Booklet

‘Media Sapiens: Training Course on Media Literacy for Youth Workers’

Activities to Explore Media Literacy in Youth Work

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

DŮM ZAHRANIČNÍ SPOLUPRÁCE

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About the Project

The project ‘Media Sapiens: Training Course on Media Literacy for Youth Workers’ focused on these working with young people - youth workers to increase their understanding of media literacy, their competencies to design and implement activities addressing various aspects of media literacy e.g. fake news as well as to provide the space to create plans for media activities in their organizations.

More detail information about the project can be find on:
-**the project blog**: mediasapienstc.tumblr.com;
-**the FB page of the project**: https://www.facebook.com/mediasapienstc;
-**email of the coordinating organization 'Mission: Reconnect, z.s.'**, reconnect.team.info@gmail.com.

The project ‘Media Sapiens: Training Course on Media Literacy for Youth Workers’ was financed by the Erasmus+ Programme administered in the Czech Republic by the Czech National Agency for International Education and Research.

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About the Booklet

The main aim of the 'Booklet' is to bring you a list of activities that we implemented during the international training course in March 2022 in Prerov, Czech Republic. The main aim of the activities was to:
-increase the participant's understanding of media literacy;
-allow the participants to reflect on the impact of media on young people;
-raise participant's competencies to analyze media messages and become more media critical;
-explore various ways to increase media literacy competencies of young people including young people with fewer opportunities;
-encourage sharing tools, methods supporting raising young people's critical thinking skills and ability to critically analyze media messages, identify fake news, disinformation;
-provide the participants an opportunity to create their media content to promote the Erasmus + Programme.

The booklet brings the description of several activities, feel free to get inspired by your work with young people. The activities were prepared by Inese Minsi, Bojan Blazhevski, and Ilona Olehlova, the team of trainers and experts involved in creating and delivering the program of the training course. For more sources check out the project blog, FB page of the project and the padlet of the project.

Activity 1

Media Tour in Local Community

Time: 2 - 3 hours

Aim:

- to provide the participants an opportunity to gain a better understanding of the media habits of the local community;
- to gain better understanding of the perception of the members of local community on media and social media;
- to give the participants an space to compare their media habits and media realities in their communities.

Number of Participants: Easily Adjustable

Description:

The participants are divided into groups. We recommend 4 - 5 participants per group.
The groups receive the following task:
Make interviews with a minimum of 5 members of the local community of different ages.
Possible questions for members of the local community:
What media, social media are you using?
What do they think about media and social media? What information media and social media are bringing about the countries of the participants?
Questions for the participants:
What is your media routine? What media do you regularly follow? Do you have any strategy for social media? How you would describe media and social media in your country?

Activity 2

What's on the Cover?

Time: 45 minutes

Number of Participants: Easily Adjustable

Aim:
- to encourage the participants to think critically about media content;
-to increase competences of the participants needed to critically analyzed media messages;
- to open the topic of analyzing media messages as one of the key elements of media literacy.

Description:
The participants work in groups. Each group receives one cover of the magazine and it is asked to analyze and prepare a presentation for others.
Questions to pay attention to during the analysis:

What does this cover say about the magazine and its target group?
Why did the redaction decide on this cover?
What are the key elements of the cover: photo, and text?
What's the message of the cover?
Does this cover work according to you?

Materials: Media covers from magazines. 1 cover per group.

Activity 2

What's on the Cover?

Who is the typical buyer of this magazine?

What makes you buy a magazine?

What cover do you like?

What are the key elements of the cover?

What is the target group of the magazine?

What about photos, visual elements of the cover?

Activity 3

Is it true? Is it false?

Time: 30 minutes

Number of Participants: Easily Adjustable

Aim:
- to encourage the participants to think critically about media messages;
-to increase competences of the participants needed to critically analyzed media messages;
- to raise awareness of the participants on the difference between fact, opinion and the process of verifying information.

Description:
*E*very group receives several statements. The task is the following: You are a journalist. Editor gives you a task to check and prove with facts the claims below.
Which of them can be checked and proven or rejected?
And how would you check them and prove that they are true?
Which of them are simply claims that cannot be checked or proved?

The given statement can be adjusted to the level of experience of the group, the profile of the participants.

Materials: Series of statements, 2-3 statements per working group.

Activity 3

Is it true?
Is it false?

1. Joe Biden is the oldest US president in history;
2. Joe Biden is the best US president in history;
3. Joe Biden is the richest US president in history;
4. Joe Biden is the most beautiful US president in history.

1. Tomato is the cheapest vegetable today;
2. Tomato is the tastiest vegetable;
3. Tomato is the most healthy vegetable;
4. Everyone loves to eat tomatos;

1.Paris is a city with the biggest number of vehicles among EU capitals;
2. Paris is the most beautiful city for driving cars according to Europeans;
3. Paris has the most polluted air in Europe;
4. Paris has been colder city than Budapest in the XVII. century.

1. Nine people were wounded in a car accident in Prague today;
2. Czechs are horrible drivers, they don't know to drive;
3. Everyone knows that traffic jam in Prague is chaotic;
4. Survey: 90% of Czech citizens think that traffic jam in Prague is chaotic.

Activity 4

1 Photo = 1000 Words

Time: 30 - 45 minutes

Number of Participants: Easily Adjustable

Aim:
- to encourage the participants to think critically about media messages;
- to increase competences of the participants needed to critically analyzed media messages;
- to raise awareness of the participants on the importance visual language.

Description:
Every group receives several photos. The task of the group is to analyze the photos by reflecting on the below questions and share the analyses with the other groups.

How these photos can impact the opinion of the reader on the events that these photos are capturing?
How the media can manipulate the audience by using photos taken to give a certain affection?

Materials: Series o photos, 2 - 3 photos per group.

Activity 4

1 Photo =
1000 Words

Beijing, China

Torchbearer Hou Bin during the Beijing 2022 Paralympic torch relay and flame lighting ceremony at the Temple of Heaven park
Photograph: Xinhua/REX/Shutterstock

Activity 4

1 Photo = 1000 Words

Lviv, Ukraine

Children look out of a carriage window as a train prepares to depart for the town of Uzhhorod, near the border with Slovakia
Photograph: Daniel Leal/AFP/Getty Images

Activity 4

**1 Photo =
1000 Words**

Los Angeles, US

Police officers take position to disperse LA Rams fans in the downtown area after the team won the Super Bowl LVI against Cincinnati Bengals
Photograph: Apu Gomes/AFP/Getty Images

Activity 4

1 Photo =
1000 Words

Mariupol, Ukraine

Ukrainian military trucks burn at an air defence base in the aftermath of an apparent Russian strike
Photograph: Evgeniy Maloletka/AP

Activity 5

DO and DON'T of media production

Time: 30 - 45 minutes

Number of Participants: Easily Adjustable

Aim:
- to support discussion on the elements of media production;
- to equip participants by steps to use in the process of analyzing media messages, content.

Materials: posted notes, pens, markers.

Description:
The participants work individually. In case of having bigger, you can divide them into working groups. The participants are asked to write down on posted notes DO and DON'T of media production in the form of practical tips for others.

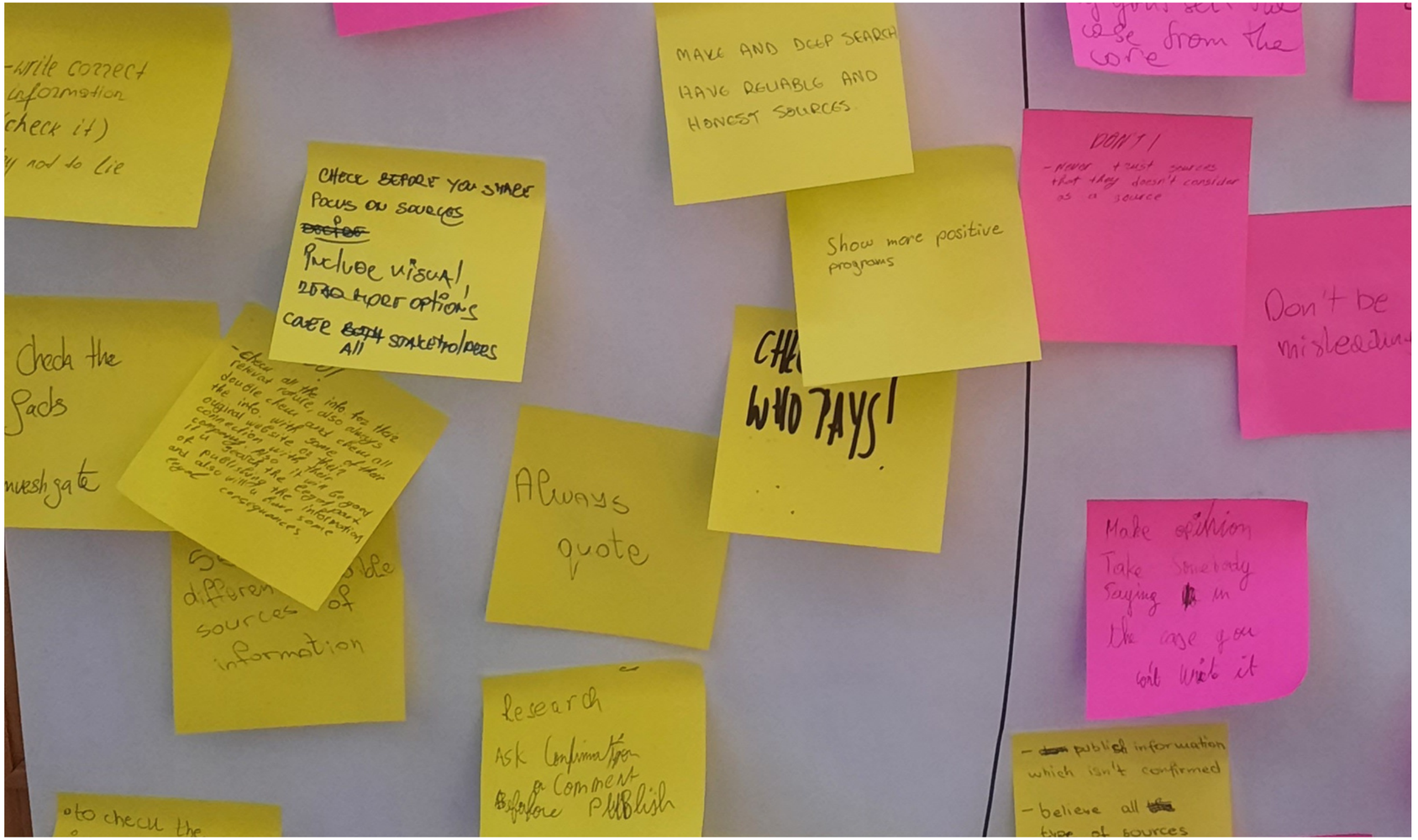
DO = what to do in the process of analyzing, and publishing media messages.

DON'T = what not to do in the process of analyzing, and publishing media messages.

After individual work, the inputs from the participants are reviewed and discussion follows on the similarities, differences, the points raised.

Activity 5

DO and DON'T of media productin



Activity 6

Social Media Audit

Time: 30 - 45 minutes

Number of Participants: Easily Adjustable

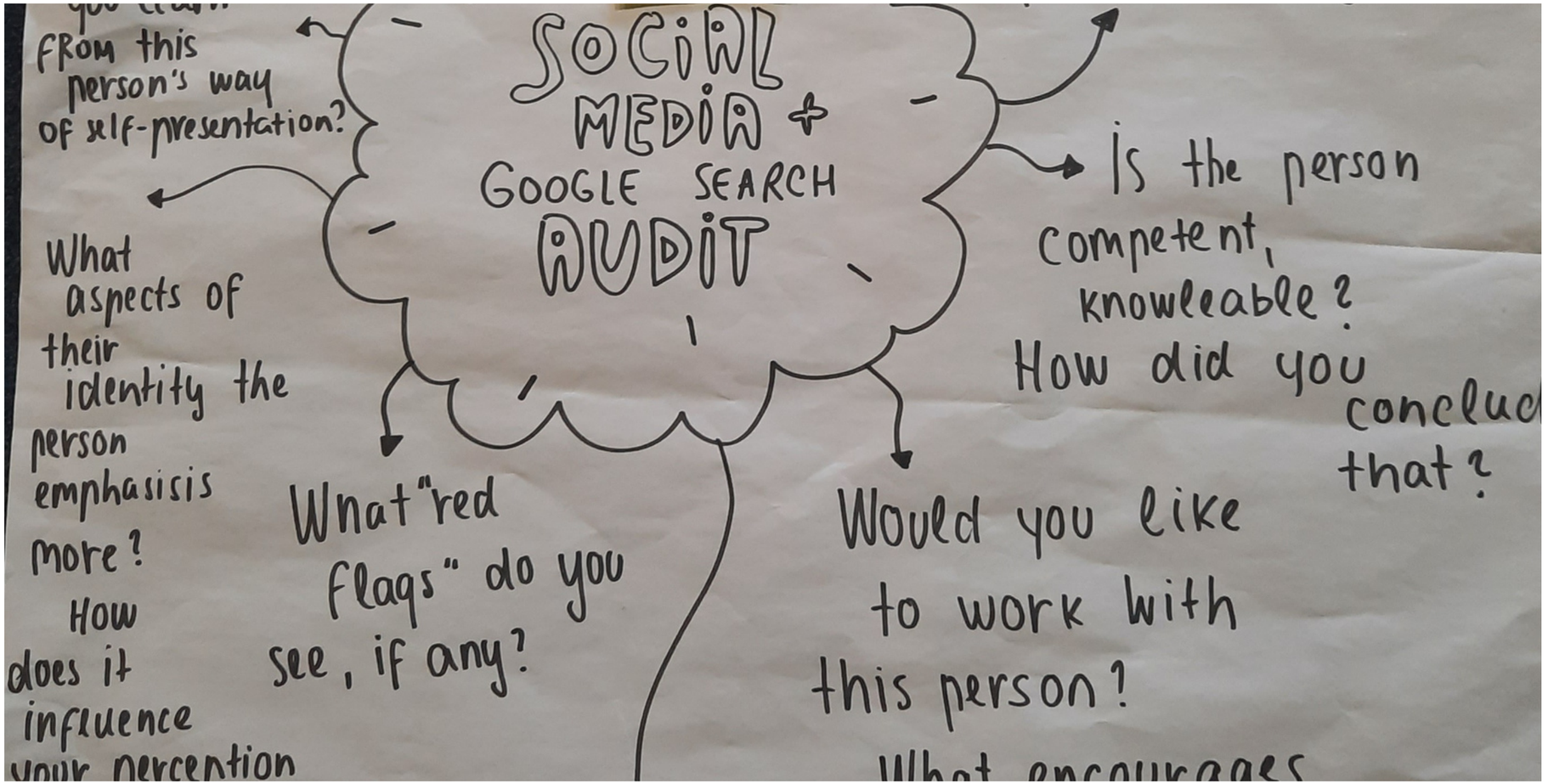
Aim:
- to make aware the participants about the role of social media in their lives;
- to encourage their critical thinking skills;
- to open discussion about importance of strategy towards social media presence;
-to raise up the question of safety in online space.

Materials:
Flipchart with key questions.

Description:
The participants work in pairs or trios. It is preferable, that the participants choose their pairs to feel comfortable and open.
At the start of the activity, the participants share their social media profiles. Afterward, the participant takes a moment and makes social media audit of the other person. They share their impressions and in the last step within the group.
During the group sharing following questions can be asked:
Are you paying attention to what information you share?
Do you have a strategy for social media?
Is there something that you would not share? Why?

Activity 6

Social Media Audit



Activity 7

Are you media literate?

Time: 30 - 45 minutes

Number of Participants: Easily Adjustable

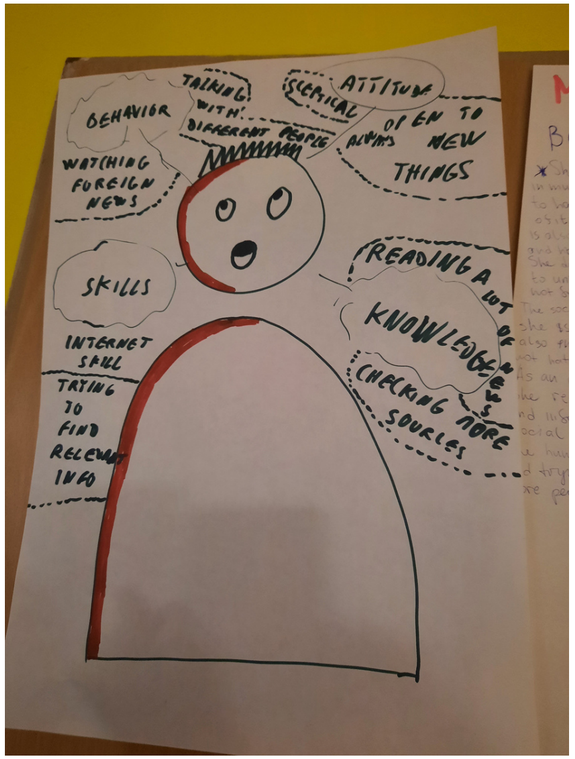
Aim:
- to open discussion on the different competences making us media literate;
- to encourage the participants self-reflection on their level of media literacy;
- to make the participants realize what skills, knowledge, attitudes, and behavior they need to improve to become media literate.

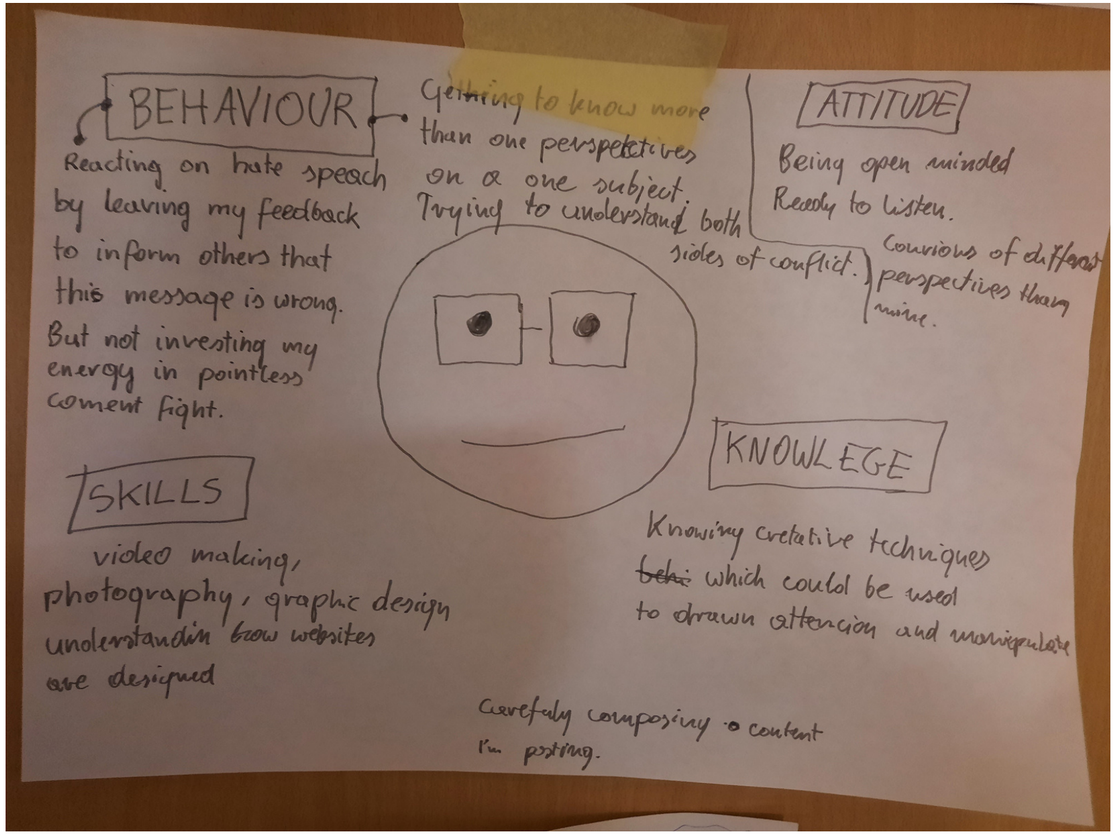
Materials:
A4 papers, pens, markers.

Description:
At the start of the activity, the participants are asked if they think that they are media literate and how would much percent they would give themselves if 100 % would be full media literacy.
After sharing their numbers, the participants are asked to work individually and create their profiles. It means to write down concrete examples of skills, knowledge, and attitudes that make them media literate.
At the same time, they can write down skills, knowledge, attitudes that they think they miss, and steps to take to work on them. After individual work participants share and discuss, especially their ideas on increasing media literacy.

Activity 7

Are you media literate?





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