

Learning Unit B.1.1 : Family Media Management

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 20 min: Getting to know each other – an icebreaking session
 - Trainer divides participants into pairs
 - In each pair parents ask the other person the following questions:
 - What's your name? What do you do?
 - How many children do you have? How old are they?
 - How much time do they spend on-line per day?
 - Have you set any time limits of using electronic devices for your children? What are they? Do they work well?
 - Each person shortly presents what she/he found out about the partner
 - The trainer make short notes about children age and time spent at screen and presents the collected data at the end of the exercise
- 20 min: Presentation on family screen time rules (a lecture with questions from participants, if needed)
- 15 min: Concluding discussion – proposed questions:
 - Are you going to change anything in the way you control the screen time of your children? If not, why? If yes, why and what changes do you plan?
 - What would you advice to parents who want to introduce screen time rules in their families?

Learning Unit B.1.1 : Communication and trust building

Proposed training methodology:

- Introduction (2 min):
Introduce yourself and the briefly go through the overview of the unit
 - Core activities (48 min)
 - Start with the brief scenario as described below to trigger the awareness of different parenting styles (16 min)
- If the training is done in presence you can hand out cards that will then be stuck to a pinboard (or a wall) and that you'll cluster together afterwards. If it's an online training create a padlet or a mural and have participants leave their comments there to be clustered by you during the following discussion.
- Explain the model of parenting styles and build the bridge to communication styles (16 min)

Either while you explain the parenting styles you can start clustering the responses from the exercise before or once you're finished with your explanation you let people discuss which answer fits better where and complete the diagram according to the suggestions.

- Go through the communication styles, forms and principles by including the audience (16 min)

If your participants have indicated on cards (small sheets) also what they would say in such the situation as described at the beginning and how, you can refer to their responses to complete a further matrix on communication styles. Here you also have the possibility to include your audience by reading out aloud the answers given and placing them according to participants' proposals. Here are some explanations that you may give them if an expression is unclear but they'll also find those on their handout later on.

- Final activity (5 min)

Use of language – establishing a culture of dialogue

Learning Unit B.1.2 : Children Behaviour on Media

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 20 min: Sharing parents' experience on children behaviour on media
 - Trainer divides participants into groups of 3-4 people
 - In each group parents share their knowledge about applications used by their children, as well as their observations about positive influence and risks linked to each of them
 - Each group prepares their own list of applications used by children + positive influence (what children can learn from them) + risks (what bad effects they cause and how to avoid them)
 - Each group shortly presents the results of the group work
- 20 min: Presentation concerning children behaviour on media and popular applications (a lecture with questions from participants, if needed) + practical presentation how each application works (the trainer shows examples on a smartphone or tablet)
- 10 min: Concluding session – the trainer proposes to create a parents' decalogue concerning using of any applications by children:
 - What parents should always check
 - What children should be told
 - What rules should be introduced

Learning Unit B.1.2: Cyber Security

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 15 min: Group work
 - Trainer divides participants into groups of 3-4 people
 - Topics for group discussion: What are some types of Malware? How viruses and malware are transmitted? What mistakes people/children usually do and end up getting a virus and malware? (use this handout to guide you)
 - Groups make notes and present what they have collected
- 20 min: Presentation on parental control tools (a lecture with questions from participants, if needed)
- 10 min: Practical Exercise
 - The Trainer shows how to download and install windows updated on his computer and how to delete temporary Internet files so to improve hard drive performance.
 - Trainer answers questions that arise during the exercise.
- 10 min: Concluding discussion – proposed questions:
 - Which methods do you plan do you use to protect your device from catching malware?

Learning Unit B.1.3 : Internet Addiction

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 5 min: Introductory exercise: an open question from the trainer: what do you think Internet addiction is?
- 20 min: Presentation concerning Internet addiction in children (a lecture with questions from participants, if needed)
- 25 min: Sharing parents' experience on Internet addiction in children
 - The trainer asks participants if anybody would like to share his/her experience concerning Internet addiction in children (it can be any type of Internet addiction, maybe some symptoms like FOMO, FOBO etc., ways of reacting to it and fighting it; it may also be an example from another family known to the participants);
 - The main points of discussion: how to prevent Internet addiction, how to distinguish Internet addiction (alarming symptoms) and how to fight it (at which stage an external help is needed)

- 5 min: Concluding session – the trainer asks participants to write down their short reflections after this session (they don't need to share them, unless they want to).

Learning Unit B.1.4: Parental Control Tools

Proposed training methodology:

- 5 min: Introduction to digital parenting: What parents should know?
- 15 min: Types of parental controls: Why do we need them?
- 10 min: Control Screen Time per Age
- 10 min Activity: Check Search history with the active involvement of the participants
- 10 min- Tips for safe browsing and safe search engines
- 10 min- How should we behave online- netiquette
- 10 min Q&A session- Break
- 20 min- Presentation of Parental Control Tools
- 10 min- Activity with Google's Free Tools
- 5 min Good Practices on Personal Data Protection
- 10 min: How to Control Networking- Presentation
- 5 min: Do a Self-Assessment quiz to the participants

Learning Unit B.1.5: Title: Cyberbullying and hate speech online

Methodology to be adopted for training on this unit:

5 min: Introduction to the training session, presentation of the topic

15 min: Group work

- The trainer divides the participants into groups of 3-4 people.
- Topic of the group discussion: What are the characteristics of cyberbullying?
- The groups take notes and present what they have collected

15 min: Group work

- The trainer divides the participants into groups of 3-4 people.
- Group discussion topic: What is online hate speech?
- The groups take notes and present what they have gathered.

10 min: Deepening

- Discussion topic: differences between bullying and cyberbullying, between hate speech and online hate speech
- Discussion: What is the role of the media in the spread of cyberbullying and online hate speech?

15 min: Concluding discussion - questions/doubts:

- What can we do to detect cases of online cyberbullying and hate speech and limit their effects?

Handouts for trainers – intermediate level

Learning Unit I.1.1 : Family Media Management

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 20 min: Getting to know each other – an icebreaking session
 - Trainer divides participants into groups of 3-4 people
 - In each group parents prepare a short presentation (it can be a drawing, a written list, a chart etc.) of the family media rules they have introduced in their families or of those they would like to introduce; they talk about their experiences, how the rules have been introduced and how they work etc.
 - Each group shortly presents the results of the group work
- 20 min: Presentation concerning a management media plan (a lecture with questions from participants, if needed)
- 5 min: Brainstorming together with parents on alternatives to screen time (BEFORE of showing the last 2 slides from the presentation)
- 10 min: Concluding discussion – proposed questions:
 - Are you going to create a management media plan? Which rules do you consider particularly important for your family?
 - How are you going to work on the management media plan with your family members?

Learning Unit I.1.1 Communication and trust building

Proposed training methodology:

- Introduction (2min)
Briefly present yourself and the overview of the unit
- Core activities (48 min)
 - Group work on direct media education: collecting Apps and websites and short discussion on their usefulness and/or eventual pitfalls (12 min)
 - World café or mentimeter on indirect media education: round of interactive exchange on the influence of examples vs the influence of instruction (12 min)
 - Exercise on self-reflection: asking for examples, proposing a media diary and/or peer observation (12 min)
 - Importance of role modelling: include experiences by participants (12 min)
- Final activity (10 min)

Trust building measures: suggestions for Co-using ICT and Co-creation of content – start or complete with suggestions by the audience

Learning Unit I.1.2: Online Privacy

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic. Presentation of Data regarding online grooming.
- 20 min: Group work and Discussion
 - Trainer shows the video: <https://www.youtube.com/watch?v=GOsgQbmvuUQ>
 - Topic for group discussion: What was happening on the video? What was the role of the parents? What are some actions online predators do? What are the characteristics of children that often get groomed online and characteristics of abusers? (The main aim of this discussion is to emphasise that there are not certain characteristics of groomed children as it's really easy for all children who use social media to be approached by strangers especially if their activity is not monitored)
- 20 min: Presentation on Online Privacy (a lecture with questions from participants, if needed)
- 15 min: Concluding discussion – proposed questions:
 - How do we ensure the prevention and protection of online abuse? (tips)
 - How do we approach them to discuss about online grooming?

Learning Unit I.1.2: Cyber Security

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic displaying data using the section of 'Cyber Security for children'.
- 20 min: Presentation on parental control tools (a lecture with questions from participants, if needed). Trainer uses the 'summary and structure of the main points of the presentation' to elaborate further when presenting the slides.

- 15 min: Discussion
 - Topic 1: Do you use public Wi-Fi networks? What are some ways to ensure security on Wi-Fi Networks and Devices? What methods do you use?
 - Topic 2: How do we ensure that the website we visit is legit?
- 10 min: Practical exercise
 - Trainer explains what are ads and demonstrates how to install an ad-blocker and turn on firewalls. Parents ask questions.
- 10 min: Concluding discussion – proposed questions:
 - What is Phishing and Pharming and how do we protect from them?

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

Proposed training methodology

Part 1 (1 hour)

- **5 min. Introduction to the training session, presentation of the topic**
- **20 min. Fake news – definition, examples, discussion**
 - 5 min. to clarify the concept of fake news
 - 15 min. facilitated discussion:
 - ask the audience how they understand this concept, in what context they most often encounter it. This will give you feedback on the type of your audience and what examples are appropriate to use later in your presentation. (For example, if you get more answers about fake news in politics, then start the interactive part with examples from politics, not from fashion.)
 - discuss "Why do people create fake news?"
 - ask the participants for examples and encourage them to comment
 - gradually move on to examples that parents could use to educate their children
- **5 min. Disinformation, misinformation, commercial ads and posts**
- **10 min. The difference between fact and opinion - definition, examples, discussion**
- **10 min. How to distinguish Fake news?** Explain each of basic ways to distinguish fake news and present appropriate, pre-prepared examples.
- **5 min. Fake news in social media**
- **5 min. What to do?**
 - After more than 50 minutes of discussion about the dangerous and negative side of fake news, allow the audience to end in an optimistic mood. Explain that fake news and disinformation should not stop them and their children from the positive, educational and fun side of online media.

Part 2 (1 hour)

- **25 min. Media literacy and Emotional intelligence**

- 10 min. Explain with examples (expressions, images, music) the basic emotions and how they are targeted by fake news and ads.
- 10 min. Discussion – Divide the participants in groups of 3 people. Give each group a text or image that provokes different emotions and encourage them to explain and discuss how they feel with the information.
- 5 min. Summarising the results
- **30 min. Coaching and teaching kids on the topic**
 - Tips for parents
 - Examples for movies, conversation topics, games, other useful resources
 - Discussion
- **5 min. Final conclusions, feedback**

Learning Unit I.1.4: Role Models and Stereotypes - Intermediate

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 10 min Discussion: Parents as role models - What is your perception on the issue, do you pay attention at the example that you set for your children?
- 10 min: Digital Parenting and Screen Time Model (Presentation)
- 5 min discussion: Could you share some examples of Stereotypes (race, gender, culture etc.)
- 10 min: Presentation of Stereotypes and their positive and negative impact
- 15 min: What Parents Can Teach about Stereotypes- Discussion and tips
- 5 min: Q& A session

Learning Unit I.1.4: Parental Control Tools (Intermediate)

Proposed training methodology:

5 min: Introduction- Presentation of the session

10 min: Presentation of Black and White Lists Building

35 min: Group Activities

Divide your class to groups and exercise on Parental Control Tools to control:

- Downloads
- Search
- Sharing
- Applications

- Mobile Devices
- Game Consoles

5 min: Introduction to Geo- fencing

5 min: Self-Assessment Quiz- Q&A- Closing

Learning Unit I.1.5: Title: Cyberbullying and hate speech online

Methodology to be adopted for training on this unit:

5 min: Introduction to the training session, presentation of the topic

25 min: Group work

- The trainer divides the participants into groups of 3-4 people.
- Topic of group discussion: What are the forms in which cyberbullying and online hate speech manifest themselves?
- The groups take note and present what they have gathered.

15 min: Deepening

- Focus topic: online cyberbullying and hate speech on social networks and video games
- Discussion: the figures show that the two phenomena are increasing, with a direct correlation with the lockdown periods due to the Corona-19 pandemic. Question: is the responsibility of this problem to be addressed entirely to the companies managing social networks and video games? or we need to investigate about those who ignore the dangers and precautions, too?

15 min: Deepening

- Is there anyone in the learner group whose children were victims of cyberbullying or hate speech online? And is there anyone whose children were reported as cyberbullies or haters online?
- Suggestions to intervene in case of cyberbullying and online hate speech: prevention and other educational tools.
- Final discussion

Learning Unit A.1.1: Family Media Management

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 20 min: Getting to know each other – an icebreaking session
 - Trainer divides participants into pairs
 - In each pair parents ask the other person the following questions:
 - What's your name? What do you do?
 - How many children do you have? How old are they?
 - Have you noticed any negative impact of using electronic devices on your children? What was it? How did you react to the problem? Share your experience.
 - Each person shortly presents what she/he found out about the partner
 - The trainer makes notes of the crucial points / difficulties encountered by the parents in order to refer to them during the presentation
- 15 min: Presentation concerning the impact of using electronic devices on children brains and about “sharenting” (a lecture with questions from participants, if needed)
- 15 min: Planning an offline challenge
 - The trainer divides parents into groups of 3-4 people
 - The trainer shows proper slides from the presentation and explains what an offline challenge is
 - Groups work on a full day offline programme of activities
 - Groups present their ideas
- 5 min: Concluding discussion – proposed questions:
 - What else would you like to know about family media management?

Learning Unit A.1.1: Communication and trust building

Proposed training methodology:

- Presentation of the trainer and the unit (2 min)
- Introduction activity (6 min)

You can start this unit with a poll mentioning several sensitive topics giving participants the possibility to indicate whether they consider a topic very sensitive or less sensitive. In an offline workshop you can make people stand in a line next to each other and tell them

to position themselves on the imaginary line according to their estimation from 0 to 10 or 0 to 5 according to space.

0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

You can then ask people at the two extremes (and may someone in the middle) why they are of that opinion.

In case of an online training you can do this with a poll on mentimeter for example.

- Core activity (40 min)
 - Choosing 2 topics that will be treated as examples (2 min)

Once you have distilled the two most sensitive topics you can ask who has already talked to their child/children about one or the other or both topics. Some people might not want to say that they haven't so it might be better to do this in any case through an online tool.

- Collecting challenges and help finding solutions (38 min)

Depending on the number of participants and your timeframe you can then either divide the group in two, each treating one of the topics and maybe change after 15 min or you can treat both topics one after the other with the whole audience.

From the feedback you've gathered through the activities you may already know what some of the difficulties with the chosen topics are. If not, do a round of collecting issues in the group(s) and then try to have participants suggest possible solutions. Only intervene if

- definitions are not clear
- information is missing
- wrong assumptions are put forward
- inadequate solutions are shared
- someone behaves disrespectfully
- the discussion leads too far away from the topic
- any other negative development occurs

In our experience the most frequently chosen topics are either related to sexuality or (cyber)bullying or addiction. You'll find some useful information on these two topics below.

- Final activity (12 min)
 - Rules and regulations (6 min)

This section can be kept rather short and should include some detailed information about the rules and regulations in the country where the training takes place. It is important for

parents to know these legal frameworks as it makes it easier to prohibit the use of a certain App or any other element if the age limit imposed is not yet reached by the child.

- Co-operation with other parents/caregivers/child minders/teachers and trainers (6 min)

This should be a final round where everyone tells his personal most important take-away from the workshop and for many people the exchange with other parents, the feeling that they're not alone but that there are plenty of others facing the same issues is already helpful.

Can also be done as a word cloud on Mentimeter (www.menti.com) or with post-its on a board.

Learning Unit A.1.2: Privacy and Digital Footprint

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 15 min: Group work
 - Trainer divides participants into groups of 3-4 people
 - Topic for group discussion: What do you think is a digital footprint?
 - How can we protect it?
 - Groups make notes and present what they have collected
- 20 min: Presentation on Privacy and Digital Footprint
- 10 min: Discussion and Practical Exercise on Cookie profiling and protection of data
 - Trainer demonstrates how to ensure the positive presence online and parents discuss ways they believe it is possible
 - Trainer shows practically how cookie profiling works and how to block cookies
- 10 min: Concluding discussion – proposed questions:
 - Which methods are you going to use to protect your data?
 - How can we discuss with our children the matter of digital footprint?

Learning Unit A.1.2: Cyber Security

Proposed training methodology:

- 5 min: Introduction to the training session, presentation of the topic
- 15 min: Group work
 - Trainer divides participants into groups of 3-4 people
 - Topic for group discussion: Which methods do you use to protect your devices?
 - Groups make notes and present what they have collected
- 20 min: Presentation on parental control tools (a lecture with questions from participants, if needed)
- 10 min: Practical exercise
 - Trainer demonstrates how to protect devices and secure file-safety (Install an antivirus software, Use an Online Scanner, Update the Operating System)
 - Parents follow him and check options on their computers / smartphones
 - Trainer answers questions that arise during the exercise
- 10 min: Concluding discussion – proposed questions:
 - How do we ensure that online photos and personalized information of children are secured?

Learning Unit A.1.3: Economic, social and cultural aspects of media

Proposed training methodology

Duration 1 hour

- **5 min. Introduction to the training session, presentation of the topic**
 - **10 min. Ice breaking and “Meet the audience” game**
 - it is recommended to get familiar with your audience – gender, age, background in order to attract their interest and attention and to be able further to give proper examples. This can be done with a short ice breaking game asking questions and inviting the audience to give opinion and own examples.
- Examples for questions:*
- ✓ How much time do you have your TV on? (passive time in front of the TV for the whole family)
 - ✓ Which are your information sources about politics, parenting, house keeping, sport etc.?
 - ✓ How do you evaluate the information?
 - ✓ How sure are you that the information you get is based on real facts?
 - ✓ Do you know the difference between fact and opinion?
 - ✓ ...
- **10 min. Crucial aspects – presentation with discussion**
 - How different people respond to media content?
 - What is the motivation to respond/react to media content?
 - How media content influences our emotions?

- How media content shapes our beliefs, attitude and behavior?
- How media content influences our decisions?
- **10 min. Media Influencers, Types of influence – presentation with examples and discussion**
 - The difference between direct and indirect influence
 - Positive and negative influence
 - Real to Digital to Real Circle
 - Commercial ads
 - Personalities/celebrities
 - Social groups (on- and offline)
 - Social experience
 - Cultural background
- **10 min. Parents` role in defining children`s influence sources – tips and advices, discussion**
- **10 min. Media influence and Emotional intelligence**
 - Basic emotions and how they are targeted. Examples with text and images. If possible divide the participants in groups to discuss specific examples and to share opinions, at the end summarize the results.
- **5 min. Conclusions and feedback**

Learning Unit A.1.3: Role Models and Stereotypes

Proposed training methodology:

5 min: Introduction to the training session, presentation of the topic

10 min: Online stereotypes – Presentation on how you can handle age, gender and other online stereotypes

10 min: Online relationships- Presentation and tips on how to supervise kid's online relationships in positive ways

10 min: Types of parenting- Disciplinarian, Permissive, Uninvolved or Authoritative? Presentation and comparative analysis.

10 min: Negotiation skills and Online Rights of Adults and Children (Presentation)

10 min: Roleplaying activity- Divide parents in pairs and exercise scenarios like 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 under a post and other participants misinterpret your intention.

5 min: Yes or No Quiz

Learning Unit A.1.4: Parental Control Tools

Proposed training methodology:

5 min: Introduction to advanced use of tools

15 min: Presentation of how can we build a safe home network

15 min: Presentation on readily available commercial applications and Healthy Socializing

15 min Activity: Set parental controls on Instagram and Snapchat.

10 min: Discussion with parents - Questions and Conclusions

Learning Unit A.1.5: Title: Digital Content Creation

Methodology to be adopted for training on this unit:

15 min: Introduction to the training session, presentation of the topic through the first PowerPoint slides, recalling the 5 MIL laws of computer literacy and the need to understand how videogames and social networks became the main ground to create digital content. Strategies to use them safely, protecting oneself and children from the risks of a bad use.

25 min: group work

- The trainer splits the participants into groups of 3-4 people each.
- Group discussion topic: videogames are the new media where anyone can easily make use of creativity and try his content creation skills. But videogames may become vehicles of cyberbullying and hate speech attacks. Why? What are the tools that bullies and haters use within videogames to contact victims and followers? What suggestions can we give to those who spend a lot of time on the console?
- Groups take notes and present what they have gathered.

15 min: Deepening

- Topic: Many videogames present risks for players, but naturally the more widespread they are and the more widespread the practice of internal chat, the riskier they are. Which video games should be monitored most carefully?
- Discussion: The three video games taken into consideration (Fifa, Fortnite and Minecraft) cover the whole school age, starting with Minecraft which is increasingly in the hands of primary school children. Then the discussion will also draw on the results of the consultation of one of the most active and useful portals in the "hunt" for potential risks online: NetAware.

10 min: coffee break

10 min: presentation of the topic of the second hour: social media, sharing practices and related risks.

20 min: Group work

- The trainer splits the participants into groups of 3-4 people each.
- Topics of the group discussion: why do children and young people need to share their experiences on social media, editing photos, videos and text? What are the main rules to impose when using social media in order to limit the risks of cybercrimes?
- Groups take notes and present what they have gathered.

15 mins: Deepening

- Topics: How the main apps work, how they are classified by NetAware.
- Open discussion: How content creation and parental control of the main social apps work.

10 min: Questions/doubts:

- Controlling one's children's activities does not necessarily mean limiting their freedom. Often it just means understanding their world and offering the support they need, through simple suggestions and daily dialogue.