

Stories Under the Magnifying Glass INSPIRATIONAL ACTIVITIES



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Stories Under the Magnifying Glass

INSPIRATIONAL ACTIVITIES

This methodological reservoir serves as a practical guide intended primarily for educators, youth workers, librarians, and non-formal education lecturers. It presents a comprehensive set of innovative and experiential techniques that use the power of stories to develop empathy, critical thinking, and build a healthy, respectful environment in a diverse collective.

Inside, you will find step-by-step activities – from working with emotions and non-verbal communication, through breaking down stereotypes and prejudices, to modern media education focused on recognizing disinformation, clickbaits, and manipulation.

You will learn how to safely open sensitive topics related to differences or bullying, how to help youth step into someone else's shoes, and you will master the rules for creating a safe space, including crisis intervention techniques. The aim of this material is to provide you with ready-to-use, tried and tested tools that will teach young people to listen better, critically evaluate information, and actively contribute to a safer society.

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1. ACTIVITIES

1.1. Emotional Story in Gibberish (20 minutes)

Goal	To show the power of non-verbal and prosodic means in conveying a story. Participants will realize that emotions and plot can be captured even without comprehensible words – through prosodic elements of speech, non-verbal communication, expressive, and artistic means.
Materials	None required.

Procedure:

1. The facilitator announces to the participants that they will tell a short story in an unknown language. They ask them not to focus on the words, but on what they can sense and capture from the story.
2. The telling of the story follows in "gibberish" – a made-up, incomprehensible language. During the telling, the lecturer uses artistic and dramatic tools: voice modulation (shouting, whispering), changes in tempo, rhythm, pauses, emphasis, facial expressions, gestures, and body movement to convey the emotions and atmosphere of the plot.
3. After the story ends, participants remain silent for about three minutes while they write down their feelings, impressions, emotions, and what they think happened in the story in their notes.
4. A joint reflection follows. The facilitator can use the following questions:
 - *What emotions did you feel while listening?*
 - *What feelings, impressions, and sensations did the story evoke in you?*
 - *What feelings and experiences of the characters did you capture?*

- *What do you think happened in the story?*
- *How did you understand what happened, what helped you the most to recognize the plot and emotions?*
- *What was the strongest and the hardest thing for you?*

5. Reflection and conclusion

The facilitator emphasizes that words themselves are not always the most important part of a story. The way it is told often determines how intensely we can experience the story. The activity can be connected to a discussion about communication in a multicultural environment or when working with children who do not yet speak the language.

1.2. Map of Differences (10 minutes)

Goal	To help participants realize the diverse forms of difference, reflect on how stereotypes arise, and prepare them for working with stories about acceptance and exclusion.
Materials	Flipchart, markers.

Procedure:

1. The facilitator writes the word **DIFFERENT / DIVERSE** in the center of the flipchart.
2. Participants call out situations in which they think a person is perceived as different. Answers are written around the central concept, creating a map of differences.
3. The facilitator can add their own examples or personal experiences (e.g., belonging to a minority, left-handedness, health disability, etc.).

4. Together they discuss when difference is perceived positively as uniqueness and when it becomes a reason for rejection or disadvantage.

5. Reflection

The activity concludes with a bridge to the following stories, in which participants will observe how a person perceived by others as "different" feels.

1.3. Mosi (15 minutes)

Goal	To develop empathy towards a person experiencing social exclusion and to realize the different perspectives of participants in a conflict situation.
Materials	A short story about a new boy named Mosi, small papers with roles. <i>„A new boy named Mosi came to the class. He had only recently moved from another country and did not yet speak the local language well. When he sat down at his desk, his classmates secretly looked at him and whispered, but no one spoke to him. During the break, he stood by the window completely alone and pretended to be interested in the courtyard so that it wouldn't be obvious that he didn't know where to go. When he tried to smile at a group of boys, they quickly turned away from him and continued their conversation without him. That was the first time Mosi thought that being invisible might hurt less than being alone among so many people.“</i>

Procedure:

1. The facilitator reads the story about the new boy who comes to the class from another country.
2. A joint discussion follows:
 - *In what way was Mosi different?*
 - *How did his classmates treat him?*
 - *How did he probably feel?*
3. Participants divide into four groups. Each group receives one role:
 - *the new boy,*
 - *the leader of the group in the class,*
 - *the silent observer,*
 - *the one who is afraid to speak up.*
4. The facilitator reads a model situation from the class: *"Mosi has been attending his new school for a week. During breaks, some classmates gather around his desk, poke his things, and make mocking remarks (like what a lot of rice he ate...)." Each group reacts from the perspective of their character with a short statement and names the emotions they believe the character in their role is experiencing.*

5. Reflection

Participants compare the individual perspectives and discuss how different actors in the same situation experience different emotions and what could change the situation.

1.4. The Ugly Duckling Differently (10 minutes)

Goal	o link a familiar fairy tale with the themes of acceptance and rejection, whilst fostering empathy and the ability to spot parallels between different life stories.
Materials	The shortened story of The Ugly Duckling. <i>„A grey duckling hatched in a farmyard. It looked different from all the others, and the mother duck despaired at how ugly it was. Its siblings refused to play with it, chased it away from food, and everyone in the yard mocked it, leaving the duckling feeling incredibly lonely and unloved. When it could no longer bear the sorrow, it ran away from the yard. However, it found no acceptance elsewhere either, so it hid away in solitude, convinced it didn't belong anywhere. After a long winter, it finally leant over the water one day and saw that it had grown into a beautiful swan, just like the ones it used to admire in the sky. When the other swans welcomed it into their flock, it felt for the very first time what it was like to truly belong somewhere and not be alone.“</i>

Procedure:

1. The facilitator introduces the activity by saying: "You probably all know the fairy tale of *The Ugly Duckling*. Today, we are going to listen to a brief version of it. As you listen, try to focus not just on the plot, but also on the main character's feelings, and look for similarities with *Mosi's story*."
2. The facilitator reads the shortened version of the story.
3. A group discussion follows. The facilitator can use these questions:
 - *What similarities did you find between Mosi's story and The Ugly Duckling?*

- *In what ways were the main characters different?*
- *Why did the others refuse to accept them?*
- *How do you think they felt?*
- *What do you think would have helped them the most?*

4. Reflection and conclusion

The facilitator highlights that people are often rejected not for who they truly are, but simply because they differ from the majority. Being different in itself is never a valid reason for rejection.

1.5. In the Character's Shoes - Mosi or the Ugly Duckling (10 minutes)

Goal	To develop empathy, the ability to step into another person's shoes and understand their inner experience, and to name their needs and feelings.
Materials	Worksheet "In the Character's Shoes (Mosi or the Ugly Duckling)", pens, coloured pencils.

Procedure:

1. Each participant receives a worksheet.
2. They choose one of the characters (Mosi or the Ugly Duckling) and fill out the worksheet from that character's perspective.
3. Once completed, volunteers can present their answers to the rest of the group.

4. Reflection and conclusion

The facilitator leads a brief discussion highlighting that while people may appear different on the outside, their fundamental needs – to be accepted, understood, and to have friends – are very much the same.

1.6. Statues of Feelings (10 minutes)

Goal	To recognise and non-verbally express emotions, develop empathy, and foster the ability to understand others' inner experiences.
Materials	None required.

Procedure:

1. Participants stand in a clear space.
2. The facilitator gradually calls out basic emotions (fear, anger, sadness, joy).
Participants express these solely through body posture, gestures, and facial expressions, creating a **statue of feeling**.
3. Next, the facilitator describes specific situations, and participants create a living picture of how they think the character feels:
 - the little Ugly Duckling amongst the other inhabitants of the farmyard,
 - Mosi surrounded by mocking classmates,
 - the adult swan amongst the other swans,
 - Mosi amongst new classmates who have accepted him.
4. After each situation, participants name the emotion they believe the character is experiencing.

5. Reflection and conclusion

The facilitator leads a brief discussion noting that we can often recognise feelings even without words. They point out that every individual might experience the exact same situation slightly differently.

1.7. Thread of Help (10 minutes)

Goal	To strengthen mutual support, develop the ability to encourage others, and realise the importance of acceptance and kind word.
Materials	A ball of yarn

Procedure:

1. Participants stand in a circle.
2. The facilitator holds the ball of yarn, says a sentence that could encourage Mosi or the Ugly Duckling, holds onto the end of the thread, and throws the ball to another participant.
3. Each person gradually says one encouraging sentence or message that could help someone in a difficult situation, and throws the ball onwards.
4. A web of yarn is gradually created, symbolising the group's mutual support and interconnectedness.

5. Reflection and conclusion

The facilitator points out that every person is unique in some way. Being different is neither a weakness nor a flaw, but a natural part of human diversity. Just like the web that has been created, interpersonal support builds a sense of safety and belonging.

1.8. I Agree or I Disagree (5 minutes)

Goal	To realise the difference between a fact and an opinion, and to prepare participants for the topic of critically evaluating information.
Materials	Three sheets of paper with the signs: I AGREE, I DISAGREE, I DON'T KNOW.

Procedure:

1. The facilitator places the three sheets indicating different standpoints around the room.
2. They read the statement:

„Homework should be completely banned because it just unnecessarily stresses children out.“
3. Participants stand by the sign that best matches their opinion.
4. A brief discussion follows. The facilitator can use the following questions:
 - *Why did you stand right here?*
 - *Is this statement a fact or an opinion?*
 - *What would we need to know to be able to say that this is a verified fact?*

5. Reflection and conclusion

The facilitator explains that in everyday communication, we frequently encounter opinions presented as facts. We also often tend to consider opinions we agree with as facts. The task of critical thinking is to learn how to distinguish between them.

1.9. Fact, Opinion, or Manipulation? (15 minutes)

Goal	To develop the ability to distinguish between facts, opinions, and manipulative statements in media texts.
Materials	• A printed text for each group, • cards with the words FACT, OPINION, MANIPULATION, • and the statements cut out from the text.

Procedure:

1. The facilitator introduces a model situation:

A ban on using mobile phones during breaks has been introduced at a certain school.

2. They read the prepared text:

*The school **has introduced a ban on mobile phones during breaks**. According to the headteacher, this '**immediately improved the atmosphere**', and students have supposedly **finally started talking to each other like normal people**. Some teachers claim that the **number of conflicts has dropped by half**, although the school has not published any data on this. Year 9 student Tomáš says the **ban is unfair** because he only used his mobile for music and never caused any trouble. **Most students** feel angry, according to him, and the school is allegedly ignoring their opinions. However, the headteacher stated that children always think they know better, but adults must make the decisions.*

3. Participants work in groups. Each group receives the text, the **FACT/OPINION/MANIPULATION** cards, and the individual statements cut out from the text.

4. The groups' task is to sort the statements into the three categories:

- fact,
- opinion,
- or manipulation.

5. Once finished, the groups present their solutions.

6. The facilitator leads a group discussion using these questions:

- *Which statements can be verified?*
- *Which express a personal opinion or feeling?*
- *Where does exaggeration or manipulation appear?*
- *What additional information would we need to be able to trust these statements?*

Answers for the facilitator

~ **fact:** *the school introduced a ban on mobile phones*

~ **opinion:** *"unfair", "finally started talking to each other like normal people"*

~ **manipulation:** *"immediately improved the atmosphere", "most students" without evidence, missing concrete data, a proper survey.*

7. Reflection and conclusion

The facilitator emphasises that manipulative statements often contain unverifiable claims, generalisations, or strong evaluative words. Critical thinking means asking where the information comes from and whether it can be verified.

1.10. Detectives (15 minutes)

Goal	To practice distinguishing between facts, opinions, and manipulative statements, and to realise the ways media and advertising influence our decision-making.
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Materials	• "How to spot a fact" guide, • worksheet with statements
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Procedure:

1. The facilitator explains the principles of distinguishing facts, opinions, and manipulations, and hands out the "How to spot a fact" guide.
2. Then, they distribute the worksheet to the participants.
3. Participants work in small groups. For each statement on the worksheet, they determine whether it is:
 - a fact,
 - an opinion,
 - or manipulation.
4. They briefly justify their decisions.
5. After evaluating the answers, a discussion follows. The facilitator can ask:
 - *What did you base your decisions on?*
 - *What was the hardest to distinguish?*
 - *Which statements evoked strong emotions in you?*
 - *Where do you encounter similar statements on the internet or social media?*

6. Reflection and conclusion

The facilitator points out that manipulation frequently uses strong emotions, exaggeration, or social pressure. The ability to recognise these techniques is a crucial part of media literacy.

Answer Key for the Facilitator

- ~ ***The duckling ran away from the farmyard.* – Fact** (can be verified in the story)
- ~ ***The ugly duckling finally found friends.* – Fact** (a plot event in the story).



- ~ **Research has shown that sleep improves memory. – Fact** (if the research exists, it's a verifiable claim).
- ~ **This film is the best in the world. – Opinion** (an evaluation, cannot be objectively proven).
- ~ **All teenagers are addicted to their mobiles. – Manipulation** (generalisation – "all").
- ~ **This drink is guaranteed to give you energy. – Manipulation** (advertising exaggeration, "guaranteed").
- ~ **There are 420 students at our school. – Fact** (if the number is true, it can be verified).
- ~ **That new student is weird. – Opinion** (subjective evaluation).
- ~ **All the classmates dislike him. – Manipulation** (generalisation without evidence).
- ~ **Today only – 90% off! If you don't buy now, you'll lose your chance. – Manipulation** (pressure to make a quick decision, creating urgency).
- ~ **All influencers use this brand, don't you? – Manipulation** (social pressure + generalisation).
- ~ **Become successful and rich in 7 days with our online course! – Manipulation** (unrealistic promise, exaggeration).
- ~ **Only truly intelligent people will understand this post. – Manipulation** (flattery + creating pressure).
- ~ **You missed it – you'll never get a chance like this again! – Manipulation** (creating a sense of loss and urgency).
- ~ **All normal people have already switched to this lifestyle. – Manipulation** (generalisation + social pressure).
- ~ **They will never tell you this at school because they don't want you to know. – Manipulation** (creating a conspiratorial framing).

- ~ ***If you don't save this, you will definitely pay for it tomorrow.*** – **Manipulation** (fear + urgency).
- ~ ***Look at me – I achieved my dream in 3 months. Just do exactly what I say.*** – **Manipulation** (oversimplifying success + false universality).
- ~ ***If your body doesn't look like this by summer, you're not working hard enough.*** – **Manipulation** (performance pressure + shaming).
- ~ ***This trick works 100%, I guarantee it.*** – **Manipulation** (absolute claim without evidence).
- ~ ***Share this with someone who desperately needs it – otherwise, you're a bad friend.*** – **Manipulation** (emotional blackmail).
- ~ ***Only those on a higher level of thinking will understand what I'm saying here.*** – **Manipulation** (manipulation through a sense of exclusivity).

1.11. Stand by the Emotion (20 minutes)

Goal	To realise that manipulative statements primarily target emotions, and to develop the ability to separate an emotional reaction from the critical evaluation of information.
Materials	Sheets of paper with the signs: • FEAR, • ANGER, • SHAME / SADNESS, • PRESSURE / FEELING THAT I MUST, • I DON'T KNOW / NOTHING.

Procedure:

1. The facilitator places the individual emotion signs in the corners of the room: FEAR, ANGER, SHAME / SADNESS, PRESSURE / FEELING THAT I MUST. They place the "I DON'T KNOW / NOTHING" sign in the middle of the room.
2. The facilitator gradually reads the prepared statements in a neutral voice:
 - „If you don't understand this video, you probably don't have a high enough IQ.“
 - „They will never tell you this at school because they don't want you to know.“
 - „If you don't save this, you will definitely pay for it tomorrow.“
 - „If your body doesn't look like this by summer, you're not working hard enough.“
 - „Share this with someone who desperately needs it – otherwise, you're a bad friend.“
 - „Only those on a higher level of thinking will understand what I'm saying here.“
3. After each statement, participants move to the emotion the statement evokes in them.
4. Volunteers explain why they chose that specific emotion.
5. The activity continues with the other statements.
6. Once finished, a group discussion follows. The facilitator can ask:
 - Were some emotions repeated?
 - Were these statements based on facts, or rather on provoking emotions?
 - Why do the creators of adverts, posts, or influencers use exactly these types of phrasing?

7. Reflection and conclusion

The facilitator emphasises that manipulation most often attacks our emotions rather than our reason. Before believing or sharing any piece of information, it is sensible to pause, think, and verify its truthfulness.

8. Powerful activity conclusion: everyone stands in the middle. The facilitator asks:

„Now that we know these statements trigger emotions in us — what should we do before we believe them?“

(Expected answers: stop, think, verify, don't let ourselves be pressured. The facilitator can remind them of the „How to spot a fact" guide here“.)

1.12. Emotion Trap (15 minutes)

Goal	This activity is similar to 'Stand by the Emotion'. Its aim is to build a defensive reflex (a "stop block") against manipulation in situations where an internet headline deliberately provokes a strong emotional response.
Materials	4 blank A4 sheets of paper, a thick marker pen, sticky tape. A pre-prepared list of real headlines (a mix of serious news, tabloids, and aggressive clickbait).

Procedure:

1. The facilitator hangs papers with the words: FEAR, ANGER, CURIOSITY, CALM in the four corners of the room. All participants stand in the centre of the room.



2. The facilitator reads the prepared headlines out loud one by one. After hearing each headline, the participants' task is to physically run—without overthinking it—to the corner that best captures their immediate emotional reaction.

Example headlines (inspiration for the facilitator):

Headlines attacking **FEAR**:

„Scientists warn: a new strain of virus is spreading through the air, and standard vaccines are ineffective against it.“

„If you have this type of kettle at home, throw it away immediately, there's a risk of explosion.“

Headlines attacking **ANGER**:

„The European Union is considering banning domestic charcoal BBQs due to new emission limits.“

„Politicians have secretly approved an increase in their transport allowances, whilst ordinary people's energy bills keep rising.“

Headlines attacking **CURIOSITY (Clickbait)**:

„This cheap kitchen trick will save you thousands on heating, plumbers hate it.“

„A young man found an old car battery in a scrapyard; when he discovered what was inside, his life changed forever.“

Neutral headlines (**CALM**):

„Meteorologists report: the weekend will bring partly cloudy weather with temperatures around 18 degrees.“

„The transport company will begin planned maintenance on the main tram line next Monday.“

3. Facilitator's questions: When, for example, a group gathers in the ANGER corner, the facilitator asks:

- *Who wrote this headline?*
- *Why did they want you to feel exactly this angry?*
- *What do they gain from it (likes, money, attention)?*

4. Reflection and conclusion

The facilitator explains that both disinformation and clickbait target our primary sensory system. If a message provokes immediate anger or fear, it is targeted manipulation and a strong warning not to share the message further until the emotions have subsided.

1.13. Disinformation Workshop (30 minutes)

Goal	To understand from the inside how the emotional and manipulative techniques of disinformation creators actually work.
Materials	Blank A4 paper, pens. Pre-printed and cut-out "emotion cards" (FEAR, ANGER, SHOCK, ENVY). The text of an entirely mundane and true news report.

Procedure

1. The facilitator divides the group into teams. Instead of explaining what fake news looks like, they assign a task: to create a piece of fake news themselves. Each team receives the exact same mundane news report,

(e.g., Notice: The city's technical services have announced that this Thursday, from 9:00 to 11:30, planned maintenance of the water pipes will take place on the street near the local library. Two technicians will inspect

the main valves to ensure proper water pressure ahead of the summer season. No water shut-off is planned; there may only be a twenty-minute fluctuation in pressure. Citizens do not need to take any action.)

and randomly draws one **emotion card** (FEAR, ANGER, SHOCK, ENVY).

- The teams' task is to rewrite the mundane report into a sensational hoax or clickbait in such a way that it evokes the exact emotion they drew in their audience.

E.g., *Cover-up in the park: What is the council hiding behind high fences?*

They must invent a manipulative headline, the text, and describe what accompanying visual they would use.

- Facilitator's questions, the teams present their creations.

The facilitator asks the audience: *Which report hit you the hardest emotionally?*

S/he asks the teams: *How easy was it to bend the truth simply by using the right emotionally charged words?*

4. Reflection and conclusion

The facilitator demonstrates that manipulation does not require inventing complete lies from scratch – working with half-truths and strong emotions is enough. Understanding these mechanisms from the "creator's" perspective protects us from manipulation from the content consumer's perspective.

1.14. From Prejudices to Perception (45 minutes)

Goal	o understand how stereotypes, prejudices, discrimination, and extremism arise, and to develop empathy through an authentic life story.
Materials	• Flipchart,

	• markers, • audio player, • Michal's audio story from the Online Living Library, • three flipchart sheets titled AGGRESSOR, VICTIM, WITNESS.
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Procedure:

1. The facilitator introduces the basic model:

Stereotype → Prejudice → Discrimination → Extremism

~ **Stereotype** = what I think about a group. A generalised belief about a group of people without questioning it.

➤ *Example: All Roma people are troublemakers.*

~ **Prejudice** = what I feel and believe. A pre-formed negative opinion or attitude towards a person or group without sufficient knowledge.

➤ *Example: I don't feel safe around them. I believe they are dangerous*

~ **Discrimination** = how I behave accordingly. Unfair treatment of a person because of the group they belong to.

➤ *Example: "I wouldn't employ him."*

~ **Extremism** = hateful and aggressive behaviour towards a group of people.

➤ *Example: "They have no right to live here. People like that should be driven out."*

2. The facilitator emphasises that a stereotype is a natural shortcut of our thinking.

Prejudice arises when we believe these shortcuts without verifying them.

3. Participants look for examples of stereotypes, prejudices, and discrimination.

4. Subsequently, the facilitator plays Michal's authentic audio story.

5. After listening to the story, participants are divided into three groups:

- aggressor,

- victim,
- witness.

6. The facilitator prompts participants to imagine the situation Michal described – beating a Roma man on the street. Each group steps into one of the three roles and writes down the emotions, thoughts, and needs of their character on the flipchart.

The facilitator can write a hint on the board/flipchart in advance – emotions:

- ~ fear,
- ~ anger,
- ~ shame,
- ~ feeling of injustice,
- ~ humiliation,
- ~ guilt,
- ~ helplessness,
- ~ uncertainty,
- ~ rejection,
- ~ injury,
- ~ frustration,
- ~ pressure to fit in,
- ~ feeling threatened,
- ~ compassion,
- ~ empathy,
- ~ exclusion.

7. The groups present their outputs.

8. A group discussion follows. The facilitator can use these questions:

- *Which emotions appeared in all three groups?*
- *What do you think led to the emergence of the prejudices?*



- *What can be hidden beneath anger?*
- *How can we prevent a stereotype from growing into discrimination or violence?*

9. Reflection and conclusion

The facilitator emphasises that hateful attitudes often grow out of fear, uncertainty, or a feeling of being threatened. Knowing the stories of specific people helps us see the individual instead of the stereotype and fosters empathy.



2. WORKSHEETS

2.1. In the Character's Shoes (Mosi or the Ugly Duckling)

I am in the shoes of the main character (Mosi or the Duckling)

write a sentence from the perspective of the character

I feel...

I would need...

CHARACTER

Try to think

The hardest thing for them was

It would help them if

I would do

Here you can draw your comics



2.2. Fact, Opinion, or Manipulation

FACT

OPINION

MANIPULATION



Text to print for each group

The school **introduced a ban on mobile phones during breaks**. According to the principal, this **immediately improved the atmosphere** and students allegedly **finally started talking to each other like normal people**. Some teachers claim that the **number of conflicts has dropped by half**, although the school has not released any data on this. Ninth-grader Thomas says **the ban is unfair** because he only used his mobile for music and never caused trouble. **Most students** feel angry according to him, and **the school allegedly ignores their opinions**. However, the principal said that **children always think they know better, but adults must decide**.

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Cut-out statements from the text:

introduced a ban on mobile phones during breaks

immediately improved the atmosphere

finally started talking to each other like normal people

number of conflicts has dropped by half

ban is unfair

most students are angry

school ignores their opinions

said that children always think they know better



2.3. Detectives

Tool for the activity: How to recognize a fact?

1. Check the source

- *Who provided the information?*
- *Is it a credible author or organization?*
- *Is the text intended for entertainment, advertising, or school learning?*

2. Verifiability

- *Can the claim be **verified elsewhere** (in a book, article, or survey)?*
- *Is there any **evidence or statistics**?*

3. Accuracy and clarity

- *The claim is **specific**, not vague.*
- *It does not use words like "always", "everyone", "never" – these frequently signal an **opinion or manipulation**.*

4. Distinguish a fact from an opinion

- **Fact:** *Can be proven or disproven. E.g.: There were 6 ducklings in the farmyard.*
- **Opinion:** *Expresses what someone thinks or feels. E.g.: "The duckling was ugly."*

5. Look for manipulation

- *Does the text use **strong emotions** (fear, sadness, joy)?*
- *Does it leave out important information?*
- *Does it exaggerate the situation or use selective facts?*

Tip for students

Before you believe a claim, ask yourself:

1. *Can I prove this?*
2. *Does the claim have evidence or a reliable source?*



3. Is it an opinion or manipulation?

Worksheet for the activity Detectives

(choose correct answer: F = Fact / O = Opinion / M = Manipulation)

Statement	Fact / Opinion / Manipulation
The duckling ran away from the farmyard.	F / O / M
The ugly duckling finally found friends.	F / O / M
Research has shown that sleep improves memory.	F / O / M
This film is the best in the world.	F / O / M
All teenagers are addicted to their mobiles.	F / O / M
This drink is guaranteed to give you energy.	F / O / M
There are 420 students at our school.	F / O / M
That new student is weird.	F / O / M
All the classmates dislike him.	F / O / M
Today only – 90% off! If you don't buy now, you'll lose your chance.	F / O / M
All influencers use this brand, don't you?	F / O / M
Become successful and rich in 7 days with our online course!	F / O / M
Only truly intelligent people will understand this post.	F / O / M
You missed it – you'll never get a chance like this again!	F / O / M
All normal people have already switched to this lifestyle.	F / O / M
They will never tell you this at school because they don't want you to know.	F / O / M
If you don't save this, you will definitely pay for it tomorrow.	F / O / M
In 3 months I achieved my dream. Just do exactly what I say.	F / O / M
If your body doesn't look like this by summer, you're not working hard enough.	F / O / M



This trick works 100%, I guarantee it.

F / O / M

Share this with someone who desperately needs it – otherwise,
you're a bad friend.

F / O / M

2.4. Emotion Trap

Cards with emotions to be printed-out

FEAR

ANGER



CURIOSITY

CALM

2.5. Disinformation Workshop

Text for the activity to print out

(use a different emotion card for each: FEAR, ANGER, SHOCK, or ENVY)

Notice

The city's technical services have announced that this Thursday, from 9:00 to 11:30, planned maintenance of the water pipes will take place on the street near the local library. Two technicians will inspect the main valves to ensure proper water pressure ahead of the summer season. No water shut-off is planned; there may only be a twenty-minute fluctuation in pressure. Citizens do not need to take any action.

Manipulative headline: _____

Modified text of the notice:

Proposal for a manipulated photo/image to accompany the text:



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