MEDIA LITERACY TOOLKIT

FOR YOUTH WORKERS

Description

Media literacy is an essential skillset embraced by individuals, educators, organizations, and concerned citizens. It involves the acquisition and application of knowledge and critical thinking to comprehend, evaluate, and engage with various forms of media, including print, broadcast, digital, and social media. Media literate individuals are adept at discerning the accuracy, bias, intent, and impact of media messages, as well as navigating the evolving landscape of information dissemination. They are equipped to make informed decisions about the media they consume, create, and share, thereby contributing to a more informed and empowered society.

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BROWSE YOUR EDUCATION

KA210-YOU - SMALL-SCALE PARTNERSHIPS IN YOUTH 2021-2-LV02-KA210-YOU-000049126

This project is designed to advance digital education among young individuals, with a particular focus on those facing limited opportunities. Its primary goal is to equip young people with the necessary competencies, skills, and digital tools to enhance their digital awareness as responsible citizens within our society.

The project's key objectives included:

1. The promotion of digital education among young individuals through a combination of local and international initiatives.
2. The cultivation of digital skills, soft skills, and competencies essential for the personal and professional development of young participants.
3. Empowering young people with the tools needed to critically assess and process information circulating through social media platforms, with particular emphasis on combating the dissemination of fake news and the subsequent proliferation of hate speech.
4. Establishing a foundation for collaboration and future projects, both at the local and international levels.

THE PROJECT'S PARTNERS

Associazione TDM 2000 (Italy)

Kalben Korunma Altinda Yetisen Gencler ve Koruyucu Aile Dernegi (Turkey)

Evolving YOUth (Latvia)

The envisioned activities and anticipated outcomes of this project include:

- Conducting six local activities in each participating country, consisting of two focus groups and four local workshops led by youth leaders.
- Organizing two international activities, comprising one training course and one seminar.
- Development and dissemination of an online toolkit dedicated to digital education, which will include examples of non-formal educational activities related to the topic, intended for implementation with young learners.

This tool-kit has 5 different chapters. Each chapter will contain activities that youth workers can use when implementing NFE activities about media literacy

1) Fake News
2) Hate Speech
3) Cyberbullying and cybersafety
4) Being Viral
5) Workshops and games on Digital Education

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HOW TO USE THE TOOLKIT

1.**Preparation is key:**

Before delving into the toolkit's content, prepare yourself by conducting thorough research on the topic. This preparation will prove invaluable, especially when engaging in activities that involve extensive discussions. Being well-informed allows you to contribute effectively and helps the facilitator or trainer guide discussions more productively.

2. **Balanced discussion participation**:

During discussions, it's crucial to ensure that everyone has the opportunity to share their thoughts. However, some participants might be inclined to speak at length, potentially extending discussions beyond their intended duration. In such cases, employ a polite interruption strategy. Acknowledge the value of their input and understanding of their point, but kindly remind them of the limited time available and the importance of allowing everyone to contribute.

3. **Embracing collaborative learning and expertise in non-formal education**.

Always be ready for the possibility that some participants may possess greater expertise on specific topics than you do. In such situations, remain calm and stress the significance of harnessing the strengths of each participant. This collaborative approach underscores a fundamental aspect of non-formal education: the opportunity to learn from one another.

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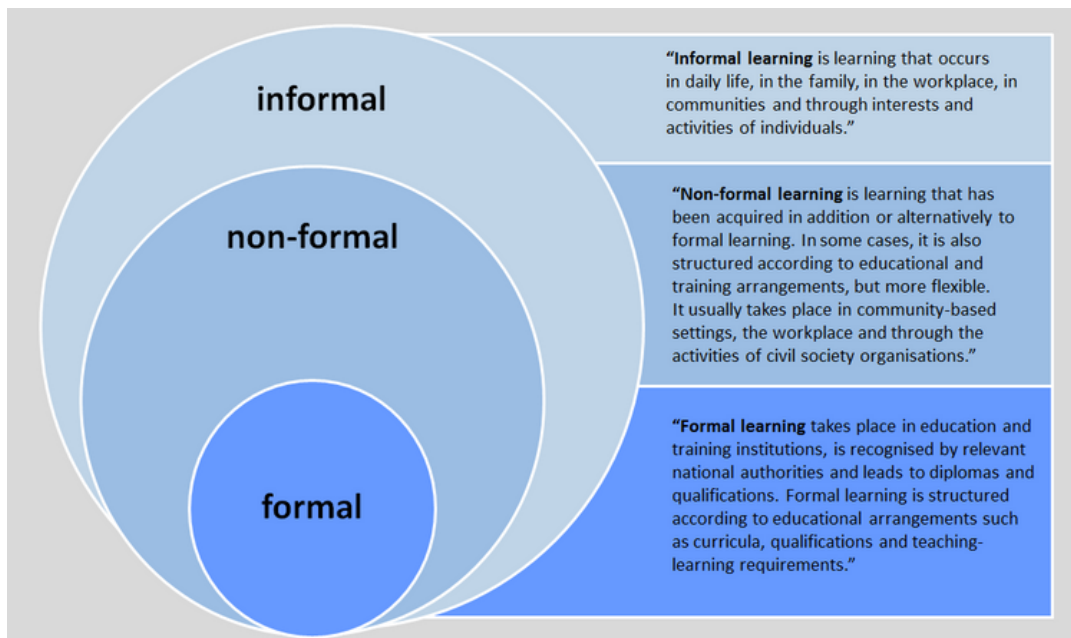YOUth

NON FORMAL EDUCATION

The Origin and Explanation of Non-Formal Education The concept of non-formal education is a relatively recent development, with its roots traced back to 1968 when Coombs began discussing it as an alternative to the failing formal educational system.

In 1974, educators Coombs and Ahmed elaborated on the distinctions between formal, non-formal, and informal education. They defined formal education as the structured and hierarchically organized institutionalized system, spanning from lower primary schools to universities. Meanwhile, they characterized non-formal education as any systematically organized educational activity conducted outside the formal education system. This form of education was designed to offer specific types of learning to particular subgroups within the population, encompassing both adults and children (Coombs and Ahmed 1974: 8).

The definition of informal education was more of a depiction of informal learning, describing it as an ongoing process through which individuals acquire and accumulate knowledge, skills, attitudes, and insights from daily life experiences and exposure to their environment. This includes experiences at home, work, and during leisure activities, as well as influence from family and friends, travel, reading newspapers and books, and exposure to radio, films, and television. Informal education is typically unstructured and often lacks a systematic approach, yet it constitutes a significant portion of a person's lifelong learning, even for highly educated individuals (Coombs and Ahmed 1974: 8).

Each of these three forms of education plays a vital role in the lifelong learning journey, and each comes with its unique significance, advantages, and drawbacks.

In the contemporary landscape, Non-Formal Education (NFE) and Non-Formal Learning (NFL) are closely associated with the activities of Non-Governmental Organizations (NGOs), particularly in the realm of youth engagement. Given that non-formal learning plays a pivotal role in youth-related initiatives, let's delve deeper into its primary merits and demerits, the specific groups it targets, and its evolving nature.

Non-formal learning within youth-oriented endeavors is organized, meticulously planned, and grounded in predetermined learning goals. It is facilitated by an instructor or mentor and, even though it is voluntarily undertaken by the learner, it remains purposeful and goal-oriented. This is why we can assert that any youth-related activity, such as a youth exchange program, training course, or seminar, featuring a predefined agenda and learning objectives, can be categorized as a form of non-formal education.

Non-formal educational initiatives are diverse in their providers and intended audiences. These programs can be delivered by both conventional educational institutions and non-formal educational entities, such as non-governmental organizations (NGOs), cultural centers, human resources training agencies, and corporations, among others. The range of non-formal education activities, including training courses, seminars, discussion forums, and debates, can be conducted in both physical and virtual settings. However, it is worth noting that youth exchanges yield the most significant benefits when conducted face-to-face.

This approach fosters cultural exchange and promotes informal learning as integral components of the non-formal educational process, thus facilitating the acquisition of new knowledge, skills, and competencies.

Each of these three forms of education plays a vital role in the lifelong learning journey, and each comes with its unique significance, advantages, and drawbacks.

MEDIA LITERACY

The European Commission has developed a definition of media literacy as the ability to: - Access the media - Have a critical understanding of the media and interact with it - Navigate the modern news environment and make informed decisions Media literacy is also a tool to empower citizens, raise awareness and help counter the effects of disinformation campaigns and fake news spreading through digital media (European Commission, 2019).

The European Commission defines disinformation as "verifiably false or misleading information created, presented and disseminated for economic gain or to intentionally deceive the public" (European Commission, 2019).

References:

https://digital-strategy.ec.europa.eu/en/policies/media-literacy

https://digital-strategy.ec.europa.eu/en/policies/online-disinformation

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FAKE NEWS

TITLE: THE NEWSROOM CHALLENGE

AGE: 16+
GROUP SIZE: 25-30
LENGTH: 70MIN

OBJECTIVES:

- To develop a deeper understanding of the concept of fake news, sponsored content, and clickbait, including their definitions and real-world implications
- To enhance their critical thinking skills by analyzing news articles from different perspectives and evaluating their content for accuracy and bias
- To explore the ethical implications of creating and consuming news content
- To reflect on your own values, biases, and reactions during the activity, leading to a deeper understanding of their personal relationship with media and information
- To raise awareness of the challenges posed by fake news, clickbait, and sponsored content in today's media landscape

DESCRIPTION:

Give some information of the definition of fake news, sponsored content, click baiting (20 minutes)
Divide the participants into groups of 3-5 people and give them activity cards.

Activity cards:

Group 1:

You heard about a piece of news, and you want to report on it in the fairest way possible. Write a 5-10 lines article about it reporting the facts and not let transpire your personal opinion.

Group 2:

You write for an online newspaper that is struggling to get views and you want to create an engaging piece of news. Write a 5-10 lines article about it reporting the facts and give it a personal touch.

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Group 3:

The revenues of your newspapers are going down. You have been asked to create a piece of sponsored content for a tobacco company showing the benefits of early age smoking. Write a 5-10 lines article trying to make it look scientific

Group 4:

You work for a newspaper that only cares about monetization and views. Create a 5-10 fake news that can attract the most views possible and give it a clickbait title.

Give groups 20 min to prepare, after each group share their news and the others have to point out which kind of news they were.

DEBRIEFING:

- How this activity made you feel?
- Did you stick to your own values while writing the article?
- What do you think about clickbait and fake news? Have you ever been victim?
- Do you find it easy to spot sponsored content?

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TITLE: NOT WHAT IT SEEMS LIKE

AGE: 18-25
GROUP SIZE: 20-30
LENGTH: 40 min

OBJECTIVES:

- To critically evaluate the trustworthiness of news articles
- To become more aware of your own biases and how they can influence the perception of news sources, promoting a more objective understanding of media content
- To explore the impact of branding and source recognition on their trust in news articles

DESCRIPTION:

Divide participants in groups of 3-5. The group must rate articles from least to most trustworthy but there's a catch – the logos of the articles are switched. Will they figure it out? How will they feel after the 'reveal'?
An interesting activity for youngsters to discover their own biases.

Find 5 articles from different credibility sources about one trendy and polarizing topic (for example, one from The new York Times, Daily Mail, Fox news, Deutsche Welle etc.)

Switch logos of the sources and contents. Put the most reliable source's logo to the text of the least reliable source. Divide everyone in groups of 3 and let them read and analyze the articles, rate and discuss their trustworthiness from least to most. (20 min)

Gather everyone and discuss the results of each group's ratings.

DEBRIEFING:

- Were there any difficulties rating the articles?
- Reveal that the logos of the articles were switched. Let them try to guess which text belong to which news outlet.
- How did your opinion change after the reveal?
- What do you think about your media literacy skills after this task?
- How did the branding of the media influence your level of trust for the article?
- In what ways will this experience influence your media consumption?

TITLE : THE POWER OF LANGUAGE

AGE: 16+
GROUP SIZE: 20 - 30
LENGTH: 70 MIN

OBJECTIVES:

- To understand and recognize different types of languages used in media
- To recognize characterizing parameters of each type
- To understand better the power of language used in shifting our opinions

DESCRIPTION:

Give the participants a theoretical input on different types of languages that are often found in different media sources.

Loaded Language:

Definition: Loaded language is used to sway the audience's opinion or provoke an emotional response by using words and phrases with strong connotations, often favoring one side of an argument.
Example: In a political news article discussing a tax reform proposal, the writer might use loaded language by referring to it as a "burden on hardworking families" or a "fair share for the wealthy," depending on their stance.

Emotional Language:

Definition: Emotional language is designed to evoke feelings and empathy in the audience. It often uses descriptive and evocative words to create an emotional connection.
Example: In a feature story about a local animal shelter, the writer may use emotional language to describe the rescue of a trembling, abandoned puppy, aiming to elicit sympathy and support from readers.

Level 1: "I'm wondering"
Level 2: "I'm concerned"
Level 3: "I'm uncomfortable"
Level 4: "We cannot go on until"

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Neutral Language:

Definition: Neutral language aims to present information in an unbiased, factual manner without invoking emotions or taking a side. It focuses on providing objective details.
Example: A weather report on the evening news typically uses neutral language to convey information about temperature, humidity, and precipitation without expressing opinions or emotions.

Sensationalist Language:

Definition: Sensationalist language is used to grab attention through exaggeration, shock value, or hyperbole. It often emphasizes the most dramatic aspects of a story.
Example: Tabloid headlines frequently use sensationalist language, such as "Alien Invasion Imminent!" to draw readers in, even if the actual story lacks concrete evidence.

Technical Language:

Definition: Technical language is characterized by specialized terminology and jargon specific to a particular field or industry. It's used in scientific, medical, or technical reporting to convey precise information.
Example: A scientific research paper discussing a breakthrough in quantum computing would employ technical language to explain the principles and methods involved.

Persuasive Language:

Definition: Persuasive language is used to convince the audience to take a specific action or adopt a particular viewpoint. It employs rhetorical devices and appeals to emotions and logic.
Example: An advertisement for a new smartphone may use persuasive language to highlight its features, stating, "Upgrade to the latest model for an unparalleled mobile experience."

Inclusive Language:

Definition: Inclusive language is designed to promote diversity, equity, and inclusivity. It avoids discriminatory or biased terms and aims to include all individuals, regardless of background.
Example: In a corporate diversity statement, inclusive language might emphasize the company's commitment to "diverse and inclusive workplaces that celebrate the contributions of all employees."

A good media report usually uses neutral language, gossip columns usually use sensational and loaded language, media with radical political views - persuasive and loaded language etc.

Divide participants in groups 3 -5. After that ask each group to do a bit of research and find an example of each type if they can.

DEBRIEFING:

- Did this excersise helped you to understand better how language can be used to shape opinions?
- Is it always easy no notice?
- Do you think its possible to completely dissociate from your opinion when writing and provide bias - free article?

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TITLE: THE POWER OF LANGUAGE 2

AGE: 16+
GROUP SIZE: 20 - 30
LENGTH: 70min

OBJECTIVES:

- To understand and recognize different types of languages used in media
- To recognize characterizing parameters of each type
- To understand better the power of language used in shifting our opinions

DESCRIPTION:

Even though we are used to understanding the 'meaning' of words consistent with what is written in a dictionary, words can be more nuanced or carry connotations. They can also be emotionally loaded in various ways. For example, the events that happened with Edvard Snowden himself can be described in various ways:

"Whistleblower Snowden leaked information about mass surveillance carried out by the U.S. government"
"Snitch Snowden leaked information about mass surveillance carried out by the U.S. government"
"Blabbermouth Snowden leaked information about mass surveillance carried out by the U.S. government"

Another example:

"Environmental Advocate Protests Harmful Oil Pipeline Project"
"Eco-Extremist Disrupts Vital Energy Infrastructure Development"
"Local Resident Takes a Stand Against Corporate Greed"

Another example:

"Peaceful Protest for Social Justice Gains Momentum"
"Demonstrators Gather for Controversial Rally in the City"
"Unruly Mob Disrupts City Streets in Latest Protest"

Participants are then asked to read all three versions and analyze how word choices, tone, and framing can influence the reader's perception of the event, the protesters, and the overall message conveyed by the article. This exercise encourages critical thinking about media bias and the power of language in shaping public opinion.

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Each of us should pay attention to the tone provided by the author of the article. The chosen tone allows us to see the attitude which the author wishes to "plant" in us or what the attitude of the author is, regardless of whether that tone was chosen intentionally or not.

Of course, it is not only the language used that determines our attitude towards what's happening – our own values also play an important part. However, when we find out about an event on which we do not yet have a strong opinion, the way in which it is presented will impact on how we perceive the information.

Divide participants into small groups and ask them to prepare very short story about same event, but using different language in each of the descriptions.
After that participants share their stories with one another.

➡ Vague, dramatic or sensational language is used topromote a product, service or idea to downplay or discredit alternative views.

Words & Phrases:

Emerge	Turn up the heat	Facing calls to…
Serious	Critical	Meaningful
Refuse	Decrying	Even though
Crucial	Offend	Monumental
High-stakes	Stern talks	Significant
Tirade	Offensive	Landmark

Words & Phrases to imply „bad behavior" and sensationalize information:

Surfaced	Mocked	Lashed out
Conceded	Raged	Gloated
Admit to	Bragged	Rant
Dodged	Fumed	Erupted

https://eavi.eu/wp-content/uploads/2021/09/Lesson-Plan-Media-and-Bias2.pdf

➡ Subjective language or statements which are based on the author's opinions, assumptions, beliefs, tastes,preferences or interpretations are used to portray a situation.

Words & Phrases:

Good/Better/Best	Bad/Worse/Worst
Considered to be…	It's likely that…
Seemingly	Dangerous
Extreme	Suggest
Apparently	Possibly

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➡ Subjective language or statements which are based on the author's opinions, assumptions, beliefs, tastes,preferences or interpretations are used to portray a situation.

Words & Phrases:

Shocking	Explosive
Remarkable	Slams
Showdown	Rips
Chaotic	Warning
Onslaught	Desperate

Ask participants to create a one liner title about a certain event- as an example - event of a muslim woman in public has been seen something in her hands that looked like a gun.
Divide participants in groups and ask them first to create a one - liner as if they would be far left, far right, center- neutral political newspaper

DEBRIEFING:

- How did this activity change your perspective on the power of language in media and its influence on public opinion?
- Did you find it challenging to identify the different language types used in the provided articles? Why or why not?
- Reflect on your own values and how they might have influenced your interpretation of the language used in the articles. Did you notice any biases in your own perspective?

TITLE: WORLD CAFE

AGE: 16+
GROUP SIZE: 20-30
LENGTH: 60-90MIN

OBJECTIVES:

- To improve participants' ability to communicate complex ideas and discussions to others
- To enhance active listening skills
- To promote discussion about complex phenomena regarding critical thinking, freedom of speech, power of media

DESCRIPTION:

Participants are split in equal groups and each group has one topic to work with.
The team has 15 min to discuss the topic, they can take notes during time, if possible they should be given a flipchart. After 15 min everyone change the topic by rotating to the next topic. One person stays with the topic and never leaves the table. This person's task is to explain the group that arrives next what was discussed previously and to encourage others to take some notes.
The process repeats itself until all topics have been covered once. After that the person, who was staying with the topic during all the time, comes in front and shortly presents the outcomes of different groups - where they similar, or very different, where there any disagreements etc.

The possible statements could be:

- I am ready to sacrifice some of the freedom of speech in order to ensure safer environment in media/social media
- What is the relationship between media literacy and critical thinking? How can we promote critical thinking skills in the context of social media, and what are the implications of failing to do so?
- What are the implications of the rise of social media for democracy and civil society? How do social media platforms influence political discourse, and what are the ethical implications of their role in shaping public opinion

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- How do social media platforms shape our understanding of reality, and what are the ethical implications of this influence? How do algorithms, filters, and other forms of content curation shape our exposure to information?
- Media literacy should be included in school curricula even if it means excluding other subject. Will the benefit outweight the sacrifice?

DEBRIEFING:

- How did this activity challenge or enhance your ability to communicate complex ideas and discussions effectively to others?
- In what ways will this activity influence your future discussions and engagements with complex topics?

TITLE: LOGICAL FALLACIES

AGE: 16+
GROUP SIZE: 20-30
LENGTH: 80 MIN

OBJECTIVES:

- To recognize manipulation methods
- To understand how people's minds perceive information
- To increase the ability to notice manipulation patterns in media

DESCRIPTION:

Give an introduction on logical fallacies - slippery slope, false dilemma, fake experts, cherry picking, red herring, straw man, appeal to authority.
If possible give participants handouts with main characteristics of each one of them.

https://youtu.be/IawljqOJBU8
https://www.logicalfallacies.org/

For this theoretical input you can use one of the games that are covered in the last chapter of this toolkit.

After that give participants a chance to recognize the fallacies in diverse examples- either fragments of videos, newspapers, articles etc. This can be done in groups or all together - https://www.grammarly.com/blog/logical-fallacies/

After that divide participants in groups and give them task to create statements with using logical fallacies, after that each group can present their statements to others and the others have to find out which ones where used.

DEBRIEFING:

- What challenges did you encounter when trying to identify logical fallacies in the provided examples?
- Did you find certain fallacies more difficult to spot than others? Why?
- How did it feel to intentionally create statements using logical fallacies?
- Can you think of real-world situations where recognizing logical fallacies could be valuable?

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TITLE: LOGICAL FALLACIES /2

AGE: 16+
GROUP SIZE: 20 - 30
LENGTH: 60-90MIN

OBJECTIVES:

- To encourage participants to apply their knowledge of logical fallacies to identify and recognize these fallacies when presented in persuasive communication
- To encourage participants to deconstruct and analyze the fallacious arguments and manipulation techniques used by their peers during presentations.
- To deepen their understanding of manipulation in communication
- To encourage participants to apply their understanding of logical fallacies in a practical context, illustrating how these fallacies can be used in real-world situations
- To encourage participants to adopt a skeptical mindset and critically evaluate persuasive messages they encounter in everyday life.

DESCRIPTION:

You will invite participants to try to sell you some nonsense products using the fallacies that they are familiar with.

Divide participants into groups and ask each group to develop ways to sell a product with supernatural properties, which don't work at all in reality.
For example, how could one sell tap water which "cures" cancer?

Once the participants have discussed the task in groups, invite them to present the manipulation techniques they would use to sell this magical product.

After the presentations, the techniques used by the participants should be discussed, highlighting each manipulation method and building on the content in this section of the online course.

- Sell me different parts of wasps for medical purposes
- Sell me "memory water", water that depending on weather it received good thoughts and words has formed "good" structures and therefore is curing my body and cleansing it, or it has received bad thoughts and words and therefore has formed "bad" structures and is harming me
- Sell me a device that will send me good vibes while i sleep to improve my cognitive abilities
- Sell me "Positive Energy Crystals" for Well-Being
- Sell me "Dream Enhancer Glasses" for Better Sleep and Cognitive Abilities

DEBRIEFING:

- Were there any ethical concerns that emerged during this activity?
- What specific fallacies or manipulation techniques did you and your group use to sell these products? Reflect on the variety of tactics employed.
- How can critical thinking skills help individuals identify and resist such manipulative sales tactics in real life? Share your thoughts on the role of critical thinking in consumer decision-making.
- Reflect on the importance of recognizing manipulation techniques not only in advertising but also in other forms of communication, such as political discourse and news reporting.

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TITLE: ZODIAC SIGN SELF-ASSESSMENT

AGE: 16+
GROUP SIZE: 20 - 30
LENGTH: 50 MIN

OBJECTIVES:

- To understand better the psychological mechanisms behind why astrology forecasts and personality assessments often seem convincing
- To encourages critical thinking and self-awareness
- To explore the psychological phenomena related to belief systems and personal assessments

DESCRIPTION:

Why is it so, that, despite the lack of evidence, astrology forecasts seem so believable?
Ask participants to tell their zodiac sign and after that give them the characterization of that particular zodiac sign. Ask them to read it. Then ask them to rate their characterization from 1 - 5.

The possible characterizations could be:

You possess a strong sense of individuality, priding yourself as an independent thinker who doesn't readily conform to the opinions of others. Your critical nature extends inward, as you tend to set high standards for yourself, constantly evaluating your performance against these benchmarks.
While you appreciate social interactions and enjoy being communicative at times, there are moments when solitude beckons, providing you with the necessary respite from external stimuli.
The weight of life's decisions occasionally engulfs you, leading to moments of overwhelming contemplation regarding whether you've made the right choices. This introspection is a testament to your inquisitive nature, driven by an innate curiosity that fuels your lifelong quest for knowledge and skill acquisition.
Adversity may test your mettle, but your resilient spirit enables you to rebound gracefully from challenging circumstances. You believe in achieving balance across work, personal life, and self-care, recognizing the significance of equilibrium in all facets of existence.

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Change, when inevitable, does not deter you. Your adaptability and flexibility empower you to navigate new circumstances, environments, and challenges with confidence.

Kindness and empathy are your guiding principles, allowing you to extend understanding and compassion to others, even during difficult moments. You cherish the bonds you share with friends, family, and communities, valuing the connections that enrich your life.

Yet, amidst your strengths, you occasionally succumb to self-doubt, questioning your abilities, decisions, or life choices. These moments of introspective critique are part of your complex and multifaceted character, reminding you of your humanity in the face of life's uncertainties.

After participants have read the description about themselves, that should rate how precisely it describes them, rating from 1 to 5. Similar experiments show that on avarege the score people give is 4,3.

After that you can reveal the truth to participants. This phenomena is related to 2 effects - The Barnum–Forer effect (https://www.britannica.com/science/Barnum-Effect) and cognitive bias (https://www.britannica.com/science/cognitive-bias).

DEBRIEFING:

- Maybe we are not as different as it might sometimes seem? There are a lot of experiences that are not entirely individualistic, but rather "human".
- Do you notice this kind of method being used in other areas as well?
- For example, in advertising, in the "personal" recommendations of many video and music platforms, and in internet tests which promise to find which fruit you are?

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TITLE: RANK THE FAKE NEWS

AGE: 16+
GROUP SIZE: 25-30
LENGTH: 30 MIN

OBJECTIVES:

- To become more aware of diversity of misleading news and information
- To become better in recognizing it
- To evaluate the impact each of the category can have

DESCRIPTION:

The Beyond Fake News infographic identifies the 10 types of potentially misleading news, and seeks to help aid in the fight against misinformation and disinformation. Introduce the participants with the infographic and explain why it was created. Divide participants in small groups of 3-5.
Ask participants to rank these 10 types of fake news according to what they think is least to most harmful regarding the impact. You should print the infographic in advance and cut it in a way that the color of impact rating is not visible.
Give them time to discuss.

The handout is found here

DEBRIEFING:

- Discuss the criteria participants used to assess harm. What does "harm" mean in the context of fake news? Were there differing interpretations?
- Were there any surprises or insights gained from hearing other groups' perspectives?
- Connect this activity to the broader concept of media literacy. How can understanding the different types of fake news contribute to media literacy?
- What is the role of intention, when creating the misleading information? Should it be taken in consideration?

TITLE: UNDERSTANDING THE DIFFERENCE BETWEEN MISINFORMATION, DISINFORMATION AND MALINFORMATION

AGE: 16+
GROUP SIZE: 20-30
LENGTH: 40 MIN

OBJECTIVES:

- To increase understanding of the 3 different categories
- To increase the sense of responsibility of participants when sharing information
- To increase skills of recognition of false information

DESCRIPTION:

Show participants the image below and explain the difference between the 3.

Disinformation is created for 3 reasons -
 * For financial reasons
 * Political influence
 * Simple to cause trouble

When someone shares that false information without the intention to harm - it becomes misinformation (in this distinction the intent of sharing information is the key factor- disinformation is created and shared with an intent to harm, misinformation is reshared with intention to inform others. Misinformation contains factual errors or inaccuracies. It presents information that is not consistent with the best-available evidence or reliable sources.
After that give participants different examples of statements and ask which category these statements would fit into.

- Drinking bleach will help you kill viruses in your body (dis)
- Vaccines contain all kinds of harmful ingredients and nobody should get vaccinated (dis)
- Russian government has discovered biological weapon's lab in one of the bombarded kindergartens in Ukraine (dis)
- Pictures and videos that are selectively edited to misrepresent individuals or events, leading to false impressions (mal)

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FALSENESS

INTENT TO HARM

Misinformation Disinformation Malinformation
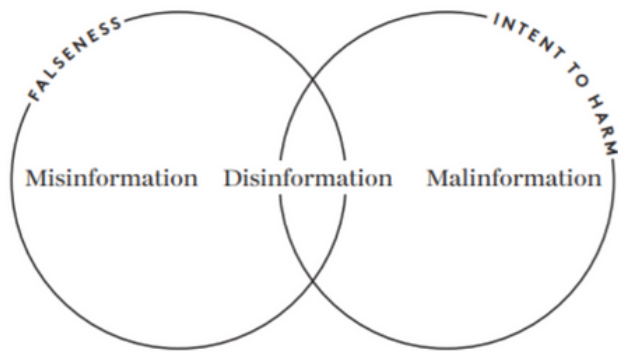
DEBRIEFING:

- Can you think of any real-world examples of disinformation, misinformation, or malinformation that you've come across recently?
- What are some key takeaways from this activity that you will carry with you in your future interactions with information and news sources?

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HATE SPEECH

TITLE: BEYOND CANCEL CULTURE: NAVIGATING NUANCES AND FOSTERING CONSTRUCTIVE DIALOGUE

AGE: 18+
GROUP SIZE: 20-30
LENGTH: 40-50 min

OBJECTIVES:

- To engage in constructive discussions
- To explore the complexity of the cancel culture
- To engage in critical discussions

DESCRIPTION:

Cancel culture refers to the act of publicly denouncing or boycotting individuals or entities deemed to have engaged in offensive or problematic behavior. it often involves social media campaigns, public shaming, and the withdrawal of support for the person or entity being "canceled"

The phrase "cancel culture" is said to have originated from a relatively obscure slang term – "cancel," referring to breaking up with someone – used in a 1980s song. This term was then referenced in film and television and later evolved and gained traction on social media.

"Cancel culture" came into the collective consciousness around 2017, after the idea of "canceling" celebrities for problematic actions or statements became popular. The expression "cancel culture" came in circulation in the late 2010s and early 2020s and has mostly negative connotations, often used polemically by self-described advocates for free speech and against censorship.

Explain to the participants that they will be given a statement and they have to decide if they agree or disagree. It is also possible to stay in the middle - in the neutral area. You can use the tape or any physical object to separate the space in two.

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The statements:

- Cancel culture mainly targets conservative people
- Cancel culture as a method to exclude someone is a relatively new phenomenon
- The cancel culture nowadays has the same impact and same intent as in antient times when in antient times excluding someone from society (Galileo Galilei for going against churche's supported geocentric model of universe, Socrates in antient Greece for "poisoning young peoples minds", Alan Turing played a pivotal role in Britain's victory during the Second World War by creating enigma machines to crack the Nazi messages, but he was a homosexual and because of the persecutions he received in Britain at that time he ended his life with comiting suicide.
- As a society we will never stop ostracizing people from being different or doing something outside "normal". People used to exclude others for being gay, having baby outside marriage, for being atheist – now these are normal but something else is not. Exclusion is a society's punishment and always will be
- The intention of a message is more important than the interpretations of it and impact of those interpretations

- Groupthink is more dangerous than beneficial ("Groupthink is a phenomenon that occurs when a group of well- intentioned people make irrational or non-optimal decisions spurred by the urge to conform or the believe that dissent is impossible. ")

- Paradox of tolerance by Karl Popper says "Unlimited tolerance must lead to the disappearence of tolerance"
- If we fight intolerance with intolerance, where is the limit?

DEBRIEFING:

- Did your perception of what is hate speech change?
- Did this workshop challenge any of your own biases?
- Did any of the discussed topics change your views?

Evolving
YOUth

TITLE: PROS AND CONS

AGE: 16+
GROUP SIZE: 20-30
LENGTH: 50-60 MIN

OBJECTIVES:

- To promote critical thinking, active listening, and empathy for different perspectives.
- To encourage participants to think critically about the positive and negative aspects of cancel culture
- To foster a respectful and inclusive atmosphere for discussion

DESCRIPTION:

The activity is a discussion meant to encourage people exchange different ideas and try to see that majority of social phenomena is not only one sided, but can be good and bad sides

Divide participants into two groups: Team Pros and Team Cons.
Give each team time to research and prepare their arguments.
Provide access to reliable sources if possible (20 min)
Encourage participants to take notes.

Team Pro presents their positive aspects and arguments (2 minutes)

Team Con presents their negative aspects and arguments (2 minutes)

Team Pro counters the negative arguments (2 minutes)

Team Con counters the positive arguments (2 minutes)

Open floor for questions and cross-examination (10 minutes)

Some of the possible arguments could be:
(its always important to prepare to the topic - the better you will understand the possible arguments the better you will be able to lead the discussion)

Evolving
YOUth

PROs

- Callout culture allows marginalized people to seek accountability where the justice system fails.
- Callout culture gives a voice to disenfranchised or less powerful people.
- Callout culture is simply a new form of boycott, a cherished tactic in the civil rights movement, to bring about social change.

CONs

- Callout culture amounts to online bullying, and can incite violence and threats even worse than the original offense being called out.
- Callout culture is not productive and does not bring about social change.
- Callout culture is a slippery slope and leads to intolerance in democratic societies as people systematically exclude anyone who disagrees with their views.

DEBRIEFING:

- How did participating in this discussion activity promote critical thinking among your team members?
- Did you find yourself empathizing with the opposing perspective (PROs if you were in Team CON, and vice versa)? If so, how did this affect your approach to the discussion?
- Were there any arguments presented by the opposing team that you hadn't considered before, which made you rethink your initial stance on cancel culture?
- What were the most significant insights or lessons you personally gained from this activity?

Evolving
YOUth

TITLE: DISCOVERING NUANCES

AGE: 18+
GROUP SIZE: 15-30
LENGTH: 40 min

OBJECTIVES:

- To Increase awareness and understanding of cancel culture and its nuances
- To enhance ability to critically analyze and engage in discussions around controversial topics
- To contribute to empathy-building and active listening skills

DESCRIPTION:

Give to participants official definitions of hate speech and freedom of speech.
Emphasize that while freedom of speech is valued, there are limits to protect against harm caused by hate speech.
Split participants in small groups of 4 -6. Distribute some of the real-world case studies- you can search some of your own or use the ones below

For example:

- https://en.wikipedia.org/wiki/Unite_the_Right_rally
- https://www.nytimes.com/2020/09/01/world/europe/charlie-hebdo-cartoons-trial-france.html
- Katie Hopkins' Offensive Tweets (2020)

Evolving
YOUth

Katie Hopkins Retweeted

Nitin Sawhney ✔ @thenitinsawhney · Dec 23, 2019
If Katie Hopkins' latest tweets on Stormzy don't constitute incitement to racial hatred I really don't know what does. She is a criminal. @Twitter needs to act...

♡ 204   ↳ 1,989   ♡ 6,160

Katie Hopkins ✔ @KTHopkins · 8h
Try being a white male in Britain, Stormzy. Back of the line. Minority with no rights.

What's your real name you utter cockwomble? Chuffing Tyler?

Katie Hopkins ✔
@KTHopkins   ⚙ Follow

If Donald Trump wins the race to the White House I'm moving to America. Daring to bare what some people really think. #DonaldTrump

Roseanne Barr ✔
@therealroseanne   Follow
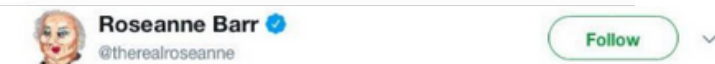
Replying to @MARS0411 @385parkplace @SGTreport

muslim brotherhood & planet of the apes had a baby=vj

Katie Hopkins ✔
@KTHopkins   ⚙ Follow

Palestinians busy knifing Israelis. 2 state solution my arse. Filthy rodents burrowing beneath Israel. Time to restart the bombing campaign

Katie Hopkins ✔
@KTHopkins   ⚙ Follow

Father beats his daughter with an iron bar. But he is a good Muslim, prays in his cell & attends the mosque. So that's all happy days then.

Discuss how cancel culture intersects with freedom of speech, accountability, and social justice.
Present real-world case studies involving cancel culture incidents (30min)
Divide participants into small groups to analyze and discuss the nuances and ethical considerations involved in each case study.

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The Internet Research Agency (IRA) was permanently suspended from Twitter for spreading disinformation.

Roseanne Barr's posted a racist tweet comparing Valerie Jarrett, an African American woman and former Obama administration official, to an ape. The tweet led to the cancellation of her television show, "Roseanne," and stirred discussions about hate speech and its consequences on social media.

there are many that weren't suspended, but caused a controversy

KANYE WEST
@kanyewest

You don't have to agree with trump but the mob can't make me not love him. We are both dragon energy. He is my brother. I love everyone. I don't agree with everything anyone does. That's what makes us individuals. And we have the right to independent thought.
12:30 PM · Apr 25, 2018

337K 113K people are talking about this

Lolo Jones
@lolojones

Follow

USA Men's Archery lost the gold medal to Italy but that's ok, we are Americans... When's da Gun shooting competition?

28 Jul 12   Reply Retweet Favorite

Donald J. Trump
@realDonaldTrump

"@mplefty67: If Hillary Clinton can't satisfy her husband what makes her think she can satisfy America?" @realDonaldTrump #2016president"

nobody
@sophieisnobody

@DaftLimmy Donald Trump's hair looks like someone tried to use the blur tool in photoshop to cover a bald spot

DEBRIEFING:

- What was the most significant insight you gained about cancel culture and freedom of speech during this activity?
- How has this activity influenced your approach to engaging in discussions around controversial topics in the future?

Evolving
YOUth

CYBERBULLYING AND CYBERSECURITY

TITLE: CYBERBULLYING

AGE: 15+
GROUP SIZE: 20 -30
LENGTH: 90 min

OBJECTIVES:

- To raise awareness about the different types of cyberbullying;
- To make participants understand the impact of cyberbullying and think about different solutions to cases of cyberbullying;
- To tackle the topic of ethical online behavior and promote it among the participants.

DESCRIPTION:

Start the session with a quick brainstorming on what cyberbullying is and what types of cyberbullying exist, so the participants get familiar with the topic, share some insights, etc..
Divide the participants in 4 or 5 small groups, 4-5 people in each group. Give each group one case study of cyberbullying. After give each group around 30 minutes to go through the case study. Ask them to write down the key points of their discussion, following the guiding questions provided, and adding any relevant insights.
After that ask each group to present their main discussion outputs to other groups.

Case Study 1:

Social Media Harassment
" Sarah, a high school student, had a falling out with her former best friend, Emily. After their friendship ended, Emily started posting derogatory comments and embarrassing photos of Sarah on social media platforms. She also encouraged others to join in on the harassment by sharing hurtful memes and creating fake profiles to impersonate Sarah"

1. How do you think Sarah might feel about the situation? What emotions could she be experiencing?

2. What steps can Sarah take to protect herself from further harassment on social media?

3. Should bystanders who witness this harassment online have a responsibility to intervene or report it? Why or why not?

Case Study 2:

Cyberbullying by impersonation

"John, a college student, had his email account hacked by a fellow student, Mark. Mark sent offensive and inappropriate emails to John's professors, making it seem like John was behaving unprofessionally. This caused John significant stress and affected his academic standing."

1. How can John prove that he was a victim of cyberbullying by impersonation? What evidence could he gather?
2. What legal actions could John take against Mark for hacking his email and sending false messages?
3. What measures can individuals and institutions put in place to prevent unauthorized access to email or social media accounts?

Case Study 3:

Online Threats

"Emma, a young professional, became the target of an online stalker who sent her threatening messages and posted personal information about her, including her address and phone number, on various online forums. Emma felt unsafe and reported the threats to law enforcement."

1. How might law enforcement respond to Emma's report of online threats? What actions could they take?
2. What steps should individuals like Emma take to protect their online privacy and security?
3. How can online communities and platforms contribute to preventing online stalking and harassment?

Case Study 4:

Revenge Porn

"Jennifer, a teenager, shared intimate photos with her boyfriend, Mike. After their breakup, Mike maliciously posted these private photos online without Jennifer's consent, leading to embarrassment, humiliation, and harm to her reputation."

1. Discuss the legal and ethical implications of sharing intimate photos without consent.

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2. What resources and support should be available to individuals like Jennifer who become victims of revenge porn?
3. How can society reduce the stigma surrounding victims of revenge porn and support their recovery?

Case Study 5:

Exclusion and Shaming
"A group of students in a virtual classroom formed a clique that excluded and verbally shamed a classmate named Alex during online meetings. They mocked Alex's appearance, academic performance, and background, making Alex feel isolated and anxious about attending classes."

1. How might the teacher or school administration address the exclusion and shaming of Alex in the virtual classroom?
2. What strategies can be employed to create a more inclusive and respectful online learning environment?
3. Discuss the role of peer bystanders in preventing and addressing online exclusion and shaming.

DEBRIEFING:

- Were there any new insights or perspectives you gained about cyberbullying?
- What were the potential consequences of cyberbullying for the victims in these case studies?
- How does cyberbullying impact individuals' mental health, self-esteem, and overall well-being?
- Have you ever been bullied? Or have you ever bullied anyone else?
- What is the role of bystanders in preventing or addressing cyberbullying?
- What responsibilities do individuals have in creating a respectful and safe online environment?

TITLE: AGREE-DISAGREE EXERCISE & VIDEO ON CYBERSECURITY AND PRIVACY ISSUES

AGE: 15+
GROUP SIZE: 20-30
LENGTH: 60 min

OBJECTIVES:

- To understand diverse viewpoints on complex cybersecurity and privacy-related issues
- To explore the ethical dimensions of cybersecurity and privacy dilemmas, enhancing their ability to make informed ethical decisions
- To gain awareness of privacy rights and the potential conflicts between national security and individual privacy
- To learn how to communicate by engaging in respectful and constructive discussions with peers holding differing opinions

DESCRIPTION:

Explain to the participants that you will be reading statements and based on their opinion the participants can go to one side of the room - either AGREE or DISAGREE. If they are not sure about their position, they can stay in the middle.
Facilitate a brief discussion after each statement. Give people from both sides the chance to speak and give their arguments. Let at least one person from each position to speak. Be ready that sometimes you will have to interrupt a participant that wants to go to much in detail into a topic, because the time is limited and everyone has to have a chance to speak. If interruption is necessary - do it in a kind way and remind people that they can keep on discussing later.

Statements:

- Should governments have the authority to access individuals' private online communications for national security purposes, even without their consent?
- Is hacking back against cybercriminals an effective and ethical way to protect against cyberattacks, or does it promote a dangerous cycle of retaliation?
- Is the use of surveillance technologies, such as facial recognition and AI-powered monitoring, a necessary tool for preventing cyber threats, or does it infringe on privacy rights?
- Are anti-cyberbullying laws too restrictive, potentially infringing on freedom of speech and expression, or are they necessary to protect individuals from harm?

- Is it ever acceptable for individuals or groups to engage in "online vigilantism" by publicly exposing and targeting alleged cyberbullies?
- Do you believe that governments should mandate the inclusion of cybersecurity education in school curricula to better prepare future generations for online threats?

DEBRIEFING:

How did it feel to explore and discuss various viewpoints on these cybersecurity and privacy issues?

Did your perspective change or evolve on any of the statements after hearing others' arguments? If so, which one(s) and why?

Which statement posed the most significant ethical dilemma for you, and how did you approach making a decision?

What are the key takeaways or lessons you will carry forward from this activity in terms of cybersecurity, privacy, and ethical decision-making?

TITLE: SAFETY FIRST

AGE: 15+
GROUP SIZE: 20-30
LENGTH: 60 min

OBJECTIVES:

- To recognize that cybersecurity is essential to protect against cyber threats and potential risks faced by individuals online.
- To identify common cyber threats such as phishing emails, malware, and unauthorized access.
- To recognize the significance of protecting essential data, including personal photos and documents, from loss or theft.

DESCRIPTION:

Explain the importance of cybersecurity in today's digital age.
Introduce the concept of cyber threats and the potential risks individuals face online.
Then present a few real-life cybersecurity scenarios (e.g., phishing emails, software updates) and ask participants to suggest solutions based on the tips discussed - https://softwarelab.org/blog/phishing-examples/
https://softwarelab.org/blog/identity-theft-examples/

After that reveal all the possible things that can be done to ensure the security in digital world - you can reveal either by presentation or using some digital tool like worldwall, mentimeter.

- <u>Protect your email by using a strong and separate password</u>

Cyber criminals can use your email to access many of your personal accounts, leaving you vulnerable to identity theft.
If you have re-used your email password across other accounts, change your email password as soon as possible. It should be strong and different to all your other accounts.

- <u>Install the latest software and app updates</u>

Software and app updates contain vital security updates to help protect your devices from cyber criminals. You should apply updates to your apps and your device's software as soon as they are available. Updates include protection from viruses and other kinds of malware, and will often include improvements and new features.

- <u>Turn on 2-step verification (2SV)</u>

2-step verification is recommended to help protect your online accounts.
take time to set up 2-step verification on all your important accounts, even for ones that you've protected with strong passwords.

- <u>Backing up your data</u>

Safeguard your most important data, such as your photos and key documents, by backing them up to an external hard drive or a cloud-based storage system. As a rule of thumb, you should back up anything that you value. That is, anything that would inconvenience you - for whatever reason - if you could no longer access it.

DEBRIEFING:

- What are the key takeaways from our discussion regarding the importance of cybersecurity in today's digital landscape?
- Did you already knew about all of these and are you actively using these methods to protect yourself?
- How do personal responsibility and awareness play roles in maintaining online security?
- Do you believe ensuring our security online is more individual's responsibility or platform owners or their share the responsibility equaly?

TITLE: WHAT NOT TO CHAT(GTP) ABOUT?

AGE: 15+
GROUP SIZE: 20-30
LENGTH: 60 min

OBJECTIVES:

- To recognize the risks associated with the chatgtp platform
- To understand how to protect private and sensitive information

DESCRIPTION:

Give an introduction about wide usage of the platform - it can be used as a personal coatch, wikipedia, councelor, expert of different fields, source of inspiration, source, where to look for inspiration etc. - you can ask participants to reveil how they use the platform by using a digital tool.

After that divide participants in groups 3-5 and ask each group create a poster - either digital or manual, about the treats that Chat GTP entails.
The participants can use their imagination and creativity for this task. You will have to give them time to discuss and reasearch as well for creation itself.

The main risks associated are:

- Possibility to hack it -

It has to be treated like any other platform - treat ChatGPT prompts as you would anything else you publish online. First and foremost, there's the possibility of someone outside of OpenAI hacking in and stealing your data. There's always an inherent risk of data exposure from bugs and hackers while using a third party service, and ChatGPT is no exception. In March 2023, a ChatGPT bug (https://mashable.com/article/openai-chatgpt-bug-exposed-user-data-privacy-breach) was discovered to have exposed titles, the first message of new conversations, and payment information from ChatGPT Plus users by reveiling their payment details.

- Keep in mind that your conversations are stored somewhere on a server.

On the ChatGPT FAQs page, OpenAI says user content is stored on its systems and other "trusted service providers' systems in the US." So while OpenAI removes identifiable personal information, before its "de-identified," it exists in raw form on its servers.

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- Your conversations are used to train the model (unless you opt out).

According to its data usage policy, which is scattered across several different articles on its site, OpenAI says, "we may use the data you provide us to improve our models." On another page, OpenAI says it may "aggregate or de-identify Personal Information and use the aggregated information to analyze the effectiveness of our Services." This means, theoretically the public can become aware of something like a business secret via whatever the model "learns."

- Using ChatGTP for work

ChatGPT can draft articles, emails, social media posts, and summaries of long chunks of text. But when Samsung employees used ChatGPT to check their code, they inadvertently revealed trade secrets. The electronics company has since banned the use of ChatGPT and threatened employees with disciplinary action if they fail to adhere to the new restrictions. Financial institutions like JPMorgan, Bank of America, and Citigroup have also banned or restricted the use of ChatGPT due to strict financial regulations about third-party messaging. Apple has also banned employees from using the chatbot.

The problem usually lies in the fact that people do not think of ChatGTP as a dangerous tool, but more likely as a Excel or Word, however its important to keep in mind that unlike excel and word, ChatGTP stores the information somewhere.

- People have tendency to antropomorhize inanimate things

Some people feel very comfortable using ChatGTP as a therapist - they are much more willing to tell the programme their deepest secrets and thoughts, because in their opinion in is more anonymous than any person, when in fact its the opposite. Even though users know they were interacting with a computer program, many are convinced that the program has human-like intelligence and emotions.

Ask each group to present their poster. If participants come up with all of these risks - you can some additional information on each, it some risks are not mentioned - you can mentioned them in the end.

DEBRIEFING:

- Reflect on the various ways participants use ChatGPT in their daily lives. How has this platform been valuable to you personally?
- Were there any surprising or unexpected risks that came up during your discussions?

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BEING VIRAL

TITLE: EXPLORING VIRAL CONTENT ACROSS CULTURES

AGE: 16 +
GROUP SIZE: 15-30
LENGTH: 60-90 MIN

OBJECTIVES:

- To develop an increased awareness of the influence of culture on the creation, dissemination, and reception of viral content
- To enhance their critical thinking skills by examining the reasons behind the popularity of viral content and the factors that resonate with specific target audiences.
- To explore the global nature of viral content by discussing whether content from one culture or region can become viral in another.

DESCRIPTION:

The facilitator introduces the activity by highlighting the influence of culture on viral content.
https://www.sciencedirect.com/science/article/abs/pii/S0747563213001192
https://hbr.org/2015/09/why-some-videos-go-viral
https://news.stanford.edu/2021/09/08/cultural-values-influence-goes-viral-social-media/#:~:text=The%20researchers%20found%20that%2C%20in%20general%2C%20social%20media,sorta%20free%29%2C%20consistent%20with%20their%20respective%20cultural%20values.

Divide the participants into small groups and assign a specific culture or region to explore.

Research and Analysis (30-40 minutes):

Each group research viral content that originated from the assigned culture or region, analyzing the content's cultural references, themes, and context.
They discuss the reasons behind its popularity and try to identify the factors that resonate with the target audience.

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Presentation (15-20 minutes):
Each group presents their findings to the whole group, sharing examples of viral content and explaining their cultural significance.

DEBRIEFING:

- What do you think are the differences and similarities between the content?
- Do you think that the viral content from one culture/region can be viral in another one?
- Do cultural references contribute to the content's appeal within a specific community and its potential challenges when shared globally?
- Do you think that sometimes there is cultural appropriation in viral content? Do you think it is disrespectful?

TITLE: ANALYZING VIRALITY

AGE: 18-25
GROUP SIZE: 20 - 30
LENGTH: 2 - 2,5h

OBJECTIVES:

- To understand virality factors
- To understand and analyze the positive and negative consequences of virality

DESCRIPTION:

Discuss factors such as emotional appeal, relatability, humor, novelty, or unexpectedness. Encourage participants to consider the psychological and sociological aspects that make content more likely to be shared and spread rapidly.
Ask participants to name some examples – what are the common factors

Emotional appeal, relatability, humour, novelty, unexpectedness.
Virality is partially driven by physiological arousal. Content that evokes high-arousal positive (awe) or negative (anger or anxiety) emotions is more viral. Content that evokes low-arousal, or deactivating, emotions (e.g., sadness) is less viral.

Novelty-craving and emotional triggers, in particular, are the two driving forces behind viral content.

People primarily share content to:
- Bring valuable and entertaining content to one another.
- Define themselves to others.
- Grow and nourish relationships.
- Feel more involved in the world.
- Get the word out on causes they care about.

Ask participants to reflect on the positive and negative consequences that can arise from viral fame.
Discuss how virality can lead to increased visibility, opportunities, and even social change, but also potential drawbacks such as loss of privacy, negative attention, or misinterpretation.

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After that split participants into small groups and ask them to create their own "viral" video considering all the aspects previously discussed.

After that give each group time for creation and upload - 1h

Over the course of next several hours (or overnight, if needed), track the views, likes, and shares each video receives on the chosen platform

Then after several hours it can be revealed which group succeed to reach the most views, likes, shares

At the end of the challenge, reveal which group's video received the most views, likes, and shares. Discuss the reasons behind the success of that particular video and relate it to the earlier discussion about the consequences of virality.

DEBRIEFING:

- What factors did your group consider when creating your viral video? How did you incorporate emotional appeal, relatability, humor, novelty, or unexpectedness?
- What were the most significant challenges your group faced during the video creation process? How did you overcome them?
- Did your video aim to evoke high-arousal emotions (awe, anger, anxiety) or low-arousal emotions (e.g., sadness)? Why did you choose this emotional approach, and how do you think it influenced the video's potential for virality?
- How ethical did you find the process? Would you feel different if you had created the content and it had became viral accidentally instead of being created with the purpose of becoming viral

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TITLE: UNCONSCIOUS AND CONSCIOUS VIRAL CONTENT

AGE: 18-25
GROUP SIZE: 20-30
LENGTH: 60 min

OBJECTIVES:

- To identify and analyze the emotions triggered by viral content
- To gain an understanding of the key factors contributing to content virality, such as humor, relatability, or uniqueness, and how these elements impact content dissemination
- To explore ethical considerations related to the creation and sharing of viral content

DESCRIPTION:

Divide participants in small groups of 3-6 people each.
Give each group one real life example of content that has gone viral in the past.
Ask them analyze the content based on this criteria:

What emotions do you think these viral examples trigger in people?
What do you believe were the key factors that made these examples go viral?
Were they relatable to a broad audience, or did they target a specific niche?
What do you believe were the key factors that made these examples go viral?
Were they relatable to a broad audience, or did they target a specific niche?
Do you see any ethical considerations related to the creation or sharing of viral content?
How do issues like consent, privacy, or cultural sensitivity come into play in these examples?

- Dancing Baby Groot (Guardians of the Galaxy):

A short clip of the character Baby Groot dancing to the Jackson 5's "I Want You Back" from the movie "Guardians of the Galaxy" went viral. It became a popular GIF and meme.
https://www.youtube.com/watch?v=DfNSBeFlilg

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- Ice Bucket Challenge:

In 2014, the ALS Ice Bucket Challenge became a global phenomenon. People filmed themselves getting doused with ice-cold water to raise awareness and funds for ALS research.
Learn About the ALS Ice Bucket Challenge

- #TheDress - Blue or Gold?:
A photograph of a dress went viral as people debated whether it was blue and black or white and gold. The viral debate sparked discussions on color perception.
See the Dress

- What Does the Fox Say?" Music Video:
The music video for "The Fox (What Does the Fox Say?)" by Ylvis became an internet sensation due to its catchy tune and quirky lyrics. It received millions of views on YouTube.
Watch "What Does the Fox Say?

- Damn, Daniel Vine:
A short Vine video featuring a teenager complimenting his friend Daniel's fashion choices with the phrase "Damn, Daniel!" gained widespread attention and became a meme.
Watch "Damn, Daniel

- Baby Yoda Memes (2019)
Image Link: Baby Yoda Memes
Baby Yoda, a character from the Disney+ series "The Mandalorian," became a viral sensation due to its adorable appearance. Countless memes featuring Baby Yoda flooded the internet, spreading across various social media platforms.

- Distracted Boyfriend Meme (2017):
This popular meme features a stock photo of a man looking at another woman while his girlfriend looks on disapprovingly. It has been widely used to depict situations involving infidelity or distractions. See the meme

- #MeToo Movement (2017):
The #MeToo movement gained momentum on social media when people, primarily women, started sharing their experiences of sexual harassment and assault. It was a powerful and emotional movement that shed light on the widespread issue of gender-based violence.

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- Greta Thunberg's Climate Activism (2019):

Greta Thunberg, a young Swedish climate activist, gained global attention when she passionately addressed world leaders about the urgent need to address climate change. Her emotional and blunt speeches sparked discussions and mobilized millions of people to join climate strikes and protests. Learn more

- Yulin Dog Meat Festival in China

The festival, which involves the slaughter and consumption of dogs, has generated significant outrage and condemnation. While the festival continues in some form, public outcry and viral content have played a role in raising awareness and advocating for its end.

- "Charlie Bit My Finger" YouTube Video:

This video features a toddler named Charlie biting his brother Harry's finger. It gained massive popularity on YouTube and became one of the most-watched videos on the platform.
Watch "Charlie Bit My Finger"

Give participants 15 min to discuss their example

After that each group talks in front of everyone about their findings

DEBRIEFING:

- Did your group uncover any surprising insights or lessons about what makes content go viral?
- Were there any elements you initially overlooked but later realized were important?
- What did you personally learn from this activity about viral content and its impact on society?
- How might this knowledge influence your own content creation or consumption habits?
- What are your overall thoughts on the role of viral content in today's digital society?

Evolving
YOUth

WORKSHOPS AND GAMES ON DIGITAL EDUCATION

Digital education, also known as technology-enhanced learning or e-learning, is the use of technology and digital tools to teach and learn. It is an innovative incorporation of modern technology and digital tools to assist the progress of teaching and learning. Digital education is the way forward to seeking education through the means of technology and digital devices

Learning materials:

https://www.coursera.org/specializations/applied-digital-literacy

https://www.coursera.org/learn/advanced-information-literacy

https://custom-writing.org/blog/signs-of-credible-sources

https://drossinternets.lv/lv/posts/view/socialo-tiklu-drosibas-celvedis-palidzes-problemsituacijas

https://medialiteracynow.org/challenge/what-is-media-literacy/

https://www.psychologytoday.com/us/blog/life-smarts/202006/5-steps-social-media-mindfulness?amp

https://www.ncsc.gov.uk/collection/top-tips-for-staying-secure-online

https://cultureplusconsulting.com/2018/08/16/a-ha-activities-for-unconscious-bias-training/?amp=1

https://www.justice.gov/usao-ndga/protecting-yourself-while-using-internet

https://mashable.com/article/openai-chatgpt-ai-chatbot-what-not-to-share

https://www.commonsense.org/education

https://www.cyberwise.org/

https://staysafeonline.org/

https://www.youtube.com/watch?v=sPwJ0obJya0&list=PL8dPuuaLjXtM6jSpzb5gMNsx9kdmqBfmY

https://research.com/education/how-to-manage-digital-footprint

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NewsFeed Defenders - This game, developed by iCivics and the Annenberg Public Policy Center, helps players navigate through a social media platform to identify and evaluate news sources, distinguish between reliable and unreliable information, and develop critical thinking skills.

Factitious - Factitious is an online game that presents players with snippets of news articles and challenges them to determine whether the articles are real or fake. It helps players understand the tactics and strategies used in creating fake news and enhances their ability to identify trustworthy sources.

MediaBreaker - This tool allows young people to remix and edit existing videos, analyzing the messages and biases embedded in media content. It helps them understand the techniques used in media production and encourages critical thinking about media messages.

Admongo - Admongo is an online game developed by the Federal Trade Commission (FTC) that educates children about advertising and its persuasive techniques. Players learn to recognize and analyze various advertising strategies, such as celebrity endorsements and product placement.

DecodeDC - DecodeDC is a podcast series that delves into the world of politics and media. It helps young people understand how media coverage influences public opinion and provides insights into media bias, propaganda, and the impact of political communication.

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Checkology - Checkology is an interactive platform that offers virtual lessons on news literacy. It provides students with engaging activities, videos, and real-world scenarios to develop their ability to analyze news and information critically.

The News Literacy Project:- The News Literacy Project offers a range of resources and lessons to promote news literacy among young people. Their virtual classroom provides interactive lessons and activities that help students navigate the digital information landscape effectively.

Digital Compass - Developed by Common Sense Media, Digital Compass is an interactive game designed to teach young people about digital citizenship and critical thinking. It covers topics like online privacy, cyberbullying, and responsible social media use.
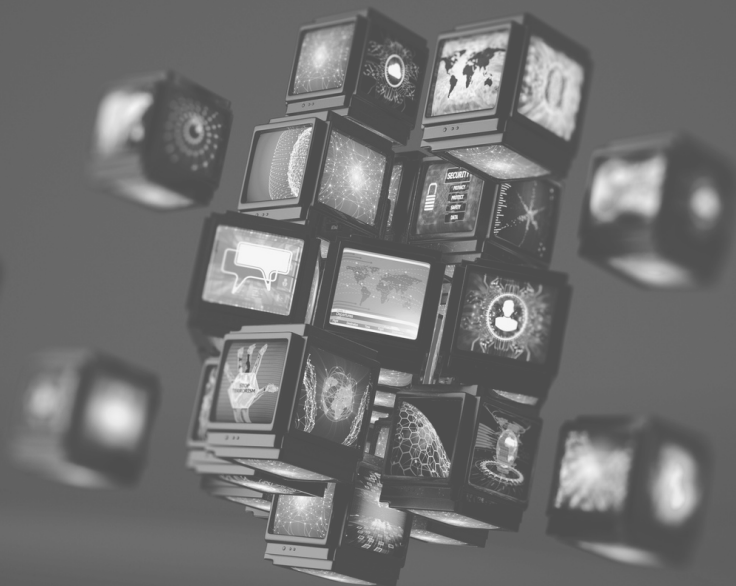
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