

20-29 OCTOBER / 2017



IN MEDIA WE TRUST?

**GUIDE TO
MEDIA
LITERACY**

SUMMARY OF THE FIRST PHASE OF
THE INTERNATIONAL PROJECT THAT
TOOK PLACE IN RUSTAVI AND TBILISI,
GEORGIA



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Training course was organised by Youth Association DRONI and Radio F.R.E.I. and supported by Erasmus+ Programme.

ABOUT THE PROJECT



Nowadays, media are one of the most powerful institutions of the public life. Adults, young people and children get huge portion of their knowledge about the world from media. Terms, such as **fake news**, **hoax**, **disinformation**, media **manipulation**, **hybrid threads** or **alternative media** became inherent part of the public discourse. It is not surprising, that even many adults become **untrusting**, **confused** or even **manipulated** and get trapped in the **filter bubbles** which can lead to cognitive dissonance, alienation of different social groups and in the further context to the social divisions and conflicts.

For young people the issue is especially important and sensitive, as they are developing their world views, **critical thinking** and they are more vulnerable to the impacts of manipulation, such as radicalisation.

We find it alarming, that in many European countries, courses on media and information literacy are not part of the **school curriculums**. Meaning of the terms such as **agenda settings**, **gatekeeping**, understanding at least basics of journalists' and **editors' routines**, different media genres and types, importance of knowledge of the **ownership structures** and their impact on the content of media - All these often stay a domain of knowledge of students of media studies or other related social sciences, however they are really crucial for understanding how the media discourses are formed.



OBJECTIVES

To address issues mentioned above, we developed “In Media We Trust?” which is a two phase project, targeting youth workers and educators, who would like to work on the topic of media literacy and young people they work with in their communities and learn information, tools and methods for educating about media. The project consists of a **Training course**, which took place in Georgia in October 2017 and a **Youth Exchange**, taking place in Germany in March 2018.

OUR OBJECTIVES ARE:

1. To raise awareness of the youth workers on the importance and complexity of the topic of media literacy;
2. To discuss the specificities of the media environment in the involved countries;
3. To provide knowledge and understanding on traditional and new media, media production routines and different types of media;
4. To practice methods developing critical thinking and analytical approach to media contents and ways of facing fake news and disinformation;
5. To learn how to support young people in developing “healthy media consumption habits”;
6. To propose non-formal educational methods, tools and activities on the topic of media literacy, which can be engaging and empowering for young people;
7. To teach youth workers and young people basic principles of media production;
8. To empower young people to become citizen journalists.

During the first phase of the project - Training course - we aimed to achieve our first six objectives. We hosted a group of 18 participants from Armenia, Czech Republic, Denmark, Georgia, Germany and Montenegro. We decided to create a program, which will include variety of methods, such as simulation games, discussions, brainstorming, reflections and presentations, but which will be based on three days of intense study visits in different types of media organisations, experts and media monitoring projects.

The program consisted of following elements:

- Team-building
- Identifying needs for media literacy
- Defining media literacy and basic terminology
- Where do you stand? Understanding of the terms (Objectivity, non-profit/private media, freedom of media vs. regulation of fake news, etc.)
- Problem analysis - discussing media environment in the involved countries
- Movie Night: Wag The Dog
- Study visits & Meetings:
 - Georgian Charter of Journalistic Ethics
 - Media Development Foundation
 - CODA Story
 - Open Caucasus Media
 - Radio Free Europe/Radio Liberty
 - Rustavi 2
 - Nodar Tangiashvili - Targeting Anti-Western Disinformation
- Newsroom simulation game
- No Hate Speech Movement
- Tools for media literacy education
- Open Space
- Planning Follow-up activities on media literacy



MEDIA LITERACY

— WHY DO WE NEED TO LEARN ABOUT MEDIA?

MEDIA LITERACY SKILLS can help youth and adults develop critical thinking skills, understand how media messages shape our culture and society, identify target marketing strategies, recognise what the media maker wants us to believe, name the techniques of persuasion used, recognise bias, spin, misinformation, and fake news, discover the parts of the story that are not being told, evaluate media messages based on our own experiences, skills, beliefs, and values, create and distribute our own media messages and even advocate for media justice.

FIRST OF ALL, when working with the (young) people who are not media professionals, we suggest to show few videos, which discuss some of the phenomenons that we want to focus on, such as disinformation, fake new, objectivity, filter bubbles, hybrid threats, mainstream vs. alternative media, hate speech etc. .

The purpose is not only to deliver the information and learn about those terms, but rather to initiate discussion and reflection on which of these phenomenons the participants encountered, heard about, feel influenced themselves, as well as critically analyse the content of the videos. Through that discussion, it might be easier to realise and define what is media literacy.

You might find useful some of these videos:

- **HOW TO SEEK TRUTH IN THE ERA OF FAKE NEWS** | CHRISTIANE AMANPOUR at TED:

goo.gl/sQXpYecontent_copyCopy short URL

- **GIRL KILLED IN UKRAINE "NEVER EXISTED"** | BBC News - NATALIA ANTELAVA:

<https://www.youtube.com/watch?v=HW-4aOP8sjs>

- **BEWARE ONLINE "FILTER BUBBLES"** | ELI PARISIER at TED:

<https://goo.gl/z3bjwM>

- **HOW THE NEWS DISTORTS OUR WORLD VIEW** | ALISA MILLER at TED:

<https://goo.gl/6Qsp2z>

Following the videos, you can split the group into smaller teams and ask them few questions to reflect on, e.g.:

1. What do you think about the video(s)? What were the differences/similarities?
2. Which terms and topics were familiar for you and which were new?
3. Do you think following topics are part of media literacy? How can they be teachable?
4. What are other phenomenons that you see around yourself that media literacy education should address?



DEFINING MEDIA LITERACY

MEDIA LITERACY IS THE ABILITY TO 1) ACCESS, 2) ANALYSE, 3) EVALUATE, AND 4) CREATE MEDIA.

When analysing and evaluating media and media contents, we should be asking ourselves several critical questions:

1. **Who created this message?** Who wrote and edited the TV show, movie, newscast, or commercial.
2. **What creative techniques are used to attract my attention?** How the use of effects like music, lighting, camera angles, props, clothing and colours have been used to draw your attention to certain aspects of the message and make it seem more realistic or persuasive. How does the use of these techniques affect your thoughts and emotions as you watch the message?
3. **How might different people understand this message differently?** How people from different cultural or social backgrounds or age groups might interpret this message differently than you.
4. **What values, lifestyles or points of view are represented or omitted?** What this media message says about who or what is important in life. Often, messages will promote and reinforce stereotypes.
5. **Why is this message being sent?** How the message may have been influenced by money, ideology, or an attempt to gain power.

...and WHAT MEDIA LITERACY IS NOT?

- Media 'bashing' (however media literacy sometimes involves criticising the media);
- Merely producing media;
- Just teaching with videos, or other mediated content - one must also teach about media.
- Simply looking for political agendas, stereotypes or misrepresentations - there should also be an exploration of the systems making those representations appear "normal."
- Media Literacy does NOT mean "don't watch;" it means "watch carefully, think critically."

Source: Center For Media Literacy

TRAINING COURSE ACTIVITIES

BASIC TERMINOLOGY



To start analysing media and talking with the media professionals, it is very important to understand at least some basic terms related to media and communication science. Here are some terms we discussed during our training course:

- **FILTER BUBBLE** - state of intellectual isolation that can result from personalised searches when a website algorithm selectively guesses what information a user would like to see based on information about the user.
- **AGENDA SETTING THEORY** - describes the ability of the news media to influence the importance placed on the topics of the public agenda. If a news item is covered frequently and prominently, the audience will regard the issue as more important. (McCombs&Shaw)
- **GATEKEEPING** - process through which information is filtered for dissemination, whether for publication, broadcasting, the Internet etc. Gatekeeping occurs at all levels of the media structure—from a reporter deciding which sources are chosen to include in a story to editors deciding which stories are printed or covered.
- **FRAMING** - Narrative device or approach used by journalists in composing the story, the way in which the news is brought, the frame in which the news is presented.
- **OBJECTIVITY** - philosophical concept, an ideal of journalistic professionalism. May refer to fairness, disinterestedness, factuality, and nonpartisanship, avoiding judgement and bias.
- **INFOTAINMENT** (information + entertainment) - also soft news, is a type of media that provides a combination of information and entertainment. The term is usually used disapprovingly by more serious hard news
- **HUMAN INTEREST STORIES** - "the story behind the story", feature story that presents people and their problems, concerns, or achievements in a way that brings about interest, sympathy or motivation in the reader or viewer.
- **HOAX/FAKE NEWS** - falsehood deliberately fabricated to masquerade as the truth, it is written and published with the intent to mislead in order to damage an agency, entity, or person, and/or gain financially or politically,
- **BIAS** - to have an opinion, or view, that is often without considering evidence and information.
- **CLICKBAIT** - a pejorative term for web content which main goal is to get users to click on a link to go to a certain webpage, often used by tabloid media and internet trolls.
- **INTERNET TROLL** - a person/groups starting online quarrels by posting inflammatory, extraneous, or off-topic messages with the intent of provoking readers into an emotional response, confuse, mislead, manipulate public opinion or otherwise disrupting normal, on-topic discussion.

BASIC TERMINOLOGY

- **SOCIAL BOT** (socbot) - is a particular type of chatterbot that is used in social media networks to automatically generate messages (e.g. tweets) or in general advocate certain ideas, support campaigns, and public relations either by acting as a "follower" or even as a fake account that gathers followers itself. Their purpose is to influence public opinion, mislead, confuse.
- **HYPODERMIC NEEDLE THEORY** - a model of communications suggesting that an intended message is directly received and wholly accepted by the receiver. The model was originally rooted in 1930s behaviorism and considered obsolete for a long time, but big data analytics-based mass customisation has led to a modern revival of the basic idea.
- **SPIRAL OF SILENCE THEORY** - "People who have believed that they hold a minority viewpoint on a public issue will remain in the background where their communication will be restrained; those who believe that they hold a majority viewpoint will be more encouraged to speak." Individuals have a fear of isolation, which results from the idea that a social group or the society in general might isolate, neglect, or exclude members due to the members' opinions. (Noelle-Neumann)
- **COGNITIVE SELECTION/ COGNITIVE BIAS** - systematic pattern of deviation from rationality in judgment, when conclusions about other people and situations may be drawn in an illogical fashion. Individuals create their own "subjective social reality" from their perception of the input which may dictate their behaviour in the social world and lead to perceptual distortion, inaccurate judgment, illogical interpretation.
- **COGNITIVE DISSONANCE** - "thought conflict" or psychological discomfort people experience from conflicting views, values, behaviours and the attempt to reduce the discomfort and achieve consonance, or inner harmony. One of the strategies is to avoid the discomfort by shunning challenging situations and limiting information to that which affirms the current beliefs.
- **BANDWAGON EFFECT** - a phenomenon when the acceptance of beliefs, ideas and trends increases the more that they have already been adopted by others. As more people come to believe in something, others also "hop on the bandwagon" regardless of the underlying evidence.



OUR STATEMENTS WERE:

- Freedom of media needs to be protected, even though some of them might spread fake news.
- Journalists can never be objective.
- It is positive for diversity of opinions that everybody has a possibility to create media contents.
- The main motivation of media publishers is profit-
- Mainstream media can never be replaced by social media as a main source of information.

WHERE DO YOU STAND?

SOME OF THE TERMS might sound crystal clear and they might seem to have universal understanding. But does objectivity really means the same for everybody? Or can we all agree on how much media should be free/regulated?

"Where do you stand?" is a great activity to discuss these issues. Draw a line in the middle of the room and put a sign "Agree" to the one side of the room and sign "Disagree" to the other side. The line is a neutral zone. After reading out loud the statement, the participants position themselves in the room according to their opinions. Afterwards they get space to express their thoughts. When moderating the discussion, make sure you prevent personal offences and quarrels.

STUDY VISITS



GEORGIAN CHARTER OF JOURNALISTIC ETHICS

NATA DZVELISHVILI - Executive director

SALOME ACHBA - Editor of Mediachecker.ge

The Georgian Charter of Journalistic Ethics is an independent union of journalists aimed at raising the social responsibility of media through protection of professional and ethical standards, and development of self-regulation mechanisms. The Charter's Council is set up to consider complaints submitted against journalists, and decide whether or not any ethical principle has been violated in the issue in question. The organisation was founded on December 4, 2009, currently has about 300 members from different regions of Georgia. A nine-member council is selected through assignment of quotas: three members picked out from journalists/editors registered in Tbilisi and six members out of journalists/editors registered outside Tbilisi. The journalists who aspire for the membership need to agree and be assessed based on following eleven articles (translated from Georgian by Vakho Baramashvili):

1. Journalists must respect the truth and the right of the community for precise information.
2. It is forbidden to force journalists to act or speak against his/her conscience
3. Journalists must create content depending only on facts and sources of which are verified. Journalist must not hide important facts, falsify documents and information
4. While obtaining photos and documents a journalist must be using conscious and fair methods
5. Media is obligated to correct what appears to be substantially wrong and misleading
6. A journalist has the moral responsibility not to reveal sources of information
7. A journalist must be aware of the danger in encouraging discrimination by media and therefore must do the best not to discriminate by race, sex, sexual orientation, language, religious beliefs, social group or by any other signs.
8. A journalist must protect children rights. While doing their job, one should consider children's interest as the primary goal. One must not prepare and publish content which can be harmful to them. A journalist must not conduct an interview or take photos of a child under 16 without getting permission from the child's parent or legal guardian, about cases considering the child or any other children's welfare.
9. Editorial material must be strictly isolated from marketing advertising, or any other material funded by a sponsor.
10. A journalist must respect a person's private life and not intrude in one's personal life unless there is a special social interest.
11. A journalist must consider the following as the heaviest professional crime
 - Distorting facts or purpose; Plagiarism; Taking any type of bribe, present or profit affecting one's professional work as a journalist.

CODA STORY



KATERINA PATIN - Associate Editor

ALESSANDRA CUGNO - Digital Media Producer

codastory.com

Coda Story puts a team of journalists on one crisis at a time and stays with it, providing unique depth, continuity and understanding to events that shape our world. Coda is for those who believe that understanding a crisis is essential to addressing it and those who want to know what happens after the spotlight moves on. In music a Coda is a distinctive passage, usually towards the end, which defines the entire composition. In journalism, Coda is a stand-out voice that helps to define a crisis.

Coda Story currently focuses on three major crisis: Disinformation Crisis, Migration Crisis and LGBTQ Crisis within which they bring variety of stories from different countries of Eurasian region. To make the stories attractive, Coda utilises animations, illustrations, collages etc. to illustrate long reads.

One of the examples discussed during the meeting was "In Putin's Russia, Ivan the Terrible Becomes Ivan the Terrific" (<https://codastory.com/disinformation-crisis/rewriting-history/in-putin-s-russia-ivan-the-terrible-becomes-ivan-the-terrific0>)

OPEN CAUCASUS MEDIA

DOMINIK CAGARA - Co-founder, editor

NINO NIKURADZE - Co-founder, editor

oc-media.org

OC Media brings the latest news, commentary, multimedia, and investigations from north and south of the Caucasus, with in-depth analysis of the issues, movements, conflicts and people shaping the region. The outlet strives to shed light and offer a variety of perspectives on ongoing social, economic and political developments in the region, including in: human rights, ethnic and religious minorities, labour rights, gender and queer issues, development, as well as conflict dynamics in the region.

Utilising our network of correspondents, including local and international experts, political actors, and civil society activists, OC Media aims to stimulate constructive debate and provide balanced, fact-checked information. They post fresh news and features daily, and collaborate with a number of local media partners to translate their content into English, Russian and in cases of important local stories also to the local languages. OC Media also cooperates with variety of international media outlets, such as Global Voices, which re-publish their most successful stories for the global audiences.

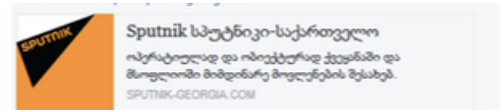


A young girl with dark hair and a black mark on her cheek is holding a sign that reads "I don't want WAR" with a peace symbol. The sign is blue and white. The girl is wearing a white shirt. The background is a plain wall. The image is watermarked with "©JD" in the bottom right corner.

TARGETING ANTI-WESTERN DISINFORMATION



NODAR TANGIASHVILI - Public Policy and Accountability Advisor
East-West Management Institute)



Dominant Narratives of Anti-Western Propaganda in Georgia

1. Western World imposing policies and values incompatible with Georgia's traditions and values
2. Western integration process not providing any benefits to ordinary Georgians
3. Western integration not an attainable goal
4. The West can't provide our security



ACCESS project: a civic movement against anti-western disinformation, with the motto “Stronger together – Stronger with Europe”. Providing objective information and analysis to expose and counter manipulation, fabrication, and disinformation and building up a first line of defence to make Georgia immune to the spread of disinformation

- Civil campaign: Open discussions with local citizens in on Georgia's European integration in the regions of Georgia
- Media monitoring to track anti-western disinformation, debunking fake stories, videos and photos, mocking sources of disinformation, anti-propaganda Databank Facebook group _Trolling the Trolls
- Media Mainstreaming: Panel chat show discussions, TV stories on specific anti-western myths and propaganda, Video-clips, mainstreaming fact-checking and myth-busting via the most watched national TV channel Rustavi 2, Regular digests on the major trends of disinformation, including sources, means, and agents

RUSTAVI 2

NINO NAKASHIDZE - Communication director

The most successful private television broadcasting company in Georgia. It was founded in 1994 in the town of Rustavi. It is a privately owned free to air terrestrial broadcaster that currently reaches around 85% of the country's population. The independence of the channel has been questioned in recent years, with many suggesting that it's biased in favour of the former ruling party UNM.

About the ownership disputed read Human Rights Watch: www.hrw.org/news/2017/03/07/georgia-media-freedom-risk





RADIO FREE EUROPE/RADIO LIBERTY

MARINA VASHAKMADZE - Editor-in-chief

www.rferl.org/p/5544.html

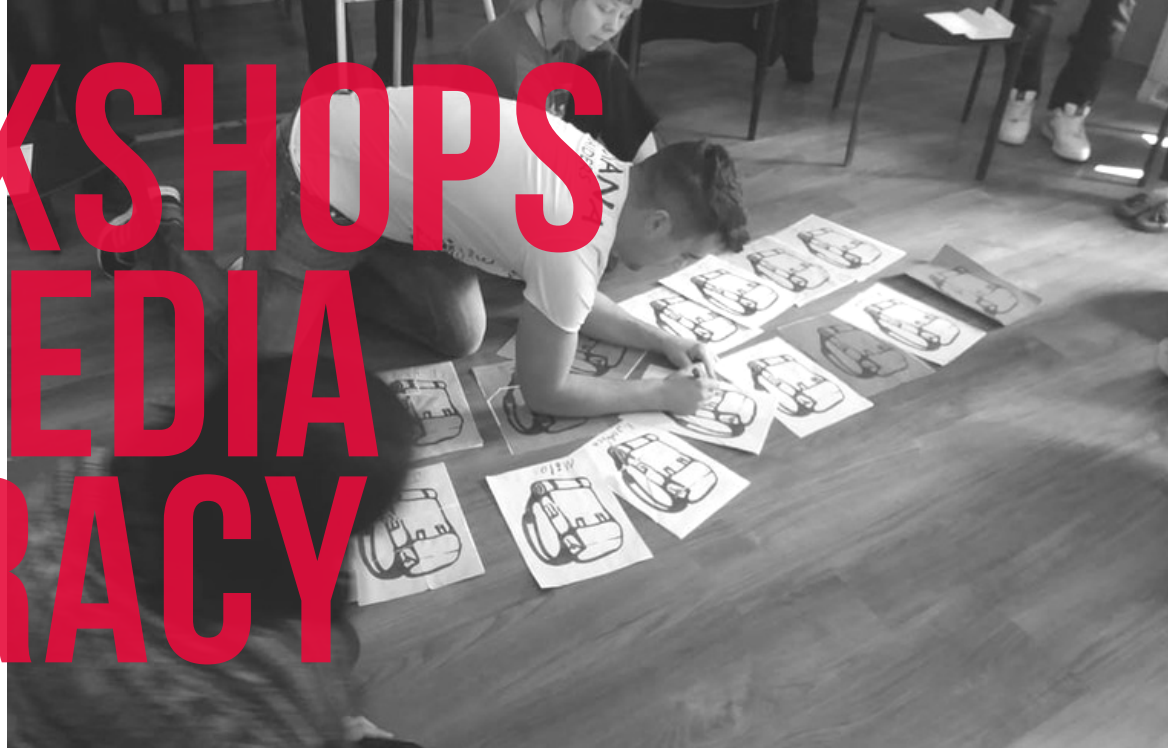
Established at the beginning of the Cold War to transmit uncensored news and information to audiences behind the Iron Curtain, Radio Free Europe/Radio Liberty (RFE/RL) played a significant role in the collapse of communism and the rise of democracies in post-communist Europe.

Many East European and Russian leaders, including Vaclav Havel and Boris Yeltsin, have testified to the importance of RFE/RL broadcasts in helping end the Cold War. Former Estonian President Lennart Meri nominated RFE/RL for the Nobel Peace Prize in 1991.

Today, RFE/RL is one of the most comprehensive media organisations in the world, producing radio, Internet and television programs in countries where a free press is either banned by the government or not fully established. RFE/RL broadcasts in 26 languages in 23 countries, including Afghanistan, Iran, Russia, and the Central Asian Republics. (Source: RFE/RL website)



WORKSHOPS ON MEDIA LITERACY



NEWSROOM SIMULATION GAME

General objectives:

- To give participants a chance to experience pressure of the work in a newsroom
- To produce media outcomes, identify trustworthy information sources.

Target group: young people from 15-30

Time: up to 3 hours

Size of the group: 15 to 25

Resources: Computers, prepared news-stream

Instructions:

1. Split the participants into groups of 4-5. Tell them a story: They are now newsrooms of different media. There will be an important event happening and their task will be to report about it (They need to decide what type of media they are, when they will publish the information, which sources they will use etc.). Give the groups time to come up with a name for their outlet.
2. Ask each group to create a shared on-line Google document and share the link with you. In this document they will post everything that they "publish".
3. Start the news stream with a fictional event they have to report (We used our closed Facebook group. Make sure you don't publish the posts publicly, as it might cause panic and confusion). We suggest one or two team members posting the news from the other room. You can also give the groups a chance to speak with some "eye witnesses).
4. Give the groups time to finalise their reports/stories.
5. Let the groups to read out loud their reports.

Debriefing

- How was the process for you?
- How satisfied are you with your news reports?
- How did you choose the resources which you use in your reports?
- What did you learn about how media work? What did you learn about the work of the journalists?
- ...

NEWSROOM SIMULATION GAME

Example:

Twitter 8:20pm @hannah: just heard shooting in hyde park, anybody has any info? #HydePark #london

Twitter 8:21pm Journalist @Katy O`Brian: Shooting at Justin Bieber concert at #Hydepark #london. Total chaos right now. No more infos so far.

Tweet 8:40pm @Alex: SCARY. don't know what is going on at justin bieber concert. heard several shots, than girl felt down and blood everywhere.

City of London Police 8:51pm

On October 26th at 8:35pm the City of London Police received a report of shooting incident in Hyde Park, area nearby the Hyde Park Corner metro station, during the concert of Justin Bieber. The special forces were immediately sent to the place to control the situation. Suspects have not yet been identified. We kindly ask the citizens to avoid the area. We also ask people to be alert and report any suspicious activity to police on the Anti-Terrorist Hotline 0800 789321 or dialling 999. City of London Police is collecting further information.

Tweet 8:56pm @Chris: Attack at #HydePark. heard Allahu Akbar shoutings!

Tweet 9:10pm @Kate: Just heard kind of explosion in #HydePark Injured people everywhere

(photos)

City of London Police 9:15pm

Update on Hyde Park shooting:

At least 8 people were killed and 50 injured in the shooting at the south-west corner of the Hyde Park, during the concert of Justing Bieber. The artist run to the safety in the backstage. The special forces are still operating at the spot to secure the area. We ask the citizens to avoid the area. The suspects are not identified yet. The police is not able to confirm the terrorist character of the incident.

More than 300 calls came in and emergency services were very quickly on scene. Anyone who has concerns for a loved one should call the National Casualty Bureau on 0800 096 0095.

Chief Constable Ian Hopkins said:

"We have been operating fast to protect the safety of our citizens. At this stage, we are not able to confirm that the attack was conducted by one man. The priority is to establish whether he was acting alone or as part of a network.

"This seems as one of the most horrific incidents we have had to face in London, an attack on the children and families who were enjoying the concert. This is an incident that we all hoped we would never see."

Amaq News Agency:

In the name of Allah the compassionate,

a glorious attack targeted one of the capitals of the crusader nations. Today one of our brothers sowed fear in the name of Allah in the hearts of our enemies in London. He chose the performance of the perverted Justin Bieber where so many unbelievers where gathering. Allah was guiding his hands when he killed 25 crusaders and injured many more.

Might Allah except him as a martyr. This is another step in an ongoing fight against all the crusader nations. As long as you will fight our brothers and sisters who are working for the Kalifat we will be fighting back with more force and we will hit you hard in your homes, your playgrounds, schools and airports. Allah akbar!!

NEWSROOM SIMULATION GAME

Theresa May 9:25 @theresa_may:

We come together - as we have done before - to condemn this act and to state once again that hatred and evil of this kind will never succeed

Jeremy Corbyn: 9:30 @jeremycorbyn

Our strength is the strength of our community unity. That was shown in Manchester straight after the horrible event there and it will be exactly the same in London.

Twitter 9:55pm @Paul: Just saw how police caught three suspicious guys at Queensway Station.
#hydepark #shooting

Political scientist and expert on Islamist terrorism, Gilles Kepel: Even if events in the Hyde Park are reminiscent of terrorist attacks such as at concerts in Paris or Manchester, we can NOT be sure if this is a terror attack. It is a common strategy of ISIS reclaiming attacks for themselves - whether it is right or wrong. Besides the actually terroristic act they also want to spread fear. We need more investigation by the security services before making wrong assumptions about the identity, number and intention of the suspects.

Donald Trump 10:05pm

@realDonaldTrump

"Another attack in London by a loser terrorist. These are sick and demented people who were in the sights of Scotland Yard. Must be proactive!"

City of London Police: 10:10pm

At 9:45pm the City of London Police found the body of a suspect gunman who conducted the attack on the visitors of the Justin Bieber concert in Hyde Park. At the moment we are trying to confirm the identity of the suspect exclude the possibility of other accomplices. We would ask people not to speculate on his details or to share names. There is a complex and wide ranging investigation underway. There are at least 18 victims killed in the attack and more than 80 injured were taken to the hospitals around London.

Anyone who has concerns for a loved one should call the National Casualty Bureau on 0800 096 0095.

City of London Police

12:00pm

The suspect gunman was identified as Patric Smith, 49 from Westgate-on-Sea. He was found dead. All evidences imply that he shot himself with the same gun with which he executed the attack, which was semi-automatic gun. The origin of the weapon is not known. The attacker didn't have any criminal history and current investigation doesn't suggest any connections to the international terrorist organisations. All evidences suggest he was the only attacker.

25 victims, including underaged youth died during the attack and 95 people were injured, some of them are in a critical conditions.

Tweet 12:00pm @Official_MI5: The offender was not subject of any investigations concerning islamic terrorism. So far there are not evidences that he had any connections to ISIS.

Tweet 12:30 @Justinbieber: Speechless. Now words can describe my feelings. so sorry and sad. praying for london.

ONE STEP FORWARD - ACTIVITY ON MEDIA AND DIVERSITY

General objectives:

- Activity about different (social) groups representations in and access to media
- Starting point activity > raising of awareness

Target group: youth between 13-18 with less experiences on the topic of media, diversity and discrimination

Time: ca. 45 mins

Size of the group: 10 to 20

Resources: cards with different characters, questions/ statements, enough space

Instructions:

important advice: it is not about being the first or at the front and there are nor „wrong“ or „right“ answers

1. Participants choose randomly their card
2. Participants now have time to slip in their role and stand on one line - the starting point
3. Facilitator explains that he/she is going to ask some questions or is reading some statements
4. Participants have to decide whether to answer with yes or no
5. In case of „yes“ answer they do a step forward, in case of „not“ they stay on their spot
6. After the facilitator read one question/statements and participants did their answer/ step, he or she asks the participants, which character they are and why they did a step or why not

Debriefing

After last statement every participants has to take a look around who is next to him/her, in front, at the back etc, also each participants says who was his/her character

Questions:

How did you feel in your role?

Was it hard to slip into this role?

Which statement/ question do you remember the most? Which were really easy/ hard to answer?

Which statements/ question made you to do a step forward which not?

Do you maybe know someone in whose role you or your fellows had to slip in?

Note:

Characters based on stereotypes - we use them in this activity because to make us aware of them of course each individual consists of more than just these particular characters (skin colour, religion, gender etc.)

CHARACTERS/ ROLES:

transsexual person
unemployed man
young woman with headscarf
woman in a wheelchair
16 year old high school student
turkish male teenager
68 year old pensioner
single father
40 year old politician
gay man
refugee from Eritrea
famous Popstar

STATEMENTS/ QUESTIONS

- Do you often appear in new media? Does news media often deals with you? (after they answered also ask: in which way are you represented? Which image is created? How?)
- Do you often appear in entertainment media, like TV shows, series movies etc.? (after they answered also ask: in which way are you represented? Which image is created? How?)
- Journalist would like to do an interview with you?
- Do feel like media is dealing with topics concerning your every day life and your interests?
- Press, TV and radio reports about you are in a un-biased and balanced way.
- Many people accept you in our society.

TEACHING ABOUT DATA SECURITY & PROTECTION



Nowadays social media platforms, apps for smartphones and online services provide unique opportunities to connect people, **to share information** and to organise our every day life.

We can share pictures with our community, **pay** our bills online, work online together with colleagues in shared folders, ask our web browser to **save our passwords** and save our **personal data** in a cloud where we can access it easily from everywhere. But are we really aware of what content we are sharing and with whom? Why are so many apps and online services for free? Because we are not the customer. The customer is another party who is interested in our personal data.

By connecting all these data (your check ins on Facebook, the products you buy with your credit card, the data of your payback card in the supermarket, the pictures you upload on social media, etc.) **it is possible to receive a detailed picture of where you are going, whom you are meeting and what are your personal interests**. It is also important not to forget that the term “Cloud” is misleading – there is no real cloud, a cloud is always the computer of somebody else.

I HAVE NOTHING TO HIDE! WHY SHOULD I CARE?

By sharing your data in social networks, apps and online services you are not only allowing state institutions or companies to access your data. You are also exposing yourself to several risks: such as data collection of your identity, your passwords and you make yourself vulnerable to malicious software and spyware, which could cause a serious harm.

SO, HOW DO I PROTECT MYSELF? Here are few simple tips:

- **Use safe Browsers** which are not collecting your data such as Mozilla Firefox www.mozilla.org/en-US/firefox/ or Tor Browser www.torproject.org
- Use an alternative **Search Engine** which is not showing search results of the website which is paying the most and is not saving your search such as Startpage www.startpage.com
- **Use ad-blocker**, which can be integrated as an extension in your browser: adblockplus.org and also www.ublock.org (both will compete with each other so, better choose one of them)
- **Script Blocker** (scripts can contain malware or spying software). If you trust a website then you can enable scripts: noscript.net
- Use a safe and **encrypted messenger**: signal.org
- Read the terms and conditions of the online services. The click on **"I agree"** has a power of your signature in a legal contract. It is good to know what you're signing.
- Use **strong passwords** including capital letters and numbers. You can even create them by yourself. For example: lw2cMYd8aS Hard to remember? Maybe it's easier like this: I (I) want (w) to (2) see (c) my (MY) data (d8a) secure (S)

NO HATE SPEECH MOVEMENT



nohatespeechmovement.org

No Hate Speech Movement is a campaign of Council of Europe's against online hate speech that is designed to raise awareness of the problem, change attitudes towards it and mobilise young people to act against it. The Campaign encourages respect for freedom of expression and aims to develop alternative responses to hate speech, including prevention, education, awareness raising, the development of self-regulation by users and encouraging support for victims. In essence, the Campaign is about promoting human rights online, and making the Internet a safer space for all.

HATE SPEECH is an attack on those who are often already vulnerable, and it sows the seeds for tension, further inequality and often violence. The Council of Europe views hate speech as a threat to democracy and human rights. The No Hate Speech Movement campaign recognises that efforts to address the problem need to include work at a number of different levels.

How to explain the link between hate speech online and media literacy?

You can show the young people following funny video to start the discussion:

Snakes Have Legs (<https://www.youtube.com/watch?v=OHXMYm4k6w0>)



No Hate Speech Movement offers numerous opportunities for involvement of young people - as participants of local and international trainings and exchanges, activists, spreading the values on no hate speech in their communities, organisers of the events connected to special action days, as active advocates and monitors of media and social networks or as online activists reporting the hate speech online.

The website of the Movement nohatespeechmovement.org provides extensive information on how to get involved. To start with it, you can encourage young people to explore and get involved in two particular activities:

1. Discover how to report hate speech in your Country - tips and guidance on approaching the official institutions in case the person thinks that the case of hate speech can be classified as a crime.
2. Monitor and report hate speech on social media platforms directly to the No Hate Speech Movement, which will send a warning message to the author of hate speech.

The reports can be submitted via a simple online form:

nohatespeechmovement.org/hate-speech-watch/report/submit



THE TEAM

The training course was conducted by the international team of trainers:

- Lela Bernatova (Czech republic/Georgia): Youth Association DRONI
- Felix Weiss (Germany/Georgia): Youth Association DRONI
- Uli Irrgang (Germany): Radio F.R.E.I.
- Tamar Tkemaladze from Youth Association DRONI contributed to the project as a logistical and practical support staff.



The Guide is an intellectual property of the involved organisations.

If you wish to use the tools from this guide, please refer to the Training course and involved organisations.

For more information you can contact us on:
inmediawetrust@gmail.com



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