

LESSON PLANS THE NETHERLANDS

LESSON 1: TOGETHER ON THE INTERNET (PARENT-CHILD ACTIVITY)



LESSON PLAN STRUCTURE

Introduction

Lesson objectives

Types of activities

Description of activities

Evaluation of activities

The Northwest Brede School asked Mira Media to develop a course for parents and young children in the field of digital literacy. The goal was to introduce parents and their children to the possibilities surrounding digital literacy in an accessible way.

INTRODUCTION

Parents are often especially anxious about (the dangers of) social media and media. With this course, parents will also see the other side: how you can use digital resources or toys to give children digital skills at a young age. In addition, there is room in the course for tips on media education.

Lesson structure

The parent-child course consists of 6 lessons/meetings.

Three organizations participated in the implementation and co-development of the pilot series that took place in 2019:

- Utrecht Library (implementer, co-developer of language-digital component),
- Roboschool (implementer, co-developer of programming for 3-7 year old),
- CoderJook (performer, co-developer of unplugged and digital programming part).

Mira Media was responsible for coordination and ensured that the offer had a coherent and clear structure.



LESSON OBJECTIVES

Parents and their children learned:

- How to **link language to digital elements** (for example, first read a booklet, then solve an assignment on the tablet based on the story);
- Which (free) **educational apps** are available to young children and how to use them optimally;
- How the child can **get started with digital literacy** from an early age, in an accessible way;
- How parents can **guide** their child through this process;
- How to come to **an agreement** about media use at home;
- Where parents can go with **questions** about media education and/or digital literacy.

TYPES OF ACTIVITIES

The course consists of two parts:

1. Activities related to digital literacy that parents carry out together with their young child (4-6 years old);
2. Media education tips for parents based on the media diamond.

DESCRIPTION OF ACTIVITIES

This is how the meetings were structured:

Meeting 1: Getting acquainted with and programming with B-Bot

Meeting 2: Programming assignments with Cubetto and B-Bot

Meeting 3: Unplugged programming

Meeting 4: Trying out the free educational apps

Meetings 5 and 6: Digital picture books + processing order

EVALUATION OF ACTIVITIES

We reached the following recommendations for future courses:

Recruitment of parents: because the children are still young (between 4 and 6 years old), it is especially important to make the parents enthusiastic about the course when recruiting. The most effective way is coming into class once and doing an assignment with both the children and their parents (e.g. immediately when the school day begins). This gives parents a better picture of the course and the person who gives the course. In turn, this lowers the threshold for parents to sign up.

The location: the recruitment for participants was done at 2 of 3 schools. The course took place at 1 of the 3 (neighborhood) schools. We noticed that this there was a barrier for parents and children from other schools to come to that school. A neutral location (such as the library) could be a good location for the course.

The trainer, teacher: It is important that there is only one (fixed) person during the 6 meetings. Parents indicate that they find this pleasant for their child, and it helps them have a single point of contact for questions.

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LESSON 2: CYBER PARENTS



LESSON PLAN STRUCTURE

Introduction
Cyber parent profile
Training structure
Learning objectives
Description of activities
Evaluation of activities

Cyber parents are parents who make an active effort within and outside the school (within their community) to reach and guide other parents.

Cyber parents also guide children in the acquisition of digital skills both at school and outside the school.

INTRODUCTION

Cyber parent profile

Cyber parents are second and third generation parents who **have the skills** to identify problems from within the communities in a timely manner and to support other parents. Where necessary, cyber parents can refer other parents to professionals in their own neighborhoods.

Cyber parents also **receive continuous training** at an intercultural level, so that they are able to support and guide parents who encounter problems or have questions.

The cyber parent **stays in close contact** with other parents to help and guide them with respect to the dangers and risks of media use by their children. On the other hand, cyber parents can also guide the parents and help them develop their own digital skills.

TRAINING STRUCTURE

In principle, a cyber parent training consists of **six sessions** in which various media literacy themes are discussed (for example, online privacy, the benefits and dangers of social media, active media education and ICT).

Participants learn how to **support other parents** with respect to these themes. At the same time, trainers seek to find out more about the expertise and interests of the participants.

The meetings are supervised by **a media coach** from Mira Media. Parents can use the skills and knowledge they acquire with their own children, as well as with other parents. This could be at school, in the neighborhood or at the mosque, for example.

After these six training sessions, parents receive a **cyber parent certificate**.

In a separate follow-up session, participants, together with the school or a neighborhood partner such as DOCK, explore different possibilities to become involved as a cyber parent at school or in the neighborhood. A joint plan approach is drawn up with activities that will be continued jointly or alone.

A group of cyber parents consists of approximately 8 to 12 parents.

LESSON OBJECTIVES



Cyber parents are parents who have received training from Mira Media so that they:

- Can act as an ambassador and **source of information** on the theme of media education for other parents;
- The professionals from the neighborhood or from the school can **advise and support** in the development of activities in the field of media education;
- Can **act as a bridge** between parents and school, between parents and parents and community professionals and care institutions;
- **Organize activities** for parents in the field of media education.

Definition of a Cyber Parent

There are several levels at which a cyber parent wants to go the extra mile:

1. Making tea during a school meeting;
2. Committing as a volunteer at the library;
3. Organizing a meeting for other parents at school;
4. Informing and educating other parents (peer-to-peer education)



DESCRIPTION OF ACTIVITIES

MEETING 1

Topic

1. Introduction to the digital world
2. Collecting questions and discussing the wishes of the group

Content

Discussions about:

- participants' expectations
- participants' own media use
- the digital world
- the importance of media education
- 21 century skills

Types of activities

Interactive

Repositioning

Quiz prior knowledge

MEETING 2

Topic

Time commitment online + website for material creation

Content

- How do young children, teens and adolescents use the internet? What can they encounter?
- When can a screen become addictive?
- How do you deal with this?
- Suitable apps by age

Types of activities

Interactive

Repositioning

Videos

Actively allow things to be done on computer (making a website)

Construction of Media Diamond

MEETING 3

Topic

Online privacy

Content

- What happens to data when installing an app?
- What do and don't you share online?
- How do you discuss this with your child?

Types of activities

Installing of an app – videos

Active on the computer, tablet or smartphone

MEETING 4

Topic options

1. Cyberbullying, sexting and grooming
2. Preparation of last two meetings
3. Computer/programming

Content

- Oversharing
- Identity
- Unwanted contact (grooming, chat roulette, in-game chat)
- Online resilience
- Preparation of meetings 5 and 6 (developing ideas and activities)

Types of activities

Suggestions

Case studies

Computer activities

MEETING 5**Topic**

The role of the cyber parent within their own network and community

Content

- Conclusions
- The importance of media education
- Develop own ideas/activities
- Preparations for meeting 6

Types of activities

Computer activities

Develop ideas/activities for your own network in small groups

MEETING 6**Topics**

1. Own presentation (perhaps in a group)
2. Agree on follow-up / implementation of ideas
3. Issue certificates

Content

- How can we follow up on our own ideas and carry out activities in the neighborhood?
- The teacher or social broker is present and offers suggestions.
- Presentation of certificates

Types of activities

Presentation by parents

Conversations

Plenary closure

EVALUATION OF ACTIVITIES

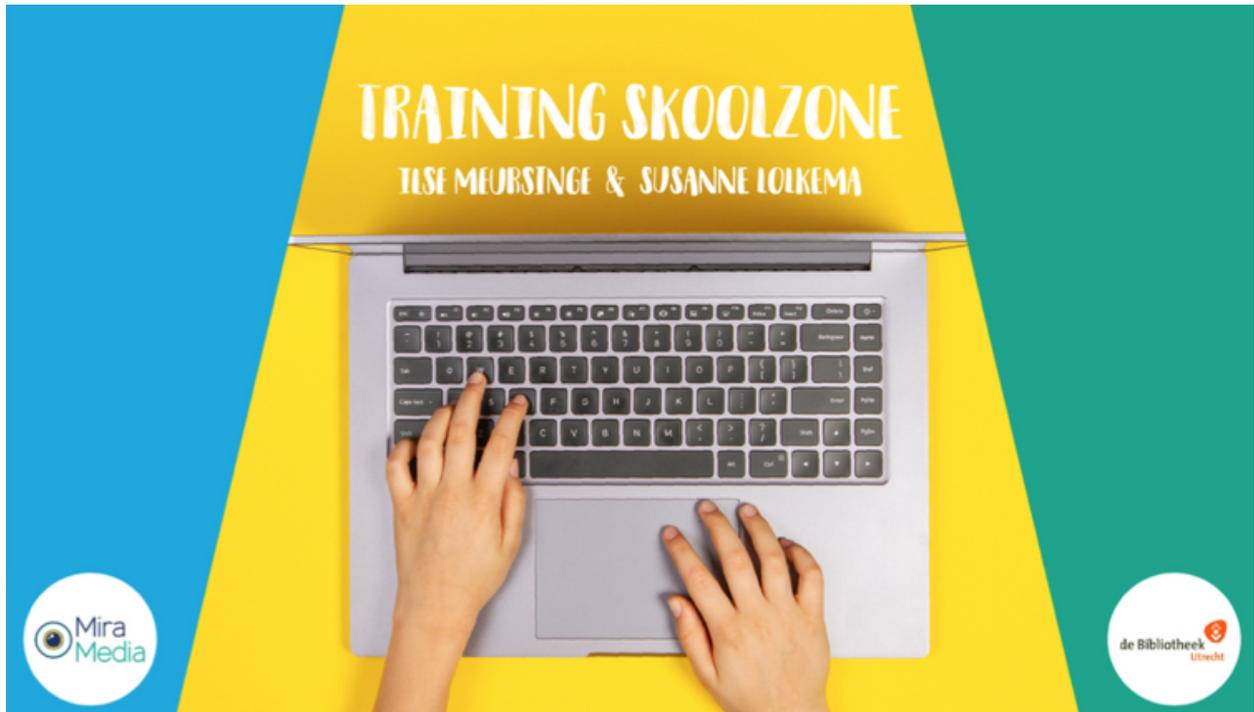
Last year, three cyber parent programs were started in three different disadvantaged neighborhoods.

The reason why parents participate in the training in the first instance is due to personal interest. They often find it **difficult to deal with the media behavior** of their children at home. They are also concerned and looking for tools and guidance.

The step to support and advise other parents afterwards is a big one. We therefore notice the challenge of maintaining contact with the cyber parents after the 6 meetings. It is important and necessary for a social broker or school to **stimulate and motivate parents** after the 6 meetings are over to actively work as a cyber parent.

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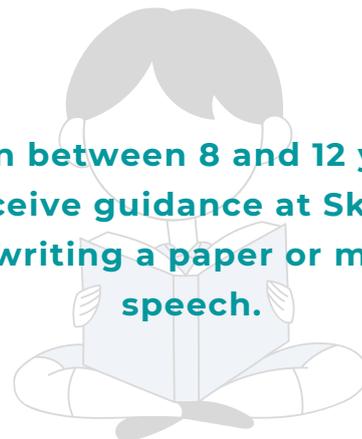
LESSON 3: SKOOLZONE



LESSON PLAN STRUCTURE

Introduction
Learning objectives
Training structure
Description of activities
Evaluation of activities

Children between 8 and 12 years old can receive guidance at Skoolzone when writing a paper or making a speech.



INTRODUCTION

The Utrecht Library has a Skoolzone at three locations in Utrecht. This is a place with a number of computers and spaces to write a paper and read a book. Library staff offer support with writing the content, but also with using Microsoft PowerPoint and Word.

With this training, the **library employees** update their knowledge in the field of basic ICT skills, information skills and media literacy.

Employee profile

In 2018, two surveys were conducted among employees of the Utrecht Library about Skoolzone. These studies showed that staff would like to take more training courses in order to properly supervise children during the Skoolzone.

It turned out that the current employees **did not have enough knowledge** of software such as Word or PowerPoint (basic ICT skills). They wanted to learn how to better use search engines such as Google and how to check sources (information skills). In addition, they wanted to learn about what is going on in the online environment of the target group (media literacy).

The employees **had never received training** on how to supervise children at Skoolzone. Up to that point, they had done everything using their own knowledge acquired in their own time.

These two trainings had to **provide the basic knowledge and skills** needed to support children during the Skoolzone.



LESSON OBJECTIVES



At the end of the training, the Library staff will have the following skills:

Training 1: Media literacy and information skills

- Are aware of the four pillars of **digital literacy**;
- Know which **themes** are relevant to media literacy;
- Know where to find more **information** if children have questions about cyberbullying, privacy and social media;
- Know what **fact-checking** entails and can support the children in checking sources;
- Know how to use a **search engine** and can support children in finding the right information;
- Can combine **online and offline sources**;
- Have a list of **reliable websites** for input for the children's papers and presentations.

Training 2: Basic ICT skills

- Know the basics of Microsoft Word and PowerPoint;
- Can help children with the basics of **formatting a document** in Word and PowerPoint;
- Can use the self-designed **manual** during Skoolzone interactions.



TRAINING STRUCTURE

The training took place over two sessions. The first session focused on media literacy and information skills. The second session focused on basic ICT skills.

Training session 1: Media literacy and information skills

During the introduction round, the team talked about their own internet use and skills. After an explanation of the new curriculum and the importance of digital literacy, we started with the topic of **media literacy**.

The following themes have been discussed: social media, advertising literacy, fake news, online privacy, cyberbullying, sexting, fake profiles, hate speech, games, addiction and YouTube influencers. The concept was explained for each theme, examples cited and a link was made with news and examples from practice/Skoolzone.

Two topics have been highlighted:

- cyberbullying with a quiz, tips on how to spot it and tips on how to solve it;
- privacy, with tips that employees can give to the children about safe use of social media and using a secure password.

During the second part of the morning, the employees checked whether a number of facts were correct. Based on their search strategy, more was explained about **information literacy**. The second part of the training is partly based on the "Smarter Search" developed by the KB. Using the theory, the employees looked up reliable websites that they could give to the children to find information for their presentation and speaking engagements.

Training session 2: Basic ICT skills

In the second training, employees **developed two manuals**, namely:

- a manual for making a presentation in Microsoft PowerPoint
- a manual for making a report in Microsoft Word

Each of these manuals contains:

- six questions that employees can ask in order to obtain the correct information;
- an explanation about the structure of a report or presentation;
- six tips for designing the report in PowerPoint and Word;
- at least two YouTube tutorials.

While the manuals were being written, the trainers from Mira Media walked around to explain how the software works.

DESCRIPTION OF ACTIVITIES

MEETING 1

Topic

1. Proposal round with link to own internet use and skills
2. Introduction of digital literacy
3. Media literacy
 - Quiz: Cyberbullying
 - Privacy: Tips for Kids and Password creating
4. Fact check assignment
5. Information literacy

Content

Media literacy: social media, advertising literacy, fake news, online privacy, cyberbullying, sexting, fake profiles, hate speech, games, addiction and YouTube influencers.

Information skills: searching skills, reliable sources, making a combination of online and offline sources

Types of activities

Interactive
Suggestions
Kahoot quiz
Short videos

MEETING 2

Topic

1. Starter: bingo about your media behavior
2. Review of previous training with quiz
3. Writing a manual for Word and PowerPoint
4. Presenting the manual

Content

Basic ICT skills

Make a manual/step-by-step plan for making a good presentation in PowerPoint and a report in Word) Suggest tips to guide children in these activities.

Types of activities

Interactive
Menti quiz
Writing manuals in Word and PowerPoint

EVALUATION OF ACTIVITIES

The training courses were valuable for the employees. This was the first training that the employees received related to Skoolzone. There was still little knowledge about digital literacy, but during the second training it became clear that much had lingered from the first training.

During the first training, the need for the second training was also raised. As a result, the second training was in line with the questions of the employees. It became clear, however, that there is a large difference in level between employees and that these training courses are needed more often.

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LESSON 4: ONLINE NEIGHBOURHOOD MEDIATORS



LESSON PLAN STRUCTURE

Introduction
Cyber parent profile
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Lesson objectives
Types of activities
Description of activities
Evaluation of activities

The online neighborhood mediators project is a joint project of the Peaceful neighborhood, Mira Media and the Utrecht Library. The project was developed together with DOCK in Overvecht (www.wijkmediatoren-overvecht.nl) and is being rolled out to other neighborhoods in Utrecht.

INTRODUCTION

As part of the Peaceful neighborhood program, school mediators from group 8 are trained to become **neighborhood mediators** in Overvecht every year. They work at school and in the Peaceful neighborhood to prevent and resolve conflicts. They receive training for this and are allowed to practice in the neighborhood at Peaceful organizations.

Why we need this project

In recent years, the digital world has become a living environment where children naturally grow up. An important goal of the Peaceful neighborhood is to connect the **various living worlds of children**. That is why it is important to bring the pedagogical principles of Vreedzaam to their attention online as well.

Despite the fact that children and young people are growing up using digital media and are often online, this does not mean that they know how to deal with digital media in a positive way. In practice, this is often incorrectly assumed.

The anonymity of the online world can lead to **undesirable behavior**. Peaceful attitudes and skills taught at school and encouraged and applied in the neighborhood are not yet self-evident online. We are responding to this with the project/course for online district mediators.

TRAINING STRUCTURE

The online neighborhood mediators course consists of 7-8 meetings in the neighborhood library. Children come here every two weeks or monthly with a social broker from DOCK and a media coach from Mira Media or from the library.

During the course, the children (together with the media coach and DOCK) investigate what is going on online and make videos, blogs and posters about it. These contributions can be found on the project website ([CLICK TO OPEN](#)) together with tips and references to more information.

The intention is to create **a website for each neighborhood** and to actively bring the website to the attention of the neighborhood schools.

Teachers can then **use the content in class**. Online neighborhood mediators can be invited to give a presentation at their own school, and possibly at other schools in the neighborhood.

LESSON OBJECTIVES



During the course/training, children learn how to:

- Have a voice and feel co-responsible for **resolving (online) conflicts** in the neighborhood;
- Investigate what is going on online and what **effects** this has online and offline
- Practice their **mediation skills**;
- Become aware of their own **(social) media behavior**;
- Make an active contribution to **co-managing** the website;
- Make the neighborhood mediators **visible and accessible** to children, parents and professionals in the neighborhood;
- Use the website created within the Community School and/or in the neighborhood to discuss and stimulate **peaceful online behavior**.

Other project goals:

In addition to developing the skills of children, the pilot in Overvecht also has the following objectives:

- Creating a **sustainable and peaceful online platform** that can also be used in other Utrecht neighborhoods;
- Developing a **transferable training program** for Peaceful Online Neighborhood Mediators;
- Integrating **digital citizenship** in the training programs for the (neighborhood) mediators in Vreedzaam.



KEY LESSON STEPS

In each meeting, under the guidance of a media coach, attention is paid to the following:

- What kind of **online conflicts** have you encountered? What is going well?
- Where can you find tips to **resolve or prevent** this conflict?
- How are we going to **make these tips known** in the classroom/neighbourhood?

Before the training, there is a general training for all district mediators, and recruitment online district mediators.

Meeting 1 - Introduction, division of tasks; making a proposal video per mediator.

Meeting 2 - Discuss what is going on online; design/adapt the website

Meeting 3 - Discuss what's going on online; create a video, vlog or blog with tips.

Meeting 4 - Discuss what is going on online; create video, vlog or blog with tips; update the website.

Meeting 5 - Devise a campaign to draw attention to the website; evaluate what is needed.

Meeting 6 - Thinking up the next step; preparing the presentation.

After the last meeting, there is a presentation of the project and the website in the classroom/district.



PROJECT EVALUATION

The evaluation showed that the project is a good addition to the current approach of the Peaceful District and can also establish a good connection between extracurricular activities and the school program. A number of observations are essential to make the project/training as sustainable and effective as possible:

- Content context remains **Peaceful neighborhood**; we also want to teach children how to interact peacefully with each other online.
- **The location** for carrying out the following processes must be a neutral, safe and peaceful place in the neighborhood, such as a community center or the library.
- **Online signaling**: The media coach (and possibly social broker DOCK) should also keep an eye on what is going on online during the period so that this can be included and discussed during the meetings.
- Meeting **every two weeks** works better than monthly to keep contacts warm.
- Children are more likely to quit if there is a lot of time in between meetings.
- It is essential that **schools and a neighborhood organization** (such as DOCK) are involved in order to (continue to) provide a platform for the online neighborhood mediators.
- During the lessons of the Peaceful school, the training for schools (teachers) and district and parent mediators, more attention should also be paid to the **online world**.
- More attention should be paid to the **transition from primary to secondary education**. The children are district mediators and online mediators in group 8, but then go to secondary education. It would be nice if there was continuity. This requires cooperation with youth organizations, for example.
- Remain critical of the **role of the website**. Is it a platform on which to place material? Or do the online neighborhood mediators, teachers, neighborhood professionals really use it at school?