



S.P.A.C.E FOR YOUTH

WP2 — Be Your Own Media

A Practical Guide to Media Literacy and Youth-Led Podcasting



FINAL PUBLIC TOOLKIT

Practical methods, facilitator tips and implementation lessons from S.P.A.C.E for Youth

Project	S.P.A.C.E for Youth — Spread Participation, Active Citizenship and Engagement
Work Package	WP2 — Media Training and Creation of Podcast Episodes
Lead Partner	WSTCYS
Version	September 2026
Status	Final public version
Use	Support resource for youth workers, trainers and youth leaders

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Part 0 — About the Toolkit

This toolkit is the practical component of the WP2 didactic guide. It supports youth workers, trainers and youth leaders in turning media-literacy learning into participatory activities and youth-led podcast processes. It is designed to be used flexibly: as a complete learning pathway or as a selection of activities, tips and checklists adapted to a group's needs.

About S.P.A.C.E for Youth

S.P.A.C.E for Youth strengthens young people's confidence and capacity to participate in political, social and community life. Through international learning and local implementation, the project connects media literacy, democratic participation and grassroots action.

Who is the toolkit for?

- Youth workers, trainers and facilitators
- Youth organisations, youth centres and schools
- Local authorities and community organisations
- Other professionals supporting young people

Educational approach

- Non-formal education and learning by doing
- Active participation, peer learning and reflection
- Safe, inclusive and accessible learning environments
- Youth ownership and local adaptation

How to use this toolkit

Start with the learning pathway to understand the overall logic. Select activities from Chapter 3 according to your group, use Chapters 4 and 5 to organise an inclusive podcast process, and keep the final checklist from Chapter 6 at hand during production. Adapt examples, timing and language to your local context.



Chapter 1 — Module Snapshot

A concise overview of the purpose, scope and expected outputs of WP2.

Item	Description
Main theme	Media literacy as a tool for democratic participation
Main users	Youth workers, trainers, facilitators and youth organisations
Main outputs	Didactic guide, MOOC Planet LUMEN and youth-led podcast episodes
Languages	English, French, Hungarian, Spanish, Portuguese and Bulgarian

Module focus

This module helps youth workers support young people in understanding media, analysing information critically and creating responsible youth-led podcast content. It is not a professional journalism manual; it is a participation-oriented educational guide.

Why media literacy matters for participation

Young people receive information through many channels, but not all information is reliable, balanced or relevant. Media literacy helps them understand who creates information, why it is produced and how it can shape opinions and emotions. Podcasting offers a practical way to research local issues, compare perspectives and amplify youth voices responsibly.



Chapter 2 — Learning Pathway & Core Educational Content

The learning journey connects theory and practice in a simple five-stage pathway.



Stage	Purpose
1. Explore	Reflect on media habits, trusted sources and local concerns.
2. Understand	Learn key concepts related to media, information and participation.
3. Practise	Analyse sources, compare messages and question reliability.
4. Create	Apply learning by planning and producing a youth-led podcast episode.
5. Reflect	Evaluate learning and how the podcast can support local debate.

Core educational content

Area	Key focus
Media environment	Media literacy, traditional and digital media, algorithms, filter bubbles, bias, representation and influence.
Critical assessment	Facts vs opinions, source credibility, context, comparison of sources, misinformation and disinformation.
Responsible communication	Respectful dialogue, privacy, stereotypes, different perspectives and turning local concerns into responsible public messages.
 Chapter 3 — Activity Bank Non-formal activities to build media-literacy skills before or alongside podcast creation.	

The Activity Bank focuses on learning rather than technical production. Facilitators can use the activities independently or combine them within a longer programme. What matters most is the debrief: participants should connect each exercise with their everyday media use and with the content they may later create.

Activity 1 — Where Do You Stand?

Developed by: DYPALL Network, Portugal

Topics: Media literacy · Critical thinking · Misinformation and disinformation · Responsible communication · Democratic participation

Duration / group: 60 minutes · 10–30 participants · Young people aged 15–30

Purpose

A positioning activity that encourages young people to reflect on their media habits, question how information influences opinions and practise respectful discussion across different perspectives. No previous knowledge is required; unfamiliar concepts should be introduced through simple examples connected to participants' everyday media use.

Learning objectives

- Reflect on personal media habits and assumptions.
- Recognise how media messages and digital platforms can influence opinions and behaviours.
- Distinguish factual claims, personal opinions and misleading information.
- Practise respectful dialogue and evidence-based argumentation.
- Evaluate information more critically before sharing or creating content.

Materials and preparation

Place two signs labelled Agree and Disagree at opposite ends of the room. Participants should be able to position themselves anywhere along the spectrum. Prepare a list of statements, a flipchart or whiteboard, and optional polling tools for online or hybrid sessions.

How to facilitate

Step	Facilitation
1. Introduction — 10 min	Briefly introduce media literacy and responsible communication. Explain that there are no predetermined 'correct' positions: the aim is to explore arguments and perspectives.

Step	Facilitation
2. Positioning and discussion — 35 min	Read one statement at a time. Participants choose a position, explain their reasoning and may move if another argument changes their view. Invite examples and evidence, and ensure contrasting perspectives are heard.
3. Debrief — 15 min	Reflect on which statements created the most discussion, what influenced changes of opinion, how evidence differed from personal opinion and what makes a source trustworthy.

Suggested statements

- Social media is the best place to stay informed.
- If many people share the same post, it is probably true.
- Everyone should verify information before sharing it online.
- AI-generated information should be checked before it is used.
- Podcasts should include more than one perspective when addressing controversial issues.
- Freedom of expression also comes with responsibility.
- Personal opinions are as reliable as verified evidence.
- Influencers are trustworthy sources of information.

Debrief questions

- Did anyone change position? What influenced that change?
- Which arguments were based on evidence and which on personal opinion?
- How can algorithms or online communities influence what we see?
- What makes a source trustworthy?
- What would you do differently when creating or sharing media content?

Inclusion and accessibility

Read every statement aloud and provide it in written form. Participants who cannot or prefer not to move can use coloured cards, sticky notes, reaction icons or digital polls. Adapt complexity to the group and never pressure participants to explain a position publicly.

Connection with podcast creation

Participants practise distinguishing evidence from opinion, considering different perspectives, questioning sources and communicating respectfully — all key skills for accurate, balanced and inclusive youth-led podcasting.

Facilitator Variation — Fake News, Democracy and Freedom of Expression

Inspired by: Pistes Solidaires, France

The same moving-debate methodology can be adapted to more complex questions around misinformation, freedom of expression, regulation and democratic participation. Use current, verified and context-appropriate examples rather than fixed cases that may quickly become outdated.

Possible statements

- Fake news can be more damaging to democracy than political disengagement.
- Freedom of expression includes the right to share information that may be false.
- Fighting misinformation inevitably requires some form of censorship.
- Digital platforms should take greater responsibility for misleading content.

Facilitator tip

The aim is not to lead participants towards a predetermined answer. Clearly distinguish verified facts, interpretation and opinion; agree discussion rules in advance; and make sure disagreement never becomes personal confrontation.

Activity 2 — Same Story, Different Angle

Developed by: Cazalla Intercultural, Spain

Topics: Media framing · Critical thinking · Facts and opinions · Responsible communication

Duration / group: 45–60 minutes · 8–25 participants · Young people aged 14+

Purpose

This activity helps young people understand how the same event can be presented in very different ways depending on the words, information and perspectives selected by the person creating the message. It encourages participants to recognise emotional or sensational framing and reflect on the responsibility of media creators.

Learning objectives

- Distinguish factual information from interpretation or opinion.
- Identify how headlines and wording can influence perception.
- Recognise emotional and sensational language.
- Compare different ways of presenting the same information.
- Apply these reflections to podcast titles, introductions and episode descriptions.

Materials and preparation

Prepare one short, neutral scenario connected to young people or the local community, plus paper or digital devices. Example: “A local youth centre will change its opening hours next month after consulting young users and staff.”

How to facilitate

Step	Facilitation
1. Introduce — 5 min	Explain that every group receives the same facts but will communicate them from different angles.
2. Create three versions — 15 min	Ask groups to create a neutral headline, a sensational/clickbait headline and a headline from the perspective of a young person directly affected. Optionally add a social-media caption or 20-second podcast introduction.
3. Compare — 10–15 min	Identify which facts stayed the same, which words changed the tone, what was emphasised or omitted and what emotions each version may create.
4. Responsible version — 10 min	Create one final version that remains engaging while being accurate, contextualised and respectful.

Debrief

- Did the facts change, or only the way they were presented?
- Which words had the strongest emotional effect?
- Can information be technically true but still misleading?
- What happens when important context is omitted?
- How could these choices affect a podcast title or introduction?

Connection with podcast creation

Episode titles, introductions, descriptions, interview questions and editing choices all frame information. The activity helps young creators balance attention-grabbing communication with accuracy and responsibility.

Facilitator reminder

End each activity with one transfer question: “What will you do differently the next time you consume, share or create media?”



Chapter 4 — Organising the Local Podcast Process

A concise roadmap for supporting a youth-led podcast from first idea to publication.

Stage	Main actions
1. Prepare	Recruit participants, identify needs, introduce educational content, set agreements, explain consent and map equipment/spaces.
2. Research	Choose a local issue, define the participation angle, clarify the central question and verify information from several sources.
3. Plan	Agree format, structure, guiding questions, roles, timeline and consent arrangements.
4. Record & edit	Test equipment, confirm consent, record backup material and review accuracy, clarity and safeguarding issues.
5. Publish & share	Complete the final factual and ethical review, prepare title/description, add accessibility features and invite audience engagement.

Podcast process principle

The podcast is a learning and participation tool. The process should remain youth-led, realistic and safe, with enough structure to support quality and inclusion. Youth-led does not mean youth-alone: facilitators can remove barriers, offer technical support and connect the group with relevant people without taking ownership of the content away from participants.

Reflection checkpoint after recording

- How did it feel to speak behind the microphone for the first time?
- Was it easy or difficult to summarise a complex topic into a short discussion?
- Did preparing the episode make you question any of your own assumptions?
- How did the team make sure everyone had meaningful space to contribute?
- What would you change before recording another episode?



Chapter 5 — Inclusion & Evaluation

Make the process accessible, reflective and meaningful for different groups of young people.

Situation	Suggested adaptation
Rural or isolated participants	Use familiar spaces, offline materials, mobile phones for recording and topics connected to local realities.
Limited digital experience	Break technical tasks into small steps, demonstrate tools and avoid unnecessary jargon.

Situation	Suggested adaptation
Low confidence	Start in pairs or small groups, offer non-speaking roles and create supportive feedback routines.
Anxious or first-time speakers	Offer peer-led rehearsals, allow shorter or pre-recorded segments and reduce technical pressure through simple prepared sound elements.
Language barriers	Use simple language, visual instructions, peer support and multilingual preparation where useful.
Sensitive topics	Set clear agreements, protect privacy, avoid forced disclosure and assess risks before publication.

Evaluation focus

- Participants understand media literacy and why it matters.
- Participants can distinguish facts, opinions and misleading content.
- Participants can use simple source-checking techniques.
- Participants communicate more responsibly and reflect on their role as media users and creators.
- Participants can identify what they contributed to the group process and what they would improve next time.

Suggested methods

- Short pre/post self-assessments
- Group reflection circles
- Participant feedback forms
- Facilitator observation notes
- Podcast team reflection sheets

Accessibility also matters after recording

When publishing, consider subtitles or captions, transcripts, clear episode descriptions, readable titles, simple language and translations where useful. Accessibility should be planned before publication, not added only at the end.



Chapter 6 — Podcast Creation Tools & Good Practices

Practical lessons from local implementation, translated into facilitator tips and a final production checklist.

Creating a youth-led podcast does not require professional equipment or a perfect studio. What matters most is a clear process, enough preparation, meaningful youth ownership and a safe environment where participants can experiment, learn and make decisions.

The recommendations below synthesise implementation lessons shared by DYPALL Network (Portugal), Pistes Solidaires (France) and Infinite Opportunities Association (Bulgaria).

1. Prepare enough to create confidence — but leave room for spontaneity

Agree the episode purpose, central question, 3–5 guiding questions, roles and approximate duration before recording. Avoid scripting every sentence unless a participant specifically needs that support.

Facilitator tip

If participants become nervous when improvising, give them a simple question map rather than a full script.

2. Give young people real ownership

Involve participants in choosing the topic, researching information, preparing questions, selecting guests, recording, editing and deciding how the episode will be shared. Different roles make participation more inclusive.

Facilitator tip

Offer roles according to confidence and interests, but leave space for participants to experiment with new ones.

3. Bring real voices into the conversation

Interviews and testimonies can make episodes more concrete and relatable. Guests may include peers, activists, youth workers, professionals, decision-makers or community members with relevant lived experience.

Facilitator tip

Before inviting a guest, ask: “What perspective does this person add that is missing from our current conversation?”

4. Anticipate practical barriers

Transport, schedules, digital access, confidence and equipment can affect participation even when motivation is high. Consider hybrid preparation, flexible scheduling, shared equipment, transport support and non-speaking roles.

Facilitator tip

Do not assume that absence or low participation means lack of interest. Check whether there is a practical barrier first.

5. Test before you record

Choose the quietest available space, check microphones and headphones, record a short test, verify storage and battery levels, agree file names and create a backup whenever possible.

Facilitator tip

If video is recorded, encourage participants to speak primarily to one another rather than constantly addressing the camera.

6. Think about accessibility before publication

Plan subtitles or captions, transcripts, clear descriptions, readable titles, simple language and translations where relevant. Upload large files early enough to complete processing and accessibility checks before publication.

Facilitator tip

Publish only after checking how the episode appears to the audience, not only how it looks in the editing file.

Final Podcast Checklist

Use this checklist as a quick reference during local implementation. It can be printed, shared with the podcast team or adapted into a digital form.

BEFORE YOU START

- ☐ Young people have chosen or helped define the topic.
- ☐ The topic is relevant to the target audience.
- ☐ There is one clear central question.
- ☐ Participants agree on the purpose of the episode.
- ☐ Support needs or participation barriers have been discussed.

RESEARCH

- ☐ Information has been checked using more than one source.
- ☐ Authorship, publication date and context have been reviewed.
- ☐ Facts, opinions and assumptions are clearly distinguished.
- ☐ Missing or alternative perspectives have been considered.

PLAN

- ☐ The episode format and approximate duration are agreed.
- ☐ There are 3–5 guiding questions.
- ☐ Roles are clear and meaningful.
- ☐ Guests understand the purpose of the recording.
- ☐ Consent and privacy arrangements are clear.

RECORD

- ☐ Equipment and sound have been tested.
- ☐ The recording space is as quiet as possible.
- ☐ Participants are comfortable and ready.
- ☐ Consent has been confirmed.
- ☐ A backup is being kept where possible.

REVIEW & EDIT

- ☐ The episode is easy to follow.
- ☐ Factual claims are accurate.
- ☐ Misleading or unclear statements have been corrected.
- ☐ Privacy and data risks have been checked.
- ☐ Sensitive stories are treated respectfully.
- ☐ The final version reflects what participants intended to say.

PUBLISH & SHARE

- ☐ The title accurately represents the episode.
- ☐ The description is clear and informative.
- ☐ Credits are included where needed.
- ☐ Subtitles, captions or transcripts have been considered.
- ☐ Platform processing is complete.
- ☐ The final public version has been checked before dissemination.

REFLECT

- ☐ Everyone had a meaningful role.
- ☐ The group identified what it learned about the topic.
- ☐ Participants reflected on what they learned about media creation.
- ☐ The team discussed what worked, what was difficult and what to change next time.

One final reminder

A successful youth podcast is not necessarily the one with the best microphone or the most polished editing. It is one in which young people have had the opportunity to question, create, collaborate and communicate responsibly — and can recognise the final result as genuinely their own.