



European
Commission



A PATHWAY FROM FAIRY TALES TO SOCIAL MEDIA LITERACY

A student centered critical thinking experience



CRITICAL THINKING BY VINCENZA LEONE

- *This should be our program today: to give our children the opportunity to do something new that we had not foreseen, and to prepare them for the task of renewing the world.*
- *In this perspective, we will then realize that the problem of screens does not arise only at the individual or family level. It is a social problem. The problem of excess screens is not resolved by complaining or blaming the users, but with the rediscovery of multiple forms of social ties and with our ability to associate them with our children in creative and socializing projects (Tisseron, 2016).*



Three good practices:

1. Self-regulation
1. Alternation
1. Accompaniment



Children under the age of 3.

Spectator or actor?

Towards a proactive involvement



Children in the 3 - 6 age range

Discovering the rules of the game

Advantages of screens

vs

Disadvantages of screens



Children in the 6 - 9 age range

Tiptoeing into the world of screens

Advantages of screens

VS

Disadvantages of screens



Children in the 9 - 12 age range

Deep dive into the ocean

Advantages of screens

VS

Disadvantages of screens



The age of Internet and the importance of being Earnest!



Media and Information literacy

Information Literacy

identify, find, **evaluate**, and **use information effectively** from effectively evaluate the quality, credibility, and validity of websites, and give proper credit

Digital Literacy

The ability to critically use digital technology, communication tools or networks to **locate, use evaluate and create** information.

Media Literacy

provides a framework to **access, analyze, evaluate, create and participate with messages in a variety of forms**. It builds an understanding of the role of media in society, essential skills of **inquiry and self-expression** necessary for **citizens of a democracy**.

Access through "**reading**" instrumentally and functionally, interpreting and critical understanding



Media and Information Literacy is literacy

#MILCLICKS



milclicks
MEDIA AND INFORMATION LITERACY



READING:

the Forgotten Pearl of Great Price



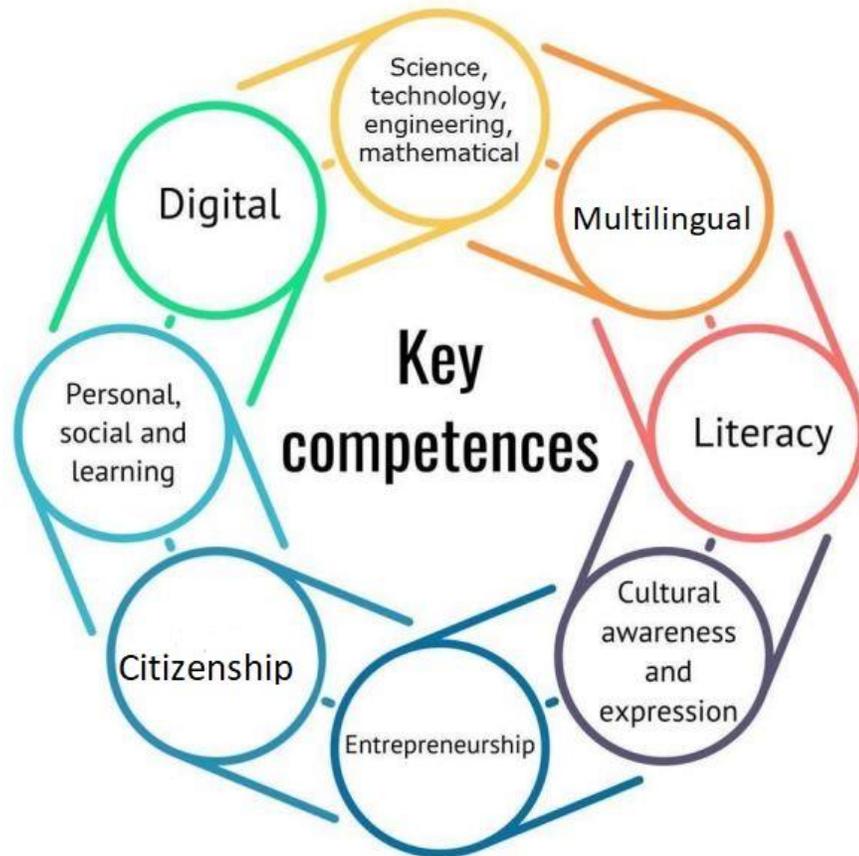
Media and information literacy helps deep reading



UNESCO
MEDIA AND INFORMATION LITERACY



Reading in native and foreign languages



Key Competences for Lifelong Learning (COE 2018)

Reading

basic for literacy and communication
as a cross curricular skill

The value of literature

- open attitude towards cultural expression
- development and appreciation of universal human values
- different ways and perspectives of communicating ideas through texts
- intercultural knowledge

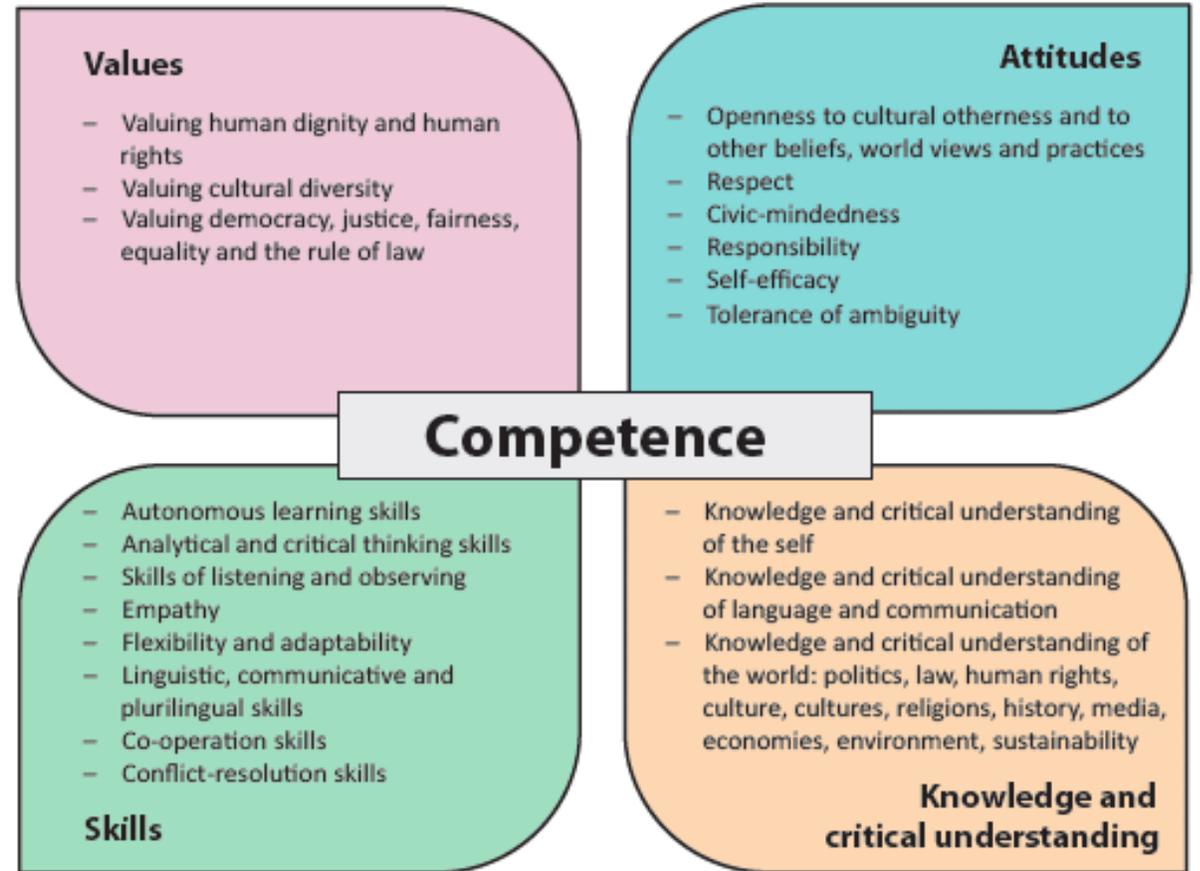
Reading for a culture of democracy

Reference Framework of Competences for Democratic Culture (COE 2016) vol. 3

*“**Language and literature** teachers may opt to select texts that deal with **societal issues such as discrimination, race, gender and violence**, looking at the ways writers and poets approach social and political issues and thus **set in motion social and moral inquiry**.”*

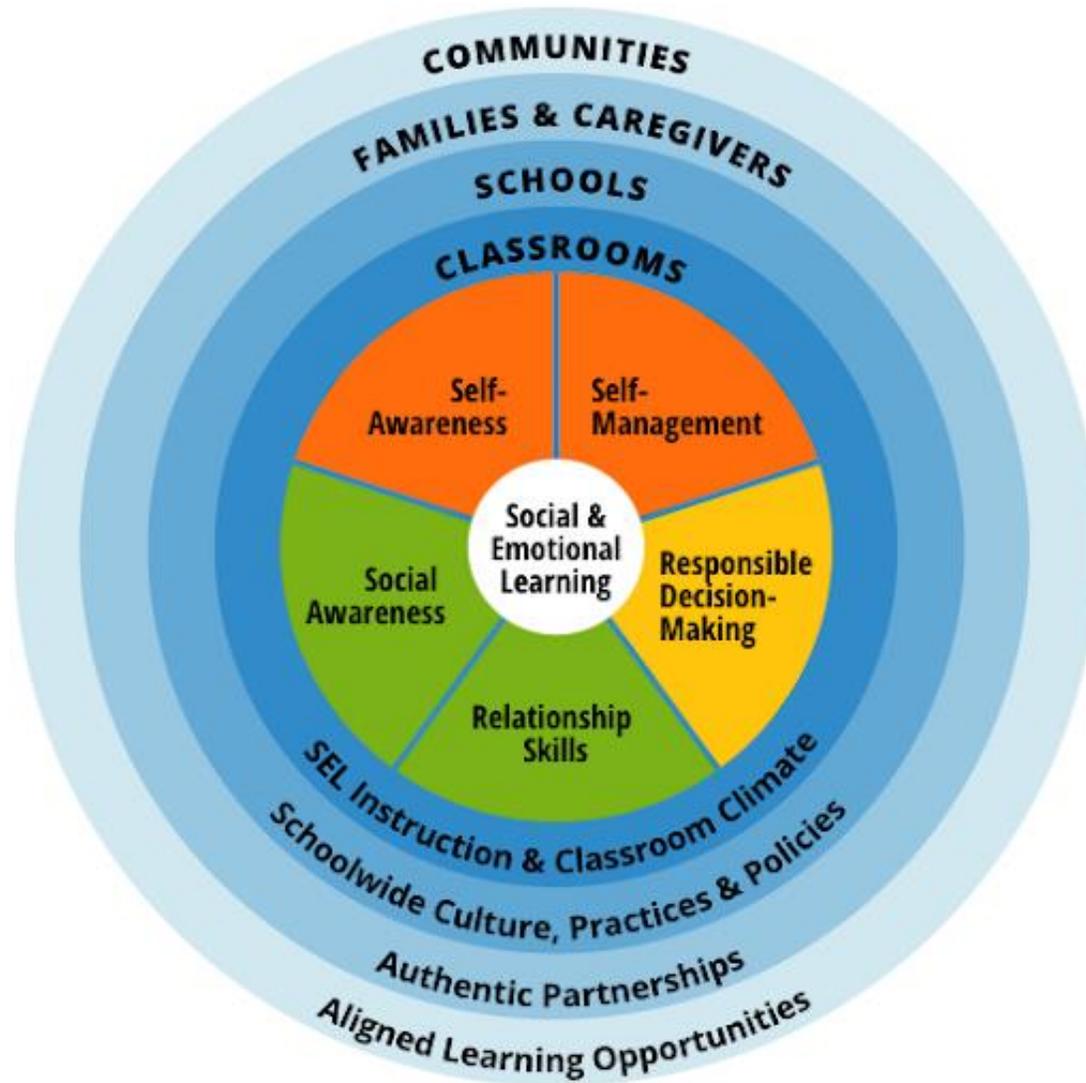
*Reading comprehension exercises can be based on texts that support the examination of issues from **multiple perspectives**.*

*Other texts may help learners gain awareness of **psychological phenomena** that they may be **enacting unknowingly**, for example, helping them reflect on their **relationship** to (and blind observance of?) **authority, group or mob behaviour, or peer pressure**. Written assignments and debates can also focus on*



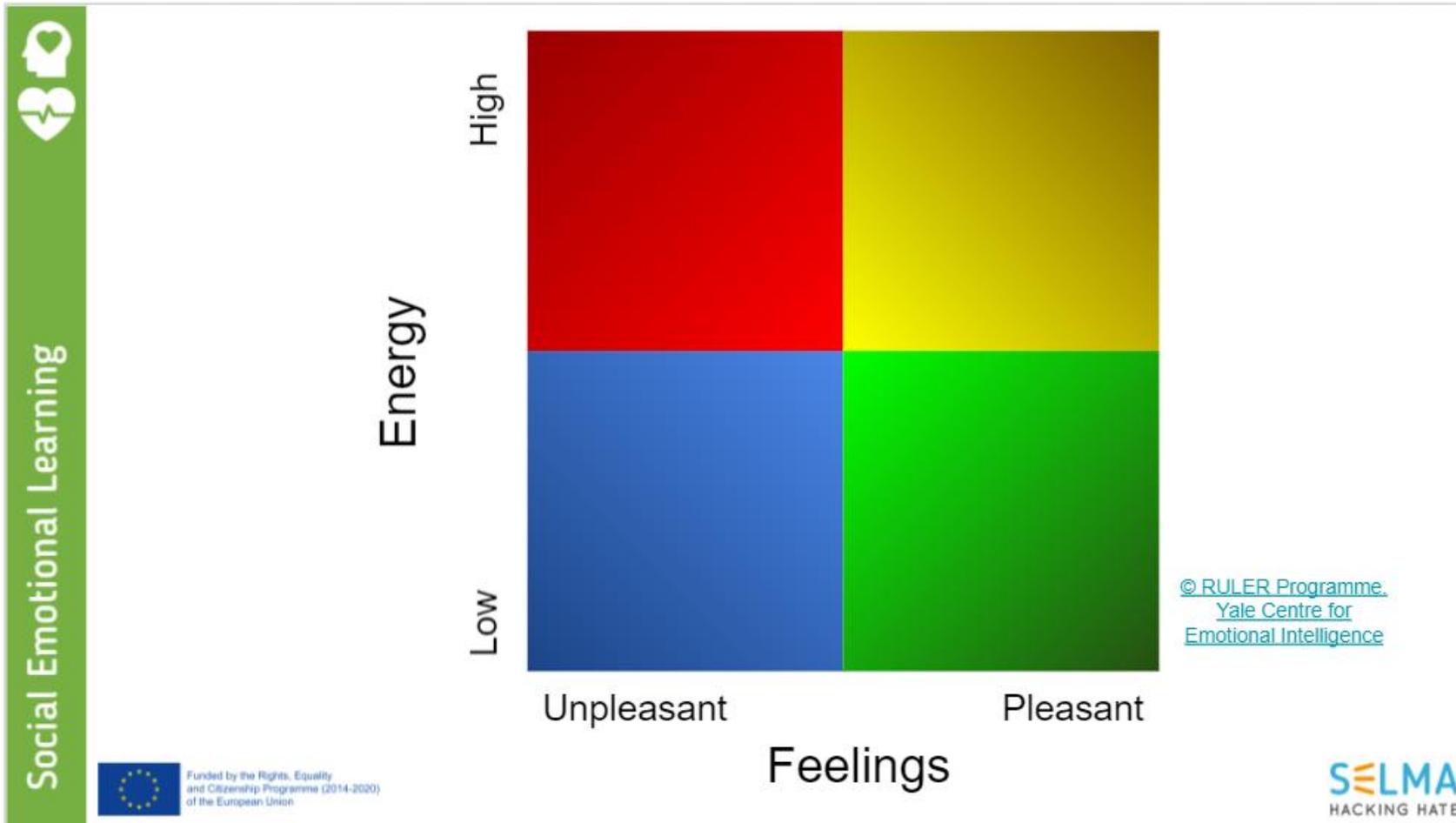
Competence for Democratic Culture (COE 2016)

Reading for Social and Emotional Learning



Model by **Collaborative for Academic Social and Emotional Learning CASEL** www.casel.org

SELMA Toolkit - RULER Yale



- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abelling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

The Selma Hacking Hate Toolkit <https://hackinghate.eu/toolkit/>

Social Media Literacy - Fairy Tales - Maria Cristina Bevilacqua



Cinderella

<https://storiestogrowby.org/story/cinderella-fairy-tale-english-story-for-kids/>



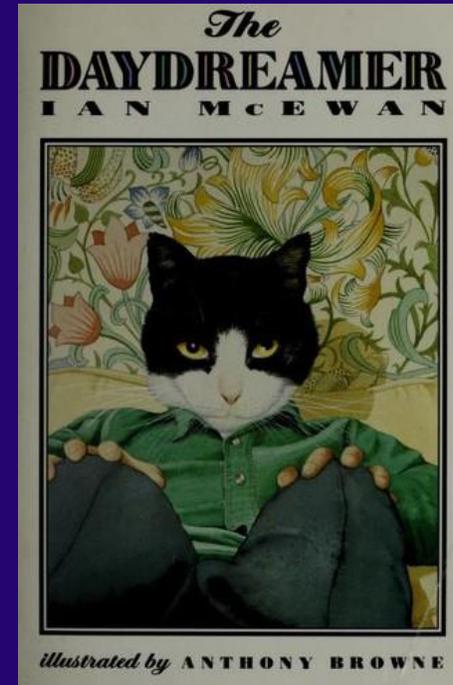
A short story

The Bully

(age 11-14)

Why reading a short story in class?

- it makes the students' reading task and the teacher's **coverage** easier
- **motivates** the students to read
- enlarges the readers' **worldviews**
- provides more creative, encrypt and **challenging** texts
- give the students the chance to use their **creativity**
- helps students to go **beyond** the surface meaning and dive into **underlying meaning**
- acts as a vehicle to help students understand the **positions** of themselves as well as of others in the society
- promotes **critical thinking** skills



The Daydreamer
Rev. Harper Trophy ed.
by [Ian McEwan](#) (1994)

An edition of [The Daydreamer](#)
available in

www.openlibrary.org

an open source library in Internet Archive from
where you can borrow free of charge for 1
hour or 2 weeks or purchase it.



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tablet is better**



<https://cutt.ly/8RJm2qv>



Our emotional reading adventure of *The Bully*

come along



How to discover fake news when you read

1. The importance of developing a critical mindset.
1. Always check if the source is trustworthy.
1. Check who else is reporting the story.
1. Try to find the evidence and examine it.
1. Don't trust images just because you see them, but evaluate them.
1. Check again that all the 5 steps are ok and, if you have doubt, go deeper before believing the news and spreading it.



The importance of p.o.v.



Fake o real?



Thank you for the attention.

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