

IPAD Practical Activities and Assessment Tools Guide.

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INTRODUCTION

The **IPAD Practical Activities and Assessment Tools Guide** has been developed as a comprehensive resource for **adult educators working with families** in the field of **digital education, social media literacy, and internet safety**. This document integrates a set of **innovative training activities** designed to enhance the digital skills of adults, equipping them with the necessary knowledge to navigate the online world safely and responsibly.

This guide consolidates **practical activities** and **assessment tools** developed collaboratively by the project partners as part of the IPAD Curriculum. The activities are structured within six key units, each addressing a fundamental aspect of **social media literacy and internet safety for families and their children**. These units provide educators with ready-to-use exercises, engaging methodologies, and assessment strategies to **evaluate learning progress** and **adapt teaching approaches** based on participants' needs.

Structure and use

Each unit in this guide is structured as follows:

1. **Title:** Name of the practical activity.
2. **Learning objectives:** Description of the objectives linked to the assigned unit and its learning outcomes. Each activity includes at least two learning objectives.
3. **Detailed description:** Step-by-step instructions on how to conduct the activity, including:
 - Duration
 - Previous preparation needed (e.g. planning)
 - Description of the process (different steps or phases)
 - Methodological recommendations, if applicable
4. **Useful resources:** Links to additional information, pedagogical guidelines, research studies, regulations, and tools that support the implementation of the activity.
5. **Required material:** A list of necessary resources, such as computers, internet access, graphics, apps, or other materials. Activity sheets, templates, and images are included where necessary.
6. **Assessment tools:** Strategies to measure the impact of the activity on participants' learning progress. These tools include:
 - Qualitative assessment: Strategic questioning, participant observation, small discussions, written reports, demonstrations, and task-based assessments.
 - Quantitative assessment: Multiple-choice questions, matching exercises, true/false statements, fill-in-the-blank activities, and checklists.

Target Audience

This guide is primarily aimed at **adult educators, trainers, and facilitators** who work with families to **promote safe and responsible digital engagement**. It serves as a practical toolkit for guiding discussions

on **critical thinking, cybersecurity, online privacy, netiquette, and parental mediation**. By using these materials, educators can empower adults to **understand digital risks, support their children's online experiences, and develop a culture of responsible digital citizenship**.

How to use this guide

By integrating the **Online Digital Database, Theoretical and Pedagogical Bases, and the B-Learning Course**, the **IPAD Online Open Learning Materials Platform** offers a **comprehensive ecosystem of educational resources**. Educators can use these tools **individually or in combination** to create **engaging and effective learning experiences** for adults and families.

Educators can implement practical activities such as standalone exercises or integrate them into **structured training sessions**. The assessment tools provided can be used to **track learners' progress** and **tailor the activities** based on their digital literacy levels. Whether used in **formal or informal educational settings**, this document offers a flexible and **impactful approach to strengthening digital skills** among families



UNIT 1.
**ENHANCING SOCIAL MEDIA LITERACY AND CRITICAL
THINKING**



1.1: Fact-checking challenge – detecting misinformation

Learning objectives

- Apply critical thinking strategies to evaluate the credibility and reliability of online sources.
- Identify biases, misinformation, and fake news, and employ verification strategies.
- Develop autonomy in fostering a critical attitude towards online information.

Detailed description

DURATION: 60 Mins

PREPARATION:

1. Gather a mix of real and fake online news articles, social media posts, and advertisements.
2. Prepare a Fact-Checking Worksheet that includes key questions about credibility, sources, and bias.
3. Ensure access to fact-checking tools (e.g., Snopes, FactCheck.org, Google Reverse Image Search).

DESCRIPTION OF THE PROCESS:

STEP 1. Introduction (10 min):

- Briefly explain the importance of critical thinking in digital literacy.
- Introduce common misinformation tactics (clickbait, deepfakes, misleading statistics).

STEP 2. Group activity (30 min):

- Divide participants into small groups.
- Provide each group with a mix of **real and fake** news stories.
 - <https://docs.google.com/document/d/1Xz2wC5Re3D5S3nT-rjxxn-lwKBaqWeoB/edit>
- Ask them to analyze the articles using the **Fact-Checking Worksheet**, verifying sources, checking URLs, and using fact-checking tools.
 - <https://docs.google.com/document/d/1LBF2j8UZZk1ANKBIUgOi-s4-syqgdb5N/edit>
- Groups present their findings and justify their decisions.

STEP 3. Discussion and reflection (20 min):

- Facilitate a discussion on challenges encountered.
- Emphasize the importance of **fact-checking before sharing** content.

METHODOLOGICAL RECOMMENDATIONS:

- ✓ Encourage participants to **justify their reasoning** rather than just guessing.
- ✓ Use **real-world examples** to make the activity engaging.
- ✓ Promote **team collaboration and discussion**.

Useful resources

- [Snopes](#) – Fact-checking website
- [FactCheck.org](#) – Verification of political news
- Google Reverse Image Search – Identifying manipulated images

Required material

- Printed or digital news samples
 - <https://docs.google.com/document/d/1Xz2wC5Re3D5S3nT-rjxxn-lwKBaqWeoB/edit>
- Fact-Checking Worksheet
 - <https://docs.google.com/document/d/1LBF2j8UZZk1ANKBLUgOi-s4-syqgdb5N/edit>
- Internet-connected devices for verification

Assessment tolos (Annex I)

- Self-evaluation checklist: Participants assess their ability to identify fake news.
- Group discussion feedback: Evaluate reasoning and argumentation.
- Multiple-choice quiz on misinformation indicators.

1.2: Social media content analysis – safe vs. Harmful digital content

Learning objectives

1. Differentiate between educational and harmful digital content for minors.
2. Identify advertising tactics and their effects on children and adolescents.
3. Promote responsible content-sharing behavior in online spaces.

Detailed description

DURATION: 60 Mins

PREPARATION:

1. Collect screenshots of **social media content** (educational posts, ads targeting children, harmful or misleading content).
2. Prepare an **Evaluation Criteria Sheet** covering:
 - **Age-appropriateness**
 - **Reliability of sources**
 - **Emotional impact and intent**
3. Ensure access to **social media platforms** for live analysis.

DESCRIPTION OF THE PROCESS:

STEP 1. Introduction (10 min):

- Explain how **social media influences perceptions and behaviors**.
- Discuss common advertising techniques and their impact on youth.

STEP 2. Group analysis (30 min):

- Divide participants into small groups.
- Provide **different social media examples** (educational, misleading, targeted advertising, violent or inappropriate content).
- Groups use the **Evaluation Criteria Sheet** to assess content safety.
- Each group presents findings and justifies their ratings.

STEP 3. Discussion & Reflection (20 min):

- Compare perspectives and discuss **why content may be misleading or harmful**.
- Develop **guidelines for educators and families** on identifying **safe digital content**

METHODOLOGICAL RECOMMENDATIONS:

- ✓ Encourage participants to **consider emotional manipulation** in advertisements.
- ✓ Use **real-life examples** to improve engagement.
- ✓ Facilitate an open **debate on ethical concerns** in digital content creation.

Useful resources

- [Common Sense Media](#) – Evaluating children’s digital content
- [MediaSmarts](#) – Digital literacy resources
- [Ad Decoder](#) – Understanding advertising techniques

Required material

- Screenshots of **varied social media content**
- **Evaluation Criteria Sheet**
- Internet-connected devices for live content review

Assessment tolos (Annex II)

- **Checklist evaluation:** Participants assess the appropriateness of content using set criteria.
- **Scenario-based discussion:** Groups discuss real-world cases of misleading content.
- **Short written reflection:** Participants summarize **key takeaways** on social media literacy.



UNIT 2.
ESTABLISHING CYBERSECURITY FUNDAMENTALS AND
INTERNET SAFETY MEASURES



2.1 Cybersecurity essentials workshop for adult educators

Learning objectives

1. To understand fundamental cybersecurity concepts and why they are essential for personal and family online safety.
2. To recognize and identify common cyber threats, such as phishing, malware, and ransomware, and their potential impact.
3. To learn best practices for secure online behaviour, including creating strong passwords and detecting phishing attempts.
4. To empower educators to guide adults in adopting safe online practices and protecting sensitive data.

Detailed description

DURATION: 1 hour

PREPARATION:

Prepare a set of examples phishing emails, links, and suspicious attachments for demonstration.

Set up devices with internet access and examples of security settings on platforms like email and social media.

Provide guides on password management, phishing detection, and security settings for participants.

DESCRIPTION OF THE PROCESS:

Step 1: Introduction to Cyber Threats (15 minutes)

Begin with an overview of common cyber threats (e.g., phishing, malware, ransomware, social engineering) and how they impact individuals and families. Discuss the importance of cybersecurity basics, including the concepts of digital footprints and secure online behavior.

Step 2: Recognizing Phishing and Other Threats (20 minutes)

Show examples of phishing emails and messages. Guide participants in spotting common red flags (e.g., suspicious URLs, urgent language, requests for personal information). Use a simulated phishing test to allow participants to practice identifying potential threats in a controlled environment.

Step 3: Configuring Security Settings (25 minutes)

Walk participants through setting up basic security measures on their devices. This includes:

- Adjusting privacy and security settings on social media accounts.

- Demonstrating two-factor authentication setup.
- Reviewing settings for antivirus software and firewall protection. Encourage participants to apply these settings on their own devices and ask questions about specific security features.

Step 4: Reflection and Q&A (15 minutes)

Facilitate a discussion on common cybersecurity challenges faced by families and individuals. Ask participants to share how they plan to integrate these security practices into their daily routines. Address any remaining questions and provide guidance on further cybersecurity resources.

METHODOLOGICAL RECOMMENDATIONS:

- ✓ **Use interactive simulations:** Create a safe environment to simulate phishing detection and security setup.
- ✓ **Simplify technical explanations:** Avoid jargon by using everyday examples to explain cybersecurity concepts.
- ✓ **Encourage practical application:** Ensure participants can follow along on their own devices to build confidence.

Useful resources

Phishing Detection Guide – An illustrated guide on identifying phishing attempts.
<https://consumer.ftc.gov/articles/how-recognize-and-avoid-phishing-scams>

Video Tutorial on Two-Factor Authentication – A short video on setting up two-factor authentication on social media. <https://www.youtube.com/watch?v=gT66xFMsUxo>

Online Safety Family Resource – A resource from ConnectSafely offering digital safety and privacy tips tailored for family use, covering topics from password security to safe browsing practices.
<https://www.connectsafely.org/safety-tips-advice/>

Required material

- Devices with internet access (laptops or tablets)
- Example of phishing emails and messages
- Printed guides on basic cybersecurity practices

Assessment tools

Assessment Tool 1: Cybersecurity Knowledge Quiz (Annex III). Participants completed a short quiz to test their understanding of key cybersecurity concepts, including identifying phishing attempts and configuring security settings.

Assessment Tool 2: Cybersecurity Reflection Worksheet. Participants reflected on their learning by identifying two cyber threats, describing a security setting they applied, and listing a new cybersecurity habit they plan to adopt.

Assessment Tool 3: Workshop Feedback and Confidence Survey. Participants provided feedback on the workshop and rated their confidence in managing cybersecurity threats and guiding others.

2.2 Cybersecurity role-playing workshop

Learning objectives

1. To identify and analyze key characteristics of phishing attempts, malware, and other online threats.
2. To demonstrate practical steps for mitigating cybersecurity risks, such as enabling two-factor authentication and updating privacy settings.
3. To apply critical thinking to resolve real-world cybersecurity challenges through role-play scenarios.
4. To equip educators with the skills to teach families and communities how to recognize and respond to online threats.

Detailed description

DURATION: 90 minutes

PREPARATION:

Prepare case studies or scenarios that highlight common cybersecurity challenges, such as phishing emails, weak passwords, or outdated software, and print materials detailing best practices for security settings and password creation; additionally, ensure devices with internet access are available for hands-on practical activities.

DESCRIPTION OF THE PROCESS:

STEP 1: Introduction (15 minutes):

Provide a brief lecture covering the fundamentals of cybersecurity, common cyber threats such as phishing, ransomware, and social engineering, as well as best practices for creating strong passwords and safeguarding online accounts.

STEP 2: Role-Playing Scenarios (40 minutes):

Divide participants into small groups and assign each a scenario, such as a suspicious email from an unknown sender, a pop-up warning about malware, or a data breach in a school or workplace. Groups will role-play as cybersecurity trainers, deciding how to identify, mitigate, and explain the risks involved to a non-expert audience. Encourage participants to apply tools and practices they have learned, including identifying phishing elements in an email, demonstrating how to update security settings or install antivirus software, and explaining password management using apps or techniques such as two-factor authentication.

STEP 3: Sharing and Feedback (20 minutes):

Each group presents their scenario and solution to the rest of the participants, while the facilitator provides constructive feedback and addresses any doubts.

STEP 4: Reflection and Wrap-up (15 minutes):

Lead a discussion on how participants can implement these solutions in real life, focusing on community outreach and guiding families.

METHODOLOGICAL RECOMMENDATIONS:

- ✓ Focus on **practical applications** of cybersecurity knowledge and skills to ensure relevance to participants' daily lives.
- ✓ Use **active learning** methods (e.g., role-playing) to make the content engaging and memorable.

Include **scenarios relatable to families**, reflecting how adult educators will teach others.

Useful resources

Stay Safe Online – Internet Safety Tips <https://www.staysafeonline.org/>

Cyber Aware – Cybersecurity Basics <https://www.ncsc.gov.uk/cyberaware>

FTC – Avoid Scams and Fraud <https://consumer.ftc.gov/>

Required material

- Devices with internet access (laptops or tablets).
- Printed or digital guides on cybersecurity practices, including password management and privacy settings.
- Whiteboard or flipchart for group discussions and presentations.

Assessment tools

Assessment Tool 1: Cybersecurity Knowledge Quiz. A quiz tested participants' ability to recognize phishing emails, understand two-factor authentication, and identify best practices for cybersecurity.

Assessment Tool 2: Cybersecurity Application Quiz. Participants answered questions to demonstrate their knowledge of applying practical cybersecurity measures, such as enabling two-factor authentication and managing privacy settings.

Assessment Tool 3: Cybersecurity Reflection Worksheet. Participants documented their insights by listing cybersecurity practices they learned, describing challenges faced, and detailing how they plan to educate others.

2.3 Cyber threat identification and prevention workshop

Learning objectives

1. To understand the characteristics and impact of common cyber threats, such as phishing, malware, and ransomware.
2. To develop practical skills in identifying and responding to cyber threats in real-world scenarios.
3. To empower educators to guide adults in implementing preventive measures, such as secure browsing habits and proactive threat monitoring.
4. To build confidence in using tools like antivirus software and firewalls for enhanced security.

Detailed description

DURATION: 1 hour

PREPARATION:

To prepare for this activity, the facilitator should collect and prepare examples of common cyber threats, such as phishing emails, fake login pages, and malware pop-ups. These examples can be printed or displayed digitally for analysis. Additionally, create a guide on how to configure firewalls and use antivirus software effectively. Ensure that devices with internet access are set up with simulated or safe demo environments to allow participants to practice configuring security settings. Finally, provide handouts summarizing best practices for identifying and preventing cyber threats.

DESCRIPTION OF THE PROCESS:

STEP 1: Introduction to Cyber Threats (15 minutes):

The facilitator begins the session with a short lecture introducing the most prevalent cyber threats, including phishing, malware, ransomware, and social engineering attacks. Each type of threat is explained with real-world examples to illustrate its potential impact on individuals and families. The facilitator emphasizes the importance of recognizing these threats early and adopting preventive measures to stay safe online.

STEP 2: Threat Identification Activity (20 minutes):

Participants are divided into pairs and provided with simulated cyber threat examples, such as a suspicious email, a fake login page, or a pop-up ad claiming the system is infected. Each pair analyzes their assigned example, identifies the type of threat it represents, and notes the key indicators that signal

it as a threat. Participants then discuss the steps they would take to avoid falling victim to the threat and document their findings.

STEP 3: Exploring Preventive Tools (15 minutes):

The facilitator demonstrates how to configure firewalls and use antivirus software to detect and block threats. Step-by-step instructions are provided for enabling these tools on common devices and platforms. Participants then practice applying these measures on demo devices or accounts, with guidance from the facilitator to ensure accuracy.

STEP 4: Reflection and Wrap-Up (10 minutes):

The session concludes with a group discussion to address common misconceptions about cybersecurity tools and their effectiveness. Participants share their insights and reflect on how they can use these skills to educate adults and families in their communities. The facilitator encourages participants to continue practicing and sharing preventive measures to foster a culture of online safety.

METHODOLOGICAL RECOMMENDATIONS:

- ✓ Use relatable, everyday examples of cyber threats to help participants understand their practical implications.
- ✓ Incorporate collaborative activities, such as group work, foster engagement and peer learning while building confidence through hands-on practice with security tools.
- ✓ Provide follow-up materials to ensure participants can continue learning and effectively teach these skills to others.

Useful resources

Mastering Phishing Email Analysis: Incident Response
<https://www.youtube.com/watch?v=EjY26pqgyME>

Cybersecurity 101: Protecting Yourself Online https://www.youtube.com/watch?v=MuvswL8UN_I

Google Safety Center – Protecting Yourself Online <https://safety.google/>

Required material

- Examples of cyber threats, such as phishing emails or fake websites (printed or digital).
- Internet-enabled devices for practicing antivirus and firewall setup.
- Handouts or guides on using cybersecurity tools and identifying threats.

Assessment tools

Assessment Tool 1: Cyber Threat Quiz. A short quiz to test participants' understanding of cyber threats, such as phishing, and their ability to recognize key warning signs.

Assessment Tool 2: Threat Response Worksheet. Participants analyze a simulated cyber threat, describe its key indicators, and outline steps they would take to prevent falling victims.

Assessment Tool 3: Workshop Feedback Survey. A survey to gather feedback on the session's relevance and measure participants' confidence in identifying and responding to cyber threats



UNIT 3.
UNDERSTANDING THE ONLINE ENVIRONMENT OF
MINORS



3.1 Navigating the digital world: how social media shapes our lives

Learning objectives

1. Participants will gain practical knowledge of the most popular social media platforms used by minors (e.g., TikTok, YouTube, Instagram, Snapchat) and understand their features, benefits, and risks.
2. Participants will develop skills to critically analyse the digital habits of young people and identify strategies to support minors in navigating these platforms safely.

Detailed description

DURATION: 90 minutes

OBJECTIVE: This activity aims to help participants understand the key features, appeal, and potential risks of the "Big Four" social media platforms (YouTube, TikTok, Instagram, and Snapchat) among minors. By exploring these platforms, participants will gain insights into how to support minors in using them responsibly and safely.

PREVIOUS PREPARATION: Prepare a presentation or handout summarising key statistics and features of the "Big Four" platforms (YouTube, TikTok, Instagram, Snapchat).

Ensure access to computers or smartphones with internet connectivity.

Create a worksheet for participants to fill out during the activity. Here are some headings you could consider integrating in the worksheet:

- Key features of the assigned platform.
- Potential risks and benefits.
- Strategies for responsible usage.
- Reflection questions.

DESCRIPTION OF THE PROCESS:

Introduction (10 minutes):

Briefly introduce the activity and its objectives. Explain that the goal is to explore the "Big Four" platforms to better understand their appeal to minors and the associated risks.

Share key statistics from the Pew Research Center report (e.g., platform usage trends among minors).

- Percentage of minors using each platform.
- Trends in content consumption (e.g., short-form videos, live streaming).

- Common concerns (e.g., cyberbullying, screen time, data privacy).

Try to focus on reinforcing the importance of approaching the discussion with empathy and avoiding judgmental language as much as possible.

Group Discussion (20 minutes):

Divide participants into small groups and assign each group one of the "Big Four" platforms.

Ask groups to discuss:

- What features make this platform appealing to minors? Examples could include the platform's algorithm, interactive elements, or community.
- What potential risks does this platform pose? Examples could include exposure to inappropriate content, privacy concerns, or negative impacts on mental health.
- How can adults support minors in using this platform responsibly? Examples could include establishing healthy boundaries and providing education on privacy settings.

Platform Exploration (30 minutes):

Each group will explore their assigned platform (via smartphones or computers).

Participants should identify:

- Popular content types - what is currently trending? (e.g., memes, vlogs, challenges).
- Privacy settings and safety features - how does the platform protect members? (e.g., parental control settings, reporting features).
- Examples of influencer culture and its impact - how do influencers shape user behaviours and trends?.

Group Presentations (20 minutes):

Each group presents their findings to the larger group.

Highlight key takeaways, such as risks, benefits, and strategies for safe usage.

Wrap-Up and Reflection (10 minutes):

Facilitate group discussion on how the insights gained can be applied in real-world scenarios (e.g., conversations with minors, setting boundaries). Sample questions to spark discussion include:

- How can adults initiate conversations with minors about social media use?
- What boundaries or guidelines might be helpful?
- How can adults stay informed about evolving platform features and risks?
- Distribute a reflection worksheet for participants to jot down their key learnings.

Methodological Recommendations:

Encourage participants to approach the activity with an open mind and avoid judgmental language.

Emphasise the importance of empathy and understanding when discussing minors' digital habits.

Useful resources

Pew Research Center Report (2023): [Teens, Social Media, and Technology 2023](#)

Common Sense Education: [Digital Citizenship Curriculum](#)

Google's Be Internet Awesome: [Interactive Learning Platform](#)

Required material

- Computers or smartphones with internet access.
- Projector or screen for presentations.
- Handouts summarising platform features and statistics.
- Worksheets for group discussions and reflections.

Assessment tools

Post-Activity Quiz: Found in the Assessment Tools document.

Facilitate the quiz with your learners, going through the correct answers (found at the bottom of the document) together at the end. Use this opportunity to further instil the core principles and theories discussed throughout the practical activity, asking participants to elaborate on why a particular answer is the “right” one, demonstrating the lessons they have learned.

3.2 Staying resilient online: handling cyberbullying and harassment

Learning objectives

1. Participants will learn to identify signs of cyberbullying and online harassment and understand their psychological impact on minors.
2. Participants will develop practical strategies for responding to and preventing cyberbullying, including empathetic communication and intervention techniques.

Detailed description

Duration: 120 minutes

Objective: This activity aims to equip participants with the knowledge and skills to identify, address, and prevent cyberbullying. Through case study analysis, role playing, and group discussions, participants will learn how to support minors who experience online harassment and develop their resilience in digital spaces.

Previous Preparation:

- Prepare case studies or scenarios depicting instances of cyberbullying. Examples could include the following:
 - A minor being harassed in group chats.
 - A teen experiencing body-shaming comments on social media.
 - A child being excluded or mocked in online gaming communities.
- **Please Note:** As this has the potential to be a very sensitive topic, please ensure a balance between scenarios that are realistic and avoidable without stepping into examples that are overly graphic or triggering.

Here is an example of an appropriate case study for this activity:

Scenario:

A 14-year-old named Alex has been receiving mean comments on their Instagram posts. Some classmates have created a fake account to mock Alex's appearance, and the comments are becoming increasingly hurtful. Alex has started avoiding social media and seems withdrawn at school.

Discussion Questions:

- What signs indicate that Alex is being cyberbullied?
- How might Alex be feeling, and how can an adult validate these emotions?

- What immediate actions can be taken to address the situation?
- What long-term strategies can help Alex build resilience and feel safer online?

Create a list of resources for reporting cyberbullying. Examples could include platform-specific reporting tools (e.g., Instagram’s bullying reporting feature), national helplines (e.g., Childline, Cyberbullying Research Center), or school or community-based support services.

Develop a roleplay script for participants to practice intervention strategies. Include prompts for empathetic listening, validating emotions, and collaborative problem-solving.

Additionally, resources such as informative handouts could be especially valuable in this activity. Consider a brief introductory text on resilience-building, covering topics such as encouraging open communication, teaching digital literacy and critical thinking, and promoting self-care and emotional regulation methods.

Description of the Process:

Introduction (15 minutes):

Define cyberbullying and online harassment, using real-world examples (e.g., examples from news articles).

Discuss the psychological impact on minors (examples could include anxiety, depression and self-esteem issues, social withdrawal, academic decline, or long-term effects on confidence and trust), as well as the importance of empathy in addressing these issues.

Case Study Analysis (30 minutes):

Divide participants into small groups and provide each group with a case study. Encourage learners to keep notes on any interesting points that arise during their discussions.

Ask groups to analyse the scenario and identify:

- Signs of cyberbullying. How can adults recognise when a minor is being cyberbullied? (e.g., changes in behavior, reluctance to use devices).
- Potential emotional impacts on the victim. What might the victim be feeling, and how can adults validate these emotions?
- Immediate and long-term response strategies. What immediate actions can be taken (e.g., documenting abuse, blocking the bully)? What long-term strategies can help (e.g., building resilience, seeking professional support)?

Roleplay Activity (40 minutes):

Groups will roleplay a conversation between an adult and a minor who has experienced cyberbullying.

Focus on empathetic listening (acknowledge the minor's feelings without interrupting or minimising their experience), validating emotions (using phrases like, "I'm so sorry this happened to you," or "It's not your fault"), and collaboratively developing a plan of action (e.g., reporting the abuse, seeking support from a trusted adult).

Group Discussion (20 minutes):

Groups share their roleplay experiences and discuss what worked well and what could be improved. Questions to prompt discussion could include:

- What strategies worked well during the roleplay?
- What challenges did participants face, and how can they be addressed?
- What key takeaways can be applied in real-world situations?

Highlight key strategies for responding to cyberbullying, such as documenting abuse and reporting it to platforms and seeking support from trustworthy adults or professionals.

Wrap-Up and Reflection (15 minutes):

Distribute a handout with tips for building resilience in minors.

Ask participants to reflect on how they can apply these strategies in their own contexts.

Encourage learners to reflect on the following questions:

- What did you learn about addressing cyberbullying?
- How will you approach conversations with minors about online harassment?
- What steps can you take to create a safer digital environment for minors?

METHODOLOGICAL RECOMMENDATIONS:

- ✓ Emphasise the importance of creating a safe, non-judgmental environment for minors to share their experiences.
- ✓ Encourage participants to practice active listening and avoid lecturing during roleplays.

Useful resources

StopBullying.gov: [Cyberbullying Resources](#)

Common Sense Education: [Cyberbullying Toolkit](#)

NSPCC (UK): [Online Safety Resources](#)

Required material

- Case study handouts.
- Roleplay scripts.
- Handouts with tips for building resilience.
- Access to computers or smartphones for researching reporting tools.

Assessment tools

Post-Activity Quiz: Found in the Assessment Tools document.

Facilitate the quiz with your learners, going through the correct answers (found at the bottom of the document) together at the end. Use this opportunity to further instil the core principles and theories discussed throughout the practical activity, asking participants to elaborate on why a particular answer is the “right” one, demonstrating the lessons they have learned.

3.3 Online safety for minors: smart and secure internet use

Learning objectives

1. Participants will learn to teach minors about key digital literacy concepts, including online privacy, data security, and ethical behavior.
2. Participants will develop practical tools and activities to enhance minors' digital literacy skills, such as creating strong passwords and recognising phishing attempts.

Detailed description

Duration: 90 minutes

Objective: This activity aims to enhance participants' understanding of digital literacy concepts and equip them with practical tools to teach these skills to minors. Through interactive workshops and group discussions, participants will learn about online risks, cybersecurity best practices, and strategies for developing young people's digital literacy.

Previous Preparation: Prepare a presentation on digital literacy concepts including:

- Encryption: How it protects data and ensures privacy.
- Cookies: Their purpose and how to manage them.
- Cyber Hygiene: Best practices for staying safe online (e.g., updating software, avoiding suspicious links).

Develop a handout with tips for improving digital literacy. Some suggested topics to cover include creating strong, unique passwords, recognising phishing attempts, and managing social media privacy settings.

Description of the Process:

Introduction (10 minutes):

Define digital literacy and its importance in the modern online environment. Define some of the most common examples of risks online, such as:

- Phishing: Fraudulent attempts to steal personal information.
- Data Breaches: Unauthorised access to sensitive data.
- Malware: Software designed to disrupt or damage devices.

Interactive Workshop (40 minutes):

Activity 1: Password Strength Checker

- Participants will create and test passwords using an online tool.
- Introduce the importance of strong, unique passwords and two-factor authentication (2FA). Tips for creating secure passwords include:
 - Using a mix of letters, numbers, and symbols.
 - Avoiding common words or phrases.
 - Using a password manager to store and generate passwords.

Activity 2: Phishing Email Detectives

- Present participants with examples of phishing emails and ask them to identify red flags.
- Discuss common tactics used by scammers, such as:
 - Urgent or threatening language.
 - Suspicious sender addresses or links.
 - Requests for personal or financial information.
- Share strategies for avoiding phishing attempts, such as verifying sender details and avoiding clicking on unknown links.

Group Discussion (20 minutes):

Divide participants into small groups and ask them to brainstorm ways to teach minors about digital literacy. Prompt questions to guide the discussion could include:

- How can we make digital literacy concepts engaging for minors?
- What activities or tools can help minors understand online risks?
- How can we encourage minors to practice good cyber hygiene?

Groups will share their ideas with the larger group.

Wrap-Up and Reflection (20 minutes):

Distribute a handout with digital literacy tips and resources. Here's a sample template you can use for inspiration:

Digital Literacy Tips

1. Create Strong Passwords:

- Use a mix of uppercase and lowercase letters, numbers, and symbols.
- Avoid using personal information (e.g., birthdays, names).
- Consider using a passphrase (e.g., "MyDogLoves2Play!").

2. Recognise Commons Signs of Phishing:

- Check the sender's email address for inconsistencies.

- Look for spelling and grammar errors.
- Avoid clicking on links or downloading attachments from unknown sources.

3. Practice Good Cyber Hygiene:

- Update software and devices regularly.
- Use antivirus software and enable firewalls.
- Be cautious when sharing personal information online.

4. Teach Minors About Digital Literacy:

- Use interactive activities (e.g., games, quizzes) to make learning fun.
- Encourage open conversations about online risks and safety.
- Model good digital habits and discuss your own experiences.

Ask participants to reflect on how they can incorporate these concepts into their work with minors, committing to one positive change they can integrate in their professional contexts going forward. Encourage learners to reflect on questions such as: What did you learn about digital literacy and online safety? How will you incorporate these concepts into your work with minors? What challenges might you face, and how can you address them?

Methodological Recommendations:

Use real-world examples to make the concepts relatable and engaging.

Encourage participants to think creatively about how to teach these concepts to minors.

Useful resources

Google's Be Internet Awesome: [Interactive Learning Platform](#)

Common Sense Education: [Digital Literacy Lessons](#)

Norton Security: [Tips for Online Safety](#)

Required material

- Computers or smartphones with internet access.
- Handouts on digital literacy concepts.
- Access to online tools (e.g., password strength checker, phishing quiz).

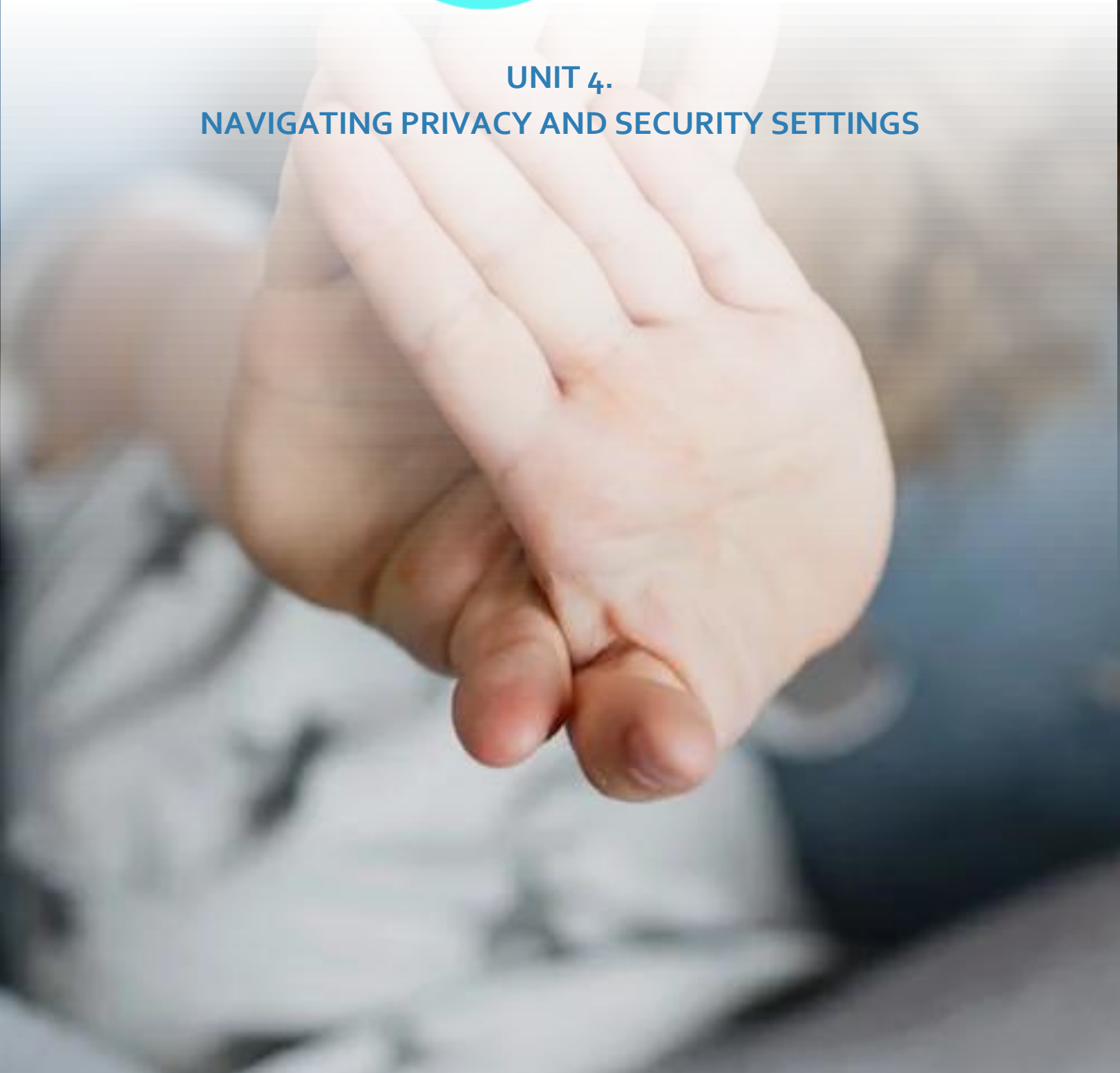
Assessment tools

Post-Activity Quiz: Found in the Assessment Tools document.

Facilitate the quiz with your learners, going through the correct answers (found at the bottom of the document) together at the end. Use this opportunity to further instil the core principles and theories discussed throughout the practical activity, asking participants to elaborate on why a particular answer is the “right” one, demonstrating the lessons they have learned.



UNIT 4.
NAVIGATING PRIVACY AND SECURITY SETTINGS



4.1 Privacy awareness workshop for families

Learning objectives

1. To understand the concept of digital footprints and how they impact online reputation and privacy.
2. To learn practical steps for configuring privacy settings across social media and digital platforms to safeguard personal and family information.
3. To identify potential privacy risks related to oversharing, especially concerning minors, and learn strategies to prevent these risks.
4. To build skills in guiding families on monitoring and managing their own digital footprints for a safer online presence.

Detailed description

DURATION: 1 hour

PREPARATION:

Educators prepare materials, including sample profiles for various social media platforms (e.g., Facebook, Instagram) and guidelines on privacy settings for different devices (smartphones, computers, tablets).

Set up computers or tablets with internet access and test demonstration accounts to practice adjusting privacy settings.

DESCRIPTION OF THE PROCESS:

STEP 1: Introduction (10 minutes):

Begin by discussing digital footprints and their importance. Explain how online activities contribute to one's digital identity.

STEP 2: Interactive Demonstration (20 minutes):

Guide participants through setting privacy settings on one or two popular platforms (e.g., Facebook, Instagram).

Demonstrate how to adjust settings to control who can view posts, personal information, and location.

STEP 3: Scenario Exercise (20 minutes):

Present real-life scenarios where privacy settings prevent possible issues, such as identity theft or oversharing minors' information.

Encourage participants to discuss and adjust privacy settings to address each scenario.

STEP 4: Reflection and Q&A (10 minutes):

Facilitate a discussion on how families can maintain digital privacy and security together. Address any questions and encourage participants to apply these settings at home.

METHODOLOGICAL RECOMMENDATIONS:

- ✓ Engage participants: Begin with an open discussion to **engage participants** by asking about their current understanding and concerns regarding privacy settings.
- ✓ Use visual demonstrations: Ensure each step of configuring privacy settings is demonstrated visually on-screen to make it clear and accessible, especially for those less familiar with digital platforms.
- ✓ Hands-on practice: Where possible, encourage participants to follow along on their own devices, applying the same settings as the facilitator. This immediate application helps reinforce learning.
- ✓ Break down concepts: Simplify technical terms and privacy settings by providing clear, everyday explanations. Relate settings to real-life scenarios, like explaining how restricting who sees a profile is similar to controlling who enters one's home.
- ✓ Promote discussion and reflection: Encourage open discussion and reflection on specific risks such as oversharing about minors. Explain the risks in practical terms, showing how even seemingly harmless information can be misused.
- ✓ Cultural sensitivity and privacy needs: Address the varying privacy needs of individuals and families, stressing that each household may need to tailor settings according to their unique values and comfort levels with social media.

Useful resources

The Ultimate Guide on How to Manage Social Media Privacy Settings
<https://www.socialpilot.co/blog/social-media-privacy-settings-guide>

YouTube Video: "Four Reasons to Care About Your Digital Footprint" -
https://youtu.be/Ro_LIRg8rGg?si=AaT_HPKvAhbY7_Wp

The Ultimate Guide on How to Manage Social Media Privacy Settings
<https://www.socialpilot.co/blog/social-media-privacy-settings-guide>

YouTube Video: "Four Reasons to Care About Your Digital Footprint" -
https://youtu.be/Ro_LIRg8rGg?si=AaT_HPKvAhbY7_Wp

Required material

- Computers or tablets with internet access
- Printed instructions on privacy settings for Facebook and Instagram

- Flipchart or whiteboard for discussing key points

Assessment tools

- Self-evaluation survey: Ask participants to rate their comfort level with privacy settings before and after the workshop.
- Feedback discussion: Conclude with a brief group discussion on how confident participants feel about implementing these settings at home.

4.2 Digital footprint analysis

Learning objectives

1. To understand the concept of digital footprints and how online activities shape one's digital identity.
2. To learn methods for analysing one's own digital footprint and identifying potential privacy risks.
3. To empower families to critically evaluate and manage their digital footprints, promoting safer online interactions.

Detailed description

DURATION: 45 minutes

PREPARATION:

Educators prepare printed worksheets listing typical online activities (e.g., social media posts, online shopping, location sharing) and their potential impact on digital footprints.

Ensure internet access for participants to search their names online as part of the activity.

DESCRIPTION OF THE PROCESS:

STEP 1: Introduction (10 minutes):

Start by discussing what a digital footprint is and how everyday actions online contribute to it.

Explain the lasting impact of digital footprints on reputation, privacy, and even job prospects.

STEP 2: Self-analysis exercise (20 minutes):

Distribute the worksheets and ask participants to list their recent online activities or digital traces (e.g., social media posts, comments on forums).

Instruct participants to search their own names on search engines and social media to observe what information is publicly visible.

Encourage participants to assess their findings and identify any unexpected or potentially sensitive information.

STEP 3: Reflection and group discussion (15 minutes):

Lead a group discussion on what participants discovered, their feelings about their digital footprint, and how they might change their online behaviour.

Provide tips on managing and reducing digital footprints, such as checking privacy settings and deleting old content.

STEP 4: Reflection and Q&A (10 minutes):

Facilitate a discussion on how families can maintain digital privacy and security together. Address any questions and encourage participants to apply these settings at home.

METHODOLOGICAL RECOMMENDATIONS:

- ✓ Encourage openness and respect: Reassure participants that this is a judgment-free activity and to only share insights they feel comfortable discussing.
- ✓ Use real-life examples: Provide real-world examples of how digital footprints have impacted individuals positively or negatively.
- ✓ Facilitate reflection: Use guiding questions like “How does this information affect your privacy?” and “What changes, if any, would you make to your online behaviour?”

Useful resources

Digital Footprint Checklist

<https://www.fcps.edu/sites/default/files/media/forms/DigitalFootprintTipSheet.pdf>

Managing your Digital Footprint To Stay Safe Online <https://youtu.be/OaHVOKM-NjA?si=XkURFHTwvxyUnxUg>

Required material

- Printed worksheets with example online activities
- Computers or tablets with internet access
- Flipchart or whiteboard for sharing group insights

Assessment tools

- Reflective questions: Have participants answer questions about their feelings and insights on their digital footprints.
- Self-assessment worksheet: A checklist where participants can evaluate their current digital footprint practices and set goals for improvement.
- Post-activity survey: Collect feedback on the activity to understand its impact on participants’ digital awareness.

4.3 Privacy settings role-play

Learning objective

1. To learn about privacy settings on different platforms through practical, scenario-based exploration.
2. To gain skills in configuring privacy settings to manage online visibility and protect personal information.
3. To enable adult educators to guide families in creating and applying effective privacy settings for various digital platforms.

Detailed description

DURATION: 1 hour

PREPARATION:

Set up demo accounts on platforms like Facebook, Instagram, and WhatsApp to simulate various privacy settings.

Prepare role cards with different user personas (e.g., a parent sharing family photos, a teenager connecting with friends, a professional networking).

DESCRIPTION OF THE PROCESS:

STEP 1: Introduction (10 minutes):

Start by introducing the importance of using privacy settings to control one's digital presence and the types of privacy settings available across platforms.

Explain the role-play activity and how it will help participants understand privacy settings in real-world contexts.

STEP 2: Role-play activity (30 minutes):

Divide participants into groups and assign each group a user persona (e.g., a parent, a young adult, a professional).

Provide each group with a scenario where they must configure privacy settings on one of the demo accounts (e.g., a parent deciding what family photos to share, a teenager controlling who sees their posts).

After configuring the settings, each group shares their approach and rationale for their chosen privacy settings.

STEP 3: Debrief and reflection (20 minutes):

Facilitate a discussion on role-play experiences, addressing challenges participants encountered and solutions they found.

Discuss how these privacy settings can be adapted for families with different needs and preferences.

METHODOLOGICAL RECOMMENDATIONS:

- ✓ Use realistic scenarios: Create personas and scenarios that reflect common challenges in privacy management to make the activity relatable.
- ✓ Encourage collaboration: Allow each group to discuss their settings and approaches, promoting peer learning and diverse perspectives.
- ✓ Provide contextual examples: Share practical examples of how privacy settings can prevent oversharing or limit data exposure, especially with children.

Useful resources

How To Change Privacy Settings On Instagram <https://youtu.be/gT66xFMsUxo?si=MfxKza72nNehUwG4>

Required material

- Demo accounts on Facebook, Instagram, and WhatsApp
- Printed role cards with user personas and scenarios
- Whiteboard for discussing insights Flipchart or whiteboard for sharing group insights

Assessment tools

- Scenario analysis worksheet: A worksheet with questions to assess each group's understanding and application of privacy settings.
- Role-play feedback form: After the activity, participants complete a form reflecting on their approach and what they learned.
- Group reflection session: Facilitate a short feedback session where each group shares what they learned from other groups' approaches.



UNIT 5.
NETIQUETTE: PROMOTING PARTICIPATION IN SOCIETY
AND EMPOWERMENT



5.1 Analysing online interactions

Learning objectives

1. To define netiquette and identify its core principles.
2. To analyse various online interactions (emails, social media posts, forum discussions) to identify instances of appropriate and inappropriate netiquette.
3. To understand ethical responsibilities in digital interactions, including respecting privacy, intellectual property and community norms.
4. To recognise common online risks associated with a lack of netiquette (e.g., trolling, flaming, cyberbullying).
5. To develop and articulate strategies for responding to negative online interactions respectfully and constructively.

Detailed description

DURATION: 2,5h (can be spread over two sessions)

PREPARATION:

The educator needs to prepare a diverse range of online interaction scenarios (at least two per each group of three learners). These should include various platforms (email, social media, forums) and encompass different levels of severity regarding netiquette violations. Prepare scenarios illustrating various ethical dilemmas related to online communication. Consider using anonymised real-life examples or carefully crafted fictional ones. Ensure scenarios are diverse in their representation of ages, genders and cultural backgrounds.

DESCRIPTION OF THE PROCESS:

STEP 1: Introduction (30 minutes)

Start with a brief review of the core principles of netiquette. Use interactive methods, such as a short quiz or brainstorming session, to engage participants. Discuss the importance of netiquette in building positive online communities.

STEP 2: Scenario analysis (60 minutes)

Divide participants into groups of 3-4. Each group receives a set of scenarios. Each scenario should be analysed, focusing on:

- Identification of the online communication type (email, social media post, etc.).
- Identification of any netiquette violations present.
- Explanation of why these actions violate netiquette principles, referencing the training material.
- Identification of potential consequences of the actions portrayed.

STEP 3: Group presentations and discussion (30 minutes):

Each group presents their analysis of one or two scenarios. This is followed by a class discussion to compare analyses, explore various perspectives and highlight different interpretations.

STEP 4: Developing response strategies (30 minutes):

Focus on scenarios demonstrating negative online interactions. Participants work in their groups to brainstorm appropriate and constructive responses. Emphasize respectful and assertive communication strategies. Guide participants to consider the following:

- Empathy: Understanding the other person's perspective.
- Clarity: Expressing points of view clearly and concisely.
- Respect: Maintaining a respectful tone, even when disagreeing.
- Assertiveness: Expressing opinions without being aggressive.
- Problem-solving: Focusing on finding a mutually agreeable solution.

STEP 5: Debriefing and reflection (30 minutes):

Facilitate a group discussion to consolidate learning. Address any remaining questions or concerns. Ask participants to reflect on their own online communication habits and identify areas for improvement.

Useful resources

Netiquette for kids www.youtube.com/watch?v=v1QFaFimVSk&t=18s

What is netiquette? www.youtube.com/watch?v=CWbtbycHZok

Required material

- Prepared scenarios (printed or digitally displayed)
- Whiteboards or flip charts
- Markers
- Sticky notes
- Computers with internet access (if using online collaboration tools).

Assessment tools

Scenario analysis rubric: A rubric evaluating the completeness and accuracy of group analyses.

5.2 Creating a netiquette guide for families

Learning objectives

1. To gain a comprehensive understanding of netiquette principles and their application in different online contexts (social media, email, online gaming, etc.).
2. To understand the importance of ethical online behavior for families.
3. To develop a practical, user-friendly netiquette guide tailored for families.
4. To communicate complex information in a clear, concise format, suitable for various age groups and digital literacy levels.
5. To take ownership of the guide's content, ensuring accuracy and reflecting diverse family dynamics.

Detailed description

DURATION: 4 hours (can be spread over two sessions)

PREPARATION:

None, except for gathering resources and examples to support the activity (e.g., links to existing netiquette guides, articles on family communication).

DESCRIPTION OF THE PROCESS:

STEP 1: Introduction and brainstorm (30 minutes):

Begin with a discussion on the importance of establishing clear netiquette guidelines within families. Brainstorm key areas to include in the family netiquette guide (e.g., social media use, online gaming, responsible communication, privacy, cyberbullying prevention).

STEP 2: Group work and content creation (90 minutes):

Divide participants into smaller groups, assigning each group a specific section of the guide. Possible sections include:

- Social media best practices.
- Email and messaging etiquette.
- Online gaming guidelines.
- Protecting privacy online.
- Dealing with online conflict.
- Cyberbullying prevention and response.

STEP 3: Guide structure and content refinement (60 minutes):

Discuss the structure and format of the netiquette guide, ensuring consistency and ease of understanding. Each group presents their work to the larger group for feedback and refinement. Discuss the use of visuals, such as icons or illustrations, to improve understanding.

STEP 4: Finalisation, review and editing (30 minutes):

Compile all group contributions into a unified document, ensuring clarity, consistency and accuracy. Revise and edit the guide for readability and inclusivity. Consider various age groups and digital literacy levels within families.

STEP 5: Presentation (30 minutes):

Groups can present their sections of the guide. This allows for peer review and highlights different perspectives and approaches.

Useful resources

13 netiquette principles to empower your child <https://saferkidsonline.eset.com/uk/article/13-netiquette-principles-to-empower-your-child>

Creating a media guideline for your family <https://educateempowerkids.org/creating-media-guideline-family-3>

Netiquette for kids www.youtube.com/watch?v=v1QFaFimVSk

Parenting in the digital age: Positive parenting strategies for different scenarios <https://edoc.coe.int/en/children-and-the-internet/8316-parenting-in-digital-age-positive-parenting-strategies-for-different-scenarios.html>

What is netiquette? Internet behavior rules for kids www.youtube.com/watch?v=VfIASFth8cg

Required material

- Large paper or whiteboard for brainstorming and markers
- Sticky notes
- Computers with word-processing software (Google Docs or similar collaborative platforms recommended)
- Printers (optional)

Assessment tools

Self-reflection questionnaire



UNIT 6.
PARENTAL MEDIATION FOR REFLECTIVE HANDLING



6.1 Minimising children's online risk and avoiding harm through active and restrictive mediation strategies

Learning objectives

1. Analyse the main risks for children online and provide recommendations to avoid harm.
2. Describe the need for adults to actively engage in open communication with their children about their online experiences.
3. Assume responsibility for educating and supporting parents to protect minors as they navigate the Internet.
4. Elaborate strategies parents can implement to ensure their children's responsible and safe use of the internet.

Detailed description

DURATION: 1 hour 30 minutes

Previous preparation: Print off the handout and cut in half for a jigsaw reading. Make enough copies to eventually provide each parent with a copy of both section A and section B.

In this practical activity, adult educators will introduce parents to 2 different types of mediation strategies which parents can follow to minimise online risk for their children. First, the risks children face when online will be explored.

STEPS:

1. Begin the session by presenting some statistics to parents about children's internet use, for example: According to the European Commission, young people spend more time online than adults, with 69% of 9 – 22-year-olds spending an average of 3 hours per day online, and according to a report by Cybersafekids, an Irish charity, 42% of 8-12 year olds, and 62% of 12-14 year olds do not talk to their parents about their online activity. Ask parents to consider the potential risks of the digital world for children. Provide parents with a large sheet of paper and pens, in small groups they should brainstorm risks and note their ideas in the form of a spider gram.
2. Ask each group to share their ideas and conduct a whole group discussion about the various risks suggested.
3. Explain that you are going to introduce parents to two different types of mediation strategies which they can implement to keep their children safe from online harm. One half of the group will read about Active Mediation and the other half will read about Restrictive Mediation. They will then pair with a partner from the other half of the group and share everything they learned and listen to their partner tell them about the strategy they read about. Once they have done so, they should discuss the following

questions: 1/ Do you already use these mediation approaches? 2/ If so, which one(s) do you use and what do you do? What impact does that have? 3/ If you don't already use these strategies, which strategy would work best with your child(ren) do you think? 3/ Which wouldn't work so well with your child(ren)? Why?

4. Bring the group back together for a group discussion. Share what you think works well/ will work well and discuss the outcomes of implementing these strategies.

5. To conclude, give parents a copy of both texts used in the activity to take home. And ask parents to try out something new they've learned today with their child(ren) and reflect on the outcomes.

Useful resources

Adult Educators can refer to the IPAD eLearning course, Learning Unit 6: Parental Mediation for reflective handling (lessons 1 – 3) and obtain information there about online risks for children (for the introductory part of the activity), and Active and Restrictive Mediation (for the main part of this activity). Use this information to create 2 texts explaining the different mediation strategies.

Required material

- Adult Educators must make a handout for: A) Active Mediation and B) Restrictive Mediation. They should make enough copies for participants to receive a copy of both, but initially participants should only receive A or B to take part in the jigsaw reading activity.
- Participants will need a large piece of card (1 piece per 3) and markers.

Assessment tools

Hold a short discussion with the participants after the activity. Ask them the following questions to evaluate the activity:

1/ Were you aware of all the potential risks for children online prior to this activity? If not, what did you learn?

2/ Were active and restrictive mediation strategies new to you? What did you learn and what will you implement in your day-to-day life from now on, or continue to do if you were already employing various strategies to keep your children safe from harm when online?

3/ How successful was this activity in teaching you about potential online risks for children and how to protect your child(ren) from harm?

6.2 Supporting safe and responsible use of technology.

Learning objectives

1. Identify the key benefits of online resources and activities for children's development.
2. Describe the need for adults to actively engage in open communication with their children about their online experiences.
3. Provide recommendations on how to respond to potential conflicts.

Detailed description

This activity is to be delivered to parents by Adult Educators.

DURATION: approx. 1 hour 30 minutes.

STEPS:

1. Review the risks children are exposed to online. Follow up on the task set in the previous activity, if applicable. Ask how the parents have been getting on with the implementation of active and/or restrictive mediation strategies? What outcomes have they had? Share experiences.
2. Explain this activity will explore the benefits of being online – online learning, language learning, maths games, communication, games, etc Assign each small group/ pair of participants with a category, e.g. language learning, or one of their own choosing. Each group should research the best apps, online resources for this, and make notes. After, everyone presents their findings, leading to a whole group discussion of recommending resources, apps, websites, and tips so stay safe, during this time (e.g. Restrictive: Disabling the chat feature in online games, no one can contact your child, and Active: the importance of open communication: discuss why they shouldn't add anyone they don't know as a friend and gently suggest your child discusses friend requests with you, if they get any.
3. Highlight the importance of open communication: how a study found that while Restrictive Mediation can reduce the amount of time spent online and reduce risk potential, it is more likely to lead to conflict between parents and children. Hence, to avoid conflict, especially with older children, the key to having a good, open and honest relationship with your child is having open, honest chats with them on a regular basis. Ask parents to self-reflect on the following: 1/ Do I always know what my child is watching, listening to or reading about online? 2/ Do I talk openly with my child(ren) about their internet use? 3/ Do we discuss what he/she is watching/ reading/ listening to? 4/ Do we discuss this regularly, every time? 5/ Has your child ever been upset by anything online? How did you respond? 6/ Have you discussed the risks and dangers online, and how to protect yourself from these?

4. Conclude with a whole group discussion about the key takeaways from today's session, regarding the benefits and recommended resources, and avoiding conflict: the importance of regular, open and honest communication.

Useful resources

See Learning Unit 6: Parental mediation for reflective handling.

Required material

Participants will need:

- access to the internet, through their phones, or laptops.
- paper and pens to make notes
- The self-reflection questions can be printed on a handout or written on a White board.

Assessment tools

The assessment will be a self-evaluation by participants about the activity.

1. I learned some useful online resources and tools that I plan to show my child(ren) to encourage their development when online.
2. I will discuss my child's online activities with him/her on a regular basis.
3. I will monitor his/her activities and encourage open and honest discussion.
4. I will lead by example and reduce my own time online/looking at my phone.

Partnership



Front and cover pages
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Innovative digital awareness resources for parents on Social Media Literacy and Internet Safety

