Media Literacy for Parents

Learning Unit A.1.1: Communication about sensitive topics and co-creating rules

Contents

Communication about sensitive topics and co-creation of rules

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The background

According to UK data, 60% of parents don't talk about sensitive topics at all with their children (Levy 2017:7), only 2% ever speak about online porn. Children are however demanding information and would appreciate their parents' advice if communicated in an appropriate way. In this unit we'll discuss how to communicate about sensitive topics and which regulations exist and how to establish rules together with your child.

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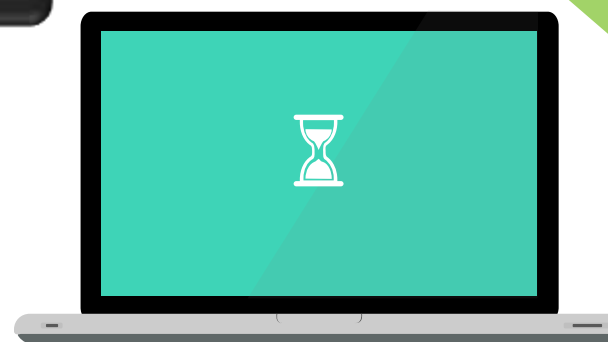
1.1.1.
Sensitive
topics

What are sensitive topics and why?

Whether a topic is considered as delicate depends a lot on the societal context, family environment, level and kind of education and other factors. The following examples are however touchy issues under most circumstances meaning that they're rarely openly addressed, are connected to feelings like shame and/or guilt, are not always acknowledged by the people who suffer from them and can cause enormous damage when they remain unresolved.

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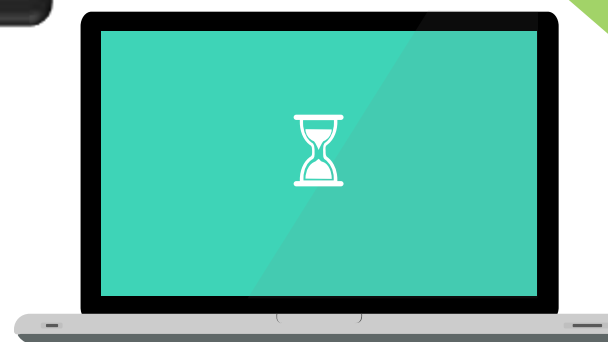
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Conversations on sensitive topics

Some examples of sensitive topics

violence

hate speech
harassment
(stalking)
pornography
violent games
(egoshooters,
etc)

addiction

online addiction
gaming addiction
social media
addiction
porn addiction
shopping
addiction
substance
addiction (drugs,
alcohol, etc)

**(cyber)
bullying**

bullies
bullied
bystanders

sexuality

sexting
sextorsion
grooming
online porn

How to start a conversation?

Starting a conversation on any of these topics can be tricky for parents but there are basically two scenarios:

They differ in their goals and the way to go about them.

Scenario 1: prevention

Scenario 2: reaction

Start early
Introduce topics gradually
First offline then online
Pick up on something your child has noticed or something that you have seen together
Explain issues and make consequences clear
Avoid threats and fear

Before the incident

In this scenario you want to have conversations on possible dangers – either clustering them or tackling them one by one – and prevent your child from falling prey to any of them.
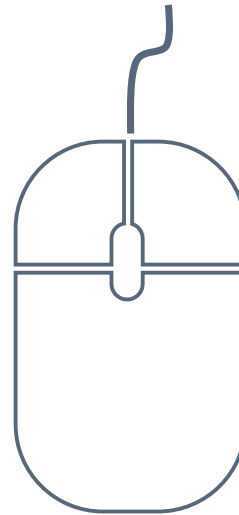
Add Contents Title

During or after an incident

In this case you want to know as much as possible about the current problem, find out what exactly happened and come to possible solutions

Add Title

Have your child talk
Ask only precise and important questions
Avoid accusations and intimidations
Work together towards a solution
Get external help if needed

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Why you need to talk about sexuality

Sexting

Sexting means the sending, receiving or forwarding messages with sexually explicit content (text, videos, photographs or videos) of oneself or others

Sextorsion

A form of blackmail in which sexual images are used to extort money from others.

Grooming

Grooming is befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the objective of sexual abuse.

Internet pornography

Also called online porn or cyber porn is any form of pornography distributed via the internet through image or video files, shared peer-to-peer files or newsgroups.
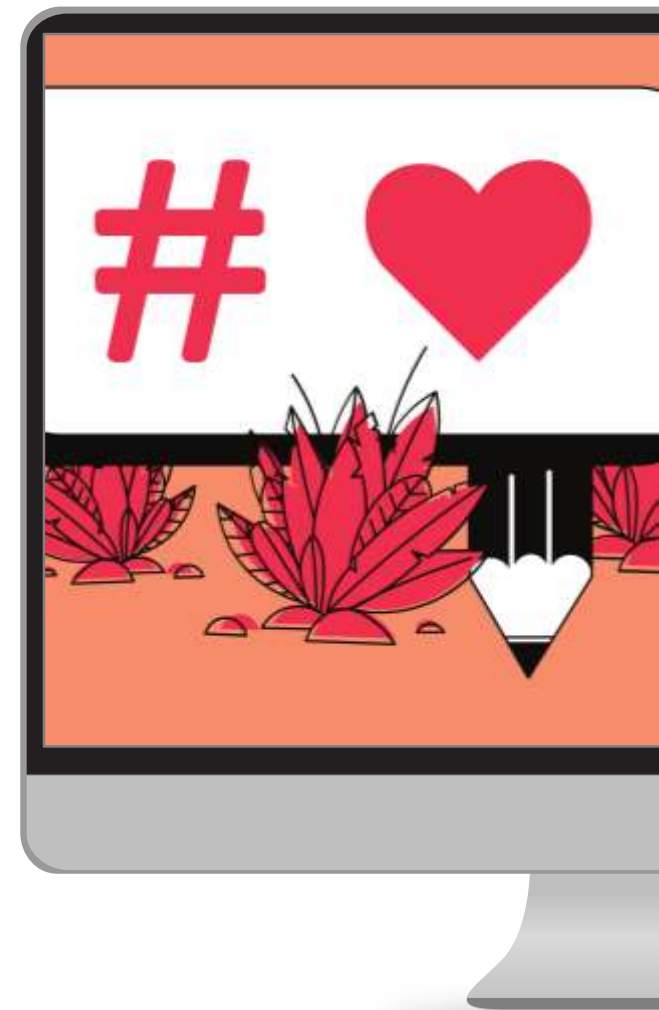
How to talk about sexuality?

The body is an important topic from the very start of a child's life as the way the child sees himself/herself will have an influence on his/her identity as a human being. Sexuality is part of that identity and respecting and protecting their private parts is a component of the child's self-conception.

The dangers that are present on the internet in this respect have to be mentioned and explained gradually in an age-appropriate way. Being able to properly name the parts of the body including the private parts is very important to express when something is wrong.

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Why you need to talk about bullying

Cyberbullying

is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Being a cyberbully

Sending messages to threaten and frighten the receiver, discredit him/her by spreading false rumours and posting unflattering photos or videos of their victim.
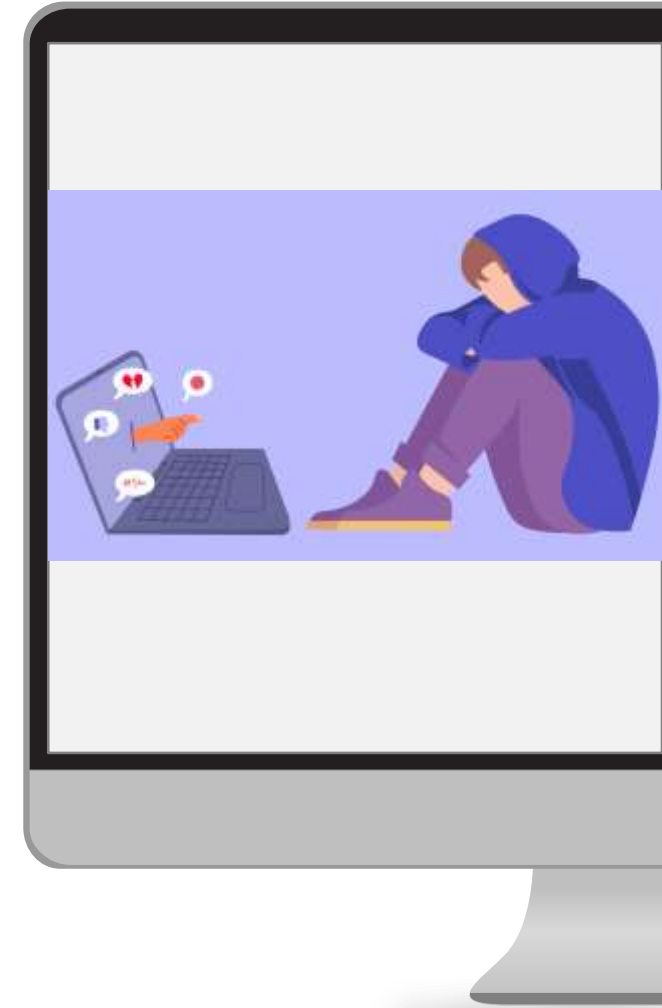
Being bullied

Suffering from any form of harassment can have dire consequences on self-esteem, school achievement and mental and physical health.

By-standers

The by-standers in real life bullying also exist on the internet. They make the situation worse by sharing embarrassing pictures or commenting.

What to do if you suspect cyberbullying?

In an ideal case your child will come and tell you when something is wrong but with cyberbullying children often fear that they won't be taken seriously or that their parents will take their mobile phone away if they report a problem. They will also feel more effected by the treatment of the bully as they cannot escape from the attacks – the cyberspace extends into the home and every hour of day or night. So if you notice that your child doesn't meet with friends as often as before, seems distracted, doesn't want/like to go to school any longer or shows eating disorders you may suspect cyberbullying.
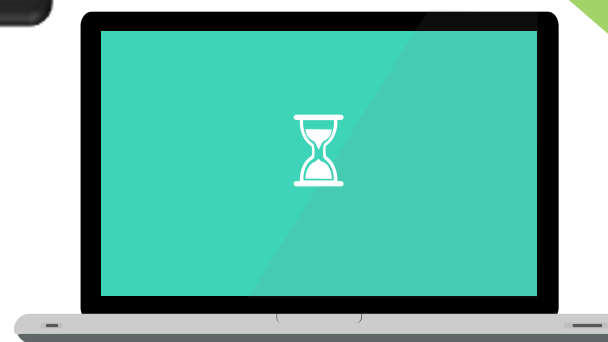
Rules and regulations

Contrary to common believes there are rules and regulations against such misbehaviors. Some content is illegal and prohibited by law and needs to be reported. Establishing a framework together with your child gives it a far better chance to be respected than pure prohibitions.
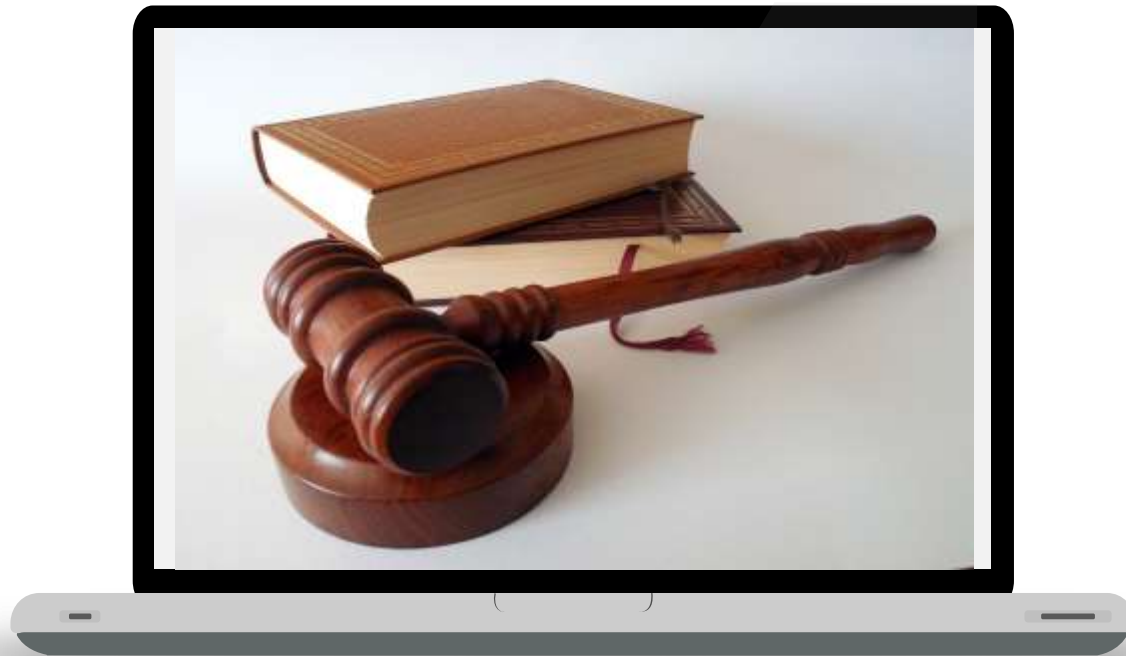
Legal provisions
UNCRC – UN convention on the rights of the child
National child protection laws
Reporting possibilities on social media
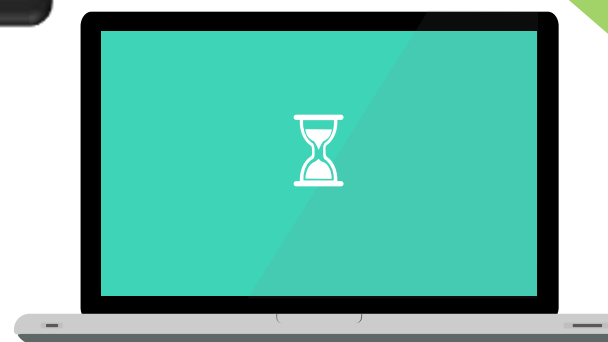
Agreement with your child
Picture sharing policy which and with whom
No personal data to strangers
Which channels are ok
Indication of suitable websites/apps

Creating networks

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Exchanging with family members or other parents can help to build a safety network for your child. **Co-operation** with teachers and other school staff, trainers and educators will facilitate detecting (cyber)bullying or other issues that your child might face.

Participating in parents' or parent-teacher meetings will allow you to establish such contacts that can be further extended and drawn upon in case of need. Parents' associations and schools often organize **talks with experts**, **courses** (online and offline) and **peer groups** for exchange and mutual support.

Reflection

Sensitive topics

What would be a sensitive topic for you and your family and why?
Have your ever talked to your child about any of the topics mentioned?

Conversations on sensitive topics

Have you already had or tried to have a conversation on any of the topics mentioned with your child?
What were the obstacles/difficulties for you?
What might be difficult for your child?

Points for reflecting your own practice

Rules and regulations

Are you aware of the laws in your country?
Do you know where to find out about the legal regulations?
Do you know to whom to turn to get valid information about these rules?

Establishing networks

To whom do you turn for help when you've got a question about parenting and/or digital issues?
Is there a parents' association or a parent-teacher association at your child's school or in your community?
Are there any peer groups you may contact?

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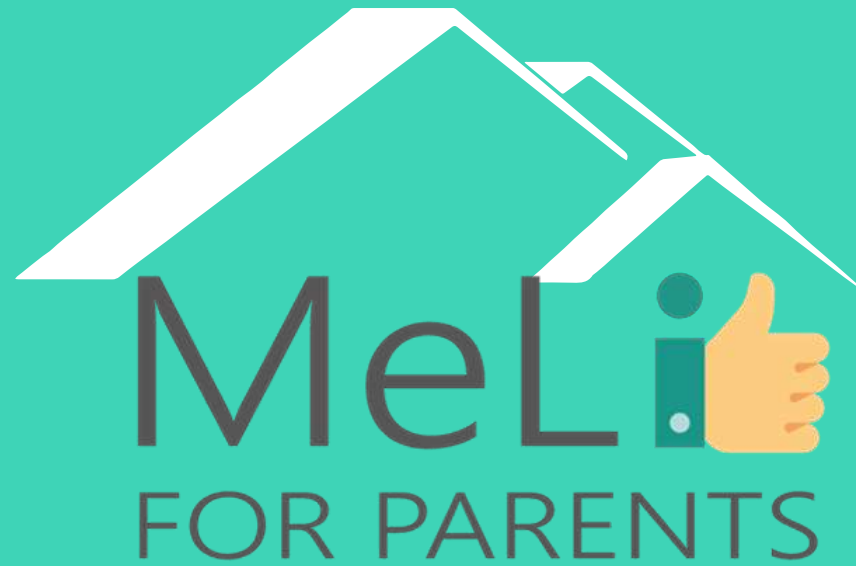
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Media Literacy for Parents

Learning Unit I.1.1: Communication and trust building

Contents

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

01 **Direct and indirect media education**
Conversations about media use and influencing by example

02 **Reflection on own media use**
Becoming familiar with some self-reflection tools.

03 **Trust building measures**
Co-using ICT and co-presence in ICT activities

04 **Role modelling**
Do as I say but don't do as I do?

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The background

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

1.1.1.
Direct and indirect media education

Direct media education

What is direct media education?

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

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

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Direct media education

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

DIALOG

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

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

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

Like-2029074_19 Image by Gerd Altmann on Pixabay
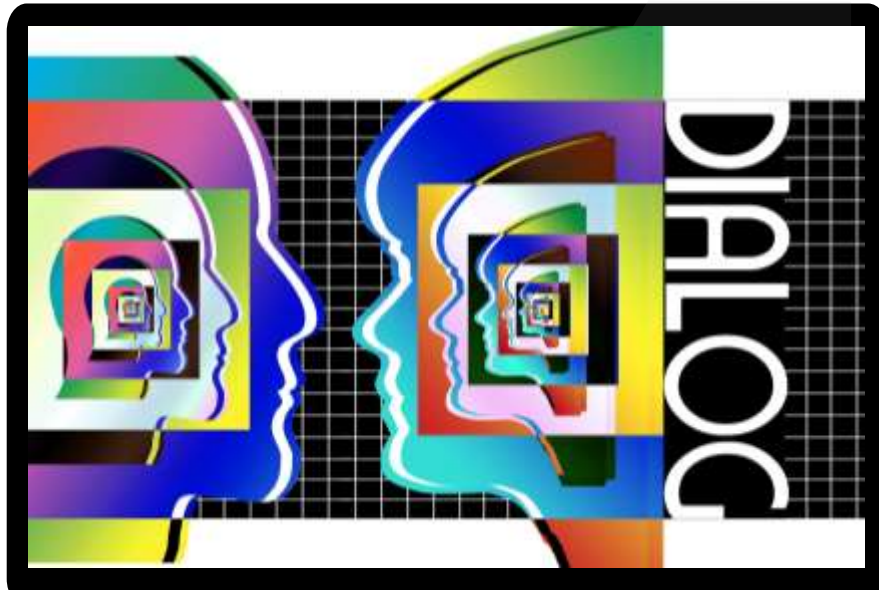
Indirect media education

What is indirect media education?

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

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

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

Indirect media education

What children see

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

What children hear

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

What children feel

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

What children experience

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

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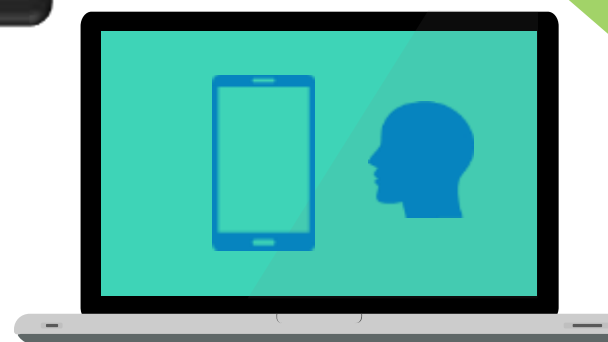
1.1.2.
Self-
reflection

Self-reflection

Why?

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

How?

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

Media usage diary

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

Exchange on practices

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

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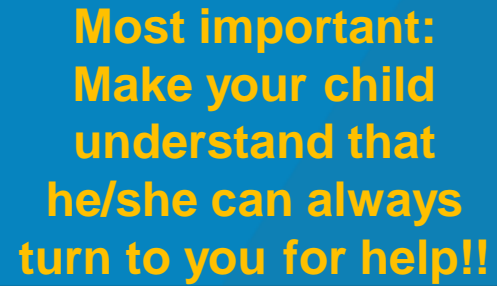
Involve your child in the decision making
Fix objectives together and make a plan how to reach them

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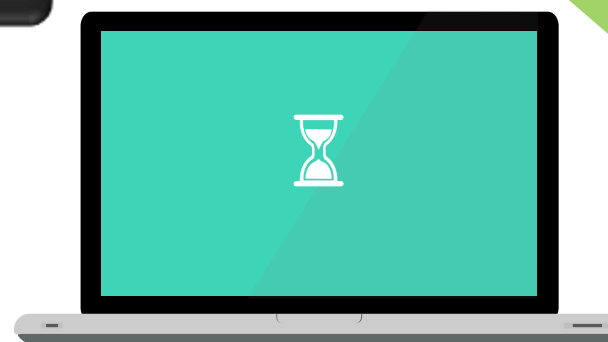
1.1.3.

Trustbuilding measures

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

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Trust building measures

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

Co-presence in ICT activities
- Sitting next to your child while it is online
- Watching a video together and having a discussion

Co-using ICT
- Playing games together
- Deciding which pictures of a gathering to send to whom
- Surfing the internet together
- Searching for information on an interesting topic together

Child-1073638_1280 Image on Pixabay

FOLLOW ME
FOLLOW ME

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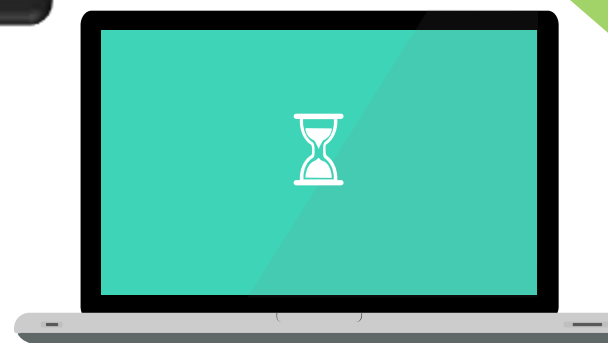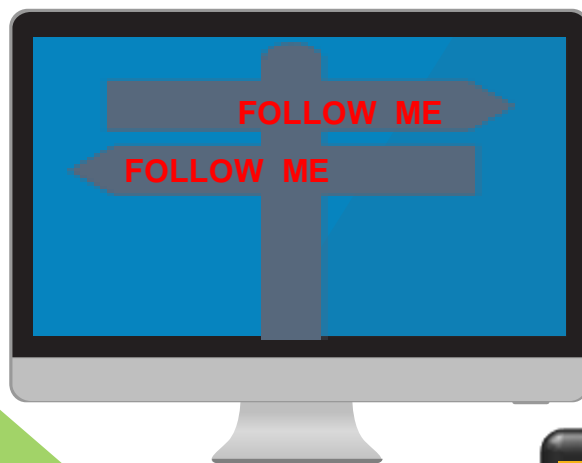
1.1.4.
Role
modelling

Role modelling

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

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

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

❖ Becoming aware of the influence of your own behavior

❖ Developing strategies on how to monitor your own media usage

❖ Setting goals for an informed use of media

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

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Reflection questions

Indirect media education and role modelling

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

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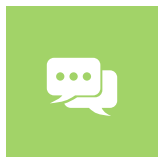
Do you regularly have a conversation with your child about what he/she does online? Do you play together (online and offline)? Do you show interest in your child's favorite games/websites?

Self-reflection

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

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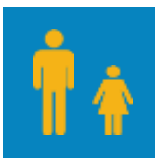
Do you know which are the topics your child is most interested in? What games, social media channels, platforms does your child use and what for? How much time does your child spend for which activity?

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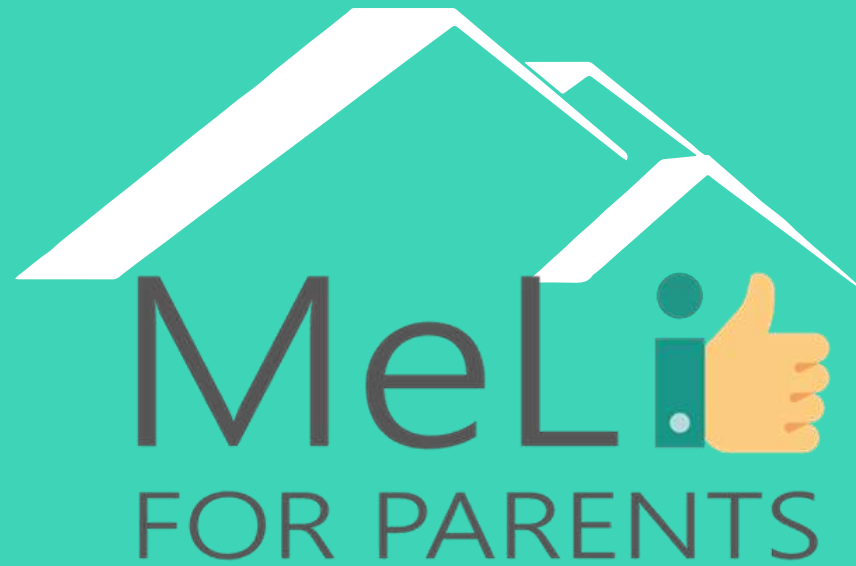
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Learning Unit A.1.4: Role Models & Stereotypes – ADVANCED LEVEL

Contents of the training

ROLE MODELS & STEREOTYPES - ADVANCED LEVEL

The unit elaborates on healthy digital role models and helps participants understand the specifics of digital parenting. Parenting types are covered along with tips to develop negotiation skills and routines to communicate the significance of stereotypes to children. Discussion and Q&A will complement the lessons learned and will conclude the workshop

01 **ONLINE STEREOTYPES**
Learn to handle age, gender and other online stereotypes

02 **ON LINE RELATIONSHIPS**
Digital parents learn how to supervise kid's online relationships in positive ways

03 **TYPES OF PARENTING**
Disciplinarian, Permissive, Uninvolved or Authoritative? Learn your type and decide which is best

04 **NEGOTIATION SKILLS AND ONLINE RIGHTS**
Adults and children

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A.1.4
Role
Models &
Stereotypes

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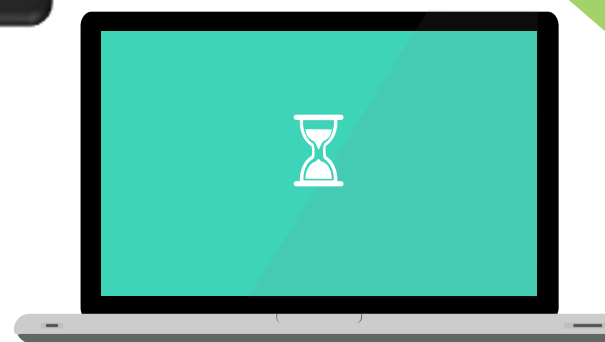
IMPLICIT STEREOTYPES

✓ Growing research reveals implicit stereotypes

✓ Tests measure associations between certain concepts (e.g., colored people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy)

✓ For example, the implicit age stereotype persists even for bias-literate people: the belief that young people are strong and capable, while older are not.

STEREOTYPED ARTIFICIAL INTELLIGENCE

✓ AI bots' algorithms learn from uncontrolled online content in all kinds of media, overwhelmed with discriminative propositions

✓ According to UNESCO, Siri, Alexa and other AI assistants have by default female voice and docile attitude

✓ By using biased language AI assistants can perpetuate gender stereotypes

✓ Through their over polite, frequently submissive, responses, they seem to encourage sexist or even abusive language from users

POSITIVE STEREOTYPES

Beneficial or a trap?

Subtle stereotypes can be beneficial:

✓ To be correlated with a group that is positively stereotyped could improve performance
✓ If a person knows the group's praising feature s/he can perform better in activities
✓ Positive stereotypes can boost the person's perception of identity

The trap behind positive stereotypes:

✓ Stereotypes do not cover all people in said groups
✓ Many persons in a group may not share the characteristics of the stereotype
✓ Expectations rise from the implicit belief that all people in certain category behave in a certain way, which is not true

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HOW TO HANDLE STEREOTYPES

Actuality	Flexibility	Resistance	Deconstruction	Media literacy
✓Recognize whether the stereotype aims at actual problem ✓Learn to give solutions so that the person is no longer limited by it	✓Stereotypes are flexible. ✓They change if we consciously alter aspects of our comparison with others ✓They also change if we shift the frame of reference of comparison	✓Opposition to the status quo ✓ Strategy of social active resistance ✓Instead of changing our perceptions we can try to change the world	✓Discuss with your partner and your children ✓Try to connect stereotypes to meaningful actual situations ✓Be an active listener ✓Think before you react to stereotypical behavior	REMEMBER: Think critically and evaluate the messages that a stereotype promotes

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ONLINE RELATIONSHIPS

- ✓ Teenagers often show risky behavior
- ✓ They meet people on social media
- ✓ Meeting strangers on any platform has serious risks
- ✓ It is important that parents and teens have an open dialogue about what they do in real life and online
- ✓ Being a role model in choosing friends online can help children understand opportunities and risks

How to handle online dating

Feelings

Encourage teens to trust their feelings. If something feels wrong, it probably is

Data

Educate children s to protect personal data. Remind them to turn off "location"

Trust

Ask your children to have a trusted adult to turn to if they doubt about an online encounter

Limits

Set limits and never get tired of explaining the risks

HANDLE GENDER STEREOTYPES

Critical thinking	Personal view	Definitions	Discussions	Examples
✓Help children think critically about how gender and other stereotypes can influence the ways they view themselves and others	✓Discuss their opinions and listen to their views ✓Accept their perspective	✓Ensure they understand the definition of "gender stereotype" and give examples ✓Contextualize definitions	✓Discuss how gender stereotypes can lead to bias or unfairness	✓Show practical examples of gender stereotypes (as avatars)

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REVISIT MEDIA LITERACY BASICS

Five basic concepts of Media Literacy

✓All media messages are constructed
✓Media messages use language with its own rules
✓Different people interpret the same messages in different manner
✓Media messages promote values and points of view
✓Many media messages aim at profit and/or power

REVISIT MEDIA LITERACY BASICS

Key questions for any media message:

- ✓ Who created this?
- ✓ What are the techniques to attract my attention?
- ✓ How different people understand this differently?
- ✓ What kind of values and views does the message represent?
- ✓ Why was it sent?
- ✓ What is omitted?

BANNING IS NO SOLUTION

Possible results of strict prohibitions :

✓Marginalize the child from his/her friends
✓Make the child the subject of negative comments.
✓Limit the child's cognitive and digital skills.
✓Create negative atmosphere in the family.
✓Misunderstand technology and its use. The Internet is not the bad wolf; it can improve life when used wisely.

Let us give our children the right to become conscious digital citizens of tomorrow!

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TYPES OF PARENTING

Authoritarian	Permissive	Uninvolved	Assertive	Good enough
✓They set rules without explaining reasons ✓They do not negotiate ✓They don't let ids have an opinion ✓They may use punishments instead of discipline	✓They are over-forgiving ✓They act as friends not as parents ✓They discuss, but don't actively discourage bad behavior	✓They expect children to ... raise themselves! ✓They don't cover children's needs ✓They are overwhelmed with their own life and problems	✓They set rules and consequences ✓They consider children's opinions and feelings ✓.They clarify that adults are in charge ✓They prevent challenges before they emerge ✓They reinforce good behavior via positive discipline strategies	✓No parenting type is a stereotype! ✓You need to find the best way based on your personality and family ✓Don't forget your own needs! ✓Any parent can be a "good enough" parent!

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ASSERTIVE PARENTING

What does it mean in practical terms:

✓Assertiveness is related to democratic values and practices and is based on equality.
✓An assertive parent is open to suggestions, discussions, creative solutions and alternative views of children.
✓Creatively develops solutions to meet the needs of both kids and parents

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FAMILIARITY WITH TECHNOLOGY

✓ This training increases your familiarity with new technology and media

✓Your can learn the apps your kids use

✓Your can better understand what kids do with devices

✓Practice, read and don't be afraid to ask your kids if you do not understand something!

CYBERSPACE IS DIVERSE

✓Educate your children that cyberspace is diverse
✓Respect the culture and habits of the people you interact with
✓Different applications demand different manners

Be a role model: Teach your kids the differences by acting differently!

LEARN TO NEGOTIATE

Digital media use means agreements:

✓Parents negotiate with their children on media use
✓You can reach an agreement on media use rules and can teach your children the art of healthy negotiation

Parent's Authority?

✓Some parents are afraid that if they negotiate they lose authority
✓However, good negotiation can strengthen your rules.
✓Negotiation is not arguing!

TIPS FOR NEGOTIATING WITH CHILDREN

Stay focused	Ask questions	Right moment	Be appealing	Be flexible
✓Set your goals when you negotiate ✓ Focus on the outcome you want to achieve ✓ Make your child understand your point of view ✓Listen to them but continue aiming at your goal	✓When you disagree, try to see their perspective ✓Learn their view by asking them questions	✓Some battles don't need to be fought at all ✓Some goals can be better approached if postponed ✓Some others need a firm decision	✓It's not just what you say, but how you say it ✓Minimize debatable back-and-forth ✓Think about the language you will use	Successful negotiators: ✓Prioritize goals ✓Ask the right questions ✓Create the right context ✓Put offers on the table ✓ Generate agreements so that both sides win

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BE APPEALING WHEN NEGOTIATING

✓Be the first to make an offer and anticipate a counteroffer
✓Give children a choice; thus they have a sense of control
✓Provide context and reference points so that children can compare your offers to alternatives
✓Children have a different definition of fairness
✓Silence is (sometimes) gold; it prevent premature decisions and allows children to contribute

EXAMPLE: NEGOTIATING SCREEN TIME

✓Know the reasonable limits depending on age and maturity of your child

✓Observe behaviors; discuss what children do and how they feel.

✓Offer appropriate media choices: consider time of day and goals

✓Set rules together (time limits, screen and media choices).

✓Educate your child to self-monitor activity via a timer.

✓Establish reasonable consequences: be consistent in enforcement.

✓Be a role model: be the first to do what you ask them to do!

NEGOTIATION TIPS

What to do in practical terms:

- ✓ Deal with your emotions
- ✓ Assist your child when they deal with their emotions
- ✓ Identify your child's interests
- ✓ Use reminders ("5 minutes left!")
- ✓ Persuade them, don't coerce
- ✓ When children feel empowered they cooperate more easily
- ✓ Negotiate rules before a conflict arises.

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✓ **Think before you click!**

✓ Respect others' privacy when posting online.

✓ Don't use offensive language.

✓ Think before you share! Your digital footprint remains online forever.

✓ Avoid replying to negative comments with more negative comments.

✓ Be precise and focus to the topic.

✓ Offer to help others and thank those who help you.

ONLINE RELATIONSHIPS

✓Though social media are supposed to be used by children over 13, many younger kids open accounts by denoting false personal information

✓Social media is THE place for relationships (**Facebook, YouTube, Viber, Twitter, Instagram, Pinterest**)

✓Enjoy the benefits of electronic media and decrease or eliminate the possible dangers, like sexting, pornography, cyberbullying or online predators.

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✓Teenagers share such content online, particularly when in a relationship.

✓A digital copy of message, image or video can easily be shared publicly.

✓In some cases, sexting can be used to bully, blackmail and exploit.

✓It's hard to be sure that a sexual message will remain private

Sexts can involve words, photos or videos such as:

✓posts with sexual language
✓nude or semi-nude photos/videos
✓photos/videos of sexual acts
✓live webcam involving sexual acts
✓screen-captured photos/videos

CHILDREN'S RIGHTS ONLINE

✓Children are better and more intuitive than adults with digital media and more skillful digital and internet users
✓The Internet is made by adults and has adult content
✓On the other hand, the more children use the internet, the more skills they acquire
✓What rights do children have as internet users?
✓Do they have equal benefits with adult users?
✓Age, gender, social and economic status are important factors

RETHINKING CHILDREN'S RIGHTS ONLINE

✓How national policies consider children's views regarding access and use of digital technologies?

✓How can discrimination be effectively addressed?

✓Which is the role of parents?

✓How should businesses operate in order to protect and support children's rights?

Any questions?

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ACTIVITY IN PAIRS

✓ Role playing: Take turns and discuss about various topics. Example scenarios: someone sends you a befriend message, someone posts your personal information, you upload a photo of a friend who does not like it or you write a comment and others misinterpret your intention

Take a quick yes/no quiz

Do stereotypes equal prejudices?

Are stereotypes always negative?

Are teens always influenced by media about their self image?

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

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Yes/No quiz

As an advanced user, you now know the answers! Keep up with the good work!

STEP 01
Know your media

STEP 02
Be a digital role model

STEP 03
Have a trusted relation

FINAL
Master your digital parenting
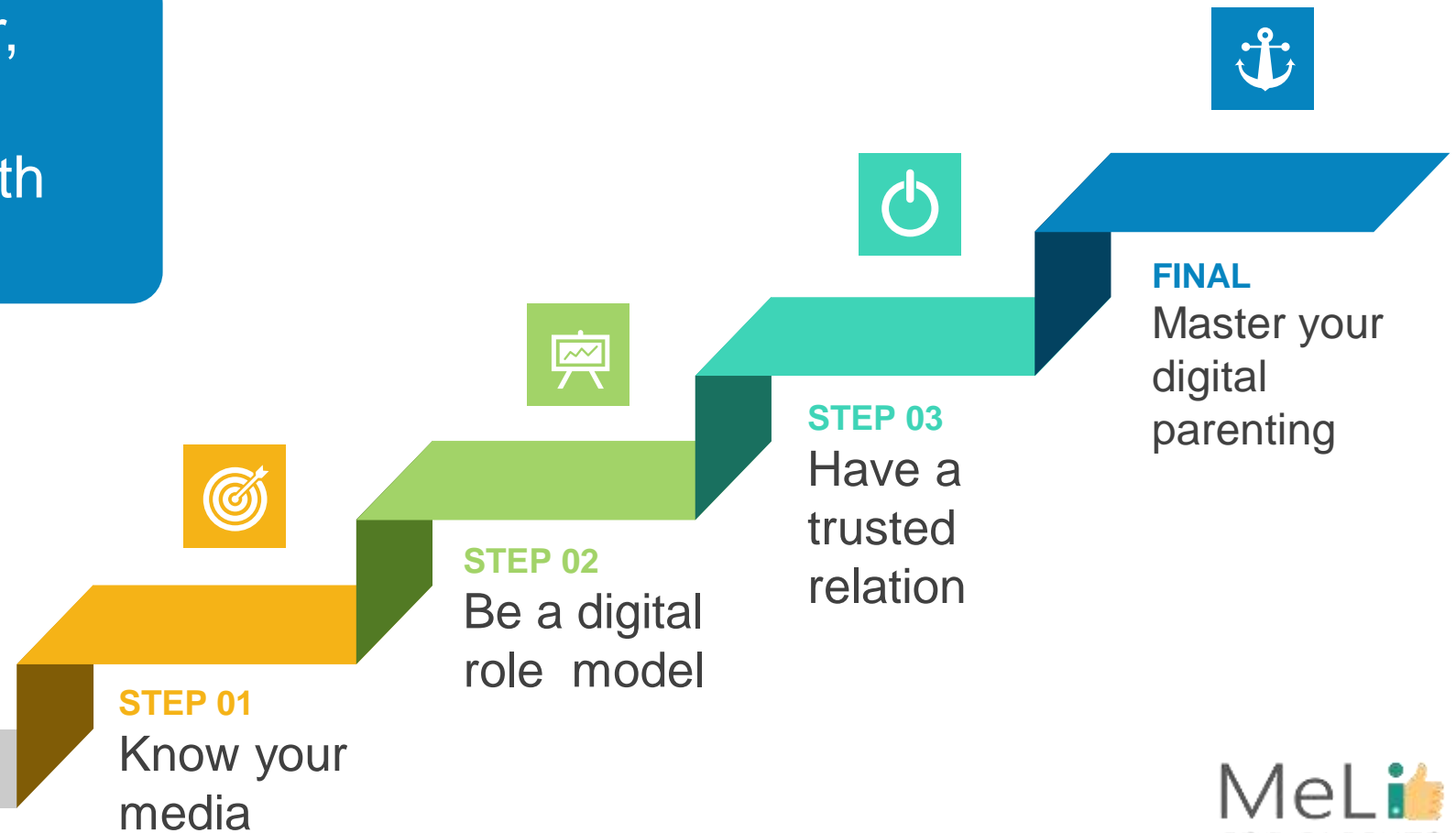
CONCLUSION

Good digital parenting

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

DIGITAL LIFE   Be a digital role model!

Know the media   **Build trust**   **Educate**

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Media Literacy for Parents

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

Contents of the training

ROLE MODELS & STEREOTYPES - INTERMEDIATE LEVEL

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

01 **PARENTS AS MODELS**
Children learn from their parents' behavior by means of observation

02 **DIGITAL PARENTING**
Digital parents mediate kid's media use in positive ways

03 **SELF IMAGES**
Mental representations of ourselves

04 **STEREOTYPES**
Harmful or beneficial
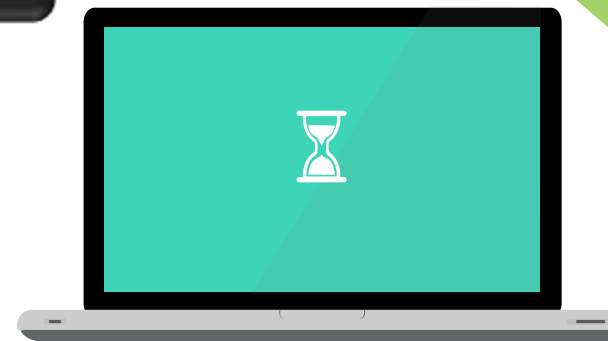
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DIGITAL LIVES

✓Digital natives have their own world online with online identities

✓Children's experiences online can be influenced by:

  ➢friends and school mates,

  ➢music and fashion celebrities,

  ➢technology trends, etc – and of course

  ➢YOU!

So….

✓You need to know and understand their online world

✓You need to be able to help them interact safely and assist them

✓You need to be a digital role model!

DIGITAL PARENTING

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

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

DIGITAL PARENTING

By seeing positive attitudes at home children learn to improve their
- ✓ nutrition habits,
- ✓ exercise plans,
- ✓ reading performance,
- ✓ learning methods,
- ✓ choosing friends,
- ✓ using media wisely,
- ✓ use the Internet in a constructive manner

DIGITAL PARENTING

How does it look to be a role model?

A model digital parent:

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

Make your own digital life a model to copy:

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

SCREEN TIME MODEL FOR YOUNG KIDS

Be together	Do your homework	Be ad wise	Good qualities	Set limits
✓Be together with young kid when they are watching something on the screen ✓Help them become aware of the time they spend in this kind of activity	✓Do some research before you choose what to show ✓Watch and evaluate shows before getting them for your child ✓Evaluate games and apps before they use them	✓Educate your child about advertising and commercials ✓Especially young kids cannot easily tell the difference between advertising and factual information.	✓Point out any good behavior on the show ✓Praise heroes for cooperation, friendship, helping others and setting personal goals ✓Try to connect heroes' actions to meaningful real situations	REMEMBER: You need to arrange a lot non-screen time into your child's day

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DIGITAL MODEL FOR TEENAGERS

Be aware	Limit bedrooms	Get involved	Discuss	Set limits
✓Know the apps they use and their online friends ✓Share your criteria for choosing online friends ✓Show them the way you comment on other people's posts	✓Be sure that media use takes place in a public place at home as much as possible ✓Avoid using devices in the bedroom ✓Share with them whatever concerns you and teach them to do the same	✓Find a way to be involved in what your children do with their devices ✓ Let them know your friends and know theis ✓Discuss about what you do with friends online and what they do when they are together	✓Talk with your child regularly ✓Discuss what programs, games and apps they watch or play during the day ✓Remind them of media literacy basics ✓Educate them to think critically	REMEMBER: ✓You still need to set a plan of media use ✓Arrange a lot of exercise non-screen time during the week

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WE ARE ALL ATTRACTED BY OUR PHONES

✓ Smartphones give as a ... reward every time we use them: a message, a piece of information, an update, etc.

✓ This reward releases dopamine in the brain that causes pleasure.

✓ This feels good so we want to repeat the condition that is boosting our chemistry towards pleasure.

✓ The addictive characteristic in this behavior is that our brain lives with the neurobiological expectation that a reward is coming soon

✓However, we do not know exactly when (and if) the reward will come, and this is why we keep trying to get it...

✓Watch this video: https://www.youtube.com/watch?v=NUMa0QkPzns

Be aware of your self image

Body image

Perceptual body image (how you perceive your body)

Feelings

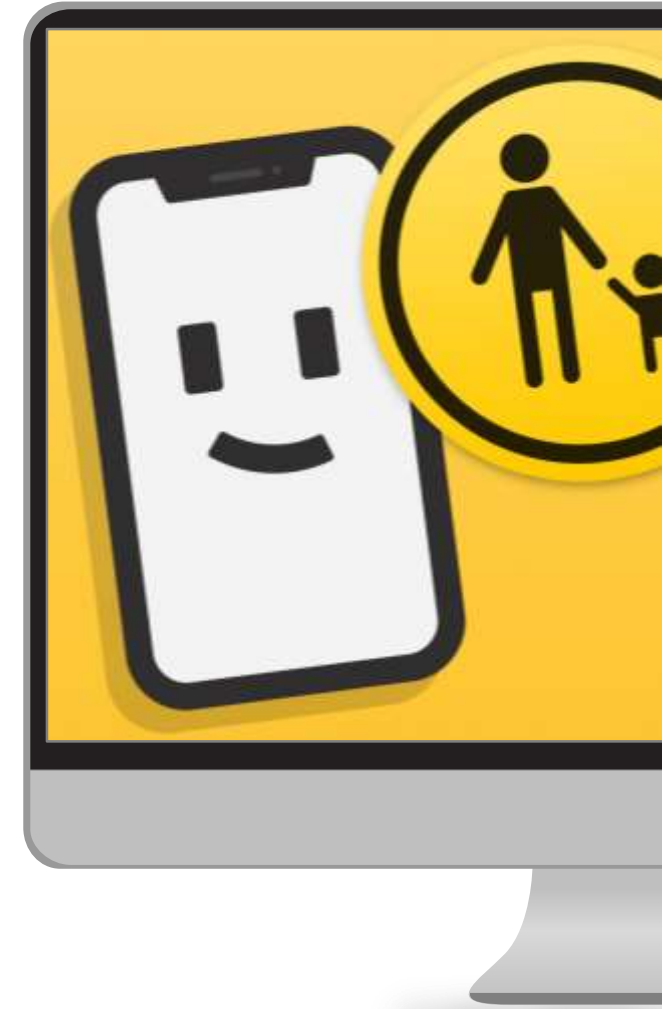Affective body image (how you feel about your body)

Ideas

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

Behaviour

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

STEREOTYPES

Set ideas people have about what someone or something

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

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

STEREOTYPING FOR SURVIVAL

✓ To survive in the jungle we need to judge everything quickly, on first impressions, based on similar experiences that we have had before, and act accordingly.

✓ A stereotype enables us to respond rapidly to situations, by having similar experience in the past. We recall the experience when it's a matter of life or death.

✓ Human brain has a face-processing area, which is conditioned to focus on faces more than anything else and decide responses.

✓ Humans, as ultra-social species, need to quickly assess whether someone is friend or foe

✓ We also judge whether others are about to help or hurt us

✓ Quick-judgment is important survival skill

MEDIA & GENDER IMAGE

Can media influence perception of social gender?

Girls VS Boys:

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

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

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

WHEN STEREOTYPES CAUSE PROBLEMS

✓ Stereotypes cover racial groups, political groups, genders, demographic groups, religious groups or activities.

✓ Some are generally accurate while others less so, while most change in time.

✓ From an early age children establish cultural stereotypes about various social groups.

✓ Even with progressive parents, kids see many stereotypes around: school peers, mass media, or the surrounding pop culture.

✓ Imbalance in the perceived stereotypes can lead to prejudice.

WHEN STEREOTYPES CAUSE PROBLEMS

✓ Teens like to be popular, and they care a lot about their appearance and how others perceive them.

✓ They try to build their identity - both in real life and online.

✓ Parents cannot provide a model of how to look cool, so they turn to mass media for ideas about how they should look and act.

✓ They also care about what their online (invisible) audiences.

✓ This kind of fame can cause misperceptions: girls feel pressure to look good or even "sexy" online; boys compete against celebrities to look and act "like a man".

DIGITAL MEDIA & BODY IMAGE

Media can influence body image

In a positive manner:

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

In a negative manner:

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

Typical gender stereotypes

Power

Men are strong and powerful and women are weak and dependent

Brains

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

Sports

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

Beauty

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

A HEALTHY SELF IMAGE

✓ A person's self-image is a mental representation of oneself, like a picture in the mind.

✓ This representation shows us both as a physical body and as an individual with a personality.

✓ When we think about ourselves, we have a certain idea of our body in our mind, along with specific feelings.

✓ A "healthy body image" means that "we see" ourselves as we really are and we have positive emotions for our body and we feel comfortably in our skin.

CRIMINAL STEREOTYPES

Control the content your child can access

✓ Many online games are full of violence, negative messages and deviant behavior

✓ Media have been associated with criminal stereotyping

✓ Violence on media has been associated with teens' behaviors, like high school shootings or the cases of teens that have re-enacted the death of George Floyd on Snapchat and were arrested (June 2020) .

✓Context and circumstances certainly play their role, but video games seem that can contribute to typifying violent behaviors.

✓ However, there is no yes-no answer to the question correlating media violence with particular types of aggression.
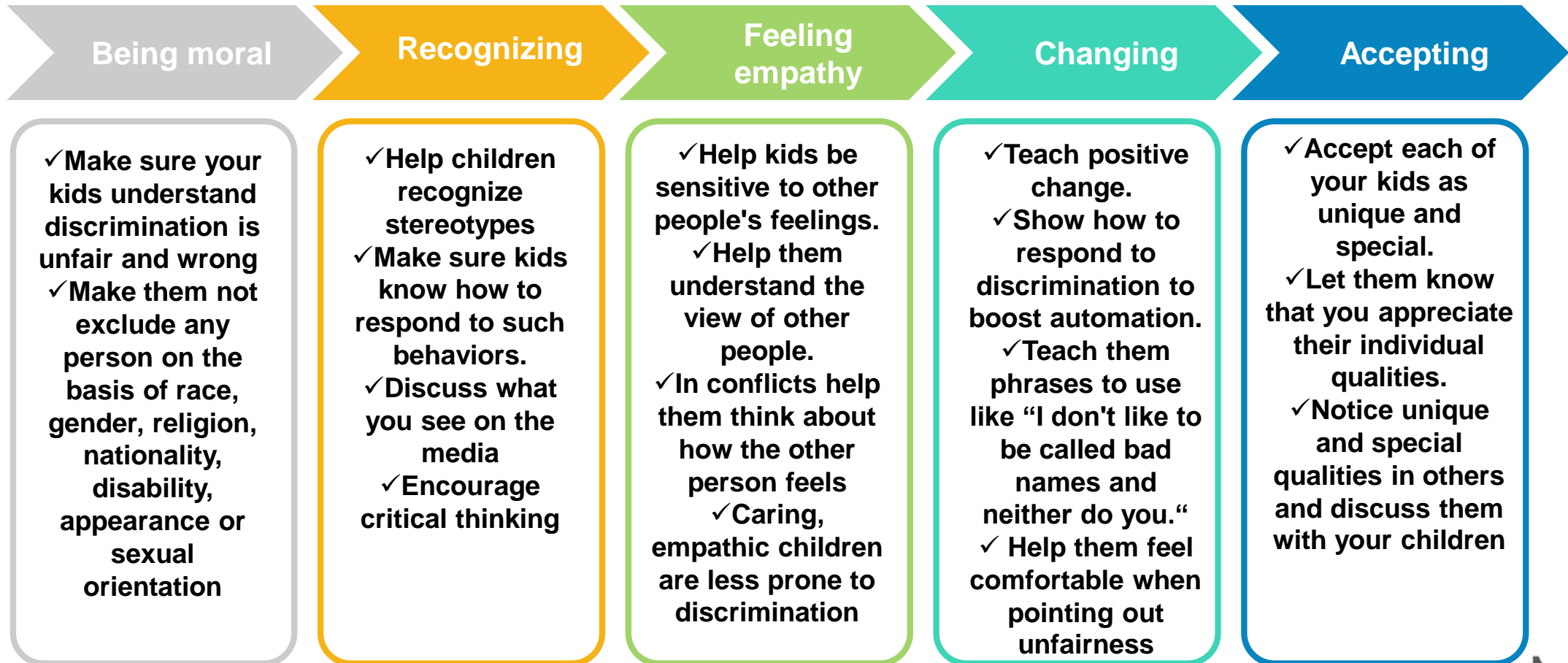
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STEREOTYPES…

… can lead to prejudice and biased behavior

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

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STEREOTYPES: WHAT PARENTS CAN TEACH

Being moral	Recognizing	Feeling empathy	Changing	Accepting
✓Make sure your kids understand discrimination is unfair and wrong ✓Make them not exclude any person on the basis of race, gender, religion, nationality, disability, appearance or sexual orientation	✓Help children recognize stereotypes ✓Make sure kids know how to respond to such behaviors. ✓Discuss what you see on the media ✓Encourage critical thinking	✓Help kids be sensitive to other people's feelings. ✓Help them understand the view of other people. ✓In conflicts help them think about how the other person feels ✓Caring, empathic children are less prone to discrimination	✓Teach positive change. ✓Show how to respond to discrimination to boost automation. ✓Teach them phrases to use like "I don't like to be called bad names and neither do you." ✓ Help them feel comfortable when pointing out unfairness	✓Accept each of your kids as unique and special. ✓Let them know that you appreciate their individual qualities. ✓Notice unique and special qualities in others and discuss them with your children

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Any questions?

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Take a quick yes/no quiz

Do stereotypes equal prejudices?

Are stereotypes always negative?

Are teens always influenced by media about their self image?

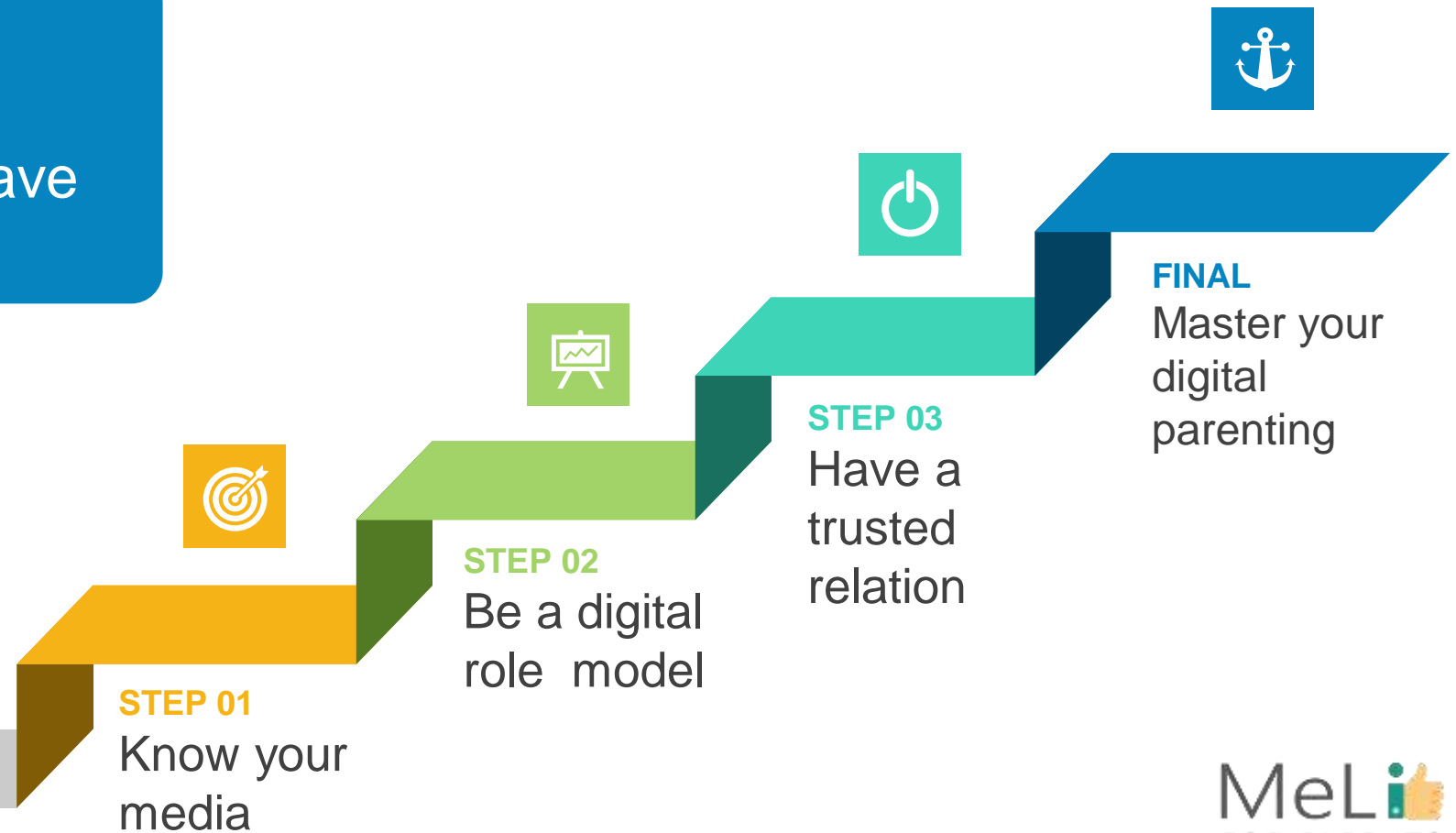Can you recognize stereotypes on media and teach your kids how to respond?

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Yes/No quiz

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

STEP 01
Know your media

STEP 02
Be a digital role model

STEP 03
Have a trusted relation

FINAL
Master your digital parenting

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NEXT UNIT PREVIEW

After you master the basics

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

DIGITAL LIFE

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

Know the media

Build trust

Educate

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Media Literacy for Parents

Learning Unit I.1.2: Cyber Security Intermediate

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

Contents

Cyber Security Intermediate

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

A **Secure browsing and communications**

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

B **Mobile device security**

1. Device awareness
2. Locking your device.

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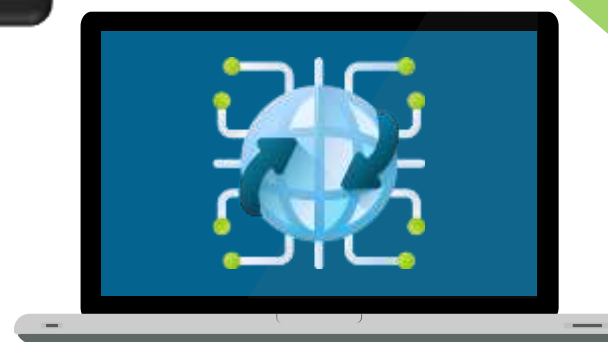
I.1.2.A
Secure
browsing and
communication

1. Ad blockers

What is an ad blocker?

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

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

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

1. Ad blockers

What are the forms of Ad blockers?

- Plug-ins for internet browsers, where we simply add a tool on the browser of our choice.

- Standalone apps for ad blocking, where we need to install a separate app that takes care of ads.

- Browsers with built-in ad blockers, where we simply download the new browser and do our thing without a worry.

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Reasons to use ad blockers

1. Safer browsing

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

2. Faster browsing

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

3. It can save you money

If we're using your phone to browse the internet, chances are we're not always on Wi-Fi, but we also use your mobile data.
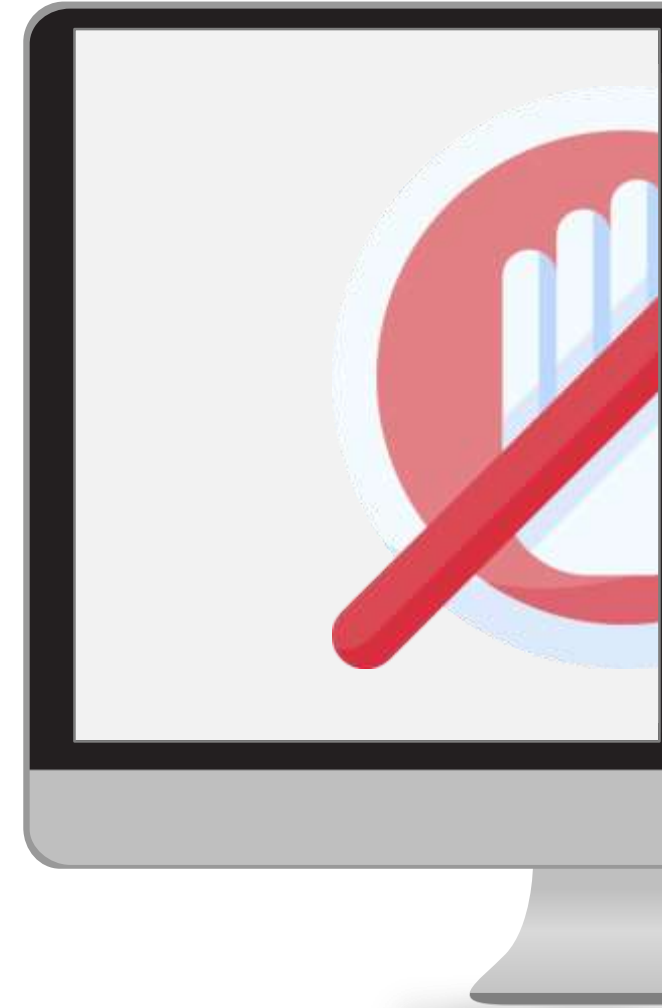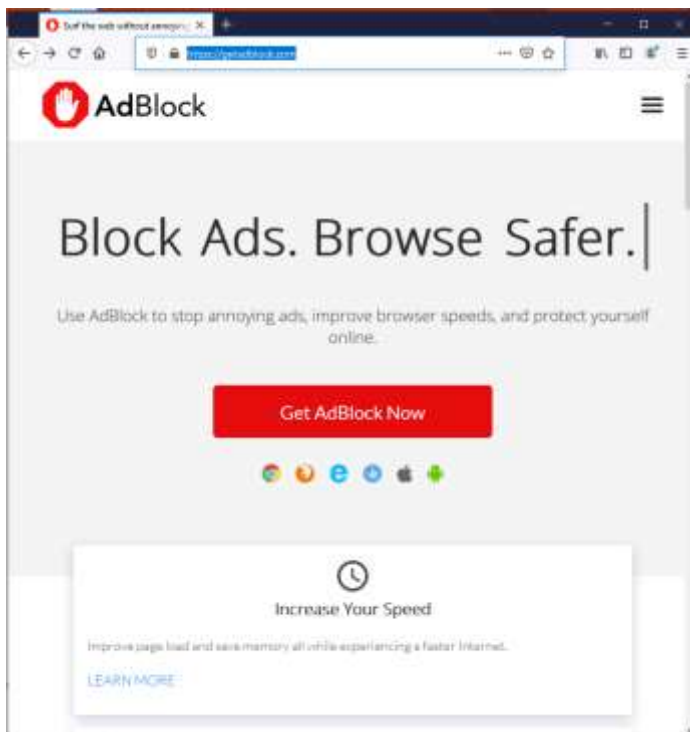
How to install a plugin ad blocker
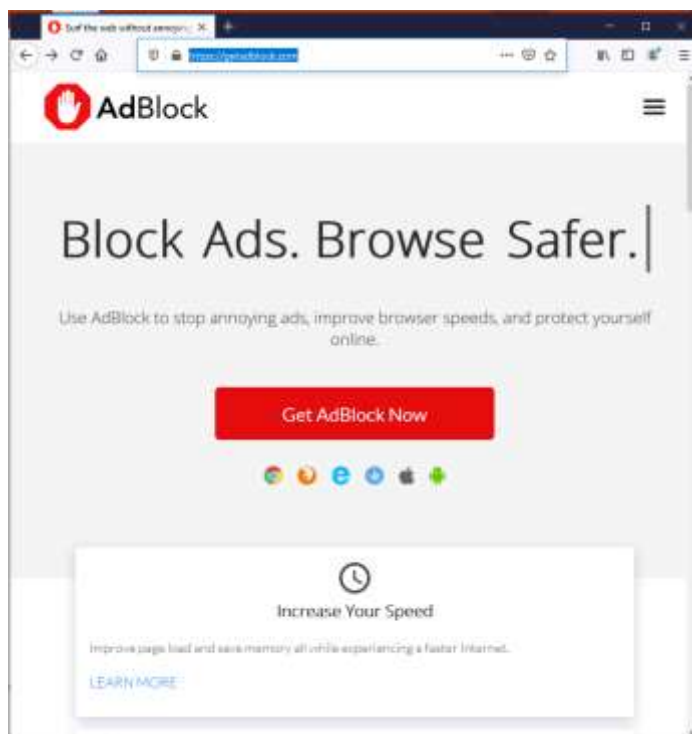
- **The easiest ad blocking solution is to install a plugin, or an add-on for the browser we are using.**
- Most such plugins are compatible with most popular browsers, such as *Google Chrome, Mozilla Firefox and Microsoft Edge.*

How to install Ad Block

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

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Browsers with built-in ad block

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

Opera

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

Brave

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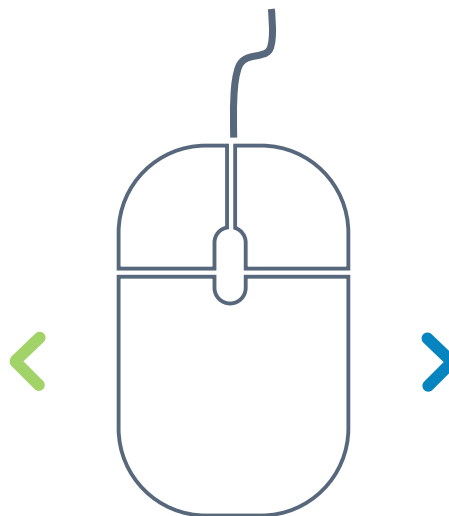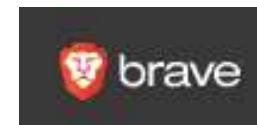
Examples of browsers with built-in ad block

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Standalone ad block

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

AdFender	AdGuard
• Filters various types of content from web pages • Prevents certain information from going out to web servers. • Filtered content saves us valuable time and bandwidth and enhances our online privacy. • Ad Fender has a free version with limited features.	• AdGuard is a multipurpose tool that combines all necessary features for the best web experience. • It blocks ads and dangerous websites. • It protects our children when they are online.

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2. Public Wi-Fi Networks

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

But why are public networks so risky?

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

How to stay safe on public Wi-Fi networks

What **NOT** to do

❖Do not allow your Wi-Fi to auto-connect to networks

❖Do not log into any account via an app. Instead, go to the website and verify it uses HTTPS before logging in

❖Do not leave your Wi-Fi or Bluetooth on if you are not using them

❖Do not access websites with sensitive data, such as financial or health records.

❖Do not log onto a network that isn't password protected.

How to stay safe on public Wi-Fi networks

What to DO

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

3. Emails and attachments

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

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

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

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

How to spot suspicious mail

1. The sender address is not quite right

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

2. The sender doesn't seem to know you

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

3. Any embedded links will have weird URLs

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

4. The language, spelling and grammar seem off.

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

5. The content is weird or hard to believe.

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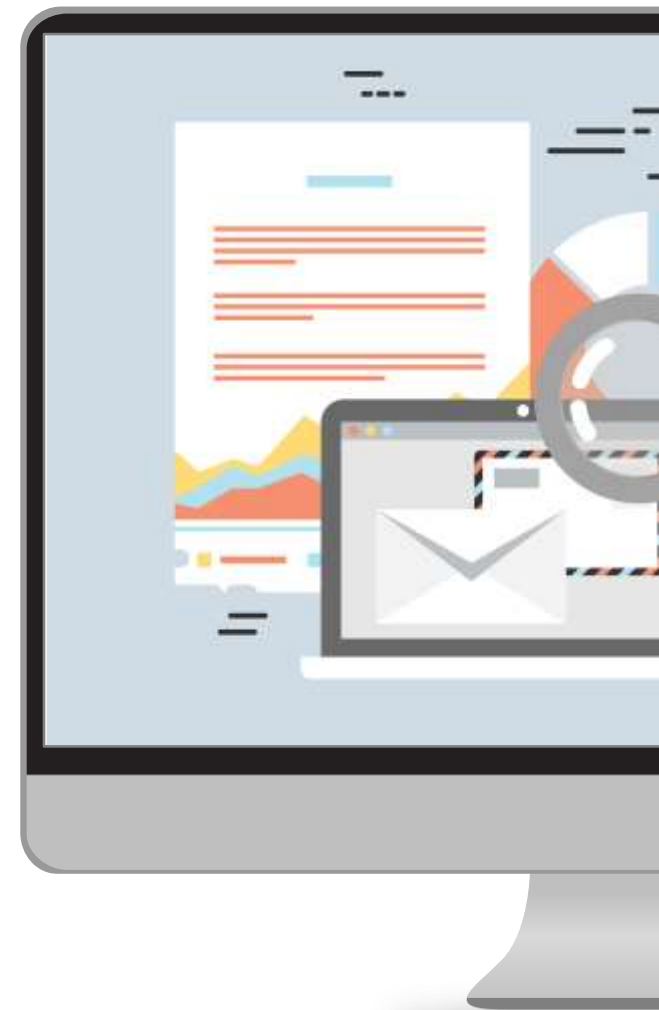
What to do with suspicious mail

1. **Do not open it**

2. **Do not respond to it**

3. **Delete it**

4. **Report it**

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I.1.2.B

Mobile device
security

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1. Know where your devices are

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Keep your mobile devices close

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

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

Ways to keep your devices safe

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

Lock your home screen

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

Use caller protection apps

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

Device security

Do not charge your phone in public ports

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

Turn off your Bluetooth and Wi-Fi off when not needed

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

Ways to lock your phone

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

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

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

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

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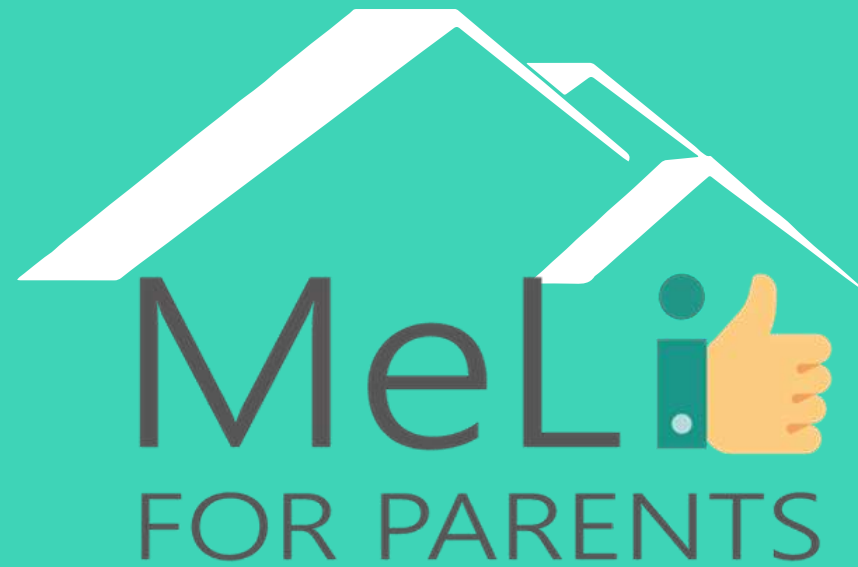❖ Aisch, G. (2015, Oct. 1). *The Cost of Mobile Ads on 50 News Websites.* https://www.nytimes.com/interactive/2015/10/01/business/cost-of-mobile-ads.html

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