FACT

DISINFORMATION, MEDIA AND MANIPULATION WITH MEDIA IN DEMOCRATIC SOCIETIES AND HOW TO STAY DEMOCRATIC IN THESE TIMES

Do you know your democracy?

Do you know
YOUR DEMOCRACY?

Co-funded by the European Union

Contents

Introduction

This handbook is based on the Learning, Teaching, Training Activity (LTTA) "Disinformation, Media, and Manipulation in Democratic Societies," part of the project "Do You Know Your Democracy?" Held from 04.10.2024 to 14.10.2024 in Avrillé-les-Ponceaux, France, this LTTA focused on non-formal education and learning-by-doing approaches.

The LTTA aimed to build the skills of youth leaders in media literacy, recognizing disinformation, media manipulation, and the role of media in democratic societies. Through interactive sessions, participants developed learning goals, explored their own limits, and exchanged ideas on good practices in these areas.

This handbook includes 10 workshops on topics like media's role in society, social media's impact, media and democracy, identifying fake news, and disinformation in the EU and Balkan contexts. Designed for flexible use across various settings (schools, youth organizations, online/offline), it includes workshops that have been refined based on participant feedback to support youth leaders in educating others.

We hope this resource aids youth workers, educators, and teachers in fostering informed and democratic communities. It serves as both a starting point for new projects and a practical tool for training on media literacy and democratic engagement.

About the project

Today in Europe, we are witnessing different phenomena: shrinking space for civil society, the rise of populism and illiberal regimes, a decline of trust in the institutions, the changing role of media and diffusion of fake news, lack of access to rights and rapid development of digital technologies. All this together influences political participation, especially of young people (source: SALTO).

According to the needs assessment and research, youngsters that lack political and media literacy and are least active and engaged in democratic processes belong to NEET youngsters or youth facing economic difficulties. In order to address these needs in the long term we plan to establish 5 Youth Leaders' Hubs (2 digital - in Sweden and Estonia and 3 in person - in Croatia, North Macedonia and France) where we will organise workshops on local level (face to face, online, and blended learning activities) that will raise political literacy and active citizenship competences of these youngsters. In these Hubs young people will create and promote a culture of participation.

But first, we need to educate our youth leaders to develop and implement workshops on these topics. Accordingly, we developed the concept of implementing activities and producing outcomes focused on 2 main interrelated topics:

1. Democracy; democratic values; the importance of democracy in our societies; political participation.

2. Media literacy; disinformation; fake news like a propaganda tool for attacking democracy.

Youth recognition of EU values, including human rights, democracy and the rule of law, and active youth engagement in political processes is paramount, as it is through democratic engagement that young people can help to shape the future they want to live in. More active participation and investment in civic and democratic life at a local, regional, national and European level will foster more resilient societies and prosperity in the future for both the EU and for young people.

Specific objectives of the project are:

01   **Developing and improving partnerships** and youth opportunities between North, South, East and West of Europe on topics of democracy, democratic societies, grassroot activism, media literacy and its' connection to democratic societies; through development of educational opportunities for youth leaders, educational materials for future educations of youth leaders, digital board/card game, and by providing direct opportunities for youngsters to develop and use their skills by creating educational digital board/card game on the topics of democracy, grassroot activism and media literacy as fundaments in modern democratic societies.

02   **Raising knowledge, skills and attitudes of youth leaders** across 5 partner countries and partner organisations for development, implementation and evaluation of youth work activities and programs focused on democracy, importance of democracy in today's society, media literacy and disinformation handling and their connection to democratic societies; through LTTA 1: "Democracy, its importance and our local communities as democratic societies" and LTTA 2: "Disinformation, media and manipulation with media in democratic societies and how to stay democratic in these times"; on which 30 participants per LTTA will be involved (total of 60 youth leaders, some of them being youth workers, including trainers, experts and staff).

03   **Improving and raising existing capacities** of project partners for development, implementation and evaluation of local and international projects focused on engaging, connecting and empowering young people in local communities for the development of critical thinking and critical thinking skills related to the democracy and media disinformation prevention through Youth leaders' Hubs, which will lead youth leaders educated on LTTAs, and especially implementing follow-up activities after LTTA 1 and LTTA 2 on which at least 25 participants from each of the 5 partners will be involved (total 250 participants in 5 Hubs and the 2 follow up activities).

04   **Develop the competency framework** for youth leaders for empowerment and education of young people on topics of democracy, the importance of democracy in today's society, media literacy and disinformation handling and their connection to democratic societies through the development and publication of 2 educational handbooks, which will be used in the activities of the Youth Leaders Hubs through which youth leaders with the support of experienced youth workers will implement the follow-up activities (50 participants per partner, 250 total), dissemination activities (30 participants per partner, 150 total) and 2 handbooks will be available on websites of partner organisations and youth work resource centres' websites.

05   **Develop and further improve the knowledge and skills** of young people from 5 partner countries, but the whole Europe as well; in topics of democracy, democratic societies, grassroots activism, media literacy and its' connection to democratic societies; through participation in Youth Leaders' Hubs: learning about democracy and participation, developing their activities and campaigns as an alternative way of political participation and practising their active citizenship, developing of board and card game, piloting of developed educational game and participation in the promotion of final products in relevant educational platforms and social media.

06   **Engage, connect and empower** youth to participate in the democratic process and in society through Youth Leaders' Hubs and a Youth Exchange where they will explore together the topics of democracy and political participation, and develop and exchange common ideas for action.

07   **Engage in intensive dissemination & exploitation activities** of newly produced products and engage at least 150 participants (with a special focus on the higher engagement of NEET and fewer opportunity youngsters) in our youth work activities focused on topics of democracy, democratic societies, grassroots activism, media literacy and its' connection to democratic societies; through but not limited to use of board and card game for young people, and educational handbooks for youth leaders and youth workers.

Project partners

Carousel 8, Croatia

🔗 *carousel8.org*

Carousel 8 (C8) from Croatia is a non-governmental organization from Zagreb, established in order to provide learning and volunteering opportunities for youngsters with fewer opportunities. The main goals of C8 are promoting volunteerism and active citizenship; promoting non-formal education; promoting awareness of civil society development; inclusion of people in social and cultural life. Specially relevant to this project application, C8 has a rich experience in organizing educational workshops for high-school students in Zagreb region, where they worked on promotion of active citizenship, volunteering opportunities for youngsters and basics of MIL (Media and Information Literacy). Additionally, they have experience in working with youngsters on the topics of democratic values, as well as developing skills and competences needed for improvement of media literacy and critical thinking skills. On the international level, they coordinated and implemented several KA1 (mobility of youth workers) projects about volunteering, volunteer management and mentoring in the international environment. C8 has 5 people regularly engaged as trainers and project coordinators and at least 150 people at international; and 250 people at local level involved as learners on educational projects.

Youth Council Next Generation, N.Macedonia

🔗 *nextgeneration.com.mk*

Youth Council Next Generation is a non-profit, non-governmental organization founded in February 2010 in Skopje, the Republic of North Macedonia. Next Generation is empowering youth participation through implementation and support of projects and initiatives directed towards youth development in our local, as well as a national and international community. The foundation of their organization lies in the experience of its members in youth work, non-formal education, active participation, and social activism, who joined together to enable learning mobility opportunities for young people in order to evolve in educated and aware persons who actively participate in society. In other words, they are seeking to contribute to creating a generation of youth equipped with competencies, values, and attitudes of active and responsible citizens, through enabling participation in youth projects and activities covering different social topics. Their contribution to this project will be through rich experience in organizing and implementing educational activities for youth leaders and young people (youth exchanges, study visits, training courses…), and implementation of international activities funded through the Erasmus+ program.

Learning Library, Estonia

Learning Library from Estonia is a small edu-tech company that provides educational tools and solutions to companies and NGOs. The company idea was created in 2021, while the official registration of the company was done in 2022. Learning Library brings together experts from education, youth work, Human Resources (HR) and Information Technology (IT), with one aim – to help digitalise learning and educate individuals to improve local communities. Learning Library is working in the field of education, bringing together different methods from the non-formal education and the business sector. The company is cooperating with different national and international level organisations and companies. Since the start of the company's existence, Learning Library is providing services and support to several small local organisations in developing their online learning and websites. Currently, Learning Library is involved in the development of 8 large-scale online learning courses and 3 online learning platforms. The company employs 2 lead staff members and continuously cooperates with 10 IT professionals, 7 design experts, 10 educational professionals and more than 20 individuals with skill- sets in the fields of youth work, entrepreneurship, ecology, and sustainability. Added value of Learning Library in this specific consortium will be achieved through two different things: Firstly, they will be technical partner responsible for development of online learning through their experience and expertise that will benefit all other youth work organisations and young people involved. Secondly, through close cooperation with municipal youth center from Tallinn, Learning Library will involve youth workers, youth leaders and young people from two youth centers in Tallinn (MANK and KENK) to be part of this project, directly contributing to the youth dimension.

Association la Generation de Demain Hub, France

La Generation de Demain is a non-profit, Non-Governmental Organization established in 2020 in Bordeaux, France. Through our initiatives, we aim to implement various projects involving international youth exchanges to raise awareness about the future and to make it better. The Association is committed to sharing principles and values that are of great importance in everyday life, fostering a serene and harmonious coexistence. Our primary objectives include raising environmental awareness among the younger generation, strengthening global solidarity, promoting the human benefits of volunteering, advancing informal education, combating social isolation, and teaching the effective use of social networks for societal benefit. We also aim to enhance cultural openness, language skills, and intercultural interaction by engaging with people from diverse nationalities, fostering a love for sharing and mutual respect. We are a young, dynamic team dedicated to helping each individual become the best version of themselves and to offering this planet the care it deserves. By doing so, every individual will be able to thrive and grow from this experience while contributing positively to the world around them.

Well Being Lab, Sweden

🔗 *wellbeinglab.org*

The "Well-being Lab" is a public educational organization that focuses on promoting well-being and psychological health among organizations, individuals and educators who work in Malmo and Sweden. As an educational organization, the Well-being Lab is led by educators, project writers, facilitators, and trainers who are committed to providing non-formal education (NFE) and lifelong learning opportunities. The organization employs various approaches and methods to help young people and adults to understand the importance of well-being, mental health, and community. Experience they are bringing is mostly connected to activities at the local level, where they are working in geographically isolated and hard to reach in the North of Sweden. Involvement of those young people with fewer opportunities will present an added value to the project.

EDUCATIONAL SESSIONS – FOR YOUTH WORKERS, EDUCATORS, TEACHERS

In this part of the handbook, we are presenting you with **10 fully developed, and ready to be implemented, educational sessions.**

These sessions are adapted from the sessions that took place during the LTTA (Learning, Teaching, Training Activity), and can be used as a whole set for long term training, or can be used as separate sessions to tackle specific needs of the target group(s).

Each session has explained background, aim, objectives and competences addresses. In the list of materials and flow of the session you will find more details about concrete steps of the session and needed materials. We recommend more experienced youth workers/educators/teachers to adapt the sessions to the specifics of the group they work with and the resources they have at their disposal.

At the end of each session there is a list of recommendations for further use of the session. These recommendations contain useful information for educators that should be checked as part of preparation for the session.

Sessions

Understanding Communication Barriers through the Shannon and Weaver Model

90 min.

AIM OF THE SESSION

To introduce participants to the Communication Cycle Model by Shannon and Weaver, exploring barriers to communication and the encoding/decoding filters in message transmission.

MATERIALS NEEDED

- Smartphones
- Dixit cards or modern art illustrations (with uncommon scenarios)
- Paper, pens, markers/ coloured pencils

OBJECTIVES

- To understand the role of media in everyday life
- To identify barriers in communication and analyse message encoding and decoding
- To explore practical aspects of message distortion in communication

COMPETENCIES ADDRESSED

- Media literacy
- Critical thinking
- Effective communication

METHODOLOGY AND METHODS

- Brainstorming
- Group work
- Interactive miming and drawing activity

1. Introduction and Media Reflection   15 minutes

- Ask participants to check their phone settings to see their usage time on social media and media-related apps. Use the provided slide to guide them through the steps, such as checking "Screen Time" on iOS or "Digital Wellbeing" on Android.

- Facilitate a brief reflection by asking participants to share how they feel about their media consumption and discuss any insights about their media habits.

2. Defining Media and Brainstorming   15 minutes

- Present the slide defining "media" and invite participants to brainstorm examples of media encountered in everyday life (e.g., news websites, social media, TV, radio, newspapers).

- Write down participants' examples on a flipchart or whiteboard, fostering an open discussion on the diverse forms and roles of media in their live

3. Group Setup and Instructions   5 minutes

- Divide participants into groups of 5, arranging them in a line where each person faces away from the others in their group. Explain that each participant in the line will perform a different role in the communication chain, simulating the encoding, decoding, and potential barriers within the communication process.

- Briefly explain the steps of the activity: observing, miming, verbal communication, writing, and drawing.

4. Communication Cycle Activity   25 minutes

- **Step 1**: Each first-line participant receives an illustration (either a Dixit card or modern art with an unusual scene) and has 1 minute to observe it carefully.

- **Step 2**: After 1 minute, each first person turns to the second person in their line and mimes what they observed in the illustration. They have 1 minute to mime the scene without using words.

- **Step 3**: The second person watches the mime and, after 1 minute, turns to the third person to verbally describe what they interpreted. They have 1 minute to convey the message using words only.

- **Step 4**: The third person writes down a short description or "story" based on what they heard from the second person. This should take 1 minute.

- **Step 5**: The third person then hands their written description to the fourth person, who has 1 minute to interpret the story and create a drawing based on what they understood.

- **Final Comparison**: The fifth person, who receives the final drawing, compares it to the original illustration. They highlight the similarities and differences between the two, noting where communication barriers may have led to misinterpretations.

5. Introducing the Communication Model and Barriers

15 minutes

- After the activity, introduce the Shannon and Weaver Communication Cycle Model, explaining the concepts of encoding, decoding, channel, noise, and feedback.

- Discuss the potential barriers in communication, such as perceptual, emotional, language, cultural, and physical barriers. Use the relevant slide to illustrate each barrier and provide real-life examples to clarify the impact these barriers can have on communication.

- Emphasise that messages often get distorted due to these barriers and that encoding/decoding issues are common. Display the "Caution" slide to reinforce the concept that how a message is communicated and how it is understood can differ significantly.

6. Debriefing and Reflection

15 minutes

- Gather all participants in a circle to discuss their experiences in the activity. Encourage them to reflect on questions such as:

  - How did the process feel?
  - What challenges did you encounter while trying to communicate the message?
  - How did the message change from the original to the final interpretation?

- Use the "Caution" slide to reinforce the idea that encoding and decoding issues often lead to misinterpretations, emphasising the impact of communication barriers.

- Ask participants to think of real-life situations where similar communication barriers might occur and how they could apply this awareness in their personal and professional interactions.

Group Division

Divide participants into groups of 5. Adjust the number of groups based on the total number of participants (e.g., 6 groups for 30 participants, 7 for 35).

Recommendations for Trainers

- **Encourage participants to focus on accuracy over speed to clearly demonstrate communication barriers.**

- **Emphasise that errors and distortions in communication are natural and provide valuable learning insights.**

- **Consider using a debriefing tool, such as a "Plus/Delta" chart, where participants note what went well ("Plus") and what could be improved ("Delta").**

- **Use the final debriefing to connect the activity's outcomes to the broader topics of media literacy and information distortion.**

Annexes

Media usage instructions slide

HOW MUCH TIME DO YOU SPEND ON INSTAGRAM / TIK TOK?

Go to Settings.
Tap Screen Time.
Tap See All Activity under the graph.
Scroll down to see a list of apps and their corresponding usage time.
Look for social media apps like Facebook, Instagram, Twitter, etc.

Go to Settings.
Tap Digital Wellbeing & parental controls (or just Digital Wellbeing).
Tap the Dashboard option.
You'll see a screen with all your apps, their usage time and screen unlocks. You can also tap on any app to see how much time you've spent on it, per day, over the last week or so.

Definition of media slide

WHAT IS "THE MEDIA"?

In the strictest meaning of the word, a medium is a channel of communication, a method by which a message is sent to an audience. Media, as the plural of Medium, means simply more than one format for communicating or presenting information.

Message → Medium → Audience

medium (*plural* **media** *or* **mediums**)

1. The material of the surrounding environment, e.g. solid, liquid, gas, vacuum, or a specific substance such as a solvent.
2. The materials or empty space through which signals, waves or forces pass. [quotations ▼]
3. A format for communicating or presenting information. [quotations ▼]
4. (*microbiology*) A nutrient substance, commonly a solution or solid, for the growth of cells *in vitro*. [quotations ▼]
5. (*biology, horticulture etc.*) A substance, structure, or environment in which living organisms subsist, grow or are cultured. [quotations ▼]
6. A means, channel, agency or go-between through which communication, commerce, etc is conveyed or carried on, or by which an aim is achieved. |

Communication barriers slide

PERCEPTUAL BARRIERS
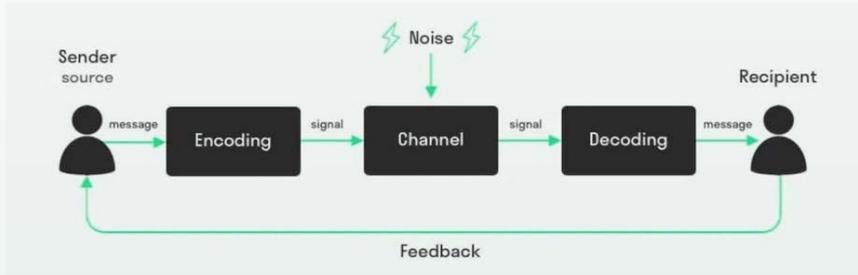
EMOTIONAL BARRIERS

LANGUAGE BARRIERS

CULTURAL BARRIERS

PHYSICAL BARRIERS

Annexes

Shannon and Weaver Communication Cycle Model slide
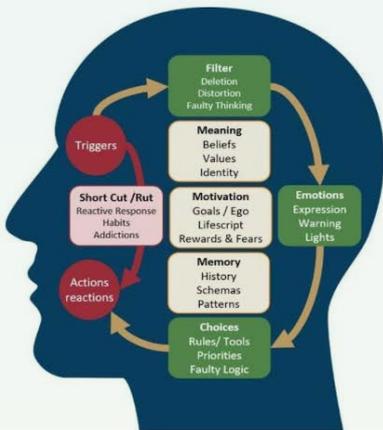
Media usage instructions slide

Dixit Cards or modern art illustrations (with uncommon scenarios)

Debating Media Policies: Rights, Responsibilities, and Freedom in the Digital Age

90 min.

AIM OF THE SESSION

To explore controversial topics related to media policies, focusing on accountability, censorship, democracy, and free speech.

MATERIALS NEEDED

- An open space, a long wall, and 2 chairs
- Paper (A4) and coloured pens for making signs
- Sticky tape
- Small cards and pens for taking notes (optional)

OBJECTIVES

- To critically evaluate complex issues surrounding media policies
- To practise and develop listening, discussion, and persuasion skills
- To promote open-mindedness and cooperative debate on media topics
- To increase participants' communication skills

COMPETENCIES ADDRESSED

- Critical thinking and analytical skills
- Civic knowledge and engagement
- Effective communication and debate

METHODOLOGY AND METHODS

- Debate-based activity
- Active participation and reflection

1. Introduction and Positioning

- Introduce the workshop topic and objectives.

- Explain that participants will be debating a series of statements related to media policies.

- Set up two signs at either end of a long wall, one representing "Agree" and the other "Disagree."

- Select the first statement from the list below, read it aloud, and ask participants to position themselves along the wall according to how much they agree or disagree with it.

2. Debate Round 1 – Initial Argument

- Invite the two participants at the furthest extremes of the wall to sit in the chairs at the center.

- Optionally, have two people for "Agree" and two for "Disagree" to allow for a more diverse range of perspectives.

- Each person has 2.5 minutes (or if in pair, each person has 1 to 1.5 minutes) to explain why they agree or disagree with the statement, speaking alternately if there are multiple speakers per side. No interruptions are allowed; everyone listens in silence.

3. Group Division and Argument Preparation

- After the initial arguments, ask participants to move behind the speaker(s) they most agree with. Participants in the middle must choose a side and cannot remain undecided.

- Allow each group 5 minutes to prepare their arguments supporting their position, choosing different speakers to present these arguments.

4. Debate Round 2

- The new spokesperson(s) from each group take turns (1 to 1.5 minutes per speaker if there are multiple speakers, or 2.5 minutes for a single speaker) to present their group's arguments.

- After both arguments, allow participants to switch sides if they found the opposing group's arguments convincing.

5. Repeat with New Statement

Continue the process with two additional statements, spending approximately 15 minutes on each. Suggested statements include:

- "Media outlets should be held legally accountable for spreading false information, even if unintentional."

- "Social media platforms have done more harm than good for democracy."

- "In times of crisis, governments should have the right to control media narratives to ensure stability."

- "Freedom of the press should never be compromised, even if it leads to the spread of disinformation."

6. Debriefing

10 minutes

Gather all participants in a circle and facilitate a reflective discussion with the following questions:

- Did anyone change their mind during the debates? What arguments influenced them?

- Were participants affected by factors other than the arguments, such as peer pressure or emotional language?

- For those who did not change their opinion, was there value in discussing the issue? Could any evidence potentially persuade them?

- Why do people hold different opinions on media policies? What should be done about this diversity of thought in a democratic society?

- Should all opinions be tolerated in a democracy?

- How did it feel to be represented by someone else, and how did it feel to speak on behalf of a group?

Statements for Discussion

Choose from the following statements based on your group's interests and the workshop's objectives:

- "Media outlets should be held legally accountable for spreading false information, even if unintentional."

- "Social media platforms have done more harm than good for democracy."

- "Media manipulation is inevitable in democratic societies due to the competition for attention."

- "Citizen journalism undermines the credibility of professional media."

- "In times of crisis, censorship of the media can be justified to maintain national security."

- "Parents who let their young children use smartphones are failing as role models."

- "AI-powered tools for detecting and censoring disinformation pose a significant threat to free speech."

Recommendations for Trainers

- Adjust the number of speakers per side to allow for flexibility and variety in perspectives. If using two speakers per side, reduce speaking time to 1-1.5 minutes per speaker.

- Keep the initial positioning brief to maximise debate time.

- Encourage participants to think critically and articulate persuasive arguments.

- Maintain flexibility in the session flow to ensure dynamic discussions.

- Allow brief notes for speakers during presentations.

- Create a respectful and open atmosphere, encouraging diverse perspectives.

⏱ 90 min.

Escape the Bunker: A Moral and Ethical Decision-Challenging in Media Literacy and Perception

AIM OF THE SESSION

To engage participants in critical decision-making under pressure, reflecting on biases, stereotypes, and perceptions and key issues in media literacy and disinformation.

MATERIALS NEEDED

- Whiteboard or flipchart (Optional)
- Notepads/papers and pens

OBJECTIVES

- To identify how biases and stereotypes influence our perceptions and decision-making, similar to media influence on public opinion
- To explore how incomplete or manipulated information can affect critical thinking and group consensus
- To practise collaboration, persuasion, and negotiation in challenging scenarios that mirror media manipulation and disinformation challenges

COMPETENCIES ADDRESSED

- Critical thinking and ethical reasoning
- Media literacy, particularly regarding the impact of selective information
- Communication, negotiation, and group decision-making

METHODOLOGY AND METHODS

- Group discussion and prioritisation exercise
- Role play with character analysis and dynamic adjustments
- Reflection on personal and group decision-making processes

1. Introduction and Scenario Presentation   5 minutes

Introduce participants to the scenario:

> *"In a time of war, ten people have taken cover in a collapsing bunker. Rescuers can save only one person at a time, but it's uncertain if everyone will be saved. The group must decide who will be prioritised for rescue."*

2. Individual Reflection and Prioritization   10 minutes

Distribute the profiles of the ten bunker occupants. Ask each participant to create a personal list ranking the characters in the order they believe they should be rescued. Encourage them to consider their reasons for each choice, reflecting on how the limited information provided may influence their decisions.

3. Group Consensus Discussion – Initial Rankin   20 minutes

- Form small groups (4-5 participants each) and have participants share their individual lists and reasoning.
- Task each group with coming to a consensus on a single ranking for the ten characters, discussing their choices and negotiating based on group priorities, focusing on how collective discussions may change individual perceptions.

4. Introduction of Character Twists   15 minutes

- Introduce each character's "twist" (new information revealed midway through the scenario) and distribute this additional information to the groups.
- Allow groups to reassess and discuss their rankings with the new information. They may adjust the order based on the twists, and debate any changes in their perspectives, focusing on how new information can shift opinions and biases.

5. Final Group Consensus and Presentatio   20 minutes

- Ask each group to finalise their order and prepare a brief explanation for their top three choices and the last three.
- Each group presents their final list to the larger group, along with their reasoning, especially highlighting any changes made after the twists were introduced.

6. Debriefing and Reflection

- Facilitate a discussion on the decision-making process with questions such as:

  - How did the limited information initially shape your opinions? Did new information challenge or confirm your initial assumptions?
  - Did you recognize any personal biases or stereotypes influencing your decisions? How does this relate to how the media can shape public opinion?
  - How did group dynamics and the introduction of new facts change the final outcome?
  - Can you think of examples where the media influences perceptions through selective information or framing?
  - How did it feel to compromise on certain choices for the sake of consensus?

- Reflect on the broader themes of media literacy and disinformation by discussing how partial or selective information affects perceptions, decisions, and public consensus.

Recommendations for Trainers

- **Emphasise how personal biases can shape opinions and are often reinforced by selective information, a key element in media manipulation.**

- **Encourage participants to consider how they consume media and how they might apply critical thinking to avoid biassed decision-making.**

- **Use the debrief to connect the activity's insights to real-life media scenarios, helping participants understand the importance of transparency and complete information.**

Annexes

First Part - Escape The Bunker (document with initial character profiles)

Second Part - Escape The Bunker (document with character twists for midway through the activity)

Exploring Media Trends & Impact in Europe

90 min.

AIM OF THE SESSION

To analyse and compare media usage patterns, influence, and impact across European countries, fostering media literacy and critical thinking regarding national and global media landscapes.

MATERIALS NEEDED

- Laptops or smartphones
- Projector for presentations

OBJECTIVES

- To enhance understanding of media usage patterns and key trends within participants' countries
- To develop skills in presenting data statistics
- To identify positive and negative impacts of media on society

COMPETENCIES ADDRESSED

- Media literacy and analytical skills
- Critical thinking and information evaluation
- Communication and presentation skills

METHODOLOGY AND METHODS

- Data research and analysis
- Digital presentation
- Group presentations and peer learning

1. Introduction to the Workshop and Global Media Trends   10 minutes

Introduce the Global Digital Report 2024 by Meltwater, displaying general data on media usage trends. Use the example slide showing average time spent on various media types globally to give participants context

2. Country-Specific Research and Presentation Preparation   40 minutes

- Divide participants into national teams based on their home countries.

- Provide the Canva template link and instruct each team to prepare a 2-3 slide presentation using data from the Global Digital Report 2024 and additional research as needed.

- Each presentation should include:

  ▫ Key Media Usage Statistics: Highlight important data such as average time spent on media, most popular media channels, and primary reasons for media consumption in their country.

  ▫ One Negative Event: Describe an incident where the media had a significant negative influence on public opinion, society, or politics.

  ▫ One Positive Event: Share an example where media positively impacted society, promoted positive change, or supported democracy.

3. Team Presentations   30 min

- Allow each national team 4-5 minutes to present their findings to the group.

- Encourage teams to use visuals and data effectively, emphasising the impact of media on their country's society.

4. Debriefing and Reflection   10 min

- Facilitate a group discussion with the following questions:

  ▫ What similarities and differences did you observe across countries regarding media usage?

  ▫ How did the positive and negative events highlighted reflect each country's media landscape?

  ▫ What role does the media play in shaping public opinion and behaviour in your country?

  ▫ Did this exercise change your perception of the media's role in society?

- Conclude by reflecting on how data and critical analysis can help us understand and respond to media influence in a more informed way.

Annexes

🔗 *[Global Digital Report 2024 by Meltwater for reference](#)*

Canva template for presentation created by participants

90 min.

Building Media Literacy: Understanding MIL, Spotting Fake News, and Identifying Logical Fallacies

AIM OF THE SESSION

To equip participants with tools for critical thinking in media consumption by understanding the Five Laws of Media and Information Literacy, learning to identify credible information using the CRAAP Method, and recognizing logical fallacies in media.

MATERIALS NEEDED

- Projector and laptop
- Printed media articles with logical fallacies for group analysis
- Sticky notes and pens

OBJECTIVES

- To introduce participants to key concepts in media and information literacy
- To provide tools for evaluating information credibility
- To develop skills in identifying logical fallacies in media content

COMPETENCIES ADDRESSED

- Media literacy and critical analysis skills
- Logical reasoning and fallacy recognition

METHODOLOGY AND METHODS

- Presentation and explanation of MIL and the CRAAP Method
- Interactive quiz on logical fallacies
- Group activity analysing media articles

1. Introduction to the Five Laws of Media and Information Literacy (MIL)   10 minutes

- Present the infographic of the Five Laws of Media and Information Literacy by UNESCO.

- Briefly explain each law:

  - **Law 1**: Equal importance of all forms of information.
  - **Law 2**: Empowerment for all to access and create information.
  - **Law 3**: Acknowledging biases in information.
  - **Law 4**: The right to information and freedom of expression.
  - **Law 5**: MIL as an evolving, lifelong process.

2. Explanation of the CRAAP Method   40 minutes

- Introduce the CRAAP Method, a tool for evaluating the reliability of information sources. Define each element:

  - **Currency**: Timeliness of the information.
  - **Relevance**: Importance of the information for your needs.
  - **Authority**: Source of the information.
  - **Accuracy**: Reliability and truthfulness of the content.
  - **Purpose**: Reason for the information's existence.

3. Kahoot Quiz on Logical Fallacies   20 min

- Conduct a Kahoot quiz covering common logical fallacies: Ad Hominem, Straw Man, False Dilemma, Slippery Slope, Circular Reasoning, Hasty Generalization, and Red Herring.

- Encourage participants to think critically about each fallacy and how it is used to manipulate arguments.

4. Group Activity – Identifying Logical Fallacies in Media Articles   35 min

- Divide participants into small groups of 4-5 people.

- Provide each group with printed examples of media articles containing logical fallacies.

- Instruct each group to identify and match the logical fallacies with the articles.

- In plenary, the whole group is presenting their findings and discover if they match the articles with the logical fallacies correctly.

Debriefing and Reflection

- Lead a discussion to reflect on what participants have learned:

  ▫ How can understanding the Five Laws of MIL help in being a responsible media consumer?

  ▫ How does the CRAAP Method assist in evaluating information credibility?

  ▫ How can recognizing logical fallacies improve critical thinking

Recommendations for Trainers

- **Make the session interactive by encouraging questions and examples during the MIL and CRAAP explanations.**

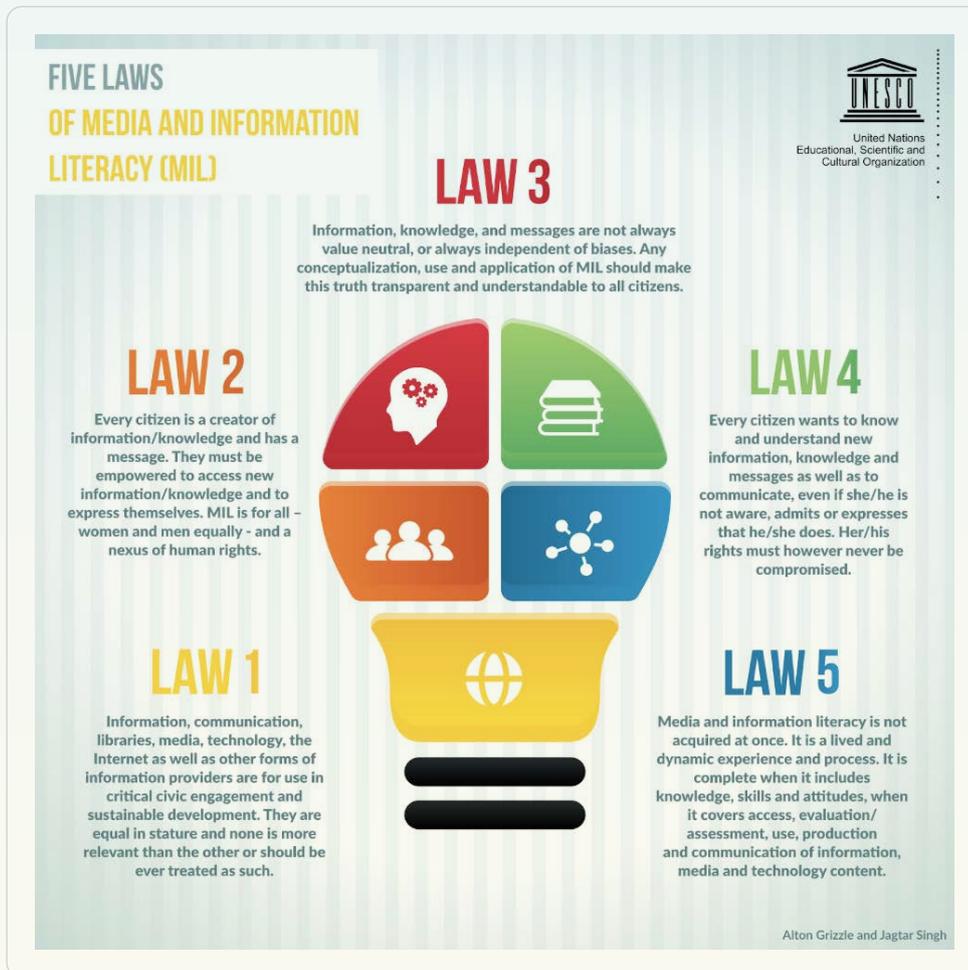- **Ensure participants understand each fallacy before starting the group activity.**

Annexes

Image of the Five Laws of Media and Information Literacy

Annexes

Description of the CRAAP Method

Currency
The timeliness of the information

When was the information published or posted?
Has the information been revised or updated?
Does your topic require current information, or will older sources work as well?
Are the links functional?

Relevance
The importance of the information for your needs

Does the information relate to your topic or answer your question?
Who is the intended audience?
Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
Have you looked at a variety of sources before determining this is one you will use?
Would you be comfortable citing this source in your research paper?

Authority
The source of the information

Who is the author/publisher/source/sponsor?
What are the author's credentials or organizational affiliations?
Is the author qualified to write on the topic?
Is there contact information, such as a publisher or email address?
Does the URL reveal anything about the author or source?
    examples: .com .edu .gov .org .net

Accuracy
The reliability, truthfulness and correctness of the content

Where does the information come from?
Is the information supported by evidence?
Has the information been reviewed or refereed?
Can you verify any of the information in another source or from personal knowledge?
Does the language or tone seem unbiased and free of emotion?
Are there spelling, grammar or typographical errors?

Purpose
The reason the information exists

What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
Do the authors/sponsors make their intentions or purpose clear?
Is the information fact, opinion or propaganda?
Does the point of view appear objective and impartial?
Are there political, ideological, cultural, religious, institutional or personal biases?

Adapted from the CSU Chico CRAAP Test for the UC San Diego Library

Annexes

KAHOOT QUIZ SETUP FOR LOGICAL FALLACIES

1. Quiz

Don't trust her opinion on politics; she's always been bad at math!

Options:

- Ad Hominem
- Red Herring
- Slippery Slope
- Divine Assumption

Answer:

Ad Hominem

2. Slide

Ad Hominem

Ad Hominem is when someone attacks the person instead of their argument. Instead of addressing what the person is saying, they criticise the person. It's like saying, "I don't like what you're saying because I don't like you.

3. Quiz

You want more education funding? So you think money solves everything?

Options:

- Cognitive Malfunction
- False Cause Effect
- Slippery Slope
- Straw Man

Answer:

Straw Man

4. Slide

Straw Man

Straw Man is when someone misrepresents or exaggerates another person's argument to make it easier to attack. It's like creating a fake version of the argument (a "straw man") and then defeating that fake argument instead of the real one.

Annexes

KAHOOT QUIZ SETUP FOR LOGICAL FALLACIES

5. Quiz

You either support free speech, or you hate freedom.

Options:

- Ad Astra
- Circular Claim
- Contradiction of Terms
- False Dilemma

Answer:

False Dilemma

6. Slide

False Dilemma

False Dilemma happens when someone presents only two choices, as if those are the only options, when in reality, more possibilities exist. It forces people into choosing between two extremes, ignoring other alternatives that may be available.

7. Quiz

If we ban sugary drinks, next they'll ban pizza and burgers too!

Options:

- False Dilemma
- Eco-Argument
- Slippery Slope
- False Approval

Answer:

Slippery Slope

8. Slide

Slippery Slope

A slippery slope fallacy occurs when someone argues that one small step will inevitably lead to a chain of extreme, negative outcomes, without evidence to support that these consequences will actually happen.

Annexes

KAHOOT QUIZ SETUP FOR LOGICAL FALLACIES   3/4

9. Quiz

I met one rude person from Paris, so all people living in Paris must be rude.

Options:

- Hasty Generalization
- Vacation-Only Argument
- Slippery Slope
- False Dilemma

Answer:

Hasty Generalization

10. Slide

Hasty Generalization

Hasty generalisation is a fallacy where someone makes a broad conclusion based on insufficient or unrepresentative evidence. This fallacy can lead to stereotypes and misunderstandings because it oversimplifies complex situations.

11. Quiz

Why worry about climate change? Let's focus on crime rates instead!

Options:

- Straw Man
- Red Herring
- Aqua Man
- False Dilemma

Answer:

Red Herring

12. Slide

Red Herring

A red herring is a fallacy that introduces irrelevant information to divert attention from the main issue. It's like changing the topic to confuse or mislead others. Instead of addressing the argument, it distracts with something unrelated.

Annexes

KAHOOT QUIZ SETUP FOR LOGICAL FALLACIES

13. Quiz

She's a talented musician because she plays music well.

Options:

- Circular Reasoning
- Red Herring
- Slippery Slope
- False Dilemma

Answer:

Circular Reasoning

14. Slide

Circular Reasoning

Circular reasoning is when the conclusion of an argument is used as a premise, essentially repeating the claim without providing evidence. It's like saying, "This is true because it's true." The argument goes in circles without proving anything.

Annexes

MEDIA SAMPLES WITH LOGICAL FALLACIES   1/4

1. Ad Hominem

"Why Should We Trust a Climate Skeptic Like Dr. Brown?"

Article Excerpt:
"Dr. Brown claims that climate change is exaggerated and not an urgent crisis. But can we really trust someone who has never worked as a climate scientist and has openly admitted to owning multiple gas-guzzling cars? Instead of listening to him, we should focus on real experts who care about the environment."

Analysis:
This article attacks Dr. Brown's personal background rather than addressing his arguments on climate change. By focusing on his lack of expertise and lifestyle choices, the article avoids engaging with the substance of his claims, making it an Ad Hominem fallacy.

2. Straw Man

"Critics of Social Media Regulation Want a Lawless Internet"

Article Excerpt:
"Opponents of social media regulation argue that these platforms should have no restrictions. They want a completely free and unregulated internet, which would allow hate speech, fake news, and criminal activity to spread unchecked. But a safe and civil online environment requires oversight.

Analysis:
This article misrepresents the opposition by suggesting that anyone against regulation wants a "lawless" internet. Most critics of social media regulation do not advocate for zero restrictions, but a balance. This misrepresentation is a Straw Man fallacy.

Annexes

MEDIA SAMPLES WITH LOGICAL FALLACIES 2/4

3. False Dilemma

"Ban Violent Video Games or Watch Crime Rates Soar"

Article Excerpt:
"Society faces a choice: either we ban violent video games entirely, or we continue to see rising violence among youth. The evidence is clear—violent video games lead to aggressive behaviour, and if we don't act now, our society will suffer the consequences."

Analysis:
This article presents only two options: banning violent video games or seeing increased violence, ignoring other possible solutions (like better parental controls or educational programs). By presenting a limited choice, it uses a False Dilemma fallacy.

4. Slippery Slope

"Allowing Remote Work Will Destroy Corporate Culture"

Article Excerpt:
"Letting employees work from home may sound appealing, but it's the beginning of the end for corporate culture. Today it's remote work, and tomorrow, companies will struggle to enforce any standards at all. Eventually, the idea of a professional workplace will become obsolete, and productivity will plummet across the board."

Analysis:
The article suggests that allowing remote work will lead to a series of negative consequences, ultimately "destroying" corporate culture. This is a Slippery Slope fallacy because it assumes one action will inevitably lead to extreme outcomes without evidence of such a progression.

Annexes

MEDIA SAMPLES WITH LOGICAL FALLACIES

5. Circular Reasoning

"Social Media is Harmful Because It's Bad for Mental Health"

Article Excerpt:
"Social media has a detrimental impact on users because it's bad for mental health. People spend hours scrolling through posts, which affects them negatively. This clearly shows that social media is harmful."

Analysis:
The argument here is circular: it claims social media is harmful because it's bad for mental health, without providing any external reasoning or evidence. This repetition without proof is a hallmark of Circular Reasoning.

6. Hasty Generalizatio

"Young People Don't Read Books Anymore"

Article Excerpt:
"Based on a recent survey of 20 college students at a single university, it's clear that young people have lost interest in books. None of the students in the survey could name a single classic novel, proving that the younger generation just doesn't read."

Analysis:
The article generalises from a small, non-representative sample, claiming that all young people don't read books based on limited evidence. This is an example of a Hasty Generalization fallacy.

Annexes

MEDIA SAMPLES WITH LOGICAL FALLACIES   4/4

7. Red Herring

"Why Worry About Climate Change When There's So Much Poverty?"

Article Excerpt:
"While everyone is talking about climate change, we should remember that millions of people around the world are still living in poverty. Instead of focusing on environmental issues, shouldn't we prioritise ending hunger and poverty first?"

Analysis:
This article shifts attention away from climate change by bringing up poverty, which is a separate issue. This diversion tactic is a Red Herring fallacy, distracting readers from the original topic.

Conspiracy Lab: Exploring Media Manipulation and the Spread of Misinformation

90 min.

AIM OF THE SESSION

To explore how conspiracy theories are created and gain insight into the strategies used to spread misinformation, engaging participants in critical thinking and media literacy.

MATERIALS NEEDED

- Notebooks and pens
- Projector

OBJECTIVES

- To understand how misinformation and conspiracy theories are structured and spread
- To develop awareness of the persuasive tactics used in misinformation
- To develop creativity, collaboration, and critical thinking

COMPETENCIES ADDRESSED

- Media literacy and critical analysis
- Creative thinking and teamwork
- Understanding the impact of media manipulation

METHODOLOGY AND METHODS

- Group brainstorming and creative tasks
- Role-playing and presentation
- Reflection and debriefing on the power of misinformation

1. Introduction to the Workshop   10 minutes

- Explain that participants will work in groups to create a fictional conspiracy theory, as a way to understand the techniques and tactics that make these theories persuasive and memorable.

- Present the workshop objectives, highlighting how this activity can help build media literacy and critical awareness.

- Divide participants into small groups of 4-5 people.

- The tasks are:

  - **Create a catchy name and slogan** for their conspiracy theory or movement.
  - **Define the central belief or main idea** of their theory (150-200 words), explaining what "secret" they want to expose.
  - **Develop at least 3 pieces of "evidence"** to support their theory (e.g., fake documents, misunderstood research).
  - **Create 2-3 simple memes** to promote the theory online, considering how these could spark interest.
  - **Optiona**l: Film a 1-2 minute promotional video to spread their message.

2. Group Work – Creating the Conspiracy   40 minutes

- Allow groups to brainstorm and work on each task. Encourage creativity and remind them that the aim is to understand how conspiracy theories use persuasive tactics, not to promote real misinformation.

- Provide support as needed, especially for the "evidence" and meme-creation steps. If resources are available, guide participants to use online tools to create their memes or record videos.

3. Group Presentations with Audience Debunking   25 min

- Each group presents their conspiracy theory to the audience

- **Audience Debunking (1 minute per presentation)**: After each presentation, give the audience 1 minute to challenge or debunk the conspiracy theory presented. They can question the validity of the "evidence," point out logical fallacies, or suggest counter-arguments to reveal the theory's weaknesses.

4. Debriefing and Reflection   35 min

- Facilitate a group discussion on the exercise, focusing on questions like:

  - What elements made your conspiracy theory persuasive?
  - How did the "evidence" and memes contribute to making the theory seem believable?
  - How did the audience's debunking affect your view of the theory?
  - How does this activity reflect the ways real conspiracy theories and misinformation spread?
  - What are the risks of sharing unverified or manipulated information in real life?

- Highlight the importance of verifying information and encourage participants to think critically about the media they consume.

Recommendations for Trainers

- Encourage participants to be respectful during the debunking segment, focusing on constructive criticism and critical analysis rather than personal opinions.

- Maintain a fun, creative atmosphere, reminding participants that this activity is an exercise in understanding misinformation.

- Use the debrief to connect the activity's outcomes to real-world media literacy skills and the importance of critical thinking.
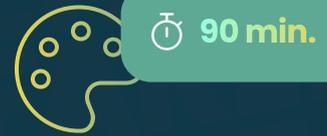
Annexes

Group task slide for reference

90 min.

Media Landscape in Today's Society through Art

AIM OF THE SESSION

To explore personal perceptions of the media landscape through creative expression, using paint and collage as mediums to convey emotions, ideas, and critiques of modern media.

MATERIALS NEEDED

- Paints (acrylic, watercolour, etc.)
- Brushes and paint palettes
- Old magazines and newspapers for collage material
- Scissors and glue
- Large sheets of paper or canvas for each participant

OBJECTIVES

- To provide a creative space for participants to express their thoughts and feelings about media influence
- To encourage non-literal and abstract expression, focusing on emotions, textures, and symbolic representation
- To cultivate discussions on how media shapes our perceptions and affects our lives

COMPETENCIES ADDRESSED

- Media literacy and critical thinking
- Creative expression through visual arts
- Emotional awareness and reflection

METHODOLOGY AND METHODS

- Individual artistic creation with guidance
- Reflection and group sharing

1. Introduction to the Workshop   10 minutes

- Begin by explaining the workshop objectives: to visually represent the media landscape and its impact on each participant using abstract, non-literal art.

- Show participants examples and inspiration, to help them think about how they might use colors, shapes, and textures to express complex feelings about media.

2. Guidelines for Creation   5 minutes

- Encourage participants to explore questions such as:

  - How does the media make me feel?
  - What colours or textures represent my perception of news, social media, or digital information?
  - Are there symbols or patterns that come to mind when I think about the influence of the media?

3. Art Creation – Expressing the Media Landscape   50 min

- Allow participants with enough time to work on their pieces, using the provided materials.

- Encourage them to experiment with different techniques, such as:

  - Layering paint with collage for a sense of "overlap" in media messages.
  - Using bright or dark colours to represent feelings of trust, anxiety, excitement, or overwhelm.
  - Adding fragmented images or shapes to symbolise fragmentation, noise, or distortion in media.

- Circulate to offer guidance and support as needed, helping participants think through how to visually represent abstract concepts

4. Reflection and Group Sharing   20 min

- Once everyone has completed their artwork, invite participants to display their pieces.

- Encourage each person to share:

  - Their artistic choices (colors, textures, shapes) and what they represent.
  - Their thoughts and emotions regarding the media landscape.
  - Any personal reflections they had during the creation process about how media affects their views and feelings.

- Facilitate an open discussion, allowing participants to connect over shared themes or differing perspectives on media influence.

5. Closing Remarks

- Conclude by reflecting on how creativity and abstract art can help us process complex ideas about society and media.

- Reinforce the importance of critical thinking and self-awareness when engaging with media, and encourage participants to continue exploring these reflections in their daily media consumption.

Recommendations for Trainers

- **Create a relaxed, supportive environment that encourages artistic freedom.**

- **Remind participants that there's no "right" or "wrong" way to interpret the media landscape; each piece is personal and subjective.**

- **Offer positive feedback during sharing to foster confidence and open discussion**

Annexes

Inspirational images/slides for reference

⏱ 90 min.

Participants' Workshop 2: "Should the Media Be Censored?"

AIM OF THE SESSION

The aim of this session is to help participants explore and understand different perspectives on media censorship by role-playing political figures in a debate. It encourages critical thinking about freedom of expression, public safety, and the influence of the media on society. Through this activity, participants will develop skills in argumentation and gain insight into how personal backgrounds shape viewpoints.

MATERIALS NEEDED

- Paper and pens
- Voting cards for election

OBJECTIVES

- To understand the importance of political campaigns and how to digest and analyze different perspectives through role-play
- To explore the ethical and societal implications of media censorship
- To practice persuasive argumentation and critical thinking

COMPETENCIES ADDRESSED

- Media literacy
- Civic knowledge and engagement
- Argumentation and critical thinking

METHODOLOGY AND METHODS

- Role-play simulation
- Debate format
- Group work and guided reflection

1. Group Division and Instructions   10 minutes

- Divide the participants into three equal groups and explain the purpose of the activity: to role-play as political figures with unique perspectives on media censorship.

- Provide each group with the profile of a political figure they will represent. Emphasise the importance of understanding and defending their character's perspective, regardless of personal opinions. Encourage participants to embody their roles fully.

2. Group Preparation   15 minutes

Each group discusses their character's beliefs and prepares arguments to support their stance on media censorship. They should create persuasive talking points, anticipate counterarguments, and use the extra information in their profiles to add depth to their arguments.

3. Debate and Presentatio   30 min

- Each group selects one spokesperson to present their character's position, explaining why their perspective on media censorship is valid.

- After each presentation, open the floor for two questions from the audience, challenging each spokesperson's views. Audience members can draw on the additional information in the profiles to probe deeper into each character's stance.

4. Election and Voting   10 min

Distribute voting cards to each participant. Instruct them to vote based on the strength of the arguments presented, rather than their personal views.

5. Announce the Winner   5 min

Collect and count the votes, then crown the winning candidate based on who received the most votes.

6. Announce the Winner   5 min

- **Reflection Questions**

  - How did it feel to take on a character with views that might differ from your own?
  - How did embodying these roles affect your empathy toward different viewpoints on censorship?
  - What were the most convincing arguments you heard, and why?
  - Do you think the media can be a reliable source of information? What factors affect its reliability?
  - If you held these views in real life, would you be living by the same standards you're advocating for? Why or why not?
  - In what ways could media censorship impact democratic values and society?
  - What might be the consequences, both positive and negative, of unrestricted media?

Recommendations for Trainers

- Create a relaxed, supportive environment that encourages artistic freedom.

- Remind participants that there's no "right" or "wrong" way to interpret the media landscape; each piece is personal and subjective.

- Offer positive feedback during sharing to foster confidence and open discussion

Annexes

CHARACTER PROFILES   1/2

Anna Pottersson

Belief:

Media should be censored by governmental agencies to ensure only positive narratives are promoted, keeping social cohesion and peace. Any critical narrative must be agency-approved; otherwise, those sharing it face legal action.

Extra Info:

- Age: 42
- Religion: Cataholic, goes to church
- Family: Has 7 children, pro-life
- Secrets: Functioning alcoholic in secret, affair with a 26-year-old woman
- Political stance: Right to far-right

Goran Berry

Belief:

Opposes any form of media censorship. Believes all perspectives should be shared as freedom of expression is a fundamental right. Far-right and far-left perspectives are both necessary in a free world.

Extra Info:

- Age: 33
- Status: Single, gay, feminist
- Interests: Enjoys rave festivals, ex-Magic Mike dancer
- Activism: Green activist but flies 200 times a year
- Political stance: Left

Annexes

CHARACTER PROFILES   2/2

Giuseppe Bleu

Belief:
Far-right and far-left perspectives should be banned in public spaces. Encourages healthy debates that avoid extremes, supporting freedom of expression but with a responsibility to avoid toxicity.

Extra Info:

- Age: 55
- Personal preferences: Likes pineapple on pizza
- Relationship history: Divorced three times, promotes family values
- Secrets: Found to have ~50 OnlyFans subscriptions
- Political stance: Center-right

90 min.
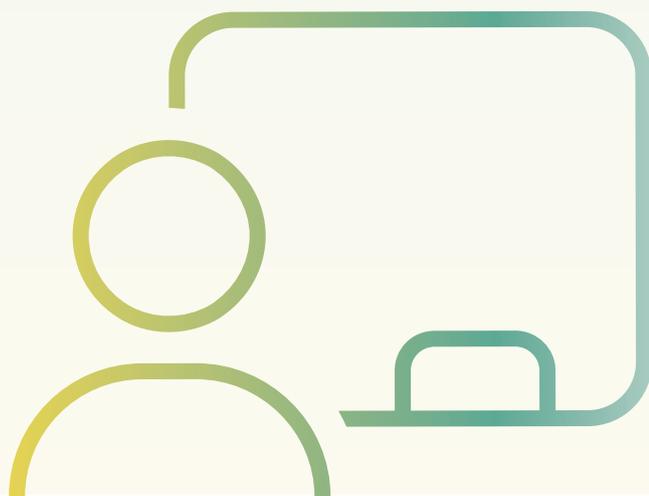
Participants' Workshop 3: Silent Aggression: Unmasking the Signs of Cyberbullying

AIM OF THE SESSION

This workshop aims to raise awareness about cyberbullying, helping participants identify different forms of cyberbullying through interactive role-plays. Participants will learn about various types of cyberbullying, understand their impact, and explore ways to address and prevent them.

MATERIALS NEEDED

- Printed copies of the introduction, matching exercise, and scenarios
- Pens, sticky notes, and markers

OBJECTIVES

- To increase awareness of cyberbullying and its emotional and psychological effects
- To help participants identify various forms of cyberbullying

1. Introduction to Cyberbullying

- Begin with an overview of cyberbullying and its impact on victims. Explain that cyberbullying can take various forms, such as harassment, impersonation, doxxing, exclusion, outing, trolling, and public shaming.

- Use the introductory slide to outline the main form of cyberbullying and discuss briefly how each type can affect a victim emotionally and psychologically.

2. Warm-up Activity – Matching Exercise

Distribute printed copies of the matching exercise, where participants are given various cyberbullying situations and asked to match each situation with the corresponding type of cyberbullying.

Matching Exercise

1. **Cyberstalking**
   E: Alexander receives offensive messages from an unknown profile, followed by threats involving his personal information. He's left anxious and afraid, unsure of the stalker's identity.

2. **Exclusion in a group chat**
   D: Emma is removed from a group chat by her friends without explanation, leaving her isolated.

3. **Impersonation and fake profile**
   B: An unknown person hacks Sarah's social media account, pretending to be her. They post rude comments and send offensive messages to her friends, damaging her reputation.

4. **Doxxing (Sharing personal info)**
   C: After a Twitter argument, Maria's address is posted online, leading to threats.

5. **Revenge porn threat**
   A: Ana receives a message from her ex-boyfriend threatening to post intimate photos of her online unless she agrees to meet him.

Review the answers with the group and discuss the characteristics of each type, reinforcing how they represent different forms of cyberbullying.

3. Main Activity – Role Play on Cyberbullying Scenarios Preparation   20 min

Divide participants into small groups and assign each group a scenario. Each scenario represents a different type of cyberbullying and provides a detailed situation to act out.

- Scenarios:

    - **Exclusion**
    - **Impersonation**
    - **Doxxing**
    - **Cyberstalking**
    - **Revenge Porn Threat**

Each group prepares a short role-play to act out their scenario, highlighting how the cyberbullying type unfolds and its effects on the victim.

4. Theatre Performance   30 min

- Each group presents their role-play to the entire group.

- The group needs to guess which form of cyberbullying is represented in the performance.

5. Debriefing and Facilitation   20 min

- Lead a group discussion to reflect on the exercise. Use the following questions to help participants process what they learned and discuss strategies for addressing cyberbullying:

    - What did you learn from this workshop about the different types of cyberbullying?
    - How did you feel while acting out or watching the scenarios?
    - What actions can you take if you witness or experience cyberbullying?
    - How can we work to prevent cyberbullying in our communities?

- Summarise key takeaways, emphasising the importance of awareness, support networks, and resources like reporting mechanisms and legal frameworks for combating cyberbullying.

Recommendations for Trainers

- **Make sure participants understand the goals of the workshop: to recognize and respond to different types of cyberbullying.**

- **Emphasise confidentiality and respect, ensuring participants feel comfortable discussing sensitive topics.**

- **Use current events or well-known cases of cyberbullying to make the subject more relevant.**

Annexes

CYBERBULLYING INTRO INFORMATION

Harassment

Repeatedly sending offensive messages or threats.

Impersonation

Pretending to be someone else to damage their reputation.

Doxxing

Revealing personal information about someone without their consent.

Exclusion

Intentionally excluding someone from online groups or activities.

Outing

Sharing personal or embarrassing information about someone.

Trolling

Provoking or upsetting someone through inflammatory comments.

Public Shaming

Posting humiliating images or comments publicly.

Annexes

MATCHING EXERCISE DOCUMENT

Match each type of cyberbullying with the corresponding situation, mix it before printing.

Cyberstalking

E: Alexander receives offensive messages from an unknown profile, followed by threats involving his personal information. He's left anxious and afraid, unsure of the stalker's identity.

Revenge porn threat

A: Ana receives a message from her ex-boyfriend threatening to post intimate photos of her online unless she agrees to meet him. He warns her that if she refuses, he'll send the images to her family and friends. She feels scared and trapped, unsure of what to do.

Exclusion in a group chat

D: Emma is removed from a group chat by her friends without explanation, leaving her isolated.

Impersonation and fake profile

B: An unknown person hacks Sarah's social media account, pretending to be her. They post rude comments and send offensive messages to her friends, damaging her reputation.

Doxxing

C: After a Twitter argument, Maria's address is posted online, leading to threats.

Annexes

ROLE-PLAY SCENARIOS DOCUMENT 1/3

Exclusion

Scenario:

In a high school setting, Liam (Victim) discovers that his classmates Emily (Group Leader), Jake (Friend), and Sophia (Bystander) have created a new group chat for a class project without inviting him.

- Liam feels hurt and isolated when he learns about the project from Sophia, who expresses concern about Liam being left out.

- Emily believes Liam won't contribute, so she excludes him from the project planning.

- Jake is unsure about the decision but goes along with Emily.

- Sophia tries to encourage Liam, suggesting that he talk to Emily about being included.

Impersonation

Scenario:

Jessica (Victim) wakes up to find that her social media account has been hacked. The hacker, Alex (Perpetrator), posts embarrassing comments and sends inappropriate messages to Jessica's friends, including Megan (Friend) and Ryan (Concerned Friend).

- Jessica is devastated as her friends start reacting negatively to the posts.

- Alex enjoys the chaos he creates and continues to impersonate Jessica online.

- Megan sees the posts and feels confused, thinking Jessica has changed.

- Ryan recognizes something is off and contacts Jessica to let her know about the strange behavior online, prompting her to take action.

Annexes

ROLE-PLAY SCENARIOS DOCUMENT

Doxxing

Scenario:

Mark (Victim) participates in a heated online debate about a controversial topic. After the debate, Tina (Troll) retaliates by posting Mark's personal information online, including his address and phone number.

- Mark feels violated and scared when he sees his personal details shared publicly.
- Tina does this to intimidate Mark and silence his opinions.
- Sarah (Supportive Friend) notices Mark's distress and offers to help him report the doxxing incident.
- David (Law Enforcement Officer) advises Mark on how to protect himself and discusses the legal steps he can take against Tina.

Cyberstalking

Scenario:

Sophie (Victim) begins receiving unsettling messages from an anonymous account. The stalker, Chris (Cyberstalker), follows her on multiple social media platforms and sends her personal messages.

- Sophie feels anxious as the messages become increasingly invasive, making her worry about her safety.
- Chris finds ways to gather information about Sophie, using it to threaten her.
- Rachel (Supportive Friend) notices Sophie's anxiety and encourages her to talk about what's happening.
- Officer Kim (Law Enforcement Officer) steps in when Sophie reports the situation, providing guidance on how to stay safe and document the harassment.

Annexes

ROLE-PLAY SCENARIOS DOCUMENT 3/3

Revenge Porn Threat

Scenario:

Ethan (Victim) receives a threatening message from his ex-girlfriend, Anna (Perpetrator), who threatens to share intimate photos of him unless he agrees to meet her.

- Ethan feels trapped and scared as he contemplates the consequences of her threat.

- Anna uses the intimate photos as leverage to manipulate Ethan into meeting her again.

- Zoe (Best Friend) notices Ethan's distress and urges him to stand up to Anna and report her behaviour.

- Tom (Counsellor) advises Ethan on how to handle the situation, discussing the emotional impact and providing resources for support.

Analysing Media Bias and Framing: A Comparative Study

⏱ 90 min.

AIM OF THE SESSION

To develop critical thinking skills in media consumption by analysing how different sources present the same event, identifying biases, manipulation techniques, and the impact of framing on perception.

MATERIALS NEEDED

- Access to Ground.News or a similar platform that highlights political biases in media
- Laptops, tablets, or smartphones for accessing articles and Projector
- Notebooks and pens for note-taking

OBJECTIVES

- To increase awareness of media bias and how it affects the presentation of information
- To practise critical analysis of tone, language, manipulation, and framing in media articles
- To understand how different perspectives shape public perception of current events

COMPETENCIES ADDRESSED

- Media literacy and critical analysis
- Understanding and identifying bias and framing techniques
- Effective communication and presentation skills

METHODOLOGY AND METHODS

- Group analysis of media articles
- Comparison and presentation
- Discussion and reflection on media influence

1. Introduction to Media Bias and Framing
10 minutes

- Introduce the concept of media bias and framing, explaining how political bias and language can shape our understanding of events. This can be done showing the different features offered by Ground.news or similar platforms.

- Present the objective of the workshop: to examine and compare articles on the same event from left-leaning and right-leaning sources to identify biases, manipulation techniques, and framing.

2. Guidelines for Article Analysis
10 minutes

- Instruct participants to choose two articles about the same event: one from a left-leaning source and one from a right-leaning source.

- Explain which areas they should focus on in the analysis of the article:

  - **Tone and Language**: Identify if the language is neutral, sensational, emotional, or accusatory. Discuss how tone influences the reader's feelings about the event.

  - **Manipulation**: Use Ground.News to check for political bias. Analyze how facts are presented and note any logical fallacies used.

  - **Focus and Framing**: Examine what each article emphasizes. Discuss if one article ignores details that the other highlights or frames the event as a success versus a failure.

  - **Headlines**: Compare the headlines for both articles. Discuss how the headline might influence expectations before reading the article.

3. Group Articles Analysis
30 minutes

Encourage participants to take notes of their observations and prepare to share key points with the group through a simple digital presentation where they put in comparison the articles under the lens of the focus points.

4. Group Presentations
25 minutes

- Each group presents their findings, focusing on:

  - Differences in tone, language, and emphasis between the articles.
  - Any instances of manipulation or logical fallacies.
  - How the framing and focus varied between sources.

- Encourage questions and discussions after each presentation to explore the different ways information can be presented and perceived.

5. Debriefing and Reflection

15 min

- Lead a group discussion to reflect on the exercise:

  - What did you notice about the differences in how each article presented the same event?
  - How does tone and framing influence your perception of the information?
  - Did this exercise change the way you think about the media you consume?
  - Why is it important to seek multiple perspectives on an issue?

- Summarise key takeaways, emphasising the importance of critical analysis in media literacy and the impact of media bias on public perception.

Recommendations for Trainers

- Ensure participants have access to the Ground.News platform or a similar tool for analysing political bias.

- Encourage open discussions and critical thinking, but remind participants to remain respectful of differing opinions and perspectives.

- During the debrief, reinforce the value of media literacy as a skill that promotes informed and balanced perspectives.

- Be aware that some news events can trigger emotional reactions in the group. If the working group is mostly made by youngsters or teenagers, prepare in advance the events to analyse avoiding heavy political issues, war tragedies or similar.

Annexes

Navigate the Ground.News platform and choose a current event that is covered by multiple media outlets. Select two articles on the same event, one from a left-leaning source and one from a right-leaning source.

Guideline slide for article analysis

TONE AND LANGUAGE 🗣️

- Is the language neutral, sensational, accusatory, emotional, or formal?
- Does the tone aim to make you feel something specific (e.g., fear, sympathy, anger)?
- How might the language affect how the reader understands or feels about the event?

MANIPULATION 🧠

- Use Ground.News to check for political bias (left or right).
- Are the facts presented in the same way in both articles?
- Can you recognise any logical fallacy?

FOCUS AND FRAMING 🎯

- What does each article focus on?
- Does one article ignore details that the other highlights?
- Is the event framed differently (e.g., one article shows it as a success while the other shows it as a failure)?

HEADLINES 📰

- Compare the headlines of both articles.
- Do they suggest a particular narrative or set an emotional tone for the story?
- How might the headline influence your expectations before reading the article?

Suggested list of current events for participants to choose from (optional)
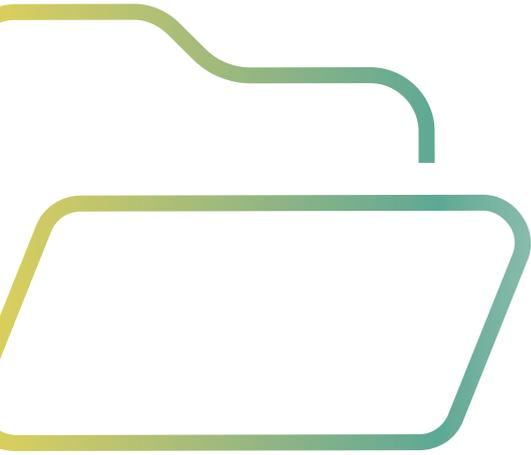
Resources

- *First Part - Escape The Bunker (document with initial character profiles)*

- *Second Part - Escape The Bunker (document with character twists for midway through the activity)*

- *Communication barriers*

- *Communication Cycle Model*

- *MIL Laws and CRAAP Model Global Digital Report 2024 by Meltwater*

- *Global Digital Report 2024 by Meltwater*

- *Conspiracy Lab*

- *Ground News Article Analysis*

- *Media Usage Slides*

- *Realities in Countries Template*