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DEUTSCHE ZUSAMMENARBEIT



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.
- AI** Artificial Intelligence is a technology that helps machines perform tasks like thinking and learning in a way similar to humans. It uses large amounts of data to recognize patterns and independently find answers or solutions.
- BOYD** According to the Bring Your Own Device (BYOD) approach, students need their own digital devices such as smartphones or tablets for certain tasks..
- 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 in the internet/digital space 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.

Table of content

Introduction	4
Media Academy Overview	6
Media Academy Approach	10
Media Academy Example	14
Media Academy Adapting to the local context	18
Media Academy Training activities	20
Day 1–4 Training overview	20
Day 1 Express yourself! Media and information experiences	22
Day 2 Think twice! Identify manipulation, disinformation, and online gender-based violence	34
Day 3 Trust yourself! Verification and safeguarding for your digital citizenship	44
Day 4 Motivate others! Become a multiplier for media literacy	52
Checklist	62
Appendix	63

“ Sport and media brings people together. ”

Student from Academy in North Macedonia



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.¹

Access to trustworthy information, the right to free expression, gender equality, and open, inclusive, and secure access to the internet are fundamental prerequisites for inclusive digitalisation and resilient, democratic societies. Traditional and new media are already an important part of everyday life, providing continuous access to information.² With this development, however, comes the spread of false information, including deliberately disseminated disinformation, both online and offline – a trend that has become especially evident in the context of Russia’s war of aggression against Ukraine. The impact poses

a threat to individuals and societies alike. The Global Risk Report identifies disinformation as the greatest short-term risk to societies today, ahead of extreme weather events and military conflicts.³ The use of artificial intelligence, in particular, is making the spread of disinformation faster, easier, more global, and harder to distinguish from authentic information.

Disinformation and online violence cannot be viewed as gender-neutral. They are closely interlinked and reinforce each other, particularly when it comes to the suppression and discrimination of women (in the digital space). Gender-based online violence such as hate speech against women or members of the LGBTIQ+ community, sexualized disinformation, and the sharing of intimate images on social media – among peers or in school settings, especially affects the mental health of young people.⁴ These issues are amplified by algorithms that favor polarizing content.



- 1 ITU (2022): *Measuring digital development Facts and Figures*
- 2 Globally, around 66% of people use the internet, while in low-income countries only about 32% have internet access. However, among young people in low-income countries, the rate is significantly higher at 47%. Nearly 50% of the population in Sub-Saharan Africa owns a smartphone, providing them with access to digital information. Women are 25% less likely than men to use digital technologies. This reveals a double disadvantage: in addition to having less access to digital technologies and information, girls and women are highly affected by gender-based disinformation and gender-based (online) violence. EQUALS (2019): *EQUALS (2019). I'd blush if I could. Closing gender divides in digital skills through education*
- 3 World Economic Forum (2024): *Global Risks Report*
- 4 UNESCO (2024): *Global Education Monitoring Report: Gender Report*



On a societal level, the spread of disinformation around e.g. COVID-19, climate change, and Russia's war of aggression against Ukraine, demonstrates how quickly public opinion and health, social cohesion, and the functioning of inclusive and democratic societies can be undermined.

In today's world, young people must be equipped with the skills and knowledge to engage with information and technology critically and effectively. Consequently,

this means maximizing the advantages of digital citizenship while minimizing the risk of being overwhelmed by the flood of information. These future-oriented, digital competencies are not only essential for daily life; they are key to equal political, social, and economic participation and sustainable societal development.



Media Academy Overview



Purpose of this trainer guide

To promote media and information literacy (MIL) and youth participation in a digital world, a media academy lasting up to four days was held in a total of 12 countries in 2023 and 2024. 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 describes the modular approach of each academy day. It includes detailed descriptions of activities that have been successfully implemented in the project phases in 2023 and 2024. 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 Approach

To support specifically the participation of students in the digital world, in 2023 and 2024, two global projects were 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). The 2024 project is titled “Student’s Academy: Strengthening media literacy and social participation”.⁵ The

project implemented multi-day academies to improve media and information literacy (MIL) of students. The media academies were developed for German schools abroad and other partner schools of the PASCH initiative.⁶ In 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. The media



⁵ GIZ (2023): Promoting media literacy among school students

⁶ PASCH Initiative (2023): About the PASCH initiative



academy was explicitly aimed at girls and young women. In the following year, 2024, three media academies were held with around 80 female and male students from Egypt,

Target group

The Media Academy is aimed at students aged 15 to 18. 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

Bulgaria, Moldova, North Macedonia, Romania, South Africa, and Ukraine.



Academy is 16 to 20 students. However, during the project phase, the maximal group size was increased to 25 students, inviting students from one up to five different schools. As the previous media academies took place at 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 aim of the media academies is to create a safe space and in-depth discussions about disinformation and gender-based online violence. 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). In 2024 male students were included in the discussion.








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:

 Knowledge	 Skills	 Attitude
<ul style="list-style-type: none"> • Differentiate fact from opinion • Identify various forms of disinformation and explain their harmful consequences for individuals and society • Recognize various forms of online gender-based violence and disinformation, and explain their harmful effects on individuals and society • Distinguish real content from AI-generated content • Describe the misuse of AI for disinformation campaigns and gender-based online violence 	<ul style="list-style-type: none"> • Think critically when using (social) media • Act responsibly and respectfully on social media • Verify online sources, online content and identities of online contacts • Stay safe when sharing private information • Act responsibly and respectfully on social media • Create clear media messages and products • Act as multipliers in their schools and social surroundings 	<ul style="list-style-type: none"> • Develop resilience towards disinformation • Think twice when confronted with media content • Be self-efficient and self-confident in the context of (Social) Media

“ Everyone has their own opinion and ways of viewing information. ”

Student from Egypt

“ I never payed attention to AI pictures. From now on, I will. ”

Student from Academy in North Macedonia

“ Spread love, not hate. ”

Student from South Africa



Media Academy Approach



Content

The Media Academy is dedicated to four basic aspects:

1. Sharing the status quo of positive and negative media and information experiences;
2. identifying manipulation, mis-, dis-, and malinformation⁷ and various forms of (online) gender-based violence in (social) media, as well as reflecting on their harmful effects on individuals and societies;
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;
4. to engage as multipliers in order to strengthen media literacy through targeted and self-designed interactive online and offline activities for selected target groups.

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.



7 UNESCO (2018): Journalism, Fake News & Disinformation. Module 2, Thinking about 'information disorder': formats of misinformation, disinformation, and malinformation

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, digital games, websites, newspaper, books, radio, television, billboards, 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,⁸ 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

A fundamental component of media literacy is AI competence. This includes a basic understanding of AI systems and the ability to recognize and critically evaluate AI-generated content, as well as the responsible use of AI technologies. In order to make fact-based

decisions, it is important for people to learn early on how to assess the opportunities and risks of AI. This also involves awareness of potential biases in AI systems and their impact on the spread of information and the formation of opinions. AI competence enables people to navigate safely and responsibly in a media world shaped by AI and to use the technology for their own benefit and for the good of society.

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.





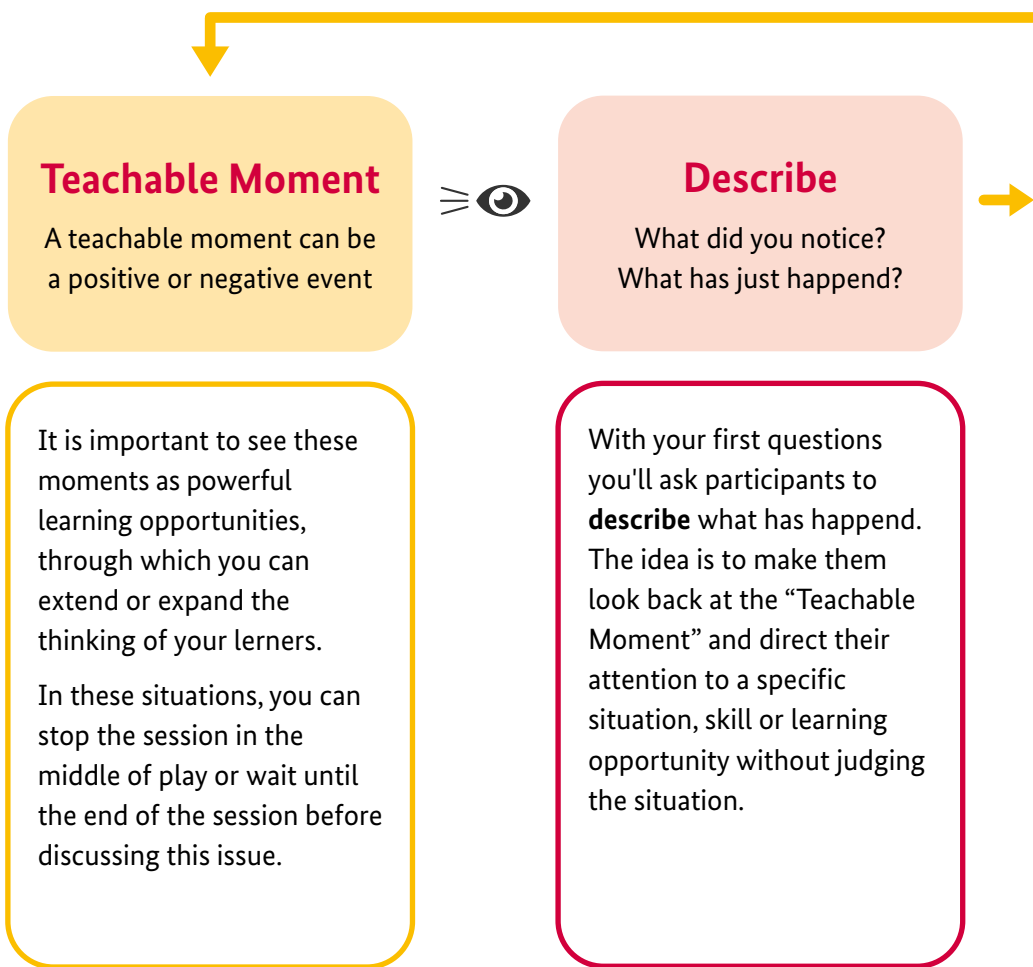
Sport for Development (S4D)

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.⁹ A. **Opening Phase** (25%) including Welcome, Sensitization and Warm-Up; B. **Main Phase** (50%) including Educational Games and Exercises; C. **Closing Phase** (25%) including

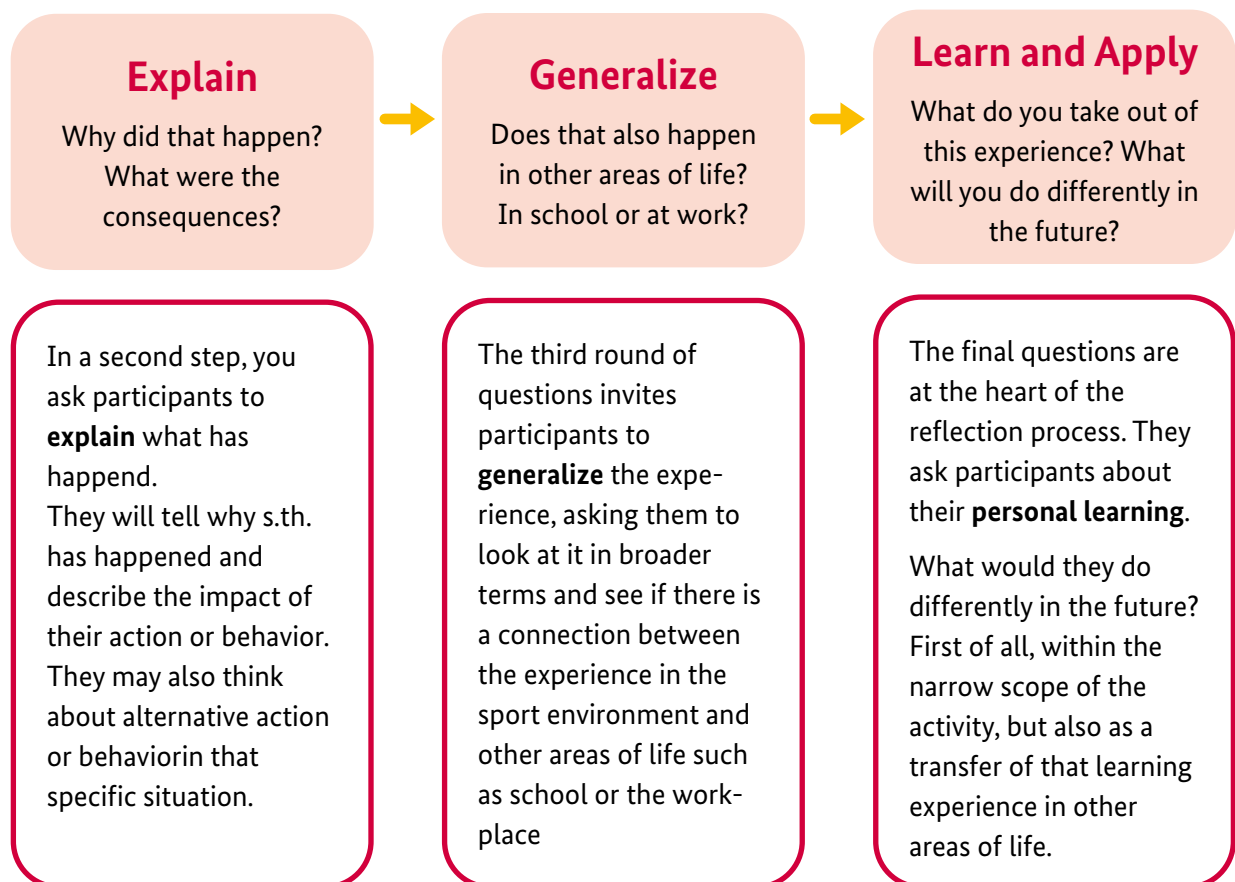
How to guide reflection and learning in S4D





Reflection. It is vital to sense the mood of the group to find a good balance between play and reflection.¹⁰ 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 literacy/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 four days.

Planning (long term)	Preparation day	4-day Media Academy	Follow-up
<p>Agree on dates, duration, venue, participants, roles, catering, evaluation;</p> <p>Start Adapting to the local context and organizing;</p> <p>Collect consent from participants</p>	<p>Prepare venues, catering, technology, material, sport equipment;</p> <p>Agree on best local examples and how to share responsibility</p>	<p>Day 1 Express yourself!</p>	<p>Evaluation; Multiplier event organized by students</p>
		<p>Day 2 Think twice!</p>	
		<p>Day 3 Trust yourself!</p>	
		<p>Day 4 Motivate others!</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-activities 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 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 4-day Media Academy

The Media Academy is designed as a 4-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 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.





		Day 1 Express yourself! Media and information experiences	Day 2 Think twice! Identify manipulation, disinformation, and online gender-based violence	Day 3 Trust yourself! Verification and safeguarding for your digital citizenship	Day 4 Motivate others! Become a multiplier for media literacy
Morning	Opening (15–30 min)	→ Introductions → Overviews & rules	Opening	Opening	Opening
	Media-Minds°1 (45–60 min)	→ You and the media → Characteristics of Information	→ Recognize manipulation → Disinformation & OGBV°1	→ To Trust or not to trust → Verification and safeguarding°1	→ Don't look away → Ideas for your activities
	Break/Lunch (15 min)				
	Media-Minds°2 (60 min)	→ Social media newsfeed → Fact vs. opinion, Reality vs. AI	→ Disinformation & OGBV°2 → Reasons, motives, consequences	→ Verification and safeguarding°2 → Digital citizenship	→ Designing your activities
	Break (15 min)				
	Media-Moves (60 min)	Communication	Critical thinking	Trust	Motivate others
Lunch (45 min)					
Afternoon	Media-Makers (90–105 min)	Media production	Media production	Media production	Presentation of events for media literacy
	Closure (15–30 min)	Conclusion	Conclusion	Conclusion	Evaluation, Conclusion

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). The beginning, end and breaks of the media academy should be determined in close cooperation with the school or youth center.

Evaluation

To evaluate the Media Academy, a qualitative and/or quantitative evaluation should be planned and implemented by the responsible institution. An anonymous survey was developed for this purpose, which can be conducted at the beginning of each media academy and after six weeks. 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. Therefore, the students are 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 five-day Media Academy would be possible, e.g., by deepening of addressed topics such as Artificial Intelligence or Gaming, 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.



PRVA PRESUDA za diskriminaciju nad LGBTI osobama u BiH!

Example Bosnia and Herzegovina
Online hate speech

giz

Example Mexico Persuasion technique

«LLEGÓ» «LLEGÓ»

MEXICANA MEXICANA MEXICANA

MÉXICO EN UN REFRESCO

giz

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 1–4 | Training overview

**DAY
01**

Express yourself!

Media and information experiences

- Opening (30')
- Session Media-Minds^o1 | Exchange! Our media experiences (45')
- Session Media-Minds^o2 | Exchange! Our media experiences (60')
- Session Media-Moves | Exchange! Our media experiences (60')
- Session Media-Makers | Photo-Vox-Pop (105')
- Closure (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 (105')
- Closure (15')

**DAY
03****Trust yourself!****Verification and safeguarding for 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 (105')
- Closure (15')

**DAY
04****Motivate others!****Become a multiplier for media literacy**

- Opening (15')
- Session Media-Minds°1 | Be effective! Ideas for passing on media literacy (60')
- Session Media-Minds°2 | Design! Your activities for more media literacy (60')
- Session Media-Moves | Become a multiplier for media literacy (60')
- Session Media-Makers | Multimedia presentation “activities for more media literacy” (90')
- Closure (30')

DAY 01

Express yourself! Media and information experiences

Learning objective

- 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.
- Distinguish between real and AI-generated content.
- 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°1 | Exchange! Our media experiences (45')
 - You and the media (25')
 - Characteristics of information (20')
- Session Media-Minds°2 | Exchange! Our media experiences (60')
 - Social media newsfeed (40')
 - Fact vs. opinion, Reality vs. AI (20')
- Session Media-Moves | Exchange! Our media experiences (60')
 - Communication (60')
- Session Media-Makers | Photo-Vox-Pop "Media & me" (105')
 - Energizer (5')
 - Media preparation (10')
 - 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 (s. toolbox in the Annex), template-survey, flipchart with overview of 4 training days

Learning objective:

→ 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 students 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 4-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 to 4) and after lunch (days 1 to 4). 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^o1 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 objective:

- 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

- 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.

5'

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, laptop, projector, student's smartphones

Prepare: Printed sheets (terms “information disorder on social media”, “credible posts”, “not credible post”, “not relevant posts”, “posts with gender stereotypes”, “posts with online violence”), presentation day 1

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

Learning objective:

- Students are able to evaluate posts and information sources on their personal 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.

- Each group writes down two concrete examples of posts and takes screenshots.
- 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 not credible post (group 1), not relevant posts (group 2), posts with gender stereotypes (group 3), posts with online violence (group 4).

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, truthfulness, stereotypes, violence).



Fact vs. opinion, Reality vs. AI

Exchange! Our media experiences

Method: Group quiz

Set-up: Four groups

Material: Cards, markers, laptop, projector

Prepare: 4 x voting cards for “fact”, “opinion”, “real” and “AI”, presentation day 1

Adapting to the local context: Add local facts and opinions for the quiz.

Learning objectives:

- Students are able to distinguish opinion and fact, as well as real and AI-generated content
- Students are motivated to inform themselves.

How to

5'

Explanation

- Clarify with the students the difference between a fact and an opinion, as well as between real and AI-generated content.

10'

Group quiz

- Give each of the four groups voting cards for fact, opinion, real, and AI.
- Show sample facts and opinion, as well as real and AI-generated content of increasing difficulty.

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

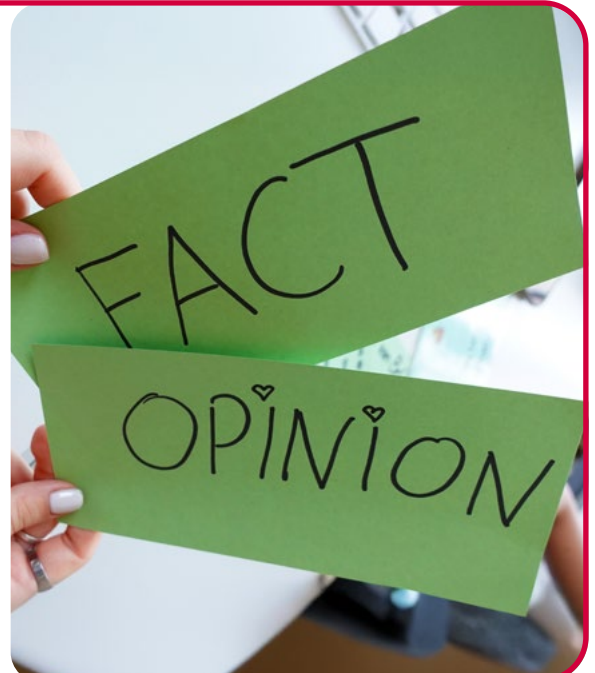
Reflection

- How do you evaluate in general whether something is a fact or opinion, and how to identify AI-generated content?

5'

Take-aways

- In media, facts and opinions, real and AI-generated content can be mixed, and social media in particular (as a tool for free speech) contains many opinions and AI-generated content that are not labelled as such.
- 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.
- To recognize AI-generated images, attention should be paid to details like extra fingers and distorted backgrounds, as well as irregularities in lighting and proportions. Further clues can be provided by reverse image searches to determine the origin of the image and to check if it has been labeled as AI-generated.



Communication

Exchange! Our media experiences

Method: Silent line-up; AACRA-Game; Information-Relay, Reflection

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

Material: Cones, ball, bibs, 4 newspapers, for each team notebooks, pens

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 students. 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 students 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 (Option A)

- 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

2. Main Phase: Information-Relay (Option B)

- Divide students into 4 teams. Each team receives a current or older newspaper (printed or online on the smartphone). The newspaper is rolled into a “baton” and secured with tape. For smartphones, students write down the most important news on an A4 sheet and roll it up.
- The teams position themselves at the cones on the field. The first runner starts on a signal with the “baton” and passes it to the next person at the next cone. This is repeated until the finish line.
- After the relay race, the teams sit down. The newspaper is unrolled and the articles are divided among the students. Each person briefly reads their article, and the team collectively selects the most interesting story.
- The teams write down 4 key facts about the chosen story. A team member goes to the next group and tells the story, without allowing the listeners to take notes. This is repeated until each group has heard all the stories.
- Each group presents how their story has changed. Then, reflect together on how information changes when passed on and how misunderstandings can be avoided.

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.



🕒 5 min

Media-Makers

Energizer

Photo-Vox-Pop “Media & 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 objective:

- 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

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

5-10'

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, smart-phones & charging cable (Bring your own device/ BYOD), Wi-Fi, USB-stick, worksheet

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

Learning objective:

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

How to

10' Media preparation

- Invite the students to produce a photo-vox-pop (using photos to show different opinions from different people) about media:
 - Which media do we like to use the most?
 - What do we like about it?
 - What don't we like about it?
 - Point out to the students that the photos should be self-explanatory
- 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.

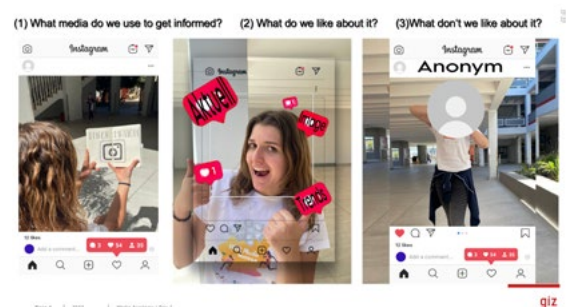
Group work – Media production

- 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.



giz

🕒 30 min

Media-Makers

Media presentation

Photo-Vox-Pop “media & 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 objective:

→ 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 (OGBV).
- 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, either before or after the Media-Moves session.

Sequence

- Opening (15')
- Session Media-Minds°1 | Attention! Manipulation, disinformation & OGBV (60')
 - Recognize manipulation (30')
 - Disinformation & OGBV°1 (30')
- Session Media-Minds°2 | Attention! Manipulation, disinformation & OGBV (60')
 - Disinformation & OGBV°2 (30')
 - Reasons, motives, consequences (30')
- Session Media-Moves | Attention! Manipulation, disinformation & OGBV (60')
 - Critical thinking (60')
- Session Media-Makers | Video-Clip #ThinkTwice (105')
 - Energizer (5')
 - Media preparation (10')
 - Media production (60')
 - Media presentation (30')
- Closure (15')

Recognize Manipulation (Option A)

Attention! Manipulation, disinformation & OGBV

Method: Online-Game “Bad News”

Set-up: chair circle, work in pairs

Material: Laptop, projector, smartphones (BYOD), Wi-Fi, flipchart, cards, markers

Prepare: QR-Code for the online game, presentation day 1

Adapting to the local context: Ask for examples during the evaluation, inquire about media experiences regarding manipulation techniques.

Learning objective:

→ The students are able to recognize the most common manipulation techniques in arguments and digital media.

How to

15' Online-Game “Bad News”

- Explain to the students the instructions for the online game, in which the students become unscrupulous media creators spreading disinformation and conspiracy theories.
- The goal of the game is to gain as many followers as possible within the time you set (10 minutes).
- Encourage the students to remember the strategies that made them successful.
- The students now form pairs to play the game together and exchange ideas. Each pair needs one smartphone.
- Show the QR code that the students can use to start the game. Make sure it works for everyone.

- When the time is up, ask the students to stop the game and check the number of followers they have gained so far. Ask who has more than 1000, more than 2000, etc. followers to identify the “most successful and unscrupulous media creators.”

Input/reflection

- Ask the students what new insights they gained about manipulation techniques through the game. Have them write these on cards to collect and discuss together.
- Add any manipulation techniques that were not mentioned. Use the presentation to delve deeper into selected manipulation techniques (activating strong emotions, simplifying ideas, attacking opponents, appealing to needs and values) and ask about the media experiences of your students.

Take-aways

- Manipulation techniques aim to influence the opinions, attitudes, and behaviors of other people.
- Recognizing common manipulation techniques in arguments and digital media is helpful in order to avoid being manipulated.



15'

Recognize Manipulation (Option B)

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, presentation day 2

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

Learning objective:

- Students are able to identify the most common manipulation techniques in argumentations and digital media.

How to

15' 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 manipulation 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 common manipulation 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 manipulation technique that is used.

15'

Take-aways

- Manipulation techniques are aimed at changing people's opinion, attitude, and behavior.
- Identifying common manipulation 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 day 2

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

Learning objective:

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

How to

5'

Explanation

- Show the two printed puzzles with the terms, symbols, and explanations for information disorder (rumors, mis-, dis-, and malinformation and misuse of AI) and OGBV (online harassment, hate speech, cyber grooming, non-consensual sharing and misuse of AI).
- 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 five subgroups, each of them responsible for presenting and explaining one term and example.

20'

Take-aways

- Understanding the terminologies around information disorder and OGBV and the misuse of AI for disinformation campaigns and online gender-based violence 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 day 2

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

Learning objective:

- The students identify local media examples highlighting information disorder, OGBV and the misuse of AI.

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

15'

- Use the prepared local media examples to practice identifying rumours, mis-, dis- and malinformation, the different forms of OGBV, as well as the misuse of AI.
- 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.

Take-aways

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



Reasons, motives, 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 fundamental causes, typical motives, and harmful 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 reasons and motives as well as harmful consequences of disinformation and OGBV. Let half of each group work on reasons and motives, the other half on harmful consequences for individuals and the society.
- Students collect each aspect on a card and build a card house or a card street to show the number of fundamental causes and motives as well as 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

- Disinformation in digital media is a challenge that can be driven by political, financial, or ideological motives and is amplified by technology and a lack of media literacy.
- Disinformation can have various consequences (e.g. mistrust, stress, suffering, loss of trust in media and institutions, political unrest, polarization, violence).
- OGBV arises from real societal stereotypes, unequal power distributions, and the desire for power, control, and status. Anonymity and the absence of consequences in digital media amplify the problem.
- OGBV is always harmful to the individual (e.g. fear, suffering, depression, physical violence, sexual exploitation) and to society (e.g. inequalities in socio-cultural life, restricted freedom of expression and 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?
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, worksheet

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 objective:

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

How to

15' 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.

60'

30'

15'

to be continued →

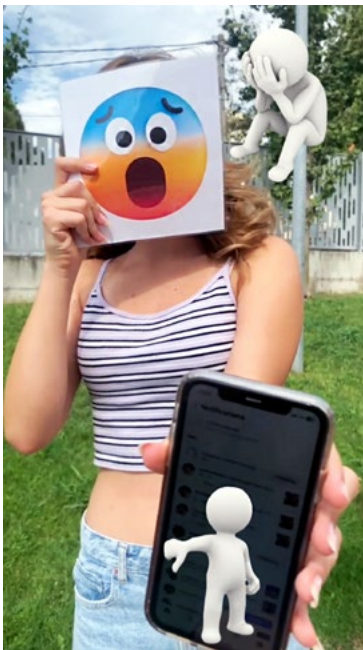
Take-aways

- 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 and how to recognize AI-generated content.
- Knowing strategies to protect themselves and others 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^o1 & ^o2.

Sequence

- Opening (15')
- Session Media-Minds^o1 | Act! Verification and safeguarding for digital citizens (60')
 - Trust or not trust (25')
 - Verification and safeguarding^o1 (35')
- Session Media-Minds^o2 | Act! Verification and safeguarding for digital citizens (60')
 - Verification and safeguarding^o2 (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 (105')
 - Energizer (10')
 - Media preparation (15')
 - Media production (50')
 - Media presentation (15')
- Closure (15')

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 objective:

- 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, worksheet

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

Adapting to the local context: Provide links to local fact-checking websites for station B (create QR-codes).

Learning objective:

- 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: Be careful! Protect and express yourselves
 - Station D: Act! Tackle online violence and support each other
- 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.

Group presentation

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

4x 15'

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 objective:

→ 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, Let's dance

Set-up: Outside/sport-area

Material: Blindfolds, cones, balls, balloons, smartphones

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.
- 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.
 - Once the blindfolded partner successfully reaches the finish line, they will switch roles, and the sighted partner will become blindfolded.

35' 2. Main part: Lake of truth (Option A)

- 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.
 - 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.
- #### 2. Main part: Let's dance (Option B)
- Divide the students into 3 groups with an equal number of people.
 - Give the groups 10 minutes to prepare a song and a dance.
 - After the 10 minutes, each group should perform a 1-minute dance in front of the other groups.
 - While the group is dancing, one person from the group should take photos.
 - Once all the groups have performed their dance, they have an additional 10 minutes to select 3 final images from the performance.
 - The group can choose 3 original images or make changes to one of the images.
 - After all the groups are finished, they show their images to the other groups, who must decide which image is an original and which is fake.

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, worksheet

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

Adapting to the local context:

Keep in mind the local feedback-culture.

Learning objective:

- 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

15' 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) (15')
 - (2) creating close ups, greenscreen-photos, and memes (25')
 - (3) postproduction (adding text, emojis and speech bubbles) (20')

- 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.

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.

60' 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.

30'

15'

to be continued →

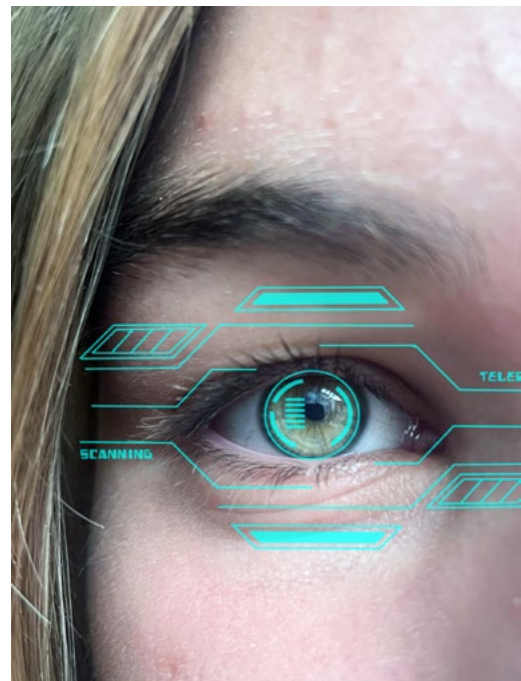
Take-aways

- 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).

DAY 04

Motivate others! Become a multiplier for media literacy

Learning objectives

- Respond competently as digital citizens to posts containing rumors, disinformation, or gender-based online violence (OGBV).
- Reflect on the role as multipliers and the importance of interactive online and offline methods.
- Plan independently online and offline activities for specific target groups.



Special structure tip

If the Media Moves session on the topic 'Motivate others' is conducted at the beginning of the day, the perspective of being a multiplier can be directly experienced.

Sequence

- Opening (15')
- Session Media-Minds°1 | Be effective! Ideas for passing on media literacy (60')
 - Don't look away (20')
 - Ideas for your activities (40')
- Session Media-Minds°2 | Design! Your activities for more media literacy (60')
 - Designing your activities (60')
- Session Media-Moves | Become a multiplier for media literacy (60')
 - Motivate others (60')
- Session Media-Makers | Multimedia presentation "Activities for more media literacy" (90')
 - Energizer (5')
 - Media production (40')
 - Media presentation (45')
- Conclusion and evaluation (30')

Don't look away

Be effective! Ideas for passing on media literacy

Method: (Online) Role-playing game

Set-up: Circle of chairs

Material: Laptop, projector, online-tool, smartphone (BYOD), Wi-Fi or paper, marker

Prepare: Development of sample posts, e.g., with the help of online platforms

Adapting to the local context: Adaptation of sample posts to include local rumors, disinformation, and gender-based online violence (OGBV)

Learning objective:

→ Students can respond competently to posts containing rumors, disinformation, or gender-based online violence (OGBV).

How to

15' (Online) Role-playing game

- Prepare three example posts for the (online) role-playing game, to which the students can respond with anonymous comments.
- Create, for example, a deliberately polarizing post with a relevant rumor or disinformation.
- Come up with two example posts featuring gender-based online violence. Ensure balance regarding the affected groups (e.g., women, LGBTIQ members, etc.).
- If possible, use an online tool that allows students to respond directly and anonymously to the selected posts via smartphone. If your online tool has the option to vote on the best student post, make use of that feature.
- Explain the (online) role-playing game to your students.
- The students should respond to the example posts either individually or in pairs by replying with anonymous comments. If you don't have

an online tool, have the comments written on paper and collect them anonymously.

- Discuss the students' comments in terms of their impact on the rumor/disinformation and online gender-based violence. Ask which comments counter the post, rather than reinforcing it.
- If desired, allow the students to vote for the best reaction to the polarizing post. It is important that the students do not put themselves at risk.

Reflection

- Reflect together on which strategies are effective and safe at the same time. Examples include directly addressing the issue or responding with humor.
- Discuss as a group if any student comments contain disinhibited reactions (e.g., insults). Encourage your students to reflect on the impact of anonymity on the internet. Reflect together on acting according to the same values and norms in the digital space as in the offline space.

5'

Take-aways

- An important component of media and information literacy is becoming active and taking action.
- Ignoring problematic posts does not counter them, but depending on the situation, it can serve self-protection. Through competent and strategic comments, one can have an impact without putting oneself or others at risk.



Ideas for your activities

Be effective! Ideas for passing on media literacy

Method: Brainstorming, input, group work

Set-Up: Circle of chairs, group tables

Material: Laptop, projector, smartphone (BYOD), Wi-Fi, Online-Tool or cards and markers

Prepare: Printed worksheet, presentation day 4

Adapting to the local context: The development of ideas for passing on media literacy is based on locally available opportunities

Learning objectives:

- The students reflect on possible target groups, goals, and activities for sharing the media literacy they have acquired.
- The students develop ideas for their multiplier activities.

How to

10' Brainstorming

- Have the students collect ideas on with whom and how they can share what they have learned.
- Visualize the collected ideas (using cards or an online tool).

10' Input

- Work with the students to develop the role of multipliers and encourage them to come up with a concrete idea for an activity. This can be either online or offline.
- Emphasize the importance of defining a clear target audience. The students should reflect on their needs and interests to decide what they want to convey. The goal should be clear, relevant, and achievable. Based on this, the students can consider what kind of activity should take place and where it should be held.

Group work

- The students work in self-chosen groups to develop their ideas for sharing media literacy. The worksheet (steps 1–3) will assist them in this process.
- If necessary, support the students in developing realistic ideas.
 - The target audience should be clearly defined and cover an appropriate age range (e.g., students from the lower or upper grade levels).
 - The goal should be specific and relevant, focusing on one of the many possible topics (e.g., disinformation, gender-based online violence).

Take-aways

- First, the target audience and content should be defined. Afterwards, you can consider which format is suitable.
- The ideas should be realistic.





Designing your activities

Design! Your activities for more media literacy

Method: Input, group work

Set-Up: Circle of chairs, group tables

Material: Laptop, projector, smartphone/
laptops/tablets (BYOD), Wi-Fi, Online-Tools

Prepare: Printed worksheet, presentation day 4

Adapting to the local context: The planning and design of the activities are based on locally available opportunities.

Learning objectives:

- The students plan participatory elements for their target audience and use media in the process.
- The students plan and create a multimedia presentation.

How to

10' Input

- Ask all groups to briefly present their ideas for the respective target audiences and the goals, and activities.
- Reflect with the students on how online and offline activities can be made interactive and why this is important for motivation and learning.
- Ask how the created media products can be incorporated.
- Ask the students to plan further details for their multiplier activities and present it in a multimedia presentation.

Group work

- The students plan further details for their event using the worksheet (steps 4-6).
- Support them if needed, particularly with questions regarding feasibility.
- Afterwards, the students begin creating the multimedia presentation. At the same time, they can also start developing interactive elements (e.g., a quiz). Recommend that the students divide specific roles among themselves.

50'

to be continued →

Take-aways

- As a multiplier, it is important to plan interactive and motivating activities to engage the target audience and sustainably strengthen their media literacy.
- Online, participation can be facilitated through a quiz, a survey, a call-to-action, or a competition for creating media products.
- Offline, the target audience can be actively involved through a quiz, a competition, group discussions, creating media products, games, sports, and much more.



Note

Groups that do not have access to a laptop or tablet can also create a multimedia video for their activity using a mobile phone.



🕒 60 min

Media-Moves

Motivate others!**Become a multiplier for media literacy****Method:** Development of their own ideas by the students.**Set-Up:** No specific structure required before the session.**Material:** Balls, markers, cones, vests, pens and paper**Prepare:** Place the available selection of sports equipment at the edge of the sports field or gym.**Learning objective:**

→ The students are empowered to pass on their acquired media literacy skills in a playful way to others.

How to

60'

1. Divide into groups:

- Divide the students into 3 groups and discuss with them what a multiplier is before assigning tasks:
 - What do you understand by a multiplier?
 - What should a multiplier do?
 - How can we inspire others?

2. Main Part: Media Moves: Creative Exercises for Digital Citizens

- Explain the process. The students should (based on their experiences from the past few days) create a game that includes the following elements:
 - Balls are needed (students can also use other equipment, such as markers, cones, vests, etc.).
 - The game should last 8–10 minutes (including introduction, main part).

- Each group should work on a different skill, such as teamwork, communication, or decision-making.
- The students should explain the game well and show an example if necessary.
- Once the students have received the instructions, they will have 10 minutes to prepare the activity.
- When the students are ready, they should have 8–10 minutes to carry out the activity. At the end, they will have 1 minute for a brief reflection (feedback from the students). Remind the students to form a circle when explaining and concluding the activity.

to be continued →

How to

3. Closing phase

Describe	Explain	Generalize	Learn and apply
What happened during the activity?	Why was something challenging?	How can we become multipliers and spread our message?	What did you learn?
What did you focus on when planning and carrying out the activity in your groups?	How was it to share an idea with others? What did you have to pay attention to?	What should you keep in mind when conveying information to others?	
How was it to plan and implement an activity?	What would you do differently in hindsight?		
What were the challenges?			

Take-aways

- The students learn that it is possible to pass on acquired media literacy skills in a playful and creative way to others.
- By passing on the information, the students deepen their understanding of the Media Academy's content.



Media production and Media presentation

Multimedia presentation “Activities for more media literacy”

Method: Energizer, group work, group presentation

Set-Up: Circle of chairs, group tables

Material: Laptop, projector, smartphone / laptops/tablets (BYOD), Wi-Fi, Online-Tools, USB-Stick

Prepare: presentation day 4, folder for group results

Adapting to the local context:

Keep in mind the local feedback-culture

Learning objectives:

- The students create a multimedia presentation and interactive elements for their online and offline activities to strengthen media literacy.
- The students are motivated to be multipliers.

How to

45' Energizer & Media production

- Have one of the students start with an energizer or lead an energizer yourself.
- Encourage the students to continue working on the multimedia presentation for showcasing their multiplier activities. At the same time, part of the group can start creating the interactive elements (e.g., a quiz) to later test them with everyone.
- Share the results of these groups once they are finished.

Media presentation

- Have the students now present their multiplier activities using their presentation.
- If a group has developed an interactive element, such as a quiz, it can be tested with everyone.
- Give the audience time to ask questions and clarify any open points. If needed, ask questions yourself if important aspects were not clear in the presentation or if you want more details about a specific aspect.
- Afterwards, encourage the students to provide constructive feedback and additional tips.

Take-aways

- Being a multiplier means sharing knowledge and skills that you find important with others, while also being effective and impactful yourself.
- Teamwork, clear role distribution, mutual support, and the ability to motivate others are key for this.



Tip:

Ask what additional support the students need for implementation and when it will be required. Agree on the next steps.

 30 min

Conclusion and evaluation

Celebrate successes!

Method: Q&A, individual conclusions and evaluation

Set-Up: Circle of chairs

Material: Flipchart, marker, cards, sticky tape, projector, laptop, Wi-Fi, smartphone (BYOD)

Prepare: Multiplier and evaluation questions (either offline on a flipchart or with online tools), certificates (if desired).

Learning objectives:

- The students feel prepared and supported in sharing their knowledge as multipliers.
- The students formulate the key insights from the media academy.

How to

10' Q&A

- Have the students ask any open questions and clarify them together. Ask what support the students need for the realization of their multiplier activities and document the agreements, for example, on a flipchart.

- If students want to deepen their knowledge on a topic, provide them with additional links (see toolbox in the annex).

Celebrate successes

- Celebrate the students' achievements. Optional: Present them with prepared certificates for the media academy. Take a group photo.

10' Evaluation

- Choose an appropriate method for offline or online evaluation of the workshop. You can ask the students what they liked, what they didn't like, what they will take away, and what they would have liked to explore further.

Take-aways

- The key insights gained from the media academy are individual.



10'

Checklist

Rooms	
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	
Sport	
Sport hall with access to sport equipment	
Outside area with access to sport equipment	
Technology for the students	
BYOD (bring your own device) Smartphone (at least 1 per pair), charging cable	
Technology in the rooms	
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	
Further equipment / materials	
Flipcharts + Flipchart stand	
Metaplan cards / Coloured paper / Moderation material	
A4-Paper	
Marker (15–20, different colours) and pens	
Crafting material: scissors, glue, tape, press stick, pencils ...	
Green Screen / Tape	
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>

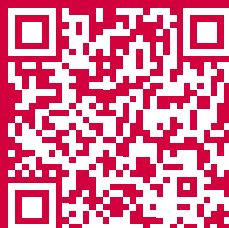
EQUALS (2019): I'd blush, if I could. Closing gender divides in digital skills through education: <https://www.equalshintech.org/i-d-blush-if-i-could>

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>

UNESCO (2024): Global Education Monitoring Report. Gender Report: <https://www.unesco.org/gem-report/en/2024genderreport>

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>



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

World Economic Forum (2024): Global Risk Report: <https://www.weforum.org/publications/global-risks-report-2024/>

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.atingi.org/blocks/share/referral.php?code=DiQR8AL4SbDXbrH>

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

GIZ (2022): Digital Enquirer Kit OGBV: <https://online.atingi.org/blocks/share/referral.php?code=GS4D7k9paezaKSe>

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): Journalism, Fake News & Disinformation. Module 2: https://web.archive.unesco.org/web/20230930104950/https://en.unesco.org/sites/default/files/journalism_fake_news_disinformation_print_friendly_0.pdf

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

Sport for Development (S4D)

GIZ (2024): Achieving more together with Sport for Development: <https://www.giz.de/en/worldwide/118003.html>

GIZ (2024): Sport for Development Community: <https://community.sport-for-development.com/user/auth/login>

GIZ (2024): Sport for Development Toolkit: <https://www.sport-for-development.com/>

GIZ (2021): Reflection Guideline for S4D Training Sessions: <https://www.sport-for-development.com/imglib/downloads/Guidelines/>

<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://fatabyano.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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