

DIALECT TOOLKIT

**FOOTBALL &
MEDIA LITERACY**

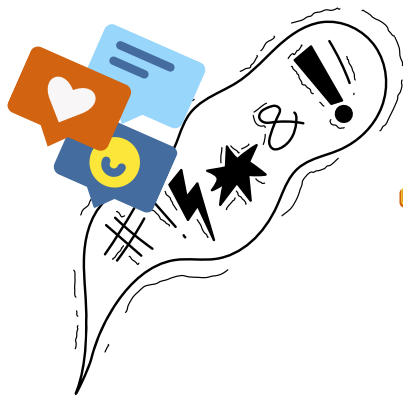
AGAINST

**RACISM,
XENOPHOBIA AND
EXCLUSION**



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ABOUT THE TOOLKIT



This toolkit supports the youth workers by giving examples and information on how to support youngsters in media surroundings and how to increase civic engagement. It offers guidance to develop counter and alternative narratives to combat hate speech and promote digital resilience, especially in online environments.

The manual proposes a set of online and offline communication and educational approaches, and tools to undermine narratives, which sustain and legitimise hate speech. It aims to strengthen the toolboxes of youth workers, educators and activists already engaged in human rights work and education or willing to be engaged.

It is addressed to non-profit organisations, schools, sport clubs and neighbourhood clubs, who wish to use football and media literacy skills as a combined tool to combat racism, xenophobia and exclusion by training trainers and mediators in media digital literacy. The manual is based on the firm belief that online space is public space, and hence, all principles of a democratic society can and should apply online. In this context, the role of young people online is extremely important in combating hate speech, detecting fake news, acting as active digital citizens. What's more, they can be human rights defenders online.

In part I, we explain the relationship between football/sports and media literacy education, followed by an introduction to media literacy as part II. Then we invite the reader to reflect on key theoretical concepts and terms regarding digital and media literacy. Part IV includes detailed activity descriptions for all media literacy activities, divided into six modules.

PART 1

FOOTBALL AND MEDIA LITERACY EDUCATION TO COMBAT RACISM, XENOPHOBIA AND EXCLUSION



Connecting football and media literacy does not seem intuitive on a first look. One is played on the pitch, the other one is played in newspapers, on TV and on the internet. However, both are complementary. Media literacy skills are crucial for young people in a world where information is as accessible as it has ever been. Information has become more and more accessible, through blogs, social media and forums everyone can make their own news, share their opinions and claim their truths. That is why, it is crucial for young people to be able to understand which information is true, relevant and important to them. Learning about information and media comes with self-reflection, reflection on group behaviours and society as a whole. football3 provides spaces of reflection, of dialogue and exchange. It makes young people, which are difficult to reach, want to engage in conversations and share their opinion. football3 is therefore a suitable tool to facilitate discussions and will be used here in order to speak, learn and reflect about media usage in order to be able to identify hate speech and racist narratives. Football3 is also a suitable tool for socialising players, e.g. developing their cultural sensitivity which is essential regarding media literacy skills too.

Undeniably, sports are an important part of cultures and societies world-wide, with people of all ages connecting with each other through sport. It is also said that sport is a microcosm of society, reflecting cultural and societal values of a given community. many of the same values and attitudes that exist in our society. Sport can also be a reflection of society in terms of representation, such as the representation of different races, gender, and sexual orientation. Those participate in the pitch or in the field come from different background, have different views and values. What is more, as Sam Duncan has put it, "Regardless of one's occupation, wealth, religion or race, sport has often been seen as

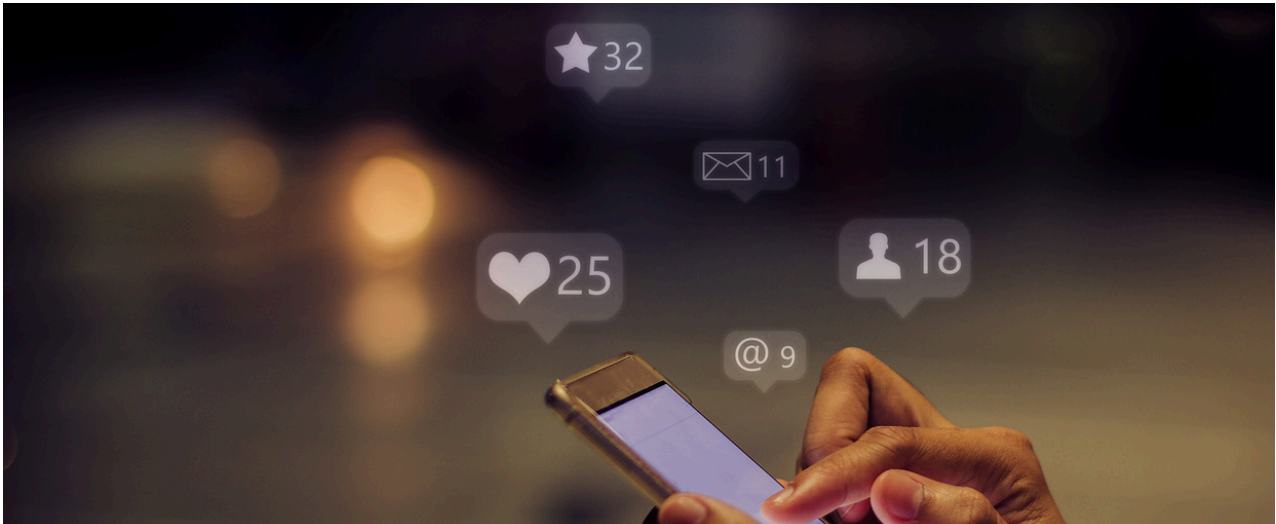
the 'great equaliser' and broad church for everyone to join. But sport also reflects the tensions, conflicts and even inequalities of society, largely because it is made up of society's citizens."

The impact of emerging media on sports is undoubtedly clear. Digital and social media has not only changed the sports media landscape forever by providing more space for debates and discussions and by ensuring fans to voice and share their opinions. The digital landscape also makes it possible for athletes and sporting professionals to be more accountable for their public comments and the way they express their opinions and beliefs. One prominent example is Voula Papachristou, a triple jumper, was banned from the Olympic Games for posting a racist tweet. The football player Wilfried Zaha has revealed that he was forced to report 50 social media accounts after being racially abused. Even more tragic is that a 12-year-old had been arrested in relation to the racist messages he received. That is why, it is crucial for young people to be trained in digital and media literacy, Learning about media comes with self-reflection, reflection on group behaviours and society as a whole.

In the following short introduction to media literacy, participants will reflect on the meaning of literacy, media literacy, and digital media literacy and how these skills are represented in their own communities. Literacy of all kinds means having specific skills (e.g., being able to read or to use a mobile phone) but also to the ability to understand, reflect on, and use information acquired through these skills. Literacy of all kinds brings a level of independence and power to an individual. These basic themes will be returned to throughout the curriculum.

PART 2

MEDIA LITERACY: WHAT IS IT?



Media skills are the civic skills of modern society. Examples of media skills include media production, interpretation of media content, skills in using media equipment, information retrieval skills, critical thinking, media-mediated communication and interaction skills, social and political inclusion and influence through the media, and use of media to support life management and well-being.

Media skills support individual autonomy: critical and creative thinking, aesthetic taste, and inclusion. Media skills are not only the skills of the individual, but also have a social and wider societal dimension: the strong media skills of members of society can also be seen as a factor in strengthening democracy.

Media skills / media literacy means contents and actions which are designed to teach how to think critically about media, how media is constructed and how to discern information sources.

When concerning the need for the media skills now and in the future is important to pay attention especially to media as an inclusive space. It's not about integrating or attaching someone into to a group of others – it's about possibility to create and share content inclusively and using media without making assumptions for example of someone's cultural background or gender.

When media literacy traditionally concentrates on issues like spotting the wrongs and tackling the false information, in future the actions might be more and more concentrated on things like creating safe spaces and taking care of equality and diversity in media surroundings. This is all about cultural sensitivity.

Equality and accessibility increase the power of democracy and fight for the liberty of speech. If there is room for diversity and possibility to speak up in media spaces with no fear of being harmed, we have created safe and secure spaces for us all to express ourselves and to get empowered in our own lives. Access to media and relevant media skills must be served and available for all.

We all are members and participators in media by creating and receiving different kind of content. Thus, we all must be equipped with the media literacy skills we need to react respectfully, stay safe and to be able to operate in peace. In the spotlight in media literacy are the practises and surroundings which make it possible for people to be involved.

It's important to remember the importance of the representation: diverse examples and speakers (Narsakka & Kiuru, 2021). Aim for positive representation and support the minorities or the ones feeling insecure. Caring interaction and creating the relatedness supports also the group of at-risk youth (Pienimäki & Kotilainen, 2019).

It's important to see the value of the safe spaces where the actions are based on cultural sensitivity. The culturally sensitive media education pays attention to safety in media surroundings and respectful behaviour among the other users. Broadening this window of media skills gives a possibility for new civic engagers to stand up – now or later in future.

Information sources:

Finnish Society on Media Education: A Brief Introduction in English.
<https://mediakasvatus.fi/in-english/>

Narsakka, Juho & Kiuru, Inka (2021). Culturally Sensitive Media Education & Towards Safer Space: Finnish Society on Media Education (Narsakka) & Pakolaisnuorten tuki (Kiuru). Finnish Society on Media Education. <https://mediakasvatus.fi/culturally-sensitive-media-education-towards-a-safer-space/>

Pienimäki, Mari & Kotilainen, Sirkku (2019). Media Education for the Inclusion of Vulnerable Youth. In: Hoechsmann, M.; Carr, P. R. & Thésée, G. (eds.) Education for Democracy 2.0: Global Voices for Critical Media Literacy. Sense Publishers. https://www.mediaalantutkimussaatio.fi/wp-content/uploads/Matkaraportti_Pienimaki_Mari_esitysdiat_28082019.pdf

PART 3

MODULE 1: FAKE NEWS AND DISINFORMATION

Weight-Loss Product Advertising Witnesses testified on ways to protect consumers from false and deceptive advertising of weight-loss products. Dr. Mehmet Oz defended the... [read more](#)



Key Question 3

"How might different people understand this message differently from me?"

3:19

Disinformation is false or misleading information which is spread with the intention to make harm. It differs from misinformation, which means the unintentional spreading of false information. Malinformation on the other hand means sharing (maybe true but private or vulnerable) information by targeting someone and trying to injure him/her by spreading facts with harmful intention.

Disinformation: Intentionally manipulated and shared contents or messages, including conspiracy theories, fake statistics, fables or rumors. This false information is deliberately created to harm a person, social group, society or country.

Misinformation: Unintendedly or accidentally shared information such as inaccurate captions, dates, numbers or when satirical contents are interpreted incorrectly or in a wrong context. Although the information is false, it is not created intentionally in a harmful purpose.

Malinformation: Vulnerable or private information shared with intention to harm someone. Malinformation is not actually false information - but is used and disseminated to harm others. It can be used especially before the elections or some other public event when trying to affect peoples' attitudes and behavior.

We started hearing about “fake news” in the United States back around the 2016 elections.

Initially, “fake news” referred to intentionally false or misleading news stories created for political gain. But soon the term was used by some politicians to refer to any news story that disagreed with their views. So, we had a problem. How could you be sure that when someone said “fake news” they were actually referring to intentionally misleading news stories instead of misleading you themselves?

The phrase “fake news” has become so subjective and politicized that it isn’t a useful term anymore. It can mean a lot of different things to different people.

When talking about source evaluation, it’s important to define terms with youngsters. A great way to start the process is by getting your terminology lined up.

Here’s how to start:

- Define and discuss the difference between misinformation, disinformation, propaganda and satire (This glossary has student-friendly definitions)
- Decide how to address politicized terms. “Fake news” is a good place to start. For example, you might say, Instead of using the term “fake news,” we’ll use (the correct term) instead.
- Talk about motivation. What gets labeled “fake” and why? And who is doing the labeling? When?

While the terms we use matter, it can also be easy to get lost in the terminology. Here is a brief summary on the different terms you can watch



We've established that misinformation, disinformation, propaganda, hoaxes, even satire, all show up in multiple types of media. The following infographic alone lays out ten different kinds of misleading information.



But instead of getting overwhelmed by the differences in terminology and media formats, let's focus on the one thing they all have in common: they're not reliable. So, what IS a reliable source anyway?

Here are some guidelines, adapted from NPR's Ethics Handbook for journalists.

A reliable source is a source that is accurate.

Is the information factual? Does it provide the necessary amount of context? Can you verify the information through other reliable sources?

A reliable source is a source that is fair

Does the source represent diverse points of view on the subject? If someone is critiqued, are they given the chance to respond? Does the source use words and phrases that are loaded on one side of a debate or more neutral?

A reliable source is a source that is independent.

Are reporting decisions influenced by the source's funders? Does the source seek to avoid and acknowledge conflicts of interest? Does the source seem to support a specific political or financial agenda beyond its reporting mission?

A reliable source is a source that is accountable.

Does the source publicly correct reporting mistakes? Does the source disclose its funding sources and possible conflicts of interest? Is the source open about how it gathers information?

THE RELATIONSHIP BETWEEN MEDIA EDUCATION AND CIVIC ENGAGEMENT



This section explores the complex relationship between media education and civic engagement. Online media changed the landscape of political socialization, and, increasingly, political and civil involvement is influenced by media (especially social media).

While fake news, disinformation and hate speech have a significant negative effect on civic engagement, media education can mitigate these problems, and increase engagement. The reader will be familiarized with different perspectives regarding the relationship between media education and civic engagement and will also gain skills regarding the identification and counteracting of fake news, disinformation and hate speech.

- a. **How does media education influence civic engagement?**
- b. **How do disinformation and fake news influence anti-democratic practices?**
- c. **How are media critical skills associated with civic engagement?**

a. How does media education influence civic engagement?

Civic engagement is important in a democracy because it represents average citizens' contribution to the functioning of the political system. The health of a democracy is poor if people are apathetic and feel that they cannot influence the system they live in. Democracies depend on people voting, protesting, volunteering or supporting various ideas that may affect the political agenda.

Traditionally, people became engaged with politics and society through various socialization processes, in which they learn about and become accustomed to all the tools that can be used in order to participate. The family, the peers-groups, school, place of work or the church were considered traditional arenas of socialization. More recently, media became an important arena in which people can become socialized and through which they can engage with pressing social, economic, and political issues. As Buckingham (2003, p. 5, in Mihailidis 2009, 20) asserts: "to become an active participant in public life necessarily involves making use of the modern media. The media, it is often argued, have now taken the place of the family, the church and the school as the major socializing influence in contemporary society." Consequently, social media can be a major driver of civic engagement, be it as a place where mobilization takes place (for example, when a protest is organized via fb and many interested people find out about it because of easy outreach), or a place where perspectives are formulated that reach a high number of people, which, in turn, can then influence political decisions.

b. How do disinformation and fake news influence anti-democratic practices?

Quite often in recent times, media has been associated with fake news and hate speech; the argument goes that media (and especially social media) is a place where disinformation, hatred and spreading of fake news takes place. While such phenomena do take place, some authors caution against looking at the media as something that causes only negative effects in population (the so-called "effects" approach) (Mihailidis 2009). In fact, media education, should not be just about counteracting the negative effects of media, but rather about media as one major part of social life and society (Mihailidis 2009). Consequently, media education should focus on critical thinking and not negative thinking, meaning that media can produce positive effect over civic engagement, and not just be considered a threat to democracy.

An analysis on a sample of 239 students, in an experimental setting, at the University of Maryland, found that students enrolled in media literacy courses were better able to comprehend, evaluate and analyze media information, while also displaying more negative views of the media.

“ME (media education) is structured into: education with media, considered as tools to be employed in general educational processes; education to media, referring to critical understanding of media intended as tools, but also as language and culture; education for the media, addressed to the education and training of specialists.” (Fornasari 2020, 191).

Online media is different from traditional media in many ways, but, probably the most important is the fact that the distinction between media creators and media consumers becomes blurred, since everybody is now at least a co-creator of media messages: “the web can be seen as a space and tool for constructing and exchanging meaning, especially for younger people, who have grown up in contact with the web and the digital world since their childhood.[...] Nowadays, a reader is not only a reader, but an author, a producer of cultural forms to be socialized through publishing.” (Fornasari 2020, 190-192).

As early as 2001, Prensky was coining the distinction between digital natives and digital immigrants; while the former are the young generation who became socialized very early in the online/tech milieu, the latter are those who were educated before the advent of online media, and who resort to it, without having first been socialized into it. He suggests that gamification is the way to go when thinking about educational reforms: the digital natives have different ways of processing information, and the education system needs to adjust to both their strengths and needs.

As such, there is a complex relationship between media (and media education) and civic engagement. This relationship can take one of many forms:

- People who are active on social media channels can contribute to the mobilization of their peers in terms of civic engagement; many protests or charity causes have been promoted effectively through social media; one potential downside here is the fact that social media can be just as effective in mobilizing people to participate in supporting non-democratic causes as well (for example, far-right ideas can also be propagated through social media, or even misogynistic messages may find a broad audience this way)
- People who are better equipped from the perspective of media education are able to differentiate between fake and genuine news, thus bringing their contribution to having an informed discussion on whatever contentious issue may be dividing a society at a certain moment
- Media education also offers users of social media the information and skills needed to become civically engaged, and even play the role of influencer

c. How are media critical skills associated with civic engagement?

Disinformation and fake news are detrimental to democratic societies. A disinformed public will not have a proper understanding of things happening around them, which then gives an opportunity to populist or anti-democratic forces to mobilize support. For example, rumors about fuel shortages at the beginning of the war in Ukraine created mass hysteria in several countries, which then put unnecessary pressure on governments already fighting an international crisis. Fake-news about alleged aggressive behaviors of refugees in several European countries, or blatant lies about sexual minorities being pedophiles also contributed to hatred against minorities in many countries, although the information presented was 100% false (for more information on this topic, please access [this link](#)). Moreover, in the context of the recent war in Ukraine, fake news is a popular strategy used by the Russian government to disinform people in other countries (and in Russia): bombarding the public with a high volume of lies regarding the goals of the Russian invasion of Ukraine (such as the denazification of the country) created some support for Russia, although there was no truth in the messages transmitted by Kremlin.

The detrimental role that disinformation and fake news can play in the context of democratic societies is related to how democracy itself is understood and also to the solidity of a democratic system. For example, the previous examples of sexual minorities being misportrayed as pedophiles was a successful avenue for disinformation in Romania, where understanding of and information about sexual minorities is limited, and such discourse would not have gained similar traction in the Nordic countries, Spain or the United Kingdom, where the society has a much clearer understanding of the topic.

Engagement with society and politics implies becoming active either online or offline, in order to either suggest something new on the political agenda, or remedy something that is considered wrong. Nevertheless, fake news and disinformation can create communication contexts which promote ideas that create divisions, or even hate vis-à-vis particular groups. For example, presenting the LGBTQ+ community as a threat to traditional values, child safety, national culture or even state security (see this [European Parliament document](#) for more information) may trigger different types of engagement that may lead to negative outcomes (such as bullying or discrimination).

Civic engagement assumes attachment to certain political values and principles. When those (liberal) values are detached from common understandings of democracy, civic engagement can seem as proper civic engagement, but, in fact, it is not, because it diverges from core democratic values and principles.

CASE STUDIES

Let's take a look at two case studies wherein people and companies have been targets of disinformation and fake news in the realm of sports.

Fox refused to air NFL games because of the protests



A fake news post claimed Fox Sports would stop broadcasting NFL games as long as players continued to kneel during the Star-Spangled Banner, which was clearly false if you watched football on the network over the weekend.

The headline on story posted Sept. 24, 2017, on TheLastLineOfDefense.org read, "Breaking: Fox Sports cancels all NFL broadcasts 'until players respect the flag.' " Facebook users flagged the post as being potentially fabricated, as part of the social network's efforts to combat fake news. The post noted that President Donald Trump had demanded on Twitter that NFL players "stop disrespecting our Flag & Country" by kneeling during the national anthem to protest racism in America. Trump had said players should be fired if they refused to stand.

Source:

Gillin, Joshua. "Fox still broadcast NFL games after protests, despite fake news claims".

Politifact The Poynter Institute. <

<https://www.politifact.com/factchecks/2017/sep/25/thelastlineofdefenseorg/fox-still-broadcast-nfl-games-after-protests-despi/>>. Web. 15 Feb.2023

Further reading:

Sports Illustrated, "NFL, networks win in extended rights deal," Dec. 15, 2011

PolitiFact, "If you're fooled by fake news, this man probably wrote it," May 31, 2017

Donald Trump, tweet, Sept. 24, 2017

YouTube, "Pete Hegseth: America is the 'least racist' country 'in the history of human kind'," Sept. 24, 2017

Fake news and football tragedy – profit first, fact check later



Photo: AtilaTheHun from Manchester, England - Flickr

Media reports began circulating that Cristiano Ronaldo had donated €3million to the relief effort from the tragic plane crash which killed almost the entire squad of Brazilian side Chapecoense. Within hours, this story had spread like wildfire as account after account on social media put it out there as a statement of fact, no doubt lapping up the subsequent retweets and shares. The problem is that Ronaldo has said nothing of the sort and there are no legitimate sources for what would be an amazing gesture.

Source:

Sherwin, Neil. "Fake news and football tragedy – profit first, fact check later." Back Page Football. <<http:// backpagefootball.com/fake-news-football-tragedies-profit-first-fact-check-late/112688/>> Web. 15 Feb. 2023.

Misinformation circulated around Wu Lei's Coronavirus Case

Chinese soccer player Wu Lei's coronavirus case is one of the examples that illustrates how professional athletes who are followed and modeled by millions of people were the subject of misinformation shared on all media outlets.

On March 20, 2020, Spanish La Liga team RCD Espanyol confirmed that six members of the team (one coach and five players) had tested positive for COVID-19, including Chinese striker Wu Lei. The news suddenly became one of the breaking topics on Weibo, also known as the Chinese version of Twitter, and there were more than 365,000



comments on the story on the service (Tang, 2020). On March 24, Red Star News, a Chinese digital news app, reported that Wu had recovered from COVID-19 and the result of a retest was negative (Hu, 2020). The journalist mentioned that the source of the news came from experienced Spanish sports journalist, Thomas Guasch. However, that news was denied quickly by Wu's team on social media. Wu Lei's case is a good example to indicate how the lack of fact-checking enabled misinformation to spread widely in a variety of news reports. The published news story about Wu Lei's COVID-19 diagnosis was based on one journalist reporting, and the source she used was not a firsthand source from Wu Lei or his team; instead, the source was a second-hand source from another journalist. Without having another source to fact-check, the story caused the spread of misinformation and confusion.

Source:

Li, Bo, and Olan Scott. "Fake News Travels Fast: Exploring Misinformation Circulated Around Wu Lei's Coronavirus Case". *International Journal of Sport Communication* 13.3 (2020): 505-513. < <https://doi.org/10.1123/ijsc.2020-0056>>. Web. 15 Feb. 2023.

Further reading:

Hu, M. (2020, March 25). Exclusive news: Wu Lei will train at home after the test result turns negative, and he has not been informed the time for training and competition. Red Star News. Retrieved from <https://new.qq.com/omn/20200325/20200325A0QNEW00>

Tang, H. (2020, March 31). "武磊确诊"登上微博热搜第一，球迷在武磊微博下留言祝福平安 ["Wu Lei diagnosed" ranked No. 1 trending topic on Weibo, fans left messages on Wu Lei's Weibo and wish him safe]. 上游新闻 [Shangyou News]. Retrieved from https://www.cqcb.com/sports/2020-03-21/2274527_pc.html



Produce fake news

1

In this step, you choose the theme of fake news you want to make (scientific, political, etc.).

2

Once you have chosen the theme, you must find news items and arguments to distort that news item. For example, you can find articles about their topic and take certain statements out of context, twist them, etc.

3

To produce a fake news item, you can follow the typical fake news pattern:

- The story must be surprising and/or shocking.
- Know who you want to target, whose attention you want to grab.
- When it comes to visual aspects, you can simply write up an article in Microsoft Word or use a fake news generator to make the piece look 'media-friendly'. Here are a few links: <https://breakyourownnews.com/>, <https://www.thefakenewsgenerator.com/>, <https://www.worldgreynews.com/add-news>.

4

Present and assess: Each group takes turns presenting their fake news piece or pieces. Other participants give their opinion.



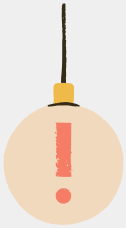
Reflection:

- Why is credibility important? How can I judge the credibility of civic information online?
- How can I reflect on my biases when investigating civic issues?
- How do I understand & analyze visual forms of civic information online?
- How do I investigate a topic and present what I have learned?



Further reading:

- The Conversation, The Term 'Fake News' Is Doing Great Harm
 - Mind Over Media, Analyzing Contemporary Propaganda
 - Intelligencer, With Social Media Disinformation, What – and Who – Should We Be Afraid Of?
 - American Psychological Association, Controlling the Spread of (Covid) Misinformation
 - Data & Society, Why influence matters in the spread of misinformation
- <https://mashable.com/article/conspiracy-theory-debunkers-tiktok-misinformation>



Tips and suggestions from the trainers

- Try rephrasing questions to focus on the positive aspects. For example, instead of asking about the challenges, ask, “What are the benefits of being literate in your community?” This approach helps create a more encouraging atmosphere for participants.
- Keep the focus on the positive! Emphasize the advantages of the skills gained during training to create an encouraging and uplifting experience.

MODULE II: VISUAL INFLUENCING

This chapter focuses on visual influencing and the different ways to take part to the public conversation by using the visual elements like memes, photos and pictures. This chapter presents ways to play and have fun with visual content in different social and textual surroundings.



Visual information, like photos, videos, gifs and all kind of visually tempting material, is very effective way to send messages and to influence people's behaviour, beliefs and attitudes. Memes and emojis are a worldwide social phenomenon, which takes its power of human's interest for visual treats like colours, big fonts, moving objects and pictures. It is also important to understand the mechanisms of spreading the messages: the more likes image gains (or more clicks it gets), the algorithms will spread it more. This may also lead into a new problem: some people might find the most spreading messages worth trusting and consider less if the message is true or not.

Sometimes the message of the visual content may be dis- or misinformative. For example, some dank memes (meaning the memes with non-polished look and twisted content) should be interpreted as subjective and anonyme outcomes - just like the writings or graffities on the wall. Everyone carries responsibility of estimating which content is relevant and includes a message that should be shared forward.

In spite of that visual messages make it easier to get ideas and to be privy to talking points, access to correct information should be available for all: in many countries or societies people don't trust the official information and therefore get their information through visual messages, Whatsapp or social media channels. The platforms have

created wider possibilities to anyone to contribute to the online discussion, but it also has created another problem: now everybody can anonymously post anything which means the possibility of spreading disinformation.

The visual contents can be seen as visual codes to be cracked. Memes are funny and humorous but might have an important wider message also: we need to put time and thought in interpreting the memes, to recognise their purpose and to set their message in the current political or social context.

Memes and visual contents in the web are not the truth but a mirror of the society in a particular time. Their purpose and meaning need to be critically looked at just like the messages from other media sources. It's important to understand the ways images influence people and why we so easily get trapped with visual hooks.



Is it "Fake News"?

Who is the author? Is it biased? Can you cross check the information to verify it? Is it satire?

SOURCE: QUICKMEME



Not sure If I hate football...

Or just football fans

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The more memes, videos or gifs cause feelings among the social media users, the more they are shared forward and the further they will spread. The visual contents are made because the sender wants to gain our attention and get his/her message through. And the way to gain attention is simply - to provoke feelings.

Memes are usually funny, but they often include strong political or social commentary also. Memes and visual images are strongly connected to the society: politics, crises, attitudes, fears, beliefs and emotions.

It's not always predictable, which meme or visual content is going to awake interest. Sometimes a meme will be liked only by a selected group of people, but other times a meme will go viral and spread all around the globe. The responsibility of the data companies is indisputable: the algorithms dominate the paths of the messages. Because of the current message the memes are carrying, usually they don't stay fresh that long. For example, political satire loses its power if the government or the stakeholders don't make decisions as predicted. If they do "better" decisions than thought before (from the perspective of the meme maker) then the critic loses its grip. Memes get quickly to the point of people's attention - and soon they will be gone. What is done today may be forgotten tomorrow and nobody knows, what image is going to break the ice tomorrow.

Effective visual content can be made almost by anyone, the creator doesn't have to be a professional. The memes popularity is based on totally other things. It's usually about timing – some things rip in to the heart of topical issues and give the audience a possibility to laugh on complicated or difficult issues. At the same time it's also important to be aware of sensitive subjects for not offending anyone.

Visual message needs always someone to act as a civic engager – the one having an idea, creating the image and sending the message forward. That's why we need safe spaces for young people to dare to tell their story and take part on the civic discussion. Visual imagery can work as a weapon for increasing hatred or fear but it can also strongly stand against the negativity. Visual representations are also an easy way to invite others to stand up and act as a civic engager - sharing the message of love, equality and diversity in the society.

MEMES AND VISUAL INFLUENCING

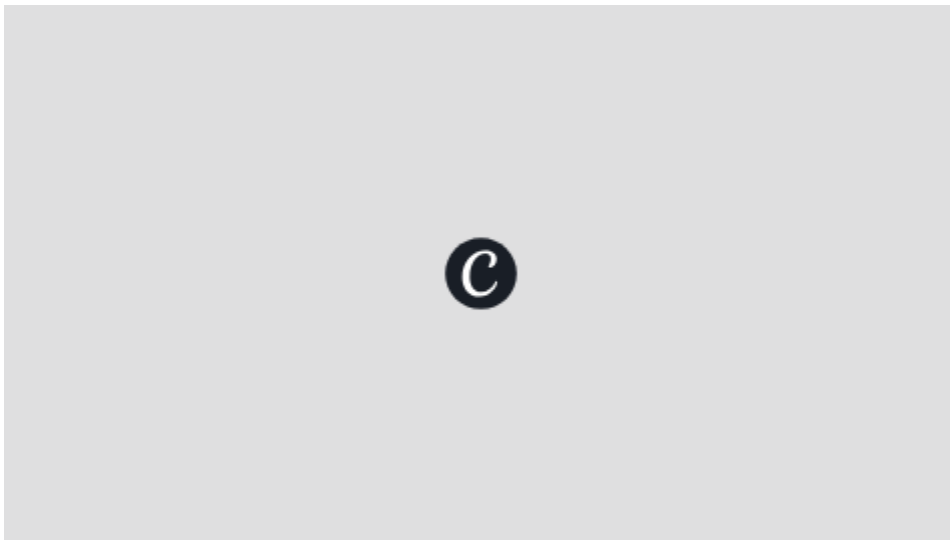


PHOTO MANIPULATIONS



Right photo: Source: <https://www.si.com/nfl/2017/09/30/image-michael-bennett-burning-us-flag-circulating-social-media-is-fake>; left photo: Source: <https://www.wired.com/story/that-flag-burning-nfl-photo-isnt-fake-news-its-a-meme/>

A manipulated image of Seattle Seahawks Michael Bennett burning the flag – which went immediately viral. A member of the Facebook page "Vets for Trump" posted a photo of Seattle Seahawks defensive end Michael Bennett who dances in a locker room, gleefully holding a tattered American flag. The caption read, "#Seattleseahawks - no more NFL." The photo was fake, but that didn't seem to matter; within a day, it had racked up more than 10,000 shares, likes, and comments from furious people all over the country. "Maybe he'll burn his damn leg off," one woman wrote, "for sure he'll burn in hell."

Source: <https://www.wired.com/story/that-flag-burning-nfl-photo-isnt-fake-news-its-a-meme/>

Photo manipulation is nearly as old as photography itself, but modern technology has made it common and easy to do. Using photo editing software, almost anyone can make big changes to an image, from adjusting colors and lighting, to adding and removing content. That's why you should always keep a critical eye on images in the media.

The problem with photo manipulation



While images meant to show reality, manipulation can create big problems. While it's common for news media to make minor changes like cropping or lighting adjustments, it's unethical for journalists to edit a photo in a way that changes its meaning or misleads viewers. While this practice does not happen often in legitimate news media, there are plenty of less reputable news sources that are happy to edit photos to get your attention. Social media users can also give themselves a digital makeover with minimal effort. Using editing tools and image filters built into various apps, users can make themselves look however they like in just a few moments.

But because they're presented as reality, these edited images can affect our mental well-being. By constantly seeing pictures of artificially flawless people, some of us may start to believe that these pictures are authentic, and that we can never live up to these unrealistic ideals. This type of harmful thinking can lead to all sorts of mental and emotional health concerns.

FRAMING AND CROPPING



A famous example of distortion of reality evoked by cropping (Credit: AP Photo/Itsuo Inouye)

What are the differences between the photos? What is the effect?

Spotting Fakes

Image manipulation isn't a new technique. But now, image editing is no longer a professional's game. Anyone can download an app to their phone and spend a minute or two perfecting their latest selfie.

New technologies will always make it harder to evaluate the information we're exposed to. So it's important to build and constantly evolve our literacy.

Here are some tips for evaluating images:

- Do a gut check. Does the image (or video) make you question accepted reality?
- Has this image been posted before? Who else has posted this image? What are the headlines used to describe the image? Use a [reverse image search](#) to see where the image has shown up online.
- Does the image contain signs that it was edited? Are there smudges around objects featured in the image? Additional limbs or half-buildings? If the scene is outside, pay attention to the lighting. Do the shadows make sense?

Keep up-to-date with image doctoring technology, like the ones listed in this handy article from Digital Trends: [How Do you Tell if a Photo is Photoshopped? 9 Ways to Spot a Fake Photo](#)

Further examples

Another prominent example is this photograph taken by Brian Walski in 2003, and published on the front page of the Los Angeles Time. The top two photos were combined to create the third photo which was feature on the front page of the NY Times. After viewers commented that individuals in the background seemed to appear more than once, the photographs creator, Brian Walski, admitted to editing the photos together to improve the composition.



Source: <https://petapixel.com/2010/07/05/controversy-crops-up-over-economist-cover-photo/>

Source:

http://www.chicagotribune.com/news/photo/chi-080710-photo-fakes-photogallery,0,4231467.photogallery?index=chi-fake_walski20080710142803

 **Ed Henry** 
@edhenry · Follow

Very small crowd for @HillaryClinton event in Ohio - what you'll see on tv (left), what you won't see (right)



1:55 PM · Sep 10, 2015

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 **Culture War Protester**
@Indigo_NX · Follow

Mike Pence is the true champion of the #bowwowchallenge.



4:48 PM · May 10, 2017

♥ 4.1K 💬 Reply 🔗 Copy link

MODULE III: LIMITATIONS OF FREEDOM OF SPEECH AND HATE SPEECH



HATE SPEECH V. FREEDOM OF EXPRESSION

We regard young people not only as media consumers, but also as media creators. Every young person is a creator of information and he/she has messages to send out, through various platforms, most common, through social media channels. Also, we consider that empowering them to access new information and knowledge and to express themselves are key prerequisites of a functioning democratic society. But in order to really participate, young people need to know their rights in terms of information and expression. But what exactly constitutes freedom of expression and freedom to information?

Both the international regulations, such as the ones coming from The United Nations Human Rights Council, and local laws, in democratic countries, guarantee our right to freedom of expression, which means that the government does not have the right to forbid us from saying what we like and writing what we like or believe in. This is one of the founding principles of the democratic states – the right to freedom of speech, but also the freedom of access to information (freedom of information). Freedom of speech grants all citizens, disregarding their background and preferences, the liberty to criticize the government and express their minds without fear of being censored or persecuted. This right is applicable both to information or ideas that are favourably received or regarded as inoffensive, and to those that offend, shock or disturb the government or any groups in the population.

Freedom of information is defined as the right to seek, receive and share information. And this is very well connected to the freedom of expression – if people do not have access to information, then it is hard to think they will have a valuable contribution to a democratic society, to share valuable and diverse opinions. Freedom of information makes the government to facilitate citizen's access to information that is held by public officials, the decision makers or private bodies which activities affect the public interest. Freedom of information enables good governance accountability in government, because people can check what government does, and they can also make better informed decisions while voting for their representatives or for important public decisions.

The Internet is a fantastic tool for freedom of expression, providing a chance to share ideas, opinions in richer form than ever before. Meanwhile, "speech" gained a broader definition: the expression of opinions, ideas or emotions, not only verbally but also through other forms like images, video or sound. However, this is not a problem-free area. Sometimes young people can come across things online that they may find offensive or content that might 'cross the line' for them.



But how do we draw the line between the offensive/out of line and the right granted by freedom of speech principle? First of all, it is very important for young people to know that freedom of expression does not equate to the right to offend. While freedom of expression is everyone's right, it comes with certain restrictions – hatred, which constitutes incitement to discrimination, hostility or violence, is prohibited by law (Gagliardone, Gal, Alves, & Martinez, 2015).

At this point, hate speech is a key concept that can contest the limits of free speech or expression. Hate speech can be described as a specific type of expression, which might undermine safety, health, morals or reputation, and sometimes might even turn into a violent act undermining the human rights of others (Keen & Georgescu, 2016).

In accordance with international human rights law, hate speech in many forms cannot be restricted – this is the subgroup of “mild” hate and intolerance. Yet, in its more extreme forms, when hate is likely to provoke individual or societal harm, hate speech becomes illegal. Because indeed, “there needs to be a balance between allowing people to express their inner thoughts, and ensuring that this does not undermine the rights of others, or cause greater damage to society” (Keen & Georgescu, 2016, p. 162). Hate speech can be against race, ethnicity, skin colour, language, nationality, religious beliefs or lack thereof, gender, gender identity, sexual orientation, political beliefs, social status, age, mental health, disability, disease, being Roma or refugees.

In conclusion, you could help young people to learn what is hate speech by using this one important criteria: to look to the content’s impact on the targeted group, to the speech’s potential to lead to unreasonable violence, verbal or sometimes physical, against other groups defined by their race, ethnicity, religion, sexual orientation, gender or other characteristics.

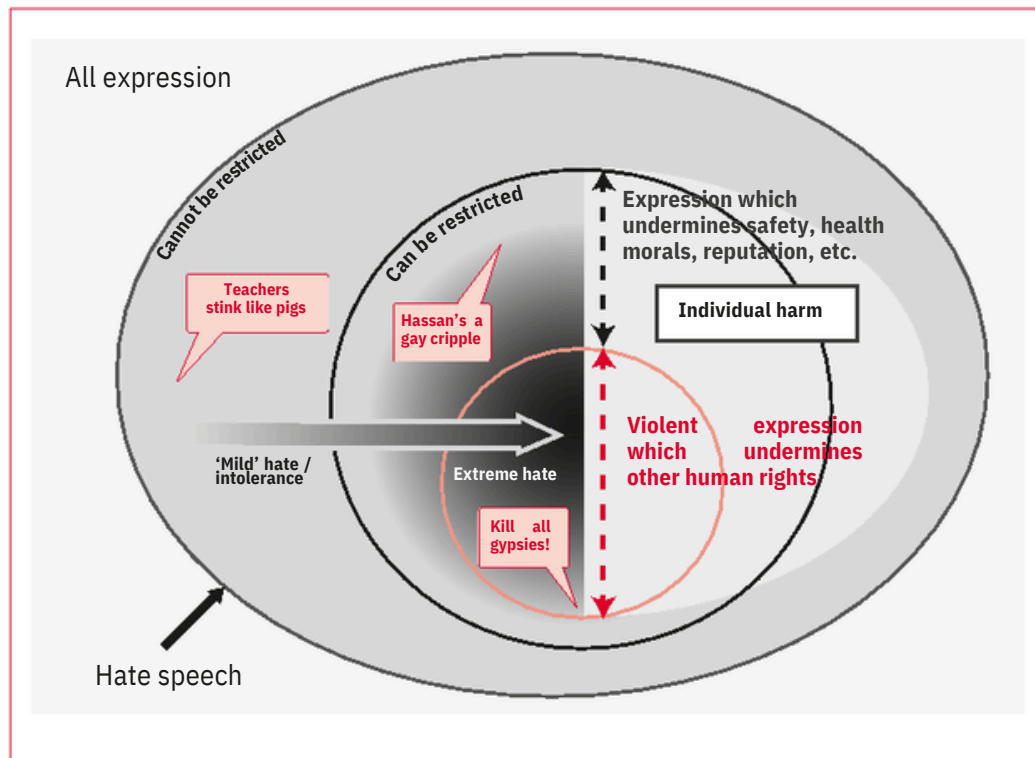
If you are interested in reading more about how to combat the hate speech online, we recommend this book: E. Keen & M. Georgescu, Bookmarks: A manual for combating hate speech online through human rights education, revised edition from 2016, available at <https://rm.coe.int/168065dac7>.



Hate speech covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, Antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of im- migrant origin. (Committee of Ministers, Council of Europe)

Freedom of speech: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. Article 19, Universal Declaration of Human Rights (UDHR)

THE LIMITS TO FREEDOM OF EXPRESSION



Bookmarks – Combating hate speech online through human rights education

The diagram, obtained from the manual 'Bookmarks' shows a wide spectrum of forms of expression which may be confined or which must be confined under international human rights law. What do you think of these boundaries and restrictions? How can we draw the line between hate speech and freedom of expression?

What are the causes of hate speech?

The underlying causes of hate speech as defined in Bookmarks are the “negative stereotypes, which see some groups, or individuals, as inferior, different, and less worthy of respect”. This is why a more all-embracing approach to hate speech is fundamental and depicts the significance 'of educational activities to undermine negative stereotypes and prejudices fuelling hate speech.' (Keen & Georgescu, 2016, p.33)

What is the cause of negative stereotypes? This is a burning question which is thoroughly discussed among society. It is undeniable that discriminatory behaviour can be traced back throughout the history of humankind. Important studies examined class distinctions, gender relations and colonialism where ideas evolved that 'one group was superior / inferior to others and systems were put in place to justify and sustain these unequal social relations' (Keen & Georgescu, 2016, p.33).

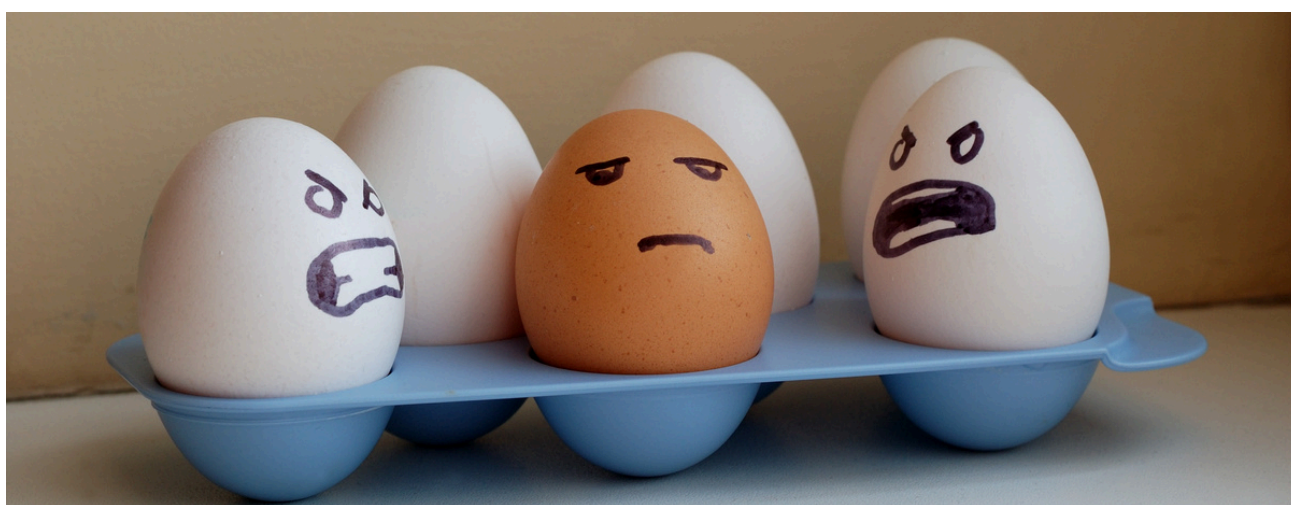
However, according to other researchers, another underlying cause of stereotypes and prejudice is the fact that 'human behaviour is guided by needs of security, identity and freedom' (Keen & Georgescu, 2016, p.33). In other words, 'when humans perceive a threat and think their needs may not be met, they react' and thus narratives are formed 'that are used to create a group's identity and contain basic explanations of why the group is in need of protection' (Keen & Georgescu, 2016, p.33). Keen and Georgescu elaborate by pointing out that this is 'why hate speech does not always adopt derogatory or explicit hateful forms, but expressions about love, for example, "the love for our country", "the purity of our land" or the "truth of our beliefs" ' (p.33).

Some key questions you can ask yourself:

- What legislation exists in your country regarding hate speech?
- What negative stereotypes have you come across related to hate speech?
- What do these stereotypes say about power and social relations in your context?

RACISM AND DISCRIMINATION

Hate speech needs to be addressed and tackled, especially when it comes to its roots. Stereotypes and racist attitudes are among the instigators of hate speech and thus calls for action. Before embarking on preventive measures, we need to expand on the triggers which leads to hate speech.

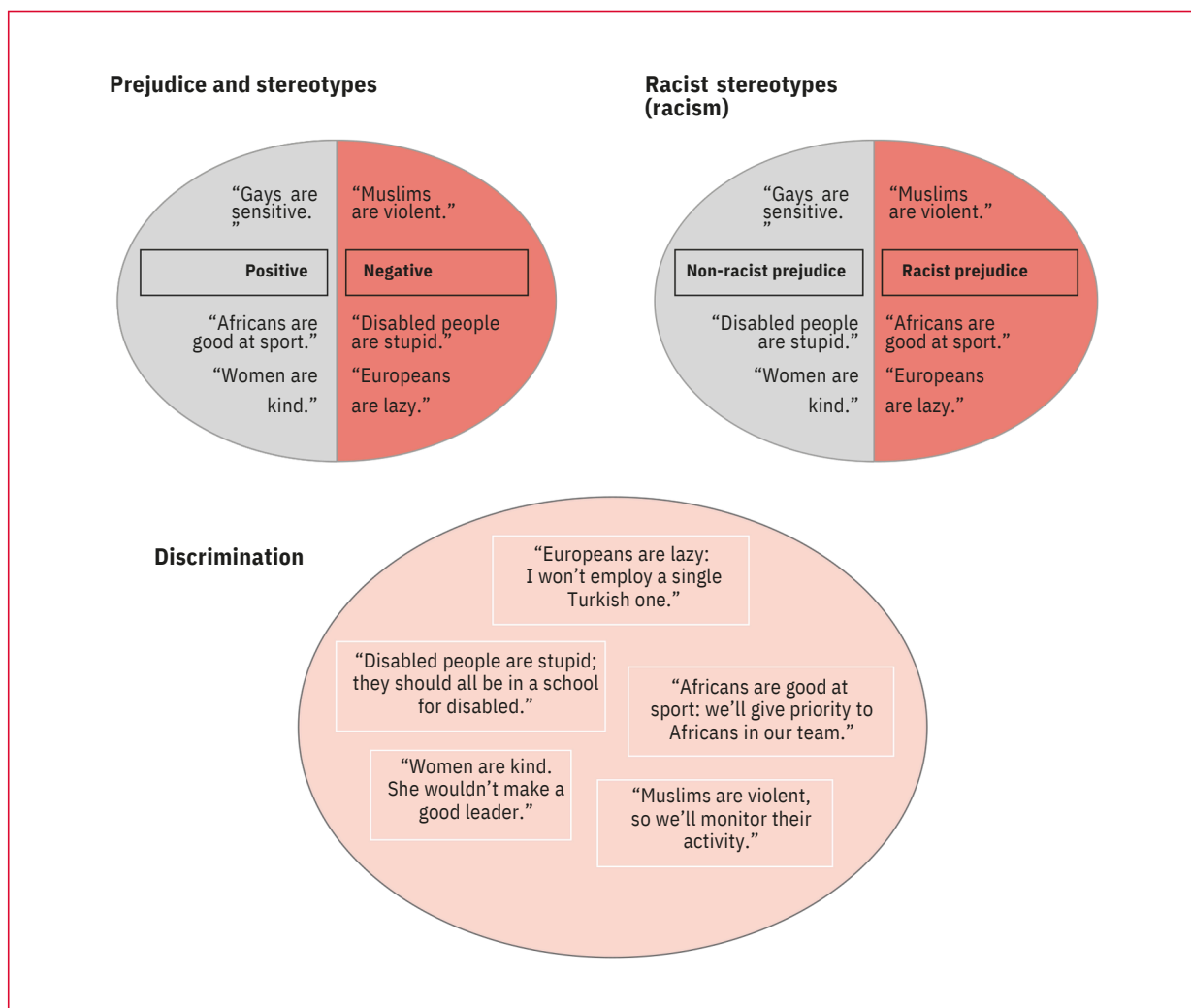


Stereotypes

According to *Collins Dictionary* 'A stereotype is a fixed general image or set of characteristics that a lot of people believe represent a particular type of person or thing.' We can conclude that stereotypes are shared beliefs or thoughts about particular groups and may be positive or negative and are as a general rule generalisations.
<https://www.collinsdictionary.com/dictionary/english/stereotype>

Prejudice

When it comes to define prejudice *Collins Dictionary* describes prejudice as '*an unreasonable dislike of a particular group of people or things, or a preference for one group of people or things over another.*' For instance, statements like 'women can't drive' or 'Women are more emotional than men'.
(<https://www.collinsdictionary.com/dictionary/english/prejudice>)



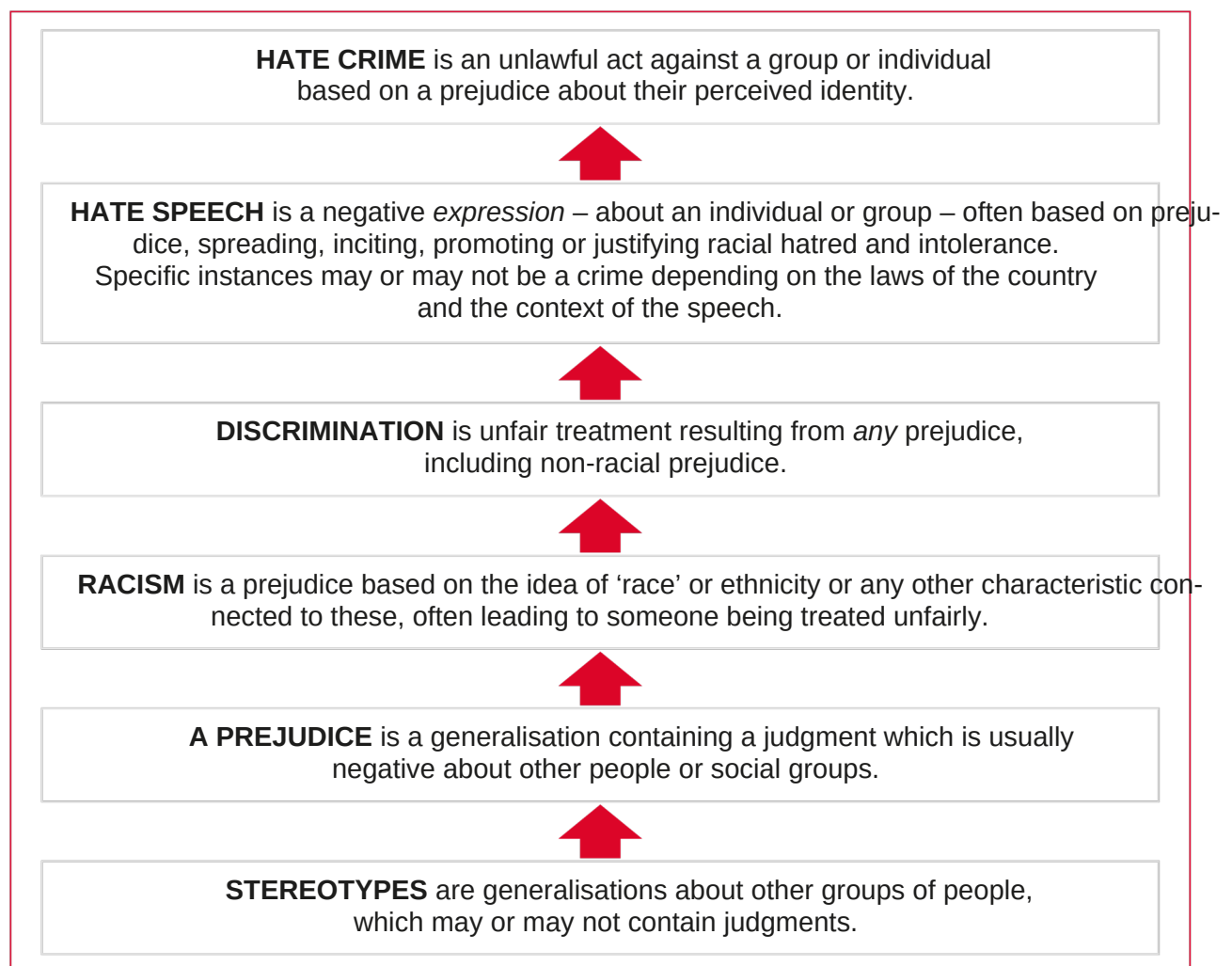
Racism

'Racism is the belief that people of some races are inferior to others, and the behaviour which is the result of this belief. Racism also refers to the aspects of a society which prevent people of some racial groups from having the same privileges and opportunities as people from other races' (Collins Dictionary, <https://www.collinsdictionary.com/dictionary/english/racism>)

Discrimination

Collins Dictionary defines discrimination as 'the practice of treating one person or group of people less fairly or less well than other people or groups.'
<https://www.collinsdictionary.com/dictionary/english/discrimination>

CONNECTING UP THE CONCEPTS



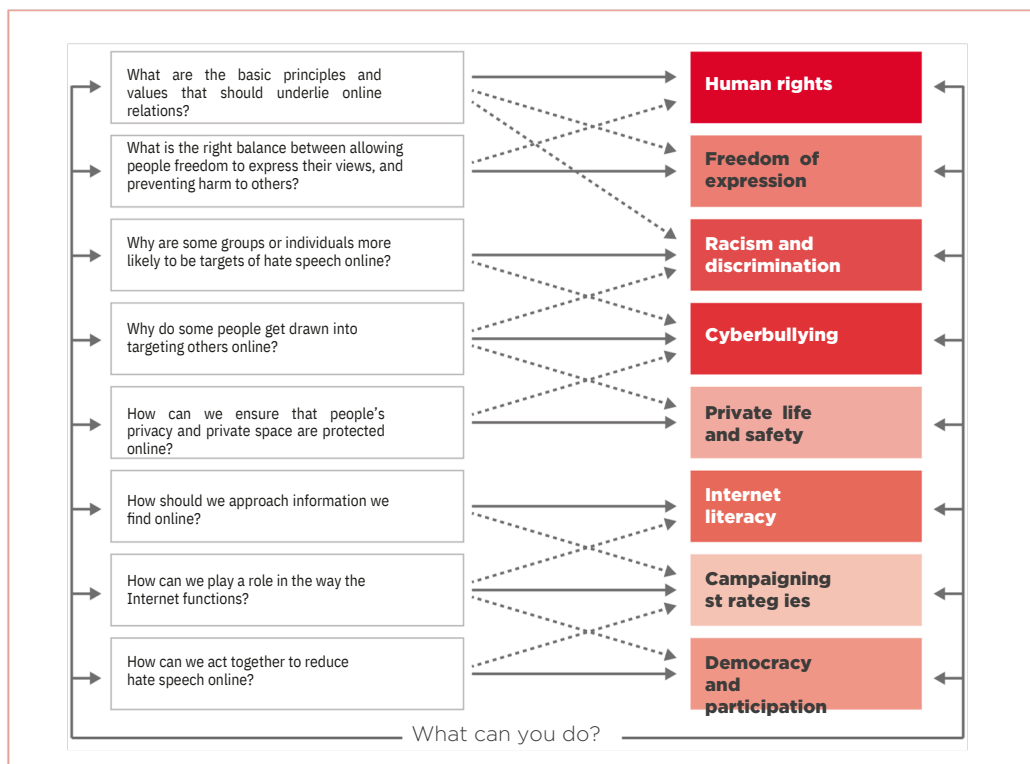
How can stereotyping lead to violence and hate?



What can you do?

When in doubt ask yourself:

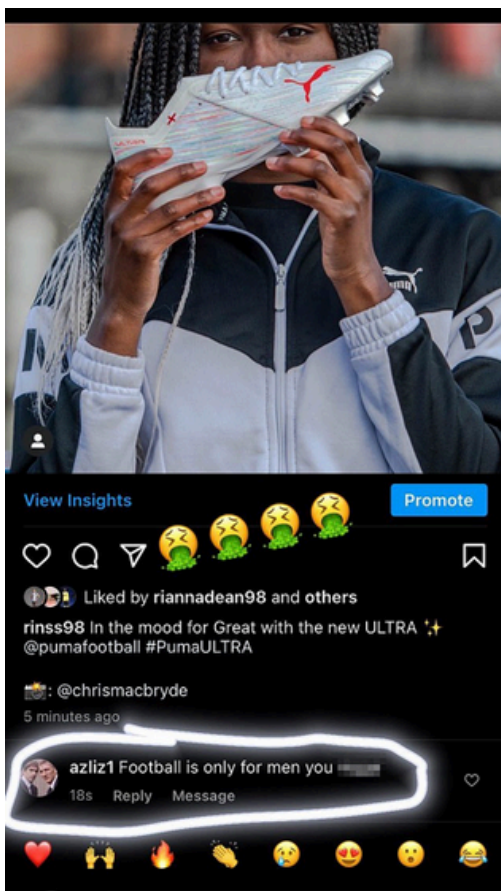
- What is the purpose?
- What does it encourage?
- How does it effect society?
- What attitude does it show towards minority populations?
- Is it humane?
- Does it encourage hate crime?



List of possible actions

- Use blogs and social media platforms to raise awareness about what people can do if they are victims of hate speech or if they witness instances
- Use the language of human rights: raise awareness of the rights which protect us online and offline, and how human rights relate to hate speech online
- Post comments on sites which contain incorrect, biased or racist content. Send questions or complaints to the authors of any posts which show intolerance or racism
- Engage with individuals using abusive language: try to show them the impact of their behaviour on others
- Encourage others to ignore 'trolls' if they are engaging in abusive behaviour
- Report examples of hate speech to organisations and institutions working on the problem – check on the website of the campaign how you can report hate speech on social media platforms (<https://www.coe.int/en/web/no-hate-campaign/reporting-on-social-media-platforms>) and to national bodies responsible (<https://www.coe.int/en/web/no-hate-campaign/reporting-to-national-bodies>)
- Boycott hate sites–and call on others to do so
- And many more!

CASE STUDIES



Liverpool winger Rinsola Babajide says she "wanted to break my silence" after receiving racist abuse on social media. The message said that "football is only for men", and was followed by a racist remark.

Edleen John, the Football Association's director of international relations, corporate affairs, and co-Partner for equality, diversity, and inclusion told the BBC: "It's completely abhorrent and unacceptable that players continue to be subjected to discriminatory abuse online.

"It's traumatic on a personal level to each victim of abuse, and we stand with all players that continue to be targeted by online hate.

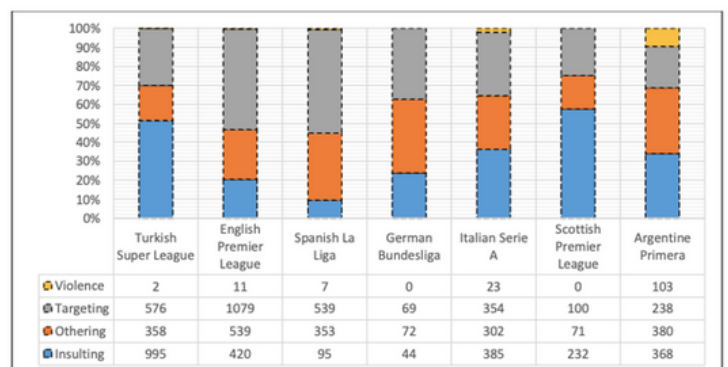
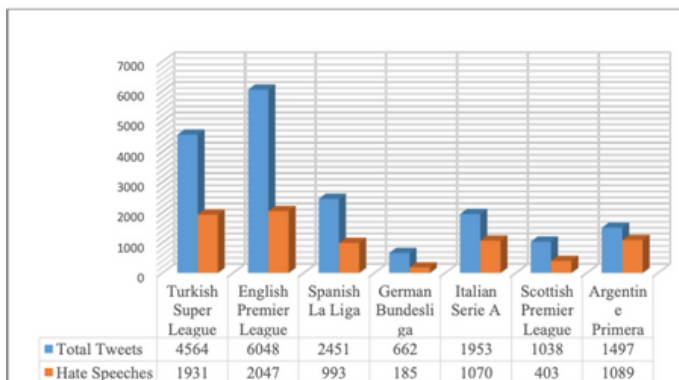
"The reality is that online abuse has no real-world consequences and this needs to change quickly. We continue to urge social media companies to do more so action can be taken against perpetrators."

Source:

<https://www.bbc.com/sport/football/56688983>



Arsenal FC and English national team player Bukayo Saka received a torrent of racist abuse online after missing penalties in the final. One troll - a man in his early twenties from Saudi Arabia - sent Saka a number of monkey emojis on Instagram.



A Research conducted by Okan Kilickaya and Aydin Pekel examined the dimensions and contents of hate speech shared on the official Twitter accounts of clubs in the derbies of world football. The study is from 2019 and shows the amount of hate speech tweets. It became clear that fans often target football teams, football players, coaches, or referees with abusive, humiliating, othering or accusatory comments on social media. The first figure shows the total number of tweets and tweets containing hate speech. The second figure illustrates the number and proportional distribution of types of hate speech used in derbies.

Source: <https://dergipark.org.tr/tr/download/article-file/2762566>

ACTIVITIES

Freedom of expression in Numbers

How many people worldwide use the internet today? And will more media professionals imprisoned than ten years ago? You will answer these and further questions about freedom of expression and freedom of the press worldwide by plotting curves within graphs draw on the screen. After they have a development curve according to their own assessment completed, the actual curve appears on the graph along with explanatory information.

The aim is to recognize trends, facts and developments regarding freedom of speech and freedom of the press.

<http://akademie.dw.de/games/graph/>

Confronting cyberbullying

You will be given different scenerios in which you will identitfy your likely response to various bullying scenarios, and discuss alternative courses of action.

- Do nothing
- Respond to the bully/bullies(for example,engage in discussion, hit back at them, or something else. If the bully is unknown, this option may not be relevant.)
- Report the behaviour (for example to a teacher, parent, site administrator, or other authority)
- Something else(for example, bring others in to the discussion, set up a 'solidarity group', etc.)

a)You have received a number of abusive emails and text messages from addresses or numbers you don't recognise. Some have been threatening: it seems that the bullies¹ know you. What do you do?

b)Some people from your school have edited some photos of yours and posted them online with nasty comments. You think you know who it is. What do you do?

c)A boy from a different country has just joined your class. Your friends make fun of him and have started posting racist jokes about him on their social networks. They keep telling you to re-tweet or re-post the jokes. What do you do?

d)A group of kids in your class have been spreading a hurtful rumour about you on social networking sites. Many kids now won't play with you or even speak to you. Even your friends are starting to think the rumours may be true. What do you do?

e)The teacher tells the class that some people are being badly bullied and one young person was attacked on the way home from school. She asks for anyone who knows anything about this to talk to her privately after the lesson. You think you know who did it but you're scared because you have received a lot of text messages, warning you not to say anything. What do you do?

f)You see a child in the playground standing alone and crying. You know other children tease her because she's learning-disabled, and they call her "thicko" and "pig ugly". Your friends are some of the worst and often laugh about her when you're all together. What do you do?

Freedom Unlimited?

You will explore the idea of freedom of expression using a number of case studies. You need to decide what to do with comments or communications which are controversial, abusive or potentially dangerous.

1. A group called 'Reclaim our nation' sets up a website proclaiming 'traditional values'. Many of the posts are racist. The site attracts a large number of comments and a heated discussion. Some of the discussion contains very abusive language, but there is a large community of commenters who object to the racist ideology of the site.

- Should anything be taken offline? If so, how much and why?
- If not, what else could be done?

2. Nikolay, a politician uses his personal website to call for the eviction of a Roma community in his constituency, and blaming them for high crime levels. Following his calls, there are a number of attacks on Roma around the country. Much of the media begins printing stories which feature crimes committed by Roma – but not the crimes committed against them.

- Should anything be taken offline? If so, how much and why?
- If not, why not? What else could be done?

3. Ella posts a video on her public profile which makes fun of disabled people, portraying them as incompetent 'alien' beings. Site statistics show that almost no-one has viewed the video, and there are no comments from visitors.

- Should anything be taken offline? If so, how much and why?
- If not, why not? What else could be done?

Inclusive language

Please take the quiz! QR code:



MODULE IV: CREATING ALTERNATIVE NARRATIVES/ CRITICAL THINKING

If the youth is supported and rightly encouraged, they can emerge as critical, reflective and mindful thinkers and changemakers.

Critical thinking and problem solving skills provide young people with handy skills that allow them to be critical of the information they receive and are confronted with.



"The function of education is to teach one to think intensively and to think critically... Intelligence plus character, that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate."

Rev. Dr. Martin Luther King, Jr.

There is a plethora of projects designed to develop young people's critical thinking and problem solving skills to authorise them to investigate and dive into topics and issues they care about.

What is Critical Thinking?

According to *Digipathways.io* critical thinking can be 'defined as a mode of reasoning, about any subject, content or problem in which the thinker improves the quality of his / her thinking by skilfully analysing, assessing and reconstructing it'

(<https://digipathways.io/resources/training-toolkit/critical-thinking-and-problem-solving/>).

The following, extracted from the P21 Framework for 21st Century Learning, outlines the knowledge and skills young people need to develop to become critical thinkers:

- Reason effectively
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use systems thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make judgments and decisions
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

What role do alternative narratives play in preventing discrimination, polarisation and radicalisation at the local level?

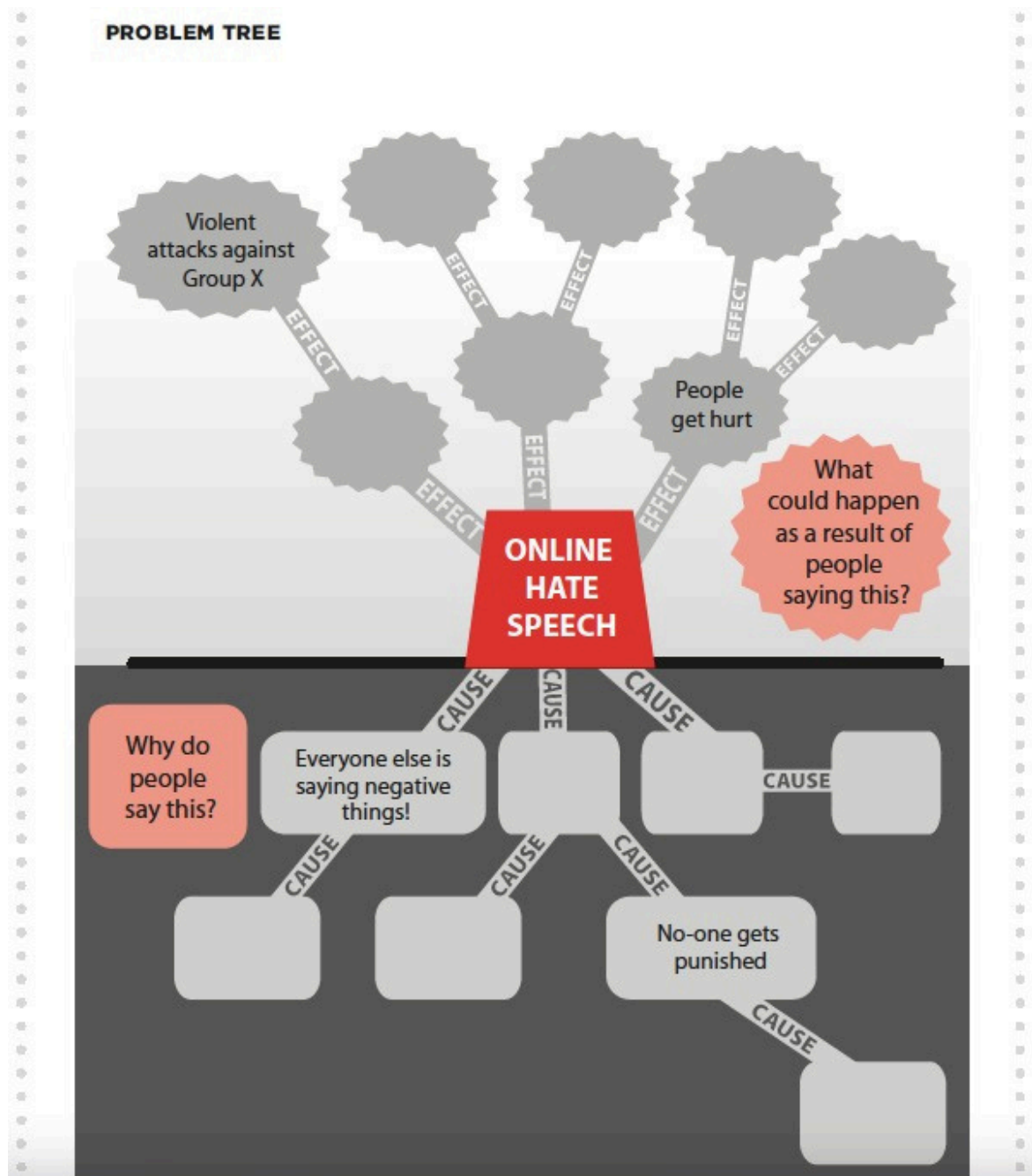


The alternative narrative is one of several “soft” approaches to preventing and suppressing radicalisation to violence

The function of an alternative narrative is to change the direction of a particular conversation, and introduce something novel where outdated, offensive or even seemingly irrelevant narratives may have, thus far, dominated.

CONFLICT/PROBLEM TREE

A problem/conflict tree is a very common way of understanding a given issue at a deeper level.



Introduce the trees, for example: “Young people are idle and selfish. They should be hidden from society until they grow into normal human beings”.

When participants work on their own ‘trees’, you could provide them with a copy of the handout– photocopied to A3 – or ask them to draw their own on the flipchart paper. The second method will give them more possibility to extend the roots and branches further, but may appear more difficult than filling out a set number of boxes. Make sure that groups consider the effects on both individuals and on society.

For the statement to be discussed by participants, you should replace ‘GroupX’ by a group commonly targeted by society. You could also take a case of cyberbullying and have an imaginary individual named as the target.

If participants appear to have missed out important causes or effects, you may want to prompt them to consider these. You could also provide them with the following list as prompts when they draw their trees. They could consider whether the factors or actors in the list have any relation to the problem, and where they might fit into the tree:

- The media
- Politicians/public figures
- Hate speech offline
- Little interaction between GroupX and the rest of society
- Peer pressure
- Discrimination at school
- Economic factors
- Schools/education

You can also find more information about how human rights apply online by having a look at the ***Guide to Human Rights for Internet Users***. Specifically, the section ‘Access and non-discrimination’ gives an idea of what kind of rights apply online for those who are targets of hate speech.

MODULE V: DIGITAL RESILIENCE

We often speak about resilience and how crucial it is to imbue the youth with necessary skills.



But what does resilience actually mean? And what about digital resilience? Resilience is not about trying to be 'so tough' that nothing impacts us. Resilience draws on our capacity to stay positive and to build strength. What is more, it is the ability to recover from setbacks. It is ok to feel sad, hopeless or devastated, it is how we respond and adapt that is important. Digital resilience is the ability to bounce back from difficult times online over time. It involves having the ability to understand when you are at risk online, knowing what to do if anything goes wrong, learning from your experiences of being online, and being able to recover from any difficulties or upsets. The youth who are digitally resilient will be equipped to handle the challenges of the modern, digital world. Digital resilience grows through online use and learned experience and can't be developed through the avoidance of the digital world.

TERMINOLOGY

Resilience

Resilience generally refers to an individual's capacity to overcome challenges that have a negative impact on their emotional and physical well-being. In the context of violent extremism, "resilience" refers to the ability to resist – or not adhere to – views and opinions that portray the world in exclusive truths, which legitimizes hatred and the use of violence. In education, this implies developing participants' capacity to think critically, to learn by inquiry (inquiry-based learning), and to verify facts so that they do not fall prey to the simplistic and one-dimensional views of the world propagated by violent extremist groups. Building resilience among participants and youth is one of the key measures that can be implemented by the education sector to prevent the spread of violent.

Digital Resilience

"Digital resilience is achieved primarily through experience, rather than learning and it is fostered by opportunities to confide in trusted others and later reflect upon online challenges."

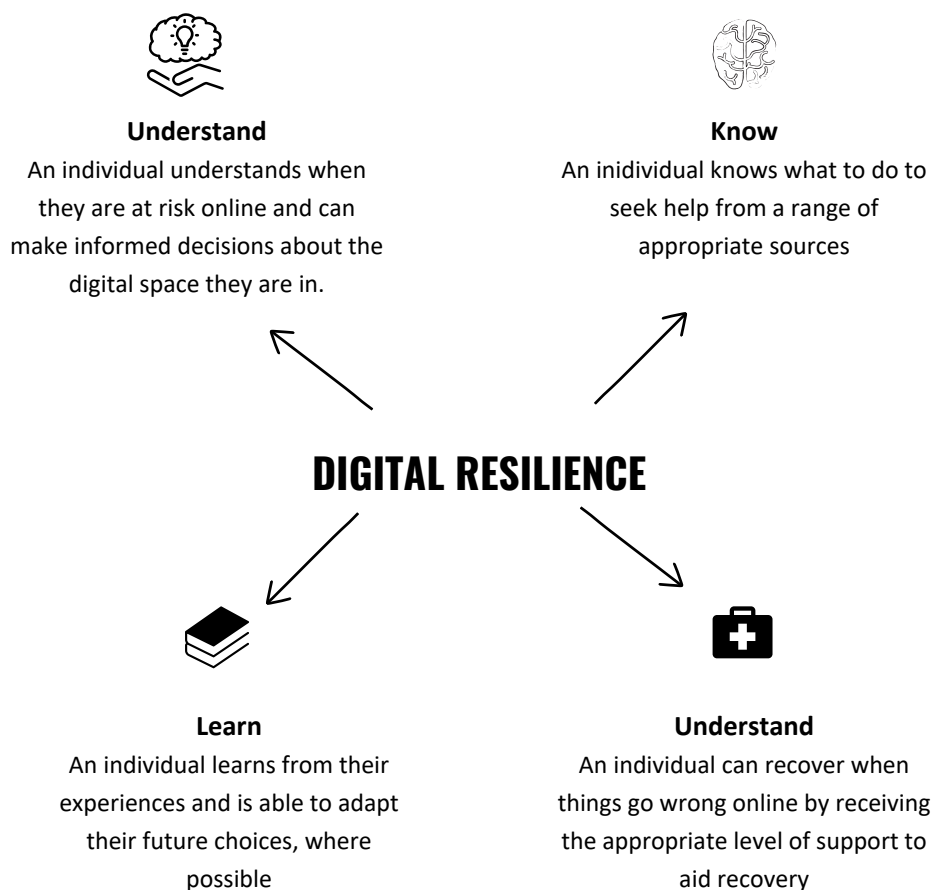
– UKCIS Digital Resilience Framework

What is digital resilience?

Digital resilience is a dynamic personality asset that grows from digital activation i.e. through engaging with appropriate opportunities and challenges online, rather than through avoidance and safety behaviours.

Features associated with resilience

- Planning tendency (propensity to plan).
- A style of self-reflection as to what worked, and what didn't work.
- A sense of agency or determination to deal with challenge.
- Self-confidence in being able to deal with challenges successfully.



Source: UK Council for Internet Safety

Questions to ask yourself as a youth worker

1. What kinds of stresses and pressures do young people associate with the online world?
2. Which of these pressures worry them the most / least?
3. How do they cope with these?
4. In what ways do these pressures affect their social and emotional wellbeing?
5. How does this manifest itself (e.g. whether low mood, stress levels, school work)?
6. What makes some young people more resilient to the risks they encounter online?
7. Can these skills or qualities be learned?

HOW DOES THE DIGITAL WORLD MAKE THE YOUNGSTERS FEEL?

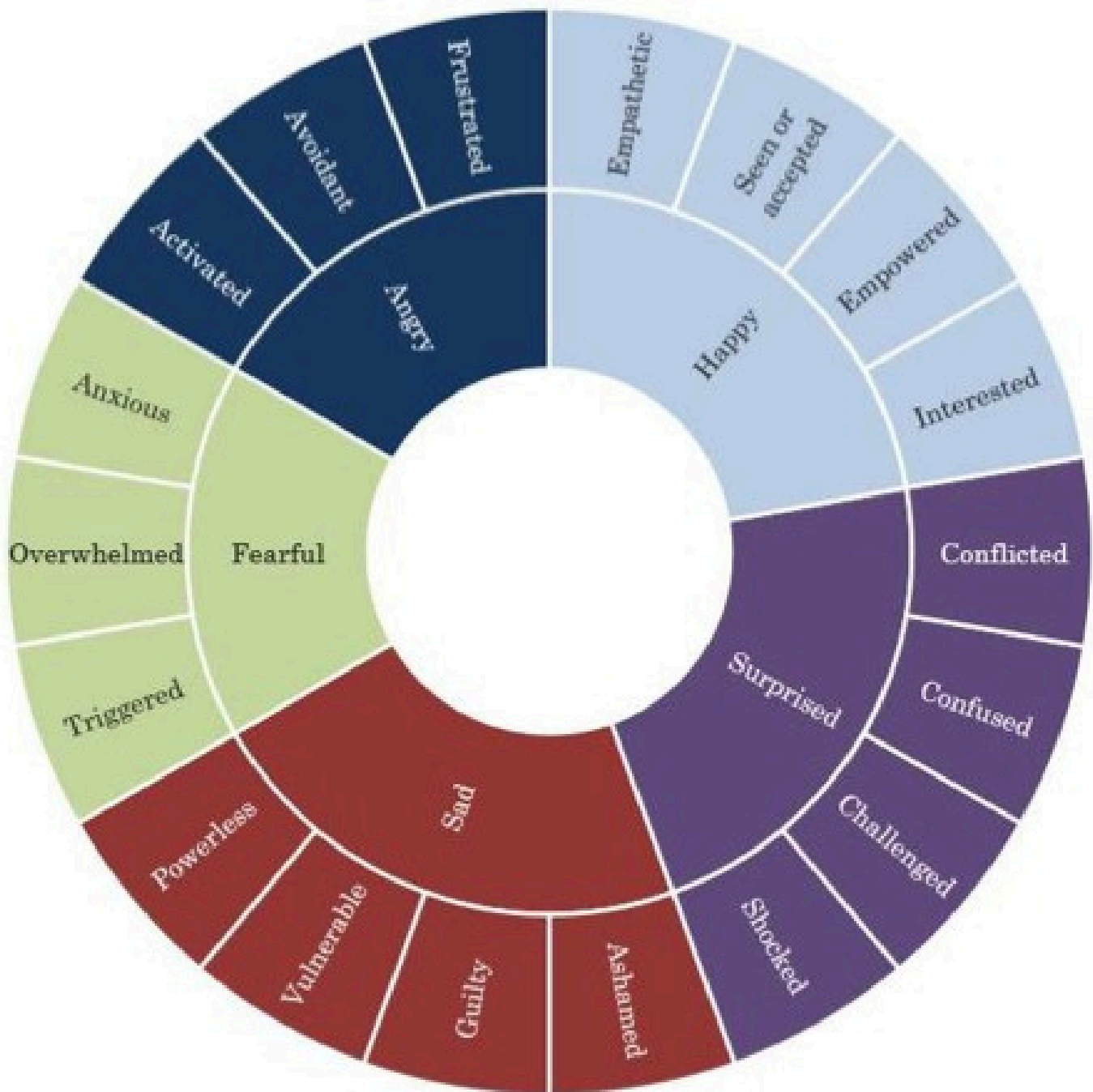


Figure 1: The range of emotional responses that participants reported when studying emotionally challenging content ([Downes et al 2022](#))

Risks associated with children's and youth's internet use

	Content Receiving mass-produced content	Contact Participating in (adult-oriented) online activity	Conduct Perpetrator or victim in peer-to- peer exchange
Aggressive	Violent /gory content	Harassment, stalking	Bullying, hostile peer activity
Sexual	Pornographic content	'Grooming', sexual abuse or exploitation	Sexual harassment, sexting
Values	Racist / hateful content	Ideological persuasion	Potentially harmful user-generated content
Commercial	Embedded marketing	Personal data misuse	Gambling, copyright infringement

Source: adapted from Livingstone, et. al. (2012b, p.8)

As the matrix serves to illustrate, there are a myriad of risks posed online, all of which have potential consequences for children and young people's social and emotional wellbeing.

ACTIVITY

One of the serious issues we face on social media is that people are open to extremist views from others. Here's an example of why this is dangerous:



Meet Chris.

He has recently moved to a new college and hasn't made many friends yet. He is feeling isolated and turns to social media to try and meet new people.

Whilst online, Chris comes across a page that is discussing a religion, he hasn't heard of before. They have extreme views, but Chris doesn't mind as he thinks it will help him to fit in with a new group of people.

Can you identify any dangers yet?

Chris agrees to meet up with someone from the page. He hasn't met them before but they seem to know the local area, so he guesses they must be safe. Chris doesn't have anyone to go with him, so he decides to go alone.

When he arrives, the man he meets is older than he expects. He looks about 30. He talks about the religion a lot and although Chris doesn't really understand it, he agrees to go along to their next meeNng.

What dangers can you see now?

If Chris's relationship with this man continued, he could become radicalised. What does radicalisation mean?

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is, in itself, a form of harm.

Leaders of extremist groups often use social media to find vulnerable and lonely young people as they are seen as "easy targets" because they're seeking a sense of belonging that an extremist group feel that they can offer.

You can build young people's resilience to radicalisation and extremism by:

- helping improve their self-esteem and self-confidence
- promoting inclusivity and community cohesion
- providing a safe environment for debating a range of issues such as recognising and managing risk, making safer choices and the impact of pressure from others
- helping young people understand how they can influence and participate in decision making.

Can you think of other measures/suggestions? How can we protect the youth from radicalization or any pitfalls of the digital landscape by means of media literacy skills?

WHAT CAN YOU DO?

The digital landscape is a gruff one. There are certainly ups like getting likes for your selfie, being included in groups. And there are downs like being excluded and cyberbullied, or even radicalized as we have encountered in the scenario above. So how can we help the youth?

By conducting online activities in safe managed environments and safe spaces, young people will gain confidence and skills to develop and cope with the negative consequences of online stress. This goes hand in hand with appropriate support and guidance the individual may want or need. Having support to recover and re-engage with digital opportunities are equally important.

DIGITAL RESILIENCE TIPS TO HELP YOUNG PEOPLE	
<u>BUILD A SUPPORT NETWORK</u> • Reach out to someone and support others too. A problem shared is a problem halved. • Find useful sites or organisations who can help	<u>GIVE YOURSELF A BREAK</u> • You are not perfect and will make mistakes. Be kind and fair to yourself. • Take some time offline if you want to. • Sort out disagreements quickly.
<u>LIFESTYLE CHANGES</u> • Make time for the things and people that make you happy. • Look out for new challenges. • Life can be hectic. Find ways to help you relax	<u>PHYSICAL HEALTH</u> • Get some exercise, be active. • Put your devices away at night to get a good night's sleep. • Eat regularly and healthily.

These tips have been adapted with thanks from © Mind
This information is published in full at [mind.org.uk](https://www.mind.org.uk)



Source: <https://www.streetwisegb.org/post/what-is-digital-resilience>

MODULE VI: CIVIC ENGAGEMENT



As a conversation starter, ask your participants about what has changed in the digital age, reflect on the above meme by asking:

- ***What does this meme suggest about how the Internet has changed social and civic action?***
- ***How are things different today compared to social movements from the past (before the digital age)? Can you think of examples that would demonstrate what has changed?***
- ***What has stayed the same? Can you think of examples that demonstrate what has stayed the same?***

This chapter introduces the notions of political participation and civic engagement, and emphasises the importance of these participatory acts for the health of any democracy. Political participation is crucial in a democracy. By voting, for instance, people actively take part in decisions, having an impact on their lives and future.

However, most societies follow a representative democracy model, which means that average people are involved in politics only to some extent.

A plethora of studies show that voting, campaigning, contacting public officials, and involvement in cooperative/communal activities are considered typical and conventional acts of participation (Verba 1972, in Weiss 2020).

Other ways in which citizens get involved involve more controversial types of participation, such as protest, petition signing or strikes (commonly associated with social movements). Whether conventional or nonconventional, political participation actions are characterized by three cumulative conditions (Weiss 2020, 3):

1. the participatory action is performed by average citizens (not politicians/decision-makers)
2. participation is voluntary (forced/mandatory participation such as manifestations orchestrated by an authoritarian government – North Korea for example – do not count)
3. participation is related to some public institution, usually a government, or local authority, organization or even a civil society organization.



Civic engagement is another dimension of participation, which is not limited to political participation. Civic engagement can entail various ways in either determining or solving problems at the level of the community (be it your school, your town or your country), but those ways are not directly related to the political realm. For example, volunteering for a nongovernmental organization is a form of civic engagement.

Concerning the youth, it is an undeniable truth that both political participation and civic engagement are rather non-existent. Starting from their lack of voting rights, their electoral participation is limited to non-voting activities. Moreover, the youth are usually heavily involved in protest activities (REF).

Ultimately, political and civic participation may be seized differently by the youth than the older generation, since they certainly prefer an online participation, using social media for mobilizing for or against certain issues.

Research shows that young people have a lack of interest in politics and they are slowly becoming more disconnected from the political exercise (Youniss 2009). However, some authors consider that, in fact, the youth are less interested in conventional and electoral politics, but more interested in new forms of participation (Weiss 2020, Foa and Munck).

In a Council of Europe 2018 report, Crowley and Moxon find that young people are, in general, more attracted to all types of civic and political participation that involve the online milieu (especially social media). Also, young people tend to become engaged by emphasising self-expression: young people may choose to participate by making this participation person, by either boycotting a product, engaging in debates about a political decision, or wearing a badge supporting.

The youth seem to infuse traditional participation with more emphasis on deliberation and discussion. Given the fact that young people are limited in their forms of participation and also have low levels of perceived political efficacy, it is no wonder that they are not particularly interested in political participation.



Nevertheless, one should also take into account the young people's perspective on what is participation. Forms of political participation changed significantly since the discipline of political science started to document it, and nowadays commenting online to a piece of news, joining an online community protesting against something, asking for change, or even displaying solidarity can easily be included in the repertoire of political participation.

An undeniable truth is that the COVID-19 pandemic further enhanced the role of online participation. Young people seem to be more politically active, even if it is rather in terms of online activism and participation. Ultimately, civic engagement in the case of the youth is substantial in creating the democratic citizens of tomorrow. A plethora of studies document the positive effects of volunteering when young on future political attitudes (Niemi and Jennings, Putnam, Letki, Badescu, etc.).

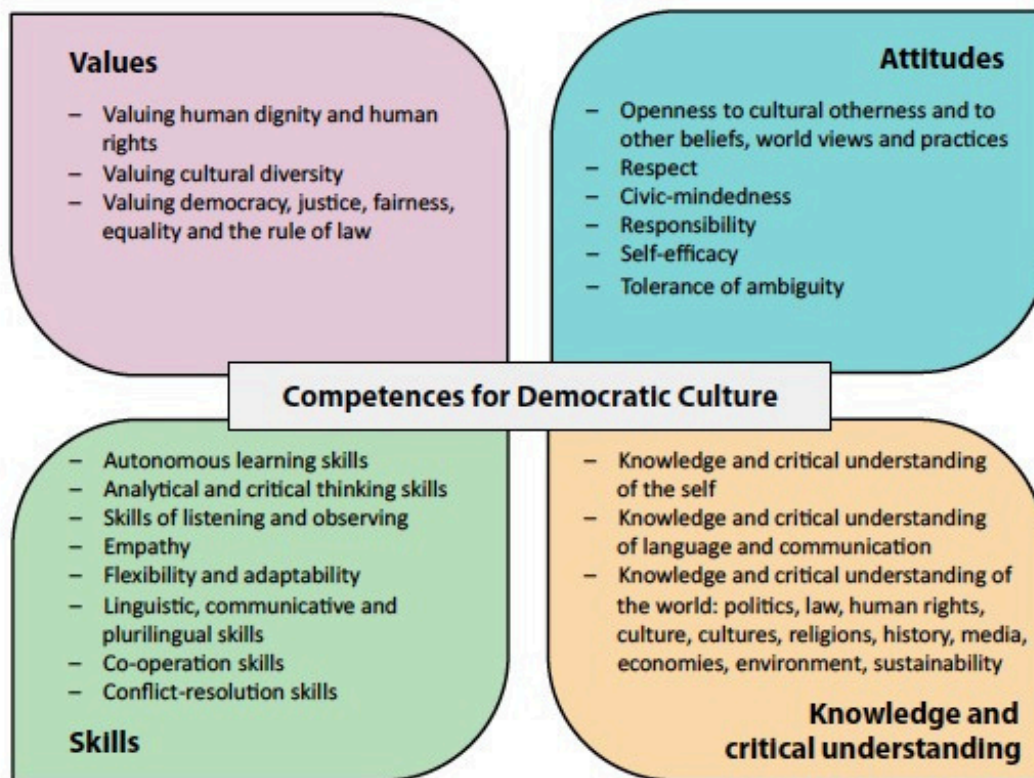
Equally significant is the notion that the youth can be recruited/mobilized to participate in extremist movements, but education can have an impeding effect on radicalization, when civics are taught duly.



Digital Citizen and the Responsibilities

According to the Committee of Ministers of the Council of Europe a responsible citizen is a 'digital citizen' who masters the competences for democratic culture

- be able to competently and positively engage with evolving digital technologies participate actively, continuously and responsibly in social and civic activities
- be involved in a process of lifelong learning (in formal, informal and non-formal settings)
- be committed to defending continuously human rights and dignity



Source: Competences for Democratic Culture

To participate in responsible and ethical ways in media, one must be aware of his/her rights and responsibilities. Racism, xenophobia, hate speech or cyberbullying are some of the most visible expressions of harmful behaviour on social media. In this regard, the question that summarises today's challenge is: how do we avoid crossing the border between freedom of expression, privacy and integrity-related rights? Part of the answer is in ethics, empathy and personal responsibility. Whether people are writing posts, articles or publications, sharing images or videos, or altogether participating to social media discussions or whether they are a private person or a public figure or whether they act in an official capacity or just as a private citizen, an ethical way of acting should be always considered. Furthermore UNESCO's list of ethical considerations (2015: 71) suggests a set of ideas about active and responsible engagement through social media, recommending a set of ethical considerations in media use, as follows:

A focus on the intentionality of actions, as well as outcomes, intended or unintended.

- Understanding that Internet use can have positive outcomes, but it can also be misused or purposively employed in ways that violate standard norms, such as harming others
- Consideration of whether the norms, rules and procedures that govern online behaviour are based on ethical principles anchored in human rights and geared to protect the freedoms and dignity of individuals in cyberspace and advance accessibility, openness, inclusiveness, and multistakeholder participation on the Internet

How can we communicate better?

Watch the TED talk, “10 Ways to Have a Better Conversation” by radio journalist, Celeste Headlee. As you watch, take note of and record on chart paper the 10 strategies Headlee describes.



After watching the video, reflect on the following questions:

- What’s familiar? Are any of the strategies Headlee describes familiar to you? Do you ever use these strategies when in a conversation with someone?
- What’s new? Are any of the ideas or strategies new to you or strategies that you don’t typically use? Can you imagine using these strategies in future conversations? Why or why not?

Do you think these strategies are useful for any kind of conversation - including conversations about civic issues? Why or why not?

CASE STUDIES

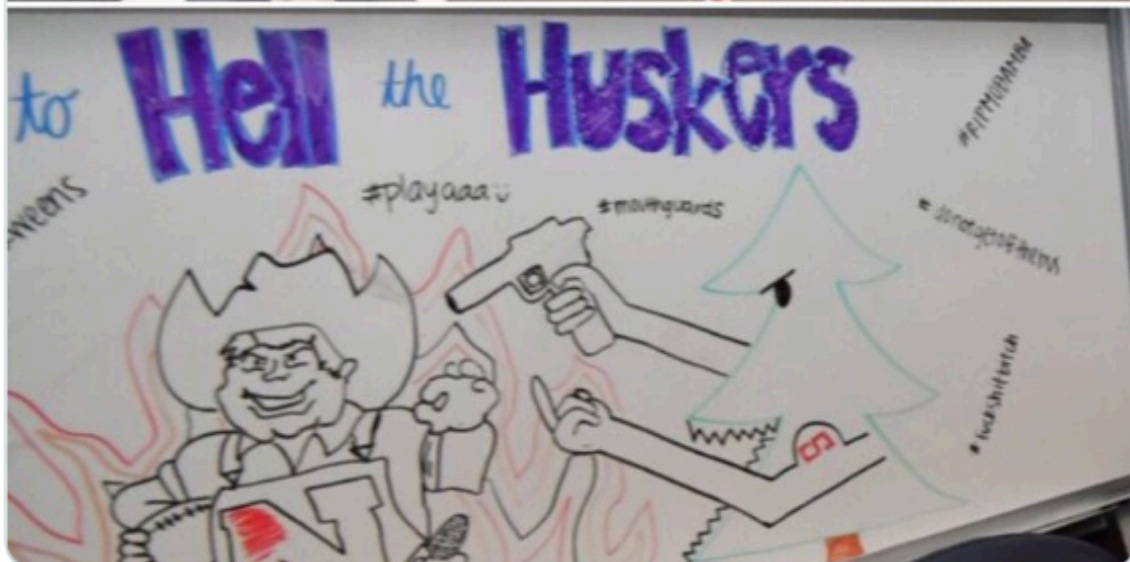


Bill Schammert

@BillSchammert · [Follow](#)



Congrats on the title, but maybe don't shoot Herbie in the head with your tree mascot? (Pic: [@NCAAVolleyball](#) - deleted)



5:38 AM · Dec 16, 2018 from Lincoln, NE



154 · [Reply](#) · [Copy link](#)

In the 2018 NCAA National Championship match for Women's Volleyball, after the game was over, the NCAA tweeted a photo from the official NCAA Volleyball account of a photo of two Stanford volleyball players running into the Stanford locker room holding the trophy. However, in the background of this photo was an image on a whiteboard depicting the Stanford Mascot (a Tree) making a gesture and pointing a gun at the losing team, Nebraska's mascot. The image was deleted minutes later and substituted with a blaze of social media activity.

What can we learn from this incident?

The following are conversations starters for youth workers or educators when discussing this case study:

- How could you have shared this image without creating conflict?
- Who was responsible for creating the conflict? (The photographer, the social media manager from the NCAA, the whiteboard artist, Stanford players, Coaches?)
- How does this image impact Stanford and the players in the photo? Do you think the players in the photo would be proud of this photo?
- What kind of legacy does this photo leave behind?
- How will you use this case study to create meaningful content?

Source: <https://classintercom.com/blog/case-study-digital-citizenship-and-sportsmanship/>



What do good and not so good online discussions of civic issues look like?

1

At the 2014 United Nations Climate Summit in New York, actor Leonardo DiCaprio delivered opening remarks in which he stressed the importance of addressing climate change through policies and legislation.

Next read the comment thread from the YouTube video of DiCaprio's talk.



2

Next read one of the following posts on Youth Voices, a platform for youth discussion of civic issues. The posts talk about relevant issues such as COVID-19 vaccines, racism, and inequality in the United States. Consider the comments that are included below the articles, in addition to the original post itself.

- Protecting Children From COVID
- Aren't We All the Same
- America Means Inequality

3

Notice-Interpret-Connect:

Working in pairs, ask participants to notice the specific features of comments in the YouTube and Youth Voices threads; interpret possible intentions and impacts of these exchanges; and make connections to their own experiences.



For each step listed below, there are specific questions to explore.

Notice:

- *What stood out to you or what did you notice when you read each comment thread?*
- *How would you describe the tone of the comments?*
- *Choose one commenter from each thread and notice HOW they shared their ideas and responded to the ideas of others. Name the comment “moves” you see. [By moves, we mean the specific things they did in their comments - for example: asked a question, cited a statistic or fact, shared a belief or value.]*

Interpret:

Consider intentions and impacts: Considering the same commenters, what do you think their intentions or motivations might be? What makes you say that? What are the possible impacts of each exchange on the participants? What are the possible impacts for readers of the thread who aren’t commenting?

<https://www.digitalcivicstoolkit.org/dialogue-question-2-activity-1>

Connect:

Can you make any connections between what you read in these threads and online discussions you have been a part of or that you have seen on your social media networks? Describe.

Source: Digital Civic Tool

How to participate and campaign- some useful tips



Learn about the topic you are engaging with, and make sure your arguments are based on reality and substantiated by facts.

Be sensitive and listen to others, paving the way to constructive and responsible dialogue.

Act open-mindedly, developing various visions, being proactive, respecting human dignity and equity, following, for instance, the [Dóchas Code of Conduct](#), a useful tool for NGOs.

Start a campaign aimed at raising awareness among policy makers; defining main goals, target groups, timeline, and needed resources; and monitoring it and its results constantly. Good examples of online campaigns are [Amnesty International's campaigns](#), [crowdfunding to reforest riverbanks and help with wildlife relocation on the Nile River in Uganda](#), [Let's Talk About It](#), and [No Hate Speech](#).

Involve political representatives/decision makers relevant for your cause/issue, inviting them since they will give visibility to your campaign (for example, through media and public events), within local parliaments/work groups/councils or other bodies, apart from attracting potential donors or sponsors.

Involve influencers/digital activists/YouTubers/vloggers (video-bloggers) in the campaign, keeping in mind their expertise, their influence and their notoriety among your target audience. They are usually individuals with high reach on social media platforms. They may become regular guests of your events or even ambassadors for your cause.

You can also create an online petition independently of the geographical level of your campaign, for instance, exploring the examples and tools available through the following websites:

<https://petition.parliament.uk/help>

<https://petiport.secure.europarl.europa.eu/petitions/en/home>

<http://ec.europa.eu/citizens-initiative/public/welcome>

<http://www.citizens-initiative.eu/about/the-eci-campaign/>

<https://www.change.org/about>

Source: ©Council of Europe

Further activities

Take a look at the Arab Spring, which is an interesting example about the power of active and committed people and also the power of social media and other media. Try to find out the main factors that made the whole phenomena so significant.

Find a social media case, a discussion forum or a comment section of a newspaper article where someone has clearly expressed an ethical and respectful way of acting. What are the signs of ethicalness and respect? Choose an old or ongoing campaign and explore it. Deconstruct the campaign and try to figure out the following: the owner of the campaign, who funds it, the aim of the campaign, the channels and the target group.

Further resources

Book: Boud D. & Feletti G. (eds.) (1997), *The Challenge of Problem-based Learning* (2nd edn), Routledge, London.

Study: Council of Europe (2018), *Internet and electoral campaigns – Study on the use of internet in electoral campaigns*.

Report: UNESCO (2015), *Keystones to foster inclusive Knowledge Societies –Access to information and knowledge, Freedom of Expression, Privacy, and Ethicson a Global Internet*.

More tips: Kaakinen M. (2018), “Disconnected online: a social psychological examination of online hate”.

More tips: Knowhow Nonprofit. (2017.) *How to run a campaign using social media*.

More tips: NCVO Knowhow. (2018). *What is campaigning?*

PART IV

WORKSHOP

PRACTICE





Materials needed

Media literacy

skill learning
new
vocabulary

1. The participants will reflect on the special meaning of these concepts in the digital era.
2. They will understand that literacy and media literacy (and digital media literacy) vary in different communities and some groups may be more “left out” than others.
3. They will define the parameters of their own current digital media use.
4. They will discuss and appreciate some of the pros and cons of being able to access information quickly and from so many different sources in the digital era.
5. They will share ideas about the meaning of “literacy” and “media literacy”.

Ice-Breaker:

The facilitator invites all participants to stand and participate in a brief “walk with your feet” activity to start them thinking about their own media use and the different concepts that will be covered.

Facilitator says: Before we get started, everyone please stand and participate in an activity about civic life in the 21st century. Please listen to the following statements. If the statement is true for you, take one step forward.

At the end of each round (after each statement), the participants should return to their original places.

Sample Statements:

- Take one step if you have (access to) a computer—a laptop, a tablet, or a mobile phone with access to the Internet
- Take one step forward if you have a Facebook account
- Take one step if you have a Twitter account
- Take one step if you have an Instagram account
- Take one step forward if you have a WhatsApp account
- Take one step if you've ever read the news online
- Take one if you've ever noticed something incorrect in the news
- Take one step forward if you've ever followed a Hashtag
- Take one step forward if you've ever created a meme
- Take one step forward if you've ever shared information online with more than two people at a time

STEP 1: Facilitator asks open-ended questions to introduce the concept of media literacy in the digital era and to encourage participants to express their own ideas and concerns. (Accept all ideas unless they are 100% false.)

1. What do you think it means to be “literate”?

(Are you all literate? Is everyone in your community literate? (If not, who is “left out”—age, gender, socioeconomic or ethnic group?))

2. How might it be a disadvantage in your community not to be literate?

3. What do you think “media literacy” is? (Do you all feel you have “media literacy”? Do you think everyone in your community is media literate? If not, who is “left out”—age, gender, socioeconomic or ethnic group?)

4. Do you think “medialiteracy” means something special now that the Internet and social media have become so important? (i.e., “digital media literacy”) (Do you think you are “media literate”? Why/why not?)

5. How might it be a disadvantage in your community not to be media literate?

Concepts to look for: If learners don't come up with several of the below examples on their own, ask a few leading questions as well. (For example, for #3, “Is it ever hard to know what sources to trust? Why?”)

6. The simplest meaning of literacy is “knowing how to read and write.” (It’s about skills. It can also simply having knowledge or understanding.)

7. Media literacy means knowing how to access, analyze, and create media. Media literacy requires critical thinking. It involves the ability to evaluate, or judge, what you find in the media.

8. Different ages, genders, or sub-groups of a community that are not literate—or media literate, or digitally media literate—are likely to be more dependent on others and to be less empowered in society, for many reasons.

9. In the digital era, the “media” are very different from just TV, radio, and newspapers:

- You can get information very quickly.
- You can get it from many different sources.
- Sometimes it “comes” to you without you even looking for it (e.g., ads, or selected news briefs that pop up onto your digital device).
- It can be hard to know what sources to trust since there are so many.
- You can share and create messages in the digital world, not just receive them. In the digital world, we are no longer just an “audience” for media.

STEP 2: In your opinion, is it a good or bad thing that in the digital world we can get information quickly from so many different sources?

(Make sure participants come up with a few good things about the proliferation of media sources and the speed of access as well as a few bad/dangerous ones.)

STEP 3: Facilitator explains: Today and in the coming weeks we're going to start on a series of our own experiments to develop our digital media literacy. You're going to have the opportunity to develop some new skills, using some new online tools. Even more important, all the activities are meant to get us thinking more about some of the questions we talked about today.

Alternative warm-up, introductory activity:

STEP 1: Based on the size of the group, select three to six words that represent important topics related to ML and GE and write each of them in the middle of a separate sheet of paper, leaving most of the surface free. Some ideas for the words to use: media, journalist, news, truth, fact, mass media, television, social media, newspaper agenda, editor, blogger, opinion maker, disinformation, stereotype, bias. – Create islands in the room by putting the papers on the floor or on tables, allowing space around each paper so that several participants can approach them at the same time.

STEP 2: Present the setting of the room and ask participants to walk around individually in the room, in silence. Tell them to: approach the different papers in a random order and write or draw on them any association, comment or question they have regarding this concept or topic; comment on anything that is on the paper, meaning the main concept but also the comments and questions of other participants; move on to the next paper when they are done. **STEP 3:** After some time, when several ideas are written/drawn on each paper, invite participants to come back to sheets they have already been at and see if there are some new comments from others they want to react to. Let them continue writing for a few more minutes.

STEP 4: When the papers are getting full or there is a feeling that participants have expressed most of what they had to say, ask them to take one marker each and go around the papers again, this time with the task of highlighting what resonates or is 35 relevant for them on each paper regarding the topic. It can be phrase, a word, a drawing, a question or a whole essay.

STEP 5: Place the papers in the centre of the room and invite participants to sit around them. Discuss each concept one by one. You can ask the following questions or invent your own:

What seems to be the main understanding of the group on this topic?

Are there any comments on the sheets that need clarification?

Can you imagine situations or circumstances when this understanding of the concepts would be false?



Module I: Activity I
Fake news and Disinformation

To trust or not to trust



Duration

25-30 minutes



Materials needed

handful of buttons or coins;
form, which shows different
words about modern media
(see annex), line of reliability



Media literacy

information literacy skills,
detecting fake news and
disinformation, develop
critical mindset

Objectives of the activity

1. Participants learn to become aware of the importance of accessing information effectively and of evaluating critically and competently the information.
2. They will acquire vocabularies in terms of information literacy and understand the differences between misinformation, disinformation and fake news.
3. They will reflect and develop a critical mindset.

Activity description:

STEP 1: The group is asked from where they seek for information. If they follow news, what is the media that they use? What has been the most interesting/shocking/touching topic recently?

STEP 2: At first the members of the group are given handful of buttons and a form which shows different words about modern media, mainly about things that are misleading. The participants put a button on each of the words that they are familiar with. When everyone has put their buttons, there will be a discussion about the meaning of the terminology.

STEP 3: On the next task there is a line of reliability on the table. One at a time, the group is given a card that has a source of information (the facilitator/trainer can prepare a list of different media sources such as 'Wikipedia', 'Social Media Influencer', 'a parent's version of the story' etc.). The participants show where they would set the source according to its reliability. If there are different opinions in the group, the leader puts the card compromisingly somewhere in between.

STEP 4: There can be a discussion right after putting a card or when all the cards are put in the line. The position of the cards can later be changed. The youngsters are asked why did they choose to put the cards in certain places. What kind of a sources they are? What radio stations they listen to or who social media influencers they follow? In this exercise, there are no right and wrong answers.

STEP 5: If there is time, the group is given a fake news (see annexes) about increasing the meat in school's menu. The youngsters try to find out the clues that imply the article to be fake.

25-30 minutes



Phone



- information literacy skills, detecting fake news and disinformation, develop critical mindset

- 1. Participants become aware of the importance of accessing information effectively and of evaluating critically and competently the information.
- 2. They will understand how and why fake news are created and spread.
- 3. They will be able to critically analyze information.

STEP 1: Ask the participants to go on the common closed/private Facebook group you should develop for the workshop session. Each of them will create a poll in the group, with the question: What is the fake/false information about me? The individual poll will include three facts about the participant that creates it, two being true facts, and one being a false fact. When all the polls are created, the other participants vote by choosing the fact they think is false.

STEP 2: Debrief the activity by asking the participants how they chose the false facts about the other participants; talk about ways in which they could have investigated if the facts provided were true or false.

STEP 3: Count how many false facts were correctly identified by the participants. Conclude with the main idea that information should be checked and evaluated always, and critically analyzed, and never accepted as it comes, as it is provided. Also, make participants aware that when one decides what is true or false without checking or critically analyzing the information, one could be the “victim” of his/ her own beliefs, values, stereotypes, etc. and biased in getting the information.

STEP 4: Discuss with the participants about how fake/false information could affect our lives. Ask them to give concrete examples.

Note to facilitator:

If there is time left, here is an additional activity:

Produce fake news

STEP 1: In this step, participants must choose the theme of fake news they want to make (scientific, political, etc.). The instructor can also suggest themes or specific topics.

STEP 2: Once they have chosen the theme, participants must find news items and arguments to distort that news item. For example, they can find articles about their topic and take certain statements out of context, twist them, etc.

STEP 3: To produce a fake news item, participants can follow the typical fake news pattern:

- The story must be surprising and/or shocking.
- Know who you want to target, whose attention you want to grab.
- When it comes to visual aspects, participants can simply write up an article in Microsoft Word or use a fake news generator to make the piece look 'media-friendly'. Here are a few links: <https://breakyourownnews.com/>, <https://www.thefakenewsgenerator.com/>, <https://www.worldgreynews.com/add-news>.

STEP 4: Present and assess: Each group takes turns presenting their fake news piece or pieces. Other participants give their opinion.

STEP 5: The teacher writes down students' observations on the board. At the end of this part, students use the teacher's notes on the board to identify recurring characteristics of fake news. They then offer explanations of fake news, how it works, its aims, and the impact that sharing fake news can have.



Newspaper theatre

A study from the Massachusetts Institute of Technology (MIT) found that false news spreads faster, farther, and deeper than real news on Twitter. The alarm bells are ringing when it comes to detect false news, impacting religious, ethnic and racial groups. What better way to show the youth how harmful and discriminatory false news can be than to create it themselves? Based on an artistic creative methodology developed by Augusto Boal, participants explore mass media and their messages. While doing so, they may reflect on media representations and stereotypes.



Duration

30-35 minutes



Materials needed

•Loads of different newspapers, magazin, flyers etc. The more plentiful and diverse, the better. Scissors, glue, A3 sheet/ flip chart paper per group



Media literacy

•information literacy skills, detecting fake news and disinformation, develop critical mindset

Objectives of the activity

- 1. To raise awareness of the stereotypes we have and to get a clear understanding of how stereotyping works.
- 2. To get cognitive tools to recognise and deconstruct stereotyping.
- 3. To raise awareness about the effects that mass media have on our views and on the way we understand the world.

Activity description:

STEP 1: Distribute participants into groups of five to seven. Put the material on the floor and invite the participants to sit around it (even on the floor). Tell participants that they will prepare a play based on what they find interesting in these newspapers and magazines.

STEP 2: Ask them to cut out different parts of the papers that are meaningful to them in some way or, if there is a general topic for the play, parts they feel are relevant to the topic. It is a personal judgment; there is no right or wrong. Usually, each participant does this part on his/her own so that, as a group, they collect more pieces of texts.

STEP 3: When they have collected enough text, invite them to start organising it on the A3 or flip chart paper. Some connections will emerge – a punchline, a response, some irony or contradiction. When they like a sequence, they can glue the pieces onto the big sheet.

STEP 4: Ask participants to create dialogues from these texts, to enrich them with movements and then to act them out – and their play is ready! They can collect costumes, props and music to strengthen the message. In this phase, they can also use different reading techniques to enhance the message, like exaggeration, irony or reading a text using a tempo of a song or a speech. Eventually the group can revise the text and add some more if needed – but usually it is not.

STEP 5: Leave enough time for the group to rehearse. Advise them not to talk too much about what they would do, but rather to do it, see how it is and then change it if needed.

STEP 6: At the end, the groups perform their plays with the possibility of including participants from other groups.

STEP 7: Debrief the exercise by asking the spectators questions first:
What did you just see?

What was the play about?

Do you think it was a fair and balanced interpretation?

How can you connect what you just saw to your life?

Afterwards, ask the group who prepared the play to react to the comments:

What was the message you wanted to show?

What did you find out through exploring the newspapers?

Did you notice differences or similarities between newspapers? Why? How do these change your understanding of the stories?

Tips for facilitators

Facilitate the group to agree on a topic to work on before getting to the exercise.

If you have some more time, work with the group on the aesthetics of the play (i.e. costumes, music and background).

Note that, by selecting the type of newspapers and magazines, you are directing the exercise in a certain way.



Tips and suggestions from trainers

- Try using Viber or WhatsApp instead of Facebook if Facebook isn't popular with your group—it helped us reach participants where they're most active.
- Focus on the “spotting fake news” activity (Activity II) and consider adding relevant topics like Deep News and AI. These additions kept things current and engaging.
- Avoid posting fake news examples on social media; we found it could cause misunderstandings and even lost some followers.
- Stay Updated: Keep an eye on the apps and platforms your group actually uses, and adjust accordingly.
- Bring in Modern Concepts: Introducing topics like AI can boost relevance and capture interest.
- Be Cautious with Examples: If you're using fake news examples, consider keeping them in-session rather than sharing publicly, to avoid potential confusion.



Module II: Activity I

Meme Farm

Visual influencing can work as a weapon for increasing hatred or fear but it can also strongly stand against the negativity. Visual representations are also an easy way to invite others to stand up and act as a civic engager - sharing the message of love, equality and diversity in the society. The following activities focus on visual influencing and the different ways to take part in public conversation by using the visual elements like memes, photos and pictures.



Duration

25-30 minutes



Materials needed

•Phone, meme-making apps



Media literacy

Visual Influencing

Objectives of the activity

- 1. Participants will understand the ways images influence people and why one so easily gets trapped with visual hooks.
- 2. They will learn new ways to play and have fun with visual content in different social and textual surroundings.
- 3. They will understand the mechanisms of spreading the message and how everyone carries responsibility of estimating which content is relevant and includes a message that should be shared forward.

Activity description:

STEP 1: As an introduction watch the video to get an understanding of what a meme actually is <https://www.canva.com/design/DAFAp6quvEA/watch>

STEP 2: Next participants find a picture related to football. Or take a picture of themselves/their group, creating a scene on the pitch.

STEP 3: Next, they load it into their device and add the preferred text to the picture. Ideally, they share their meme on a platform.

STEP 4: Ask the participants what subject they find most interesting? Why is that? Why do they think these memes were created? What is the relation between the picture and the text? What “problems” were presented in these memes?

STEP 4: Take a close-up shot photo by cropping the picture even more. What detail you want to look closer? What story is there? Create a photo caption from a third angle.

STEP 5: After the practical part present the content to your audience (for example using Canva or Sway). See how the message changes depending on what is seen and what is left unseen.

STEP 6: Share your creations in a group and discuss, how the messages changed along the way when cropped differently. How did the cropping effect to the message of the image?

STEP 7: Whose message is told in different channels in social media or in the news? What are the ethical issues concerning the objectivity in framing and telling the visual stories?



Module II: Activity III

Pimped paintings

In blurring the boundaries between creation and criticism participants will learn new ways to play with visual content, but also how to prompt a conversation on socially relevant topics. The goal is to show humorous ways in visual influencing to amplify critical opinions which the youth are exposed to.



Duration

25-30 minutes



Materials needed

•Phone, meme-making apps



Media literacy

•Visual influencing

Objectives of the activity

- 1. Participants will learn new ways to play and have fun with visual content in different social and textual surroundings.
- 2. They will understand the mechanisms of spreading the message and how everyone carries responsibility of estimating which content is relevant and includes a message that should be shared forward.

Activity description:

STEP 1: Show participants examples of art memes. Ask about the meaning and/or the message of the meme. Also: ask how topics such as gender (in)equality, discriminatory behaviors, hate speech etc. can be addressed through art memes?

Show some examples from google image search.

STEP 2: Ask participants to choose 2-3 classical paintings / art pieces they want to refresh up and to represent them from a new and interesting perspective. They can find pictures from their own national gallery's www-pages or they can use these:

<https://www.kansallisgalleria.fi/en> (The National Gallery of Finland)

<https://www.nga.gov/> (The National Gallery of Art in England)

STEP 3: Ask them to address issues they want to tackle in the football pitch. They can use classical paintings as a means of conveying their message: how to overcome prejudice, discriminating behaviour, language, gender issues. Ask them to use humour to get their message through.

STEP 4: Participants discuss and ask each other questions about their meme art. What is their message? How would the picture and the text help to get the message through?



Tips and suggestions from trainers

- Websites like imgflip.com were also helpful for generating memes quickly.
- Use Creative Tools: Bring in apps and websites like Canva or imgflip.com or even AI to support visual content creation. These tools make it easy and engaging for participants to create their own memes and visuals.



Module III: Activity I

Online bullying

We regard young people not only as media consumers, but also as media creators. Every young person is a creator of information and he/she has messages to send out, through various platforms, most common, through social media channels. Also, we consider that empowering them to access new information and knowledge and to express themselves are key prerequisites of a functioning democratic society. To participate in responsible and ethical ways in media, one must be aware of his/her rights and responsibilities. Racism, xenophobia, hate speech or cyberbullying are some of the most visible expressions of harmful behaviour on social media. In this regard, the question that summarises today's challenge is: how do we avoid crossing the border between freedom of expression, privacy and integrity-related rights? Part of the answer is in ethics, empathy and personal responsibility. The aim of the activities is to draw attention to these qualities.



Duration

30-35 minutes



Materials needed

•online bullying (see annexes), markers



Media literacy

•to learn to critically analyse texts and comments posted on the internet; to learn how the impact of individual texts can affect other Internet users

Objectives of the activity

- 1. Participants will be aware and learn about the ethical issues surrounding the access and use of information.
- 2. They will learn the possible consequences of hate speech.
- 3. They will be able to recognize hate speech and use some methods of reporting/fighting hate speech online.
- 4. Participants know the definition of hate speech.

Activity description:

STEP 1: Ask participants to share their thoughts on the following (have one participant answer one question):

1. What is hate speech and where does it come from?
2. Where is the boundary between freedom of speech and hate speech?
3. How is stereotyping connected to hate speech? Show video "Like a girl"

<https://ej.uz/likeagirl>

4. How can stereotyping lead to violence and hate?

Ask the participants if they have ever experienced/faced similar (gender) stereotypes?

STEP 2: Next, hand out pen and paper to the participants and ask them to write 2 minutes non-stop (without putting the pen down) about 'empathy'. Explain that there are no rules, they can write freely about the topic, it can be a poem, random thoughts, a definition, even a drawing. After two minutes, ask if there are volunteers who want to share their piece of work.

STEP 3: Turns out that, Tile, the subject person in this exercise, needs empathy. Tile is a young girl who has made videos to the (fictional) video platform Muutube for two years. In her videos she usually tells about her common day. Now she has gotten a new phone which she introduces along her own room. Unfortunately, she's about to get some really inappropriate comments about her video.

STEP 4: Each member of the group is given a non-permanent marker and a laminated form of the exercise. It would be good if the form can be covered with a paper for example. This exercise is focusing on dealing with emotions and everyone's personal responsibility. There will be discussion in a group, but more important goal is to make participants to think things on their own and as honest as possible. The participants are given time to get to know to the form.

STEP 5: The group is shown the first page of the Tile's video and the rude comments about her teeth and sheets. Everyone makes markings on the emotion-section of the form how THEY feel about the comments that Tile has gotten. The markings are not discussed. With the group there is a discussion about why Tile got this kind of comments and why in general people write this kind of things to each other online.

STEP 6: The group is shown the next page of comments, that are getting even more personal. Again, everyone makes markings about their emotions. Markings are not discussed. There is a discussion about different roles in bullying and how it is equally hurtful and wrong in live and online. What kind of roles have there been among the commentators?

STEP 7: On the leaders form there are questions that are presented to the group. Everyone makes markings in their own form how they would react in the different situations.

STEP 8: Next there is the last page of the conversation, which ends in a comment that is sheer hate speech. The group is asked what they know about hate speech and how it might affect on its targets. On the leaders form there is some fact material about it.

STEP 9: Lastly, everyone makes markings how TILE HERSELF could feel about the comments that she has gotten. The group is asked if they know where young people can get some help - in live or online - if they would end in this kind of situation. Ultimately, ask why empathy is crucial in combatting hate speech.



Module III: Activity II

The nice citizens community!

What makes a play a fair play? And what makes a player a fair player? In this activity participants will make up their own mind and plan for a program that will develop in their communities called 'The nice citizens/player community!'. The idea is that you have to 'trick' the participants in becoming small dictators, limiting people's freedom of expression and access to information



Duration

30-35 minutes



Materials needed

•A3 paper/flip chart for each group,
pens/markers



Media literacy

•collaboration, critical thinking
and evaluation

Objectives of the activity

- 1. Participants will be aware and learn about the ethical and legal issues surrounding the access and use of information;
- 2. They will understand the relations between freedom of information, freedom of expression and democracy;
- 3. They will be able to recognize hate speech and use some methods of reporting/fighting hate speech online.

Activity description:

STEP 1: Split the group into teams of 5-6 participants. Each team has to come up with a plan for a program that will develop in their communities called The nice citizens community!

STEP 2: Each team should define a set of rules and limitations that will make all citizens/football players to behave, be nice to each other, etc.(on the pitch). For instance, tell the teams that they should think about what topics/issues will be forbidden to talk about in their community, so that nobody will be offended; or what websites/social media platforms should be limited or forbidden, so that people will not be allowed to be mean to each other or to spread fake news, etc. Also, they have to decide how they will impose these rules, so that everyone becomes a good and nice citizen.

STEP 3: Each team will present their plans for the The nice citizens community! program. After all the presentations are done, ask the teams to empathize with the citizens that have to respect their rules, how they will feel about them, how they will react, what rights are violated to these rules, if it is the case, etc.

STEP 4: Reflect with the participants on the consequences of such ideal projects on people's human rights, on democracy, free press, etc.



STEP 3: Each team presents the Facebook event and the provocative posts that were created.

STEP 4: Ask the participants questions about how hate speech online should be addressed:

1. Do you think statements like these should be allowed on the Internet? What are the arguments for and against?
2. Do you think there should be different rules for 'worse' expressions of hate? Should any be banned completely?
3. If you think some should be banned, where would you draw the line?
4. What other methods can you think of addressing hate speech online?
5. How would you react if you found these kinds of examples of hate speech online?



Tips and suggestions from trainers

What Worked Well:

- We used local examples of hate speech to make the content more relatable and easier for participants to connect with.
- We skipped the Facebook event creation activity to avoid any risk of participants facing hate attacks online and to keep control over interactions.

Tips for You:

- **Keep It Relevant:** Use examples from your participants' own communities to boost engagement and understanding.
- **Prioritize Safety:** Consider safer, offline alternatives for activities that might expose participants to online risks. This approach helps protect them while still meeting the activity's goals.



Module IV: Activity I

Conflict Tree

There are many types of projects designed to develop young people's critical thinking and problem solving skills to empower them to explore topics and issues they care about. With the right support, young people can develop as critical thinkers and become changemakers, creating alternative narratives. Critical thinking and problem solving skills equip young people to analyse and evaluate whether the information they are receiving, whether from an individual or organisation, is just, fair and truthful.



Duration

25-30 minutes



Materials needed

• flipchart paper, markers, pen, an example of a conflict tree



Media literacy

• collaboration, critical thinking and evaluation

Objectives of the activity

- 1. To allow learners to understand conflicts by analyzing some of the causes and effects.

Activity description:

STEP 1: Brainstorm with learners a few examples of conflicts that happen on the football pitch/social media. Write responses on the board or paper and help categorize the responses into different types

STEP 2: Organize learners into groups of five to six persons and assign each group a different conflict

to discuss. Ensure that the conflicts are not too sensitive and that discussing will not put any of the learners in a difficult situation.

STEP 3: Introduce the conflict tree using an example. The conflict tree is a graphic tool that uses the image of a tree to sort key conflict issues. This tool is best used in a group rather than as an individual exercise. In many conflicts, there will be a range of opinions concerning questions, such as:

- a. What is the core problem?
- b. What are the effects resulting from this problem that are visible to us?
- c. What are the root-causes? What caused the problem?

STEP 4: Ask each group to draw a picture of a tree, including roots, trunk and branches, on a large sheet of paper.

STEP 5: Ask groups to discuss the conflict they were assigned to complete the tree as follows:

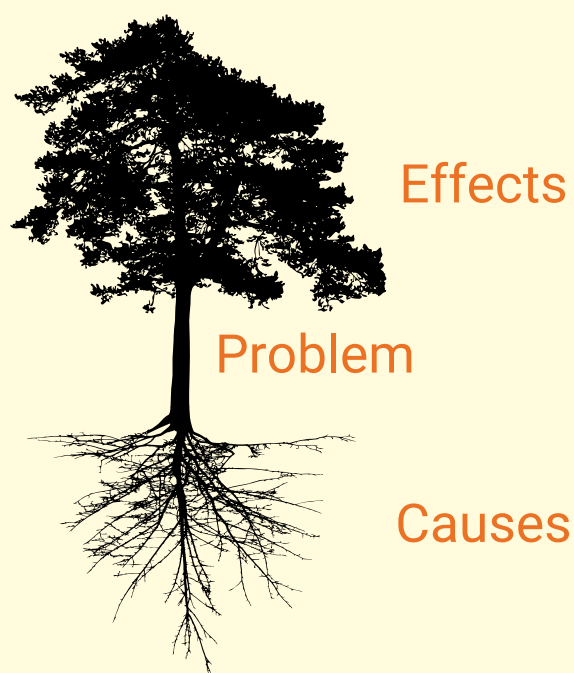
- a. On the trunk, write what they agree is the core problem related to the conflict.
- b. On the branches, write down all the visible aspects of the conflict that they think are effects of the conflict.
- c. On the roots, write down all the root causes of the conflict that they identify. To identify root causes it helps to look at the different effects identified and ask why that is happening.

STEP 6: Once all the groups have completed their conflict trees, provide few minutes for representatives from each group to present their conflict tree. Encourage other groups to ask questions.

STEP 7: Conclude the lesson highlighting the importance of analyzing conflicts to understand the root causes that may not be visible.

Note: How to use the Conflict Tree

Source: SADC Centre of Communication for Development & FAO (2004). Participatory Rural Communication Appraisal: A Handbook, p 122.



1. Draw a picture of a tree, including roots, trunk and branches (on a large sheet of paper, a chalkboard, a flip chart, on the side of a building or on the ground).
2. Give each person several index cards or similar paper, with instructions that on each card, they write a word or two or draw a symbol or picture to indicate a key issue in the conflict as they see it.
3. Then invite each person to attach the cards to the tree:
 - a. On the trunk, if they think it is the core problem.
 - b. On the roots, if they think it is a root cause.
 - c. On the branches, if they think it is an effect.
4. After everyone has placed their cards on the tree, someone will need to facilitate a discussion so that the group can come to some agreement about the placement of issues, particularly for the core problem.
5. Assuming that some agreement is reached, people may want to decide which issues they wish to address first in dealing with the conflict. This process may take a long time; it may need to be continued in successive meetings of the group depending on the discretion of the teacher.
6. In groups, learners can post their conflict tree and each group presents.



Module IV: Activity II

The Art of the Question

Participants will learn how to build young people's critical thinking and problem solving skills by learning the art of asking questions. One activity will be introduced within this workshop; What would Happen If...? It uses the 5 Ws is a powerful method of interviewing and investigating often used by journalists and broadcasters to get to the truth of a story or a problem. The activity is designed to help the youth to think laterally and discover new ways of looking at the world.



Duration

25-30 minutes



Materials needed

•flipchart paper, markers, pen, coloured post-it notes



Media literacy

•critical thinking and problem solving skills

Objectives of the activity

- 1. Participants will learn about the art of asking constructive questions.
- 2. They will learn to become a critical thinker and problem solver.
- 3. They will learn techniques that encourage young people to think laterally and critically about the world they inhabit

Activity description:

STEP 1: Divide participants into groups of 3-4 people. Ask the groups to discuss the 3 questions below and write their answers on coloured post-its using one flip chart sheet per answer. There is no right or wrong answer. Ask them to think of the pros and cons of each answer to the questions

What would happen if...

- ... there was no social media in the world?
- ... you had to choose to stay on Earth (as it is) or leave to live on planet Equality (where all humans, animals and the environment are equal and respected) however, there is no Internet, phones, devices, TVs there?
- ... you woke up one morning to find your life was being streamed live, all day, every day?

STEP 2: Regroup. Each group presents the answers they came up with to each question highlighting the pros and cons.

STEP 3: Finish up the session by facilitating a moving debate. Read the following statements:

"No social media in the world is a good thing."

Who agrees/disagrees. Participants move left for agree, right for disagree. Ask why?

"Stay on Earth or move to another planet. Who would stay, who would go?"

Participants move left for stay and right for go. Ask why?

"I love my life being streamed all day, every day."

Who agrees/disagrees. Participants move left for agree, right for disagree. Ask why?

STEP 4: Wrap up the session. Encourage the group to think about how could they use this within their groups.



Module IV: Activity III

•Digital Reporters

Participants will learn how to build young people's critical thinking and problem solving skills by learning the art of asking questions. One activity will be introduced within this workshop; What would Happen If...? It uses the 5 Ws is a powerful method of interviewing and investigating often used by journalists and broadcasters to get to the truth of a story or a problem. The activity is designed to help the youth to think laterally and discover new ways of looking at the world.



Duration

30-35 minutes



Materials needed

•flipchart paper, markers, pen, coloured post-it notes, phone



Media literacy

•digital news reporting

Objectives of the activity

- 1. Participants will raise awareness of possible discriminatory behaviour in the football realm and reflect upon it.
- 2. They will gain greater empathy and understanding how systemic barriers and discrimination on the football pitch can be tackled.
- 3. Workshop will evoke participants' sensitivity and interest toward social issues and contribute to the breakdown of possible stereotypes.

Activity description:

STEP 1: Ask participants about the skills a reporter should have. They might write the answers on post-it notes or say it out loud. Possible answers might include: curiosity, empathy, sensitivity, confidence, reliability. Next, ask them which tasks digital reporters have. Possible answers: writing supporting social media content, preparing and conducting interviews, visiting the scene of breaking news, generating story ideas and researching them.

STEP 2: Next, explain the task: in groups of two or three, participants will create a short scenario by acting as reporters who live report and incident occurred on the field/pitch or do an interview with a famous 'football player'. Split the group into two or three teams. Let them brainstorm about topics they find interesting, disturbing and/or discriminating. Possible topics might include stereotypes (e.g 'football is a boy's sport'), discriminatory behaviour, intolerance etc.

STEP 3: Among the teams, participants decide on the different roles and assign: reporter, camera operator, football players. Encourage them to immerse themselves into the assigned roles. Alternatively, if time should not suffice, let them create a storyboard with ideas of their report.

STEP 4: Debrief: The groups present their results/ideas of their report. Ask: what was the most challenging part of the creative process? What was fun? What did they learn?



Tips and suggestions from trainers

- Focus more on emotions and everyday incidents of their lives than addressing specific theoretical terms.



Module V: Activity I

How does going online make people feel

With so many aspects of our lives now entwined with using technology in an online world, supporting our children and young people to be digitally resilient is fundamental. Digital resilience encapsulates the need to develop knowledge, skills and strategies in order for children and young people to: manage their online experience safely and responsibly while protecting their digital identity. The following activities aim to look at the positive and negative experiences young people have online, consider the impact they may have and devise ways to build digital resilience.



Duration

30-35 minutes



Materials needed

•flipchart paper, markers, annex,
optional: a foam ball, ping pong ball
and a rubber ball



Media literacy

•digital news reporting

Objectives of the activity

- 1. Participants will examine how going online can influence they way we feel, think and act.
- 2. They will understand what digital resilience is.
- 3. They will develop ways to build their own digital resilience and to support others.

Activity description:

STEP 1: This activity is designed for young people to examine their understanding of what resilience means by comparing a foam ball, a ping pong ball and a rubber ball. This will help you to clarify what resilience is and identify any misconceptions. Young people can see resilience as being tough and impenetrable, but it is actually about being able to survive knocks, recover and bounce back over time.

STEP 2: Begin by explaining that they need to decide which ball they think is the most resilient and be able to explain why. Make sure that they all have an idea of what each ball is like and you could ask a student to describe what a rubber ball is like for example. You could even bring in the 3 different types of ball so students can look at them and feel them.

STEP 3: Allow the pairs/groups 1 minute to discuss and note down their opinions and reasons. Ask your students to share their ideas and write them up on the board/flipchart. Answers that they may give are: the rubber ball is the most resilient because it just keeps bouncing, the ping pong ball is not very resilient because you cannot fix them if they get a crack or dent and the foam ball is not very resilient because it can be broken up.

STEP 4: Ask your students to explain what resilience means to them. If needed, clarify that resilience is not just the ability to bend and take knocks at times but also being able to adapt and recover. Ask them if this has changed their opinion on which ball is the most resilient.

STEP 5: Use the slide to clarify that resilience is the ability to recover from setbacks and give the definition of digital resilience. Introduce the lesson by explaining that they will be looking at digital resilience today. When we go online it can be like a ball being bounced around. It can be great fun, but we can also take bumps along the way. Introduce the lesson objectives.

STEP 6: Hand out Annex 1 to individuals or pairs as well as a set of colouring pens or pencils. Explain to the students that they need to think of the emotions someone may feel when they see something online. Remind them that in some cases more than one emotion could be felt from one post or experience so they can use more than one colour per scenario. There is also space for them to add any other emotions that we have not included to the table if they wish.

Follow up questions:

- On balance, do you think people have more positive or negative experiences when they go online?
- What sort of things make people feel happy/sad/worried/angry online?
- Which emotions did you add and why?
- What sort of things do not have any impact on people when they go online? How do you know?
- What are the best things about going online?
- Would having a negative experience stop someone going online? What about repeated negative experiences?
- How can someone make themselves feel better if something has upset them online?
- Should someone stop going online if something upsetting or negative happens when they are online?



STEP 4: Follow up questions:

What online pressures did you come up with?

Are these pressures generally positive or negative?

How easy was it to give advice?

What was the best piece of advice that you came up with?

Were there any pressures that you found it very difficult to give advice for?

What has a bigger influence on young people today, online pressure or peer pressure?

STEP 4: After 5 minutes invite pairs to share their ideas until every pair has lots of different ideas.

Extension activity:

The power of positivity – Much of the upset online can be caused by negative comments. In this activity, get students to wear plain white t-shirts and allow them to write positive comments to each other on the t-shirts. This activity allows students to reflect on how it feels to give and receive positive comments and see the impact their comments have on others. You could finish the activity by asking each student to share their favourite comment and how it made them feel. This activity could also be run with large sheets of paper attached to the students' backs (superhero capes) and the rest of the class use sticky notes to add their positive comments to the capes.



Tips and suggestions from trainers

What Worked Well:

- We shifted from individual or pair work to a group circle format. This group approach made it easier for everyone to grasp the concept of digital resilience and encouraged more participation.

Tips for You:

- Go for Group Discussions: Use group discussions to make complex ideas like digital resilience more approachable. This setup helps everyone stay engaged and supports shared learning.



STEP 1: To create the map, take your students through the following steps:

Think about the communities you belong to - both in terms of your face-to-face connections (friends at school, relatives, neighbors) and online spaces (fan communities, interest groups, online friends, user networks). List all of these communities on a regular piece of paper.

STEP 2: Explain: Think through and plan out how you could visually represent these various communities. Identify colors, shapes, pictures that you associate with these communities and sketch out how you might be able to use these to draw/diagram your communities. Here are some questions to help you organize your thoughts:

a) Are some of your communities local to you or near where you live and go to school?

b) Do some of your face-to-face/local and online communities overlap? This means that you connect with some of the same people online as you do face-to-face (as in, some of your Facebook friends are also friends who you often see face-to-face).

c) Do you meet them face-to-face on a regular or limited basis? For example, you may not see some people in your online community on a regular basis.

STEP 3. Use your list and these design ideas to draw your map on a large piece of paper. Get creative in how you depict your face-to-face and online communities. Think about what images, colors, characters, and symbols best visualize your communities and use those.

STEP 4: Once your map is finished, review what you have created and identify when and where your communities connect with each other.

STEP 5: Once the maps and descriptions are complete, have your students work in pairs to share their maps, and discuss the following:

Who do you see as your communities?

·Do your communities include: Your family? Friends? School? Other in school and out of school communities?

·How much overlap do you see between online and in person communities?

·Looking back at this, what is a community to you? How do you define it?

STEP 6: Finally, ask the students to compare their maps to identify similarities and differences with their partners. Are there certain communities that rely on social media to exist? Which ones are they? Are some social media more popular than others? Why may this be the case?

To conclude the pair-share, bring the whole class together and have each group share back to the class about the similarities and differences they observed between their respective community maps.

End the session by creating a list of the ways that the students communicate with their various communities to surface which forms of media are important and currently relevant to the students' community lives.



Module VI: Activity II

•Participating in a collected world

This activity offers participants the opportunity to identify a social or civic issue that they are interested in and that impacts their community. Students will be guided to consider what they can do next to learn more, engage in dialogue with others, voice their views, and take action around this issue.



Duration

25-30 minutes



Materials needed

•flipchart paper, markers, annex



Media literacy

•critical thinking

Objectives of the activity

- 1. Participants will have a better understanding of their interests, communities, and their digital or social media lives.
- 2. They will understand how the people around them and their communities shape their perspective on social issues they care about, and the role of digital media in expressing those viewpoint.
- 3. They will identify issues they might want to learn more and get involved.

Activity description:

STEP 1: Let students know that there are various ways that they can learn about and engage with the issue that matters to them. Share the following core civic practices with them:

- Investigate, or learn more about the issue
- Dialogue with and listen to the perspectives of others
- Voice or express your perspective or ideas about it
- Take action to address the issue

STEP 2: Then ask students to begin to envision how they might use online tools, sources, social media sites to enact these practices. Students can write 1-2 next steps or action steps in each box of the matrix below. Depending on how much overlap there is between

the issues students choose, you could also group students to work on mapping out next steps together. Ask them to reflect upon social topics they have already discussed in the workshops before, such as exclusion, racism, discrimination etc.

STEP 3: After students are finished filling out the matrix, you can ask them to share their ideas with a classmate and gather feedback. Classmates could share the following with one another:

- What next step did you hear that you think is particularly interesting?
- How might your partner strengthen or clarify their next steps?
- What's another next step or idea that you can envision related to this issue?

STEP 3: Invite students to explore how they might use different media platforms and technologies to take action in the world. To get them motivated, use or adapt the following scenario to include an issue that is of concern to some or most of your students. Watch the video 'Racism in Football' <https://www.youtube.com/watch?v=-jo-qVBwv24>
Participants can use flipchart paper/A3 paper to depict their plan.



Module VI: Activity III

Ideal Futures



Duration

30-35 minutes



Materials needed

•flipchart paper, markers



Media literacy

•critical thinking
, creativity

Objectives of the activity

- 1. Participants will be involved in discussion and a creative activity to envision a 'better world' and respect rule of law.
- 2. They will be Informed and critically literate of social dynamics.
- 3. They will enhance their social connection and respect for diversity.
- 4. They will be ethically responsible and engaged.

Activity description:

STEP 1: Ask learners how they would like their school/ their community/ their country/ the world to be in 10 years' time.

STEP 2: Write the following areas on a board/paper and ask them to also include how one of these areas are managed positively in their ideal future reality. Ask them to make a list with rules.

Feel free to adapt this list to your context. - Corruption/ Crimes/ Justice/ Cyberbullying/ Racism/ Exclusion/ Discrimination/ Gender discrimination/ Fake news etc.

STEP 3: Learners work alone, in pair or in small groups to present their ideas on posters or maps, using text and/or drawings.

STEP 4: Invite learners to then share their results with the whole class.

STEP 5: Facilitate a discussion about which visions are most important and how they might be reached.

STEP 6: Take the discussion further to discuss what rules and laws can be important for such an ideal reality to work.



Tips and suggestions from trainers

What Worked Well:

- Participants needed extra guidance from trainers for civic engagement activities due to their age and limited background in this area, so we provided more support. We also simplified some activities and skipped Activity II, as it was too complex.

Tips for You:

- Offer Extra Support: Be ready to simplify activities and provide hands-on help, especially for younger groups who may have limited civic awareness.
- Adjust as Needed: Some activities may require additional time or adjustments to match your group's level. Building civic awareness can take time, so pace activities according to their needs.

SOURCES

ACT for youth (2020): Engaging Community Partners for Positive Youth Development.
Available at: http://actforyouth.net/youth_development/communities/partners/

Adobe Youth Voices

<https://edex.adobe.com/teaching-resources/shot-composition-handout>

Childnet

<https://www.childnet.com/resources/digital-resilience/>

Civic Engagers

<https://www.civicengagers.org>

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