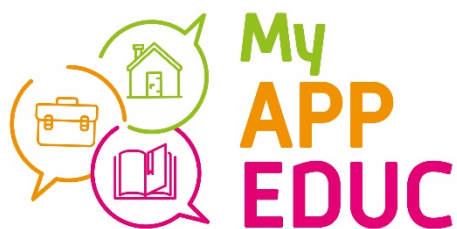


INSPIRATION BOOKLET

DELIVERING DIGITAL MEDIA LITERACY WORKSHOPS IN LIBRARIES



Booklet produced by Média Animation ASBL, Fréquence Écoles, UFAPEC and Zaffiria for the AppEduc project, an Erasmus+ project.

The MyAppEduc project supports the collaborative education of digital media literacy for children aged 5 to 12, via partnerships between teachers, librarians and parents.

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This publication has been produced with the financial support of the Erasmus+ programme. The contents of this publication are the sole responsibility of Media Animation ASBL and shall not be considered as representative of the European Commission's official opinion.

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FOREWORD

Are you a librarian, media librarian, or digital mediator? Do you have little or no knowledge of digital media literacy (DML) or, on the contrary, are you highly experienced in this field? Whatever the case, this booklet aims to inspire you so that you can implement initiatives to support and mediate with children and digital devices! It focuses on ideas and activities based on three key themes:

- emotions
- information
- digital technology and media use

These workshops are designed for children between 5 and 12 years old and their teacher(s) and/or family. The aim is to raise awareness among this target audience of the technical, cultural and social issues relating to digital media and to encourage critical thinking about its use. To achieve this, the

workshops apply an analytical and creative approach, which is enhanced through interaction within the class/group or with families.

This inspiration booklet is integral to the MyAppEduc experience

This booklet has been designed as part of the MyAppEduc experience (www.myappeduc.eu), which supports the collaborative education of digital media literacy for children aged 5 to 12, via groups made up of teachers, librarians and parents. A common resource provides the link between these partners: the interactive MyAppEduc app which provides activities to be completed, ensuring learning continuity at school, at home and in the library.

Teaching digital media literacy in libraries:

What are the challenges? How can you overcome them?

The MyAppEduc experience has identified a set of questions that people ask when they consider organising a digital media literacy workshop at a digital mediation venue:

- Digital media literacy skills (or the feeling of competence): *what exactly does “digital media literacy” cover? How do you go about organising a workshop when you have few or no skills, or your knowledge of the subject is a bit rusty?*
- Key themes and perspectives: *What topics will you be working on and which perspectives should you adopt to organise workshops that go beyond the technical use of devices or digital prevention issues relating to young children?*

- Available equipment: *How do you teach digital media literacy without connected devices or an adequate internet connection? How can you make the most of the existing physical resources in your library (connected equipment as well as analogue resources, such as books, magazines, older technological hardware, etc.)?*
- Available time: *what possible formats are there for workshops? Which DML issues can be addressed in a one-hour workshop? How do you fit a workshop in digital media literacy in between the other activities at the library, media library or digital public space?*
- Target audience: *How do you attract families or schools to the library, media library or digital public space or even create long-term partnerships with these groups? How do you implement a collaborative education approach?*
- Sharing of experience, pooling of resources with other institutions: *what is being done elsewhere? How can this enhance each participant's experience?*

This inspiration booklet is structured around three key themes and has been designed to overcome the challenges related to these questions. Given the various constraints, the aim is to offer a variety of entry points for teachers, parents and children alike, so that they can acquire knowledge of digital media as part of a conscious and liberating approach. This publication has also been designed to position digital technology as a tool for positive societal change.

Part one requires you to take stock of your skills and resources. Firstly, how confident do you feel about your media literacy skills? Have you heard of collaborative education? Do you feel ready to jump straight in, or do you maybe need to do some training or revise specific concepts? Next, you should focus on certain practical aspects: What type of equipment (whether connected to the internet or not) do you have? What time is available? Which of the key themes would you like to cover? Who is your target audience?

Part two provides a summary of digital media literacy workshops organised according to three key themes: *emotions*, *information*, *digital technology and media use*.

For each theme, you will find **a selection of workshops along with detailed activity sheets**. These activity sheets are an integral part of the MyAppEduc experience and are supported by pictograms indicating the resources needed to put them into practice. These workshops are incredibly diverse in terms of the equipment, objectives, time and target audience involved. Using the pictograms, you can instantly see whether you have the resources to run a particular workshop, or if new ones will be required. Some workshops are linked to the MyAppEduc app (and its support booklet), so that a coordinated learning pathway can be created between the school, families and the library, and a long-term partnership established.

In addition to these detailed sheets, **other inspiring activities** are also provided, based on the same theme and presented in a summarised way, but that have not been developed within MyAppEduc. The aim of all these

workshops is to adopt a critical, creative and reflective approach to digital technology. They are designed for groups of school children and/or families.

Part three includes a series of resources and articles on media literacy, digital media literacy and collaborative education.

It also presents the different partners of the MyAppEduc project and provides links to additional resources, available on their websites.

We hope this booklet will inspire you, whether you read it from cover to cover or simply pick out a few ideas!

If you have any questions or require additional information, please contact us via info@myappeduc.eu

PART ONE - Organising a digital technology workshop: take stock of your skills and resources!

As a warm up: a training module is provided to help you (re)discover the basics of digital media literacy.

What is digital media literacy? How is it different to being educated “by” digital media?

Helping young people to develop critical, autonomous and creative thinking with regard to the digital media they use or to which they are exposed: that's the idea! But how can you achieve this? And what should you do? Do work? Provide information? Play games? What perspective should you adopt when approaching these issues?

Whose role is it to educate young people about digital media? Schools? Parents? Libraries? Public digital spaces? Media libraries? Perhaps each one has a role to play, or maybe they could all work together in a complementary way? Collaborative education in digital media: why and how should it be done?






The MyAppEduc training module (<https://moodle.myappeduc.eu/>) was developed to provide some answers to these questions. Using the videos, examples and resources provided, you can (re)learn the basics of digital media literacy and gain insight into the key themes and the perspectives to adopt. This module will be useful if you would like to (re)discover or better understand the aims of teaching digital media literacy before delivering a workshop. It will also offer food for thought for the more experienced among you, and provide guidance to create your own digital workshop.









In addition, this module was taken by the librarians who participated in the MyAppEduc experience, and who designed the detailed workshops in part two of the booklet. You can see videos of their testimonials and workshops at www.myappeduc.eu. These videos provide information on digital media, collaborative education, implementation of activities in practice, the skills

developed, and contributions made to their institutions, as well as summaries of best practices via which librarians share their experiences.

Self-assessment: evaluate your resources and objectives!


Using this grid, take the time to take stock of your resources and objectives. Tick off the resources or devices at your disposal and the different elements that can be used for your digital media literacy event. Then, identify the pictograms associated with each one, as this will help you to find inspiring activities in part two of this booklet when creating your ideal workshop.

The key theme that I would like to address:		
	Devices and emotions	
	Information	
	Digital technology and media use	
My target audience – What type of audience am I trying to reach?		
	School groups	
	Families	
My target audience – I would like to organise a workshop with children		

aged from:		
5-7 years old		
8-10 years old		
11-12 years old		
Time allowed – The length of the workshop:		
	A workshop of 1 hour or less	
	A workshop of between 1 and 2 hours	
	A workshop of more than 2 hours	
My equipment - For my digital workshop, I have/can access:		
	Tablet(s) or smartphone(s)	
	A computer or laptop	
	A projector	
	An internet connection	
	Paper, scissors, glue, pencils, etc.	

Download the MyAppEduc app!



The MyAppEduc app is linked to a series of workshops. They can be identified via the togram

To download the app (it's free, with no advertising), scan the corresponding QR-code below.



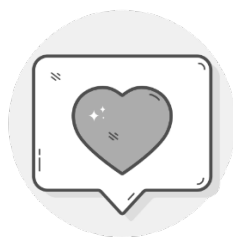
Here for Google Play



Here for the AppStore

PART TWO: Digital media literacy workshops based on three key themes


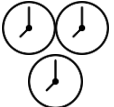
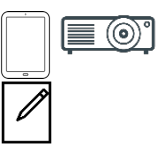

THEME 1: EMOTIONS







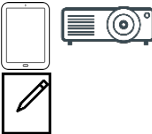







The aim of the workshops based on this theme is to encourage reflection on the emotions that digital media can evoke in children. The goal is for children to become aware of these emotions, to recognise them, to express them through entertaining and reflective activities, while creating a space in which they can share their media experiences.

Detailed activity sheets

The following four workshops form the basis of a complete activity programme that involves teachers, families and librarians. Together with the children, and through fun activities on the MyAppEduc app's island of "digital emotions", they reflect on the wide range of emotions and feelings evoked when using devices and/or by the content viewed on them. This programme helps children to recognise their emotions, become aware of them and talk about them, while associating them with their digital technology use. You can download the support booklet for the app which includes the complete activity programme, as well as its objectives, at www.myappeduc.

Name of activity	Audience	Age group	Duration	Equipment	MyAppEduc (island of digital emotions)
<i>Digital devices and me: my emotions in stop motion</i>		11-12 years old			 "My emotion diary" - Activity 8

<i>Lend your voice to books!</i>		8-10 years old 11-12 years old			 "Images, sounds and emotions" - Activity 7
<i>Build your own island of digital emotions</i>		5-7 years old 8-10 years old 11-12 years old			 "Your island of emotions" - Activity 9
<i>What emotions are you feeling?</i>		5-7 years old 8-10 years old			 "Which emotion or feeling?" - Activity 2
Additional inspiring activities:					
<i>Digital devices and me</i>					
<i>Violence and the media</i>					
<i>Advertising in all its forms</i>					

EMOTIONS – DETAILED ACTIVITY SHEETS

Workshop 1 - Digital devices and me: my emotions in stop motion



A workshop created by the Digital Public Space of the Mons Public Library, of the Network Mons Reading Public (Belgium)

The complementary activity on the MyAppEduc app: “*My emotion diary*”, island of digital emotions, activity 8

Summary:

What if we took the time to consider the emotions evoked by digital devices used by children? Happiness, surprise, sadness, etc. By completing this activity with children, you can explore the various emotions they experience when using digital technology.

Starting with a typical situation experienced at home or at school, children create a brief scenario which they then demonstrate via a short stop-motion video.

Audience:

School groups or families

Keywords:

Emotions, digital devices, stop motion

Duration:

3 hours

Number of sessions:

One or two sessions, according to your choice

Equipment and resources:

- One tablet and/or smartphone for each group of children/family. The following must be installed on these devices:
 - The MyAppEduc app
 - An app for creating stop-motion videos, for example: Stopmotion Studio.
- A video related to the emotion theme, for example:
 - <https://www.comitys.com/atelier-sur-les-emotions-adolescents/>Clips from the animated film “Inside Out” <https://www.comitys.com/atelier-sur-les-emotions-adolescents/>
- Some examples of stop-motion videos:

Les émotions/stop motion:

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

Inside the emotions (stopmotion) by Angela Guerra & ROC:

<https://www.youtube.com/watch?v=-MPGAKxDArw>

- Paper emoticons to represent different emotions
- Paper pictograms representing different connected devices, apps, websites, etc. that children are likely to be aware of and use.

Activity plan:

1. Create an “emotion-weather map” using emoticons arranged on the floor which represent different emotions. Ask the participants to stand by the emoticon that most closely matches their current mood and have a discussion about why they made that choice;
2. Show the participants a short video projected onto a screen on the emotion theme (see Equipment and Resources section);
3. Start a discussion about the video’s content: *What did you see? Which emotions were conveyed? How?* The paper emoticons from the weather map activity can be used as a visual support for the discussion;
4. Using pictograms that represent different connected devices, websites or apps, discuss with the children/families which devices or apps they are familiar with and/or use. Ask them to identify the emotion(s) they feel when they are using them or someone else is doing so (*Am I happy when I’m watching a cartoon on the tablet? And when I’m not allowed to any more, how do I feel? What do I watch on television, and with whom? Do some things make me laugh? Do some things make me sad or angry? How do I feel when Dad is using his smartphone? Etc.*).
5. The workshop facilitator explains what they are going to do: create a stop-motion video about digital devices and emotions. Discuss the technical aspects: *whoknows what this term means? Has anyone ever made or seen this type of video before?* Show them one or two examples of stop-motion

videos (see “Equipment and Resources” section), then explain what they need to make one: *photos (lots of photos!), a tablet or smartphone to take those photos, paper, scissors, marker pens, pencils, a plain background and good lighting.*

6. Present the app that they will be using to create the stop-motion video. Show the group how to use the main features – *take a picture, view the content, add a soundtrack, etc.*
7. Organise the participants into groups (ideally groups of 3 to 4 people). Each group must agree on the situation they are going to portray and develop the story for the short video (possibly using a storyboard¹).
8. Each group is given a tablet or smartphone with the chosen app installed, and the other materials needed. Roles are allocated within the group: one person films, another ensures that they keep to the story, a third person moves the objects step by step, etc.
9. Each group presents its video to the other groups (via a projector screen or a tablet). Group discussion: *what have you learnt? What did you like or dislike? Would you want to do this activity again?*
10. Ask the participants to complete the **“My emotion diary” on the MyAppEduc app (island of digital emotions, activity 8)**. *This will lead to further reflection on their digital use and the associated emotions when at home or at school. During this activity, they will be asked to list the devices they use, what they use them for and the time they spend on them.*
11. Conduct a brief review of the activity: what did they learn, understand, like or dislike?

¹ The storyboard for a stop-motion video is a paper or digital document created before the video is made to anticipate and plan what is required for all the shots. It enables you to see all the shots at a quick glance and identify the key images that will be used to make the video.

Advice, ideas and tips

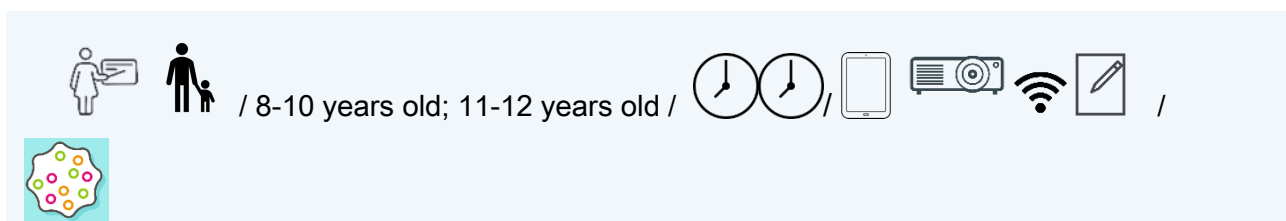
- ⇒ When children talk about their digital technology use, be sure to adopt a neutral and non-judgemental attitude toward them.

Librarians reflect on their experience:

“Digital devices and emotions is a subject I can really relate to, I see how regularly children use such devices and it seemed important to me to help them talk about the emotions they feel while doing so.” [Fabienne G., facilitator at the Digital Public Space in Mons, Network Mons Reading Public, 2021]

“They all seemed happy, I think it may inspire some of them to take it up as a career! One little girl said it made her want to make films. I think the children will tell their parents about it too, and maybe use the MyAppEduc app with them!” [Fabienne G., facilitator at the Digital Public Space in Mons, Network Mons Reading Public, 2021]

Workshop 2 – Lend your voice to books!



A workshop created by Média Animation ASBL (Belgium)

The complementary activity on the MyAppEduc app: “*Images, sounds and emotions*”, island of digital emotions, activity 7.

Summary:

This activity encourages children to think about the emotions that sounds can evoke. Using the MyAppEduc app, they will be played a series of sounds and then asked to

identify the emotions they feel while listening to them. Next, using an example of a filmed book, they must identify the role of the soundtrack in filmed content and the emotions related to this. For each sound on the app, the participants must choose a book from the library whose cover they feel reflects a particular emotion. Lastly, each group presents a book of their choice to the other groups, and they then read a passage from the book aloud with their chosen soundtrack playing in the background.

Audience:

School groups or families

Keywords:

Emotions – sounds – books

Duration:

2 hours

Number of sessions:

One session

Equipment and resources:

- One tablet and/or smartphone for each group of children/family. The following must be installed on these devices:
 - The MyAppEduc app
Alternative option: if the workshop is aimed at families ((grand)parents/children), if possible, ask the parents to use their smartphone for the activity;
- A selection of books for children
Alternative option:

Allow the children to wander freely around the library and pick out books that inspire them.

- Examples of filmed books, such as:
 - o “Ma Culotte” by Alan Mets -
<https://www.youtube.com/watch?v=XOp1WAlxDhE>
 - o “Une Soupe aux Cailloux” by Anaïs Vaugelaude -
<https://www.youtube.com/watch?v=0TsktvFbg-g>
 - o “Le Train des Souris” by Haruo Yamashita and Kazuo Iwamura -
<https://www.youtube.com/watch?v=RdhuMWr9VBM>
- Paper emoticons expressing a range of emotions (those listed on the app at least: happiness, sadness, anger and fear). Provide one set for each student and one set for the emotion-weather map.

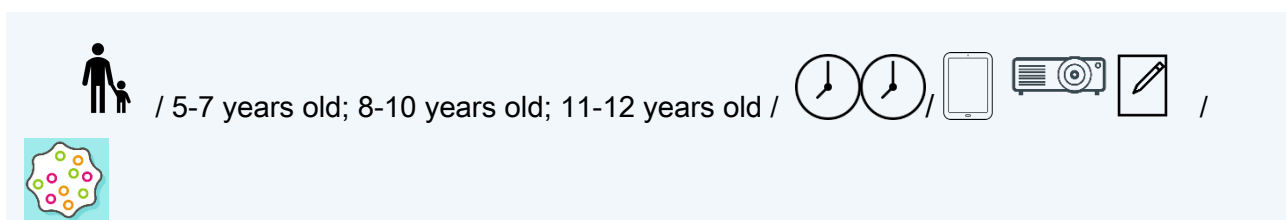
Activity plan:

1. Creation of an “emotion-weather map”, which can be used to address the emotion theme from the outset: emoticons representing different emotions are arranged on the floor. Upon your signal, the children/families stand next to the emoticon that best reflects their emotion at that time.
2. Each child is given a set of emoticons (the same ones as for the emotion-weather map).
3. The facilitator uses the sounds from the first part of the activity **“Images, sounds and emotions” on the MyAppEduc app**; by playing the sounds, one after another. For each sound, the children/families express their feelings by holding up one of the emoticons (*“sad” emoticon if the music makes them sad, “scared” if the music makes them scared, and so on.*)
4. Show the group a video of a filmed book (see “Equipment and Resources” section), possibly once with just the voice but without the soundtrack, and then again with the voice accompanied by the soundtrack.

Lead a discussion with the children/families: What did you see? What did you hear? What does the sound tell you in addition to the story? Is the same tone of voice always used to tell the story? Did you feel the same emotions throughout the video, or did they change?

5. Show the participants the section of books from which they can choose for the next part of the activity, or present the books that you have already selected.
6. Organise the participants into groups (ideally, groups of 3-4 children or child/parent pairs if the workshop is for families).
7. Each group is given a tablet or smartphone and **completes the “Images, Sounds and Emotions” activity on the MyAppEduc app**. As explained before, the participants can either pick out books from the library or the selection of books provided, that evoke the different emotions listed on the app (happiness, sadness, anger and fear). Then, in the second part of the activity on the app, as a group, for each book selected, they choose a sound which corresponds to that book: *Will it be a lively type of sound? Melancholy? Slow-paced? Fast-paced? Mysterious? Happy? Etc.*
8. Each group selects one of the “book + sound” pairs to present to the other participants. They must choose a passage from the book that strongly evokes this emotion. Make sure that different roles are allocated within the group: *Who will be reading?* (Possibly several participants); *Who will be playing the soundtrack in the background?* *Who will be presenting the book?* (In the same way as the filmed book videos shown previously).
9. Each group reads their excerpt with the chosen soundtrack to the other participants. The other groups must guess which emotion is being conveyed.
10. Conduct a brief review of the activity: what did they learn, understand, like or dislike?

Workshop 3: Build your own island of digital emotions



Workshop created by Zaffiria (Italy)

The complementary activity on the MyAppEduc app: "*Your island of emotions*", island of digital emotions, activity 9.

Summary:

In this workshop, participants develop an overview of their digital technology use and the related emotions. On a group map, they match their digital technology use with symbols, ensuring each use is clear and understandable to all via a legend.

Audience:

Families

Keywords:

Map - Symbols - Diversity

Duration:

1 hour 30 mins

Number of sessions:

One session

Equipment and resources:

-
- One tablet and/or smartphone for each group of children/family. The following must be installed on these devices:
 - The MyAppEduc app

Alternative option: if the library does not have enough tablets, ask if it is possible for the (grand)parents to use their smartphones for the activity;
 - An A2 sheet of paper
 - Coloured pencils/marker pens
 - A paper version of the symbols from the MyAppEduc “Your island of emotions” island activity (one set of symbols for each parent/child pair).

Activity plan:

-
1. Each (grand-)parent/child pair is given a tablet or smartphone to **complete the “Your island of emotions” activity on the MyAppEduc app.**
 2. For the first part of the activity, the child chooses their favourite symbols from the list. The next step is to match each chosen symbol to a digital technology use: for

example “*Watching a cartoon on dad’s smartphone before going to school*”. Each symbol will thus have a caption describing each digital technology use of the child.

3. Next, in the third phase of the activity, the symbols with captions are placed on a map, which becomes a map of the child’s digital use. A screenshot is taken of this map and then the parent takes their turn to complete the activity.
4. While the pairs complete the activity on the app, the facilitator puts a blank poster on the wall and distributes the paper symbols corresponding to those on the app to the participants. The facilitator traces the map outline on the poster (the same map that is used in the third part of the activity on the app).
5. Once each pair has completed the activity, they take turns placing their symbols on the group poster/map, explaining which use corresponds to their symbol. The result is the creation of a group map made up of each person’s different types of digital use, demonstrating their diversity.

Advice, ideas and tips

=> To help inspire the children and parents, before the workshop, the facilitator can prepare examples of associated symbols/uses, and present them before doing the activity on the MyAppEduc app.

The activity in pictures

“Build your own island of digital emotions” - View pictures of this activity by scanning this QR code!



Workshop 4: What emotions are you feeling?



/ 5-7 years old; 8-10 years old /



Workshop created by Zaffiria & Média Animation

The complementary activity on the MyAppEduc app: “Which emotion or feeling?”, island of digital emotions, activity 2

Summary:

This workshop is a special opportunity for the librarian, parents and children to address the emotion theme, and in this case, how emotions are linked to images. Together, they can take the time to name the emotions they are feeling, and then those felt upon seeing a series of images. Next, the participants do the opposite: they try to produce images that convey selected emotions, creating a kind of photo essay of emotions felt in the immediate environment.

Audience:

Families

Keywords:

Emotions – photography – images

Duration:

2 hours

Number of sessions:

One session

Equipment and resources:

- One tablet and/or smartphone for each child/(grand-)parent pair. The following must be installed on these devices:
 - The MyAppEduc app
 - a camera function.
- Paper emoticons representing emotions (the emotions listed on the MyAppEduc app at least)

Activity plan:

1. Create an “emotion-weather map”, which can be used to address the emotion theme from the outset, with emoticons representing different emotions, arranged on the floor. Each participant stands next to the emoticon which best suits their mood on that day.
2. **Complete the “Which emotion or feeling?” activity on the MyAppEduc app (island of digital emotions, activity 3).** *When doing this activity, each pair will name the images according to the feeling they evoke in each person.*
3. Lead a group discussion about the emotions identified on the app activity.
4. Next, each parent-child pair picks five emotions from all those discussed and then goes for a walk outside the library for about 20 minutes. Their mission is to take pictures that they believe convey each of the five chosen emotions.
5. Once they return, possibly allow some time to look at each pair’s “photo essay”. *How do you evoke/convey emotions through an image? Is it easy or difficult? Is it easy to guess which emotion is being portrayed?*
6. Conduct a brief review of the activity: what did they learn, understand, like or dislike?

EMOTIONS – Additional inspiring activities:

The secret language of my emotions

Workshop created by the Verucchio public library (Italy)

Summary of activity: After being introduced to the MyAppEduc app in class, children talk to their parents, teachers and librarians about which emotions they experience now that they can name and express them through a secret visual language.

For more info: info@zaffiria.it

To see pictures of this activity, scan this QR-code:



Digital devices and me

Workshop created by Phileas & Autobule (Belgium)

Summary of activity: Children will be asked to consider their relationship with digital devices: they will be asked to distinguish between different devices and their varied uses. The children will then be asked to position themselves in relation to these types of use. Based on each child's experience of their own use or that of their relatives, the aim is to identify the advantages and disadvantages of each type of device use.

For more info: <https://www.phileasetautobule.be/dossier/cest-quoi-la-sante/>

Violence and the media

Workshop created by Phileas & Autobule (Belgium)

Summary of activity: Through watching selected clips from television programmes featuring physical or material violence, using the analysis sheets and playing a short game, discuss the violence that children see in the content they watch.

To find out more: <https://www.phileasetautobule.be/dossier/cest-quoi-la-sante/>

Advertising in all its forms

Workshop created by the High Council of Media Literacy (CSEM) and the Saint Joseph's school for specialist nursery and primary education in Geer (Belgium)

Summary of activity: The aim is to make children aware of the messages conveyed by adverts in various media, by focusing on the theme of healthy eating. By associating words with emotions (fear, happiness, anger, sadness, etc.), the children will realise that advertising evokes specific emotions which are targeted by media producers but that do not necessarily reflect reality.

To find out more: <https://www.csem.be/eduquer-aux-medias/experiences-de-terrain/la-pub-dans-tous-ses-etats>









THEME 2: INFORMATION



The aim of the workshops based on this theme is to encourage children to question the path that information has taken, from its creation to its distribution, and also to deconstruct the very concept of “information”.

Detailed activity sheets

The following two workshops form the basis of a complete activity programme for the information theme that involves teachers, parents and librarians. Together, and by completing fun activities on the app, they help children to question the sources of information, from its creation to its distribution. Immersed in the tropical jungle of data, there are a wide range of fun activities for participants to complete. You can download the support booklet for the app which includes the complete activity programme, as well as its objectives, at www.myappeduc.com.

Name of activity	Audience	Age group	Duration	Equipment	MyAppEduc - Island of information
<i>Are you a digital technology pro?</i>		8-10 years old 11-12 years old			 Digital memory - Activity 2
<i>Questioning information</i>		8-10 years old 11-12 years old			 What is news? - Activity 5

Additional inspiring activities:

Data explained to children

<i>Web expert</i>
<i>Establishing an opinion</i>
<i>News or Fake News</i>

INFORMATION – DETAILED ACTIVITY SHEETS

Workshop 5 – Are you a digital technology pro?



/ 8-10 years old; 11-12 years old /



Workshop created by the Meyzieu public media library (France)

The complementary activity on the MyAppEduc app: “*Digital memory*”, island of information, activity 2.

Summary:

In this workshop, children take part in an interactive Kahoot! quiz, covering a wide range of concepts from the digital world: algorithms, cookies, search engines, pop-ups, etc.

The complex aspects of the web will no longer hold any secrets for them!

Audience:

School groups

Keywords:

Web – quiz – algorithms

Duration:

One hour

Number of sessions:

One session

Equipment and resources:

- A computer with internet connection
- A projector
- One tablet with internet connection for each group of children.
- Kahoot Quiz with slide show (visual) aid with debrief:
<https://create.kahoot.it/share/my-app-educ/83895de2-9637-4de0-ac6d-6d62c686ffe8>

Activity plan:

1. Separate the children into groups of 3 or 4. Give each group a tablet, which the participants will use to connect to the “Kahoot!” quiz.
2. Start the “Kahoot!” quiz.
3. After each question, take the time to explain the answer and respond to the students’ questions.
4. At the end of the quiz (15 questions), the facilitator summarises the information on screen and answers the participants’ questions.
5. As a plenary, do **the “Digital memory” activity on the MyAppEduc app** (island of information, activity 2). *This activity will enable the children to consolidate what they have learnt during the quiz in a fun and visual way. With its images, short descriptions and memory logic, this activity can be repeated over and over again and provides a cohesive plenary for the workshop.*

Some advice, ideas and tips:

- ⇒ Put tablets on standby when not doing practical tasks;
- ⇒ Turn on “restricted mode” in YouTube settings (protection against inappropriate content)

Librarians reflect on their experience:

“Some of the questions in our quiz were quite complex. However, this made the debrief session at the end of the quiz all the more important! The questions on social media were the most relevant because the participants all thought they had the right answers when often they didn’t.” [Meyzieu media librarian, 2021]

Workshop 6: Questioning information



/ 8-10 years old; 11-12 years old /



Workshop created by Média Animation ASBL (Belgium)

The complementary activity on the MyAppEduc app: “*What is news?*”, island of information, activity 5

Summary:

The aim of this workshop is to identify, together with the children, the elements that differentiate information (such as a news item) from other types of content.

Audience:

School groups

Keywords:

Info – rumour – opinion

Duration:

One hour

Number of sessions:

One session

Equipment and resources:

- A computer with internet connection
- A projector
- Examples illustrated with images of opinions, rumours, news articles (to be displayed on a projector and printed), for example:
 - Le Monde, Qu'est-ce qu'une information, 2017,
https://www.lemonde.fr/les-decodeurs/article/2017/01/23/decodex-qu-est-ce-qu-une-information_5067721_4355770.html

Activity plan:

1. Project examples illustrated with pictures of news articles, rumours, opinions – whether designed yourself or taken from elsewhere (see Equipment and Resources section) – onto a large screen so that the whole group can see them clearly.
2. Start a discussion with the children: *What do these examples have in common?* They are all about the same topic. *What makes them different, in terms of content?* In one, the person is giving their opinion on the subject. In the other, they are spreading a rumour about the subject. In yet another, they are sharing an anecdote, and in another one, they are repeating information they have heard (such as from a news article), etc. As the discussion progresses, highlight keywords that help distinguish between different types of content and put a name to them.
3. Organise students into groups of two and assign each group to a table.
4. On each table, the facilitator arranges selected examples of rumours, anecdotes, news items, opinions, etc. Each group discusses the examples, classifies the different types of content, and explains their classification.
5. Bring the entire group back together and focus on the concept of information: How can it be characterised? Steer the discussion to highlight the following characteristics: *a news item is, first and foremost, a fact; it must be of interest to the public and to a large number of people; it must be verified and verifiable; ideally, it should involve new information.*
6. Corroborate these criteria with examples, guide group discussions and feel free to ask the children to provide their own examples.
7. On the MyAppEduc app, complete the “*What is news?*” activity to consolidate what has been learnt. *This activity can be used to revise the concept of news, based on the following indicators: new content, which concerns a large number of people and which can be verified. Then, as an entire group, discuss the different examples and clarify any points about which students may be uncertain.*

INFORMATION – Additional inspiring activities:

Data explained to children

Activity created by: DATAirelaDATA (France)

Summary of activity: During this activity, children will learn what data is and how to visualise it. As the activity progresses, they will learn to question the usefulness of data and consider their own experiences.

To find out more: <https://datalireladata.com/>

Web expert

Activity created by: Fréquence Écoles (France)

Summary of activity: The children get into pairs and sit at the computer workstations. The librarian asks them to search for information via a search engine using only three keywords. The team that finds the information the fastest is awarded one point. It may be information about digital culture or a general subject: history, geography, etc.

To find out more: https://fr.slideshare.net/Frequence_ecoles/guide-des-activits-frquence-coles

Establishing an opinion

Activity created by: Public Information Library – Centre Pompidou (France)

Summary of activity: Based on current news topics that affect students and focusing on media-related issues (e.g. social media, conspiracy theories, data protection), this workshop helps students to identify different media and documentary evidence when approaching a topic, to

develop their critical thinking and reasoning skills, to address issues of plurality and to give them the tools to create a document repository as part of a school project.

To find out more: <https://pro.bpi.fr/fiche-pratique/parcours-media-de-la-bpi-atelier/>

NEWS OR FAKE NEWS

Activity creator: Public Information Library – Centre Pompidou (France)

Summary of activity: Over two hours, children examine “controversial” topics via the internet, social media, and the online press. The activity provides an opportunity to teach a limited amount of methodology on sources, their evaluation and the spread of information.

To find out more: <https://pro.bpi.fr/fiche-pratique/les-ateliers-info-intox-de-la-bp/>












THEME 3: DIGITAL TECHNOLOGY AND MEDIA USE



The aim of the workshops based on this theme is to address, together with the children, the concept of media, and more particularly of digital media, as well as media use. Starting with media devices and platforms which children use and view, the purpose is to analyse and reflect on their specific features as a group.

Detailed activity sheets

The following two workshops form the basis of a complete activity programme involving teachers, families and librarians. Together, and through fun activities on the “Digital and Media Use” island of the MyAppEduc app, they help children to reflect on and monitor their digital media use. You can download the support booklet for the app which includes the complete activity programme, as well as its objectives, at www.myappeduc.

Name of activity	Audience	Age group	Duration	Equipment	MyAppEduc - Island of digital and media use
<i>Exploring YouTube</i>		8-10 years old 11-12 years old		 	 MyVideo Puzzle - Activity 3
<i>Creating the media device of the future!</i>	 	5-7 years old 8-10 years old		 	 What will digital media be like in the future? - Activity 4
Additional inspiring activities:					
<i>It's your turn to explain it!</i>					
<i>Audiovisual presentations as a tool to forge intergenerational and intercultural ties</i>					
<i>Draw your game</i>					
<i>Alien stories</i>					
<i>Pict'Oh</i>					
<i>Dear Data</i>					

DIGITAL TECHNOLOGY AND MEDIA USE – DETAILED ACTIVITY SHEETS

Workshop 7 – Exploring YouTube



/ 8-10 years old; 11-12 years old /



Workshop created by the Rize media library (France)

The complementary activity on the MyAppEduc app: “*MyVideo Puzzle*”, island of digital and media use, activity 3

Summary:

This one-hour workshop, involving an interactive quiz and mini challenges, addresses issues relating to the YouTube platform with the children. It is an opportunity for students, teachers and librarians to share their experiences, through discussion and practice, with the aim of giving children the tools to navigate the platform, while evaluating the role of digital media in their daily lives.

Audience:

School groups

Keywords:

Multimedia content; browsing; device

Duration:

One hour

Number of sessions:

One session

Equipment and resources:

- One tablet and/or smartphone for each group of children. The following must be installed on these devices:
 - The MyAppEduc app
 - The YouTube app
- A Wi-Fi connection
- A computer or laptop
- A projector
- The “*Exploring YouTube*” activity booklet can be found in the “Inspiration Booklet – Appendices” at <https://myappeduc.eu/une-bibliotheque/>

Alternative option:

The challenges can be completed using a desktop computer or laptop with internet connection

Activity plan:

1. Put students into groups (ideally groups of three children).
2. Complete the “My Video Puzzle” activity on the MyAppEduc app (island of digital and media use – activity 3).

For this activity, the idea is to reposition the constituent elements of a page on the screen on a fictional platform called “MyVideo”. This activity demonstrates the constituent elements of a typical page on a video hosting site and provides students with a first opportunity to discuss the role of such elements (ads, personal data, suggested videos, as well as the role of algorithms! Etc.).

3. The following step is the same for each activity section (“*Understanding algorithms*”; “*Choosing appropriate content*” and “*Recognising adverts*”):

- Hand out the activity booklet (see “Appendices” section: *Exploring YouTube_appendix 1*) and a tablet with the YouTube app to each group. The digital version of the booklet should also be projected on a screen for the entire group to see.
 - Start the slide show, section by section (first section: it’s all about popularity), which begins with a three-question quiz (students answer with a show of hands).
 - Allow some discussion time for students to talk freely and give their opinions.
 - Each group completes a challenge on the tablet. The groups report back their findings after each challenge. Tablets should be put in standby mode when not doing practical work;
4. As a plenary exercise:
- Share the booklets with teachers so that they can review or further explore certain points in class.
 - Conduct a brief review of the activity: what did they learn, understand, like or dislike?

Some advice, ideas and tips

- ⇒ Put tablets/smartphones on standby when not doing practical activities
- ⇒ Turn on “restricted mode” in YouTube settings (protection against inappropriate content).

Librarians reflect on their experience:

"The time allowed for discussion revealed that the children were interested in content that can be viewed on YouTube, but that they also sometimes lack knowledge of how it works and of the underlying issues (e.g. targeted advertising, age limit for creating an account, recommendation system). The children learnt through the discussions between the teachers/mediators and themselves.

[Victor K., media librarian, Rize Media Library - Villeurbanne, 2021]

"The children actively and voluntarily participated in every stage of the activity."

[Victor K., media librarian, Rize Media Library - Villeurbanne, 2021]

Workshop 8 – Creating the media device of the future!



Workshop created by Zaffiria (Italy)

The complementary activity on the MyAppEduc app: “*What will digital media be like in the future?*”, island of digital and media use, activity 4

Summary:

First, this workshop examines how media devices and their uses have changed. This then opens up a world of possibilities: *what if we created the media device of the future?* Give the children’s imaginations free rein to invent their own original type of media device! The aim of this workshop is to help children understand how media devices have changed over time, as well as the diversity of their use.

Audience:

School groups and families

Keywords:

Media – change – use

Duration:

Between 1 hour 30 mins and 2 hours

Number of sessions:

One session

Equipment and resources:

- Sheets of paper
- Pencils, marker pens, etc.
- Scissors, glue
- Media devices from the past and present or printed images of these objects
- One tablet and/or smartphone for each group of children. The following must be installed on these devices:

° The MyAppEduc app

Alternative option:

The workshop can be delivered without the need for digital technology: the children can create their media device of the future with glue, paper, scissors and pencils!

Activity plan:

1. Organise the participants into groups (ideally groups of 2 children or if the workshop is for families, 1 child and 1 parent) and assign each group to a table.
2. On each table, place a different group (of images) of media objects from the past and present. The objects placed together on each table must have the same function (*telephone - landline phone, mobile phone, rotary dial phone, etc.; writing object - typewriter, keyboard, pen, etc.; gaming device - games console, Gameboy, smartphone, etc., for example*).
3. Ask the groups to identify the common function of the objects on the table.
4. Ask the pairs to put the media objects in order from oldest to newest, and to compare their characteristics: the differences, the common features, what they can and cannot do, etc.

5. As a group, consider what the more recent media devices can do nowadays, and what might have seemed unusual or even impossible in their parents or grandparents time (*like storing an entire library of books on a single e-reader, for example*);
6. Note because of the progress made with these media devices, they can be used to complete increasingly numerous and complex tasks.
7. Ask the pairs to imagine the future and visualise a “media device of the future” and the original uses it may have; *what needs or everyday problems would this new media device address?*
8. Complete the “What will digital media be like in the future” activity on the MyAppEduc app (island of digital and media use – activity 4).
On the app, the children can draw their media device of the future and define its uses. By taking a screenshot of their design, they can save and even share it (with their classmates, teacher, (grand)parent, etc.).
Alternative option: If they can’t use the app to draw their future media device, the children can use paper, pencils and scissors!
9. Allow some discussion time so that each pair can present their future media device and its uses to the rest of the group.
10. Conduct a brief review of the activity: what did they learn, understand, like or dislike?

Some advice, ideas and tips:

=> What if you held an exhibition in the library to present the children’s designs?

DIGITAL AND MEDIA USE – Additional

inspiring activities

Design your own app/activity!

Workshop created by the Santarcangelo library, Romagna (Italy)

Summary of activity:

In the Santarcangelo di Romagna library, about 40 boys and girls tried their hand at designing new activities to potentially be included on the MyAppEduc app.

For more info: info@zaffiria.it

To see pictures of this activity, scan this QR-code:



It's your turn to explain it!

Workshop created by Basisschool De Meidoorn Eeklo (Belgium)

Summary of activity:

The children make videos (120 seconds maximum) where they explain concepts, give information on a subject or tell other children how they learn or have learnt something. The choice of subject is agreed upon between the teachers and children. In line with the phrase “if you want something done well you should do it yourself, and therefore, you usually learn best what you explain it yourself,” this activity focuses on the explanatory videos made by the children.

For more info: <https://leghetzelfuit.weebly.com> (in Dutch) or via <https://media-animation.be/IMG/pdf/mediacoach-projetsdeducationauxmediastousterrains-2.pdf> (p.14)

Audiovisual presentations as a tool to forge intergenerational and intercultural ties

Workshop created by the Wellin Digital Public Space (Belgium)

Summary of activity:

The aim of this activity is to organise two creative workshops in parallel: one involving seniors, the other with children. Each group is assigned the same task of producing a multimedia presentation (using images, music, text, etc.) on the topic of “*Presenting my town*”. After receiving training in media techniques, each group will be able to produce a presentation and share their views on the town with the other participants.

More info: <https://www.media-coach.be/Realisations.html>

Draw your game

Workshop created by Fréquence Écoles (France)

Summary of activity: Each team must create a level of a game via the “Draw Your Game” app using paper and marker pens. The black lines are for drawing stationary platforms, the blue lines are blocks that the character can push, knock over or destroy, the red lines are elements to be avoided and the green lines serve as trampolines. Once the level is drawn, it can be scanned with the tablet and played. Take note, it’s important to find the right balance between the difficulty level and having fun.

For more info: <https://lesupermedia.fr/2019/11/14/dessine-ton-jeu-tuto-video/> and infos@frequence-ecoles.org

Alien stories

Workshop created by Fréquence Écoles (France)

Summary of activity: In this activity, the children make a stop-motion film. They begin by colouring in the drawing sheets that portray Marius the alien's journey. Once they have finished colouring them in, each group uses a tablet with the stop-motion studio app installed on it to create their film.

Info and resources: christophe@frequence-ecoles.org

Pict'Oh!

Workshop created by Fréquence Écoles (France)

Summary of activity: The children are separated into two groups. One child picks a card and has to make the others guess what the pictogram is, without saying the word that is written down. Both teams can answer and the fastest team is awarded a point. The librarian should be present throughout the activity to help the children and encourage them to talk about the symbols they see.

Info and resources: christophe@frequence-ecoles.org

Dear Data

Workshop created by Datalireladata (France)

Summary of activity: Can data visualisation be a form of artistic expression? This activity will help students understand how data can be used as a source of creative inspiration. In this activity, the children explore and analyse different works of Data Art. What type of data has the artist used? Why has the artist used this type of data in their work? The participants are then asked to create a work of Data Art using their own data.

To find out more: <https://datalireladata.com/>

PART THREE - My AppEduc: partners and resources

Would you like to learn more about collaborative education, media literacy or digital media literacy? Or are you interested in the work done by other libraries, media libraries or digital public spaces in these fields? We have compiled a (non-exhaustive!) list below of resources so that you can find out more!

On media literacy

- Média Animation, *Éduquer aux médias, un enjeu citoyen*, <https://media-animation.be/Eduquer-aux-medias-un-enjeu.html>

- CSEM, *L'éducation aux médias en 12 questions*,
<https://www.csem.be/eduquer-aux-medias/productions/leducation-aux-medias-en-12-questions>

On collaborative education

- UFAPEC (2019), *Faire de la coéducation parents-enseignants dans les écoles? The Tandem project experience*, Analysis no. 32.19.
<https://www.ufapec.be/files/files/analyses/2019/3219-Coeducation-Tandem.pdf>
- Cortial, M.-C (2019), *La coéducation existe-t-elle vraiment?*, Cahiers Pédagogiques, <https://www.cahiers-pedagogiques.com/la-coeducation-existe-t-elle-vraiment/>
- Report, *How parents of young children manage digital devices at home : the role of income, education and parental style*, EU Kids Online, <https://tandemproject.org/wp-content/uploads/2017/01/Fiche-de-lecture-How-parents-of-young-children-manage-digital-devices-at-home-The-role.pdf>

Libraries and collaborative education

- Magazine Prof (2014), *Apprendre à lire entre les lignes*, no. 22,
<http://www.enseignement.be/index.php?page=27203&id=1098>

Libraries and digital media literacy

- Bouniton J. & V. Braekeveld (2015), *L'éducation aux médias et les collections de la Bibliothèque royale de Belgique: étude de cas: l'atelier Making the news*, Monte Artium, Vol. 8, 215-232,
<https://www.brepolonline.net/doi/pdf/10.1484/J.IMA.5.108766>
- Guide d'initiatives de médiation numérique en bibliothèque (2018),
https://www.banq.qc.ca/documents/services/espace_professionnel/milieux_doc/services/offre_numerique_biblio/guide_initiatives_numeriques12.pdf

Digital media literacy project and activity booklets

- Mediacoach, *Mediacoach* (2020), *Projets d'éducation aux médias tous terrains*, <https://media-animation.be/IMG/pdf/mediacoach-projetsdeducationauxmediastousterrains-2.pdf>
- Média Animation (2019), *Les médias en jeux: 80 fiches*, <https://media-animation.be/-Les-medias-en-jeux-80-fiches-.html>

This inspiration booklet has been produced as part of the MyAppEduc project - *the App for partners in digital media literacy*. MyAppEduc is co-funded by the European Union as part of the Erasmus+ project and has been established by media literacy resource centres and a federation of parents' associations in Belgium, France and Italy.

Please find below a brief description of our partner organisations. Via their respective websites, you can access additional resources on **media literacy**, **digital media literacy** and **collaborative education**.

Média Animation (coordinator of the MyAppEduc project)

Média Animation is a non-profit organisation specialising in media literacy which is a renowned teaching resource centre and a continuing adult education association founded by the Wallonia-Brussels Federation. The association is a member of the Higher Council for Media Literacy of the Wallonia-Brussels Federation. It organises training courses for trainers and teachers, (introductory and continuous training), conducts research, and organises or takes part in European projects.

Website: www.media-animation.be

UFAPEC

UFAPEC is an organisation representing parents and parents' associations in private Catholic education. Its main priority is fostering good relations



between families and schools, by approaching the relationship as a positive partnership and an essential factor in the development and academic success of all children. As a renowned lifelong learning association, UFAPEC produces analyses and research with the aim of reflecting on and raising awareness of societal issues relating to education policy and institutions, teaching and the role of parents in education.

Website: <https://www.ufapec.be/>

Fréquence Écoles

The Fréquence Écoles association is a key player in media literacy in France. Since 1991, it has been supporting young people and educators to make sense of the information society. Its objective is to develop young people's digital and media skills to help them become objective and responsible citizens. As an effective regional resource centre, the association is expanding its mission to the professional sector. All educators must receive training to ensure the development of media literacy: facilitators, teachers, parents and trainers. Fréquence Écoles provides professionals with the means to analyse the information society and to view the digital era from an educational perspective.

Website: <https://www.frequence-ecoles.org/>

Zaffiria

Zaffiria is a media education centre based in Emilia-Romagna, Italy, which also works with schools in the Marche, Lombardy and Friuli-Venezia Giulia regions. Zaffiria organises media literacy workshops for students from primary school to secondary school age, in partnership with parents and teachers. In addition, Zaffiria manages the Alberto Manzi Centre, along with the Ministry of Education, Rai-Radiotelevisione Italiana, the University of Bologna and the Emilia Romagna region. Zaffiria also organises extracurricular

activities such as the Via Luzzatti 15 programme where parents and children attend workshops together, as well as proposing public engagement initiatives for museums focused on media education.

Website: <https://www.zaffiria.it/>

IN CONCLUSION

The aim of this inspiration booklet is to provide facilitators with ideas and suggestions for the implementation of workshops in digital media literacy in libraries, media libraries, and other places of digital mediation. We hope that the diverse range of activities and their characteristics (duration, material required, theme, etc.) will give cultural mediators and librarians the tools they need and inspire them to provide essential support in media use for children, their classmates and families.

For an overview of institutions that have already got started and organised a digital media literacy activity with families or schools, or to view testimonials and other resources, go to: <https://myappeduc.eu>.

