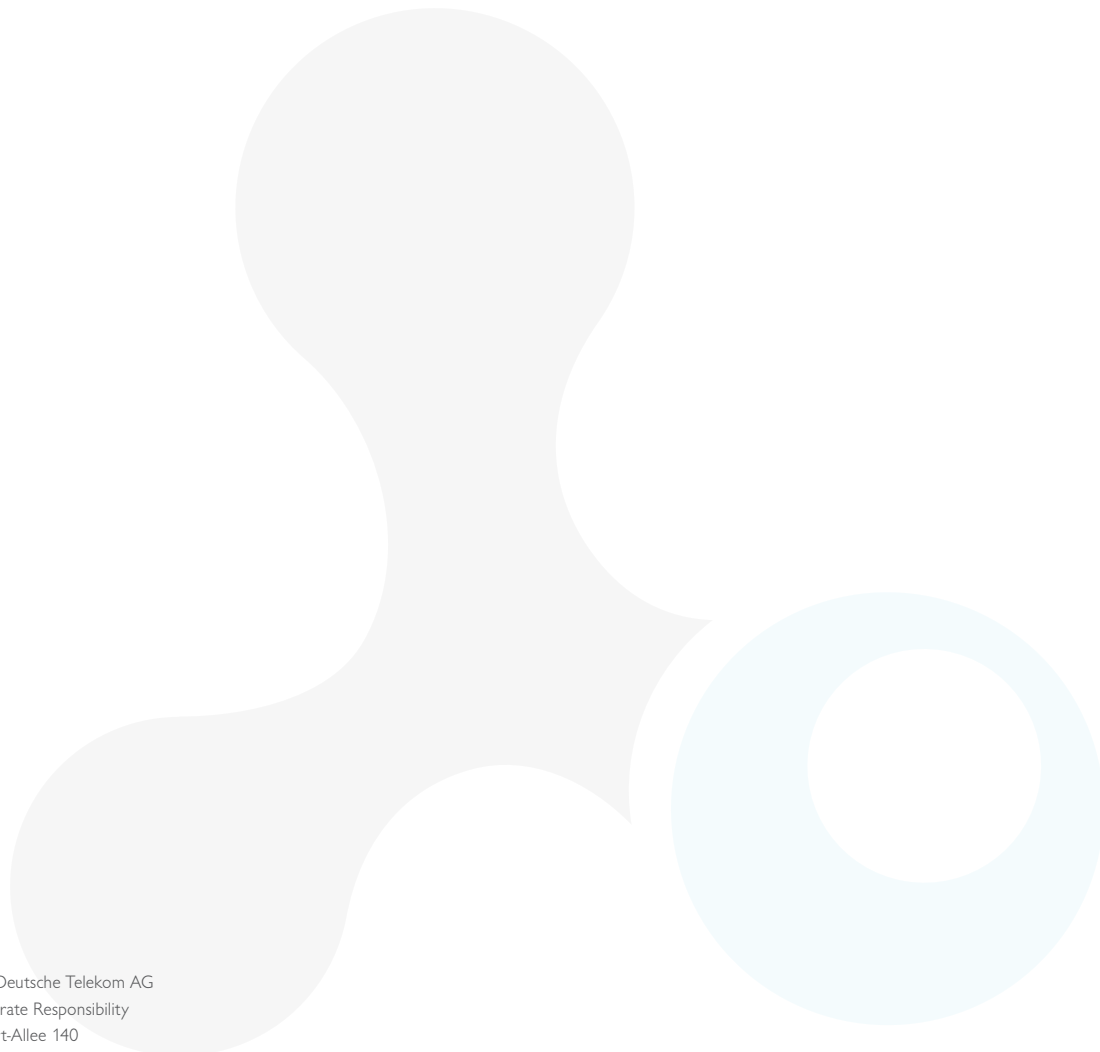


# Media sure! But secure.

An obstacle course about competent media use  
for children ages 9 through 12





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# The media obstacle course – playfully conveying media security

“How old do you have to be to use WhatsApp?”  
Excited children bounce back and forth between markers on the ground and have to choose one of three answers.

The correct answer is a surprise to many: according to the terms of services, this app is only allowed from age 16 and up, but many children already have it on their mobiles.

## Topic

Media security is especially relevant for children age 9 through 12 because they begin to use media offers that are not specifically targeted to children but rather to adolescents. This is where the media obstacle course from the Teach-today initiative comes into play. It raises their awareness of the media use in a fun way. It deals with topics like gaming times, data protection and cyber-harassment.

## Overview

### Learning objectives

- The children
- discuss their own experiences in regards to safe use of media
  - discuss their own media usage time in small groups
  - formulate their own opinions and points of view on the topic of communication on the Web
  - get exposed to new tools and digital media applications
  - recognise their own independent ways to act while using digital media

### Application opportunities

- Schools
- Educational institutions
- Child and recreational facilities

### Age

- 9 to 12 year-old children

### Duration

- |  |            |
|--|------------|
| • 1 course run:                                | 45 minutes |
| • Media Competency Test and in-depth workshop: | 45 minutes |

### Social form/method

- Station work
- Group work
- Discussion
- Flash feedback

### Requirements

- Small groups of 6 to 9 children
- Enough space for 5 stations



Instruction and course materials available to download at [www.teachtoday.de](http://www.teachtoday.de).

## Children using media – safely

Jan is 11 years old and already has his own email account. One day he gets the news that he has won 10,000 euros. There's a link in the email that he can click to receive his winnings. He starts thinking about all the things he could do with that money and clicks on the link...

A few days later, his classmates complain to him that they got strange emails from him in which they were asked to click a link. Jan is confused because he didn't send them any messages. A computer virus has probably been installed on his PC and has been sending the emails automatically without Jan's knowing anything! Jan despairs and asks his dad for help right away. If only he would have deleted that email unread...

Cases like this happen every day. So-called spam mails or even phishing emails can contain malicious software that installs itself on a PC unnoticed and thus provides scammers access to passwords, contact information or other important data. Young Internet users are often not aware of these dangers.

### Digital media, however, is commonplace – also for children

Especially children ages 9–12 start using the Internet and social network works ever more independently and naturally to get information, to interact with each other, or to play together

This age group, which includes late childhood and early adolescents, is marked by many changes and upheavals. These include the pursuit of greater autonomy, the desire for recognition and belonging and the development of one's own personality. [1] To this age group, digital media are an important part of their daily lives. It is therefore important to raise their awareness early on to thoughtful media behaviour and to share with them about the risks and opportunities.

### A major challenge: the safe handling of media

Almost daily, new Web pages, games or even cell phone apps are developed and marketed. These get popular within this peer group and kids recommend the latest to each other.

What's "in" and what's "out", the must-have app, which video you "just gotta see" ... all this happens amongst children's groups of friends, their classmates or in their clubs. What's more, word spreads fast on social networks. Children often trust the recommendation of friends without knowing the potential risks lurking in the improper usage of media.

### Preparing for the digital society:

#### A shared responsibility

Nowadays, we deal with digital media in our daily lives – there's no getting away from it. Especially young people use media as a matter of course but often without knowledge of the hazards and hidden potentials. To actively participate in an increasingly digitised society, it is essential that future generations receive comprehensive media education.

That's a job for every section of society. It's important to give children more than just knowledge; we also need to improve their skills for interacting with various digital media. This is all the more imperative as media offers are multiplying every day. New aspects of use and data protection have to be observed to use media safely and confidently.

#### Obstacle course "Fun media run"

The media obstacle course from Teachtoday invites children and educational professionals to talk with each other about safe media use. In five creatively designed stations, children are exposed to important aspects of media use: game play or media usage times, privacy, cyber-harassment and communication on the Internet, and exploring tools and applications.





The course stations are set up like a “jump'n'run” game. They motivate and interest especially amongst this age group with a combination of movement and content. The children can approach the topic in a playful atmosphere, share their opinions and ideas, and get to know new aspects.

Via this obstacle course, children gather media experiences that pertain to their everyday lives and they gain awareness of safe media usage.

# Competency promotion

“Children and young people are generally open to media. The hands-on possibilities of the networked media world in conjunction with the progressive mediatisation of many aspects of our lives leads to the fact that a great number of adolescents today are having pioneering experiences. This means that their media behavior reveals potentials but also problem areas, which go beyond the world of adolescents.” [2]

## Coarse objective

The media obstacle course is aimed at children aged 9 to 12 and encourages fun and movement so as to reflect their own media use. At five different stations, the children deal with various aspects of the safe use of media. With the help of action-packed exercises and tasks they raise their awareness of topics such as game play times, privacy and cyber-harassment.

### Competency in social communications

#### The children

- share about their own experiences in regards safe use of media
- discuss their media usage time in small groups
- practice having exchanges about factual content and subject matters
- formulate their own opinions and points of view

### Competency in subject and methods

#### The children

- strengthen their knowledge of rules and conditions of use digital media
- get exposed to new tools and digital media applications
- deepen their knowledge when doing a gap text
- can present problem situations with picture stories

### Competency in the personal realm

#### The children

- reflect on their own behaviour in chat situations
- learn to reflect on their own sense of time while using digital media
- recognise independent ways of behaving with media



# The obstacle course: Overview

With the obstacle course “Fun media run” various aspects of safe media use are addressed and connected to a 9–12 year-old’s everyday media experience. The course playfully addresses media usage times, issues of data protection or cyber-harassment and -bullying and makes it all easy to discuss.

## Phase 1: Raising awareness. Introduction to the topic

In a flash feedback round, e.g. by positioning, the children actively get into the topic and gain a vivid picture of their group regarding media use.

Methods: Flash feedback

1.1 Prepare the course with a flash feedback round by getting an overview with the children about their media use behaviours. First, ask some simple questions that can be answered by the children raising their hands, which allows for a count. For example, ask: “Who here has their own smartphone?” or “Who has a mobile?” or “Who has their own computer in their room?”

Then, let children actively respond to questions like: “What computer games do you like to play?” or “How much time do you spend on the computer?” – for these questions the children can move to positions for the answers, like one to three hours at three different spots. Talk with them briefly about what they do during that time.

Social form: Conversation | Result: Opinion positioning in the group

## Phase 2: Doing the obstacle course. How the course stations work

The children complete the course “Fun media run” with a total of five stations. They are active, move around and thus engage with the course topics.

2.1 Tell the children about the course route and present each station’s main point. Explain the tasks at the various stations with concrete examples. Divide the learning group into five small groups and explain how to rotate through the obstacle course stations. Explain to them that they have to change when they hear a signal, if there is one. In parallel every group visits each station one after the other.

Preparation: Structure of the course

2.2 The children resolve the respective tasks together with the materials on hand at the individual stations. To finish up at each station, the individual topics are summarised and reflected upon briefly.

Preparation: Print descriptions 1–3

Descriptions 1–3:  
Station descriptions





### Evaluation Media Competency Test course

#### Phase 3: Follow-up Workshop and Media Competency Test

Individual aspects of the obstacle course topics can also be dealt with in a supplementary workshop. Thanks to our Media Competency Test, the children can also check that their individual behaviour in regards to media is safe.

3.1 Learning more with a workshop on practical aspects of safe use of media. Have the children look at the experience they had with the media obstacle course and link that to their own individual media use experiences. Work out a media use agreement with the children together. Encourage the children to bring up their own experiences and opinions and support a group discussion.

Recording results: Poster

3.2 Have the children complete Teachtoday's Media Competency Test. With our test, the children can check how safely and confidently they use digital media themselves. Further aspects of the obstacle course can be addressed and dealt with more in-depth through the test questions or a workshop. Evaluate the group test results together with the children.

Preparation: Register the learning group on [www.teachtoday.de](http://www.teachtoday.de) and generate an access code for the competency test for children, prepare computers with Internet access





# The obstacle course: How it works



In this course, the children not only need knowledge but also quick reactions and skill to cope with movement and activity at the individual stations. The course gets children into action and lets them actively engage with various aspects of media use, like game-play time, data privacy protection and cyber-harassment.

## Course structure

- the course works on a “jump’n’run” concept that encourages more movement potential for the children. That’s why the ideal space for the course is in a big room, like the school gymnasium or auditorium.
- Up to between 30 and 45 children can do the course in one run through
- 6–9 children should be active at each station
- Duration per station: about 8 min
- Duration overall course: about 45 min
- After about 8 minutes, there should be a signal to change stations

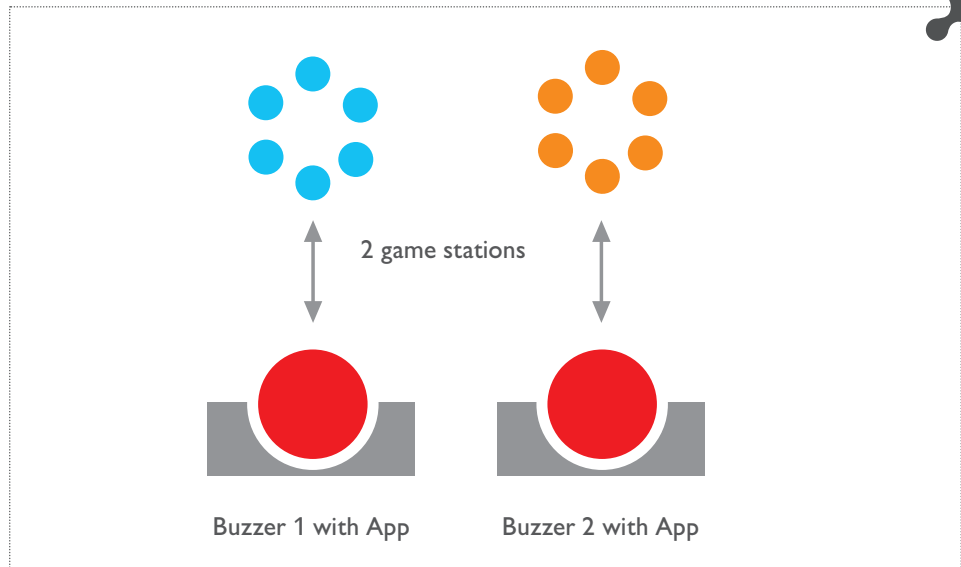
## Station structure

- The station supervisor gives a short description
- 6 minutes of station work
- about 2 minutes of feedback or evaluation

# Station 1

## Times Buzzer

Reflect on media behaviour and raise awareness of the children's sense of time



**Note**  
Make sure that there are no clocks in the vicinity of the station.

This station gets children thinking about their own media usage behaviour. It vividly illustrates how hard it is to maintain one's sense of time while playing. Children play short computer games on the computer, tablets or a Nintendo DS. They have the task of stopping the game every two minutes and running to the PC to press the buzzer. An app records the times to represent the children's sense of time. At the end of the game, the results are discussed in the group.

### Tip

With eight participants it helps to separate the children into two small groups. The "play station" and computer with the buzzer software should be in separate spaces so that the children are sitting some ways away from the buzzer and they have to run to it.

If there are not enough tablets or Nintendos available, they could play on their own mobiles. Some games can be played by two players.

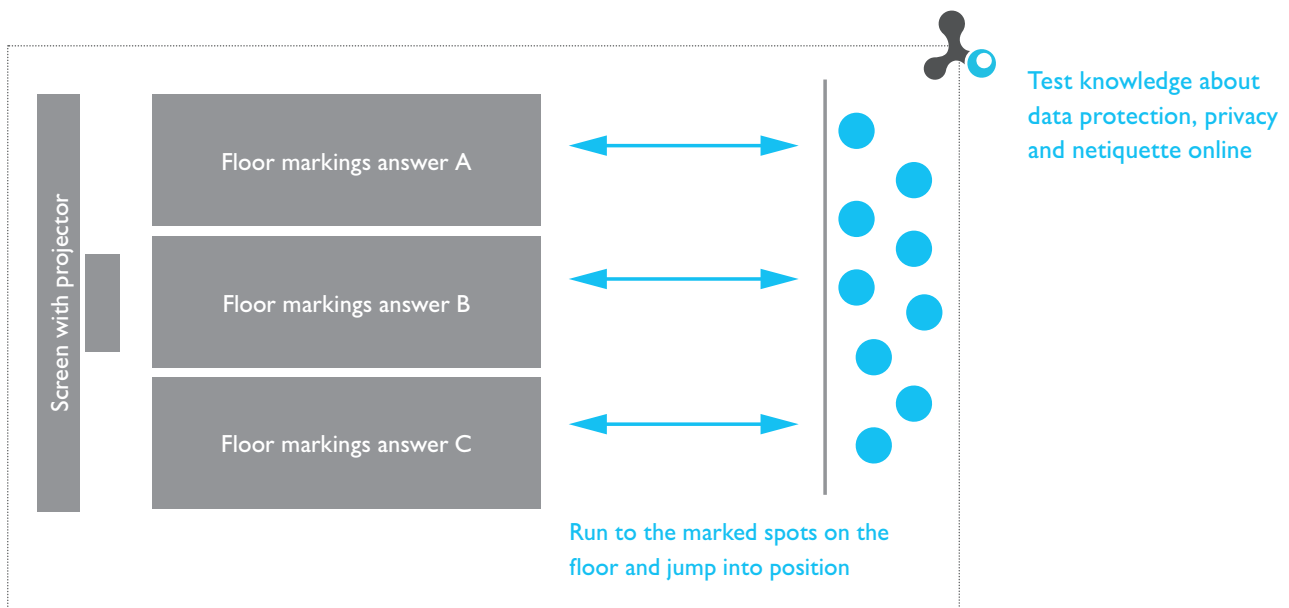
### Materials and preparation

- Station description printout for station supervisor
- 5–8 Nintendo DS or tablets and games for them
- Alternative: The children's own mobile games
- 1 laptop/PC with buzzer software  
Download from <http://teachtoday.de/parcours>
- Seating for the children (e.g., gym: boxes or mats)



# Station 2

## Decision Jumps



At this station, the children get quizzed on the topic of safe media use. They are asked questions about data protection, privacy and netiquette in online communication and must decide quickly for one of three possible answers. They test their knowledge and judgment skills.

Answers A, B, or C are projected via a beamer onto a screen or white surface. Children choose one of the responses and position themselves accordingly on spots marked on the floor. Until they hear a signal, they can jump into another position to change their answer. The correct answer is displayed on the screen. This is repeated until the time is up for this station or all the questions have been answered. The station supervisor should ask the kids a little more about each answer or discuss it with them briefly.

### Tip

The questions can be read by the children themselves or by the station supervisor. The supervisor should make sure that the children actually understand the question.

### Materials and preparation

- Station description printout for station supervisor
- PowerPoint "Decision Jumps"  
Download from <http://teachtoday.de/parcours>
- 1 laptop/PC and 1 projector
- Screen or white surface/wall
- Markings for the floor (e.g., duct or masking tape)

### Tip

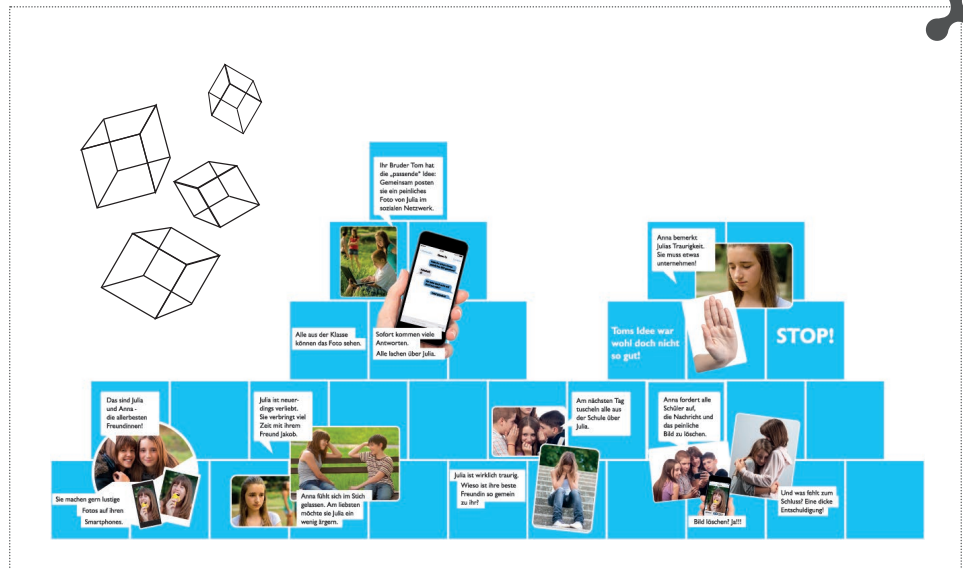
In front of the screen, mark the floor with three spots corresponding to the response options A, B and C.



# Station 3

## Stories Pyramid

Cyber-harassment –  
reflecting on experiences  
and behaviour



The children deal with the topic of cyber-harassment at this station with the help of a picture story. The story pieces are printed on large cardboard cubes. The children put the pictures in the logical order and build a story pyramid with the cubes. At the end, they discuss the story with the supervisor and add their own thoughts and experiences.

### Tip

The images could also be a story puzzle to be put together on the floor or with pins on the board.

### Materials and preparation

- Station description printout for station supervisor
- Picture story template to cut out  
Download from <http://teachtoday.de/parcours>
- Shoe boxes or similar cardboard boxes
- Alternative: Paper printout stuck to the board with magnets or pins

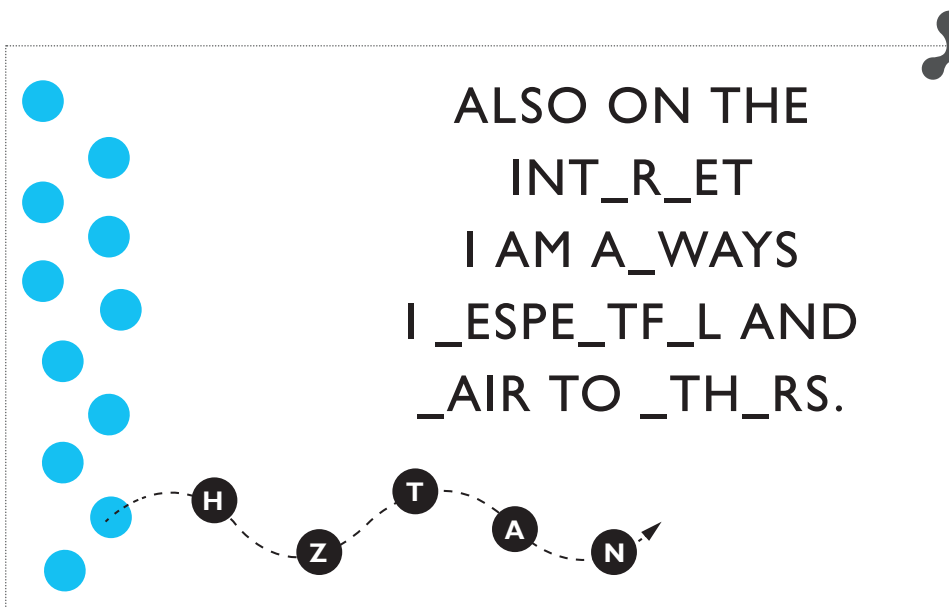
In preparation of the course, the puzzle piece images are cut out and pasted onto stackable shoe boxes or other cardboard boxes. This preparation step could also be carried out by the children themselves in art class or a preparation workshop.

Alternative: Glue the cut-out image onto robust cardboard. That way, the images can be put together on the floor.



# Station 4

## Letter Balance



Chatting  
behaviour rules

Correct chatting behaviour is the topic of this station. The children have the task of correctly completing a chat rule gap-fill. They get the "Gap-fill" printout at the beginning. They should all read through the chat rules until they understand them and can see what letters are missing on the board. The missing letters are printed onto pingpong balls (with Velcro for sticking on the board) in a box at the start of the mini-obstacle course. One by one, the children balance the letter balls on "tablets" through an obstacle course to the finish – a classroom board where the gap-fill is pinned up. The letter balls are inserted into the right blanks. At the end, the children and supervisor talk about the chat rules.

### Tipp

There are various materials that are good for making the mini-obstacle course, use cones or medicine balls, for example. If there is enough space, two routes can be set up so that the children can do the course two at a time.

### Materials and preparation

- Station description printout for station supervisor
- Copy template of the tablet image, gap-fill printout, board gap-fill, letter stencils to cut out  
Download from <http://teachtoday.de/parcours>
- Velcro balls and paint for the letters
- Classroom board (alternative: wall that the Velcro can be glued to)
- Self-adhesive Velcro to attach the balls on the board, tape or magnets
- Alternatives: Pingpong balls, permanent marker, double-sided tape





Print enough gap-fills for the children to read together in pairs. It is best to laminate the gap-fill printouts. Print out the tablet image and glue onto strong cardboard for the balancing tablets. Paint the missing letters on the Velcro balls.

Attach the gap-fill chat rule (printout 3) to a classroom board or wall with adhesive tape, magnets or pins. Where there are missing letters, attach a piece of self-adhesive Velcro tape (approx. 2 cm).

**Alternative I:**

You can also use pingpong balls with the missing letters written on them in marker. Use double-sided tape to attach the balls to the board.

**Alternative II:**

For a version without balls, print out the missing letters on cards, one letter per card. The children take up positions close together looking at the board, like in a sport exercise (e.g., a relay "pass the ball over the head"). The child at the back passes a letter ball forward to be sent along to the child at the front. The child up front goes through the obstacle course to attach the letter to the board in the right gap and then runs to the back of the relay line.

# Station 5

## App Snapper



Apps –  
Kinds and uses

At this station, the children test their knowledge of what applications do what. The point of App Snapper is to have the children categorise activities they do on the Internet, on the PC or on the Smartphone, using various tools or apps. In this quiz, which can be played on a PC, laptop or tablet, the children find several applications in the form of icons that they drag and drop into the activity categories, such as chatting or listening to music. They get a little feedback at the end so they know how well they've done.

### Materials and preparation

- Station description printout for station supervisor
- Application "App Snapper"  
Download from <http://teachtoday.de/parcours>
- 6–8 laptops or tablets
- Seating for the children

App Snapper is easy to install on all devices and can be played with a mouse or touchscreen. Make sure the batteries are fully charged since in some gyms or in the auditorium power supply can be difficult.

### Tip

The station supervisor should take a moment at before beginning to ask if the children are familiar with the term "app" and explain briefly if necessary.

# Media Competency Test

For test notes see  
Teachtoday.de under:  
Get advice

Competent skills with digital media is becoming increasingly important. It's already important for children and adolescents to be able to use media creatively and safely, to communicate via media as well as understand and evaluate the information they find. This is where Teachtoday's Media Competency Test comes into play.

This competency test helps teachers and educational professionals to quickly identify the media skills that their respective learning groups have and to promote suitable behaviour.

## Age groups

The test was developed for ages 9–12. The pupils take a close look at their own behaviour and assess themselves with this test. The children and young people will then receive a personal evaluation of the test, the results of which at the same time are incorporated into the anonymous overall evaluation of the learning group. .

## Competency model

The media competency test includes 24 questions regarding how to deal with digital media and alludes to the media use behaviours of children and adolescents. The test is based on a competency model that includes six core competencies in total, which are particularly important for creative, safe and communicative approaches to digital media:

## Competencies

Communication skills  
Judgment skills  
Decision-making skills

Cooperation skills  
Creative skills  
Personal responsibility

## Test question structure

The six competencies are measured with four questions apiece. The questions' content focuses on the children's own knowledge, action and behaviour when dealing with digital media. In this way, competencies can be precisely evaluated and are individually more easily estimable.

Each question begins with an everyday scenario. The test subject is given several action options that call for self-assessment.

Questions were selected for 9–12 year-olds that focus on dealing with media in the areas of games, learning, listening and creative use.

## Results

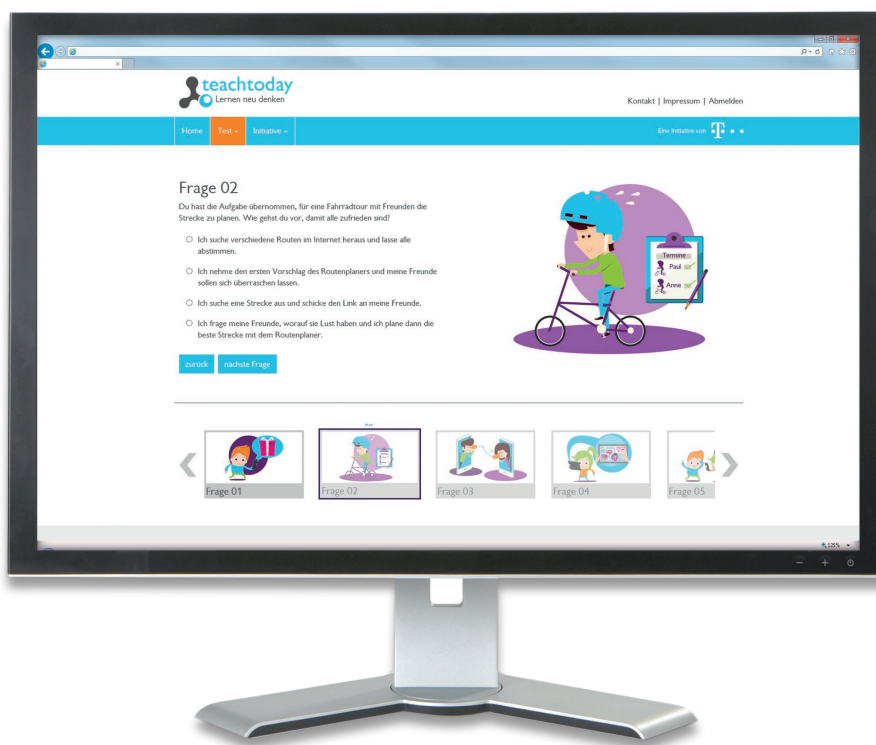
### Testergebnis

Once the test participants have answered all 24 questions, they receive a personal evaluation. At the same time, their results flow into the overall assessment of the learning group





### Sample page from the competency test



### Access to the Media Competency Test

The Media Competency Test can be completed for school classes learning groups from child or adolescent recreational facilities. First the learning group is registered at Teachtoday: [www.teachtoday.de/medienkompetenztest](http://www.teachtoday.de/medienkompetenztest)

[Register](#)

Educational staff receive an access code with which they then subsequently generate the single access keys for the children and young people and with which they can view the test results.

User privacy is very important to Teachtoday. That's why we don't collect any personal data about the children and adolescents.

# Workshop “Media Use Agreement”

Recommendation

To expand on the experiences and results from the obstacle course “Fun media run”, it makes sense to take on individual topics and to work with the children in workshops.

The workshop “Media Use Agreement” uses the results of the course station “Times Buzzer” and also alludes to the specific media usage patterns of children in school and during their free time.

## Objective

### Learning target

The children draft a joint media use agreement for the class or learning group. The agreement includes rules of conduct for the children’s personal media behaviour.

### How it works

#### Introduction: My media

Duration:  
5 minutes

In the study group, the experience gained from the obstacle course station “Times Buzzer” is discussed. The following questions can be helpful: Was it easy for the children to comply with the 2-minute game time? What media do they like to use and use a lot at home or at school?

#### Brainstorming: Expanding on media use 15 min

Duration:  
15 minutes

Then the learning group discusses the various aspects of media use and work toward coming up with rules for respectful and safe behaviour for media and Internet usage.

The following questions can be helpful: When are media useful to you and when are they not? When do digital media start to annoy you? What annoys you, which of your behaviours or others’ behaviours bothers you? When and where do you wish you had more access to media?

During the discussion, important behaviors are figured out and recorded (e.g. classroom board, flipchart) visible to all the children.

#### Group work: Rules for media use agreement

Duration:  
25 minutes

In little groups of about five, the children figure out the five most important behaviour rules for media usage. They then write the rules legibly on coloured paper and cut the rules out.



Then, the results from the small groups will be presented. The learning group / class agrees on the most commonly cited rules and compiles them into a media use agreement. The selected rules are glued onto a poster (flipchart).

Finally, a group photo is taken and printed out. This picture is used as a “signature” and is glued onto the poster. The poster can then be hung in a group or classroom.

### Material

- Flipchart or classroom board
- Coloured paper, pens, scissors, glue sticks
- optional: Camera, photo printer

### Rule examples



I always turn my mobile off at school.

Also on the Internet and on the phone, I don't insult anybody.

I will not pass on messages that scare, offend or annoy others, such as chain letters.

I get informed about what I'm allowed to publish online and what not to.

I speak with an adult when someone insults me or I experience anything weird online or with my mobile phone.

For homework, I don't just copy things from the Internet.

I'm careful about my own media and the media of others.



I think twice about whom I give my mobile number to.

We take care each other and talk to each other about events on the Internet and on the phone.

## Background

“Children and adolescents use media in extremely varied environments and in extremely varied contexts: whether it’s watching television with the family, using the Internet in their free time, communicating via social networks or learning in a daycare center or at school. All of these places offer opportunities to build up media competency.” [3]

### Digitisation of all areas of life

Digital media are an important part of our daily lives, and we just cannot imagine everyday usage in school, free time, with the family or at work without media anymore. Social networks, chats, and online games are moving to the centre of media use more and more. The advent of tablets and smartphones presents families, school and youth facilities with new challenges every day. The increasing digitisation of all areas of life obviously has consequences for the media behaviour of children too, especially in the age group 9–12. They have outgrown the child offers in digital media and are gearing toward more offerings for older adolescents, for which they are usually not sufficiently prepared.

### Extending their media repertoire

It is characteristic of this age group that they extend their media repertoire and are becoming increasingly independent with their digital media usage. Of particular interest are the off- and online game worlds with fan and player communities, and the Internet offerings for entertainment, information and communication. But it is still the case that mass-media offerings, like television, “along with the alternative online access” belong to the most often used media for 9–12 year-olds. [4]

### KIM Studie 2014

According to the KIM Studie 2014, frequency of Internet use by this age group has increased: Of the Internet users, 40 per cent surf almost every day, 44 per cent go online once or several times a week, and only 16 per cent are rather sporadic users. The differences between girls and boys are not significant for daily use. What is striking is however, that the number of daily users from age 10 has increased significantly: 8 to 9 years: 18%, 10–11 years: 38%, 12–13 years: 60%.

Computer and laptop are still the most commonly used access equipment. Nine out of ten Internet users between ages six and 13 regularly use the Internet via a PC or laptop, while already a third of the children regularly goes online with their phone or smartphone. [5]

### Digital activities

Children ages 9–12 already have had diverse experiences that arise when dealing with digital media in a private as well as in a school context. The most common activities of this age group are listening to music, being online, searching for information, regularly watching movies, taking pictures, sending messages via SMS and using various applications. They use Google, YouTube and increasingly WhatsApp and Facebook.

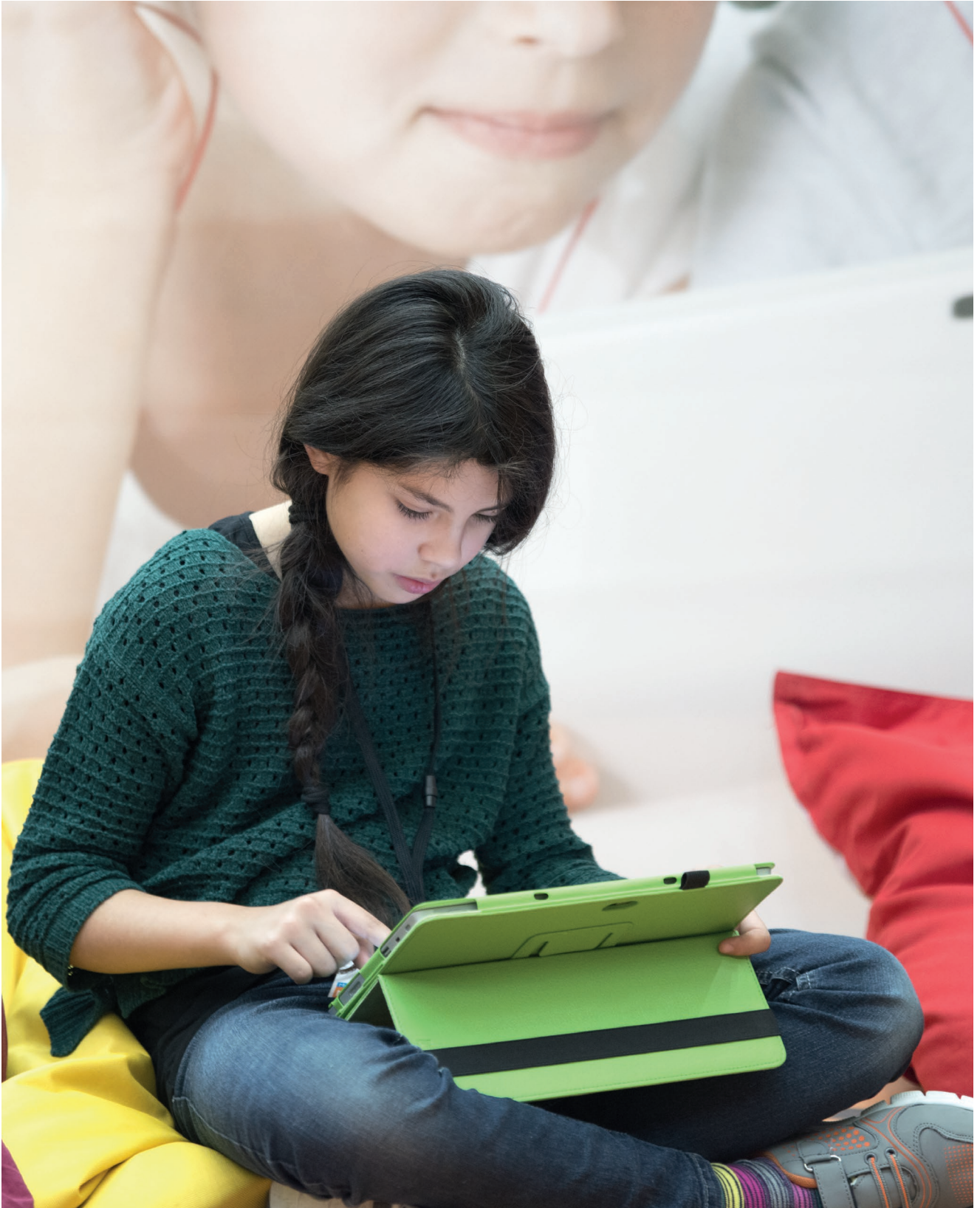




With greater usage of digital media come more challenges and responsibilities as well as safe media use in terms of their own protection and other's privacy.

The Kinderreport 2015 has found that children do perceive the opportunities and risks of Internet usage: 92 per cent find things online that are fun, 86 per cent find interesting information on the net, and 71 per cent think that they can find information online that is appropriate for their age. However, only 5 per cent of children and adolescents feel safeguarded against problematic content. [6]

**Kinderreport 2015**





# Documentation

## To share with the learning facility

In this area, you will receive materials that help you to record successful classroom projects with quick and structured documentation. In addition, there is a feedback form for the children “Learned is learned” with which they can record their own self-assessment.

Use these materials for a number of purposes. You can document the implementation of the obstacle course with your learning group, record your experiences and share them with your colleagues.

## The aim of the documentation is

- practicing procedures for the documentation of classroom projects.
- critical reflection of one's own lesson implementation the classroom.
- motivating teachers to trust their implementation practices.

The structure of the documentation is based on the successfully practised concept “pd4 [p(Θ)tifuR]”, which consists of four steps:

- [define] – analysis of the initial situation and purpose
- [design] – preparation of the teaching unit
- [deploy] – implementation of the teaching unit
- [describe] – documentation and reflection

**Documentation** of the teaching project begins with a brief analysis of your concrete initial situation. To do so, use the “Analysis” form. In a further step, gather together all of the print-outs, worksheets and materials, including your own concrete lesson plan.

**The results** of the teaching project can be recorded with the “Results” form or with the feedback form “Learned is learned”. Integrating the children at this phase makes sense. Forming a documentation group, which records the usage of the materials and the results, has proven successful

**The overall documentation** is produced with all materials, results as well as the two forms filed together with a cover page, like the lesson title, for example.

**Recognition** of performance is essential for further motivation. Display your documentation in the classroom or present it at parental meetings or during staff meetings or teacher get-togethers.

Documentation concept

Analyse

Digital activities

# Project analysis

## Description of the initial situation

Name

Contact

Email, phone

Context

What was the context in which you carried out this project?

Learning group

What was the social composition of your learning group?

Project idea

Was there a specific idea or any occasion for doing this project?

Learning scenario

Briefly describe the learning scenario you used.



# Result analysis

## Description of project experience

Add pictures of the project work here.

Impressions

Describe the main findings that you gained from the project.

Findings




Formulate the children's main findings here.

Results



# Feedback

Now, we want to know what you think. What did you like in today's lesson?  
What have you learned?

Evaluate yourself!			
The topic was fun.			
I was actively involved in the lessons.			
The tasks were easy for me.			
I learned lots of new things.			

Today, I learned that

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Next time, I will pay more attention to

---

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What I really liked was

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What I liked less was

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## Sources

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# Teachtoday

## Deutsche Telekom's initiative for digital learning

We just cannot imagine everyday life without digital media anymore. Especially young people use media as a matter of course but often without knowledge of the hazards and hidden potentials. To actively participate in an increasingly digitised society, it is essential that future generations receive comprehensive media education.

With its initiative Teachtoday, the Deutsche Telekom aims to contribute to recognising the potential for digitisation and facing challenges it poses with competency measures.

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