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**Trainer Guide**

# Media Academy

## Strengthening media literacy and social participation

Implemented by



Funded by



# Glossary

- AA** Auswärtiges Amt (AA) is the German Federal Foreign office. It represents Germany's interests in the world, promotes international exchange and offers protection and assistance to Germans abroad.
- DEK** The Digital Enquirer Kit (DEK) guides learners in self-paced online lessons through topics such as digital safety and how to prevent the spread of misinformation.
- GIZ** Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) provides services in the field of international cooperation for sustainable development and international education work.
- MIL** Media and Information Literacy (MIL) is the ability to use media safely, wisely, and responsibly. It aims to empower the competencies of each citizen to access media, analyse media content, create new media messages, reflect on existing media content, and take action by using media to achieve specific goals such as information sharing.
- OGBV** According to UN Women, online gender-based violence (OGBV) includes different forms of violence through online technology against people based on their gender. It is rooted in discriminatory social norms, gender inequality and often connected to physical violence.
- PASCH** PASCH stands for the 'Schools: Partners for the Future'. The initiative is a global network of some 1,500 schools that place a high value on teaching in German.
- SDG** The Sustainable Development Goals (SDGs) were adopted by the United Nations in 2015 to ensure that all people enjoy prosperity and peace by 2030: No poverty (SDG 1), quality education (SDG 4), gender equality (SDG 5) and reduced inequalities (SDG 10) are some of the areas of action included in the 2030 Agenda.
- S4D** Sport for Development (S4D) refers to the intentional use of sport, physical activity and play to attain specific development objectives (e.g., gender equality). The aim of S4D is to integrate competences into training sessions in a way that allows students to incorporate and transfer them to their daily life.
- ZfA** Zentralstelle für das Auslandsschulwesen (ZfA) refers to the German Central Agency for Schools Abroad. It supervises schoolwork abroad, provides pedagogical and administrative advice and support as well as placement of teachers into (German) schools abroad.

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**“Instead of putting each other down, let's unite.”**

**Student, Mexico**



# Introduction

## Background

Digital technologies have advanced more rapidly than any innovation in our history and are transforming our society. Young people continue to be the driving force behind global connectivity: Worldwide, 75 percent of 15- to 24-year-olds are now online, compared to 65 percent among other age groups.<sup>1</sup>

Despite the huge potential that living in a digital world offers to youth, such as educational and employment opportunities and social participation, there is still a digital gender gap. Globally, the gap between women and men who use the internet is 264 million, while women are 25 percent less likely than men to use digital technologies.<sup>2,3</sup> At the same time, access to technologies is not the only problem, it also extends into the areas of digital skills, employment, and entrepreneurship in the digital industry. Additionally, inherent gender and other biases challenge and harm women and other marginalized groups online, as they are

generally at greater risk of (cyber) violence and (online) gender-based violence. However, only providing access is not the solution, gender inequality must be tackled online just as vehemently as offline in order to reduce its negative impact on social, economic, and political participation.<sup>4,5</sup>

Access to information, freedom of expression and gender equality are basic prerequisites for an inclusive approach towards digitalisation and resilient societies. Traditional and new media<sup>6</sup> are already an important part of everyday life and provide resources to search and process credible information. However, disinformation in the digital space has grown rapidly in recent years, posing a threat to individuals and societies alike. Online gender-based violence and online harassment between peers or in the school environment affect particularly the mental health of young students. On a societal level, the spread of disinformation



- 1 ITU (2022): Measuring digital development Facts and Figures
- 2 BMZ (2023): Feminist Development Policy
- 3 EQUALS (2019): Closing Gender Divides in Digital Skills through Education
- 4 UN Women (2023): Facts and figures: Ending violence against women
- 5 UN Women (2020): Online and ICT facilitated violence against women and girls during COVID-19
- 6 Traditional media refer to non-digital media, such as TV, radio and print materials, whereas new media are generally known as digital media.



around e. g. COVID-19, Russia's war of aggression against Ukraine, or climate change, demonstrates how disinformation can affect public opinion, public health, social cohesion, and the functioning of resilient, inclusive, and democratic societies.

Young people that grow up in today's world must be equipped with the skills and knowledge to engage with information and technologies

critically and effectively. Consequently, that means maximizing the advantages of being digital citizens and minimizing the risk of getting lost in the information disorder. These future-oriented, digital competencies are not only basic skills and abilities for everyday life. They are the key to political and economic participation and sustainable social development.



# Media Academy Overview



## Purpose of this trainer guide

To promote media and information literacy (MIL) and youth participation in a digital world, a 3-day Media Academy was developed and implemented in nine countries in 2023. In an innovative approach, MIL was combined with Sport for Development (S4D) sessions to gain deeper learning effects through interaction and play. Following the great success of the Media Academy, this trainer guide will support teachers, trainers and students worldwide whose schools or youth centres want to implement a Media Academy or include parts

of it into their teachings. The trainer guide gives a detailed overview of the Media Academy, a recommended structure and specific pedagogical and methodological approaches. The main part provides information about the modular approach of each academy day. It includes detailed descriptions of activities that have been successfully implemented in the project phase in 2023. The value of the media academy lies in its adaptability to local circumstances. Therefore, the trainer guide offers ideas and inspiration on possible local approaches.

## Global project

To support specifically the participation of girls and young women in the digital world, the global project “Female Students Academy: Strengthening media literacy and social participation”<sup>7</sup> was commissioned by the German Federal Foreign Office (AA) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in cooperation with the Zentralstelle für das Auslandsschulwesen (ZfA) in 2023. The project

implemented multi-day academies to improve media and information literacy (MIL) of girls and young women. They were developed for German schools abroad and other partner schools of the PASCH initiative.<sup>8</sup> In August and September 2023, nearly 200 female students participated in Media Academies in nine different countries, including Albania, Bosnia and Herzegovina, Ethiopia, Kosovo, Mexico, Namibia, Pakistan, Palestinian territories, and Serbia.



7 GIZ (2023): Improving media literacy among female students

8 PASCH Initiative (2023): About the PASCH initiative





## Target group

The Media Academy is aimed at students aged 15 to 18. During the project phase, the Media Academy targeted female students only, however, the concept can be easily adapted to diverse target groups, including gender-mixed groups. When selecting the age group for participants, previous media knowledge of the participants should be considered. During the project phase in 2023, inviting youth from different classes (e.g., 9th and 10th or 10th and 11th grade) and even different schools has proved its worth. When students come from different backgrounds and contexts, they are eager to exchange, understand different perspectives and build networks. The optimal

group size for the highly participatory Media Academy is 16 to 20 students.

However, during the project phase, the maximal group size was opened to 25 students, inviting students from one up to five different schools. As the project phase in 2023 took place in German schools abroad and other partner schools of the PASCH network, German language skills (B2 level) were a prerequisite for participation. However, the academy can be run in any other language as well, if participants command that language at B2 level or higher.



## Objectives

The overall objective of the Media Academy is to strengthen the participation of young people in digital, societal, and political processes. Therefore, the Media Academy aims to produce well-informed digital citizens who are resilient against disinformation campaigns, will act responsibly and respectfully in the digital sphere and who will contribute to a well-informed

public dialogue using digital tools. Throughout the project phase in 2023, female students were targeted, allowing for a safe space and honest discussions around disinformation and online gender-based violence (OGBV).








## Learning objectives

The students strengthen their self-confidence and self-efficacy as the Media Academy empowers them to act as multipliers for schools, peers, and their social environment, passing on their newly acquired skills and

knowledge. By the end of the Media Academy, students will be equipped with essential personal, social, media and information literacy competencies and will be able to:

 <b>Knowledge</b>	 <b>Skills</b>	 <b>Attitude</b>
<ul style="list-style-type: none"> <li>• differentiate fact from opinion</li> <li>• differentiate between different terms related to MIL</li> <li>• identify various forms of disinformation and explain their harmful consequences for individuals and society</li> <li>• identify various forms of online gender-based violence and explain their harmful consequences for individuals and societies</li> </ul>	<ul style="list-style-type: none"> <li>• think critically when using (social) media</li> <li>• assess the value of different information</li> <li>• verify online sources, online content and identities of online contacts</li> <li>• stay safe when sharing private information</li> <li>• act responsibly and respectfully on social media</li> <li>• use various media tools</li> <li>• create clear media messages and products</li> <li>• act as multipliers in their schools and social surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• develop resilience towards disinformation</li> <li>• think twice when confronted with media content</li> <li>• be self-efficient and self-confident in the context of (Social) Media</li> </ul>



**“I thought it was great that everyone could talk about their experience and people could give their opinion.”**

**Student, Namibia**

**“I learned that teamwork is a good way to get new ideas.”**

**Student, Ethiopia**

**“Feel free to express.”**

**Student, Pakistan**



# Media Academy Approach



## Content

The Media Academy is dedicated to three basic aspects:

1. Sharing the status quo of positive and negative media and information experiences,
2. identifying manipulation, mis-, dis-, and mal-information<sup>9</sup> and various forms of (online) gender-based violence in (social)
3. becoming digital citizens by learning to verify online sources and content and developing strategies to prevent and to tackle disinformation and (online) gender-based violence. This requires knowledge about their rights and responsibilities.

## Interactive methods

The Media Academy uses a holistic approach to learning, including experiential and play-based learning methods, cooperative learning, and critical thinking. It promotes media and information literacy (MIL), using the Sport for Development (S4D) approach to convey knowledge in an interactive way. Both concepts open interactive and creative spaces for joint learning experiences and focus on empowering crucial competencies of citizens.

Through Sport for Development and other participatory methods (e.g., movement games, brainstorming, group discussions and producing media) students are encouraged to become actively involved in the learning process and to shape the learning outcomes. The Media Academy's specific methodological approach enables students to contribute their expertise as digital natives, have meaningful experiences and actively participate in decisions that affect their lives.





## Media and Information Literacy (MIL)

Media and Information Literacy (MIL) is the ability to engage with all kinds of media and information safely and responsibly (social media, newspapers, books, radio, books, radio, television, billboards, websites, and many more). MIL is a lifelong learning experience and encourages people to become digital citizens. Media and information literate citizens are equipped to understand complex media messages, recognize disinformation, verify any kind of information, communicate safely and responsibly, and produce meaningful media messages to amplify their voices. These competencies enable them to bridge tensions in times of information disorder,<sup>10</sup> and show positive effects on social cohesion. Media and information literacy involves different dimensions, e.g.,

- Access media and information
- Analyse information and media messages, quality, and purpose
- Create own media messages of various formats using creative techniques
- Reflect on how media and information impact us and our society
- Act as digital citizen using media

One core tool of the media academy is “media production”. Students learn how to craft clear media messages to inform, educate and raise awareness among peers. They carefully plan their media messages and media production, experiment with different formats, and apply creative techniques.





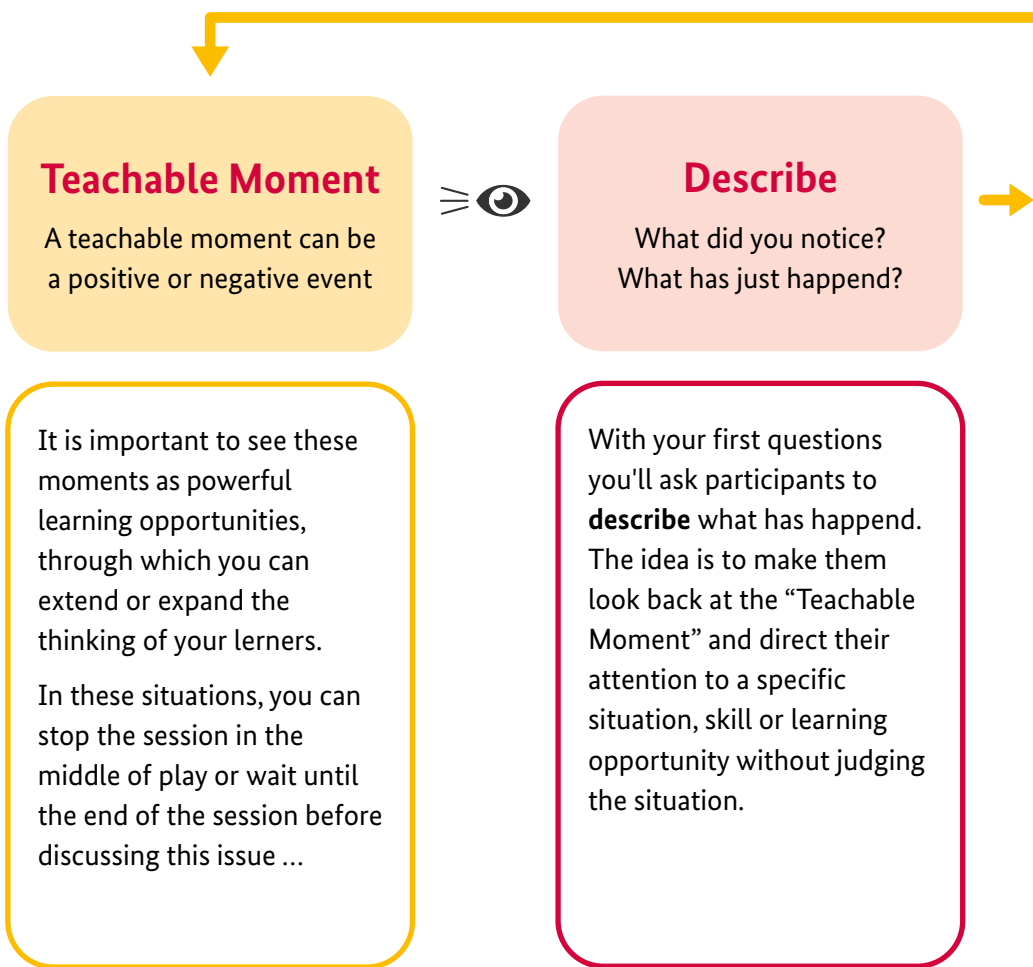
## Sport for Development (S4D)

Sport for Development (S4D) refers to the intentional use of sport, physical activity and play to attain specific development objectives, and to improve the target groups' personal, social, and methodological competencies. An S4D training session should always foster the students' multidimensional development, i.e., the cognitive, social, physical, and sport-related. The aim of S4D is to integrate life skills and

competencies into training sessions so that students can transfer them to their daily life with and without media. The academy's focus lies on promoting students' self-esteem, communication skills, critical thinking, and trust.

A clear session structure can help facilitate this transfer.<sup>11</sup> A. Opening Phase (25%) including Welcome, Sensitization and Warm-Up; B. Main

## How to guide reflection and learning in S4D<sup>12</sup>

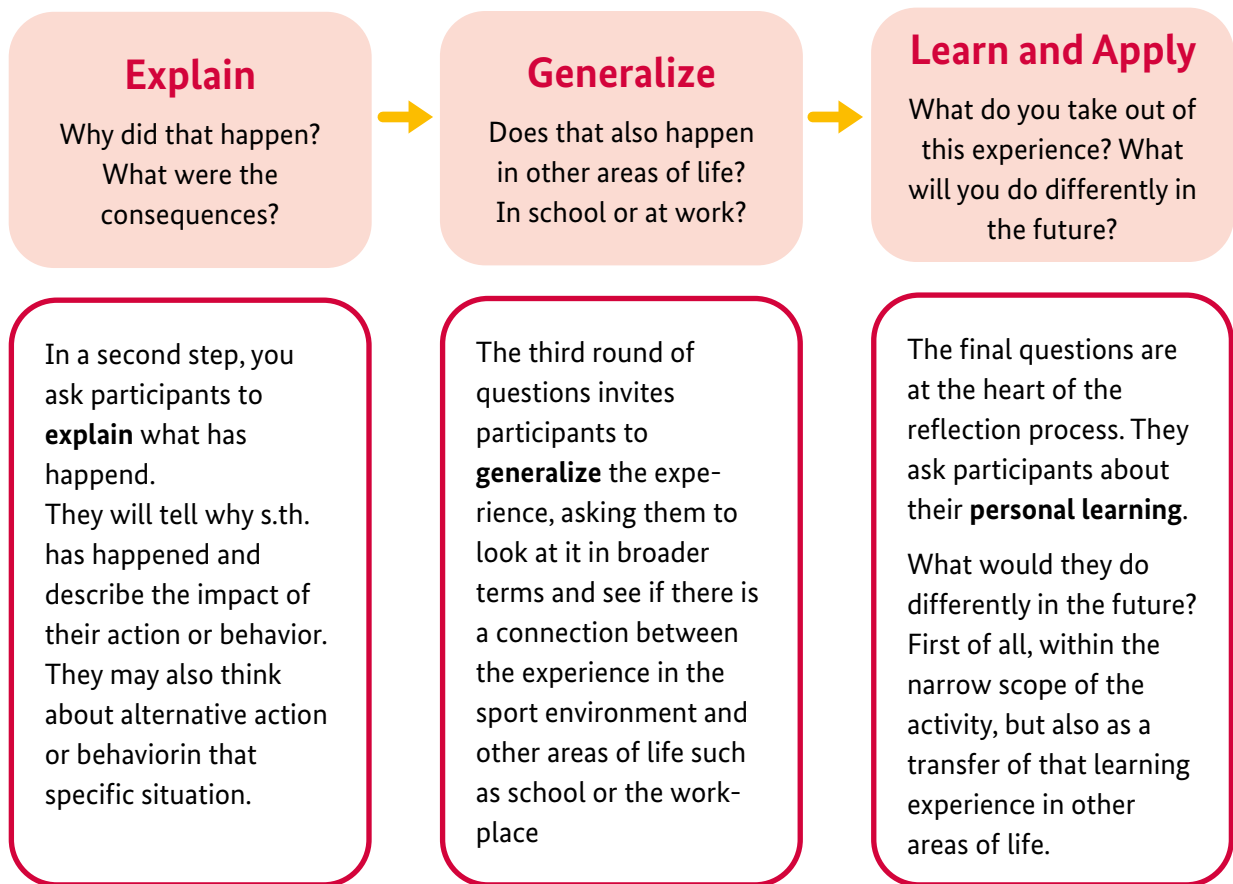


<sup>11</sup> GIZ (2020): Structure of an S4D Session  
<sup>12</sup> GIZ & SPIN (2022): Training of local S4D Instructors, Bijeljina (Workshop Presentation, BiH)



Phase (50%) including Educational Games and Exercises; C. Closing Phase (25%) including Reflection. It is vital to sense the mood of the group to find a good balance between play and reflection.<sup>13</sup> The final reflection usually takes place in a closing circle to recap what was learned during the session. A good reflection requires guidance and should ensure that everyone is involved and heard, without forcing

students to share something they don't want to. Reflection with the students follows the elements of describing what happened during the session, explaining why things went that way and how it felt. The generalisation and transfer to other life situations leads to learning – what can participants take home from the session?



# Media Academy Example



## Preparation

To implement a Media Academy in a school or youth centre, the commitment of that institution is needed, particularly when it comes to logistics and supporting students in multiplying their ideas. The Media Academy is ideally run by a two-person trainer team, one teacher/trainer with knowledge in media/MIL and one teacher/trainer with a background in sport/S4D.

The Media Academy needs to be planned and prepared accordingly. All involved people at a school or youth center need to agree on dates, duration and venue, catering, the selection of participants (age-group, number of people,

focus on only one school or multiple), etc. After the planning process, the trainer team adapts the Media Academy content to the local context and finds local, youth-relevant examples, e.g., for disinformation, rumours, online (gender-based) violence. Ideally, examples are checked with a representative of the targeted age group.

On the preparation day, the trainer team meets with school representatives to check and prepare the venues (indoor and outdoor). The team also talks through the sessions and agrees on how to share responsibilities during the three days.

Planning (long term)	Preparation day	3-day Media Academy	Follow-up
<p><b>Agree</b> on dates, duration, venue, participants, roles, catering, evaluation;</p> <p><b>Start</b> Adapting to the local context and organizing;</p> <p><b>Collect</b> consent from participants</p>	<p><b>Prepare</b> venues, catering, technology, material, sport equipment;</p> <p><b>Agree on</b> best local examples and how to share responsibility</p>	<p><b>Day 1</b> Express yourself!</p>	<p>Evaluation; Multiplier event organized by students</p>
		<p><b>Day 2</b> Think twice!</p>	
		<p><b>Day 3</b> Trust yourself!</p>	

## Implementation

During implementation, the trainer team adapts the level of difficulty and topics according to students' knowledge and interests. For evaluation purposes and possible follow-up-events it is essential to document students' outputs, e. g. flipcharts, presentations and most importantly, students' media products.

On the last day, the students brainstorm ideas on how to become multipliers and pass on their

knowledge and skills. Due to their ideas and with the support of the school or youth centre, follow-up activities or events where the students share their learnings and media products, using participatory activities from the Media Academy, can be organized. The implementation of the Media Academy is evaluated and – if high motivation meets high support – the school or youth centre can use the students' ideas to foster further MIL among youths.

## Schedule of a 3-day Media Academy

The Media Academy is designed as a 3-day (full-day) workshop. However, the Media Academy structure can be adapted to a 4-day workshop or, to shorten the duration, only specific sessions can be used. Each training day aims to strengthen a specific competence through S4D, address a specific MIL-aspect and produces related media products.

The session design is modular, to allow flexibility in the structure according to local needs. The morning is composed of two Media-Minds (indoors) and one Media-Moves (out- or indoor pitch) session. To maintain the energy and attention levels of the students, two short breaks are recommended in between the



### Hint

*The Media Academy can be adapted to a 4-day academy. The sample 4-day schedule (Mexico) can be found in the toolbox (see QR-code in the appendix).*

sessions. After lunch, the Media Academy starts with an energizer, followed by one long Media-Makers session. During the Media-Maker session the students create media products and should take their breaks individually.







		<b>Day 1</b> <b>Express yourself!</b> Media and information experiences	<b>Day 2</b> <b>Think twice!</b> Identify manipulation, disinformation, and online gender-based violence	<b>Day 3</b> <b>Trust yourself!</b> Verify and safeguard your digital citizenship
<b>Morning</b>	<b>Opening</b> (15–30 min)	→ Introductions → Overviews & rules	Opening	Opening
	<b>Media-Minds°1</b> (60 min)	→ You and the media → Characteristics of Information	→ Persuasion techniques → Disinformation & OGBV°1	→ To Trust or not to trust → Verification and safeguarding°1
	Break (15 min)			
	<b>Media-Minds°2</b> (60 min)	→ Social media newsfeed → Fact vs. opinion	→ Disinformation & OGBV°2 → Harmful consequences	→ Verification and safeguarding°2 → Digital citizenship
	Break (15 min)			
	<b>Media-Moves</b> (60 min)	Communication	Critical thinking	Trust
Lunch (45 min)				
<b>Afternoon</b>	<b>Media-Makers</b> (105–120 min)	Media production	Media production	Media production
	<b>Closing</b> (15–30 min)	Conclusion	Conclusion	→ Becoming a Multiplier → Conclusion & Evaluation

The approximate training time following this standard schedule is 7 hours per day, including

two breaks in the morning (2 x 15 minutes) and a lunch break (45 minutes).

## Evaluation

To evaluate the Media Academy, a qualitative and/or quantitative evaluation should be planned and implemented by the responsible institution. For the project phase in 2023, GIZ developed an anonymous survey that was conducted once at the beginning of each Media Academy and once again six weeks later. The template of both surveys is provided in the toolbox. Furthermore, the teacher/trainer

should do an evaluation with the student at the end of the last day, choosing an appropriate evaluation method. In the project phase in 2023, the students were asked to give individual feedback (online or on a printed questionnaire) on four main questions: (1) What did you like? (2) What not so much? (3) What is your main takeaway? and (4) What did you want more of?







# Media Academy

## Adapting to the local context



### How can the Media Academy be localised?

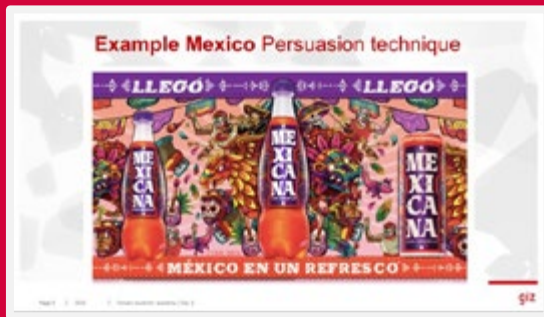
Due to its flexible, modular concept, the Media Academy is designed to fit into different contexts. To fit the specific needs of the target group, it must be adapted to the local context.

- 1. Getting to know the local context:** The Media Academies' approach and topics need to be contextualized to the norms and culture of each country and target group. For example, national levels of freedom of speech and freedom of the press determine the opportunities and limits for safe exchanges in promoting critical thinking and the seeking of trustworthy information sources. When discussing online gender-based violence, trainers and students need to be aware of local cultural, social norms and potential trigger points.
- 2. Adapt the schedule:** The schedule of the Media Academy can be adapted to local needs and wishes. For example, the *Media Moves* sessions could be integrated before or in between the *Media Minds* sessions. Also, a longer, four- or five-day-Media Academy would be possible, e.g., by deepening topics such as the multiplier aspect, adding additional media products (e.g., a one-take-video about rights and responsibilities of digital citizens) and an additional *Media Moves* session (e.g., about change of perspectives). In addition, there could be excursions in the afternoon, especially when students from different schools come together.
- 3. Adapt the content:** To connect to the students' daily media experiences, the examples used in the Media Academy should be adjusted locally. During the preparation phase, the trainers and school representatives exchange about students' prior media knowledge and, with the support of students, identify local youth media habits, current relevant topics, and media- and school-related challenges (i.e., bullying). Based on this, examples from local media and social media platforms are selected, most notably regarding persuasion techniques, disinformation and (online) gender-based violence. In addition, tips for local sites (e.g., fact checking) and local support (e.g., organisations offering online or telephone counselling in case of online violence) are provided to ensure sustained support.



### Example:

In each country different local and global topics and examples came up, e.g., attacking opponents in conflict situations, disinformation around COVID-19, natural disasters, Russia's war of aggression, hate speech against LGBTQIA+-movements or activists, and online harassment and online (peer-) pressure among adolescents.



# Media Academy

# Training activities

## Day 1–3 | Training overview

**DAY  
01**

**Express yourself!**  
Media and information experiences

- Opening (30')
- Session Media-Minds°1 | Exchange! Our media experiences (45')
- Session Media-Minds°2 | Exchange! Our media experiences (60')
- Session Media-Moves | Exchange! Our media experiences (60')
- Session Media-Makers | Photo-Vox-Pop (120')
- Closing (15')



## DAY 02

### Think twice!

#### Identify manipulation, disinformation and online gender-based violence

- Opening (15')
- Session Media-Minds°1 | Be critical! Disinformation, manipulation, OGBV (60')
- Session Media-Minds°2 | Be critical! Disinformation, manipulation, OGBV (60')
- Session Media-Moves | Be critical! Disinformation, manipulation, OGBV (60')
- Session Media-Makers | Video-clip #ThinkTwice (120')
- Closing (15')

## DAY 03

### Trust yourself!

#### Verification and your digital citizenship

- Opening (15')
- Session Media-Minds°1 | Act! Verification for digital citizenship (60')
- Session Media-Minds°2 | Act! Verification for digital citizenship (60')
- Session Media-Moves | Act! Verification for digital citizenship (60')
- Session Media-Makers | Creative picture tips for digital citizenship (90')
- Closing (35')

# DAY 01

## Express yourself! Media and information experiences

### Learning objectives

- Reflect on positive and negative media experiences.
- Know the characteristics of communication, media, and information.
- Evaluate information on social media newsfeeds.
- Distinguish between fact and opinion.
- Express confidently and formulate clear and creative photo message.



### Special structure tip

*For mixed groups coming together the first time, it is helpful to have the session Media-Moves directly after opening. The first break will then start 15 min later.*

### Sequence

- Opening (30')
- Session Media-Minds<sup>o</sup>1 | Exchange! Our media experiences (45')
  - You and the media (25')
  - Characteristics of information (20')
- Session Media-Minds<sup>o</sup>2 | Exchange! Our media experiences (60')
  - Social media newsfeed (40')
  - Fact vs. opinion (20')
- Session Media-Moves | Exchange! Our media experiences (60')
  - Communication (60')
- Session Media-Makers | Photo-Vox-Pop "Media & me" (120')
  - Energizer (10')
  - Media preparation (20')
  - Media production (60')
  - Media presentation (30')
- Closure (15')



🕒 30 min

Opening

## Introduction & Get to know each other

Express yourself! Media and information experiences

**Method:** Get-to-know game, survey, brainstorming

**Set-up:** Circle of chairs

**Material:** : Flipchart, cards, markers, laptop, projector, Wi-Fi, (student's) smartphones

**Prepare:** Presentation day 1, template-survey, flipchart with overview of 3 training days

**Learning objectives:**

→ Students understand the objectives of the Media Academy

### How to

- Welcome the students and introduce yourself and the Media Academy.
- Play an icebreaker game so participants get to know each other.
- If the impact of the Media Academy should be evaluated, let the students fill in a prepared survey.
- Give an overview of the 3-day Academy (flipchart) and its organisational details.
- Optionally, give volunteering students (individually or in pairs) the chance to lead short energizers in the morning (days 2 & 3) and after lunch (days 1–3). Allocate time slots for the respective energizers (max. 5 minutes).
- Let students come up with their own rules for the Media Academy using cards and, if necessary, add further rules.

### Take-aways

- Students feel motivated to participate in the Media Academy and know each other's names.
- Students follow the rules that all have agreed on.



#### Hint

*As the opening on the first day might take longer than usual (30'), the session Media-Minds<sup>o</sup>1 is shorter than on other days (45').*

## You and the media

### Exchange! Our media experiences

**Method:** Media salad and guided reflection

**Set-up:** Circle of chairs

**Material:** Cards, markers, laptop, projector

**Prepare:** Cards (“sender”, “receiver”, “information”, “communication”, “media”, “one-way”, “two-way”), presentation day 1

**Adapting to the local context:** Popular local media channels or formats among students

**Learning objectives:**

- Students are able to define media and recognize that media is an integral part of their life.

### How to

#### 15' Media salad

- Have students sit in a circle while you stand in the middle without a chair.
- Collect with the students what types of media they know (e.g., books, newspaper, TV, social media, newspaper, television, music, games, internet ...) and invite them to share what they like, e.g. ‘I like watching funny reels on Instagram, and what they don't like’, e.g. ‘I don't like to watch advertisement on YouTube’.
- Be the first to share a like or a dislike and have students who agree get up and seek a new free chair, while you sit down.
- The student who was not able to find a free chair, shares the next like or dislike.
- Play several rounds and make sure that both likes and dislikes are shared based on different media aspects.

#### Communication model

1. One-way-communication



2. Two-way-communication



#### Guided reflection

- Ask students about their understanding of media and how we communicate information using media.
- Involve the students when they have prior knowledge. Prepared cards can help to visualize the media communication model as well as one-way and two-way communication.
- Explain the difference between interpersonal- and mass media.
- Ask the students to give examples for the different types of media.
- At the end, emphasize the impact media has on our life.

### Take-aways

- Media are channels of communication that transfer information between people.
- There are different types of media.
- It is important to be aware of the potential opportunities and dangers media brings.



## Characteristics of information

### Exchange! Our media experiences

**Method:** Broken telephone and reflection

**Set-up:** Groups stand in lines, facing the back of the person in front of them

**Material:** A4-Paper, marker, laptop, projector

**Prepare:** Example headlines, presentation day 1

**Adapting to the local context:** Have local headlines or rumors in the game

**Learning objectives:**

- Students are able to recognize the accuracy of information.
- Students are able to reflect their own role and responsibility when processing information.

## How to

15'

### Broken telephone

- Depending on the group size, let the groups stand in two or three lines.
- To warm up, have the last person of each group (the sender) invent a gesture that will be passed on, one by one person to the next person (receiver) and let them compare it with the original gesture.
- Now let the groups pass on a headline or rumor as fast as possible by whispering into the next persons' ear without repetition. Have the receivers remember or write the headlines down to compare them with the original headline.
- If time allows, play another round where repetition is allowed, and information can be verified.

### Reflection

5'

- Lead the reflection round by using guiding questions, e.g.
  - What have you observed? What were the differences in the rounds?
  - What characteristics of information could you identify?
  - How does this game relate to information on (social) media?
  - What changed when you had to share the headline as soon as possible?
- Sum up the activity and highlight the key take-aways.

## Take-aways

- When shared again and again, information can lose accuracy, change and even become false.
- Information must be assessed critically before sharing. Time pressure often hinders this.
- If you share disinformation, you accept some responsibility for its propagation.



## Social media newsfeed

### Exchange! Our media experiences

**Method:** Group exploration, group presentation

**Set-up:** Four groups (four tables)

**Material:** Cards, markers, press stick, sticky tape, laptop, projector, student's smartphones

**Prepare:** Printed sheets (terms “information disorder on social media”, “credible posts”, “not credible post”, “relevant posts”, “not relevant posts”), presentation day 1

**Adapting to the local context:** Local posts on students' newsfeeds and for-you-pages.

**Learning objectives:**

→ Students are able to evaluate personal information sources on their newsfeeds.

### How to

#### 5' Explanation

- Collect the social media platforms students often use to get informed.
- Define information disorder and explain the role of algorithms.

- Encourage the groups to find diverse examples (e.g., from Instagram & TikTok, celebrity gossip, politics, environment, ...).

#### 20' Group exploration

- Have the students examine their personal newsfeeds using their smartphone about concrete examples for credible post (group 1), less credible post (group 2), relevant posts (group 3), less relevant posts (group 4).
- Each group writes down three concrete examples of posts and takes screenshots.

#### Group presentation

- Invite all group members to present their findings.
- Let the other students react and ask questions for clarification.
- Sum up and let the students formulate their own take-aways from the exercise.

### Take-aways

- The information on social media newsfeeds is selected by an algorithm due to users' interests. The posts are neither monitored nor verified, everybody can publish anything, and sources are mixed.
- A social media user needs to critically evaluate the information on the newsfeed (relevance and truthfulness).



🕒 20 min

Media-Minds°2

## Fact vs. opinion

Exchange! Our media experiences

**Method:** Group quiz**Set-up:** Four groups**Material:** Cards, markers, laptop, projector**Prepare:** 4 x voting cards for “fact” and “opinion”, presentation day 1**Adapting to the local context:** Add local facts and opinions for the quiz with increasing difficulties.**Learning objectives:**

- Students are able to distinguish opinion and fact.
- Students are motivated to inform themselves.

### How to

**5'** *Explanation*

- Clarify with the students the difference between a fact and an opinion.

**10'** *Group quiz*

- Give each of the four groups voting cards for fact and opinion.
- Read or show sample facts and opinions of increasing difficulty, e.g., “Berlin is the capital of Germany” (fact) and “Berlin is the most beautiful town in Germany” (opinion).

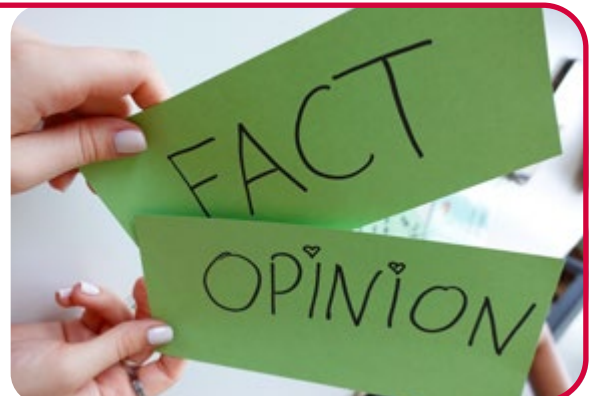
- Have students discuss in their groups and vote on the count to three, what is a fact and what is an opinion. Ask volunteer students to explain their answer.
- Reveal the correct answer, and optionally award points to make it a bit more competitive.

*Reflection*

- How do you evaluate in general whether something is a fact or opinion?

### Take-aways

- While facts are objective and generally verifiable, opinions are subjective and not objectively verifiable. Opinions contain someone's view or judgement.
- In media, facts and opinions can be mixed, and social media in particular (as a tool for free speech) contains many opinions that are not labelled as such.



5'

## Communication

### Exchange! Our media experiences

**Method:** Silent line-up; AACRA-Game; Reflection

**Set-up:** Outside/sport-area, two groups

**Material:** Cones, ball, bibs

**Prepare:** Pitch with cones and balls

**Adapting to the local context:** Local posts on students' newsfeeds and for-you-pages.

#### Learning objectives:

- Students are able to communicate efficiently and effectively and recognise the importance of freedom of expression.
- Students are able to understand and apply MIL to access, analyse, create, reflect, and act on media.

### How to

#### 10' 1. Warm-Up: Silent Line-Up

- Create teams of 5-6 participants. Let them line up in a queue behind their "bases" (cones) based on the given examples, such as age (youngest to oldest), number of applications you have on your phone (from highest to lowest), height (shortest to tallest), number of people you follow on Instagram/TikTok (from lowest to highest).
- The participants may not communicate verbally during the reordering. As soon as they are done, they run to their end base (marked with cones) without being separated at any point (e.g., they should keep their hands on their teammates' shoulders).
- The team should wait at the end base in the order that they created.
- Points are awarded according to accuracy of line-up and speed to reach the end base as a team.

#### 40' 2. Main Phase: AACRA

- Discuss what AACRA is (Access, Analyse, Create, Reflect and Act, when consuming and producing media responsibly).

- Split the team into two groups and choose a game with a ball, such as basketball (depending on preference, other games such as netball or football).
- **ACCESS:** Hide a ball somewhere close to the pitch. Both groups must try to find it. As soon as one group has the ball, they need to pass ten times between their team members. Alternatively, the game could continue until a group shoots a hoop, scores a goal, etc. The others try to intercept and disturb. As soon as a team loses the ball, pause the game.
- **ANALYSE:** Let the team discuss in the groups
  1. How did they get possession of the ball?
  2. Why did they lose possession?
- **CREATE:** Let the groups discuss: What would they do differently in order to not lose possession or to win possession? Let them play again (either by passing the ball at least 10 times without losing it or until a group shoots a hoop etc.).
- **REFLECT:** Discuss the previous strategies and what can be done to make the game more effective.
- **ACT:** Now play and implement the strategies.

to be continued →



## How to

### 10' 3. Closing Phase

Describe	Explain	Generalize	Learn and apply
What happened during the session?	Why did that happen?	How do you think that translates to online communication?	What did you learn?
Which skills were the most important to play the games?	What were the consequences of good/bad communication?	Give examples of AACRA in your daily lives.	
How was the communication?	Did the group manage to communicate efficiently?		

## Take-aways

- Solid communication skills are needed to navigate through the complex online and offline world with and without using media.
- Self-confidence in daily life, both for on- and offline activities, is vital.





🕒 10 min

## Media-Makers

## Energizer

## Photo-Vox-Pop “media &amp; me”

**Method:** Energizer**Set-up:** Depends on the chosen game**Material:** List of energizers**Prepare:** Due to the game**Adapting to the local context:** Have volunteer students prepare and lead the energizer-game.**Learning objectives:**

- Students are able to lead parts of a session and gain self-confidence by planning, preparing and leading an energizer.

## How to

5–10' *Version 1: Lead by students*

- In preparation: Make sure that the students who want to lead the energizer have chosen and prepared one. Let them explain it briefly to you before, so that they have practiced explaining it clearly before facing their peers.
- Have all students come together and pass the lead over to the student(s) leading the energizer. Make sure that they stay within the given time. Support them only if necessary.

*Version 2: Lead by teacher/trainer*

5–10'

- In preparation: Select a suitable energizer for the group and prepare it.
- Have all students come together, explain, and implement the energizer.

## Take-aways

- Energizers are a good tool to increase motivation and attention.



## Media preparation & media production

### Photo-Vox-Pop “media & me”

**Method:** Input and group work

**Set-up:** Chair circle, free choice of working place

**Material:** Laptop, projector, group-list, smartphones & charging cable (Bring your own device/ BYOD), Wi-Fi, USB-stick

**Prepare:** Presentation day 1, example of photo-vox-pops, printed worksheets, folder for group results

**Learning objectives:**

→ Students are able to express themselves clearly and creatively by planning and producing media products.

### How to

#### 20' Media preparation

- Invite the students to produce a photo-vox-pop (using photos to show different opinions from different people) about media:
  - What media do we use to get informed?
  - What do we like about it?
  - What don't we like about it?
- Explain the three phases of media production and include the students:
  - (1) proper planning (using the worksheet, deciding on landscape or portrait mode)
  - (2) high quality production (through clear visual messages using basic composition rules like contrast, light, background, and rule of third)

- (3) postproduction (selecting and editing pictures and adding text, bubbles or emojis to make the message clear)

- Make sure that only students who gave their consent can be seen in the frame.
- Clarify open questions, agree on a timeframe and on how to transfer the results.

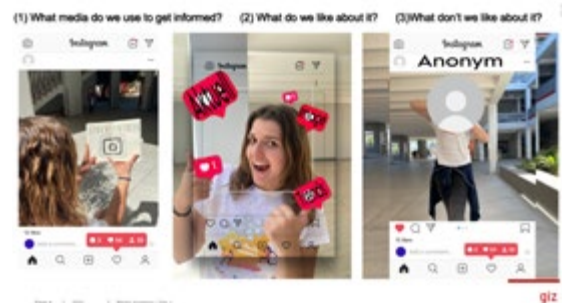
#### Group work – Media production

- Build groups of 3 or 4 students. Hand out the worksheet and let them plan, produce and post-produce their photos.
- Support the groups to ensure that the photos are clear, diverse, and creative.
- Transfer the results to your laptop (with airdrop, Bluetooth, e-mail, USB-Stick etc.).

60'

### Take-aways

- Media are tools for expression. Producing media is fun, strengthens creativity and teamwork.
- It is important to plan (visual) messages, apply basic compositions rules and use post-production techniques to convey a clear message.



🕒 30 min

## Media-Makers

## Media presentation

## Photo-Vox-Pop “media &amp; me”

**Method:** Group presentation and feedback**Set-up:** Chair circle, three extra feedback-chairs in front**Material:** Folder with group results, laptop, projector**Prepare:** Three cards “feedback-chair”, flipchart/presentation with rules for constructive feedback**Adapting to the local context:** Keep in mind the local feedback-culture.**Learning objectives:**

- Students gain self-confidence presenting their media products.
- Students are able to formulate and receive constructive feedback.

## How to

- Clarify the purpose of feedback and explain the rules for constructive feedback.
- Let the students share their experiences and challenges during media production.
- Invite them to present, give and receive constructive feedback to each other.
- Feedback-chairs: Have one volunteer group sit down on the feedback chairs and another group to present their photo results. Ask the feedback-group to give constructive feedback. Make sure that both, positive issues and issues to improve are mentioned and that the feedback focuses on the visual message. You may add briefly your feedback to highlight important aspects. Now let the feedback-group present their results and another group sits down on the feedback chairs. Follow this process until all groups have presented and given feedback.
- At the end, ask the students what power and potential such visual messages have and what they could do with them. Encourage them to share the photo with peers.

## Take-aways

- Providing and receiving constructive feedback encourages personal growth and learning from each other.



🕒 15 min

## Closure

### Summary & conclusion

**Method:** Summary and conclusion

**Set-up:** Chair circle

**Material:** Flipchart, sticky notes, pens or online tool, smartphones, projector, laptop, Wi-Fi

**Prepare:** Flipchart with title of the day + place for sticky notes

**Adapting to the local context:** Other methods of letting students conclude the day.

**Learning objectives:**

- Students are able to reflect on their most important learning of the day, share and compare it with others.

### How to

- Sum up the day and the activities you did.
- Ask the students for open questions or wishes.
- Have the students individually write down what was important for them throughout the day.
- Use either sticky notes and the prepared flipchart or an online tool.

### Take-aways

- The take-aways depend on the personal learning achievement of each individual student but should include basic MIL knowledge and connect them to their everyday life.



# DAY 02

## Think twice!

### Identify manipulation, disinformation, and online gender-based violence

#### Learning objectives

- Be equipped to think critically.
- Identify mis-, dis-, malinformation and rumors.
- Identify different forms of online gender-based violence.
- Reflect on the harmful consequences for individuals and society.
- Formulate a short and empowering video media message to think twice before reacting.



#### Special structure tip

*It makes sense to run the sessions Media-Minds°1 and Media-Minds°2 back-to-back, whether before or after the Media-Moves is important.*

#### Sequence

- Opening (15')
- Session Media-Minds°1 | Attention! Manipulation, disinformation & OGBV (60')
  - Persuasion techniques (35')
  - Disinformation & OGBV°1 (25')
- Session Media-Minds°2 | Attention! Manipulation, disinformation & OGBV (60')
  - Disinformation & OGBV°2 (30')
  - Harmful consequences (30')
- Session Media-Moves | Attention! Manipulation, disinformation & OGBV (60')
  - Critical thinking (60')
- Session Media-Makers | Video-Clip #ThinkTwice (120')
- Energizer (10 min)
  - Media preparation (20')
  - Media production (60')
  - Media presentation (30')
- Closure (15')

## Persuasion techniques

### Attention! Manipulation, disinformation & OGBV

**Method:** Red vs. blue, input/reflection

**Set-up:** 3-4 jury chairs, 3 team red chairs, 3 team blue chairs, rest of the chairs in half-circle

**Material:** Cards, markers, laptop, projector

**Prepare:** Printed info-cards for the game, local examples

**Adapting to the local context:** Find local, youth-related examples for each persuasion techniques

**Learning objectives:**

- Students are able to identify the most common persuasion techniques in argumentations and media messages.

### How to

#### 20' Red vs. blue

- Distribute the roles for the game by lots. Give each group cards for preparing their roles:
  - the color-teams (3 person each) should persuade the jury from the superiority of their color (1 min pitch) and defend it (30s);
  - the jury (3 person) listens, ask one follow-up question to each team, and finally vote individually how convinced they are from each color;
  - the observers identify most persuasive arguments.
- Start the game when preparations are done. Note down for yourself, whenever a team has used one of the most common persuasion techniques. Stop the time for each pitch (1') as well as for the follow-up-answer (30s).

- Before the jury reveals their judgements, ask the critical observers to name the most persuasive arguments the groups used.
- Finally, have the jury reveal their decisions and declare a winning color.

#### Input/reflection

- Use the presentation to briefly explain the four persuasion techniques (activating strong emotions, simplifying ideas, attacking opponents, responding to our needs and values).
- For each technique have a slide with one or more media examples and ask the students to identify and explain the major persuasion technique that is used.

15'

### Take-aways

- Persuasion is aimed at changing people's opinion, attitude, and behavior.
- Identifying common persuasion techniques in arguments and media messages (activating strong emotions, simplifying ideas, attacking opponents or responding to our needs and values) is helpful not to get manipulated.



## Disinformation & OGBV°1

### Attention! Manipulation, disinformation & OGBV

**Method:** Group puzzle

**Set-up:** Two big groups

**Material:** Cards, markers, laptop, projector

**Prepare:** Printed puzzle, presentation

**Adapting to the local context:** For each term from the puzzle, students should discuss and find one clear media example they came across.

**Learning objectives:**

- The students are able to explain and distinguish between the different terms related to information disorder and OGBV.

### How to

#### 5' Explanation

- Show the two printed puzzles with the terms, symbols, and explanations for information disorder (rumors, mis-, dis-, and malinformation) and OGBV (online harassment, hate speech, cyber grooming and non-consensual sharing).
- Explain that for each term the groups should discuss and write down at least one media example they know or recently came across.
- If necessary, give an example to make sure the students understand.

#### Group puzzle

- Form two groups and hand out a puzzle as well as cards and markers to each group.
- Let the groups form four subgroups, each of them responsible for presenting and explaining one term and example.

20'

### Take-aways

- Understanding the terminologies around information disorder and OGBV is a prerequisite for MIL.





## Disinformation & OGBV°2

### Attention! Manipulation, disinformation & OGBV

**Method:** Group presentation, quiz with discussion

**Set-up:** Two big groups, half circle of chairs

**Material:** Cards, markers, laptop, projector

**Prepare:** Printed puzzle, presentation

**Adapting to the local context:** Clear, local, and youth-relevant examples

**Learning objectives:**

→ The students identify local media examples highlighting information disorder and OGBV.

### How to

15'

#### Group presentation

- Ask both groups to present and share their terms and respective examples.
- After each explanation, invite the other students to comment or give another example.
- If time allows, summarize all terms (e.g., with the puzzle or using the presentation).

#### Quiz with discussion

- Use the prepared local media examples to practice identifying rumours, mis-, dis- and malinformation as well as the different forms of OGBV.
- You could allocate different corners in the room for the different terms, so that the students need to go to the respective corners. Ask them to explain their verdicts.

15'

### Take-aways

- Exchanging about (personal) media examples related to disinformation and OGBV helps social media users recognize how widespread it is.
- Recognizing any form of disinformation and OGBV is the fundamental step to build resilience and motivation to act and react more responsibly on social media.



## Harmful consequences

### Attention! Manipulation, disinformation & OGBV

**Method:** Card house, group presentation

**Set-up:** Four groups (tables or chairs)

**Material:** A4-paper, scissor, cards, markers

**Prepare:** Printed group-sheets,  
house of cards (example)

#### Learning objectives:

- The students are aware of the consequences of disinformation and online gender-based violence for individuals and societies.
- The students realize how on- and offline worlds are connected.

### How to

15'

#### Card house

- Let the groups brainstorm about the harmful consequences of disinformation and OGBV. Let half of each group work on consequences for individuals, the other half on consequences for the society.
- Students collect each consequence on a card and build a card house or a card street to show the number of harmful consequences they see.
- Show an example, if needed.
- Let students rebuild their group, hand out the printed group-sheets, cards/paper and markers.

#### Group presentation

- Optional: ask the groups to look around and read what has been written at the different card houses and then speak about each card house and ask for keywords and impressions.
- You could also ask each group to present some keywords to the other groups or you can switch groups, so they present the results of another card house.
- At the end, ask the students how these card houses made them feel. Encourage them to take over responsibility and get actively involved in tackling disinformation and OGBV to reduce their potential harm.

15'

### Take-aways

- Consequences of disinformation can vary (e.g., mistrust, stress, suffering, political unrest, polarization, violence).
- The harmfulness of disinformation depends on impact and reach and what emotions are triggered (fear, anger, etc.).
- OGBV is always harmful for an individual (e.g., fear, suffering, depression, physical violence, sexual exploitation) and for a society (inequalities in social-cultural life, unfree expression, reduced participation, discrimination, violence, exploitation).
- Online violence may intensify offline violence.







## Critical thinking

### Attention! Manipulation, disinformation & OGBV

**Method:** Human Knot; Fact Checking Forest or Applying 5W-1H (Please choose one of the main activities); Reflection

**Set-up:** Outside/sport-area, prepare field with the paths and put the headlines on the other side of the field.

**Material:** Printed headlines (Appendix), pens, cones

**Prepare:** Print and cut the headlines

**Adapting to the local context:** Please add local headlines

**Learning objectives:**

- The students recognize that critical thinking is an essential life skill whenever receiving information and communicating online.
- The students are able to evaluate the quality of information.

## How to

**10'** 1. *Warm-Up: Human Knot*

- Gather students in a circle and ensure that everyone is standing shoulder-to-shoulder.
- Instruct students to extend their hands and join hands with two students across the circle, forming a “human knot”.
- Once students are connected in a human knot, explain the objective: to untangle the knot without letting go of each other's hands.
- Students must work together to find a solution and they must maintain their hand holds.
- Alternatively, the trainer can split the group into two teams and have them compete for who untangles first.

→ Rules for the relay

1. Only one team member can run at a time.
2. The other team members cannot run until tagged by his/her teammate.
3. All the team members must run by order.
4. The team cannot open the headlines until at least 5 headlines are back at their team.
5. The team member running for the team should choose one of the five different paths (e.g. fast running) to the headlines and takes one of the headlines.

**40'** 2. *Main Phase: Fact-checking Forest (Option A)*

- Build teams of five students.
- There will be five different paths (zig-zag running, fast running, jumping, circling, zig-zag jumping) to run through to reach a stack of printed headlines.
- Every team has its own stack. One team member runs through the path, takes one headline, brings it back to the group. After five rounds, they open the first five headlines and need to decide which ones are true and which ones are false.

**2. Main Phase: 5W-1H (Option B)**

- Introduce the 5W – 1H method to evaluate the quality of information they receive. The 5W-1H method is a questioning approach that answers all the basic elements within a situation/ problem which are what, who, when, where, why, and how.
- Mark out an area with cones so that each student can face a partner.
- Let the students throw 5 passes to each other as a warm-up.
- Now, one student must make up a sentence starting with ‘I heard that ...’ before throwing the ball (the ending of the sentence could be real or made up).

**40'**

to be continued →



## How to

- The receiver of the ball and information must ask one of the 5W-1H questions (such as Who told you? Where did you hear this? Why did they tell you? How did you hear this?) before throwing the ball back.
- The reporter must provide answers, real or made up, until the receiver says, 'I think it's TRUE' or 'WRONG'. The students must switch roles and continue passing the ball around.
- The instructor can ask how many wrong or right answers they got at the end of the session.
- Variations: Let the students come closer to each other with every round.

10'

### 3. Closing Phase

Describe	Explain	Generalize	Learn and apply
What happened during the session? Which challenges occurred?	Why did that happen? What did you do to solve the challenges in each game?	What did you learn today about processing and verifying information in the future?	What did you learn for your everyday life?
How did you decide which statements were true or false in the games? What made you think those were the right answers?	Which skills were the most important to evaluate the correctness of the answers?	In which situation might 5W-1H be useful?	How can the critical thinking skills you used in these games help you in everyday life, especially when you read or watch things online?
How did the communication/ evaluation of information change when you came closer to each other?	Why did the communication/ evaluation of information change when you came closer to each other?		How might these experiences encourage you to critically examine the credibility of sources before trusting or sharing information online?

## Take-aways

- Critical thinking is the ability to ask critical questions, analyse information and situations. It is needed to navigate safely through our online- and offline-life.
- With critical thinking we empower ourselves to think clearly and rationally, gain self-confidence, make informed judgements, and avoid being led astray emotionally.



## Media production & presentation

### Video-clip #ThinkTwice

**Method:** Energizer, demonstration, group work, group presentation, closure

**Set-up:** Chair circle, free choice of working place

**Material:** Laptop, projector, group-list, smartphones & charging cable (BYOD), Wi-Fi, USB-stick

**Prepare:** Presentation day 2, example of video-clip #ThinkTwice, emojis and #ThinkTwice-slogans, printed worksheets; folder for group results

**Adapting to the local context:** Keep in mind the local feedback-culture.

**Learning objectives:**

→ Students express themselves clearly and creatively by planning and producing a short video clip without speaking.

### How to

#### 30' Energizer & Media preparation

- Let the students start with an energizer or come up with an energizer for them.
- Invite the students to create a short, nonverbal video-clip (10–15 seconds) about dealing with emotional posts:
  - Take an emoji and create or find a post that evokes this emotion.
  - Show a reaction to this post that should be avoided (e.g., thumbs down).
  - Show a recommended reaction (e.g., thumbs up).
- Show an example, clarify open questions, and involve the students when emphasizing on
  1. proper planning (with a help of the worksheet and emojis) (20')
  2. high quality production (landscape or portrait, without speaking, fixed camera vs. moving camera, creative shooting, and perspectives) (20')
  3. postproduction (sequencing the clips to tell a story, adding music) (20')
- Remind students that only those who gave their consent may be seen in the video. Clarify questions.

#### Group work – Media production

- Form groups of four to five students, have them write down their group number and their names, pick emojis, thumbs and slogans, hand out the worksheet and let them plan, produce and post-produce their photos.
- Support the groups whenever it is needed (e.g., during planning or production phase).
- Transfer the results from the groups as soon as they are done.

#### Media presentation

- Have the students share their experiences and challenges during media production.
- Invite them to present, give and receive constructive feedback from and to each other.

#### Closure

- Students exchange about important learnings of the day.
- The take-aways depend on the personal learning achievement of each individual student based on content, the methods, and the exchanges among the students on that day.

to be continued →



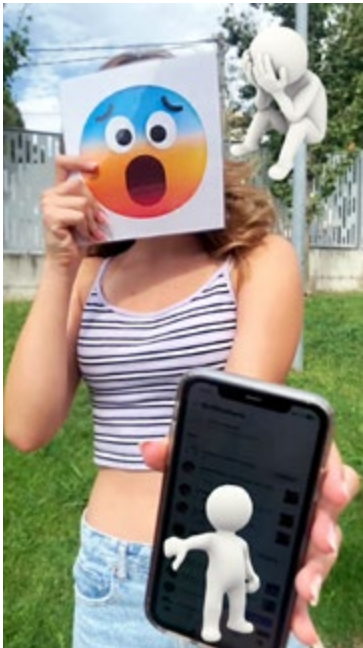
## Take-aways

- Videos are a tool for education, which can hold powerful messages.
- Producing media is fun, it strengthens creativity and teamwork.
- To produce educational video clips, it is important to plan the message and the story, use music and effects to make the message more attractive.



## Example Media product

Short video clips “#ThinkTwice”



# DAY 03

## Trust yourself!

### Verification and safeguarding for your digital citizenship

#### Learning objectives

- Gaining self-trust and understanding how trust can be abused by others, especially online.
- Knowing how to verify information sources and content online.
- Knowing strategies to stay safe against online gender-based violence.
- Formulating rights and responsibility as digital citizens.
- Creating creative photo messages for digital citizenship.



#### Special structure tip

*To support students' concentration, the Media-Moves sessions could be in between Media-Minds<sup>o</sup>1 & <sup>o</sup>2.*

#### Sequence

- Opening (15')
- Session Media-Minds<sup>o</sup>1 | Act! Verification and safeguarding for digital citizens (60')
  - Trust or not trust (25')
  - Verification and safeguarding<sup>o</sup>1 (35')
- Session Media-Minds<sup>o</sup>2 | Act! Verification and safeguarding for digital citizens (60')
  - Verification and safeguarding<sup>o</sup>2 (40')
  - Digital citizenship (20')
- Session Media-Moves | Act! Verification and safeguarding for digital citizens (60')
  - Trust (60')
- Session Media-Makers | Creative picture-tips for digital citizens (90')
  - Energizer (10')
  - Media preparation (15')
  - Media production (50')
  - Media presentation (15')
- Closing (35')

## Trust or not trust

### Act! Verification and safeguarding for digital citizens

**Method:** Truth or Lie, reflection

**Set-up:** Chair circle with one storyteller-chair in front

**Material:** Paper, marker

**Prepare:** Lots truth and lots lies

**Learning objectives:**

- Students enhance critical thinking and practice asking verification questions.

### How to

#### 15' Truth or Lie

- Have each student secretly draw a lot labelled either truth or lie.
- Students with truth should think about a true life-experience that was so incredible that usually people don't believe it really happened.
- Students with the lot lie should invent an amazing experience and try to sell it as true.
- These should not be stories that students have already shared with their friends.
- Have a volunteer sit on the storytelling-chair and share the story.
- Encourage the rest to find out if it is a truth or a lie. Allow them to ask two or three verification questions. Have the volunteer decide who may ask questions. If you like, note them down on paper.

- Then, all students need vote on whether or not they believe the story. Ask volunteers to explain their judgment and, finally, have the volunteer reveal the veracity of the story.
- Play one or two more rounds.

#### Reflection

- At the end, sum up the reasons the students mentioned for their judgment (including the trustworthiness of the storyteller (the source) and the content (context, logics).
- Discuss which questions were helpful. Explain that questions starting with How and Why require the storyteller to give a more detailed answer than Where or When.
- Point out that even when trusting a person, we should not automatically trust the story they share.

10'

### Take-aways

- As everybody is capable of inventing lies and making them look like the truth, students should never trust too hastily without verification.
- Students need practice in formulating good verification questions.



## Verification and safeguarding°1 & °2

### Act! Verification and safeguarding for digital citizens

**Method:** Station work, group presentation

**Set-up:** 4 stations tables with prepared station material

**Material:** Flipchart, scissor paper, cards, markers, four envelopes, station material, laptop, projector, music

**Prepare:** Stations, printed station material for A-D (worksheet, tips, statements), timer/online countdown

**Adapting to the local context:** Adapt the station-tasks due to the student's learning level. Provide links to local fact-checking websites for station B (create QR-codes).

**Learning objectives:**

- Students can explain various techniques to verify online information sources and online content. They are empowered to prevent and tackle OGBV.

### How to

**5'** *Explanation*

- Invite the students to discover more verification strategies and strategies to protect themselves and others from OGBV.
- Explain the four different stations and their tasks:
  - Station A: Trustworthy? Verification of information sources
  - Station B: Trustworthy? Verification of online content
  - Station C: Safe? Take care and express yourself without fear
  - Station D: Act! Strategies to tackle online gender-based violence
- At each station, the students will have 15 minutes (countdown) to fulfil the task before going to the next station. Clarify open questions.

*Station work*

- Form four groups, assign each their first station and start the countdown and music.
- Support the groups especially in the beginning. Have the groups visualize their results at each station. When time is up let the groups either rotate or swap their topics.

**4x 15'**

*Group presentation*

- Have each group summarize the main findings from their last station, involving the results of all groups.

**10-15'**

### Take-aways

- There are different techniques to verify a source (e.g., URL, "about" section or site notice, the authors expertise), to verify content (e.g., spelling errors, comparison with other sources), and to stay safe online (e.g., not sharing personal information, adjusting privacy settings, reporting, blocking, seeking support).



## Digital citizenship

### Act! Verification and safeguarding for digital citizens

**Method:** Pair-Brainstorming

**Set-up:** Chair circle

**Material:** Paper, cards, marker, flipcharts, sticky tape

**Prepare:** Printed brainstorming-sheets (material folder)

**Adapting to the local context:** From the students' answers a 4th media product could be easily done (see example folder)

**Learning objectives:**

→ The students are able to formulate statements about their rights and responsibilities as digital citizens.

### How to

- Introduce the concept of a digital citizen.
- Have all students draw conclusions about being safe and well-informed online.
- Show the two printed headlines for the brainstorming:
  - 'As digital citizen I have the right to ...'
  - 'As digital citizen I have the responsibility to ...'
- Let pairs write down their ideas to complete both sentences.
- Then ask the pairs to share their answers and pin them on a wall or flipchart.
- Sum up their answers and encourage the students to act as digital citizens and share their learnings.

### Take-aways

- Digital citizens have rights (e.g., express oneself freely, participate in public discussions on social media without being harassed, privacy).
- Digital citizens have responsibilities (e.g., verifying information before sharing, protecting themselves and others against online violence).





## Trust

## Act! Verification and safeguarding for digital citizens

**Method:** Trusted train, lake of truth

**Set-up:** Outside/sport-area

**Material:** Blindfolds, cones, balls, balloons

**Prepare:** Scatter a variety of small materials (e.g., cones, balls, cushions) between the start and finish lines to create the lake of truth

**Learning objectives:**

- The students strengthen trust in their decision-making.
- The students recognize that they need to carefully decide whom to trust on social media in order to stay safe and well-informed.

## How to

**10'** 1. Warm-Up: *Trusted train*

- Form two groups, each in a queue, facing each other.
  - Place balloons between every player of each team between chest and back. Hands are behind the back.
  - The first person determines the movement of the whole group to finish a path around the obstacles without dropping any balloons.
  - If one of the team members loses his/her balloon, they must restart the exercise from scratch.
  - The challenge is completed when one of the teams has managed to fully cross the finish line.
- Explain that the objective is for the blindfolded partner to navigate from the start to the finish line without talking or touching any of the scattered materials.
  - The sighted guide must stand at the starting line and provide clear and concise verbal instructions without touching the partner to guide him/her safely through the obstacles.
  - Allow the pairs a few minutes to plan their strategy and practice communication.
  - Begin the game by having one blindfolded partner from each pair start at the starting line based on the partners instructions.
  - If the blindfolded partner touches an object, he/she must return to the start and try again.

**35'** 2. Main part: *Lake of truth*

- Form pairs that must navigate through the Lake of truth as a team.
- Let the pairs decide who will be blindfolded and who will be the sighted guide throughout the game.
- Once the blindfolded partner successfully reaches the finish line, they will switch roles, and the sighted partner will become blindfolded.

to be continued →



## How to

### 15' 3. Closing Phase

Describe	Explain	Generalize	Learn and apply
What happened during the session? Which challenges occurred?	Why did that happen? What did you do to solve the challenges in each game?	How might trusting your gut feeling apply to verifying the authenticity of content shared on social media?	What did you learn?
Which role was more difficult? Why?	When faced with challenges in the games, how did you assess the reliability of your teammates' guidance or did you rely on your own decisions?		How do you evaluate information from people you don't see/ know?
How did you collaborate with your partner to win the game?	Which skills were the most important to play the game?		How might these experiences encourage you to critically examine the credibility of sources before trusting or sharing information online?
Were there instances where you needed to rely on your intuition or instincts in the games?			

## Take-aways

- When students learn to trust their inner voice and intuition, they will feel more confident in their decisions.
- Students must carefully decide whom or what they trust, as it might be abused by others especially on social media.



## Media production & presentation

### Creative picture-tips for digital citizens

**Method:** Energizer, group work, group presentation

**Set-up:** Circle of chairs, free choice of working place

**Material:** Green-screen, tape, ball, laptop, projector, group-list, smartphones & charging cable (BYOD), Wi-Fi, USB-stick

**Prepare:** Presentation day 3, example of creative picture tips, info- and worksheets (material folder); folder for group results

**Adapting to the local context:** Keep in mind the local feedback-culture.

**Learning objectives:**

- Students are able to create clear and creative tips for verification and online safety using different formats (create close-ups, green-screen-photos, memes).

## How to

20'

### Energizer & Media preparation

- Let the students start with an energizer or come up with an energizer for them.
- Invite the students to come up with creative picture tips from their verification checklists (Station A and B) and their safety tips (Station C and D):
- Each group selects three tips for illustration
  - Tip 1: Make an interesting close-up.
  - Tip 2: Compose a greenscreen photo with you in the foreground.
  - Tip 3: Make a meme e.g., with the app ImgFlip.
- Show examples and clarify open questions.
- Use the presentation to emphasize on
  - (1) proper planning (with a help of the worksheet, distribute tasks) (10')
  - (2) creating close ups, greenscreen-photos, and memes (20')
  - (3) postproduction (adding text, emojis and speech bubbles) (20')

### Group work – Media production

- Form four groups and ensure that each group works on a different station (A-D).
- Let the students plan, produce and post-produce their photos.
- Support the groups whenever it is needed.
- Recommend that the groups build subgroups to concentrate on different formats.
- Transfer the results from the groups as soon as they are done.

### Media presentation

- Depending on time, choose an appropriate media presentation method:
  - (1) You may invite each group to present their media productions to their peers.
  - (2) If time is short, present the pictures as slideshow. Ask for general feedback and impressions after the slideshow.

50'

20'

to be continued →

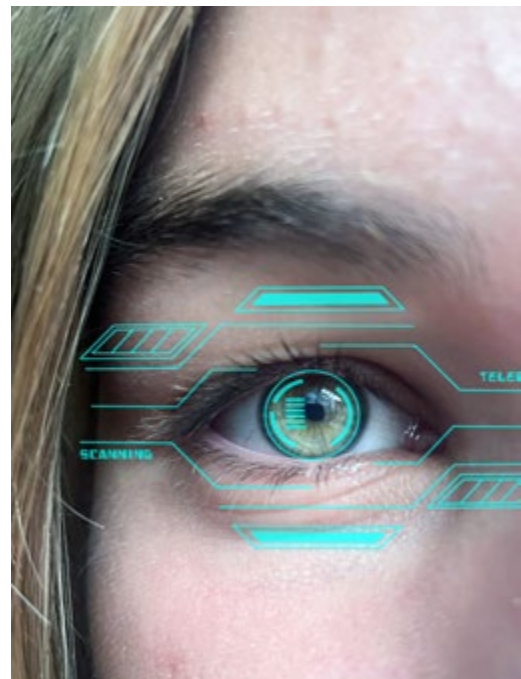
## Take-aways

- There are different creative photo formats (e.g., green-screen, close-ups, or memes) for creating visual educational messages for selected audiences.
- Producing and promoting educational media messages are a way of expression for active digital citizens.



## Media product

- Creative picture-tips for digital citizenship



### Hint

*If a green-screen is not available, invite the students to use apps that might offer a similar feature (e.g. erasing the background).*

🕒 35 min

## Closing

### Becoming a multiplier, evaluation, celebration

**Method:** TPS (Think, pair, share), discussion, individual conclusion, and evaluation

**Set-up:** Circle of chairs

**Material:** Flipchart, marker, cards, sticky tape, sticky notes, projector, laptop, Wi-Fi, smartphones & charging cable (Bring your own device/ BYOD)

**Prepare:** Multiplier and evaluation questions (either offline on flipchart / or with online tools), certificates (if wanted)

**Learning objectives:**

- Students formulate their main takeaways from the media academy.
- Students are equipped to act as multiplier.

## How to

20'

### TPS (Think, pair, share) Becoming multiplier

- Have the students think, pair, and share ideas to whom and how they could share what they have learned and produced in the Media Academy. Visualize their idea (with cards or an online tool).
- Ask the students to choose one or two realistic ideas for the near future (e.g., presentation in the class, sharing their media products on social media). Let them be specific about the support they need, how and when to proceed their ideas.

### Evaluation

- Choose an appropriate evaluation method offline or online (e.g., using oncoo or menti-meter) of the workshop. You may ask what they liked, what they didn't like, what they take away and what they would have liked to deepen.

10'

### Celebration

- Celebrate the students' achievements. Optional: hand them prepared certificates for the Media Academy. Take a group photo.

5'

## Take-aways

- There are several options to become multipliers.
- Presenting and sharing newly acquired skills and media products with other peers can be a good starting point.



# Checklist

<b>Rooms</b>	
Big room (A) for up to 28 people, moveable chairs, open space, tables for group work	
Breakout room (B) close by for material storage and smaller work groups	
Outside area for energizers and breaks	
<b>Sport</b>	
Sport hall with access to sport equipment	
Outside area with access to sport equipment	
<b>Technology for the students</b>	
BYOD (bring your own device) Smartphone (at least 1 per pair), charging cable	
If possible: Access to the school Wi-Fi for the students' devices	
<b>Technology in the rooms</b>	
1 laptop with USB cable for group work results	
1 projector (HDMI / VGA)	
Speakers	
If possible: Wi-Fi/ Internet in at least one room (A)	
If students don't have smartphones: 5–10 school-tablets (with preinstalled-apps)	
2–3 extension cables	
<b>Further equipment / materials</b>	
Flipcharts + Flipchart stand	
Metaplan cards / Coloured paper / Moderation material	
A4-Paper + pens	
Marker (15–20, different colours) and pens	
Crafting material: scissors, glue, tape, press stick, pencils ...	
Greenscreen / Tape	
Camera	
Access to a copy machine	



## Appendix



Fact-checking Forest (Day 2, Media Moves Session)

**Headlines (Can be adapted with local headlines)**

-----  
Scientists prove that eating chocolate cake every day leads to weight loss.

-----  
NASA discovers ancient alien playground on Mars.

-----  
Unicorn spotted in Windhoek: residents claim magical encounter.

-----  
Study shows that listening to Justin Bieber increases IQ by 20 points.

-----  
New study finds link between sleep patterns and teenagers' academic performance.

-----  
Most popular content categories on TikTok globally were entertainment, dance and pranks.

-----  
Study shows a relation between intensity of social media usage and depression.

-----  
Teen climate activist awarded international environmental prize.

-----  
In one of the icy islands of Arctic Ocean, a polar bear was seen attacking a group of penguins.

-----  
One click away ... The new cure for cancer that costs you 5,000 Dollar and that you can do at home.

-----  
Breakthrough Study Reveals Promising Alzheimer's Treatment Target.

-----  
Efforts to save the endangered Black Rhino show promising results.

-----  
Study finds that cats are actually extra-terrestrial species.





## Further material & resources

### Context

**Auswärtiges Amt (2023):** Shaping Feminist Foreign Policy: <https://www.auswaertiges-amt.de/blob/2585076/4d2d295dad8fb-1c41c6271d2c1a41d75/ffp-leitlinien-data.pdf>

**BMZ (2023):** Feminist Development Policy: <https://www.bmz.de/resource/blob/153806/bmz-strategy-feminist-development-policy.pdf>

**Bundesregierung (2021):** Mehr Fortschritt wagen. Koalitionsvertrag 2021–2025: <https://www.bundesregierung.de/breg-de/service/gesetzesvorhaben/koalitionsvertrag-2021-1990800>

**EQUALS (2019):** Closing gender divides in digital skills through education: <https://www.gcedclearinghouse.org/sites/default/files/resources/190184eng.pdf>

**ITU (2022):** Measuring digital development Facts and Figures: <https://www.itu.int/itu-d/reports/statistics/facts-figures-2022/>

**PASCH Initiative (2023):** About the PASCH Initiative: <https://www.pasch-net.de/en/pasch-initiative/ueber-die-initiative.html>



Scan the QR-code to find more academy material or follow the link under the topic collection 'Media and Information Literacy through Sport':

<https://www.sport-for-development.com/topic-collection>



**UN Women (2020):** Online and ICT\* facilitated violence against women and girls during COVID-19: <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Brief-Online-and-ICT-facilitated-violence-against-women-and-girls-during-COVID-19-en.pdf>

**UN Women (2023):** Facts and figures: Ending violence against women: <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

## Media and Information Literacy (MIL)

**Deutsche Welle Akademie (2020):** MIL Flashcards: <https://static.dw.com/downloads/55960017/dw-akademie-mil-flashcards-2020-english.pdf>

**Deutsche Welle Akademie (2021):** Media and information literacy – A practical guidebook for trainers: <https://akademie.dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-42423367>

**GIZ (2022):** Digital Enquirer Kit: <https://online.atangi.org/enrol/index.php?id=3907>

**GIZ (2022):** Digital Enquirer Kit for youth: <https://www.atangi.org/digitalkit-youth/de/>

**GIZ (2022):** Digital Enquirer Kit OGBV: <https://www.atangi.org/digitalkit-youth/>

**MiLLi\* Namibia (2022):** Drill book for facilitators; Media and Information literacy through movement, sport and play: <https://www.sport-for-development.com/imglib/downloads/Manuale/Namibia/giz-2022-en-s4damilli-drill-book-for-facilitators.pdf>

**UNESCO (2023):** Media and Information Literacy: <https://www.unesco.org/en/media-information-literacy>

**UNESCO (2018):** MODULE 2 Thinking about ‘information disorder’: formats of misinformation, disinformation, and mal-information: [https://en.unesco.org/sites/default/files/f\\_jfnd\\_handbook\\_module\\_2.pdf](https://en.unesco.org/sites/default/files/f_jfnd_handbook_module_2.pdf)

**UNESCO (2011):** Media and information literacy curriculum for teachers: <https://unesdoc.unesco.org/ark:/48223/pf0000192971>

## Sport for Development (S4D)

**GIZ (2023):** Achieving more together with Sport for Development: <https://www.giz.de/en/worldwide/118003.html>

**GIZ (2023):** Sport for Development Community: <https://community.sport-for-development.com/user/auth/login>

**GIZ (2023):** Sport for Development Resource Toolkit: <https://www.sport-for-development.com/home>

**GIZ (2021):** Reflection Guideline for S4D Training Sessions: <https://www.sport-for-development.com/imglib/downloads/Guidelines/Reflection%20Guidelines/giz-dshs2021-en-s4d-reflection-guideline.pdf>

**GIZ (2020):** Structure of an S4D Session: <https://www.sport-for-development.com/essentials?id=249#cat249>



## Fact-Checking-Websites

**Africa Check:** <https://africacheck.org>

**Afp – Factcheck (sorted by regions):** <https://factcheck.afp.com/>

**Albanian language news fact-checking**  
<https://faktoje.al/>

**Arabic language news fact-checking**  
<https://fatabyyano.net/>  
<https://matsda2sh.com/en>  
<https://misbar.com/en>

**Bosnian language news fact-checking**  
<https://raskrinkavanje.ba/>

**Croatian language news fact-checking**  
<https://faktograf.hr/>

**Namibia Fact Check:** <https://namibiafactcheck.org.na>

**Rand – Tools that fight disinformation online:**  
<https://www.rand.org/research/projects/truth-decay/fighting-disinformation/search.html>

**Serbian language news fact-checking**  
<https://fakenews.rs/>

**Spanish language news fact-checking**  
<https://maldita.es/>  
<https://www.newtral.es/>

**Urdu language news fact-checking**  
<https://www.vishvasnews.com/urdu/>

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