is redirected over an encrypted connection.
- Free VPNs are available,
- Good VPNs (to rent or to set up) will have a cost.

Bypass

Bypass

DNS Server

- Some Internet service providers implement filtering by changing their DNS servers to redirect requests for blocked websites to another website

Bypass

Tor

- Anonymous browsing by routing over an encrypted network, usually at an uncensored, unfiltered location.
- Lets you access blocked websites
- Consider privacy issues if used

Bypass filters

Proxy

- Can access blocked sites
- System-wide (or browser-wide) proxies function similarly to VPNs, but they're not as reliable
- Good alternative solution if someone wants to quickly access a blocked website,



POPULAR SOCIAL MEDIA APPLICATIONS

Snapchat

- Children send to their friends “snaps” that disappear as soon as they are viewed.
- Snaps shared in groups can be seen twice. Snaps on stories are public for 24 hours.
- But they leave digital footprint and screenshots of snaps can be taken. Nothing is private on the internet.

Instagram

- Allows users to edit and upload photos and short videos through a mobile app.
- Stories can be viewed for 24 hours Children usually tag friends or their location.
- Instagram the most popular apps for instant messaging among kids



ABBREVIATIONS TEENS USE IN TEXTING

4EAE - Forever and ever

AFK - Away from keyboard

BFN - Bye for now

DWBH - Don't worry, be happy

GAL – Get a life

IMO - In my opinion

IRL - In real life

MOS - Mom over shoulder

NIFOC - Nude in front of

computer

P911 - Parent alert

PCM - Please call me

SWYP - So, what's your problem?

TBC - To be continued

TTYL - Talk to you later

TY or TU - Thank you

YOLO - You only live once.



CONTROLLING SOCIAL MEDIA APPLICATIONS

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- ❖ Via built-in parental control the child can control who can see what they share and who can contact them.
- ❖ They can also report offensive content that they see from other users.
- ❖ Via third-party apps, like SecureTeen, you can monitor their online and social media activity.

In your Parents' Notes you shall find step by step guides to set some parental controls on Instagram and Snapchat.



Time for
discussion!
Any
questions?

TRAINING SUMMARY



You are now a master in parental controls!

In this Training you have learned about online threats and the ways to protect your children. You have learned how to evaluate and select beneficial content for your younger kids, how to use free and built in control features and how to use advanced parental control tools to protect your teens. You also saw practical examples and learned about readily available commercial solutions.

CONTROL Digital parenting poses many challenges. Controlling your child's online activity is a dream of every parent. You will find out that a trusting relation is the best control you can get.



Know the media



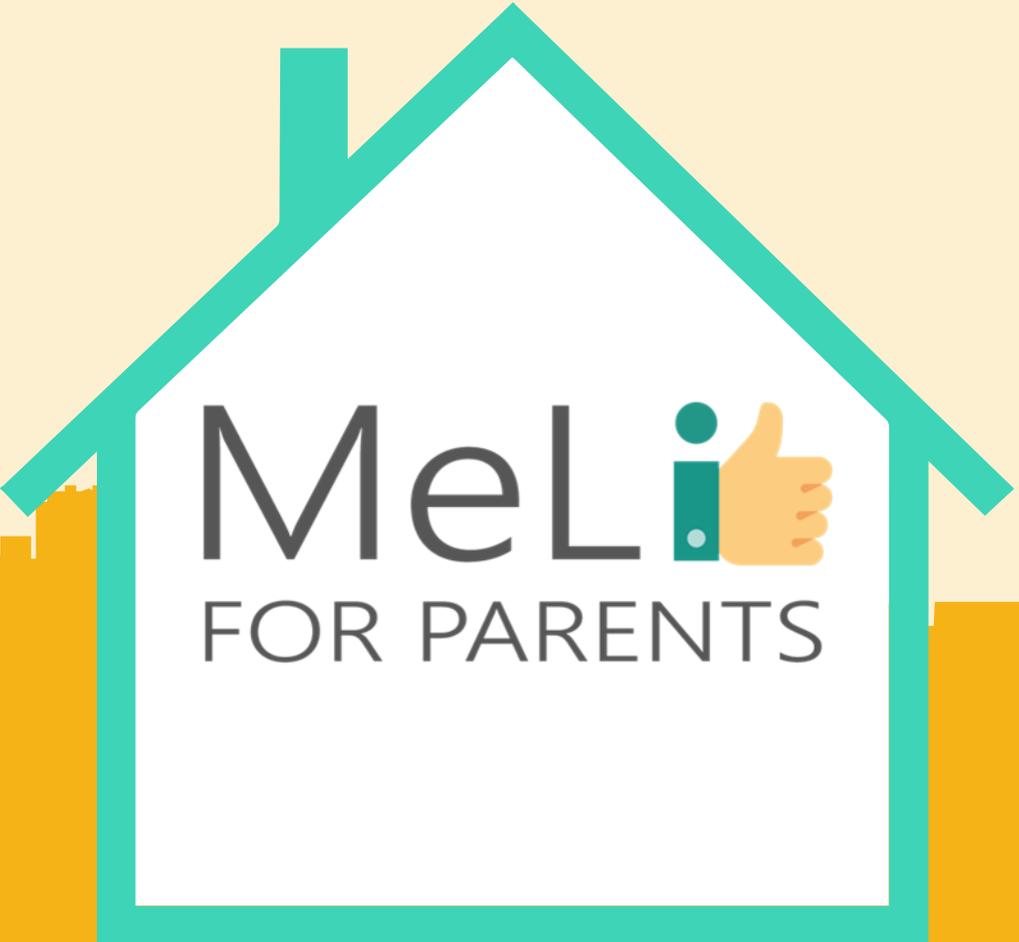
Build trust



Educate

References

- ❖ Council of Europe, Definition of Hate Speech, (<https://rm.coe.int/1680505d5b>)
- ❖ Company Websites of all services and software mentioned in the training
 - ❖ www.familyeducation.com
 - ❖ <https://mediasmarts.ca>
 - ❖ www.saferinternet.org.uk
 - ❖ www.common sense media.com

The logo for 'MeLi FOR PARENTS' is centered within a white house-shaped outline with a teal border. The text 'MeLi' is in a large, dark grey font, with the 'i' in 'Li' replaced by a teal dot and a thumbs-up icon. Below it, 'FOR PARENTS' is written in a smaller, dark grey, all-caps font. The background features a yellow city skyline silhouette.

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Media Literacy for Parents

Learning Unit A.1.5: Digital Content Creation



Co-funded by the
Erasmus+ Programme
of the European Union



Content

This unit aims to present what are the tools and applications most commonly used by youngsters to create their digital content, showing how to use them and how to monitor the eventuality that some activities may provide damage to anyone.



01 Learning more to better protect

03 Social Apps

05 You can always talk to me

07 Inappropriate Content

02 Online games

04 Be aware of what you are sharing!

06 Time spent online

08 The Fake News

Learning more to better protect

The so-called computer literacy is the basis of modern concepts of freedom of expression of information because, as Unesco says, "it allows citizens to understand the functions of the media and other information providers, to critically evaluate their content and make informed decisions as users and producers of information and multimedia content ».

Our children also need to create a critical awareness, since they are unconsciously among the main users and producers of what the Internet makes available through websites and social networks.

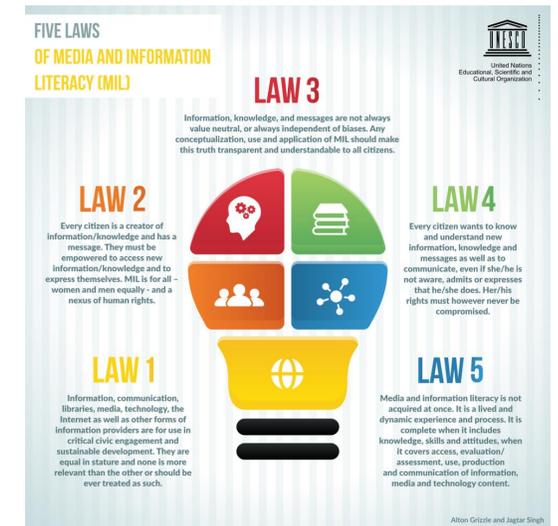
Our role, as parents, is therefore twofold: to increase our skills to increase our critical sense; use the skills acquired to give the right skills to our children.



THE FIVE LAWS OF MEDIA AND COMPUTER LITERACY (MIL)

Unesco has been making a revolutionary effort since 2013 to promote international cooperation and ensure that all citizens have access to media and computer skills, becoming the protagonists of a digital breakthrough that also wants them actors of the system as creators of content and not only users of other people's content.

The 5 laws on media and computer literacy represent a sort of manifesto of what we all have to do, even and above all for our children.



THE FIVE LAWS OF MEDIA AND COMPUTER LITERACY (MIL)

Law One

Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

Law Two

Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally – and a nexus of human rights.

Law Three

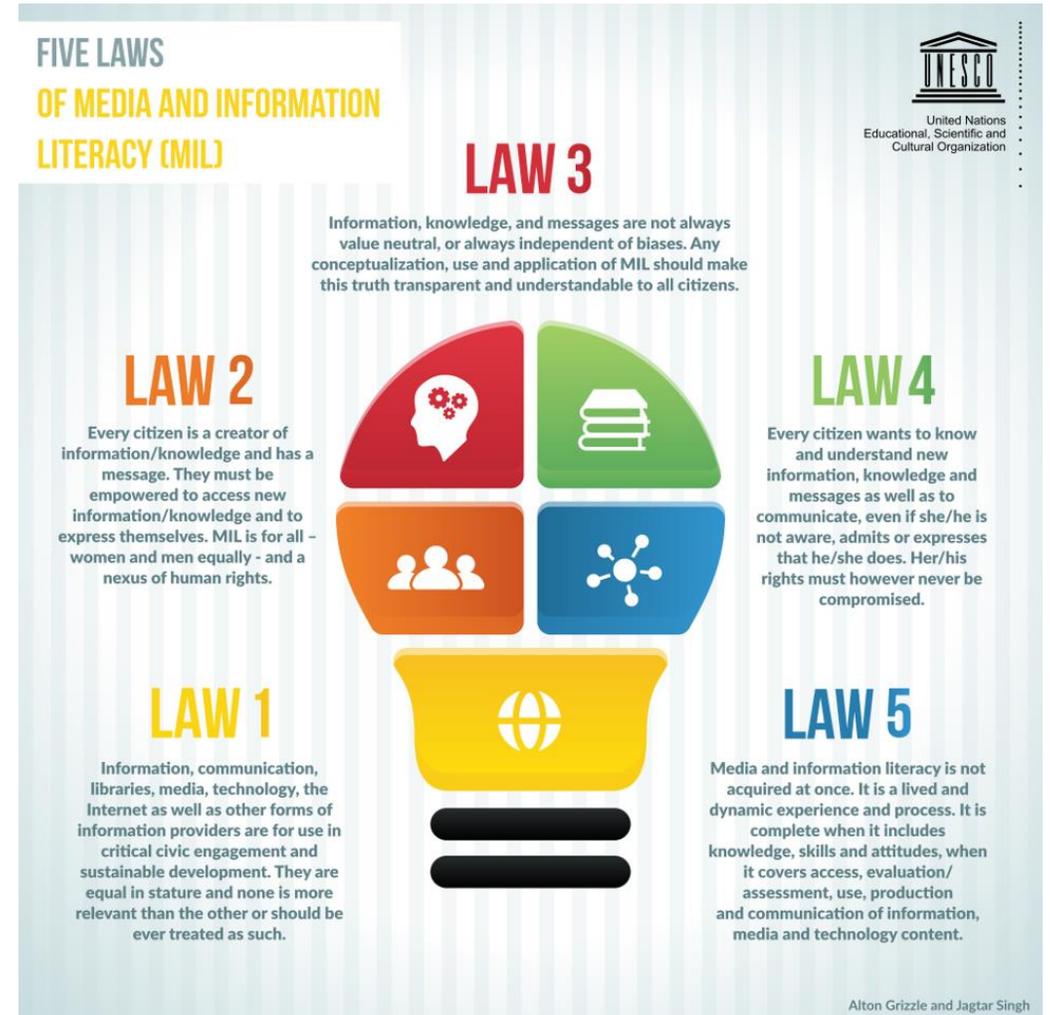
Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

Law Four

Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

Law Five

Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.



THE TWO MAIN CHALLENGES

Young people are big consumers of multimedia content, but nowadays the interactivity of gaming platforms and social channels makes it difficult to distinguish passive use from the creation of digital content. Parents must know how to accompany this process, always with the aim of increasing their knowledge and be ready to protect their children from the dangers they face. The main channels of intervention are:

- Entering more consciously into the world of online video games, which are a kind of private bubble in which young people take refuge and from which adults are generally excluded. Without the knowledge, control over the content and dynamics unleashed by online video games is impossible.
- Learning how to use the most important social networks, even by becoming a content producer, because they are the communication vehicles through which the bad ideas of hate and cyberbullying are also propagated. Knowing the secrets, it is easier for adults to exercise the right duty of control over the activities of their children and students.



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ONLINE GAMES

- Online games can be a great way to keep busy and keep in touch with friends and family, but it is important that children and teenagers play safely.
- If you have more than one child, remember that games suitable for one may not be suitable for another.
- The game is a great way for young people to distract themselves, socialize with their friends, develop creativity and have fun. Children can play on game consoles, apps or websites, using mobile phones, tablets, Pcs or smart speakers and headphones for virtual reality. They can also chat with other players using messaging platforms for players or watch live streaming of famous players.



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WHY YOUNG PEOPLE LOVE ONLINE GAMES?

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Socialize with friends. When they play, teenagers can team up and form a team or play individually. Both in one case and in the other the game arouses socialization. Location-based games like Pokémon Go and Wizards Unite encourage players to go out and explore.

Watch videos and live streaming of other people playing or sharing tips with other players to develop their own gaming skills.

Games are generally designed to be fun and can be challenging and engaging; but there are also games that are not very educational, which enhance violence and stimulate aggression. Parents must watch and choose games with their children, depending on age and growth goals.

The logo for MeLi FOR PARENTS is enclosed in a yellow rectangular border. It features the text "MeLi" in a grey sans-serif font, with the letter "i" replaced by a stylized orange hand giving a thumbs-up gesture. Below "MeLi" is the text "FOR PARENTS" in a smaller, grey, all-caps sans-serif font.

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WHAT ARE THE RISKS OF ONLINE GAMES?

**The risks: being bullies, trolling, griefing and
scams, in-game purchases, grooming**

We are led to believe that the game is a time of relaxation and growth for children. But in fun there is a strong didactic component: those who play use the playful tool to learn new things continuously.

In particular, without the proper support from an adult, those who play look for information about the game within the game itself. And if the game is online, use the other players as «instructors» and soon will in turn become an instructor, generating more or less consciously digital content.

This creates uncontrollable relationships and the possibility that the bad guys will use them to hurt our children.



CYBERBULLYING

In the basic and intermediate levels of the MeLi for Parents training course we talked at length about the pitfalls that are hidden in the net and that can see the kids victims (or architects) of incorrect and dangerous behavior. In the world of video games, children can be deliberately excluded from others or criticized for how they play. Other players may curse or use offensive language on voice chat and this can be upsetting for your children.

If your child is the victim of cyberbullying in online games, tell him/her to talk to you about it, it would be so wrong if he/she kept it all inside.

Learn about the game yourself, and learn how to use the blocking and reporting functions, so that you can prevent bullies from contacting and harassing other guys.

TROLLING, GRIEFING AND SCUMS

Griefers are players who deliberately try to spoil the game to other players. This can be called trolling. Players may also attempt to trick or cheat young people into giving up "skins" or other game items by offering them money or hacking their account. Skins are an aesthetic feature that expresses the creation of digital content, because it allows players to customize their character and game objects. For young people the choice of a skin is an important element, and to have it removed can be as shocking as losing a toy or a favorite object.



IN-GAMES PURCHASES

Some online games, offered as free, actually provide costs depending on the playing conditions. These games are designed to make the player want to continue and enter the game in an increasingly personalized way, increasing the weight of the content created and placed in the game. In this case, the creation of digital content is induced from the outside and is not always positive, also because it involves increasing financial outlays and not always within the reach of a young person. In this way, the game risks becoming an element of frustration.



GROOMING

Some games are designed to be played in teams or against other people, most often strangers who hide behind nicknames that say nothing about them. Players can communicate via voice, video or text chat. Some of them use voice chat to discuss tactics and many games have a chat room.

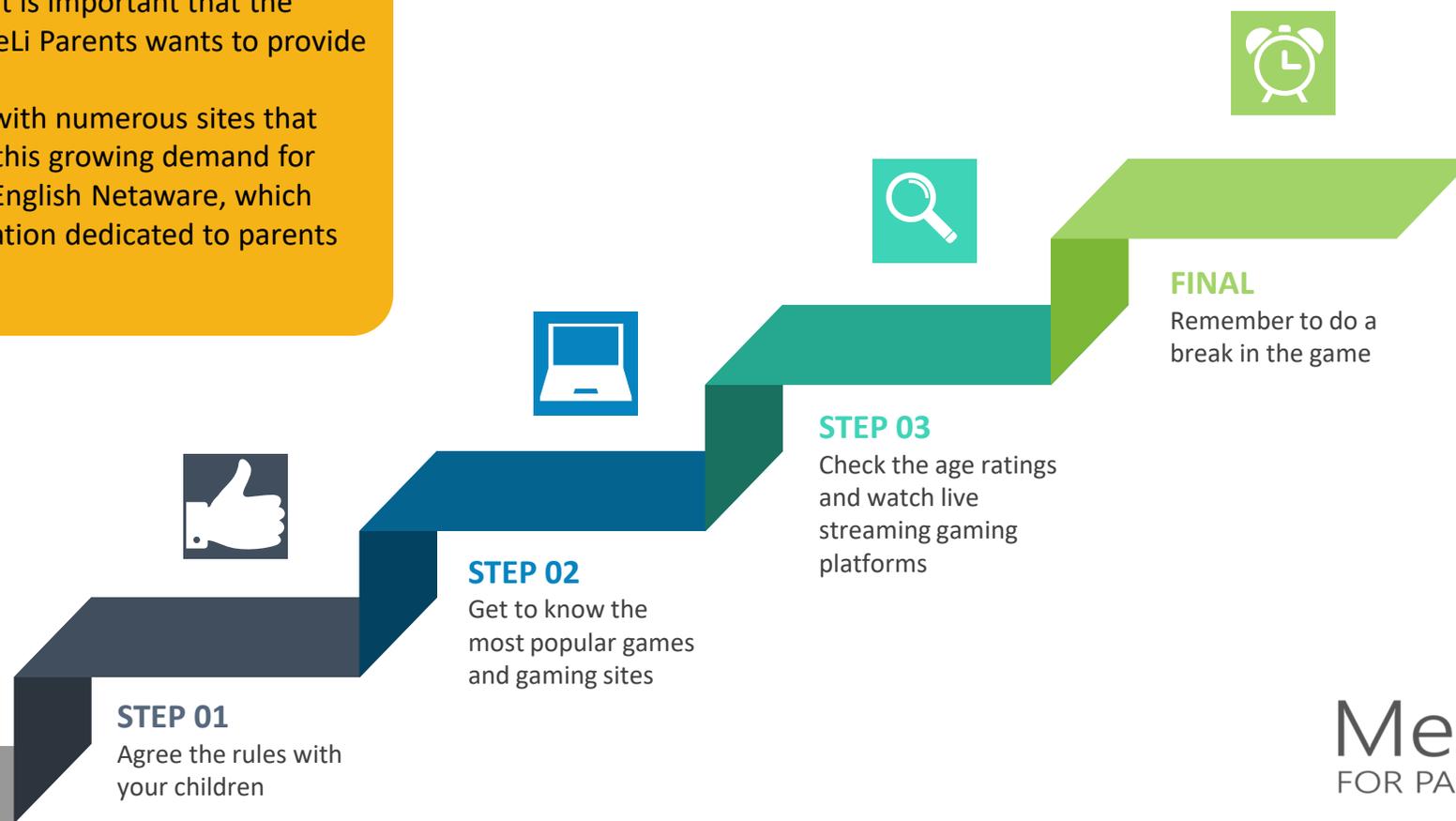
Young people can also use other platforms, such as Discord and Reddit, to exchange game suggestions and talk to other players with similar interests. Many popular games have official channels with thousands of members. This interaction leads to digital content, but the risk of young people being lured onto these platforms should not be overlooked.

HOW TO CHECK WHAT HAPPENS IN VIDEO GAMES

For an adult it is not easy to enter the world of video games and realize the complexity of the mechanisms that operate. For this reason, in addition to the general advice that accompanies this description, it is important that the adults themselves receive concrete help, which MeLi Parents wants to provide with this training.

Obviously, the web is also an excellent reference, with numerous sites that have been born in recent years just to respond to this growing demand for assistance. One of these sites, for example, is the English Netaware, which publishes educational videos and in-depth information dedicated to parents and trainers: <https://www.net-aware.org.uk/>

Here are the six NetAware proposals:





AGREE THE RULES

- The online game is a challenging activity, which allows young and very young people to have fun when they are free from school commitments. But it is important to agree rules to keep them safe during the game. It's important to know which games are safe, with whom they can play, where they can use their devices at home or for how long they can play.
- For example, you could make a deal with your children by establishing that they can only play with their classmates on weekends, in common environments of the house and not locked in their room. Different rules will work for different families, but often work better if agreed with parents. This way your child can share other rules such as the time limit given to each game.
- It's essential to establish together that the time devoted to the game cannot be subtracted from meals, sleep and other healthy activities.
- It can be useful to write down all the rules shared in the family, so you can resume them later.
- There are gaming platforms like Playstation that offer help to parents, making it easier for them to control their children's time on the app.



GET TO KNOW THE MOST POPULAR GAMES AND GAMING SITES

Try to familiarize yourself with your child's favorite games and study how to set parental control following the directions you received in the previous lesson.

You could also check if your child's device has additional security settings. Xbox for example offers guidance on how to configure parental control, to help you manage the time your child spends on your device. Other brands do the same:

- Apple
- Samsung
- Nintendo
- PlayStation

OTHER BRANDS

APPLE

With Content & Privacy Restrictions in Screen Time, you can block or limit specific apps and features on your child's device. And limit the settings on your iPhone, iPad or iPod touch for explicit content, purchases and downloads, and privacy. Specific info: <https://support.apple.com/en-gb/HT201304>

SAMSUNG

The Android operating system allows you to block the pin and limit the use of the device. There is also a Kids Mode, which gives parents complete control of the activities. Info at <https://www.samsung.com/uk/kids-mode/parental-control/>

NINTENDO

Nintendo Switch Parental Control is an app that allows you to apply a familiar filter to all your child's games. Specific info: <https://www.nintendo.co.uk/Nintendo-Switch-Family/Nintendo-Switch-Parental-Controls/Nintendo-Switch-Parental-Controls-1183145.html>

PLAYSTATION

Access Account Management > [Family Management]; select the child account for which you want to set restrictions and select [Edit] to adjust each function.

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CHECK THE AGE RATINGS

- It is important to check the classification of a game by age before letting your children use it. The directions are usually found on the website or on the app store from which the game was downloaded.
- Most games should have a PEGI rating indicating the minimum age recommended for a player. PEGI classifications only verify whether the content of a game is suitable for a certain age group. They don't consider other features like chat or if the games allow you to talk to other players you may not know. Be sure to keep that in mind when deciding whether an app or game is appropriate for your children.
- Age classifications are a general guide and do not cover everything. It is important to control the game yourself before letting your child use it: you know your child better than anyone else, so think if it is suitable for him/her as an individual!

WATCH LIVE STREAMING GAMING PLATFORMS

Twitch and Discord are both live streaming platforms that allow you to watch the games in which other players are engaged. Often on platforms like these, videos are played automatically when you open the app or site. This means that it is difficult to control what your child sees and could easily come across a game or video not suitable.

You should make sure that you know which of these platforms your child uses, to check that they are appropriate, and let them know that they can always turn to you if they see something upsetting.





REMEMBER IT'S OKAY TO DO A BREAK

- Playing competitive games like FIFA and Fortnite with other people can be exciting, but if a child makes a mistake or loses the game, they may feel stressed or depressed.
- Encourage your children to have a break from the screen and do a different activity to help them relax if they feel overwhelmed during the game.
- Remind them that if they ever receive a message or comment that upsets them, they should not respond immediately and should always avoid using offensive or petty language. Let them know they can come to you if they need advice on how to talk to an online friend.

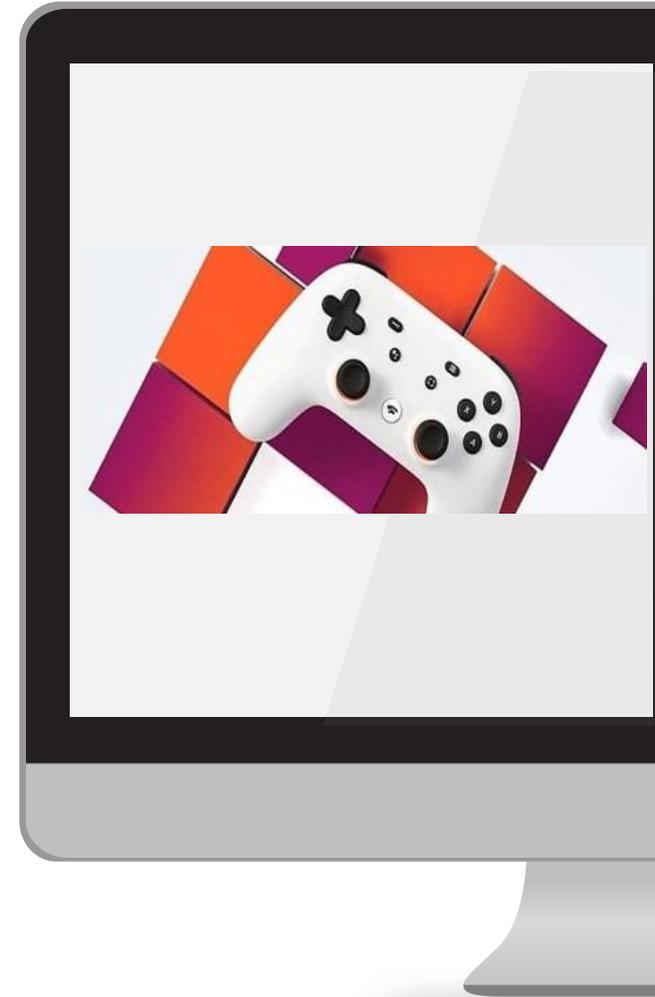
Two tips on the most used games

It is not possible to enter into the merits of all the video games our children love, but it is possible to do at least a "reconnaissance flight" on the three most used games.

These are multi-platform games, that is, they can be played normally both on a PC and on all the main gaming stations on sale.

Sometimes it is enough to receive two tips to begin to master the subject. The rest is done by the attention with which we follow our children.

The games are FIFA Football, Fortnite and Minecraft





NetAware rating

Expert view of the risks...



- FIFA Football is a game app where you can build and manage your own football team and play against other users from all over the world. You can also join forces with friends or other players by creating leagues. The app includes links to external sites and social networks.
- There are no communication features in this game, but it does connect to other sites and social networks, which you may want to explore to make sure they are okay.

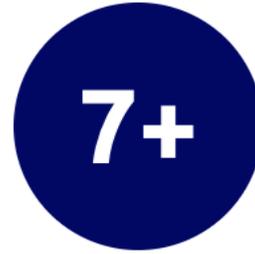


NetAware rating

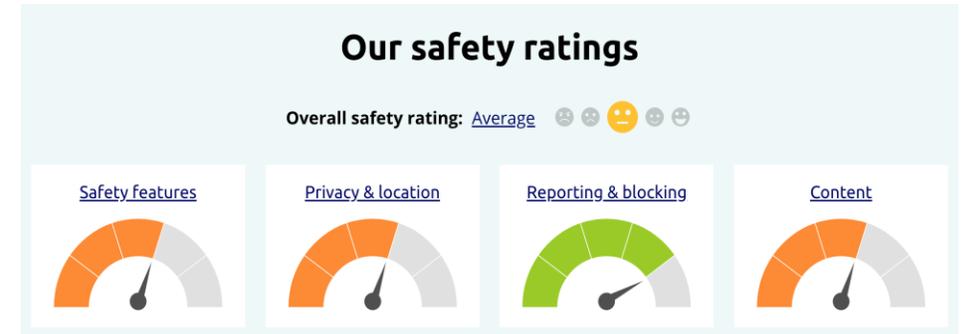
Expert view of the risks...



- Fortnite is a popular survival action game in which up to 100 live players can fight each other to be the last one standing. The game is pretty violent, but with little blood flowing. It allows you to communicate with other players using public, private and voice chat.
- You can propose to your child to disable voice chat in Fortnite settings to protect him/her from excessive and inappropriate language. Fortnite has a range of parental control tools that allow you to manage language filters and voice chat disabling.
- You can read more about parental control on <https://www.epicgames.com/fortnite/en-US/parental-controls>.
- Take the time to explore the settings with your child and share choices, talking about the different features and why you could use filters.



NetAware rating



- Minecraft is a game that allows you to build and create a virtual world using building blocks. Other activities include using the multiplayer feature to explore worlds created by other users and to fight, chat and play with them. Minecraft has a PEGI age rating of 7+.
- Look for child-friendly servers. Watch the video to see our top three tips on how to identify them.

“Let’s have
a break”





SOCIAL AND CONTENT SHARING

From Snapchat to Instagram, more and more young people use apps to create and share content with their online friends. While it is normal for children to be curious about using these apps, it is important to tell them about what they share online and how they can use them safely:

- First you have to understand what are the motivations that motivate them to use these apps.
- Secondly, you need to establish and share general control and safety rules.
- Thirdly, you need to learn about the apps and look at them with the eyes of our children.



WHY DO KIDS USE SHARING APPS?

The evolution of social media has led to the emergence of apps such as TikTok and Snapchat, which have many fun and creative features such as "filters" and short-lived content.

Influencers earn money through social media. Our children could aspire to become a famous Youtuber or TikToker and create their own vlog on YouTube or TikTok to get more followers.

Challenges and memes are very popular on these types of apps and kids could use them to keep up with the latest trends and see what others share.

Some guys might use these apps to make new friends and meet new people online.



HOW TO KEEP THEM SAFE? GENERAL RULES

Some general rules can prevent our children from making fatal mistakes using social sharing apps.

Here are some of the rules:

- Setting the account as private
- Never post positions in real time, neither from home, and never share personal information
- Never film or share an image of someone else without their permission

Parents will also propose their children to discuss cyberbullying, online hate speech and sharing naked or embarrassing images.



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SET THE ACCOUNT AS PRIVATE

If an account is public, your posts and videos are available to everyone, including unknown people. The advice is to set your children's accounts in private mode, so that only their friends can see what they publish. Ask your children who their followers are and to remember to accept requests only from people they know and whom they have already met, such as school friends, a club, the sport team or family members.





NEVER POST POSITIONS IN REAL TIME OR SHARE PERSONAL INFORMATION

- Once the information or videos have been shared online, it can be difficult to know who has seen or will see them. Even if an account is private, images and videos can still be saved by someone who follows you and has shared them with others without your permission.
- Help your children think about what they share online and who can see it. You must be aware and always remember that once something has been shared it cannot be hidden. Encourage them to think carefully before publishing something new.
- Tell your children never to publish anything in real time that might reveal their whereabouts. Also, never film themselves wearing something that makes it recognizable or share other private information such as names, phone numbers or links to other social media accounts.
- Make sure your children know how to delete an image or video from an app in case they change their mind about something they had published.



NEVER FILM OR SHARE SOMEONE ELSE'S PICTURE WITHOUT THEIR PERMISSION

- It is important to remind your children that not everyone feels comfortable sharing online images and videos of him/herself, and that they should always check before filming or taking a picture of another person.
- Tell your children about some of the risks associated with sharing other people's images or videos. For example, it might encourage rude comments or it might make the other person feel upset or anxious. Ask them if they would like someone to share an image or a video of them without their permission.
- Help them understand that you should never re-share an image or video of someone else, especially if the persons in the video looks angry or don't know they're being filmed.

FOR EXAMPLE: CHALLENGE VIDEOS

Video challenges are very popular on apps like Tiktok. In a challenging video, someone films him/herself doing something and then shares it online, encouraging others to copy. Often younger children will see these types of videos and want to recreate them to share them on their account. These challenges can be a fun way for your children to explore the online world with friends. They can also be a great way to have fun as a family and talk about the importance of keeping personal information out of what you share online.

Sometimes, however, these types of videos may involve taking risks that expose you to even serious dangers. Be sure to tell your children about these types of challenges and remind them to never do anything dangerous just to film and share with others. It's not worth the risk!

If a child sees a video that he/her finds shocking or worrying, he/she must immediately report it to the family and block the user who posted it. Help him/her doing it.



TALK TO THEM ABOUT CYBERBULLYING, HATE SPEECH AND SHARING NUDES

- It's essential to talk to the children about some of the risks associated with sharing images or videos: it takes very little to become targets of cyberbullying, to be involved in someone else's hate messages, or end up in a pedophile circuit in which naked pictures or online sex circulate.
- The concept to emphasize with force is that anyone can make and spread screenshots of the posts that we publish: in that case private photos are seen by an infinite and uncontrollable number of people, with even very serious consequences.
- It is important that we try to remain calm when we discover that one of these negative events has already happened and seek a solution together. Tell them that they were very brave to share it with you and reassure them that you will do everything you can to help them!

Any question?

You can use the chat area
or ask the trainer to open
your microphone

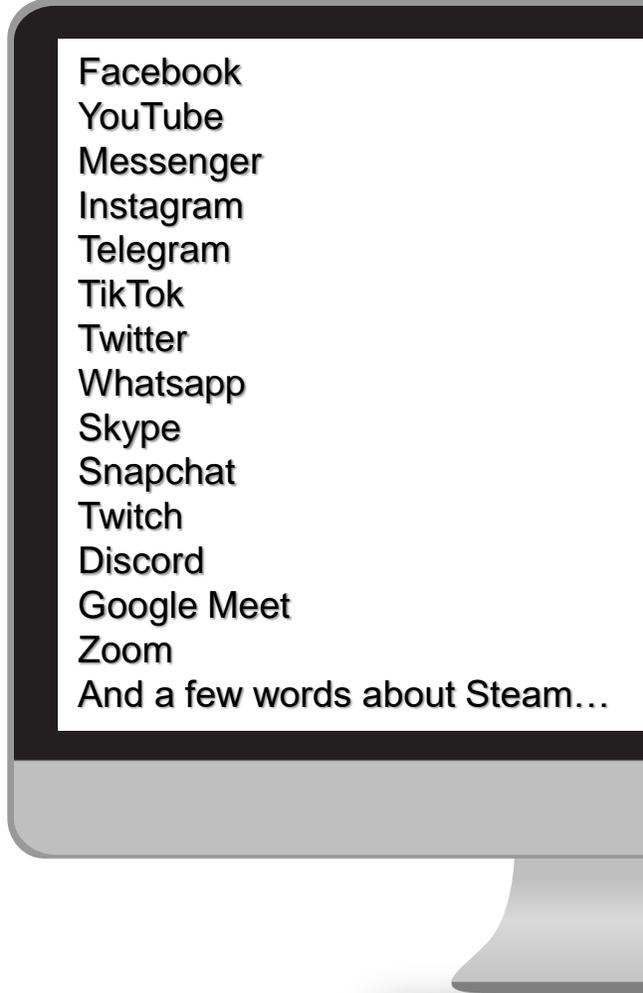


In the slides below we will try to show you how to create content and control families of the main social apps used by our children.

Among these, we will also mention the video conferencing apps, which are increasingly used in distance teaching and therefore also provide for the interaction and insertion of content by students.

The apps we will be dealing with are listed here on the right:

-
-
-



How the main apps work



FACEBOOK

- Facebook is a social network that allows you to connect with others and share comments, photos, videos and more through your profile page. You can also add friends, write on pages and comment on people's posts, join groups, broadcast a live video to your contacts etc. all activities that also increase the risks for those who are not attentive to the rules of prudence.
- Browse Facebook's privacy settings with your child and use the "Friends only" option right away, so only people you know can see his posts.
- Facebook has a section specifically dedicated to parents, with tips and advice: <https://www.facebook.com/safety/parents>. Take the time to explore this area and think about what safety features are right for your child. And make sure you review this information regularly to see if anything has changed.

Age rating



Our safety ratings

Overall safety rating: [Average](#) 😞 😞 😟 😞 😞



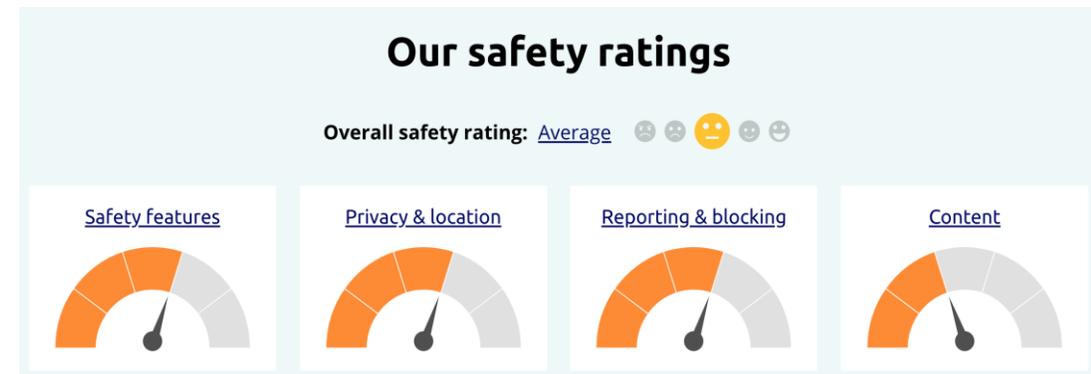
NetAware
rating



YOUTUBE

- YouTube allows you to watch, create and comment on videos. You can create your YouTube account, create a music playlist and even create your own channel, which means you'll have a public profile. YouTube allows live streaming.
- With your child explore the restricted mode, which will help you filter more adult content. To review YouTube security information for parents go to <https://support.google.com/youtube/answer/2801999?hl=en-GB>
- YouTube has a specific guide on how to report inappropriate content: <https://support.google.com/youtube/answer/2802027>
- One tip is to disable the "autoplay" feature of videos at the end of one, not knowing exactly what might start next.

Age rating



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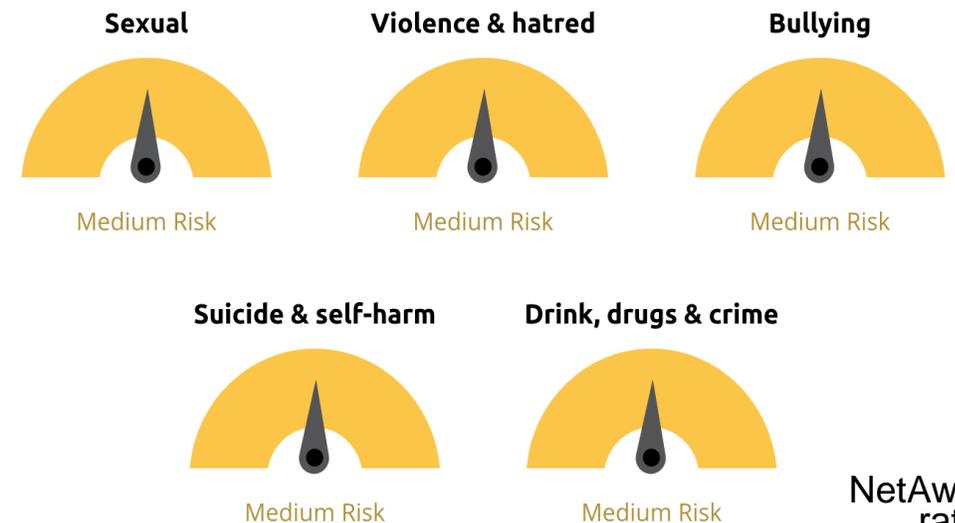
MESSENGER

- Messenger is a free chat app that is «daughter» of Facebook. It allows you to send messages, photos, videos and audio recordings and to play with your Facebook friends and phone contacts.
- Messenger has signaling and blocking tools that your children can use if they receive an unwanted message.
- Messenger lets you share photos and videos using the Stories feature (similar to Instagram Stories). These photos and videos are then displayed at the top of Messenger's inbox and at the top of the Facebook news feed for 24 hours before they disappear.
- By default, stories can only be viewed by your Facebook friends, but you can edit them to make the stories more private by choosing selected people. Facebook contains information, to be shared with your children, on how to choose who can see the stories.
- Facebook has created a lot of information on how to stay safe while using Messenger:
https://www.facebook.com/help/messenger-app/1064701417063145?helpref=uf_permalink

Age rating



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INSTAGRAM

- Instagram is an app for sharing images and videos. Users can post content on the grid of their profile or on their stories, which last 24 hours, and see those published by others. Instagram also has a live streaming feature.
- In the settings, show your child how to make their account private and disable location sharing.
- Setting up a private profile is simple, and once you do this only the people you have approved will be able to see what you post in your grid and stories.
- Instagram offers guidance on how to change your privacy settings:
https://help.instagram.com/116024195217477/?helpref=hc_fn_av&bc
Balcone0reste=Instagram%20Help&bchardware%20Center
- Instagram has specific guidance on how to report inappropriate content, including posts and profiles:
https://help.instagram.com/165828726894770/?helpref=hc_fn_av&bc%5b0%5d=Instagram%20Help&bc%5b1%5d=Privacy%20and%20Safety%20Center%20&bc%5b2%5d=Report%20Something

Age rating



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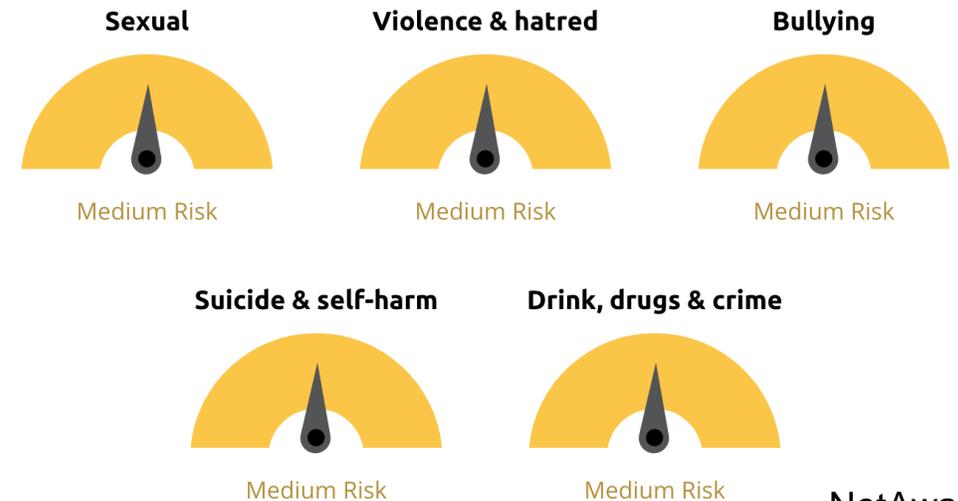
TELEGRAM

- Telegram is a messaging app where you can send messages, photos, videos and documents to your contacts, as well as create group chats for up to 200,000 people. All communications, including voice calls, are end-to-end encrypted.
- You can receive messages from people you don't know, so show your child how to block users in settings so they don't get unwanted messages.

Age rating



Expert view of the risks...



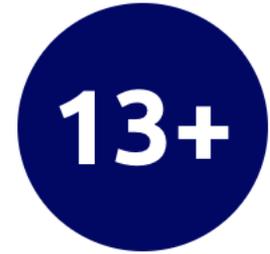
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TIKTOK

- TikTok is a social media platform that allows you to create, share and discover videos of 15-60 seconds. You can use music and effects to improve your videos and you can also browse other people's videos and interact with them.
- Browse settings with your children and set the account to private to ensure that videos are only shared with their friends.
- Family Pairing (formerly Family Safety Mode) allows you to connect your children's TikTok account to another, then a parent's, so you can monitor and manage how much time your children can spend on TikTok every day, who can send messages to your children's account and limit certain types of content you consider inappropriate for your children.
- To report another user in TikTok, you can go to the settings and click "report a problem". You can block another user by accessing his/her profile and clicking "block".
- TikTok has a parent section that contains details on how to make accounts private, block other users and extra resources on Internet security: <https://support.tiktok.com/en/privacy-safety/for-parents-en>

Age rating



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TWITTER

- Twitter is a social media site and app that allows you to post messages called tweets. They can be up to 280 characters long. In addition to tweets, you can send private messages and post photos and videos. You can also live stream on Twitter.
- To protect your children, ask them to turn their account private so that only their followers can see their tweets: <https://help.twitter.com/en/safety-and-security/twitter-privacy-settings>
- Twitter offers guidance on reporting abusive behavior and advice on how to block another user: <https://help.twitter.com/en/safety-and-security/report-abusive-behavior>

Age rating



Expert view of the risks...



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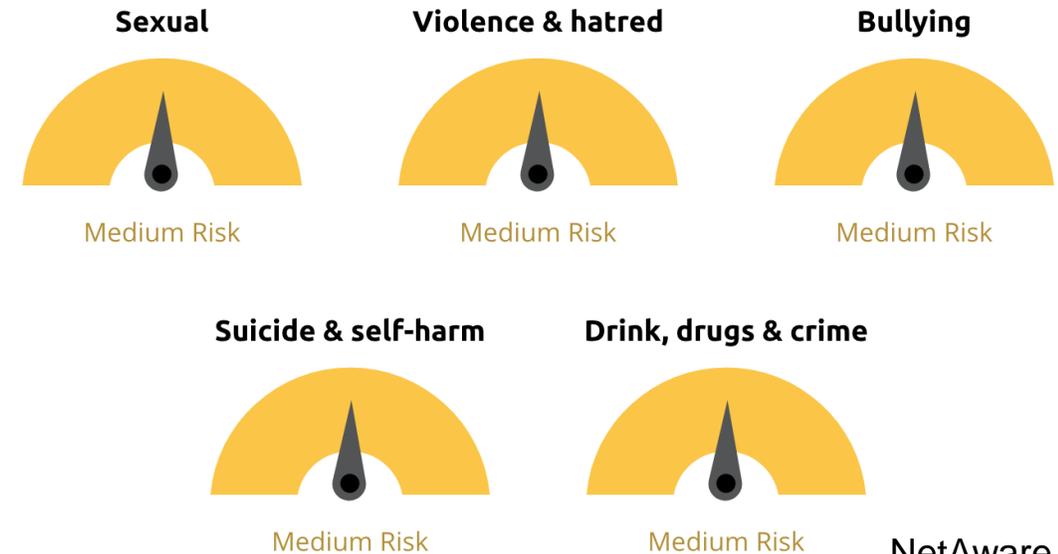
WHATSAPP

- Whatsapp is an instant messaging app that allows you to send messages, images and videos in one-to-one chat and group chat with your contacts. This means that anyone could be added to a group chat by one of his contacts but be in a group with people he doesn't know.
- With Whatsapp you can share written messages, photos, videos, voice messages, documents, your location and phone contacts. " Real-time location" allows you to share your current position in motion for 15 minutes up to 8 hours. But the most important thing is that Whatsapp allows you to forward messages from any chat, making it impossible to predict who might be delivered a message you thought maybe confidential.
- Whatsapp offers guidance on how to block other users and general information on how to stay safe : <https://faq.whatsapp.com/>

Age rating



Expert view of the risks...



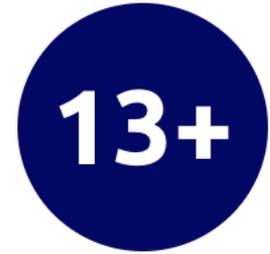
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SNAPCHAT

- Snapchat allows you to send photos, short videos or messages to friends. Images and videos, known as "Snap", are usually displayed temporarily before they disappear, although they can be captured via screenshots.
- Show your child how to enable "ghost mode" in the app settings to hide its location from other users.
- It's important to check your child's Snapchat account privacy settings: you can visit Snapchat support for specific information://support.snapchat.com/en-US/a/privacy-settings2
- Snapchat Support has a specific guide on how to remove and block friends: <https://support.snapchat.com/en-US/a/remove-block-friends>

Age rating



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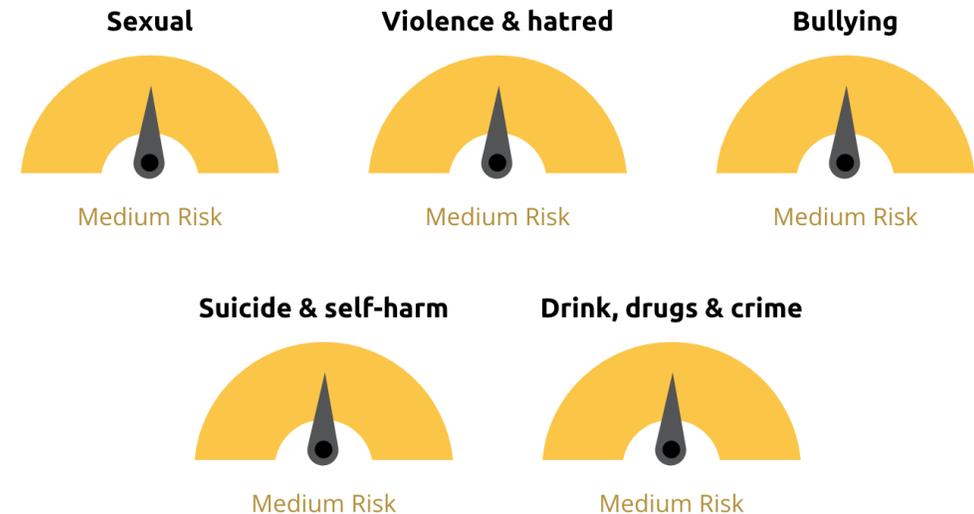
GOOGLE MEET

- Google Meet is a video meeting app that lets you send written messages and share your screen. The free version allows meetings with up to 100 people.
- Remind your children not to share chat links in public, such as on social media.
- You cannot block someone on Meet, but if someone who is not in the chat invitation tries to participate, the organizer must admit or exclude them. Make sure your children know how to deny access to someone they don't recognize.
- You can report an abuse on Google Meet using the control panel at the bottom of the screen and selecting "More options> Report abuse". Google Meet also has useful information about secure configuration: <https://support.google.com/meet/>

Age rating



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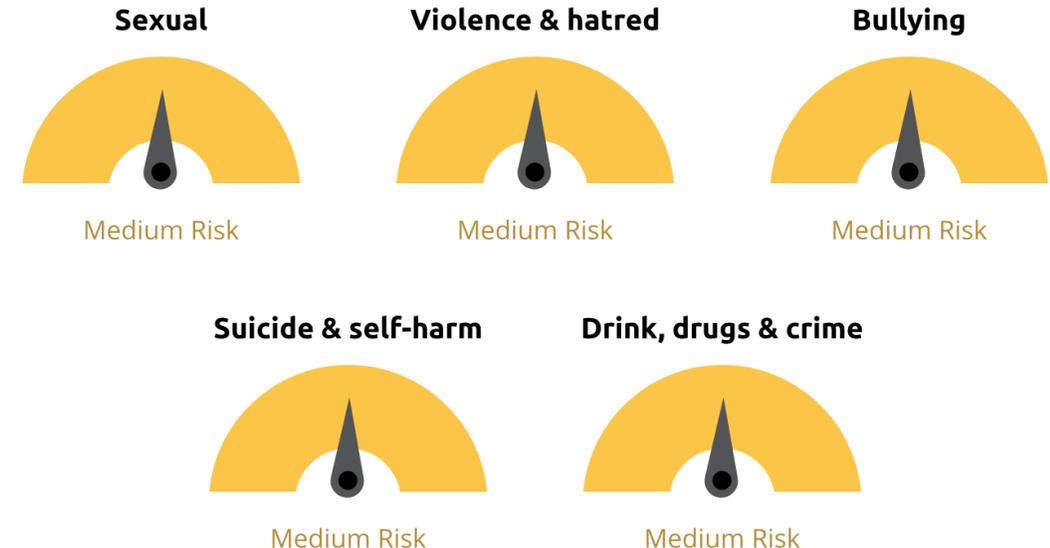
ZOOM

- Zoom is a video conferencing app, designed for business use, which has become popular among private individuals and in the field of school to hold distance lessons. The free version allows up to 100 video chat participants but terminates meetings of three or more people after 40 minutes.
- It is best to supervise your children while using Zoom and explore privacy settings.
- Zoom for Education is designed for distance learning, so it's important to make sure that teachers and parents supervise video chats. You can find more information about Zoom for Education on their website and tips for staying safe on Zoom below: <https://zoom.us/education>
- "Zoombombing" occurs when someone uninvited joins a call to drop it, which can happen when links are shared publicly. It is important that your children do not share the links to the conference and that they learn how to manage the participants, using the information provided by Zoom: <https://support.zoom.us/hc/en-us/articles/115005759423>

Age rating



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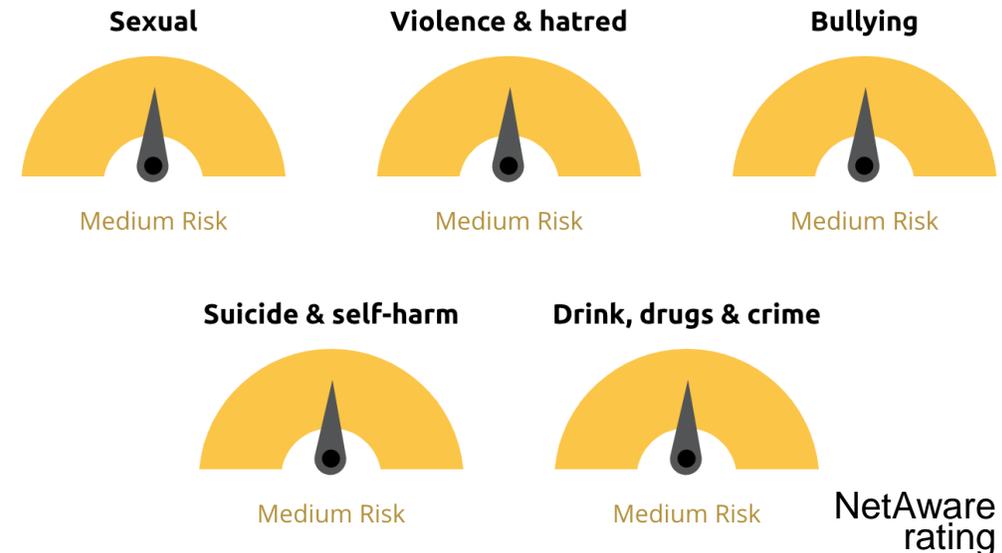
SKYPE

- Skype is a platform and app that allows you to make audio and video calls to other people around the world. You can also send instant messages. Show your children how to report and block other users on Skype, knowing that desktop and app versions have differences, especially in GUI.
- Verify that your children only add contacts to people they know. If they receive requests from people they don't know, they can ignore or block them.
- If your children receive something shocking or negative from other users, they can report or block it, but it is especially important that they talk to a parent immediately. The way to report is different on mobile and desktop devices, so check your information on Skype: <https://support.skype.com/en/faq/FA10001/how-do-i-report-abuse-on-skype?q=report>

Age rating



Expert view of the risks...





TWITCH

- Twitch is a popular live streaming site among gamers that allows you to share gameplay live for others to watch and comment on in real time. You can also watch game plays and chat with other players. You cannot join a live game on Twitch but you can talk to other users who are watching the game in real time.
- In the privacy section under settings, show your children how they can block whispers (private messages) from people they don't know: https://help.twitch.tv/s/article/how-to-manage-harassment-in-chat?language=en_US#BlockWhispersandMessagesfromStrangers
- Abuse and harassment is against Twitch community guidelines, but if your children encounter any, it is helpful how to report it. You can follow Twitch's directions on how to file a user report: https://help.twitch.tv/s/article/how-to-manage-harassment-in-chat?language=en_US#FileaUserReport#FileaUserReport

Age rating



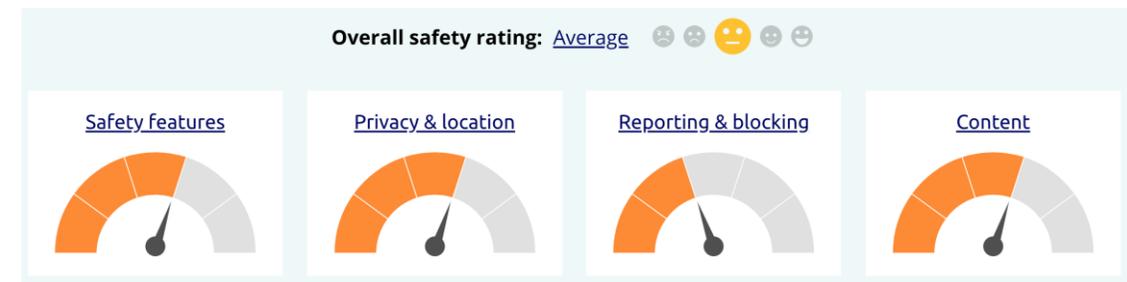
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DISCORD

- Discord is a popular voice and text chat app among gamers. It can be used to talk to other players while playing games. Or exchange tips and advice with other players on servers similar to online forums. Some games, such as Fortnite and PUBG, have officially verified Discord to allow fans to talk about the game.
- With your children, check their privacy settings and enable the "Keep me safe" feature to control interlocutors and topics.
- Discord has created its own Parents Guide: <https://blog.discordapp.com/parents-guide-to-discord-c77d91793e9c>
- On Discord you can also chat with other users on a "server". Since these are public servers, your children might see inappropriate comments and talk to people they don't know. If you choose to allow your children to use public servers (not recommended), make sure that this is done under the supervision of a parent or guardian.

Age rating



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rating



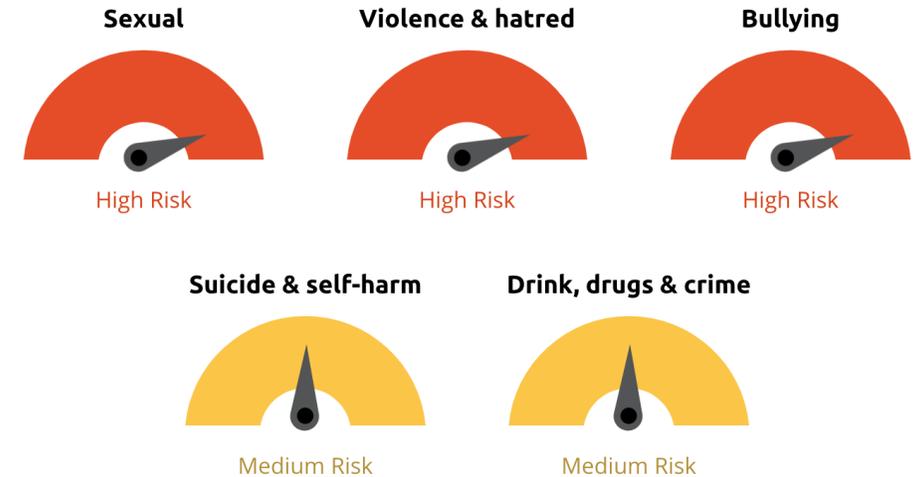
STEAM

- Steam is an entertainment platform and app where kids can play, discuss and create games. You can chat with other members of the community, via groups, clans or in-game chat features. Users can also stream live on Steam.
- Take a look at Steam's parent control function - Family View - and agree with your children which parts of the platform should be accessible to them.
- Steam has a parental control function, called Family View, which allows families to choose which parts of the platform are accessible: games to play, access to community-generated content, chats and forums.
- Remember to explore Steam together, so you can agree with your children on what they will see. If you choose to use Family View, Steam has information about how to configure it :
https://support.steampowered.com/kb_article.php?ref=5149-EOPC-9918
- It's important to check the privacy settings on your children's Steam account: you can visit Steam for specific information about privacy settings: https://support.steampowered.com/kb_article.php?ref=4113-YUDH-6401&l=english

Age rating



Expert view of the risks...



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Remind your children that it's never good to share private things, such as:

- personal information, such as names, emails, phone numbers, location and names of schools
- personal information of other persons
- links to join private group chats
- self-image
- photos of their bodies, such as photos or videos of a sexual nature.

BE AWARE OF WHAT YOU'RE SHARING!

- Sitting with your children, and exploring their favourite apps or games, is a great way to learn more about what they like to do online.
- You can ask why they like to use an app or play certain games, but also whom they are talking to and what kind of things they are sharing.
- Help your children think about what they share online and who sees it.
- Compare that to what they would be happy to share offline.
- Use examples that are easy for them to understand: "You shouldn't give your number to someone you don't know on the street. Is someone online you don't know different? " Listen to his/her answers. Be positive and encouraging.



YOU CAN ALWAYS TALK TO ME

How to start talking to your children about what they are doing online? Try these few tips:

- Explain your children that you understand that the internet is a great place to play, create, learn, and connect. But remind them that they can talk to you if something troubles them or worries them.
- Reassure them that you will not overreact - you are just trying to protect them.
- Having open and regular conversations with your children will help you truly understand and explore the online world together.
- Reassure them that you are interested in their lives, offline and online.
- Recognize that they will continue to use the Internet for school or to talk to their friends.
- Ask your children to show you what they like to do online or the apps they use, so you can understand it.
- Be positive but also open to everything that worries you. You might say "I think this site is really good" or "I'm a little worried about the things I've seen here".
- Ask them if they are worried about something and let them know it may come to you. Ask about friends online and their identities.
- Listen to the reasons your children want to use apps or sites that you don't think are suitable, so you can talk about them together.
- Ask your children what they think is right for children of different ages, so that they feel involved in the decision-making process.



When children start exploring the Internet, they may come across content that is unsuitable for their age or that may upset or worry them. Inappropriate content can include:

- terrorist attacks,
- beheadings and attacks
- cruelty to humans and animals
- self-harm sites content
- pro-anorexia and eating disorder
- pro-suicide content
- sexual abuse and rape
- violence
- distressing content
- hate sites
- porn online.

INAPPROPRIATE CONTENT

- If your children have seen inappropriate content online, they will easily tend not to tell you because they are ashamed:
- Try to catch their signs of discomfort or excitement: talking to them you can discover many things, without asking direct questions.
- Reassure them that they can come to you, to another trusted adult or a teacher if they are worried about something.
- Explain them that there are things inappropriate for their age, that it is normal to remain upset but they do not have to keep to them what they saw as a secret.
- Tell them to absolutely avoid sharing explicit or inappropriate content that they saw online. Sharing abuse content is illegal and can be as shocking to others as it was to them.
- Tell them to report any content they think is inappropriate or illegal.



A few tips to give to your children:

- Check the source: check the website name and its web address to see if it looks real. Some sites will try to look like other websites, so you think they are genuine.
- Look for evidence: find out if it is reported on other sites you know and trust. If it's only reported on websites you've never heard of, it may not be true.
- Don't decide right away: sometimes headlines or stories are meant to scare you or interest you.
- Read carefully the content of the article, ask yourself if it seems true and why they say it. Ask someone you trust.

FAKE NEWS: RECOGNIZE THEM AND NEVER SPREAD OUT!

- Fake news is very common online. Internet sites and social media unfortunately lend themselves to being an excellent vehicle of false and sometimes dangerous information for the people who receive them.
- People without scruples know very refined techniques to make what is not true seem true. You must therefore always be very careful, especially the guys who have no experience and are often naive and more easily influenced.
- Maximum attention is therefore paid to how to recognize fake news and carefully avoid spreading them to our contacts. If we fall into the trap we will end up becoming accomplices in the creation of digital content that pollutes the network and makes it an unreliable place.

Any question?

You can use the chat area
or ask the trainer to open
your microphone





<http://www.meli4parents.eu/>

THANK YOU



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