



Curriculum of MediaParents Online eLearning



Development of a training concept for the realisation of topic-related and target group-oriented eLearning courses to qualify as MediaParent consultants in the form of a curriculum.

Intellectual Output 1



MediaParents-Consortium:



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

About the Project

Media literacy is a key competence in a society in which everyday life and the world of work are significantly shaped by digitalisation. Dealing with digital media is part of the everyday life of European families today, also and especially in rural areas. The relevance of the use of digital media for a child or young person and the direction in which media use develops depends largely on the parents' media education.

Adults often confuse technical operating competence with comprehensive media competence. However, children and adolescents need support above all in selecting media content as well as in processing and regulating the time of use. The aim of the project is therefore to empower parents to deal with the topic and to inform them sufficiently. One way to support parents in their media education task is through topic-related and institutionally detached parents' evenings. In this way, media education knowledge and practical guidelines can be conveyed in a way that is suitable for everyday parenting at home and can be worked out in a joint exchange.

Through international cooperation, the MediaParents project develops content that enables adults with different professional backgrounds, such as educational professionals, to further educate themselves on the topic and then conduct media education parents' evenings.

The first step of the project is the development of a training concept in the form of a curriculum (Intellectual Output 1 (IO 1)), which serves as the basis for the development of online courses to qualify as MediaParent consultants. 17 courses were developed and included in the curriculum. The course contents were defined and divided into short, easily accessible training units. Learning outcomes were also formulated. The large number of courses makes it possible to develop specific offers on diverse topics from the everyday media life of parents and children. This can increase the motivation to participate in a parents' evening. It also makes it easier for the future MediaParent consultant to specialise in target groups. The structure and approach of the curriculum are transferable to other projects and can be used by other educational institutions

Table of Content

Curriculum of MediaParents online e-learning – Intellectual Output 1.....	3
Training Goal:.....	3
Training Target Group:.....	3
Course 1: General basics.....	4
Course 2: Media habits.....	8
Course 3: Advertising and young children.....	11
Course 4: Media characters.....	14
Course 5: Games / Creative media work.....	17
Course 6: Media habits.....	19
Course 7: Advertising and children.....	22
Course 8: Media characters /celebrities.....	25
Course 9: Internet and Big Data.....	28
Course 10: Social Media and Instant messaging.....	32
Course 11: Games / Creative media work.....	36
Course 12: Media habits.....	39
Course 13: Advertising.....	42
Course 14: Media characters /celebrities.....	45
Course 15: Internet and Big Data.....	48
Course 16: Social Media and Instant Messaging.....	52
Course 17: Games / Creative media work.....	56

Curriculum of MediaParents online e-learning – Intellectual Output 1

Training Goal:

This online training aims to train adults with any professional background to become MediaParent consultants. MediaParent consultants are finally able to independently offer topic-related media-pedagogical parents' evenings in educational institutions (e.g., schools or ECEC centres) or children's and youth leisure facilities either on-site or online.

The training has 17 courses, with course 1 covering the general basics of running a parents' evening and the basics of media education. Course 1 is considered a mandatory course and the main qualification to become a MediaParent consultant. It is NOT intended to be used to conduct a parents' evening with the contents and materials taught.

Courses 2-16 are elective courses and address various media education topics, whereby the content of the courses takes into account the age of the children in media education. On the one hand, the courses impart knowledge on the topic for the participant who is training to become a MediaParent consultant, and on the other hand, they provide tips and materials for conducting a parents' evening on the corresponding topic.

In order to successfully graduate as a MediaParent consultant, the mandatory course 1 and at least one course from the elective area must be completed.

Training Target Group:

The training is aimed at adults with tangential professional backgrounds (e.g., lecturers, social workers, educators) or adults with any professional background who are interested in offering a media education parents' evening either on-site or online for parents.

Mandatory course:	
Course 1: General basics	
Course description	<p>Course 1 covering the basic knowledge for running a parents' evening and the basics of media education. Course 1 is considered a mandatory course and provides key qualification to become a MediaParent consultant. It is NOT intended to be used to conduct a parents' evening with the contents and materials taught.</p> <p>The course deals with the general basics of media educational work with parents, planning and implementation of media educational parents' evenings and teaches the basics of media education and media literacy. It gives an overview of media use behaviour in families and among children and young people and draws attention to risks and opportunities through digital media use. Furthermore, the course gives an overview of the most important laws and children's rights in relation to digital media and deals with different conflict situations that can occur during a parents' evening and their solution strategies. Finally, the course presents the most common questions parents ask about media education and gives possible suggestions for answers.</p> <p>The course is divided in modules and makes it possible to offer and conduct media educational parents' evenings at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of six modules, which include tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Media Educational Parents' Evenings</i> (Section: Media Educational Cooperation with Parents; Section: Goals of Cooperation with Parents; Section: Basic Principles of each Parents' Evening)</p> <p>Module: <i>Planning a Media Education Parents' Evening</i> (Section: Choosing a Date, the Time Frame and the Number of Participants; Section: Room Layout and Technology; Section: Choosing topics and invitations; Section: The Role of the Lecturer; Section: Culturally Appropriate Media Educational Work; Section: Public Relations; Section: Additional Materials: Checklists, Planning Sheet, Templates)</p> <p>Module: <i>Conducting a Media Educational Parents' Evening</i> (Section: Welcoming and Getting in the Right Mood; Section: Introduction to Content; Section: Main part; Section: Conclusion; Section: Methods; Section: Follow-up; Section: The Challenge of Online Parents' Evenings)</p> <p>Module: <i>Basics of Media and Media Education</i> (Section: Media Pedagogy / Media Literacy / Media Education; Section: The Media Literacy Model According to Dieter Baacke; Section: Tasks of Media Education; Section: Media Use in the Family; Section: Smartphone and Internet Use by Children and Young People; Section: Cyberbullying, Cybergrooming, Fake News, Hate on the Internet, Sexting etc.; Section: Media use contract)</p> <p>Module: <i>Overview of the Most Important European and National Laws</i> (Section: GDPR; Section: Copyright; Section: Protection of Minors; Section: Children's Rights; Section: Safety Settings)</p>

	Module: <i>Dealing with Conflicts</i> (Section: Different Expectations of Parents; Section: Typical Conflict Situations and Appropriate Solution Strategies; Section: Developing your own Solution Strategies; Section: Recognising my Limits - What Can I Do beyond Them?; Section: Most Frequently Asked Questions by Parents and Possible Answers)
Learning outcomes	<p>Module: <i>Media Educational Parents'</i> Participants will be able to,</p> <ul style="list-style-type: none"> - state the most important aspects of the importance of media pedagogical cooperation with parents. - name the core content of the objectives of cooperation with parents and correctly reproduce at least three objectives. - describe the basic principles of a parents' evening and correctly allocate a selection from various options. <p>Module: <i>Planning a Media Education Parents' Evening</i> Participants will be able to,</p> <ul style="list-style-type: none"> - describe the role of a speaker in general and formulate ideas and demands about their own role. - name the basics of culturally relevant media education work and correctly identify them from a selection. - state, identify and correctly assign criteria for the choice of dates, the time frame and the determination of the number of participants of a parents' evening. - state what basic technical equipment is needed for a parents' evening and explain how a room should be designed. They can identify suitable room situations and correctly name the criteria for selection. - paraphrase the criteria according to which a topic is selected and can reproduce and correctly order the core elements of an invitation. - explain the relevance of press work for a parents' evening, list the most important instruments of press work and identify statements or examples on the topic of press work for parents' evenings as true or false. - use the MediaParents planning sheet and, based on it, develop a parents' evening purposefully and independently. - conduct a parents' evening with the help of the MediaParents checklist. <p>Module: <i>Conducting a Media Educational Parents' Evening</i> The participants will be able to:</p> <ul style="list-style-type: none"> - name methods for welcoming and getting in the mood for the parents' evening and reproduce them from a selection. - formulate an introduction to the content. - organise the structure of the main part and apply it to their own topics. - name and correctly order the core elements of a conclusion.

- independently structure the content of a parents' evening and organise the content in a goal-oriented and comprehensible way. They can assign given elements and passages of a parents' evening and put them in the correct order.
- know methods to motivate and actively involve parents in a media education parents' evening.
- name methods to collect feedback from participants.
- name the special features of an online parents' evening. They can explain the technical requirements, explain challenges and apply methods of digital mediation.

Module: *Basics of Media and Media Education*

The participants will be able to,

- explain and differentiate between the terms media pedagogy, media literacy and media education.
- reproduce the media competence module according to Baacke and correctly assign missing elements to a graphic.
- describe and classify the tasks of media education.
- interpret studies on media use in the family and derive results from them.
- reproduce basic information from studies on smartphone and internet use and classify the results in relation to general media use.
- explain methods to assess opportunities and dangers of media and correctly recall at least three from a selection.
- explain the terms e.g. cyberbullying, cybergrooming, fake news, hate speech and sexting and correctly assign them to given statements.
- explain the core ideas of national media law principles and know where they can be retrieved.

Module: *Overview of the Most Important European and National Laws*

The participants can

- name the central contents of the laws on data protection, copyright, protection of minors in the media and children's rights and correctly allocate topics to the laws.
- allocate the validity of the laws at national or international level.
- assign whether laws apply to adults or children and young people.
- describe methods for better data protection.
- name didactic methods with which knowledge can be passed on to other parents.
- translate contents on data protection, copyright and personal rights in such a way that they can be made comprehensible to children and young people.
- apply methods to accompany parents and children in the teaching process and they can name them correctly from a selection.
- name security settings, explain their limits and benefits and correctly assign them.

	<ul style="list-style-type: none"> - adjust security settings even on unfamiliar devices and describe the procedure to others. <p>Module: <i>Dealing with Conflicts</i></p> <p>Participants will be able to</p> <ul style="list-style-type: none"> - identify common difficulties and challenges in parents' evenings. - point out different approaches to solutions and correctly assign them to given examples. - apply solution strategies to relieve the situation and develop their own solution strategies with the help of the strategy paper. - summarise the 10 most important questions parents ask about (digital) media. They can list and assign possible answers.
Learning activities	<p>This course provides the theoretical basis for all subsequent courses and is therefore compulsory for MediaParent consultants. The knowledge is divided in two areas: Firstly, in the area of media education, and secondly in the area of organising a parents' evening. The teaching of the contents is supported and accompanied by videos, graphics, pictures, diagrams etc. (collectively referred to as E-Learning elements) that clarify or deepen what has been learned. The participants are encouraged to take on the role of the organiser of a parents' evening while learning, and to absorb and implement the content from this perspective.</p> <p>An exercise at the end of each module serves to deepen what has been learned and to prepare for later parents' evenings. The exercises are carried out in self-study. At the end of the course there is a test, after which the participants can take part in one of the specified courses and qualify as MediaParents Consultants. Further materials will be activated after successful completion of the test.</p>
Learning time (IO 4)	To be defined

Age of children: 2-6 years (Elective courses)	
Course 2: Media habits	
Course description	<p>The course deals with media habits of children aged between two and six years and growing up with media. It gives an overview of the different types of media and their perception in the age group and shows the advantages of early media education. Furthermore, the course gives an overview of which media experiences can overwhelm children of this age group and how to recognise media that are suitable for children. Finally, the course shows the importance of the family and the social environment in relation to children's media use behaviour and how to learn and accompany the use of media at home.</p> <p>The course is divided into modules and makes it possible for the MediaParent consultant to offer and conduct a media educational parents' evening on the topic of "media habits of the youngest children" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Growing up with Media</i> (Section: Facts and Figures, Section: Benefits of Early Media Education)</p> <p>Module: <i>Children's Media Perception</i> (Section: Types of Media and their Perception, Section: Overwhelming Media Experiences, Section: Recognising Media Suitable for Children)</p> <p>Module: <i>The Role of the Family and the Social Environment</i> (Section: Children, media, family and the social environment)</p> <p>Module: <i>Implement Media Education at Home</i> (Section: What Is Important? - Learning to Deal with Media)</p> <p>Module: <i>Parents' Evening on the Topic of Media Habits of Children between 2 and 6 Years of Age</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Materials provided)</p>
Learning outcomes	<p>Module: <i>Growing up with Media</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - name reliable national sources with studies on the media use behaviour of children between 2 and 6 years. - classify the results of the studies and make basic statements on the media use behaviour of 2- to 6-year-olds. They can assign the correct statements for this age group from given statements on media use behaviour. - explain which media children between 2 and 6 years of age use alone or with their family, which activities they pursue in everyday life, how much time they spend using the media, which contents are popular with the age group and correctly allocate this knowledge to the age group. - name the advantages of early media education.

- recognise independently on the basis of given data and information and deduce in which areas early media education is necessary. They can assign potentials for action to study contents.

Module: *Children's Media Perception*

Participants will be able to:

- name different types of media and correctly assign media to media types.
- describe children's perception of media in this age group and correctly assign this perception to media types.
- explain criteria of overstraining media experiences and classify media experiences accordingly.
- formulate recommendations for age-appropriate media experiences at parents' evenings. They can independently select support services according to the media experiences described by the parents.
- name criteria for media suitable for children of this age group and classify media accordingly.
- name national control instruments for suitable media content.

Module: *The Role of the Family and the Social Environment*

Participants will be able to:

- clarify the influence of legal guardians/parents on the media use behaviour of children in this age group and correctly name influencing factors.
- explain why the influence of parents is high and why. They can identify statements on the influence of legal guardians/parents as true or false.
- explain how the social environment and other reference persons (educators, friendships) have an impact on the usage behaviour and preferences of this age group.

Module: *Implement Media Education at Home*

The participants will be able to:

- state which elements belong to media education and name them.
- reproduce and identify forms of guidance and support in media use and media consumption.
- on the basis of the knowledge acquired in modules 1 and 2 in this course on media use and media perception, allocate guidance and support services for children between 2 and 6.
- name methods with which media (and their use) can be explored by children of this age group.
- define media use times for the age group and name and correctly allocate advantages and disadvantages.
- define general rules in the family and guide parents to translate and formulate rules for their own family.

	<p>Module: <i>Parents' Evening on the Topic of Media Habits of Children between 2 and 6 Years of Age</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - formulate subtopics of a parents' evening on the topic "Media habits of the youngest children (2-6 years)". - name the structural and design elements of a parents' evening on this topic. - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from course 1 and course 2. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Media habits of the youngest children (2-6 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and point out possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics, documents etc. (collectively referred to as E-Learning elements). An exercise at the end of each module allows participants to apply and implement the knowledge they have acquired. The focus here is on addressing the topic in detail. The example is used for self-study and to consolidate and apply learning content.</p> <p>The course ends with a test that is conducted online and awards participants as MediaParent consultants upon successful completion. Upon successful completion of the test, participants will be given access to extended MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>

Course 3: Advertising and young children	
Course description	<p>The course deals with the topic of advertising, its aims and influence on children between the ages of two and six. It gives an overview of the different types and forms of media and shows ways in which even the youngest children can recognise and name advertising. Furthermore, the course gives an overview of the most important legal framework and control instances of the advertising industry. Finally, the course shows how media education on the topic of advertising can succeed at home.</p> <p>The course is modularised and makes it possible to offer and conduct a media education parents' evening on the topic of "Advertising and Younger Children" at educational (leisure) institutions. Learning is enhanced by helpful practical materials and the supportive environment on the internet. The course consists of five modules, accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Advertising and its Influence on Younger Children</i> (Section: Aims of Advertising, Section: The Very Young as a Target Group, Section: How Does Advertising Influence Younger Children?)</p> <p>Module: <i>Advertising Media and Forms and their Perception by Younger Children</i> (Section: The Different Advertising Media and Advertising Forms, Section: How Can Even Younger Children Recognise and Name Advertising?)</p> <p>Module: <i>Legal Framework and Control Bodies</i> (Section: Legal Framework and Control Bodies)</p> <p>Module: <i>Advertising and Media Education</i> (Section: Required Skills, Section: Media Education at Home)</p> <p>Module: <i>Parents' Evening on the Topic of Advertising and Younger Children (2-6 years)</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods fit the topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Advertising and its Influence on Younger Children</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - name the objectives of advertising in general and correctly identify them from a selection. - clarify factors for the relevance of children as a target group for advertising. - transfer the impact of advertising for children between two and six to the purchasing behaviour of parents. - reflect the factors of influence of advertising on children between the ages of two and six. - describe the perception of content by children in this age group. - describe, also with reference to the perception of content, the perception of advertising by children and compare these. They can classify how children of this age group understand advertising and identify statements on this as true or false. - explain whether and how children in this age group can separate advertising and content. <p>Module: <i>Advertising Media and Forms and their Perception by Younger Children</i></p>

Participants will be able to:

- name advertising media and forms of advertising. (Focus in particular on: Print and poster advertising, radio advertising, television advertising, advertising in apps, online advertising).
- differentiate advertising media and forms of advertising from each other and correctly assign the terms.
- name and describe common advertising strategies.
- list features that make it possible to recognise advertising and correctly identify them from a selection.
- explain how children of this age can recognise and name these features.

Module: *Legal Framework and Control Bodies*

Participants will be able to:

- show which (national) legal frameworks exist with regard to advertising and where they can be found.
- name the bodies that monitor compliance with these framework conditions.
- list the tasks and contents of the control bodies and correctly identify them from a selection.
- justify the importance of controlling the advertising industry for the age group of 2-6 year olds.

Module: *Advertising and Media Education*

Participants will be able to:

- use the knowledge from modules 1 and 2 to deduce in which areas children of this age group need guidance and instruction.
- determine which competences children of this age group need in relation to advertising.
- reproduce methods that can be used to train children of this age group to deal with advertising in a reflective and critical way.
- formulate instructions and suggestions for media education at home.

Module: *Parents' Evening on the Topic of Advertising and Younger Children (2-6 years)*

Participants will be able to:

- formulate subtopics of a parents' evening on the topic "Advertising and younger children (2-6 years)".
- name design elements of a parents' evening on this topic.
- describe methods for conducting a parents' evening on this topic and identify them from a selection.
- compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 3.
- name and correctly allocate the fields of application of the additional materials.
- use the additional materials in a target-oriented way.

	<ul style="list-style-type: none"> - plan a (fictitious) parents' evening on the topic "Advertising and younger children (2-6 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
Learning activities	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents (collectively called e-learning elements). An exercise at the end of each module enables the participants to apply and implement the acquired knowledge. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. Module 4 serves to link the knowledge of the previous modules, in which participants derive help and guidance for media education and receive support. The last module focuses on the implementation of the acquired knowledge in the parents' evening and helps with the right choice of methods.</p> <p>The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to advanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
Learning time (IO 4)	To be defined

Course 4: Media characters	
Course description	<p>The course deals with media heroes for children between the ages of two and six and their significance for the children. It gives an overview of media figures as companions, their function for orientation and identification. Furthermore, the course shows how media figures can influence gender roles and advertising. Finally, the course shows how media education on the topic of media figures can succeed at home.</p> <p>The course is modularised and makes it possible for the MediaParent consultant to offer and conduct a media education parents' evening on the topic of "media figures" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of six modules, which are accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>The Importance of Media Characters for Younger Children</i> (Section: Why are Media Characters so Important for Younger Children?, Section: Media Figures as Companions, Section: Media Figures for Orientation, Section: The Most Popular Media Figures)</p> <p>Module: <i>The Influence of Media Characters on Younger Children</i> (Section: Media Figures and Gender Roles, Section: Media Figures and Advertising, Section: Media Figures and Real-life Role Models, Section: Media Education in Relation to Children's Favourite Characters)</p> <p>Module: <i>Media Education in Relation to the Children's Media Role Models</i>. (Section: Media Education and Media Role Models)</p> <p>Module: <i>My Parents' Evening on the Topic of Media Characters</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Use the Material Provided)</p>
Learning outcomes	<p>Module: <i>The Importance of Media Characters for Younger Children</i> Participants will be able to:</p> <ul style="list-style-type: none"> - describe the significance of media characters for children between the ages of two and six and correctly identify them from a selection. - can name the importance of characters in accompanying children in their developmental tasks. - explain what role media figures play as companions. - illustrate how media characters can give orientation to children in this age group. - state popular media characters for two to six year olds. <p>Module: <i>The Influence of Media Characters on Younger Children</i> The participants can:</p> <ul style="list-style-type: none"> - list at least three opportunities and risks each due to the influence of media figures.

	<ul style="list-style-type: none"> - describe how media figures influence gender roles in this age group. - specify this influence in relation to the topics of identity formation, role stereotypes and alternative representations. - name the connection between media figures and advertising and explain it by means of an example. - explain how media figures can also serve as a supplement to real identity figures. - deduce which similarities and differences fictional and real role models have and classify them. <p>Module: <i>Media Education in Relation to the Children's Media Role Models</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - state why media education in relation to media figures is particularly relevant in this age group. - classify which contents need to be addressed in the field of media education. - name methods of media education. - explain which methods can be used to implement media education in relation to media heroes in this age group at home. - develop tips on how parents can implement media education at home. - classify problems caused by parents and formulate solution strategies. <p>Module: <i>My Parents' Evening on the Topic of Media Characters</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - formulate subtopics of a parents' evening on the topic "Media figures (2-6 years)". - name the design elements of a parents' evening on this topic. - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 4. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Media figures (2-6 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
Learning activities	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An exercise at the end of each module allows participants to apply and implement the knowledge they have acquired. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. The final module focuses on the implementation of the acquired knowledge in the parents' evening and helps with the right choice of methods.</p>

	<p>The course ends with a test, which is conducted online and awards participants as MediaParent consultants upon successful completion. Upon successful completion of the test, participants will receive access to enhanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>

Course 5: Games / Creative media work	
Course description	<p>The course deals with digital games and creative media work for children between 2 and 6 years and their importance for the children. It gives an overview of the different game genres and platforms as well as possibilities for creative media work at home. Furthermore, the course shows opportunities, risks and challenges of digital games for the age group of children.</p> <p>The course is modularised and makes it possible to offer and conduct a media educational parents' evening on the topic of "Games and creative media work (2-6 years)" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of three modules, which are accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Child-friendly Gaming for the Youngest Ones</i> (Section: What role do digital (online) games play for the youngest? What opportunities does digital gaming offer?; Section: Game genres and platforms; Section: Risks and challenges; Section: Criteria for the assessment of (online) games; Section: Media education in relation to child-friendly gaming at home)</p> <p>Module: <i>Creative Media Work - Making and Understanding Media Yourself</i> (Section: What is creative media work and what benefits does it offer for developing media literacy?; Section: What do children learn through creative media work?; Section: Ideas for creative media work at home)</p> <p>Module: <i>Parents' evening on the topic of games and creative media work (2-6 years)</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Material provided)</p>
Learning outcomes	<p>Module: <i>Child-friendly Gaming for the Youngest Ones</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - describe what role digital (online) games play for children between 2 and 6 years of age. - explain which learning possibilities and opportunities digital games offer for this age group. - name game genres and distinguish them from a selection as well as name different platforms for digital (online) games. - identify risks and challenges of digital games for this age group (e.g. advertising, data protection, problematic content, excessive gambling) and develop ways to reduce and avoid them. - name features for the assessment of digital (online) games (e.g. age limits, advertising content). - to independently examine unknown contents for their suitability for this age group and to classify them according to characteristics and to classify them into genres. - explain why children between 2 and 6 need guidance in selecting and assessing content. - clarify how this child-oriented guidance can take place and give examples of what it can look like.

	<p>Module: <i>Creative Media Work - Making and Understanding Media</i> Participants will be able to:</p> <ul style="list-style-type: none"> - reflect how creative media work is defined and what is meant by it. - explain the advantages of creative media work in promoting media literacy. - describe which learning opportunities result from creative media work. - describe ideas for creative media work and develop own ideas. - formulate recommendations for implementation at home. <p>Module: <i>Parents' evening on the topic of games and creative media work (2-6 years)</i> Participants will be able to:</p> <ul style="list-style-type: none"> - name elements of a parents' evening on the topic " Games and creative media work (2-6 years)" - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 5. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Games/Creative Media Work (2-6 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
Learning activities	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An exercise at the end of each module enables the participants to apply and implement the acquired knowledge. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. The last module focuses on the implementation of what has been learned in the parents' evening and helps with the right choice of methods as well as the use of the documents provided. The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to advanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
Learning time (IO 4)	To be defined

Age of children: 7-12 years (Elective courses)	
Course 6: Media habits	
Course description	<p>The course deals with media habits of children aged seven to twelve and growing up with media. It gives an overview of the different types of media and their perception in the age group and shows the advantages of (early) media education. Furthermore, the course gives an overview of which media experiences can overwhelm children of this age group and how to recognise media that are suitable for children. Finally, the course shows the importance of the family and the social environment in relation to children's media use behaviour and how dealing with media at home can be learned and accompanied.</p> <p>The course is divided into modules and makes it possible for the MediaParent consultant to offer and conduct a media educational parents' evening on the topic of "children's media habits" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Growing up with Media</i> (Section: Facts and Figures, Section: Benefits of (Early) Media Education)</p> <p>Module: <i>Children's Media Perception</i> (Section: Types of Media and their Perception, Section: Overwhelming Media Experiences, Section: Recognising Media Suitable for Children)</p> <p>Module: <i>The Role of the Family and the Social Environment</i> (Section: Children, Media, Family and the Social Environment)</p> <p>Module: <i>Implement Media Education at Home</i> (Section: What Is Important? - Learning to Deal with Media)</p> <p>Module: <i>Parents' Evening on the Topic of Media Habits of Children between 7 and 12 Years of Age</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Material provided)</p>
Learning outcomes	<p>Module: <i>Growing up with Media</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - name reliable national sources with studies on the media use behaviour of children between 7 and 12 years. - classify the results of the studies and make basic statements on the media use behaviour of 7 to 12 year olds. They can assign the correct statements for this age group from given statements on media use behaviour. - explain which media children between the ages of 7 and 12 use alone or with their families, which activities they pursue in everyday life, how much time they spend using the media, which content (series, characters, games, apps) is popular with this age group and correctly assign this knowledge to the age group. - name the advantages of media education for this age group.

- recognise and deduce independently on the basis of given data and information in which areas media education is necessary. They can assign potentials for action to study contents.

Module: *Children's Media Perception*

Participants will be able to:

- name different types of media and correctly assign media to media types.
- describe children's perception of media in this age group and correctly assign this perception to media types.
- explain criteria of overstraining media experiences and classify media experiences accordingly.
- formulate recommendations for age-appropriate media experiences at parents' evenings. They can independently select support services according to the media experiences described by the parents.
- name criteria for media suitable for children of this age group and classify media accordingly.
- name national control instruments for media content.

Module: *The Role of the Family and the Social Environment*

Participants will be able to:

- clarify the influence of legal guardians/parents on the media use behaviour of children in this age group and correctly name influencing factors.
- explain why the influence of parents is high and why. They can identify statements on the influence of legal guardians/parents as true or false.
- explain how the social environment and other reference persons (educators, friendships) have an impact on the usage behaviour and preferences of this age group.

Module: *Implement Media Education at Home*

The participants will be able to:

- state which elements belong to media education and name them.
- reproduce and identify forms of guidance and support in media use and media consumption.
- on the basis of the knowledge acquired in modules 1 and 2 on media use and media perception, allocate guidance and support services for children between 7 and 12.
- name methods with which media (and their use) can be explored by children of this age group.
- define media use times for the age group and name and correctly allocate advantages and disadvantages.
- define general rules in the family and guide parents to translate and formulate rules for their own family.

	<p>Module: <i>Parents' Evening on the Topic of Media Habits of Children between 7 and 12 Years of Age</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - formulate subtopics of a parents' evening on the topic of "Media habits of children (7-12 years)". - name the elements of a parents' evening on this topic. - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 6. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Media habits of children (7-12 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module of this course consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents (collectively referred to as E-Learning elements). External links to studies provide meaningful background knowledge. An exercise at the end of each module enables participants to apply and implement the knowledge they have acquired. The aim is for participants to deal with the topic in detail and in relation to the problem. The example is used for self-study and to consolidate and apply learning content.</p> <p>The course ends with a test that is conducted online and awards participants as MediaParent consultants upon successful completion. Upon successful completion of the test, participants will be given access to extended MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>

Course 7: Advertising and children	
Course description	<p>The course deals with the topic of advertising, its aims and influence on children between the ages of seven and twelve. It gives an overview of the different types and forms of media and shows ways in which children can recognise and name advertising. The focus is on the different forms of online advertising. Furthermore, the course gives an overview of the most important legal framework and control instances of the advertising industry. Finally, the course shows how media education on the topic of advertising can succeed at home. The course is modularised and makes it possible to offer and conduct a media education parents' evening on the topic of "Advertising and Children" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, which are accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Advertising and its Influence on Children</i> (Section: Aims of Advertising, Section: Children as a Target Group, Section: How Does Advertising Influence Children?)</p> <p>Module: <i>Advertising Media and Forms and their Perception by Children</i> (Section: The Different Advertising Media and Advertising Forms, Section: How Can Children Recognise and Name Advertising?)</p> <p>Module: <i>Legal Framework and Control Bodies</i> (Section: Legal Framework and Control Bodies)</p> <p>Module: <i>Advertising and Media Education</i> (Section: Required Skills, Section: Media Education at Home)</p> <p>Module: <i>Parents' Evening on the Topic of Advertising and Children (7-12 years)</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods fit the topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Advertising and its Influence on Children</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - name the objectives of advertising in general and correctly identify them from a selection. - clarify factors for the relevance of children (7-12 years) as a target group for advertising. - transfer the impact of advertising for children between seven and twelve to the buying behaviour of parents. - reproduce the factors of influence of advertising on children between seven and twelve. - describe the perception of content by children in this age group. - describe, also with reference to the perception of content, the perception of advertising by children and compare these. They can classify how children of this age group understand advertising and identify statements on this as true or false. - can determine whether children of this age group understand the intention of advertising. <p>Module: <i>Advertising Media and Forms and their Perception by Children</i></p>

Participants will be able to:

- name advertising media and forms of advertising. (Focus in particular on: online advertising (YouTube, (children's) influencers // social networks, cookies, personalised advertising, Google), advertising in apps, television advertising, print and poster advertising, radio advertising).
- distinguish advertising media and forms of advertising from each other and correctly assign the terms.
- name and describe common advertising strategies.
- list features that make it possible to recognise advertising and correctly identify them from a selection.
- explain how children of this age can recognise and name these features.
- name the importance of online advertising in this age group.

Module: *Legal Framework and Control Bodies*

The participants will be able to:

- show which (national) legal frameworks exist and where they can be found.
- name the bodies that monitor compliance with these framework conditions.
- list the tasks and contents of the control bodies and correctly identify them from a selection.
- justify the importance of controlling the advertising industry for the age group of 7-12 year olds.

Module: *Advertising and Media Education*

Participants will be able to:

- use the knowledge from modules 1 and 2 to deduce in which areas children of this age group need guidance and instruction.
- determine which competences children of this age group need in relation to (online) advertising.
- reproduce methods that can be used to train children of this age group to deal with advertising in a reflective and critical way.
- formulate instructions and suggestions for media education at home.

Module: *Parents' Evening on the Topic of Advertising and Children (7-12 years)*

Participants will be able to:

- formulate subtopics of a parents' evening on the topic "Advertising and Children (7-12 years)".
- name the elements of a parents' evening on this topic.
- describe methods for conducting a parents' evening on this topic and identify them from a selection.
- compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from course 1 and course 7.
- name and correctly allocate the fields of application of the additional materials.

	<ul style="list-style-type: none"> - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Advertising and Children (7-12 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents (collectively called e-learning elements). An exercise at the end of each module enables the participants to apply and implement the acquired knowledge. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. Module 4 serves to link the knowledge of the previous modules, in which participants derive help and guidance for media education and receive support. The last module focuses on the implementation of the acquired knowledge in the parents' evening and helps with the right choice of methods.</p> <p>The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to advanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>

Course 8: Media characters /celebrities	
Course description	<p>The course deals with media hero figures and role models for children between the ages of 7 and 12 and their significance for the children. It gives an overview of media figures as companions, their function for orientation and identification. Furthermore, the course shows how media figures can influence gender roles and (online) advertising. Finally, the course shows how media education on the topic of media figures can succeed at home.</p> <p>The course is modularised and makes it possible for the MediaParent consultant to offer and conduct a media education parents' evening on the topic of "media figures and celebrities" at educational (leisure) institutions. Learning is enhanced by helpful practical materials and the supportive environment on the internet. The course consists of four modules, accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>The Importance of Media Characters and Celebrities for Children</i> (Section: Media Characters as Companions, Section: Media Characters for Orientation, Section: The Most Popular Media Role Models)</p> <p>Module: <i>The Influence of Media Characters on Children</i> (Section: How are Media Characters/Celebrities 'Made'?, Section: Media Characters and Gender Roles, Section: Media Characters and (Online)Advertisement, Section; Media Characters and Real-life Role Models)</p> <p>Module: <i>Media Education in Relation to the Children's Media Role Models</i>. (Section: Media Education and Media Role Models)</p> <p>Module: <i>Parents' evening on the topic of media characters and celebrities</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>The Importance of Media Characters and Celebrities for</i> Participants will be able to:</p> <ul style="list-style-type: none"> - explain which functions media figures have as companions of children between 7 and 12 years of age in developmental tasks. - reflect how media figures in this age group can offer orientation in coping with the challenges of daily life. - name popular media role models for this age group. <p>Module: <i>The Influence of Media Characters on Children</i> Participants will be able to:</p> <ul style="list-style-type: none"> - explain how media characters/celebrities arises and what different forms of media characters/celebrities there are. - name steps that serve to recognise the form of media characters/celebrities. - compare different celebrities from given examples and deduce which form of celebrity they belong to - explain the influence of media characters on children between 7 and 12 years.

- correctly classify and assign opportunities and risks and correctly deduce them from a given example.
- describe the influence of media characters on gender roles in relation to identity formation, role stereotypes and diversity.
- know forms of sexism in media characters and can correctly point out and recognise them in examples.
- describe the phenomenon of imitation in social media and correctly reflect risks.
- explain what role media figures in this age group play in the topic of advertising. They can list different forms of advertising with media characters.
- state what influencers are and describe how advertising with influencers is produced.
- classify whether the examples shown are advertising.
- name how media characters and real-life role models complement each other and can be distinguished from each other. Similarities and differences can be correctly assigned.

Module: *Media Education in Relation to the Children's Media Role Models*

Participants can:

- state why media education in relation to media characters is particularly relevant in this age group.
- classify which contents need to be addressed in the field of media education.
- name methods of media education.
- explain which methods can be used to implement media education in relation to media heroes in this age group at home.
- develop tips on how parents can implement media education at home.
- classify problems caused by parents and formulate solution strategies.

Module: *Parents' evening on the topic of media characters and celebrities*

Participants will be able to:

- formulate subtopics of a parents' evening on the topic "Media figures and celebrities (7-12 years)".
- name the elements of a parents' evening on this topic.
- describe methods for conducting a parents' evening on this topic and identify them from a selection.
- compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 8.
- name and correctly allocate the fields of application of the additional materials.
- use the additional materials in a target-oriented way.
- plan a (fictitious) parents' evening on the topic "Media figures and celebrities (7-12 years)" with the help of the checklists and the planning sheet from course 1.
- use additional materials and show possibilities for change.

<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An exercise at the end of each module allows participants to apply and implement the knowledge they have acquired. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. The final module focuses on the implementation of the acquired knowledge in the parents' evening and helps with the right choice of methods. The course ends with a test, which is conducted online and awards participants as MediaParent consultants upon successful completion. Upon successful completion of the test, participants will receive access to enhanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>

Course 9: Internet and Big Data	
Course description	<p>The course deals with the complex of topics "Internet and Big Data" in relation to the age group of children between 7 and 12 years and its importance for children. It gives an overview of the development of the internet and its opportunities and risks as well as Big Data and Smart Home in the context of youth and data protection. Furthermore, the course gives an overview of the biggest problematic contents and how to deal with them. Finally, the course shows ways how media education on the topic can succeed at home.</p> <p>The course is modularised and makes it possible to offer and conduct a media education parents' evening on the topic of "Internet and Big Data (7-12 years)" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Internet</i> (Section: Why Children Love to be Online, Section: Opportunities for our Children, Section: Risk - Internet Addiction)</p> <p>Module: <i>Privacy and Data Protection</i> (Section: Big Data, Section: Smart Home)</p> <p>Module: <i>Problematic Content</i> (Section: Fake News, Conspiracy Thinking, Disinformation and Opinion, Section: Suicide Risk, Self-harming Behaviour, Glorification of Eating Disorders, Section: Extremism, Section: Pornography)</p> <p>Module: <i>Media Education in Relation to Internet Use and Big Data</i> (Section: Media Education - How Can I Accompany and Support Children at Home?)</p> <p>Module: <i>Parents' Evening on the Topic of the Internet and Big Data</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Internet</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - describe internet usage habits of children between 7 and 12 years of age. - list the main online activities of children in this age group and name at least three. - describe how the internet affects child development and which design elements of online content children react to in particular. - correctly identify elements in a given example of online content that children find attractive and correctly explain why this is so. - state which opportunities and advantages the internet offers for children of this age group and can correctly identify these from a selection. - describe signs of excessive internet use and name criteria that distinguish normal from addictive use. - indicate where professional help can be found for internet addiction <p>Module: <i>Privacy and Data Protection</i></p>

The participants will be able to:

- complete a definition of Big Data.
- name areas in which Big Data is of high importance and is applied.
- explain and classify the current discussions and regulations on the topic of data protection and big data.
- reflect current regulations and discussions on privacy and big data.
- complete a definition of Smart Home and name at least four devices.
- reflect current regulations and discussions on privacy and Smart Home.
- describe the opportunities and risks of smart homes.
- Participants are able to identify privacy risks in an exemplary smart home with different devices.

Module: *Problematic Content*

Participants will be able to:

- explain different problematic contents such as fake news, conspiracy thinking or disinformation and complete definitions of terms, distinguish the terms from each other and to name identifying features.
- describe procedures to check the credibility of content.
- examine given contents for their credibility and to correctly identify them.
- explain how children of this age can encounter problematic content such as suicide risk, self-harming behaviour, glorification of eating disorders, etc.
- to pass on tips for action to parents for encounters with this content.
- define the term extremism on the internet and list different forms of it.
- describe the influence that extremist content can have on children of this age.
- identify and report critical content (such as extremism, pornography).
- identify strategies to protect children from problematic content and know tips on how to deal with this content.

Module: *Media Education in Relation to Internet Use and Big Data*

Participants can:

- state why media education in relation to Internet Use, Big Data and problematic contents is already relevant in this age group.
- classify which contents need to be addressed in the field of media education.
- name methods of media education, and explain which methods can be used to implement media education in relation Internet Use and Big Data in this age group at home.

	<ul style="list-style-type: none"> - develop tips on how parents can implement media education at home and how they can handle these devices and contents as safely as possible. - classify problems caused by parents and formulate solution strategies. <p>Module: <i>Parents' Evening on the Topic of the Internet and Big Data</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - formulate subtopics of a parents' evening on the topic "Internet and Big Data (7-12 years)". - name the elements of a parents' evening on this topic. - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 9. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Internet and Big Data (7-12 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An exercise at the end of each module enables the participants to apply and implement the acquired knowledge. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. The last module focuses on the implementation of what has been learned in the parents' evening and helps with the right choice of methods as well as the use of the documents provided.</p> <p>The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to advanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Course 10: Social Media and Instant Messaging	
Course description	<p>The course deals with the complex of topics "Social Media and Instant Messaging (7-12 years)" in relation to the age group of children between 7 and 12 years and its importance for the children. It gives an overview of the most important online platforms and messaging services as well as the most current problematic forms of online communication, such as "hate speech" or "cyberbullying" and how to deal with them. It shows how children communicate today and what opportunities and challenges this brings. Finally, the course shows how media education on the topic can succeed at home.</p> <p>The course is modularised and makes it possible to offer and conduct a media education parents' evening on the topic of "Social Media and Instant Messaging (7-12 years)" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Social Media and Instant Messaging (communicating)</i> (Section: Definition and Overview of the Different Platforms and Services, Section: YouTube, Section: TikTok, Section: Instagram, Section: WhatsApp, Section: Snapchat, Section: Tellonym, Section: Meeting Point of the "Old" - Facebook and Twitter, Section: Alternatives)</p> <p>Module: <i>Problematic Forms of Online Communication</i> (Section: Hate Speech, Section: Cyber Bulling, Section: Cybergrooming, Section: Sexting)</p> <p>Module: <i>The New Forms of Communication</i> (Section: How Communication Has Changed and how Children Communicate Today, Section: Opportunities and Challenge)</p> <p>Module: <i>Media Education in Relation to Social Media and Instant Messaging</i> (Section: Media Education - How Can I Accompany and Support Children at Home?)</p> <p>Module: <i>Parents' Evening on the Topic of Social Media and Instant Messaging (7-12 years)</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Social Media and Instant Messaging (communicating)</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - complete definitions of terms Social Media and Instant Messaging. - name the most important platforms and explain their basic function (what is the main purpose of each platform). - make general statements about the usage habits of this age group on these platforms. - explain how YouTube basically works and what it is used for. They will be able to reproduce key facts and figures and name current YouTubers.

- explain how TikTok basically works and what it is used for. They will be able to reproduce key facts and figures and name current successful TikTok users.
- explain how Instagram basically works and what it is used for. They will be able to reproduce key facts and figures and name current successful Instagram users.
- explain how WhatsApp basically works and what it is used for. They will be able to reproduce key facts and figures.
- explain how Tellonym basically works and what it is used for. They will be able to reproduce key facts and figures.
- explain how SnapChat basically works and what it is used for. They will be able to reproduce key facts and figures.
- explain how Facebook and Twitter basically works and what it is used for. They will be able to reproduce key facts and figures and be aware that these platforms are no longer used by children of this age group.
- name alternatives to the popular services mentioned before and to reproduce key facts and figures.

Module: *Problematic Forms of Online Communication*

Participants will be able to:

- name important problematic forms of communication and reproduce definitions of these forms:
 - Hate Speech: know the definition of the term, describe different forms, reflect ways of responding to it.
 - Cyber Bullying: know the definition of the term, describe different forms, reflect action strategies for children and adults.
 - Cybergrooming: know the definition of the term, describe different forms, give strategies for action to protect children.
 - Sexting: know the definition of the term, reflect risks, formulate tips for parents for dealing with this form.

Module: *The New Forms of Communication*

Participants will be able to:

- explain how communication has changed and how children communicate today.
- classify and interpret opportunities and risks.
- illustrate the challenges of data protection, privacy and youth media protection and communication platforms.
- demonstrate the influence and importance of advertising on these platforms.

Module: *Media Education in Relation to Social Media and Instant Messaging*

Participants can:

- state why media education in relation to Social Media and Instant Messaging is already relevant in this age group.
- classify which contents need to be addressed in the field of media education.
- pass on rules on behaviour in chats, netiquette etc. in a comprehensible way.

	<ul style="list-style-type: none"> - name methods of media education, and explain which methods can be used to implement media education in relation to Social Media, Instant Messaging and problematic online communication in this age group at home. - develop tips on how parents can implement media education at home and how they can handle these devices and contents as safely as possible. - classify problems caused by parents and formulate solution strategies. <p>Module: <i>Parents' Evening on the Topic of Social Media and Instant Messaging</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - formulate subtopics of a parents' evening on the topic "Social Media and Instant Messaging (7-12 years)". - name the elements of a parents' evening on this topic. - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 10. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Social Media and Instant Messaging (7-12 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An overview will list and explain the common platforms with short definitions in this module. Content that has already been covered in other courses, such as the topic of advertising, will be linked to promote short-cross learning.</p> <p>An exercise at the end of each module allows participants to apply and implement the knowledge they have acquired. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning.</p> <p>The last module focuses on the implementation of what has been learned in the parents' evening and helps with the right choice of methods as well as the use of the materials provided.</p> <p>The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to further MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>

Course II: Games / Creative media work	
Course description	<p>The course deals with digital games and creative media work for children between 7 and 12 years and their importance for the children. It gives an overview of the different game genres and platforms as well as possibilities for creative media work at home. Furthermore, the course shows opportunities, risks and challenges of digital games for the age group of children.</p> <p>The course is modularised and makes it possible to offer and conduct a media educational parents' evening on the topic of "Games and creative media work (7-12 years)" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of three modules, which are accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Child-Friendly Gaming</i> (Section: What role do digital (online) games play for children? What opportunities does digital gaming offer?; Section: Game genres and platforms; Section: Let's Plays, Section: Risks and challenges; Section: Criteria for the assessment of (online) games; Section: Media education in relation to child-friendly gaming at home)</p> <p>Module: <i>Creative Media Work - Making and Understanding Media Yourself</i> (Section: What is creative media work and what benefits does it offer for developing media literacy?; Section: What do children learn through creative media work?; Section: Ideas for creative media work at home)</p> <p>Module: <i>Parents' Evening on the Topic of Games and Creative Media Work (7-12 years)</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Child-Friendly Gaming</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - describe what role digital (online) games play for children between 7 and 12 years of age. - explain which learning possibilities and opportunities digital games offer for this age group. - name game genres and distinguish them from a selection as well as name different platforms for digital (online) games. - explain what Let's Plays are and why they are so popular. - identify risks and challenges of digital games for this age group (e.g. cybergrooming, advertising/app purchases/cost traps, data protection, problematic content, excessive gaming) and develop ways to reduce and avoid them. - name features for the assessment of digital (online) games (e.g. age limits, advertising content). - examine unknown contents for their suitability for this age group and to classify them according to characteristics and to classify them into genres. - explain why and when children between 7 and 12 need guidance in selecting and assessing content.

	<ul style="list-style-type: none"> - clarify how this child-oriented guidance can take place and give examples of what it can look like. <p>Module: <i>Creative Media Work - Making and Understanding Media Yourself</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - reflect how creative media work is defined and what is meant by it. - explain the advantages of creative media work in promoting media literacy. - describe which learning opportunities result from creative media work. - describe ideas for creative media work and develop own ideas. - formulate recommendations for implementation at home. <p>Module: <i>Parents' Evening on the Topic of Games and Creative Media Work (7-12 years)</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - name elements of a parents' evening on the topic " Games and creative media work (7-12 years)" - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 11. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Games/Creative Media Work (7-12 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An exercise at the end of each module enables the participants to apply and implement the acquired knowledge. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. The last module focuses on the implementation of what has been learned in the parents' evening and helps with the right choice of methods as well as the use of the documents provided. The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to advanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Age of children: 13-18 years (Elective courses)	
Course 12: Media habits	
Course description	<p>The course deals with media habits of young people aged 13 to 18 and growing up with media. It gives an overview of the different types of media and how they are perceived by the age group and shows the benefits of media education. Furthermore, the course gives an overview of which media experiences can overwhelm young people and how to recognise age-appropriate media. Finally, the course shows the importance of the family and the social environment in relation to the media use behaviour of young people and how the handling of media can be learned and accompanied at home.</p> <p>The course is divided into modules and makes it possible for the MediaParent consultant to offer and conduct a media educational parents' evening on the topic of "media habits of young people" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, which are accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Growing up with Media</i> (Section: Facts and Figures, Section: Benefits of Media Education)</p> <p>Module: <i>Media Perception of Young People</i> (Section: Types of Media and their Perception, Section: Overwhelming Media Experiences, Section: Recognising Age-appropriate Media)</p> <p>Module: <i>The Role of the Family and the Social Environment</i> (Section: Young People, Media, Family and the Social Environment)</p> <p>Module: <i>Implement Media Education at Home</i> (Section: What Is Important? - Learning to Deal with Media)</p> <p>Module: <i>Parents' Evening on the Topic of Media Habits of Young People between 13 and 18 Years of Age</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Material provided)</p>
Learning outcomes	<p>Module: <i>Growing up with Media</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - name reliable national sources with studies on the media use behaviour of young people aged 13 to 18. - classify the results of the studies and make basic statements on the media use behaviour of 13 to 18 year-olds. Participants can assign the correct statements for this age group from given statements on media use behaviour. - explain which media young people between the ages of 13 and 18 use alone or with their families, which activities they pursue in everyday life, how much time they spend using the media, which content (series, characters, games, apps) is popular with this age group and correctly allocate this knowledge to the age group. - name the advantages of media education for this age group.

- recognise and deduce independently on the basis of given data and information in which areas media education is necessary. Participants can assign potentials for action to study contents.

Module: *Media Perception of Young People*

Participants will be able to:

- name different types of media and correctly assign media to media types.
- describe this age group's perception of media and correctly assign this perception to media types.
- explain criteria of overstraining media experiences and classify media experiences accordingly.
- formulate recommendations for age-appropriate media experiences at parents' evenings. They can independently select support services according to the media experiences described by the parents.
- name criteria for age-appropriate media for this age group and classify media accordingly.
- name national control instruments for media content.

Module: *The Role of the Family and the Social Environment*

The participants will be able to:

- clarify the influence of legal guardians on the media use behaviour of young people in this age group and correctly name influencing factors.
- explain why the influence of parents is high and why. They can identify statements on the influence of guardians as true or false.
- explain how the social environment and other reference persons (educators, friendships) influence the usage behaviour and preferences of this age group.
- explain the special importance of the "peer group" for young people.

Module: *Implement Media Education at Home*

The participants will be able to:

- state which elements belong to media education and name them.
- reproduce and identify forms of guidance and support in media use and media consumption.
- on the basis of the knowledge acquired in Modules 1 and 2 on media use and media perception, allocate guidance and support services for young people between 13 and 18 years of age.
- name methods with which media (and their use) by young people of this age group can be explored.
- define media use times for the age group and name and correctly allocate advantages and disadvantages.
- define general rules in the family and guide parents to translate and formulate rules for their own family.

	<p>Module: <i>Parents' Evening on the Topic of Media Habits of Young People between 13 and 18 Years of Age</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - formulate subtopics of a parents' evening on the topic of "Media habits of young people (13-18 years)". - name the elements of a parents' evening on this topic. - describe methods for holding a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from course 1 and course 11. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Media habits of young people (13-18 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
Learning activities	<p>Each module of this course consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents (collectively referred to as E-Learning elements). External links to studies provide meaningful background knowledge. An exercise at the end of each module enables participants to apply and implement the knowledge they have acquired. The aim is for participants to deal with the topic in detail and in relation to the problem. The example is used for self-study and to consolidate and apply learning content.</p> <p>The course ends with a test that is conducted online and awards participants as MediaParent consultants upon successful completion. Upon successful completion of the test, participants will be given access to extended MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
Learning time (IO 4)	To be defined

Course 13: Advertising	
Course description	<p>The course deals with the topic of advertising, its aims and influence on young people between the ages of 13 and 18. It gives an overview of the different types and forms of media and shows ways in which young people can recognise and name advertising. The focus is on the different forms of online advertising. Furthermore, the course gives an overview of the most important legal framework and control instances of the advertising industry. Finally, the course shows how media education on the topic of advertising can succeed at home.</p> <p>The course is modularised and makes it possible for the MediaParent consultant to offer and conduct a media education parents' evening on the topic of "advertising and young people" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, which are accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Advertising and its Influence on Young People</i> (Section: Aims of Advertising, Section: Young People as a Target Group, Section: How Does Advertising Influence Young People?)</p> <p>Module: <i>Advertising Media and Forms and their Perception by Young People</i> (Section: The Different Advertising Media and Advertising Forms, Section: How Can Young People Recognise and Name Advertising?)</p> <p>Module: <i>Legal Framework and Control Bodies</i> (Section: Legal Framework and Control Bodies)</p> <p>Module: <i>Advertising and Media Education</i> (Section: Required Skills, Section: Media Education at Home)</p> <p>Module: <i>Parents' Evening on the Topic of Advertising (13-18 years)</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods fit the topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Advertising and its Influence on Young People</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - name the objectives of advertising in general and correctly identify them from a selection. - clarify factors for the relevance of adolescents (13-18 years) as a target group for advertising. - transfer the impact of advertising to adolescents between 13 and 18 to the buying behaviour of parents. - reproduce the factors of influence of advertising on adolescents between 13 and 18. - describe the perception of content by children in this age group. - describe, also with reference to the perception of content, the perception of advertising by adolescents and compare them. They can classify how advertising is understood by this age group and identify statements on this as true or false. - carry out whether this age group fully understands the intention of advertising.

Module: Advertising Media and Forms and their Perception by Young People

Participants will be able to:

- name advertising media and forms of advertising. (Focus in particular on: online advertising (YouTube, (children's) influencers // social networks, cookies, personalised advertising, Google), advertising in apps, television advertising, print and poster advertising, radio advertising).
- distinguish advertising media and forms of advertising from each other and correctly assign the terms.
- name and describe common advertising strategies.
- list features that make it possible to recognise advertising and correctly identify them from a selection.
- explain how young people of this age can recognise and name these features.
- name the importance of online advertising in this age group.

Module: Legal Framework and Control Bodies

Participants will be able to:

- show which (national) legal frameworks exist with regard to advertising and where they can be found.
- name the bodies that monitor compliance with these framework conditions.
- list the tasks and contents of the control bodies and correctly identify them from a selection.
- justify the importance of controlling the advertising industry for the age group of 13-18 year olds.

Module: Advertising and Media Education

Participants will be able to:

- use the knowledge from modules 1 and 2 to deduce in which areas young people in this age group need guidance and support.
- determine what competences this age group needs in relation to (online) advertising.
- reproduce methods that can be used to train adolescents to deal with advertising in a reflective and critical way.
- formulate instructions and suggestions for media education at home.

Module: Parents' Evening on the Topic of Advertising (13-18 years)

Participants will be able to:

- formulate subtopics of a parents' evening on the topic of "Advertising (13-18 years)".
- name the design elements of a parents' evening on this topic.
- describe methods for conducting a parents' evening on this topic and identify them from a selection.
- compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from course 1 and course 12.

	<ul style="list-style-type: none"> - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic of "Advertising (13-18 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents (collectively called e-learning elements). An exercise at the end of each module enables the participants to apply and implement the acquired knowledge. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. Module 4 serves to link the knowledge of the previous modules, in which participants derive help and guidance for media education and receive support. The last module focuses on the implementation of the acquired knowledge in the parents' evening and helps with the right choice of methods.</p> <p>The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to advanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>

Course 14: Young people and their media role models	
Course description	<p>The course deals with the media role models of young people and their importance for the age group between 13 and 18 years. It gives an overview of media figures as companions, their function for orientation and identification. Furthermore, the course shows how media figures can influence gender roles and (online) advertising. Finally, the course shows how media education on the topic of media figures can succeed at home.</p> <p>The course is modularised and makes it possible to offer and conduct a media education parents' evening on the topic of "Young people and their media role models" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of four modules, which are accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>The Importance of Media Characters and Celebrities for Young People</i> (Section: Media Characters as Companions, Section: Media Characters for Orientation, Section: The Most Popular Media Role Models)</p> <p>Module: <i>The Influence of Media Characters on Young People</i> (Section: How are Media Characters/Celebrities 'Made?', Section: Media Characters and Gender Roles, Section: Media Characters and (Online)Advertisement, Section; Media Characters and Real-life Role Models)</p> <p>Module: <i>Media Education in Relation to the Young People's Media Role Models.</i> (Section: Media Education and Media Role Models)</p> <p>Module: <i>Parents' evening on the topic of Young people and their media role models</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods fit the topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>The Importance of Media Characters and Celebrities for Young People</i> Participants will be able to:</p> <ul style="list-style-type: none"> - explain which functions media characters have as companions of young people between 13 and 18 years of age in developmental tasks. - reflect how media figures in this age group can offer orientation in coping with the challenges of daily life. - name popular media role models of this age group. <p>Module: <i>The Influence of Media Characters on Young People</i> Participants will be able to:</p> <ul style="list-style-type: none"> - explain how media characters/celebrities arises and what different forms of media characters/celebrities there are. - name steps that serve to recognise the form of media characters/celebrities.

- compare different celebrities from given examples and deduce which form of celebrity they belong to
- explain the influence of media figures on young people between the ages of 13 and 18.
- correctly classify and assign opportunities and risks and correctly deduce them from a given example.
- describe the influence of media characters on gender roles in relation to identity formation, role stereotypes and diversity.
- know forms of sexism in media characters and can correctly point out and recognise them in examples.
- describe the phenomenon of imitation in social media and correctly reflect risks.
- explain what role media figures in this age group play in the topic of advertising. They can list different forms of advertising with media figures.
- state what influencers are and describe how advertising with influencers is produced.
- classify whether the examples shown are advertising.
- name how media figures and real-life role models complement each other and can be distinguished from each other. Similarities and differences can be correctly assigned.

Module: *Media Education in Relation to the Young People's Media Role Models*

Participants can:

- state why media education in relation to media figures is particularly relevant in this age group.
- classify which contents need to be addressed in the field of media education.
- name methods of media education.
- explain which methods can be used to implement media education in relation to media heroes in this age group at home.
- develop tips on how parents can implement media education at home.
- classify problems caused by parents and formulate solution strategies.

Module: *Parents' evening on the topic of Young people and their media role models*

Participants will be able to:

- formulate subtopics of a parents' evening on the topic "Young people and their media role models".
- name the elements of a parents' evening on this topic.
- describe methods for conducting a parents' evening on this topic and identify them from a selection.
- compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 13.
- name and correctly allocate the fields of application of the additional materials.
- use the additional materials in a target-oriented way.

<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An exercise at the end of each module allows participants to apply and implement the knowledge they have acquired. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. The final module focuses on the implementation of the acquired knowledge in the parents' evening and helps with the right choice of methods. The course ends with a test, which is conducted online and awards participants as MediaParent consultants upon successful completion. Upon successful completion of the test, participants will receive access to enhanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>

Course 15: Internet and Big Data	
Course description	<p>The course deals with the complex of topics "Internet and Big Data" in relation to the age group of young people between 13 and 18 years and their significance. It gives an overview of the development of the internet and its opportunities and risks as well as Big Data and Smart Home in the context of youth and data protection. Furthermore, the course gives an overview of the biggest problematic contents and how to deal with them. Finally, the course shows ways how media education on the topic can succeed at home.</p> <p>The course is modularised and makes it possible to offer and conduct a media education parents' evening on the topic of "Internet and Big Data (13-18 years)" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Internet</i> (Section: Why Young People Love to be Online, Section: Opportunities for our Children, Section: Risk - Internet Addiction)</p> <p>Module: <i>Privacy and Data Protection</i> (Section: Big Data, Section: Smart Home)</p> <p>Module: <i>Problematic Content</i> (Section: Fake News, Conspiracy Thinking, Disinformation and Opinion, Section: Suicide Risk, Self-harming Behaviour, Glorification of Eating Disorders, Section: Extremism, Section: Pornography)</p> <p>Module: <i>Media Education in Relation to Internet Use and Big Data</i> (Section: Media Education - How Can I Accompany and Support Children at Home?)</p> <p>Module: <i>Parents' Evening on the Topic of the Internet and Big Data</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Internet</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - describe internet usage habits of young people between 13 and 18 years of age. - list the main online activities of children in this age group and name at least three. - describe how the internet affects child development and which design elements of online content children of this age group react to in particular. - correctly identify elements in a given example of online content that young people find attractive and correctly explain why this is so. - state which opportunities and advantages the internet offers for children of this age group and can correctly identify these from a selection.

- describe signs of excessive internet use and name criteria that distinguish normal from addictive use.
- indicate where professional help can be found for internet addiction

Module: *Privacy and Data Protection*

The participants will be able to:

- complete a definition of Big Data.
- name areas in which Big Data is of high importance and is applied.
- explain and classify the current discussions and regulations on the topic of data protection and big data.
- reflect current regulations and discussions on privacy and big data.
- complete a definition of Smart Home and name at least four devices.
- reflect current regulations and discussions on privacy and Smart Home.
- describe the opportunities and risks of smart homes.
- identify privacy risks in an exemplary smart home with different devices.

Module: *Problematic Content*

Participants will be able to:

- explain different problematic contents such as fake news, sexting, hate speech, conspiracy thinking or disinformation and complete definitions of terms, distinguish the terms from each other and to name identifying features.
- describe procedures to check the credibility of content.
- examine given contents for their credibility and to correctly identify them.
- explain how children of this age can encounter problematic content such as suicide risk, self-harming behaviour, glorification of eating disorders, etc.
- to pass on tips for action to parents for encounters with this content.
- define the term extremism on the internet and list different forms of it.
- describe the influence that extremist content can have on children of this age.
- explain that the internet is the predominant source of pornographic material. They know what influence pornography can have on young people.
- identify and report critical content (such as extremism, pornography).
- identify strategies to protect young people from problematic content and know tips on how to deal with this content.

Module: *Media Education in Relation to Internet Use and Big Data*

	<p>Participants can:</p> <ul style="list-style-type: none"> - state why media education in relation to Internet Use, Big Data and problematic contents is relevant in this age group. - classify which contents need to be addressed in the field of media education. - name methods of media education, and explain which methods can be used to implement media education in relation to Internet Use and Big Data in this age group at home. - develop tips on how parents can implement media education at home and how they can handle these devices and contents as safely as possible. - classify problems caused by parents and formulate solution strategies. <p>Module: <i>Parents' Evening on the Topic of the Internet and Big Data</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - formulate subtopics of a parents' evening on the topic "Internet and Big Data (13-18 years)". - name the elements of a parents' evening on this topic. - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 15. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Internet and Big Data (13-18 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An exercise at the end of each module enables the participants to apply and implement the acquired knowledge. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. The last module focuses on the implementation of what has been learned in the parents' evening and helps with the right choice of methods as well as the use of the documents provided. The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to advanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	

Course 16: Social Media and Instant Messaging	
Course description	<p>The course deals with the complex of topics "Social Media and Instant Messaging (13-18 years)" in relation to young people and their significance for them. It gives an overview of the most important online platforms and messaging services as well as the most current problematic forms of online communication, such as "hate speech" or "cyberbullying" and how to deal with them. It shows how young people communicate today and what opportunities and challenges this brings. Finally, the course shows how media education on the topic can succeed at home.</p> <p>The course is modularised and makes it possible to offer and conduct a media education parents' evening on the topic of "Social Media and Instant Messaging (13-18 years)" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of five modules, accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Social Media and Instant Messaging (communicating)</i> (Section: Definition and Overview of the Different Platforms and Services, Section: YouTube, Section: TikTok, Section: Instagram, Section: WhatsApp, Section: Snapchat, Section: Tellonym, Section: Meeting Point of the "Old" - Facebook and Twitter, Section: Alternatives)</p> <p>Module: <i>Problematic Forms of Online Communication</i> (Section: Hate Speech, Section: Cyber Bulling, Section: Cybergrooming, Section: Sexting)</p> <p>Module: <i>The New Forms of Communication</i> (Section: How Communication Has Changed and how Young People Communicate Today, Section: Opportunities and Challenge)</p> <p>Module: <i>Media Education in Relation to Social Media and Instant Messaging</i> (Section: Media Education - How Can I Accompany and Support Young People at Home?)</p> <p>Module: <i>Parents' Evening on the Topic of Social Media and Instant Messaging (13-18 years)</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Social Media and Instant Messaging (communicating)</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - complete definitions of terms Social Media and Instant Messaging. - name the most important platforms and explain their basic function (what is the main purpose of each platform). - make general statements about the usage habits of this age group on these platforms. - explain how YouTube basically works and what it is used for. They will be able to reproduce key facts and figures and name current YouTubers.

- explain how TikTok basically works and what it is used for. They will be able to reproduce key facts and figures and name current successful TikTok users.
- explain how Instagram basically works and what it is used for. They will be able to reproduce key facts and figures and name current successful Instagram users.
- explain how WhatsApp basically works and what it is used for. They will be able to reproduce key facts and figures.
- explain how Tellonym basically works and what it is used for. They will be able to reproduce key facts and figures.
- explain how SnapChat basically works and what it is used for. They will be able to reproduce key facts and figures.
- explain how Facebook and Twitter basically works and what it is used for. They will be able to reproduce key facts and figures and be aware that these platforms are no longer used by children of this age group.
- name alternatives to the popular services mentioned before and to reproduce key facts and figures.

Module: *Problematic Forms of Online Communication*

Participants will be able to:

- name important problematic forms of communication and reproduce definitions of these forms:
 - Hate Speech: know the definition of the term, describe different forms, reflect ways of responding to it.
 - Cyber Bullying: know the definition of the term, describe different forms, reflect action strategies for young people and adults.
 - Cybergrooming: know the definition of the term, describe different forms, give strategies for action to protect young people.
 - Sexting: know the definition of the term, reflect risks, formulate tips for parents for dealing with this form.

Module: *The New Forms of Communication*

Participants will be able to:

- explain how communication has changed and how young people communicate today.
- classify and interpret opportunities and risks.
- illustrate the challenges of data protection, privacy and youth media protection and communication platforms.
- demonstrate the influence and importance of advertising on these platforms.

Module: *Media Education in Relation to Social Media and Instant Messaging*

Participants can:

- state why media education in relation to social media and instant messaging is highly relevant in this age group..

	<ul style="list-style-type: none"> - classify which contents need to be addressed in the field of media education. - pass on rules on behaviour in chats, netiquette etc. in a comprehensible way. - name methods of media education, and explain which methods can be used to implement media education in relation to Social Media, Instant Messaging and problematic online communication in this age group at home. - develop tips on how parents can implement media education at home and how they can handle these devices and contents as safely as possible. - classify problems caused by parents and formulate solution strategies. <p>Module: <i>Parents' Evening on the Topic of Social Media and Instant Messaging</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - formulate subtopics of a parents' evening on the topic "Social Media and Instant Messaging (13-18 years)". - name the elements of a parents' evening on this topic. - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 16. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Social Media and Instant Messaging (13-18 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An overview will list and explain the common platforms with short definitions in this module. Content that has already been covered in other courses, such as the topic of advertising, will be linked to promote short-cross learning.</p> <p>An exercise at the end of each module allows participants to apply and implement the knowledge they have acquired. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning.</p> <p>The last module focuses on the implementation of what has been learned in the parents' evening and helps with the right choice of methods as well as the use of the materials provided.</p> <p>The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to further MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>

Learning time (IO 4)	To be defined
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Course 17: Games / Creative media work	
Course description	<p>The course deals with digital games and creative media work for young people between the ages of 13 and 18 and their importance for young people. It gives an overview of the different game genres and platforms as well as possibilities for creative media work at home. Furthermore, the course shows opportunities, risks and challenges of digital games for young people.</p> <p>The course is modularised and makes it possible to offer and conduct a media educational parents' evening on the topic of "Games and creative media work (13-18 years)" at educational (leisure) institutions. Learning is promoted through helpful practical materials and the supportive environment on the internet. The course consists of three modules, which are accompanied throughout by tips, practical exercises and feedback questions.</p>
Learning content	<p>Module: <i>Gaming</i> (Section: What role do digital (online) games play among young people? What opportunities does digital gaming offer?; Section: Game genres and platforms; Section: Let's Plays, Section: Risks and challenges; Section: Criteria for the assessment of (online) games; Section: Media education in relation to gaming at home)</p> <p>Module: <i>Creative Media Work - Making and Understanding Media Yourself</i> (Section: What is creative media work and what benefits does it offer for developing media literacy?; Section: What do children and young people learn through creative media work?; Section: Ideas for creative media work at home)</p> <p>Module: <i>Parents' Evening on the Topic of Games and Creative Media Work (13-18 years)</i> (Section: How Can I Organise a Parents' Evening on the Topic?, Section: Which Methods Fit the Topic?, Section: Using the Additional Material Provided)</p>
Learning outcomes	<p>Module: <i>Gaming</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - describe what role digital (online) games play for young adults between 13 and 18 years of age. - explain which learning possibilities and opportunities digital games offer for this age group. - name game genres and distinguish them from a selection as well as name different platforms for digital (online) games. - explain what Let's Plays are and why they are so popular. - identify risks and challenges of digital games for this age group (e.g. cybergrooming, advertising/app purchases/cost traps, data protection, problematic content, excessive gaming) and develop ways to reduce and avoid them. - name features for the assessment of digital (online) games (e.g. age limits, advertising content). - examine unknown contents for their suitability for this age group and to classify them according to characteristics and to classify them into genres. - explain if and when young people between 13 and 18 need guidance in selecting and assessing content.

	<ul style="list-style-type: none"> - clarify how this guidance can take place and give examples of what it can look like. <p>Module: <i>Creative Media Work - Making and Understanding Media Yourself</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - reflect how creative media work is defined and what is meant by it. - explain the advantages of creative media work in promoting media literacy. - describe which learning opportunities result from creative media work. - describe ideas for creative media work and develop own ideas. - formulate recommendations for implementation at home. <p>Module: <i>Parents' Evening on the Topic of Games and Creative Media Work (13-18 years)</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> - name elements of a parents' evening on the topic " Games and creative media work (13-18 years)" - describe methods for conducting a parents' evening on this topic and identify them from a selection. - compile the topic and the methods of a (fictitious) parents' evening with the help of the knowledge from Course 1 and Course 17. - name and correctly allocate the fields of application of the additional materials. - use the additional materials in a target-oriented way. - plan a (fictitious) parents' evening on the topic "Games/Creative Media Work (13-18 years)" with the help of the checklists and the planning sheet from course 1. - use additional materials and show possibilities for change.
<p>Learning activities</p>	<p>Each module consists of a theoretical part of knowledge transfer, which is supplemented and supported by videos, graphics or documents. An exercise at the end of each module enables the participants to apply and implement the acquired knowledge. The focus is on deepening and applying what has been learned. The example is used for self-study and to consolidate and apply the learning content. The last module focuses on the implementation of what has been learned in the parents' evening and helps with the right choice of methods as well as the use of the documents provided. The course ends with a test, which is conducted online and awards the participants as MediaParent consultant upon successful completion. Upon successful completion of the test, participants receive access to advanced MediaParent materials for conducting a parents' evening on the topic of the completed course.</p>
<p>Learning time (IO 4)</p>	<p>To be defined</p>



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

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