

AMSTERDAM
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MEDIA LITERATE: THE YOUTH WORKER OF TOMORROW!



THE CONTEXT

The digital age has revolutionized the information landscape, so much so that the dissemination of information is performed by a very diverse and perplexing set of different sources. Over the past years mass media have become more diverse and companies have started to use these communication tools not only for news, but also for entertainment purposes. In our day it is essential not only to understand the media, but also to have a set of skills that can help us discern the motivations behind what we consume and to act critically on it. In this context, measuring the reliability of the information and news found is left to the individual, thus becoming essential to understand how “to be able to reach the correct information”. This project is dedicated to promoting critical media literacy, as an integral part of the fundamental right to information and freedom of expression, playing a key role in building and maintaining functional democratic societies.



PROJECT OBJECTIVES

- Increase participants' ability to actively and critically consider the messages that they receive
- Provide participants with the necessary knowledge, skills and vocabulary to understand how media messages create meaning, recognize persuasion tools
- Train youth workers' mentoring skills and capacity in acting as multipliers in their daily work with youth in physical and digital learning settings
- Create a platform, where youth workers can exchange experiences and ideas and make their own contributions in advancing media literacy education, by developing innovative approaches and tools
- Cultivate active media-citizenship attitudes of both youth workers and young people needed to participate in and contribute to the public debate
- Establish & strengthen cross-border partnerships & future common projects and enhance their multiplier effect and impact

THE ACTIVITIES

The development of a manual with novel ML tools trained the participants on how to reflect on and utilize their own learning experience to externalize and multiply their gained knowledge. While designing a workshop or tool to be tested by their fellow participants, the groups identified the processes involved in the development of educational activities, enhance their creativity and skills on how to plan a learning experience so that it meets certain objectives and how to rectify shortcomings after pilot- testing.



Moreover, during the creation of the ML Toolkit, the participating youth workers learned how to document learning activities appropriately, how to organize and sequence activities in modules in a coherent and integrated manner, and how to determine what types of resources are needed, in order to ensure effective and systematic transfer of knowledge and skills to the young learners.

BROKEN PHONE WITH NEWS



CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Learning how important it is to check the original source of information
2. Creating awareness of the quality/reliability of information

LEARNING OBJECTIVES:

Help participants understand how vulnerable information is to distortions, the further away we move from the original source

MATERIALS NEEDED

A large room with chairs for all persons

DURATION

15-20 minutes

NUMBER OF PARTICIPANTS

10-20 participants

TARGET GROUP

Young people 16+ years old

DESCRIPTION

- Before the activity prepare a text/statement (approx. 50 words, containing specific details like numbers, colours, dates etc)
- As a first step, ask all participants to leave the room except for one (participant number 1)
- Share with participant no 1 the prepared text
- Then call a 2nd participant in the room. Participant no 1, needs to recite from memory the text
- Then call the 3rd participant. Participant no 2, needs to recite from memory the text
- Continue in the same way until all participants have heard the text
- The last participant has to repeat out loud the statement he/she heard from the previous one
- Compare the original text and the version recited by the last participant
- Continue with the Debriefing

DEBRIEFING QUESTIONS

1. How much was the information altered?
2. Does the final text have the common elements with the original one?
3. How have details changed through the "path of information" from one person to the other?

COMPARISON BETWEEN TWO THOUGHTS



CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Tolerance towards others' opinions
2. Perspective-taking

LEARNING OBJECTIVES:

- To compare how the same facts are reported from different perspectives
- To provide experiential insight into the Media principle "Media messages are produced for particular purposes"

MATERIALS NEEDED

paper, pens, texts with facts

DURATION

60 minutes

Task explanation - in 5-10 min

Teamwork - 40 minutes

Presentation and Q&A - 10 min

NUMBER OF PARTICIPANTS

10-30 people (split in 2 teams)

TARGET GROUP

Active youth (16+) who want to learn more about the news and media

DESCRIPTION

- Separate participants into two groups - liberals and conservatives
- Both of these groups are given a handout with the same random facts
- The main task of this activity is to make a social media post or article using these facts
- The post or article has to show the point of view from the different political perspectives. Then each group needs to present their work
- The ending of this activity is discussion, sharing opinions and thoughts on how the same facts can be used in different types of areas.

DEBRIEFING QUESTIONS

1. Did you like this activity? Why did you or did not like it?
2. What did you learn?
3. Will it be easier for you to determine the perspective/intentions of an author/media content producer, after "walking in their shoes"?



PRODUCT AND CREATOR



CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Empathy
2. Critical thinking
3. Free speech
4. Team-work

MATERIALS NEEDED

3 posts from Twitter or Facebook

DURATION

15-20 minutes

NUMBER OF PARTICIPANTS

15-30 people

TARGET GROUP

16+

LEARNING OBJECTIVES:

- To understand the preference of people
- To recognize free speech
- To learn using free speech responsibly

DESCRIPTION

- Split the participants in groups of 3-5 people
- Each group is given 3 posts from Twitter or Facebook
- Each post has 3 comments related to it
- Groups should read the posts and comments
- Then they should rank these comments, according to their perceived popularity (that is try to guess which comments have received the greatest number of upvotes/likes)
- The correct ranking is revealed to the participants, and discussion follows

DEBRIEFING QUESTIONS

1. How did you feel when you were ranking the comments?
2. What was the rationale you used to rank the comments?
3. Did you expect a different ranking? Did the actual order surprise you? What can you infer from that? Are different accounts/media attracting audiences with different mentality?



MEME CREATION

CONCEPTS SKILLS & ATTITUDES

TARGETED:

1. Perspective-taking
2. Stereotypes
3. Prejudices
4. Creative thinking
5. Media awareness

LEARNING OBJECTIVES:

To learn the main persuasion tactics and enhance the ability to recognize and use them in media

MATERIALS NEEDED

Digital tools (Mobile phones, laptops, etc.), internet, trends, and facts.

DURATION

- Info - 5 min
- Preparation Meme - 20 min
- Presentation - 5 min

TOTAL: 30 min

NUMBER OF PARTICIPANTS

15-30 people

TARGET GROUP

16+

DESCRIPTION

- Divide participants into groups of 4-5 people
- Explain the activity rules: Each group has to create a MEME relating to current events or facts. Then they have to present the MEME to the other groups
- After all presentations, participants will vote their favourite one (they can vote whichever they like apart from their own)
- After the "winning" meme is selected, a plenary discussion follows to analyze why it was so popular

DEBRIEFING QUESTIONS

1. How you feel when you watch MEMEs?
2. Why are MEMEs so popular as media constructs? Why do they become "viral" than e.g. news articles?
3. What is the persuasion technique that you used to create your own MEME? What other techniques did you recognize?
4. What persuasion techniques did the winning MEME use?

NORTH KOREA NEWS

CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Propaganda
2. Psychology techniques and tools
3. Persuasion techniques

LEARNING OBJECTIVES:

- To understand the use of different strategies in propaganda
- To understand the different roles that exists in the way between the messenger, the message and the recipient

MATERIALS NEEDED

People and cards

DURATION

Info - 7 min

Game - 30 min

TOTAL: Around 40'

NUMBER OF PARTICIPANTS

Group of max. 12 people

TARGET GROUP

15+

DESCRIPTION

As first participants are given pieces of paper, with different roles.

The game starts at “Night time” where every participant goes to “sleep”. The Narrator starts telling the story: “One night in North Korea everyone goes to sleep, then the players go to sleep” That means they tilt their head down and close their eyes. The Narrator continues saying that first the propagandists will meet each other, so they “wake up” and see with who they are playing together. While this happens the Anonymous Twitter Account is looking at everything happening but does not comment or let anyone know who they are so they have to be sneaky looking at everything going on.

Then the Narrator says to the propagandists to go back to sleep and then they say to the Good Journalists to wake up and meet each other. One of the journalists stays awake (The well known one) and the narrator wakes up the Newspaper editor to meet with the Well Known Journalist. After that everyone goes to sleep and a new day rises in North Korea”.

Then the players have to ask questions and try to figure out who are the propagandists. In the end of each day they vote someone out and they reveal their identity when they leave the game. Every night someone is killed, the persons killed do not reveal their identity.

Role qualities:

- 1- Narrator: knows everything and guides the game.
- 2- Propagandist: two people that are trying to convince the others that they are innocent and trying to spread false information, while in the night time they kill one person at a time.
- 3- Good journalists: two people (the well know journalist and the intern) who are like police, their role is to try to reveal the propagandists. If they both die or voted out the game ends.

- 4- Influencer, the Influencer has the ability to resurrect people, this ability can be used to each player one time during the whole game and is based completely on luck and trying to understand who are the people worth saving. In the end of each round they can choose to protect someone from dying. If the propagandists kill a different person than the one being protected then this person loses his or her chance to resurrect.
- 5- Anonymous twitter account, is basically a snitch that knows everything about everyone and is independent and can help whatever team they want.
- 6- The Newspaper Editor, knows only one of the journalists (The well known) and is trying to protect them during the game.
- 7- The Government, has the ability during night to change the Destiny (roles) between two persons. This ability can be used three times during the whole game.
- 8- The rest are civilians.

“Good” -Good Journalists

“Bad” -Propagandists -Influencer -Newspaper Editor -The Government -Civilians

“Neutral” -Anonymous twitter Account - Narrator



DEBRIEFING QUESTIONS

1. Is the game relatable in real life situations? Discuss the use of propaganda in real life situations.
2. What did you notice?
3. Were the participants vulnerable to propaganda?
4. How can you influence a group of people and use propaganda to your advantage? How can you avoid these situations and what tools do you need?
5. What techniques did you use in the game depending on your role?
6. How will you use this knowledge in real life situations?



COUNTRIES' SCANDAL

CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Intercultural communication
2. Research & presentation
3. Media awareness

LEARNING OBJECTIVES:

- To learn about news from different countries, detect scams and fake news and analyze media techniques from both sides (fake news, propaganda and objective news)
- To enhance interactive presentation skills

MATERIALS NEEDED

Internet, paper, and room to present.

DURATION

Info - 15 min

Research and preparation - 2 hours

Presentation - 15 min

Q&A - 10 min

TOTAL - 2 hours & 40 minutes

NUMBER OF PARTICIPANTS

15-30 people (ideally from different countries)

TARGET GROUP

16+

DESCRIPTION

- Ask people to divide into groups of each country
- Explain the activity rules:
- Each group has to research scandals from their countries and analyze both sides of the media (fake news - propaganda and true news)
- Then each group has to prepare a presentation based on research and data that has been collected
- Participants have to interact and ask questions in order to be more active
- After each presentation, all have to find out what type of techniques have been used

DEBRIEFING QUESTIONS

1. What did you learn by hearing the news from other countries?
2. What are the propaganda techniques you detected being used?
3. Can you compare some scandal(s) with similar cases in your country?



WHY DID I CLICK THIS?



CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Creativity and imagination
2. Working in teams
3. Understanding how clickbait works

LEARNING OBJECTIVES:

- To learn about click bait, and what elements are used to get our attention
- To improve team-working abilities and creative thinking

MATERIALS NEEDED

Each person gets a pen/marker/pencil and 4 papers with drawing tools for each group.

Digital version (phone/laptop): clickbait is created in the platforms themselves and then sent in the group chat for voting by giving out likes.

DURATION

Task explanation - in 5-10 min

Teamwork- 40 minutes

Presentation and Q&A - 10 min

TOTAL: 40-50 minutes

NUMBER OF PARTICIPANTS

8-36 people

TARGET GROUP

Youth workers, youngsters aged 12-18 because they are the new generation which needs to learn about clickbait in order not to fall for it.

DESCRIPTION

- The facilitator introduces participants to the definition and techniques of clickbait.
- Groups of equal number of participants are created (2-6 people)
- Each group gets 20 min time to create a clickbait, which would bring the most "Clicks" in four platforms – YouTube, Twitter, Facebook, news website. They have to use their experience and newly gained knowledge to achieve best clickbait. The topic can be about anything that is trending at the time (Covid, climate change, war... ect.)
- Once every group has finished, all YouTube clickbaits are put in one place, All Facebook clickbaits in another place and so forth.
- Then comes the voting – each participant has one vote (a pen can be used) to give to any entry except for the work of their group. Start with one of the piles and the clickbait with most votes (pens) wins. Then continue with the other piles.

Digitally: voting can be done when groups send in a clickbait (photo of it also works) in the chat and then they can rate it there. At the end a site can be shown which generates clickbait titles.

DEBRIEFING QUESTIONS

1. How hard was it to create a clickbait headline?
2. What methods were used in the top voted clickbaits?
3. What methods do different platforms use?
4. From personal experience, which clickbaits do you fall for the most?

MEDIA LITERACY BOOK-CLUB



CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Critical thinking
2. Decision making
3. Understanding relationships between ideas, concepts, and patterns

LEARNING OBJECTIVES:

- To create a critical skill for the participants and help them succeed in the media saturated society.
- To better process and interpret the enormous amounts of information they consume every day.

MATERIALS NEEDED

Pdf book that we will shared online

DURATION

120'

NUMBER OF PARTICIPANTS

10-20 people

TARGET GROUP

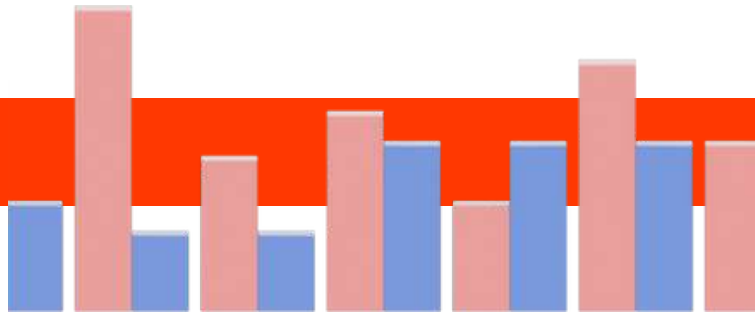
Youth workers 18-35 y.o

DESCRIPTION

- The aim is to create a fun cultural night and bring awareness of the importance of media.
- The facilitator should split the whole team in small groups (2-3 participants), so that a strong relationship can be developed
- Each group will receive a different chapter of the selected book to read
- At the beginning of the project, they will receive the book online, and they will have 5-7 days to read in their small group their chapter and also prepare a resume for the other participants
- The facilitator could guide the process by giving participants a set of controversial questions analysed in the chapter of each group
- Learning through argumentation helps participants understand theoretical parts and train their ability to distill their opinions/be open-minded to different views through a creative discussion process

DEBRIEFING QUESTIONS

1. What role do bias and stereotypes affect how we form opinions about specific subjects?
2. What is the role of social media in the traditional news cycle and how does it influence public opinion and the press?
3. How does direct interaction and dialogue facilitate the process of forming more objective views?



STATISTICS AND VISUALIZATIONS IN MEDIA

CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Active and Interactive listening to theoretical presentations
2. Interpretation of misleading/correct graphs which are distributed to the groups after the presentation

LEARNING OBJECTIVES:

- Raising the awareness of statistical figures, charts, bars and graphs widely used in Media Enhancing participants' understanding of statistical interpretation of facts in statistical visualizations
- Equipping participants with skill sets to analyze graphs, in order to detect misinformation

MATERIALS NEEDED

Presentation which involves widely used statistical figures, charts, graphs and appropriate utilization of statistical visualizations in different contexts. Those visualization figures should be retrieved from news, social media, forum pages etc. (Media). 3 or more samples of misleading statistical figures per group.

DURATION

40-45 minutes

NUMBER OF PARTICIPANTS

Each group must consist of 4 members. Number of groups can add up to 7 groups.

TARGET GROUP

16+ y.o

DESCRIPTION

- Various graphs, charts have exclusive appropriate places to be used. When the data is visualized with the wrong visualizing tool, or represented in a fallacious way intentionally/unintentionally, the figure may demonstrate wrong insights or bring about confusion.
- Firstly, a presentation regarding utilization of statistics in Media will be presented.
- Then the groups will be given at least three instances involving misleading figures.
- The members of the group will analyze what was wrong with those figures, what was aimed by demonstrating the data wrongly, how the misleadingness can be corrected. Lastly, an open discussion dependent to the interest of the participants may take place.

DEBRIEFING QUESTIONS

1. Do you think statistical literacy is developed enough in your country?
2. Which skills did this activity help you enhance?

REMEMBER!

REMEMBER THE WORDS

CONCEPTS SKILLS & ATTITUDES TARGETED:

- Loss of concentration due to increasing media usage and gaining insight in
- How social media and pop-up publicity can affect our focus and our work.

LEARNING OBJECTIVES:

Understand how media can change your focus point very easily and how can be difficult to focus even on easy task when there are lot of distractions.

MATERIALS NEEDED

3-4 facilitators or volunteers to act as "distractors", loud music

DURATION

Activities - 5' Discussion - from 10 to 25'

NUMBER OF PARTICIPANTS

from 5 to 35 participants

TARGET GROUP

13+

DESCRIPTION

The speaker will introduce the game by saying to the participants that he/she will say some words and the participants should focus on them. Without saying to participants that they have to remember all the words, but just saying that it will be important later; then the speaker will read the words taking big pause between one word and another. In the meanwhile, the distractors have to try to make participants lose their concentration in any way possible: making noise, putting music or videos, playing football or volleyball, speaking with participants.

During the game we will take a break for some minutes to do another game or something to distract the attention of the participants.

At the end the speaker will ask to participants to remember as much word as possible and to write on a paper.

The aim is to check how many words were memorized.

DEBRIEFING QUESTIONS

1. How hard was to remember the words? How many did you remember?
2. How did the distractions affect your focus, and what were the most
3. distractive techniques?
4. Did you write any words that weren't in the list?
5. What parallels can you draw between the activity and real life, given the explosion of information available online and the diversity of opinions presented in social media?



CATCHY HEADLINE

CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Creativity
2. Critical thinking
3. Recognition of fake news tactics
4. Work in groups

LEARNING OBJECTIVES:

- To create a headline
- To learn how recognize fake news and become more resilient
- To having a better understanding about how news are created

MATERIALS NEEDED

Papers and pens

DURATION

15-35 minutes

NUMBER OF PARTICIPANTS

10-30 people

TARGET GROUP

16+

DESCRIPTION

- Divide participants in groups of 2-5 people
- Each group needs to come up with a random word (1 word from each group = 5-6 words)
- They need to use those words to create a Catchy Headline
- They can use filler words to connect with the given words
- Then they 10 minutes to work in teams creating the headline
- After 10 minutes each team presents their headline (2 min)
- Then the facilitators ask teams to create a short Conspiracy paragraph to the headline with 3 new words
- Then the teams need another 10 minutes to create a Conspiracy Theory
- Then the teams present it (3 min)
- After the teams should answer the questions of this game

DEBRIEFING QUESTIONS

1. How did you feel while creating these headlines?
2. Was it difficult to create a headline with the random words?
3. What did you learn after this exercise?

ARTICLE TRANSFORMERS



CONCEPTS SKILLS & ATTITUDES TARGETED:

1. Working in groups
2. Recognizing tactics of fake news
3. Media content creation

MATERIALS NEEDED

Articles printed or pdf

DURATION

30-40 minutes

LEARNING OBJECTIVES:

- To understand what fake news is from an insider's perspective
- To enhance awareness and recognition ability of common tactics used to alter data and meaning in news broadcasting

NUMBER OF PARTICIPANTS

10-30 people

TARGET GROUP

16+

DESCRIPTION

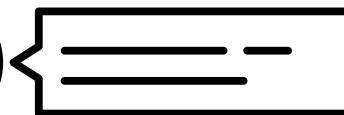
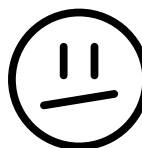
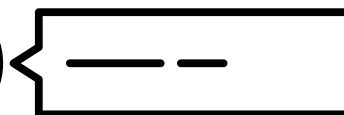
- Split participants in 4-5 groups
- Each group is given an objective article and has 5' to read it
- Each group is tasked to change the article, using different tools exploited in the creation of fake news (e.g. photo manipulation, data manipulation, false experts or misleading claims of authority, opinions presented as facts, twisted facts or neglected details etc), so that the main messages/conclusions are very different from the original one.
- Each group has 20' to create their "tainted" article, and then 2-3' to present it to the group.

DEBRIEFING QUESTIONS

1. Which article made you feel more emotional? The original or the tainted one?
2. What did you learn from this exercise?
3. Did you have a "sense of wrongdoing" while using fake news tactics? What are the implications of using such tactics?



CYBERBULLYING WALK



CONCEPTS SKILLS & ATTITUDES TARGETED:

- 1.Types and forms of cyberbullying
- 2.Identification of threats and simple solutions to psychological well-being online

LEARNING OBJECTIVES:

- To gain a better insight of all the different types and forms of cyberbullying
- To enhance understanding of the consequences and emotional toll of cyberbullying

MATERIALS NEEDED

Sticky tape, Set of questions (for the facilitator)

DURATION

20-30 minutes

NUMBER OF PARTICIPANTS

15-30 people

TARGET GROUP

13+

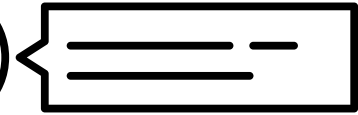
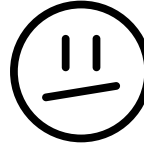
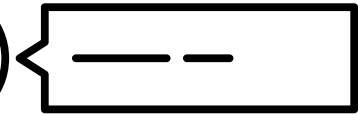
DESCRIPTION

- Before the activity starts, use the sticky tape two create 2 straight lines on the floor (starting point and ending point)
- Participants are told to form a long line
- The facilitator announces that they will ask a series of questions (see next page) – if a participant can answer “yes” to a question they should take a step forward, while if their answer is “no”, they should stay still. The trainer should read each question twice and make sure everyone understands.
- At the end of the questions, ask participants to see where they; and the others stand.
- Discuss and evaluate the experience





CYBERBULLYING WALK



List of questions:

- "Have you ever been bullied online (in a chat, group, comments, forum, etc.)?"
- "Has someone ever spread rumours about you online, or created a group chat about you?"
- "Have you ever been threatened, intimidated or sent nasty messages?"
- "Has someone ever revealed personal details or shared personal material online without your permission?"
- "Have you ever been insulted online because of personal choices (e.g. dressing style, taste in music, hobby) or parts of your identity (e.g. gender, ethnicity, skin colour, religion etc)?"
- "Have you been targeted over and over again in an online game?"
- "Have you ever been contacted and received repeated messages by someone you don't know with the purpose of meeting you?"
- "Have you ever realised that your photos, name or other information you post on social media, is used by someone else pretending to be you?"
- "Has it ever happened that somebody logged into your social network account and impersonated you by posting inappropriate content in your name?"

DEBRIEFING QUESTIONS

1. Did you notice in which situations most participants made a step forward?
2. Were you surprised by how common/uncommon those instances are?
3. Was any of the situations described in the questions something that you wouldn't think of as cyberbullying before?
4. Describe one or two instances where you took one step forward. What exactly happened? How did it make you feel? How did you overcome the problem?
5. Did any of the questions make you reflect on how you behave online? Would you for example answer "yes" in any of the questions, if it asked whether you did the action rather than receiving it?

