

UP2YOUTH insights: from media literacy to  
responsible citizenship

# Lesson plans



Dofinansowane przez  
Unię Europejską

LEADER:



PARTNERS:



# UP2YOUTH

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LEADER:



PARTNERS:



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# 1 Citizens in Action – how can I influence my municipality?

## Recommended lesson plan in civic education

### 1. Metadata

|                                      |                                                                                         |
|--------------------------------------|-----------------------------------------------------------------------------------------|
| Title of the session                 | <b>Citizens in Action – how can I influence my municipality?</b>                        |
| Format (in-person / online / hybrid) | In-person (adaptable to hybrid or online learning)                                      |
| Target group & size                  | Upper-secondary students: ages 15–19; 15–30 participants                                |
| Facilitators (roles)                 | Teacher/facilitator moderating discussion, supporting group work and guiding reflection |
| Language                             | Polish (can be adapted to bilingual Polish-English or other languages)                  |
| Date & venue / tech platform         | Classroom with projector and group-work space / alternatively MS Teams or Zoom          |

### 2. Objectives (Learning Outcomes)

| Category  | Objectives                                                                                                                                                                                                                                                   |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE | Students understand basic civic participation tools in local government, including petitions, local initiatives, social consultations and participatory budgeting. Students recognize how municipalities make decisions and how citizens can influence them. |
| SKILLS    | Students can identify local community problems, collaborate in teams, design a mini civic project, present arguments publicly and plan realistic civic action steps.                                                                                         |

|           |                                                                                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ATTITUDES | Students develop a sense of civic agency, responsibility for their local community, openness to cooperation and belief that young people can influence democratic processes. |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 3. Methods & Approach

|                                              |                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methods used                                 | Project-based learning, brainstorming, collaborative problem-solving, mini debate, simulation, peer presentations, reflective discussion, service-learning approach.                                                                                                                                                    |
| Rationale (why these methods fit objectives) | The lesson is designed to strengthen civic engagement through practical experience. Students move from identifying local issues to proposing realistic civic actions, which supports experiential learning and democratic participation. Collaborative methods encourage communication, empathy and active citizenship. |
| Safeguarding & psychological safety notes    | Establish respectful discussion rules at the beginning of the lesson. Encourage all ideas without ridicule during brainstorming. Allow alternative forms of participation (oral, written, visual). Avoid political polarization and focus on local community needs and democratic dialogue.                             |

### 4. Materials & Setup

| Category           | Details                                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Room/virtual setup | Tables arranged for small-group work; wall or board space for posters; online breakout rooms if remote                                                               |
| Equipment          | Projector, whiteboard/flipchart, markers, sticky notes                                                                                                               |
| Handouts/slides    | Civic tools cards, civic project worksheet, reflection sheet, presentation slides                                                                                    |
| Digital tools      | Padlet, Canva, Google Forms                                                                                                                                          |
| Content assets     | Short educational video about participatory budgeting or youth civic action; examples of local civic initiatives; sample petition or participatory budgeting project |

## 5. Step-by-Step Flow

2 x 45 minutes

| Time  |                                                                                                                                                                                                                                                                                                                                                           |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0–5   | <b>Warm-up / Icebreaker</b><br><b>Purpose/Instructions:</b> Teacher asks students: “What would you change in your municipality if you could?” and “What local issue affects you the most?” Students share spontaneous ideas.<br><b>Materials:</b> Whiteboard, sticky notes<br><b>Output/Evidence:</b> Initial student engagement and list of local issues |
| 5–12  | <b>Mini-input</b><br><b>Purpose/Instructions:</b> Teacher presents a short video about participatory budgeting or youth civic initiatives. Follow-up discussion focuses on how ordinary citizens can influence local decisions.<br><b>Materials:</b> Video clip, projector<br><b>Output/Evidence:</b> Students identify examples of civic participation   |
| 12–30 | <b>Core group task</b><br><b>Purpose/Instructions:</b> Students work in groups of 3–5. They identify one local problem, explain why it matters, and discuss who is affected. Groups brainstorm possible civic actions.<br><b>Materials:</b> Worksheets, markers, A3 paper<br><b>Output/Evidence:</b> Completed problem diagnosis worksheet                |
| 30–40 | <b>Share-outs</b><br><b>Purpose/Instructions:</b> Each group briefly presents its selected local issue and first idea for change. Teacher asks guiding questions about stakeholders and feasibility.<br><b>Materials:</b> Posters/notes<br><b>Output/Evidence:</b> Shared understanding of community needs                                                |
| 40–45 | <b>Debrief</b><br><b>Purpose/Instructions:</b> Teacher summarizes key points: democracy includes participation in local matters and young people can influence their communities.<br><b>Materials:</b> Whiteboard<br><b>Output/Evidence:</b> Reflection on civic agency                                                                                   |
| Break |                                                                                                                                                                                                                                                                                                                                                           |
| 0–5   | <b>Quick recap</b><br><b>Purpose/Instructions:</b> Short recap of local problems identified earlier and introduction to four civic participation tools.<br><b>Materials:</b> Civic tools cards<br><b>Output/Evidence:</b> Students recall previous learning                                                                                               |



- 5–30 **Applied practice / Simulation**  
**Purpose/Instructions:** Groups design a mini civic project using one selected civic tool (petition, consultations, local initiative, participatory budget). Students prepare a short presentation or poster including the problem, solution, partners, and action plan.  
**Materials:** Civic tools cards, worksheets, markers, Canva/slides  
**Output/Evidence:** Mini civic project prototype
- 30–40 **Reflection & peer feedback**  
**Purpose/Instructions:** Groups present projects. Peers vote or provide feedback based on realism, usefulness, and creativity. Teacher moderates constructive discussion.  
**Materials:** Voting stickers or digital poll  
**Output/Evidence:** Peer feedback and presentation practice
- 40–45 **Action commitment**  
**Purpose/Instructions:** Students complete the sentence: “One action I can take in my municipality is...” Teacher closes the lesson with an empowerment message about civic participation.  
**Materials:** Reflection cards or Padlet  
**Output/Evidence:** Personal civic commitment statements

## 6. Assessment & Evidence

| Objective                                      | Success Indicator                                                                    | Evidence Collected                   |
|------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------|
| Obj.1 Understand civic participation tools.    | Student correctly identifies and explains at least one civic participation mechanism | Group worksheets, oral responses     |
| Obj.2 Develop collaborative civic action plan. | Student contributes to a realistic mini civic project                                | Posters, presentations, action plans |
| Obj.3 Strengthen civic engagement attitudes.   | Student expresses belief in the possibility of local action                          | Reflection cards, class discussion   |

Peer-feedback rubric (1–3 points):

| <b>Criterion</b>         | <b>1</b>                       | <b>2</b>                  | <b>3</b>                                        |
|--------------------------|--------------------------------|---------------------------|-------------------------------------------------|
| Clarity                  | Presentation unclear           | Mostly understandable     | Very clear and well-structured                  |
| Relevance                | Weak connection to local issue | Some relevance            | Strong relevance to community needs             |
| Evidence/fact-checking   | Few examples or arguments      | Some supporting arguments | Well-supported and realistic proposal           |
| Respectful communication | Limited cooperation/respect    | Mostly respectful         | Excellent teamwork and respectful communication |
| <b>TOTAL</b>             |                                |                           |                                                 |

## 7. Accessibility & Inclusion

| <b>Element</b>                          | <b>Notes</b>                                                                                                                                                                                                                 |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language simplification/visual supports | Use clear instructions, icons, visual examples, and simplified vocabulary when needed. Provide bilingual keywords if appropriate.                                                                                            |
| Alternatives for low-connectivity       | Printable worksheets and offline poster activities can replace digital tools.                                                                                                                                                |
| Venue accessibility                     | Ensure accessible seating arrangements and movement space for all participants.                                                                                                                                              |
| Other                                   | Allow flexible participation roles (speaker, designer, note-taker, presenter). Offer oral or visual alternatives to written tasks. Use larger fonts and high-contrast materials for students with special educational needs. |



## 8. Follow-up & Transfer

| Action type                        | Details                                                                                                                                                                                     |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Micro-action<br>(within 7–14 days) | Students identify one real local issue and prepare a draft petition, social media awareness post, or proposal for student council discussion.                                               |
| Suggested next steps               | Organize a meeting with a local council representative, youth council member, or NGO activist. Encourage students to participate in a real consultation or participatory budgeting process. |
| Linkage to UP2YOUTH outputs        | Supports youth participation, democratic engagement, social inclusion, and active citizenship competencies promoted within youth empowerment initiatives.                                   |

## 9. Tips & Attachments

### Tips for facilitators:

- Encourage realistic but ambitious ideas.
- Focus on empowerment rather than formal legal details.
- Validate all student contributions during brainstorming.
- Use examples from the local municipality whenever possible.
- Create a supportive atmosphere that values cooperation over competition.

### Attachments/Links:

- Civic project worksheet
- Student Reflection Sheet: “Citizen in Action – Summary”

# **Civic project worksheet**

Name of the project/initiative:

---

The problem we want to solve:

---

---

Why is this important to residents?

---

---

Our solution / our idea:

---

---

What civic tools can we use?

☐ Petition

☐ Local initiative

☐ Public consultation

☐ Participatory budget

Who should you consider partnering with?

---

---

The first steps we will take:

1. 

---

2. 

---

3. 

---

Format of the project presentation:

☐ Poster

☐ Speech

☐ Presentation

☐ Other: 

---

# **Student Reflection Sheet: “Citizen in Action – Summary”**

## **My thoughts after class**

1. What did I learn today?

---

---

2. Which civic tool do I find most effective? Why?

---

---

3. What can I do to influence what happens in my community?

---

---

4. How did I feel when I was planning an initiative for my community?

- |                                    |                                  |                                 |
|------------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> Motivated | <input type="checkbox"/> Curious | <input type="checkbox"/> Unsure |
| <input type="checkbox"/> Surprised | <input type="checkbox"/> Proud   |                                 |

5. One sentence that sums up my lesson:

“As a citizen, I can...” 

---

# 2 Social media literacy and fact-checking

## Recommended lesson plan in civic education

### 1. Metadata

|                                      |                                                                                                               |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Title of the session                 | <b>Social media literacy and fact-checking</b>                                                                |
| Format (in-person / online / hybrid) | In-person                                                                                                     |
| Target group & size                  | Youth aged 18–26, 10–20 participants (adaptable)                                                              |
| Facilitators (roles)                 | 1 Lead facilitator (media literacy trainer) + 1 Co-facilitator (assistant for group activities, tech support) |
| Language                             | English                                                                                                       |
| Date & venue / tech platform         | <i>TBD</i> (e.g. community center or youth club space, with internet access and projector)                    |

### 2. Objectives (Learning Outcomes)

| Category  | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE | <p>Participants will understand...</p> <ul style="list-style-type: none"> <li>The definitions and differences between <i>misinformation</i>, <i>disinformation</i> and <i>malinformation</i> and examples of each in social media contexts.</li> <li>Common manipulation techniques used online (e.g. emotive language, cherry-picking of facts, false dichotomies) and criteria for evaluating the credibility of sources (such as transparency of ownership, factual accuracy, clear distinction of news vs. opinion)</li> <li>The basic process of fact-checking information (identifying claims, verifying through multiple reliable sources, using fact-checking tools, considering context and biases)</li> </ul> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SKILLS    | <p>Participants will be able to...</p> <ul style="list-style-type: none"> <li>• Critically analyze social media content to identify potential misinformation or manipulation (e.g. recognizing sensational or biased cues).</li> <li>• Apply fact-checking techniques: e.g. perform lateral reading, use fact-checking websites/tools (such as Snopes or FactCheck.org) and verify credibility of sources before accepting or sharing information.</li> <li>• Practice “prebunking” skills by anticipating and preemptively debunking false claims – building resilience by spotting misleading tactics before they take hold.</li> </ul>                                                                             |
| ATTITUDES | <p>Participants will develop...</p> <ul style="list-style-type: none"> <li>• A reflective and skeptical mindset toward information on social media<br/>– being open-minded but not taking claims at face value without verification.</li> <li>• An appreciation for the importance of accuracy and truth in information sharing and a sense of responsibility to stop the spread of false information (e.g. valuing fact-checking as a civic duty).</li> <li>• Confidence and proactiveness in engaging with content: feeling empowered to question dubious information, seek evidence and correct misconceptions in a respectful manner (rather than feeling apathetic or helpless about misinformation).</li> </ul> |

### 3. Methods & Approach

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methods used                                 | <p>Interactive mini-lecture (for key concepts), group discussions, analysis of real-world examples (e.g. examining a social media post or headline for credibility), collaborative <i>fact-checking</i> exercise and a gamified simulation (the “Harmony Square” misinformation game) for experiential learning. Reflection and peer feedback are incorporated to solidify learning.</p>                                                                                                                                                                   |
| Rationale (why these methods fit objectives) | <p>The combination of methods caters to diverse learning styles and keeps participants engaged. A brief input provides foundational knowledge (definitions of mis/dis/malinformation and manipulation tactics) needed for informed discussion. Experiential learning through the Harmony Square game draws on inoculation theory – exposing participants to weakened doses of misinformation techniques in a fun, low-stakes way to build their “cognitive immunity”. Small-group tasks and discussions encourage peer learning and critical thinking,</p> |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | allowing youth to apply concepts (like evaluating a source or cross-checking a claim) in a collaborative setting. This approach aligns with recommendations from the <i>Debunking Handbook 2020</i> , which emphasize active engagement and early inoculation to prevent misinformation from “sticking”. The session design also uses real-life examples and fact-checking tools so that skills are practical and transferable beyond the classroom.                                                                                                                                                                                                                                                                                                                                                                                             |
| Safeguarding & psychological safety notes | Facilitators will establish a respectful, blame-free atmosphere at the start. A content warning will be given that some examples of misinformation might be sensitive (e.g. fake news touching on political or health topics). Participants will be reminded that no one is being judged for having believed or shared false information in the past. The focus is on learning together, not shaming. During activities, facilitators will circulate to ensure group dynamics remain positive and that no participant feels ridiculed for their opinions or questions. Any potentially upsetting misinformation examples will be pre-screened to avoid extreme or graphic content. Ground rules (such as “criticize the idea, not the person” and maintaining confidentiality of personal anecdotes) will be set to uphold psychological safety. |

#### 4. Materials & Setup

| Category           | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Room/virtual setup | Arrange seating in a semicircle or clusters of tables to facilitate eye contact and discussion. For the group tasks, participants can break into smaller clusters around tables or corners of the room. Ensure space for moving around during the interactive game segment. A whiteboard or flip chart should be visible for the facilitator to note key points.                                                                                                                                                                 |
| Equipment          | Projector and laptop (for showing a short slide presentation and possibly a demo of the Harmony Square game or other media). Wi-Fi or internet connection for accessing the online game and fact-checking websites. At least one device (smartphone or laptop) per small group for the fact-checking exercise (participants can use their own phones if available).                                                                                                                                                              |
| Handouts/slides    | Printouts from the UP2YOUTH handouts on <i>Information Disorder</i> (definitions of mis/dis/malinformation), <i>Manipulation techniques</i> and <i>Fact-Checking 101</i> for reference during activities. A slide deck or poster outlining steps for fact-checking (identify claim, check source, cross-verify, etc.) and criteria for credible sources (transparency, factuality, etc.). If possible, also provide a one-page checklist (e.g., SIFT method or UP2YOUTH <i>Quality criteria</i> ) for evaluating online content. |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Digital tools  | Harmony Square game (accessible via web browser; ensure the link is ready and tested). Optional: a fact-checking tool or website bookmarked (e.g. demonstrate using Snopes, FactCheck.org or Google's Fact Check Explorer). If internet access is limited, prepare an offline alternative for the game (e.g. screenshots or an <i>analog</i> simulation where participants draw "fake posts" on paper).                                                                                                                                |
| Content assets | Pre-selected examples of social media content for analysis – for instance, screenshots of a viral post that turned out false, or headlines that illustrate clickbait/emotive language. Ensure these examples are up-to-date and relevant (possibly drawn from recent events or common misinformation themes youth might have seen). Also include an example of a fact-check article from a reputable fact-checking organization to illustrate how debunking is presented. These assets will be used in group exercises and discussion. |

## 5. Step-by-Step Flow

2 x 45 minutes

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time<br>0–5 | <p><b>Warm-up / Icebreaker</b></p> <p><b>Purpose/Instructions:</b> Kick off with an interactive icebreaker that highlights the theme. For example, play “Two Truths and a Lie: News Edition” – the facilitator presents three recent social media headlines (two true, one fake) and asks participants to guess which one is false. Participants can shout out or vote by raising hands. This energizes the group and reveals assumptions about credibility. Use headlines that show possible examples of <b>misinformation</b> (false info shared unwittingly), <b>disinformation</b> (false info shared deliberately to deceive), <b>malinformation</b> (truth used to harm) and check if participants understand the difference. Use simple examples for each (e.g., a rumor spread by mistake vs. a fabricated story for profit vs. a leaked true story to smear someone).</p> <p><b>Materials:</b> 3 prepared headlines on slides or flipchart. (Ensure the fake one is a plausible example of misinformation relevant to the group's interests.) If needed – printouts from <i>Information disorder</i> vocabulary.</p> <p><b>Output/Evidence:</b> Group guesses and brief discussion. This primes the topic by showing how misinformation can be tricky to spot, evidenced by which headline fooled participants (if any). It also breaks the ice and gets participants talking.</p> |
| 5–12        | <p><b>Mini-input</b></p> <p><b>Purpose/Instructions:</b> Introduce common <b>manipulation techniques</b> (refer to the UP2YOUTH handout <i>Manipulation techniques</i> vocabulary): emotive language, fake authority, cherry-picking, conspiracies, etc., with visual examples (like a provocative meme or a cherry-picked statistic). Highlight how these tactics aim to mislead emotions or distort perception. Keep this</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



segment interactive by asking quick questions (e.g. “Have you seen an example of clickbait recently?”) and encouraging a few shout-out answers.

**Materials:** UP2YOUTH handout Manipulation techniques. Short video clip or image exemplifying a manipulation technique. Whiteboard to jot audience contributions (like examples they mention).

**Output/Evidence:** Although this is an input phase, evidence of engagement can be seen in participants’ reactions and answers to questions. We expect some nods or anecdotes (“Yes, I saw that fake quote last week...”). The facilitator will note 2–3 examples given by participants, showing initial understanding and personal connection to the topic.

12–30

## Core group task

**Purpose/Instructions: Interactive analysis activity.** Participants split into small groups of 4–5. Each group receives a prepared case study: a screenshot of a social media post or news snippet that may contain misinformation or biased framing. Their task: **apply a fact-checking lens** to evaluate it.

Specifically, groups will: (1) Identify any claims or facts that should be checked; (2) Assess the source (Is it a known media outlet? What’s the URL or profile? Any signs of bias?); (3) Discuss which *information disorder category* it might fall under (misinfo, disinfo, malinfo, or maybe just opinion); (4) Check if the content uses any manipulation techniques (is the language emotional? any cherry-picked data? etc.); and (5) Outline how they would verify the main claim (e.g., what would they search for, which fact-checking sites or other sources they’d consult – lateral reading). The facilitator circulates to each group, prompting deeper thinking with questions (“What emotions does that headline stir? Why might someone create this post?”). Emphasize use of **fact-checking tools**: groups are encouraged to use their phones to quickly search the claim or go to fact-checking websites – introducing them to tools like Snopes, Google Fact Check Explorer or FactCheck.org in practice.

**Materials:** Printed or digital case study handouts (each group gets a different example, ideally one real-world false story that has been debunked).

UP2YOUTH *Manipulation techniques and Quality criteria* handout. Fact-checking checklist to remind them of steps. Internet-enabled devices for checking facts (if tech fails, the facilitator provides a hint or a “prepared Google result” printout).

**Output/Evidence:** Groups will write short notes on a flip-chart or worksheet about their analysis: e.g., “*Post claims X. Source is unknown blog – suspicious. Language is very emotional (‘shocking revelation’ etc.) – likely clickbait. To verify, we’d check official stats or Snopes... This appears to be misinformation because likely shared without verifying.*” These notes or worksheets serve as evidence of their analytical process. The facilitator can collect them after the activity. The depth and accuracy of these analyses will indicate how well participants are grasping the concepts (e.g., correctly spotting a manipulation or identifying what needs fact-checking).

30–40

## Share-outs

**Purpose/Instructions:** Groups take turns briefly summarizing their case study and findings to the whole class. Each group gets 2 minutes to answer: What was the content about? What did they suspect and what did they find? How did they decide if it was trustworthy or not? After each share, allow 1 minute for others to ask questions or add thoughts (“We also saw that kind of editing in another post...”). The facilitator highlights and corrects as needed, reinforcing key points: for example, if a group correctly identified a biased source or a Photoshopped image, praise that. If a group missed checking something important, gently mention it (“Group 2 focused on the text – what about the image used? Could that be from somewhere else?”). This peer learning ensures all participants hear about multiple examples, not just their own.

**Materials:** Group flip-chart sheets or slides created during the task. The facilitator may have a slide with each example’s “answer” (any known fact-check or verdict) to display after the group presents, thus validating their work or filling gaps.

**Output/Evidence:** The content of each group’s presentation is evidence of learning. We expect to hear participants using the new vocabulary (e.g., “We think this was disinformation because...” or “We checked multiple sources...”). The Q&A that follows shows engagement – peers might point out additional details, indicating active listening and critical thinking. The facilitator can note which concepts were mentioned without prompt (like if a group on their own noted *confirmation bias* or similar, that’s a bonus sign of understanding).

40–45

## Debrief

**Purpose/Instructions:** Conclude Session 1 with a reflective debrief. Discuss the criteria for credible sources – transparency (knowing who’s behind the information), evidence-based reporting, distinguishing fact from opinion, and editorial standards. You can draw participants’ attention to UP2YOUTH Quality criteria handout. Summarize the session’s key learnings, tying back to objectives: “So now we know the difference between mis-, dis- and mal-information, we’ve seen examples of how manipulation tricks us and we tried some fact-checking steps ourselves.” Connect this to real life: emphasize that fact-checking is a habit to cultivate. Mention the concept of prebunking: by learning these tactics now, they are vaccinating their minds – next time a misleading post appears, they’ll recognize the tactics. Briefly foreshadow Session 2: “After the break, we’ll put these skills into practice with a simulation and see how we can proactively counter misinformation.”

**Materials:** A flipchart or slide where the facilitator has jotted the main points or a short bulleted summary to display.

**Output/Evidence:** Participant comments during debrief are evidence of what resonated. The facilitator can note if a participant references a concept (e.g., “I’ll definitely do that lateral reading thing now” – showing adoption of skill). These reflections, while informal, demonstrate internalization of content. Session 1 ends with the group feeling more aware and equipped, as observed in their closing statements.

0–5

**Quick recap**

**Purpose/Instructions:** Reinforce memory after the short break. Begin with a quick, fun quiz or recall activity. For example: a rapid-fire question round where the facilitator asks, “Define misinformation in one sentence” – someone answers – “Define disinformation” – another answers – “Name one fact-checking website” – “Give one sign of a credible source,” etc. Keep it light and encouraging, allowing multiple participants to chime in. Alternatively, do a “memory chain” game: the first participant states one thing they learned (e.g., “Check multiple sources”), the next participant adds another (“Distinguish fact from opinion”), and so on.

**Materials:** No formal materials needed, perhaps a slide with the questions or just verbal prompts. A small reward (like stickers) can be given for participation to add fun.

**Output/Evidence:** The correctness and confidence of responses indicate retention. If participants can readily recall the definitions and techniques from Session 1, that’s evidence of learning. Any concepts that seem foggy can be briefly revisited by the facilitator before moving on.

5–30

**Applied practice / Simulation**

**Purpose/Instructions:** This is a **hands-on, immersive activity** to apply knowledge and skills in a controlled scenario. Leverage the *Harmony Square* game approach for inoculation and engagement.

**Step 1: Play “Harmony Square” game** – Participants each use a device (or share in pairs) to play the 10-minute online game Harmony Square, which casts them as the Chief Disinformation Officer attempting to spread misinformation. Facilitators introduce the game premise: it’s a simulation where *they* get to be the “bad actor” to learn how misinformation tactics work from the inside. Emphasize it’s about recognizing techniques like trolling, emotional language, polarization, conspiracy, amplification (bots/likes) – all of which the game will teach through its levels. Let them play individually/pairs for 10 minutes. Circulate to assist anyone having trouble and to observe reactions (you might hear laughter or exclamations as they recognize tactics).

**Step 2: Simulation Role-play** – To enrich the exercise, do an interactive role-play: Split the class into three (or more) small teams. Assign each team to secretly adopt one manipulation technique from Session 1 (e.g., Team 1: use **emotional language**, Team 2: use **cherry-picked facts**, Team 3: create a **fake authority** persona). Give a neutral topic or fake scenario (e.g. a local event or a school policy) and have each team spend 5–7 minutes crafting a short fake social media post or announcement that uses their assigned manipulation technique to mislead others about that topic. Essentially, they are “creating disinformation” in a safe, playful context (similar to what *Harmony Square* does). After preparation, each team presents or reads out their fake post to the room. The other participants must identify which manipulation technique is at play and critique the post’s credibility

**Materials:** Step 1: Harmony Square game link (preloaded on devices), and possibly headphones if in a shared space (or have them keep volume low/off and rely on captions). Step 2: Paper and markers or digital doc for teams to write their fake posts; a prompt card for each team describing their secret technique. Also, the facilitator might have pre-made examples to inspire creativity (like an over-the-top emotive headline as a demo).

**Output/Evidence:** For Step 1, the evidence is in the debrief discussion (next step) where participants recount their game experience: e.g., *“I tried to troll the Harmony Square residents by posting outrageous comments – it was disturbingly easy!”* The facilitator might also quiz the room: “What were the 5 manipulation tactics you encountered?” expecting answers like trolling, emotion, polarization, conspiracy, amplification – which demonstrates they learned them through gameplay. For Step 2, the tangible outputs are the fake posts each team created (collected on paper or screenshots). The discussions while guessing techniques show understanding (e.g. “Team 2’s post was very emotional, they used lots of all-caps and scary words – classic emotive language tactic!”). Success is indicated if participants correctly identify the techniques and critique the fake posts using terms from the session.

30–40

## Reflection & peer feedback

**Purpose/Instructions:** Facilitate a reflection on the simulation and have participants give structured feedback to each other. Start with open reflection: *“How did it feel to be on the ‘creator’ side of misinformation? What did you notice?”* Participants might say it was fun but also eye-opening or uncomfortable to deliberately mislead. Then pivot to **peer feedback**. Engage in a peer review of the fake posts: each team receives feedback on their “misinformation post” from the others, but framed as learning: e.g. peers comment on *how convincing it was and which clues gave it away*. Introduce a simple peer-feedback rubric (1–3 points) focusing on criteria like *Clarity*, *Relevance*, *Use of evidence* and *Respect (tone)* – explain that while normally these are for evaluating good communication, here they can also be flipped to analyze misinformation. For instance, a fake post might score low on **Evidence** (as it should, being fake) and that’s a red flag; or score high on **Clarity** (simple messages spread easier). This exercise builds critical evaluation – they learn to assess content quality in a structured way. Peers can say, “Post A was very clear and emotionally strong (Clarity=3, but maybe that made it suspicious), yet it had 0 evidence (Evidence=1) which gave it away.” The facilitator ensures feedback remains constructive and tied to the criteria, and no one feels personally criticized (remember, they were *supposed* to make it misleading!).

**Materials:** Peer feedback rubric (displayed on slide or handout) with criteria definitions. For example: **Clarity** (Was the message easy to understand?), **Relevance** (Did it stay on topic?), **Evidence** (Were claims backed by facts? clearly not, if misinformation), **Respectful communication** (What was the tone?). This rubric is also an implicit reminder of what *good* posts should have versus what to watch out for in fake ones.

**Output/Evidence:** Reflection comments reveal insights gained (e.g. “I realized how adding a fake statistic made my post seem legit at first”). The peer feedback process yields a scored rubric or at least qualitative feedback for each team's output, which is evidence of participants’ ability to critically evaluate content. If using the rubric formally, collect the score sheets – though the scores here are less important than the discussion they spark. The main evidence of success is participants articulating why something was or wasn’t credible using the framework provided. This shows they can apply evaluative criteria to social media content, a key skill outcome.

40–45

## Action commitment

**Purpose/Instructions:** To close the lesson, encourage personal commitment and transfer of learning. Ask each participant to think of **one concrete action** they will take in the next 1–2 weeks to apply what they learned. These *micro-actions* should be realistic and specific. Give examples to spur ideas: “*I will install a fact-check browser extension.*” “*I will take 2 minutes to verify any shocking news before I share it.*” “*I will teach a friend or sibling one of these fact-checking tricks.*” or “*I’ll play Harmony Square with my family.*” Provide sticky notes or a shared board where they can write down their commitment. Optionally, each participant can speak their commitment aloud (if comfortable) to reinforce accountability.

**Materials:** Sticky notes and pens or a flip chart titled “Our commitments” where they can post their actions. If privacy is a concern, they can keep their note personally but ideally a public posting fosters group accountability.

**Output/Evidence:** The list of written commitments serves as evidence that each participant has identified a takeaway and a next step. The facilitator can take a photo of the commitment board (with permission) as a record. More importantly, the nature of the commitments will indicate what struck them the most – e.g. many might commit to “think before sharing” which shows increased awareness of misinformation, or some might commit to using a specific tool which shows skill uptake. This final ritual helps learners leave with a sense of purpose and responsibility, aligning with the attitude objectives of being proactive and mindful online.

## 6. Assessment & Evidence

| Objective                                                                                                                           | Success Indicator                                                                                                                                                                                                        | Evidence Collected                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Obj. 1:</b> Identify types of information disorder (misinformation, disinformation, malinformation) and manipulation techniques. | By the end of the lesson, participants can correctly define mis-, dis-, and malinformation in their own words and give an example of each; they can also name at least 3 manipulation techniques (e.g. emotive language, | <i>Definitions activity outputs:</i> during recap quiz and group share-outs, participants’ responses use correct definitions (noted by facilitator). Also, the group worksheets from the Core Task show identification of manipulation tactics in |

|                                                                                                                    |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | conspiracy, cherry-picking) and explain their effect.                                                                                                                                                                                         | examples (e.g., a group wrote “uses cherry-picked data” – evidence they recognized the technique).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Obj. 2:</b> Apply fact-checking and source evaluation skills to verify information credibility.                 | Participants demonstrate the ability to fact-check a claim using at least two strategies (e.g. searching multiple sources, using a fact-check site, checking the source’s reputation) and make a justified judgment on credibility.           | <i>Group analysis evidence:</i> Each group’s notes from the Core Task detail steps like cross-checking or using Snopes. The accuracy of their conclusions (as revealed in Share-outs compared to actual known facts) serves as evidence – e.g. if a group correctly identified a false story or found the truth, that indicates successful application. In Session 2, the peer feedback on fake posts also shows evaluation skills (noticing lack of evidence, etc.).                                                                                                                           |
| <b>Obj. 3:</b> Build confidence and a critical, proactive attitude toward online information (prebunking mindset). | Participants exhibit confidence and willingness to question information by actively participating and by committing to an action post-workshop. They show reduced credulity (e.g. finding misinformation less “reliable” after the training). | <i>Behavioral evidence:</i> Level of engagement (number of questions asked, enthusiasm in the <i>Harmony Square</i> or role-play) indicates confidence growth. The action commitments collected at the end are evidence of a proactive attitude – each commitment (like a pledge to fact-check or share knowledge) demonstrates intent to transfer learning to real life. Additionally, in the Reflection discussion, if participants express how their perspective has changed (“I won’t get fooled so easily now, I’ll always double-check”), it’s a qualitative indicator of attitude shift. |



Peer-feedback rubric (1–3 points):

| <b>Criterion</b>                                                        | <b>1 – Needs improvement</b>                                              | <b>2 - Satisfactory</b>                                                           | <b>3 - Excellent</b>                                                                                     |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Clarity (Is the message clear and understandable?)                      | Message was unclear or confusing; purpose hard to discern.                | Message was somewhat clear but had minor confusion or jargon.                     | Message was crystal clear, easy to understand, and to the point.                                         |
| Relevance (Does it stay on topic and address the issue?)                | Content was off-topic or not appropriate for the prompt.                  | Mostly on-topic but may have included some irrelevant points.                     | Highly relevant and focused on the topic/problem at hand throughout.                                     |
| Evidence/fact-checking (Are claims supported by facts or verification?) | No evidence provided for claims; information appears unverified or false. | Some evidence or sources used, but not consistently or with limited verification. | Claims are well-supported by credible evidence or cross-checked facts; thorough verification is evident. |
| Respectful communication (Is the tone respectful and civil?)            | Tone or language was disrespectful, aggressive or could provoke conflict. | Tone was neutral or generally respectful with minor issues.                       | Tone was consistently respectful, constructive and mindful of others.                                    |
| <b>TOTAL</b>                                                            |                                                                           |                                                                                   |                                                                                                          |

*Use of the Rubric:* In this lesson, the rubric served two purposes – guiding peer feedback on the role-play posts and reinforcing the standards of quality information and communication. For instance, a misleading post might intentionally score low on evidence or respect, which highlighted those as warning signs. Peers gave scores or qualitative feedback along these lines, which we collected (via discussion or written sheets). The overall peer-feedback process encouraged participants to internalize these criteria for their own future online behavior (e.g. striving for clarity and respect and expecting evidence).

## 7. Accessibility & Inclusion

| Element                                 | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language simplification/visual supports | The facilitator will use plain language and define jargon (like “inoculation theory” or “lateral reading”) in simple terms. Complex ideas are explained with examples relevant to youth (e.g. likening misinformation spread to a virus to explain “inoculation”). Key points will be illustrated visually: we include icons/emojis for the types of information disorder (as seen in the UP2YOUTH handout) and short video clips or images to demonstrate concepts (visual learning aids). A glossary handout is provided so participants with lower language proficiency or learning differences can refer back to definitions at their own pace.          |
| Alternatives for low-connectivity       | If internet access is limited, an offline alternative for the game <i>Harmony square</i> is recommended (e.g. screenshots or an <i>analog</i> simulation where participants draw “fake posts” on paper).<br>Alternatively, instead of the game, the group role-play can be extended to focus on more manipulation techniques. Fact-checking can be done using pre-printed screenshots of search results or a printed fact-check article if live searching isn’t possible. This ensures no participant is left out due to tech issues.                                                                                                                        |
| Venue accessibility                     | The chosen venue will be physically accessible (ground-floor or elevator access for wheelchair users, seating arrangements that can accommodate those with mobility aids). The room will be arranged with ample space between tables to move around. We will also ensure good lighting and minimal background noise (or provide a quiet corner and written materials) for participants with visual or hearing impairments. If anyone has hearing difficulties, the facilitator can provide written summaries of spoken instructions or wear a microphone if available.                                                                                       |
| Other                                   | The content examples are curated to be culturally sensitive and inclusive. We avoid examples that target or stereotype any particular group. During discussions, all voices are encouraged – the facilitator will be mindful to include quieter participants (possibly using a “round robin” or providing sticky notes to write thoughts if speaking out is hard for some). The group activities are designed for mixed abilities (each group can assign tasks based on individual strengths, like a stronger reader can read the example aloud, another can note answers). We explicitly encourage a <b>respectful environment</b> where differing opinions |



are handled civilly, which is both part of the lesson content and an inclusion measure (so participants of all backgrounds feel safe to share). Any participant who might need additional support (due to neurodiversity or other needs) will be accommodated with flexible role assignments and clear, written instructions to supplement verbal ones.

## 8. Follow-up & Transfer

| Action type                     | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Micro-action (within 7–14 days) | Each participant commits to a micro-action as noted in the session. Examples: <i>fact-check one piece of news and share the experience on the group’s online forum or chat</i> (set up by facilitators for post-session follow-up), <i>practice prebunking</i> by educating a friend or family member about one manipulation tactic they learned, or <i>subscribe to a fact-checking newsletter</i> . These will be simple tasks taking no more than 10–15 minutes but reinforcing the habit. The facilitators will check in via email or a messaging group after a week to ask participants to share what action they did and what they learned from it. This accountability nudge helps transfer the workshop’s lessons into real-world practice.                                                      |
| Suggested next steps            | To continue building their media literacy, participants are encouraged to: (1) <b>Play more games or quizzes</b> that reinforce these skills (e.g., try the “Bad News” game or “Fake News Quiz” online which are similar to Harmony Square’s approach of learning by doing). (2) <b>Follow fact-checking organizations</b> on social media (like following IFCN fact-checkers or local reputable fact-checking pages) to get regular debunks in their feed. (3) Attend or organize a community discussion on misinformation – perhaps a follow-up meetup where they bring examples they found and dissect them as a group. The facilitators can provide links to free online courses or webinars (for instance, a Coursera or First Draft short course on spotting misinformation) for those interested. |

## 9. Tips

### Tips for facilitators

- *Be prepared with current examples:* Misinformation trends evolve, so update the case studies regularly. Before the session, scan local news or youth-centric platforms for any viral rumor or trending fake story to use – this makes the session feel timely and relevant.
- *Time management:* The 45-minute sessions go quickly; keep an eye on the clock, especially during group tasks. It can help to assign one co-facilitator as a timekeeper who gives gentle reminders (“5 minutes left”) so activities conclude with enough time for debriefs.
- *Foster a non-judgmental tone:* Some participants may realize they fell for or even spread misinformation before. Emphasize that this workshop isn’t about blaming anyone – misinformation tactics fool everyone, and we’re here to support each other in getting smarter about it. Model this attitude by sharing a light anecdote of a time *you* were initially fooled by something – it humanizes the issue and encourages openness.
- *During Harmony Square/game:* Monitor participants’ reactions; if someone seems frustrated (perhaps the concept of “playing the villain” bothers them or the tech isn’t working), be ready to switch them to an observer role or pair them with someone. Pause after the game to let a couple of people share immediate feelings – it can be an intense experience to “do bad” even in a game, so a quick group chuckle and reassurance that “now you know those tricks” can smooth things.
- *Encourage questions and curiosity:* If a participant asks a question that you don’t know the answer to (e.g. details about a specific conspiracy theory), admit it and use it as a teachable moment for collective fact-checking: “Great question, I’m not sure – how could we find out?” This turns it into a live demonstration of research skills and shows that even the facilitator is a fellow learner.

# 3 Responsible online communication – countering trolling and hate speech

## Recommended lesson plan in civic education

### 1. Metadata

|                                      |                                                                                                                                        |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Title of the session                 | <b>Responsible online communication – countering trolling and hate speech</b>                                                          |
| Format (in-person / online / hybrid) | In-person                                                                                                                              |
| Target group & size                  | Youth aged 18–26, 10–20 participants (adaptable)                                                                                       |
| Facilitators (roles)                 | 1 Lead facilitator (communication trainer/mediator); 1 Co-facilitator (to assist with role-plays, scenario moderation and note-taking) |
| Language                             | English                                                                                                                                |
| Date & venue / tech platform         | <i>TBD</i> (e.g. local youth center or classroom with moveable seating for group work)                                                 |

### 2. Objectives (Learning Outcomes)

| Category  | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE | <p>Participants will understand...</p> <ul style="list-style-type: none"> <li>What constitutes <b>respectful discourse online</b> and why it matters – including awareness of community guidelines and the line between healthy debate vs. hate speech or harassment.</li> <li>How to recognize <b>trolling</b> behaviors and <b>online hate speech</b>: understanding that trolls intentionally provoke to disrupt conversations and knowing the forms hate speech can take (e.g. slurs, threats or subtle derogatory language)</li> </ul> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>targeting a group). They will learn that bad-faith engagement often aims to derail dialogue.</p> <ul style="list-style-type: none"> <li>• A range of <b>methods to counter or de-escalate</b> negative online behavior: from <b>non-engagement strategies</b> (ignoring or muting trolls), to <b>moderation</b> actions (reporting or deleting harmful content, enforcing guidelines), to <b>counterspeech</b> (responding with facts and a calm tone) and <b>reframing or humor</b> to diffuse tension, as well as <b>supporting targets</b> of hate speech through empathy and allyship.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| SKILLS    | <p>Participants will be able to...</p> <ul style="list-style-type: none"> <li>• <b>Analyze online interactions</b> and identify when a conversation is turning unproductive or hostile (e.g. spotting signs of trolling, flame wars or when someone is being targeted).</li> <li>• Employ <b>de-escalation techniques</b> in online communication: for example, responding to a provocative comment with a calm, fact-based reply (counterspeech) or choosing to not reply and instead report the content (moderation), depending on the situation. They will practice deciding which strategy is appropriate (ignore, moderate or engage) in various scenarios.</li> <li>• Practice <b>counterspeech and reframing</b>: crafting responses that challenge hate or misinformation in a respectful manner – e.g. answering a hurtful stereotype with correct information and empathy or using polite humor to lighten a heated exchange without belittling anyone. They'll also develop skills in <b>critical listening</b> – reading others' posts or comments carefully to understand intent and subtext before reacting.</li> <li>• Demonstrate <b>empathetic communication</b>: showing understanding of different perspectives and using techniques like validation ("I hear you...") and inclusive language to maintain civility. This includes knowing how to <b>support someone targeted by hate speech</b> (reaching out privately with support, publicly denouncing the hate in a constructive way, etc.).</li> </ul> |
| ATTITUDES | <p>Participants will develop...</p> <ul style="list-style-type: none"> <li>• <b>Empathy and respect</b> for others online: an attitude of considering the human behind the screen, even when</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

disagreeing. They will become more mindful of their tone and the impact of words on real people.

- A sense of **responsibility and courage** to counter hate speech and trolling in constructive ways. Instead of being passive bystanders, they'll feel motivated to be "upstanders" who safely intervene or offer an alternative voice for good (when appropriate)
- **Resilience to negativity**: recognizing that trolling is often attempts for attention or disruption, so they won't take bait so easily or feel as personally attacked. This includes understanding when *not* to engage (and feeling it's okay to disengage for one's own well-being).
- **Confidence in digital civility**: a belief that polite, reasoned discourse is effective and valued, reinforced by knowing that counterspeech can indeed reduce hate online. They will value truth plus tact, striving to uphold civil norms even in contentious online environments.

### 3. Methods & Approach

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methods used                                 | <p>This session uses scenario-based learning and role-play extensively. We combine a short informational input on definitions (trolling vs. constructive criticism, hate speech vs. free speech) with <b>interactive scenarios</b> where participants must choose and enact a response strategy. Techniques include group brainstorming, role-playing difficult conversations and peer coaching. A guided discussion and reflection follow each scenario to distill best practices. We also incorporate elements from the UP2YOUTH handouts, such as reflective questions and communication strategy tables, to prompt critical thinking (e.g. the handout "Why we misunderstand each other" with its suggestions for what actually works in dialogue). The session approach is rooted in experiential learning: participants learn respectful communication by <b>doing</b> – practicing empathy and counterspeech in a safe workshop setting – rather than just being told what to do.</p> |
| Rationale (why these methods fit objectives) | <p>Role-playing and simulations are ideal for building communication skills and confidence. By acting out troll scenarios or hate speech interventions, youth can experiment with different tactics (ignore, respond, reframe) and immediately feel the effects in a low-risk environment. Research-backed strategies (like not feeding the troll by</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <p>denying them attention or using counterspeech to positively influence discourse) are introduced and then practiced, which reinforces retention. Group discussions after each role-play allow participants to reflect on emotional aspects – “How did it feel to stay calm when insulted?” – which is crucial for internalizing the attitude of empathy and resilience. The method also aligns with principles of <b>digital citizenship education</b> advocated by international bodies (e.g., UNESCO recommends interactive, reflective learning to tackle hate speech through education). Overall, the approach is youth-centric: participants generate solutions themselves in activities (peer learning), fostering a sense of agency and commitment to respectful online behavior.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Safeguarding & psychological safety notes | <p>Given the topic of hate speech, it’s possible some scenarios or discussions might touch on painful experiences (someone might share having been trolled or seen hate online). The facilitator must create a safe container: set ground rules at the start (e.g. “We discuss examples respectfully and hypothetically – no need to name real people or incidents unless you want to and absolutely no slurs or derogatory terms will be voiced even in examples”). If role-plays involve insulting language, we will use <b>moderated scripts</b> or euphemisms – not actual slurs – to avoid harm. Participants can opt-out of a role-play if it feels too personal; they can observe or choose a less triggering role (like the moderator rather than the target). The facilitator will monitor emotional reactions and have a plan to pause or debrief if someone becomes upset. Resources for support (like a counselor’s contact or an NGO helpline for cyberbullying) will be provided at the end, making sure anyone stirred up by the conversation knows where to seek help. Emphasize confidentiality: “what’s shared here, stays here,” so people feel freer to talk. Throughout, maintain a tone that <i>condemns hateful ideas</i> but <i>does not attack individuals</i> – this models the very respectful communication we’re promoting.</p> |

#### 4. Materials & Setup

| Category           | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Room/virtual setup | A flexible arrangement is needed to accommodate role-play exercises. Ideally, have an open space in the center for participants to act out scenarios, with chairs in a semi-circle for the audience when debriefing. Alternatively, clusters of 3–4 chairs can be placed around the room as “discussion corners” for group scenario work. Ensure chairs can be moved easily. A flip chart or whiteboard should be at front for summarizing points during input and debrief. If possible, create <i>station areas</i> for each strategy in the Applied Practice session (e.g. one corner labeled “Ignore/Disengage,” another “Counterspeech,” etc.) – this can be used in a movement activity where participants physically move to a corner representing the strategy they’d choose.                                                                                                                                                                               |
| Equipment          | A projector and laptop for showing any slides or short videos (e.g. a short clip demonstrating trolling or a positive counterspeech example). Audio speakers if planning to play a video or show an example of a social media interaction. Index cards or printed slips for scenario prompts. Timer or bell (optional) to manage timed role-play rounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Handouts/slides    | Excerpts from UP2YOUTH <i>Online hate speech</i> – “Effective responses to online hate and trolling” summary (which includes ignoring, moderation, counterspeech, humor, support strategies) and a one-pager on “Why we misunderstand each other” highlighting empathy and listening strategies. These will serve as reference and discussion material. If available, a “Debunking Handbook 2020” snippet on worldview and not triggering backfire might also be included to stress understanding others’ values. A slide listing “Dos and Don’ts” of online communication (e.g. <i>Do</i> respond with facts and kindness, <i>Don’t</i> use ad hominem, etc.) will be used in the mini-lecture. Also prepare a counterspeech examples sheet (as in <i>Communication</i> slides – possibly real comments that demonstrate good counterspeech (for example, someone replying to a xenophobic comment with a calm factual correction and invitation to perspective). |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Digital tools  | <p>Not mandatory but if feasible: show a quick demo of platform tools (like how to report a hateful comment on Facebook or Instagram). If an online collaborative tool is handy (like Mentimeter or Slido), it could be used for an anonymous poll (“Have you encountered hate speech online? Yes/No”) to open discussion without putting anyone on the spot.</p> <p>However, since this is in-person and for a small group, analog methods (show of hands, sticky notes) can achieve the same.</p> <p>Also consider having a <b>“virtual wall” or hashtag</b> for follow-up but that falls under follow-up actions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Content assets | <p>Pre-written scenario cards for role-plays. For example: <i>Scenario 1: “You are in a public Facebook group about football. One user starts commenting with insulting language towards a particular nationality after a match. What do you do?”</i>; <i>Scenario 2: “You posted an opinion on Instagram and got a reply that ‘This is the dumbest idea ever, go kill yourself.’ How might you respond or handle this?”</i>; <i>Scenario 3: “In a group chat, someone keeps making sexist jokes that upset others.”</i> Create 3–4 such scenarios covering trolling, direct hate speech and subtle toxic behavior. Also have <b>pre-scripted role cards</b> where needed (e.g. one person play the troll with given lines, another the responder). Additionally, gather one or two <i>real</i> examples of counterspeech success stories (maybe a brief case where someone’s calm response went viral for turning a situation around) to share in the debrief or input as inspiration. All content is to be reviewed to ensure it’s appropriate and not too triggering while still realistic.</p> |

## 5. Step-by-Step Flow

2 x 45 minutes

Time

0–5

### Warm-up / Icebreaker

**Purpose/Instructions:** Begin by setting a relatable tone. A quick icebreaker: “Agree or Disagree” line-up – The facilitator reads statements about online communication and participants physically move to a side of the room labeled “Agree” or “Disagree” (or stand in the middle for “Not sure”). Statements could include: “It’s best to ignore trolls online.” “Deleting hateful comments violates free speech.” “Jokes are harmless even if they’re a bit offensive.” “Confronting hate speech online usually makes things worse.” After each statement, invite one or two voices from each side to share why they chose that position. This gets participants thinking about the topic and reveals a diversity of opinions or misconceptions that can be addressed later (for example, if many think “ignoring is always best,” we can later nuance that). It’s also energizing and involves movement.



**Materials:** “Agree” and “Disagree” signs posted on opposite walls. A list of 3–4 provocative statements prepared.

**Output/Evidence:** The positions participants take indicate their initial attitudes (e.g. if everyone agrees “ignore trolls” that’s noted for later discussion on when ignoring works vs. when it doesn’t). The reasons they share give insight into their thinking and any myths (like “we shouldn’t delete comments because free speech” which can be addressed by explaining private platforms can have standards). This warm-up surfaces baseline understanding and engages everyone from the start.

5–12

### Mini-input

**Purpose/Instructions:** Provide a concise informational briefing on key concepts: trolling, hate speech and respectful communication. The facilitator defines trolling – using the handout/research definition that trolls seek to provoke and upset intentionally – and contrasts it with genuine disagreement (e.g. “Not everyone who argues with you is a troll; look for intent and tone”). Define hate speech (in simple terms: attacks on a person or group based on identity – race, religion, gender, etc. – that can cause harm or fear). Mention that hate speech is often against the law or platform rules, whereas just rude or mean comments might not be but both can be addressed with similar strategies. Use a slide to show an example of a troll comment vs. a constructive criticism so they see the difference. Then outline the key strategies to respond as a preview:

- Ignore or hide (when engagement would fuel the fire)
- Moderation (delete/report) – emphasizing this is not censorship but keeping spaces safe
- Counterspeech (respond with facts, correct false claims, but in a composed manner)
- Reframing or humor (using a positive spin or joke to deflect, without targeting vulnerable groups)
- Support the target (if someone is attacked, back them up and shift focus to their needs).

For each, give a one-liner example. E.g. for counterspeech: if someone says “All X people are ...”, a counterspeech might be “Actually, that’s not true – here’s a fact... Also, let’s keep this respectful.” Stress that different situations call for different approaches – we will explore which when. Also briefly mention why this matters: unchecked hate can spread and harm communities but positive engagement can reduce it (note research: counterspeech can decrease hate content spread). Close the input by highlighting empathy and critical listening as foundational: before reacting, try to understand where the other person is coming from (they might be misinformed or just trolling for fun – discernment helps decide response).

**Materials:** Slides with definitions and strategy list (perhaps a visual like a decision tree: e.g. “Is the commenter a troll or simply misinformed? -> If troll, consider ignoring or humor; if misinformed, counterspeech might help,” etc.). Possibly a short meme or cartoon that humorously depicts trolling to lighten

the mood (while making the point of “don’t feed the troll”). Handouts of the strategy list can be given now or after.

**Output/Evidence:** This is a knowledge-transfer segment; evidence of success comes through quick checks like asking, “Who can remind us the first strategy I mentioned?” and someone can answer “ignore.” If participants nod or react with “aha” faces when hearing something (like surprise that ignoring can be effective or that humor should be used carefully), that’s a sign the concepts are hitting. We will formally see evidence during the applied tasks when they actually use or reference these strategies.

## 12–30 **Core group task**

**Purpose/Instructions:** Engage participants in scenario analysis. Break into small groups of 3–4. Each group gets one realistic scenario of an online interaction going bad (prepared content asset). For about 10 minutes, groups discuss the scenario and answer: What’s really happening here? (Is there trolling, hate speech, or just a heated argument?), What negative outcomes could result if unchecked? and Which response strategy (or combination) might work best and why? They should consider the pros/cons: e.g. “If we ignore, what might happen? If we respond, what could we say?” They can also draft a sample response if they choose a counterspeech approach.

Encourage them to refer to the strategy handout and pick one or two approaches to apply. The facilitator and co-facilitator circulate, listening in and prompting deeper thought: “Do you think the person making the comment is open to dialogue or just trolling for reactions? How can you tell?” or “What could be a reframing here that addresses the issue without escalating?” This gets them to practice critical listening and empathy – considering the motive behind the offensive comment.

**Materials:** Scenario cards (as described, e.g. trolling on Facebook, a personal attack post, etc.). Strategy reference handout on each table. Paper or a flip-chart sheet per group to jot down their response plan (like bullet points of what they’d do/say).

**Output/Evidence:** Each group will prepare a brief summary of their scenario and chosen approach. The notes they make (collected later) and their ability to articulate a chosen strategy serve as evidence. For example, a group might write: “Scenario: sexist joke in group chat. Problem: normalizes disrespect, could hurt members. Strategy: one of us would respond in chat saying it’s not cool (counterspeech) and share why it’s offensive (educate calmly) and privately check on anyone who might be hurt (support victim). Also consider asking admin to set rules (moderation).” If their discussion yields such nuanced plans, that’s a strong indicator of understanding. Even if simpler, the key is they identify the behavior and a justified response. The facilitator will note which strategies are being chosen – if a group says “we’ll ignore in this case because the troll just wants attention” that shows discernment in applying the ignore technique correctly.

## Share-outs

**Purpose/Instructions:** Groups share their scenario and how they’d handle it. Each group gets about 3 minutes. They should describe the scenario briefly and then explain their reasoning: e.g. “We had a Tic Toc harassment scenario. We decided the person was a pure troll due to the obscene language, so engaging would fuel them. Our plan: screenshot and report the comment (moderation), do not reply (ignore) and post a general comment to refocus the conversation positively (counterspeech in a broad sense).” After each share, the facilitator or other participants can ask a question: “What if that troll keeps coming back with new accounts?” or “Why did you choose not to use humor in that case?” This peer Q&A encourages groups to think on their feet and justify their choices, potentially revealing any uncertainties for further clarification. The facilitator provides feedback, praising good solutions and gently correcting if a group missed something (“Group 2, great that you offered support to the victim. Another thing you might do is also publicly say ‘That comment was not okay’ so the victim feels defended – which you kind of included, just emphasizing it.”). If time allows, the facilitator can mention these how scenarios played out in real life or best practices known: e.g. “In a real case like scenario 1, the community used counterspeech and it actually led the original poster to apologize – so it can work!”

**Materials:** Each group’s flip chart or notes (they can stick it on the wall or hold it up as they speak). Possibly the facilitator has a slide with each scenario title and the main recommended approach, to compare after groups present (though it’s fine if their approach differs if justified).

**Output/Evidence:** The content of group presentations reveals their grasp: using the correct terminology (“this was definitely hate speech, so we chose to report it”) and strategies. The dialogue following each presentation further evidences understanding, as participants engage with each other’s ideas (for example, if one group says “we’d ignore” another might chime in “but what if ignoring emboldens them?” – showing a deeper collective analysis). The facilitator observes and notes if any key strategy was not considered or misunderstood. Successful share-outs are when participants demonstrate not just knowledge of strategies but the rationale behind them – indicating they can transfer this reasoning to new situations.

## Debrief

**Purpose/Instructions:** Conclude Session 1 with a group reflection focusing on attitudes and feelings. Ask: “How do you feel about encountering hate or conflict online now, after this discussion?” and “What’s one insight or question you have before we move into practicing these skills more?” This allows a couple of participants to express either increased confidence or remaining concerns. The facilitator acknowledges their points (e.g. if someone says “I still feel nervous about confronting hate” reassure that’s natural and we’ll address building confidence in practice). Summarize the session’s learnings: We learned to identify trolling vs genuine discourse, saw various ways to respond (or not respond) to hate and conflict and heard some great ideas from you all on handling tough situations. Emphasize a key

attitude: choosing to respond (or not) from a place of principle, not emotion. For example, “Remember, not every rude comment needs a reply – and that’s not cowardice, it’s strategic sometimes. But when we do choose to respond, doing so with empathy and facts can make a real difference.” End the debrief on an empowering note: “In the next session, we’ll actually simulate some of these tough online conversations and you’ll get to practice being that voice of reason or deciding when silence is powerful. It’s like training for a sport – it might be challenging, but it builds your skills to handle the real game out there on social media.”

**Materials:** None additional, maybe the flipchart to write down any final questions to address in next session if needed. Possibly revisit the “Agree/Disagree” statements from the icebreaker: pick one that was contentious and ask if anyone’s view shifted after the discussion, which can be a neat wrap-up (“At the start, 15 of you agreed that deleting comments is bad. After talking about moderation, does anyone see it differently?”) – this can be done by a quick show of hands.

**Output/Evidence:** Participants’ comments during debrief provide qualitative evidence of attitude change or reinforcement. For instance, if someone volunteers, “I realized that sometimes responding calmly can actually reduce hate rather than make it worse,” this indicates a shift toward the intended attitudes. If someone mentions they feel more empathetic (“I never thought about how the person targeted would feel, but hearing that scenario made me think from their side”), that’s a powerful outcome aligned with our goals. The facilitator will note these reflections. Also, comparing the initial stance vs. debrief stance on the icebreaker issues (if that follow-up was done) can show movement in opinions – e.g. more participants now agree that counterspeech can help. This wrap-up ensures everyone is psychologically prepared and looking forward to actually practicing these strategies in the next session.

## Break

0–5

### Quick recap

**Purpose/Instructions:** Reinforce key points from Session 1 and ensure everyone is on the same page to start the interactive practice. The facilitator can use a quick Q&A or a creative recap: e.g. display a slide with a “spectrum of responses” (Ignore – Moderate – Counterspeak – etc.) and ask the group to shout out or label which strategy each example on the slide is. For instance, show a fictitious comment and a possible reply, ask “What strategy is this reply demonstrating?” – participants answer (“That’s counterspeech because they corrected the info calmly”). Do 2–3 examples: one showing ignoring (like a screenshot where someone just deletes or says nothing), one showing a humorous meme reply (reframing/humor), etc. Alternatively, toss a soft ball to a participant and have them state one thing they remember (then they toss to another to state another point). Keep it light and fast.

**Materials:** Slide with example responses (or simply verbally present scenarios: “If someone blocks a user, which strategy is that?” and participants answer “Moderation – kind of, moderation/self-protection”).

Possibly use the prepared handout as a prompt – ask each person to name one strategy from the list without looking, to see if all five are recalled.

**Output/Evidence:** Correct identification of strategies and concepts by participants indicates retention. Any hesitation or confusion (e.g. someone mixes up trolling vs hate speech definitions) can be quickly clarified. This gives the facilitator a gauge – if the group seems shaky on something, address it now briefly before moving on. The recap ensures that in the upcoming practice they will correctly apply the techniques.

5–30

## Applied practice / Simulation

**Purpose/Instructions:** Time for **role-play simulations** where participants actively practice responding to negative online behaviors. Set up two structured role-play exercises (10 minutes each, plus a brief reset/transition):

- **Role-Play 1: The Troll Encounter.** Recruit three volunteers (or select if none volunteer) for roles: *Troll*, *Target*, and *Responder*. The scenario: imagine a public forum or comment thread; the “Troll” has just posted an obnoxious provocative comment (the facilitator provides them a card with a sample troll comment to use, e.g. “All of you are stupid for believing this!” or something mildly aggressive). The *Target* is either the person originally posting or another community member who feels offended. The *Responder* is a bystander who decides to step in. The rest of the group are observers (and can play the broader community, possibly chiming in if the facilitator allows open audience participation after initial interactions). In the role-play, the Troll will throw out one or two provoking lines. The Responder must decide in real-time which strategy to use (they can call a timeout briefly to think or get one suggestion from the audience if needed). Maybe they try counterspeech: calmly address the troll’s point or correct them. The troll might retort (facilitator coaches troll to escalate slightly if realistic). If it starts spiraling, facilitator freezes the role-play. Alternatively, if Responder chooses ignore+moderation, they might say “I’m not feeding this” and simulate clicking ‘delete’ or asking a mod to remove it – then we end scene. The goal is to let the Responder practice staying calm and using a strategy under pressure.
- **Role-Play 2: The Hate Speech Incident.** Now involve a different set of volunteers (to ensure more people get to try). Roles: *Harasser* (posting a hate comment containing, say, a mild slur or derogatory implication – again given on card, phrased in a way that’s clearly hate but we avoid actual slurs, e.g. “These [group] should all just go back to where they came from”), *Victim/Target* (the person/group being attacked, could be represented by one person or just hypothetical if no one is of that group; maybe the “target” role is someone from that group responding), *Ally Responder* (a bystander who intervenes with counterspeech or support). Possibly add a *Moderator* role too if scenario fits (someone who can step in to enforce rules). The role-play

unfolds: Harasser says their hateful comment; Victim (if in role) responds emotionally (“That’s really hurtful...” or could choose to ignore or respond logically, up to them); Ally then steps in to support and counter. For instance, the Ally might say, *“Hey, that’s not okay. Everyone here deserves respect. Also, your claim about [group] is not true... [provide correct info]. Let’s keep this conversation civil.”* The Moderator (if present) can decide to remove the comment or issue a warning. Run this through for a few exchanges if fruitful, then freeze. After each role-play, lead a short debrief (2-3 min) focusing on what happened: ask the Responder/Ally how it felt and what they thought worked or didn’t. Ask the “Troll/Harasser” how easy or hard it was to provoke, and whether anything the Responder said had an effect on them (even if they were play-acting, it’s interesting if a troll would find counterspeech boring or a strong stand disarming). Ask observers what they noticed: *“Did the responder remain respectful? Did they de-escalate or did it escalate?”* Also highlight any particularly good phrasing used or point out if something potentially inflammatory was said by mistake. Use these as teaching points.

Throughout these simulations, the facilitator ensures no truly hateful slur is vocalized (if a volunteer is unsure, the facilitator can whisper an acceptable line or even step in to narrate “the troll uses a derogatory word for X” instead of saying it). Keep the atmosphere somewhat playful to manage tension: remind everyone this is practice and commend them for their courage to try.

**Materials:** Role-play prompt cards for each role with a one-line instruction or example dialogue to start with (so volunteers aren’t blanking out). Possibly simple props: e.g. a keyboard prop or sign that says “Comment section” to set the scene. A “freeze” word or bell the facilitator uses to pause the action when needed.

**Output/Evidence:** The role-play performances themselves are a rich source of evidence. We observe whether the “Responder” was able to apply a strategy effectively: Did they keep calm? Use respectful language even when addressing the troll? (This maps to our respectful communication skill.) Did they include a fact or refutation (showing critical listening and counterspeech)? How did they choose between ignore, report or engage? The choices they make and the words they use show their skill development. The post role-play discussions capture reflections: e.g. a participant might say “I was shaking having to respond, but I tried to remember to be respectful and it actually defused me as well.” That indicates increased confidence and understanding. If the “troll” volunteer says “I felt frustrated because no one really gave me the angry reaction I wanted,” that ironically confirms the effectiveness of not feeding trolls with emotion – evidence of skill in practice. We can also document any phrases or approaches that were particularly effective (writing them on the board as a takeaway list like “Use ‘I’ statements, not ‘You’ accusations” or “Point to community rules”) which suggests participants can generate real tactics.



30–40

## Reflection & peer feedback

**Purpose/Instructions:** After the intense simulations, let’s reflect and give feedback in a supportive way. First, hold an open floor reflection: “What did you learn about yourself in those role-plays? Was it harder or easier than typing behind a screen might be?” Participants might reflect that speaking it out felt intense, highlighting how tone matters, etc. Then transition to peer feedback mode focusing on the communication performance in role-plays. Here we analyze behavior and responses: we use a similar rubric (Clarity, Relevance, Evidence, Respect), now to critique how the responders handled the situation. For example, take Role-play 2’s Ally response: Ask peers, “Was the ally’s response clear and to the point, or did the message get lost?” (Clarity), “Was it relevant to the hateful comment – did it address the issue or go off track?” (Relevance), “Did they bring evidence or a counter-fact to challenge the hate or just opinion?” (Evidence/Facts), and “How was the tone – respectful or attacking?” (Respectful communication). Peers can give a quick 1-3 score or simply discuss each aspect. The facilitator guides this gently, ensuring feedback is phrased constructively: e.g. “One thing I liked was how Person A stayed calm (that’s a 3 on respect). They might have given a bit more evidence – maybe cite a stat (perhaps a 2 on evidence) – but overall they did well.” Encourage multiple peers to speak up with their observations, effectively coaching each other. Do this for each scenario/role-play that was performed. If time is short, focus on the main responder in each.

**Materials:** The peer feedback rubric (on a slide or chart). Possibly a short printed version to hand out, but discussion is primary due to time. The facilitator or co-facilitator might jot down peer comments on the board under each criterion (“Respect: + kept cool, – used a bit of sarcasm maybe, etc.”).

**Output/Evidence:** The peer feedback conversation shows the depth of participants’ understanding of effective communication. For instance, if peers note “The response addressed the content well but maybe sounded a bit condescending in tone,” it shows a high level of insight (understanding that *how* you say something is as important as *what* you say). Their ability to apply the rubric to a live interaction demonstrates they can critically evaluate online communication instances – a skill that translates to self-monitoring their own behavior later. We’ll collect any written scores or notes if used, but primarily the evidence is in the maturity of discussion. Additionally, the responder’s self-reflection (“I gave that a try but I think I could have been more concise”) and others’ encouragement (“No, you did great on staying respectful!”) indicate a growing supportive mindset in the group – showing attitude shift toward valuing respectful dialogue.

40–45

## Action commitment

**Purpose/Instructions:** End with personal commitment focused on responsible online communication behaviors. Ask each participant to identify one thing they will do to foster respectful communication in their online life. It could be internal (e.g. “I will pause and breathe instead of reacting in anger when I see something offensive”) or active (e.g. “Next time I see someone

being bullied in a group I'm in, I will offer support" or "I will use the report function if I see hate speech"). They can also commit to positive posting – like making a habit to contribute one constructive comment in discussions or to thank someone for a good post (to promote a positive environment). Provide sticky notes to write these commitments or have each verbally share if comfortable. Some may even commit to participating in larger initiatives (like "I'll volunteer to help moderate our club's forum" if applicable).

**Materials:** Sticky notes or a commitment wall. Alternatively, a printed pledge form where they fill in the blank "I commit to ... online."

**Output/Evidence:** The commitments themselves, as written statements, are evidence of what each individual is taking away. They reflect both learning and motivation – e.g. a commitment "I will call out my friends if they use hate speech in our group chat, respectfully" shows a readiness to apply counterspeech and an upstander attitude. If any participant is willing to share theirs out loud, that adds to the evidence: expressing it publicly often strengthens resolve. The facilitator collects the notes or photographs the board. This also serves as a bridge to follow-up, where these commitments will be revisited.

## 6. Assessment & Evidence

| Objective                                                                                           | Success Indicator                                                                                                                                                                                                                                                           | Evidence Collected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Obj.1 Recognize trolling and hate speech, and differentiate them from normal conflict or criticism. | During discussions and activities, participants correctly identify troll behavior or hate speech in scenarios (e.g. pointing out which comments are meant to provoke or attack a group). They also articulate why those behaviors are harmful or not conducive to dialogue. | <i>Scenario analysis output:</i> In group task notes and share-outs, participants labeled behaviors accurately (e.g. "This comment is trolling because it's just name-calling with no intent to discuss" or "This post crosses into hate speech as it targets an ethnic group with insults"). The accuracy of these identifications, as observed by facilitators, indicates achievement. Also, in role-plays, the fact that participants knew how to respond differently to a troll vs. a person with genuine grievances (demonstrated by strategy choices) shows they recognized the nature of the engagement. |



|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Obj.2 Apply appropriate counter-strategies (ignore, moderation, counterspeech, etc.) to de-escalate or constructively engage in problematic online interactions.</p> | <p>Participants choose and implement a response strategy fitting the situation in simulations. Success is indicated by their ability to justify <i>why</i> they chose that strategy and by effectively carrying it out (e.g. actually formulating a calm counter-argument or successfully diffusing tension).</p>                                                                             | <p><i>Role-play performance &amp; plans:</i> The chosen strategies in each group scenario plan and their rationale (from Session 1 outputs) show understanding. In Session 2, the enactment in role-plays is direct evidence: for instance, a participant who was the “Responder” effectively calmed the situation by using a technique (like humor or a factual correction plus a polite request to be respectful) demonstrates applied skill. The peer feedback afterward also serves as evidence – peers noted which strategies worked or how well they were executed, which essentially evaluates objective 2.</p>                                                                                                                                                                                                                                                                                                                 |
| <p>Obj.3 Demonstrate improved empathy, respectful communication and confidence in handling online conflict (attitude/behavior change).</p>                              | <p>By the end, participants exhibit more empathetic perspectives (expressing understanding of others’ feelings or motivations) and commitment to respectful conduct. They show confidence by actively participating in role-plays and by volunteering their thoughts, indicating reduced fear of tackling these issues. Also, they commit to taking positive action online post-workshop.</p> | <p><i>Attitudinal evidence:</i> Comments during reflections and debriefs where participants empathized (e.g. “I realized the troll might just want attention, not because I’m wrong, so I don’t need to get angry – I can respond calmly or not at all”). Many commitments written involve proactive, respectful actions (each commitment note is evidence of mindset shift, e.g. “I will think about the person on the other side before I type”). Furthermore, a comparison of the initial icebreaker positions to final statements in debrief might show changes (if measured, e.g. more people disagree that “confrontation makes it worse” after learning about counterspeech success). Finally, the peer feedback rubric’s <b>Respectful communication</b> scores given to role-plays (most likely high if they succeeded) double as evidence that participants know what respectful behavior looks like and can achieve it.</p> |

Peer-feedback rubric (1–3 points):

| Criterion                                                                                                                     | 1                                                           | 2                                                                                              | 3                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Clarity (Were responses and arguments in the role-play clear and easy to understand?)                                         | confusing or convoluted response                            | clear but had minor confusion                                                                  | very clear and straightforward                                     |
| Relevance (Did the response address the issue or comment in question without straying or igniting new conflicts?)             | irrelevant or escalating response                           | somewhat addressed the issue but without fully resolving or focusing constructively            | directly addressed the key issue in a constructive way             |
| Evidence/fact-checking (Did the participant use facts or evidence when needed (especially for counterspeech)?)                | responded with no supporting info, just opinions or attacks | made an attempt to reference facts or reasoning, but with limited clarity or supporting detail | included a factual correction or pointed out misinformation calmly |
| Respectful communication (Was the tone and wording respectful, non-inflammatory, and focused on issues not personal attacks?) | tone was aggressive or mocking                              | tone was generally civil but occasionally defensive, dismissive, or slightly sarcastic         | tone was calm, respectful, maybe even empathetic                   |
| <b>TOTAL</b>                                                                                                                  |                                                             |                                                                                                |                                                                    |

## 7. Accessibility & Inclusion

| Element                                 | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language simplification/visual supports | Explanations of terms like “trolling” or “counterspeech” are given in accessible language (avoiding overly academic definitions). Visual icons are used on slides (e.g. a troll face icon next to “Trolling = provoking for reaction”) to aid understanding. For any participants with limited English proficiency, facilitators provide synonyms or allow them to speak in their native language for some discussions (with summary translation if needed). Key phrases for role-plays (like sample counterspeech lines) are also provided in writing to reduce cognitive load. We avoid jargon where possible and instead use role-play and examples to “show” what we mean (experiential understanding).                                                                                                                                                                     |
| Alternatives for low-connectivity       | Not directly applicable, as this session is largely offline role-play. However, if digital content is going to be shown (like an online video example or social media interface demonstration), we have that content downloaded or screenshotted in advance so no internet is required on the spot. Also, instead of any live online interaction, we simulate everything on paper or verbally to ensure no reliance on connectivity.                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Venue accessibility                     | The role-play nature means we need space; we choose a wheelchair-accessible venue and keep floor space clear of obstacles. If any participant has mobility issues, roles are assigned considerately (they could be the one speaking seated, while someone else moves if needed). In general, the environment is arranged so everyone can see the action (semi-circle seating for observers) and hear clearly (speakers in role-plays are asked to project voice; we’d use a microphone if the room acoustics were poor or if someone was soft-spoken). Adequate breaks (including the short break between sessions) are provided, important for neurodiverse or anxious participants to recharge.                                                                                                                                                                               |
| Other                                   | We take care to ensure that scenarios do not marginalize anyone in the room. For example, if discussing a hate scenario about a certain group, we do so hypothetically unless we know someone is comfortable sharing their experience. We invite participants to contribute examples from <i>different</i> contexts (gaming, social media, etc.) to ensure relevance to varied interests. We also encourage multiple modes of participation: those uncomfortable role-playing can contribute by observing and giving feedback (equally valuable). The facilitator is attentive to group dynamics: if one or two individuals are dominating talk time, we actively draw quieter people in (“Let’s hear from someone who hasn’t spoken yet”). We emphasize that <i>all</i> personalities have a role in promoting respectful communication – you don’t have to be an extrovert to |

make a difference online (even quietly reporting content or supporting someone privately is valuable). This validation helps include those who are less outspoken.

## 8. Follow-up & Transfer

| Action type                     | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Micro-action (within 7–14 days) | <p>Participants will carry out a small follow-up action to practice responsible online communication. Some suggested micro-actions:</p> <p>(1) <i>Positive engagement</i>: Deliberately post or comment something supportive or positive in an online community they are part of (to reinforce norms of respect).</p> <p>(2) <i>Counterspeech in action</i>: If they come across a mild misinformation or biased comment, try a polite correcting response, then share with the group how it went (we'll have a private chat group or email thread for them to report back).</p> <p>(3) <i>Report and reflect</i>: If they witness any hate speech or trolling, use the platform tools to report or mute, and then note how it felt (the act of not engaging but taking action).</p> <p>They only need to do one of these (their choice based on what opportunities arise naturally). The facilitators will send a reminder one week later asking “Who had a chance to try their commitment? How did it go?” to prompt reflection and peer learning from those experiences.</p> |
| Suggested next steps            | <p>We encourage participants to deepen their skills and advocacy: For example, they could organize a <b>peer-led mini session</b> or discussion in their own circle (class, friends) about respectful online behavior – essentially paying forward what they learned (we can provide them a simplified outline if they want). They can also get involved with campaigns like the <i>No Hate Speech Movement</i> (a youth campaign by the Council of Europe) or similar local initiatives – we'll provide links. Another step is to follow organizations or social media pages that regularly share tips on digital citizenship, such as UNESCO's #ThinkBeforePosting or local NGOs doing anti-cyberbullying work. For those interested in moderation, suggest they volunteer or intern as community moderators for a youth forum or even their school's online groups – practical experience. We also propose a follow-up meetup or reunion in a month (even informally) where everyone can share one story of how they applied these skills, to keep the momentum.</p>         |
| Linkage to UP2YOUTH outputs     | WP3 game/testing in WP4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## 9. Tips & Attachments

### Tips for facilitators:

- *Handle sensitive content with care:* When preparing scenarios, know your group – avoid using a scenario that is too “real” for someone in the room (e.g. if you know someone was bullied for their ethnicity, perhaps use a different context to not put them on the spot). You can always ask participants in advance (confidentially) if there are topics to steer clear of.
- *Encourage role-play volunteers, but don’t force:* Some youth love role-play; others hate it. Ask for volunteers in a fun way (“We need a brave soul to play our villain troll – who’s feeling mischievous?”). If volunteers are slow, you can even join the role-play as the troll to get it rolling (facilitator as bad guy, participant practices responding – this can actually feel safer for them and you can model how a troll acts).
- *Debrief emotions:* After intense role-plays, always check in emotionally. Sometimes a participant playing a target might feel upset even knowing it’s an act. Use a quick “emoji check-in” – have everyone show with thumbs or an emoji how they feel and address any low feelings (“I know that got heated, remember it was practice. Everyone okay?”). Emphasize the positive outcomes (“You see, you successfully stood up to it!”) to end on an empowered note.
- *Share real success stories:* Youth might be skeptical that respectful engagement can counter hate. Collect a couple of real anecdotes beforehand – e.g. a story where an online community rallied to support someone and the harasser backed off, or someone who changed their mind after a polite conversation. Share one in the session (“This actually happened last year...”) to inspire and show these methods aren’t just theoretical.
- *Moderation dilemma:* If someone brings up the “free speech” argument heavily, acknowledge it’s a complex issue but

### Attachments/Links:

- *UP2YOUTH Why we misunderstand each other* (Veronika Batelková for UP2YOUTH project)
- *UP2YOUTH Online hate speech* (Veronika Batelková for UP2YOUTH project)
- *UP2YOUTH Communication slides* (Veronika Batelková for UP2YOUTH project)
- UNESCO: Countering Hate speech <https://www.unesco.org/en/countering-hate-speech>
- No Hate Speech Youth Campaign (Council of Europe) <https://www.coe.int/en/web/no-hate-campaign>
- Example online community guidelines e.g. <https://www.societyforscience.org/guidelines-online-communities-and-social-media/>

differentiate between government censorship and community standards. Reinforce that **safety and respect** are priorities in private forums and that *removing hate is protecting free speech of others* (so they aren't silenced by harassment). It can be useful to have a neutral statement ready: "We all value free expression, and that includes the freedom of everyone to participate without fear – which hate speech prevents." This can help placate concerns.

- *Time and inclusion:* Keep track so that both role-plays happen; if session time is slipping, you can reduce the number of volunteer rotations (maybe do one big role-play with multiple people instead of two separate). Ensure everyone gets at least a speaking or feedback role once. Use random picking (like draw names) if certain people haven't spoken, to invite them in an impartial way.

# 4 **My media plate: The interactive task on media consumption patterns in daily life**

## Recommended lesson plan in civic education

### 1. Metadata

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of the session                 | <b>My media plate: The interactive task on media consumption patterns in daily life</b>                                                                                                                                                                                                                                                                                                                   |
| Format (in-person / online / hybrid) | Best format is to carry out the lesson in-person, for the visual display of the media consumption “map” of the group.<br>The lesson can be conducted also online, however, then the visual display of the “map” will be missing.<br>Hybrid is probably not suitable, because then some participants will miss the opportunity to participate in creating the visual display of the media consumption map. |
| Target group & size                  | 18-26 years old. Group size: minimum 3-4; maximum – indefinite                                                                                                                                                                                                                                                                                                                                            |
| Facilitators (roles)                 | At least one instructor who presents the aims of the lesson, prepares and distributes the equipment needed for the practical task, supervises the individual work on the task, then guides the group discussion, and provides a summary and feedback at the end.                                                                                                                                          |
| Language                             | Latvian                                                                                                                                                                                                                                                                                                                                                                                                   |
| Date & venue / tech platform         | TBD/ any platform with synchronous audio/video option                                                                                                                                                                                                                                                                                                                                                     |



## 2. Objectives (Learning Outcomes)

| Category  | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE | <p>Concept of media, definitions of media.</p> <p>Different media types.</p> <p>Other concepts: segmentation, fragmentation of media audiences.</p> <p>Criteria for assessing the trustability of media content.</p> <p>Criteria for assessing the diversity of opinions of media content.</p> <p>(upon facilitators choice) Knowledge for assessing any other criteria for media quality.</p> <p>The media selection that I consume daily:</p> <ul style="list-style-type: none"> <li>- knowledge how to map the consumption in a structured way;</li> <li>- the % of the various media content in my daily consumption.</li> </ul> <p>Variety of media available to the audiences, based on the comparison of the differences in consumed media by the participants.</p> |
| SKILLS    | <p>Assess and map one's media consumption habits in a structured way.</p> <p>Assess the quality media content on basic level, depending on the criteria given by the facilitator (e.g., suggestion is to start with the criteria for trustability and diversity of opinions).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ATTITUDES | <p>Become more sensitized towards one's media consumption patterns.</p> <p>Distinguish differences in media content, based on quality criteria (suggested criteria are trustability and diversity of opinions, however, upon the instructor's choice, other criteria can be included).</p> <p>Realize and assess the share of time spent with media on a daily basis</p> <p>Gain interest in learning more about media- and media consumption-related topics</p>                                                                                                                                                                                                                                                                                                           |

## 3. Methods & Approach

|              |                                                                                                                                                                                                                                                                                  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methods used | <p>Introductory lecture</p> <p>Interactive practical task (individual and group) – not necessarily game-based, but provides opportunities to play, create, discuss and learn from the process.</p> <p>Follow-up discussion</p> <p>Conclusions and feedback (or feed forward)</p> |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Rationale (why these methods fit objectives)

The lesson follows the approach “Listen/Learn – Do – Think/Review”. It is an effective model for new learning, combining input (hear/listen), application (practice/do), and deep processing (reflect/think). It helps to build understanding, improve skills, and integrate knowledge. The objective of the lessons is to sensitize the participants of the lesson and make them more self-aware towards their media consumption habits by giving skills to them to map and discuss their media consumption habits in a structured way linking the daily media consumption with the framework of media content quality criteria: trustability and diversity of opinions. This lesson prepares the participants for further, more in-depth explorations of media literacy issues in an agentic way. Participants learn that media consumption habits can be changed and are changing over time – it happens by gaining more self-awareness and increasing the understanding about the media content, the quality criteria of media content, and other issues. As the participants most probably come to the lesson with different levels (if any at all) of media literacy, the “media diet” exercise gives the facilitator also opportunity to understand the level of preparedness of the participants.

The cycle of the learning approach explained:

- **Hear/Listen (Input):** Receiving new information about media (definitions, different concepts), instructions on the practical task.
- **Practice/Do (Application):** Actively applying the new knowledge (e.g., about how to map one’s daily media habits in a structured way).
- **Reflect/Think (Processing):** Stepping back to analyze the experience: What did I learn? What conclusions can I make about my media consumption habits? Am I satisfied with my “media plate”? Etc.

One of the most important outcomes of the lesson is to make the participants more self-aware of their media consumption habits.

Safeguarding & psychological safety notes

As the lesson tackles habits of media consumption that is a very private matter:

- It is the task of the facilitator to maintain a friendly, open and inclusive atmosphere during the entire lesson,
- no evaluative comments must be made by anybody about the information shared by the participants (e.g., on seemingly excessive media consumption, or reliance on low quality media channels) – as this is meant to be an introductory lesson, participants may not feel shamed,

- participants must be informed at the beginning that they are not forced to reveal anything too personal,
- all materials produced by the participants (clippings of the paper plates, notes made during the practical task etc.) must be either given back to the participants or eliminated by the instructor

#### 4. Materials & Setup

| Category           | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Room/virtual setup | Well-lit room with enough space for the introductory part (more of a lesson type) and the discussion and feed-forward session, the practical task (free wall or about 2x2 meters free space on the floor)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Equipment          | Presentation equipment, chairs, tables, paper plates (with at least 25 – 30 cm diameter), scissors (1 for 2-3 participants), pens, felt tip pens, or pencils, white A-4 format paper for notes and writing the criteria for media quality criteria coordinate axis, adhesive tape or similar for creating the media quality criteria axis either on the wall or on the floor, sticky/adhesive putty.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Handouts/slides    | Introductory part: welcome to the lesson, the lesson planning, definitions of media, intro to trends in media consumption habits (can be based on national survey studies, larger comparative studies between countries etc.), definitions of other concepts: media fragmentation, changes in medias consumption habits over time, media diversity (print, electronic, social media, media transversality etc.), media quality criteria. Diversity of media content (news, opinions, advertising, click-byte content and other risky media content – disinformation, propaganda). Advent of AI in media content production. Introduction to the practical task – creation of one's media consumption plate (individual) and the creation of the media consumption axis, based on two selected media quality criteria (group) |
| Digital tools      | Short informative videos, excerpts from audio/video interviews with experts (if chosen by the facilitator)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Content assets

Current examples of news pieces, opinion articles, advertisement, AI generated content, click-byte content, examples of disinformation etc.

## 5. Step-by-Step Flow

2 x 45 minutes

0–5

### Warm-up / Icebreaker

**Purpose/Instructions:** In group or in pairs (depending on the group size) participants introduce themselves and why they have come to the lesson. Every participants answers the question: “If I wanted to read what is truly happening in the world, I would open (insert a medium, media channel)...”

**Materials:** None

**Output/Evidence:** Makes the participants aware of the topic of the lesson – differences of media. Helps to outline the list of media that the participants are familiar with.

5–30

### Input

**Purpose/Instructions:** Introduce the participants to the main definitions related to media, media consumption habits and changes in media audiences, media diversity, risky media content and advent of AI in media content production, criteria for media content quality evaluation.

**Materials:** Presentation, short videos, examples (digital or printed) of types of media content

**Output/Evidence:** Gives an overview of the main concepts related to media consumption: 1) consumption habits and their changes over time; 2) media types and types of media content (including the risky ones); 3) criteria for assessing media content quality

30–45

### Core individual task

**Purpose/Instructions:** Each participant draws freehand his/her own media consumption plate, dividing the paper plate in “slices” like pizza, in each slice writing in the name of the medium and the approximate share (in %) of its consumption in the daily media consumption. To do this, the participants must estimate the overall time spent with media daily (in hours), and then estimate, how much time is spent with each medium. The size of the “slices” must approximately reflect the proportion of consumption of each medium (see the example of the plate at the bottom of this document)

**Materials:** Paper plates, pens or pencils, for online version: white A-4 paper sheet or similar, pens or pencils.

**Output/Evidence:** Each participant maps his/her media consumption in a structured way, indicating the channels/media consumed, and the share of each medium in the overall media consumption

| Break |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0–5   | <p><b>Quick recap</b></p> <p><b>Purpose/Instructions:</b> Participants are welcomed back to the room, the facilitator makes sure that all participants have completed to individual task</p> <p><b>Materials:</b> Paper plates with the freehand drawings of the participants</p> <p><b>Output/Evidence:</b> Participants are ready to enter the group work</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5–30  | <p><b>Applied practice</b></p> <p><b>Purpose/Instructions:</b> Each participant cuts the paper plate in “slices” with the help of scissors. Each participant now has several pieces of “pizza slices”. All of the participants are invited to go to the wall or to the designated space on the floor where the axis are waiting (made by the facilitator with the adhesive tape), and put the “slices” in the axis, distinguishing between two criteria of media quality. Suggested criteria: trustability of (the consumed) media content and the diversity of opinions (in the consumed media). Alternative for an online format: each participant simply introduces the others with the result of the individual task.</p> <p><b>Materials:</b> Paper plates with the media consumption mapped out. Scissors. The coordinate axis created with the adhesive tape either on the wall or on the floor. Sticky/adhesive putty.<br/>For online alternative – only the media “plates”</p> <p><b>Output/Evidence:</b> A map of the media consumption (and with visual presentation and – because of the size of the “slices” – of the share of these media in the daily consumption of participants) is created.<br/>For online alternative – only the media “plate”</p> |
| 30–40 | <p><b>Reflection &amp; peer feedback</b></p> <p><b>Purpose/Instructions:</b> Participants either return to the tables, or standing and looking and the coordinate axis, discuss the following:<br/>What are the patterns emerging from the mapping (does the group mainly consume trustable media which provide diversity of opinions or not)?<br/>What makes an information channel trustable?<br/>Is the diversity of information/ pluralism important? Why?<br/>What could be counted as “healthy” media diet?<br/>Have you made healthy choices in your media diet? Is there too much “fast food” or not?</p> <p><b>Materials:</b> The mapping of the media consumed in the coordinate axis</p> <p><b>Output/Evidence:</b> Group discussion conducted, based in the questions proposed by the facilitator.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 40–45 | <p><b>Action commitment</b></p> <p><b>Purpose/Instructions:</b> Participants return back to the seats and either in group or in pairs (depending on the group size) formulate 1-2 conclusion and the main take-aways from the both lessons and make a suggestion on how to change and improve his/her media diet. The answer can be also, that the media consumption is already “healthy” and nothing needs to be changed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Each participant answers the question: “What do I want to learn more related to media?”

**Materials:** None

**Output/Evidence:** Participants draw conclusions from both the Lesson 1 (individual task on mapping one’s media consumption), and the group task and the visual creation of the mapping of the group’s media consumption, which visualizes both the media consumed, the share of each medium in the daily consumption, and the quality of the consumed media, based on who chosen quality criteria. Participants say out loud what they would like to learn more about media.

## 6. Assessment & Evidence

| Objective                                                                                                                                                                                                          | Success Indicator                                                                                                                                                                                                                                                                                                             | Evidence Collected                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Obj.1.<br>To sensitize the participants towards their media consumption habits.                                                                                                                                    | Individual work – mapping of one’s media consumption habits (channels, % of the consumption of the medium in the overall media consumption).<br>Group work – creation of the media consumption map in the coordinate axis.<br>Participation on the final discussion and answers to the questions proposed by the facilitator. | Individual task completed.<br>Participation in the group work.                                                                                                             |
| Obj.2.<br>Give skills to the participants to map and discuss their media consumption habits in a structured way linking the daily media consumption patterns with the framework of media content quality criteria. | Individual work – mapping of one’s media consumption habits (channels, % of the consumption of the medium in the overall media consumption).<br>Group work – creation of the media consumption map in the coordinate axis                                                                                                     | Individual task completed.<br>Participation in the group work.<br>Usage and references to the concepts/elements of definitions by participants during the final discussion |

|                                                                                                                        |                                                                                                                                                                         |                                        |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Obj.3.<br>Prepare the participants for further, more in-depth explorations of media literacy issues in an agentic way. | Final discussion – answers to the questions about the main take-aways from Lesson 1 and Lesson 2, and the question on what else he/she would like to learn about media. | Participation in the final discussion. |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|

Peer-feedback rubric (1–3 points):

| Criterion | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                                                                                                                                                                                                                                                                                                                                                                                        | 3                                                                                                                                                                                                                                                                                                                                             |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clarity   | Some of the concepts are explained and clear to the participants, however, not to the level where the participants start adopting them in their language. The instructions on practical task must be repeated, and the participants need additional explanations both for the individual work and the group task. The final discussion does not contain references or has very few references to the concepts/definitions presented during the introductory part. | Most of the concepts and definitions are clear to participants, however, some help and assistance is needed from the facilitator to use them during the final discussion. The individual and the group work is carried out more or less in time, without much input from the facilitator. The final discussion contains a few or some references to the concepts explained during the introductory part. | All the concepts and definitions are explained in detail and understood by the participants to the level that they can easily use and comfortably adopt them in their language during the final discussion. The individual and group work runs smoothly, the participants complete the tasks in time without much input from the facilitator. |
| Relevance | Participants during the final discussion do not mention any other topics they would be interested to learn more about.                                                                                                                                                                                                                                                                                                                                            | Participants, during the final discussion, mention some topics they would be interested to learn about, based on the                                                                                                                                                                                                                                                                                     | Participants, during the final discussion, express a clear wish to continue learning about media literacy.                                                                                                                                                                                                                                    |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                               |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | Some of the participants make suggestions about the improvements of their media habits.                                                                                                                                                                                                                                                                                                                                 | new knowledge and skills, gained during Lesson 1 and Lesson 2.                                                                                                                                                                                                                                                                                                                                   | All of the participants make suggestions about the improvements of their media habits.                                                                                                                                                                                                                                        |
| Evidence/fact-checking   | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                          | Not applicable                                                                                                                                                                                                                                                                                                                                                                                   | Not applicable                                                                                                                                                                                                                                                                                                                |
| Respectful communication | The facilitator does not remind the participants at the beginning about the rules (e.g., not shaming, not making evaluative comments about each other's media habits) and does not react properly after an inappropriate comment has been made see in the Methods and Approach section under "Safeguard and Psychological safety"). Participants are not given equal time to express their opinions, ask questions etc. | An inappropriate comment is made by participant and then the facilitator reminds the participants about the rules of not shaming etc. (see in the Methods and Approach section under "Safeguard and Psychological safety"). Participants are given time to express their opinions, ask questions, however, the time is not sufficient, the answers are not satisfying/ replying to the question. | The facilitator at the beginning briefs the participants about the rules (see in the Methods and Approach section under "Safeguard and Psychological safety"). Participants are given enough time to express their opinions, ask questions, and the answers are sufficient, satisfactory, and direct replies to the question. |
| <b>TOTAL</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                               |



## 7. Accessibility & Inclusion

| Element                                 | Notes                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language simplification/visual supports | The facilitator ensures that the definitions, explanations of the concepts, the instructions of the individual and group task are clear, written in a language that does not contain many too subject-specific terms. Visual examples are given for media content diversity – news, comment etc, visual example of the media “plate” is provided before the individual task. |
| Alternatives for low-connectivity       | Not applicable, in case, the lesson is conducted in-person. For an on-line version, low-connectivity might be a force majeure obstacle and a reason for re-scheduling the lesson.                                                                                                                                                                                            |
| Venue accessibility                     | Depending on the needs of the participants. Enough space must be provided for the introductory part (more of a presentation type), and the group work – a free wall or some space on the floor to create the coordinate axis.                                                                                                                                                |
| Other                                   | Upon the needs of the participants                                                                                                                                                                                                                                                                                                                                           |

## 8. Follow-up & Transfer

| Action type                     | Details                                                                                                                                                                                                                    |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Micro-action (within 7–14 days) | Adherence to the suggestions made during the final discussion about possible changes in one’s media habits.                                                                                                                |
| Suggested next steps            | Training on other media literacy issues, depending on the needs of the participants.<br>Suggested: media effects, media industries, social media and AI, social media for creative self-expression and civic participation |
| Linkage to UP2YOUTH outputs     | Media education, Media literacy.                                                                                                                                                                                           |

## 9. Tips & Attachments

### Tips for facilitators:

- Media literacy shapes media consumption habits: Media literacy helps you make better consumption choices, like choosing documentaries over clickbait for learning, or recognizing when a social post is propaganda.
- Media consumption habits reveal need for media literacy to ensure quality information intake.
- Digital citizenship is dependent on media consumption habits: media literacy includes digital citizenship - being safe, civil, and engaged online, using media to participate in society, not just consume it

### Attachments/Links:

Canada's centre for digital media literacy:

<https://mediasmarts.ca/find-lessons-resources>

Common Sense education centre:

<https://www.commonsense.org/education/lists/news-literacy-games-tools-and-lessons>

Learning resources platform created by the Council of Europe: <https://www.coe.int/en/web/freedom-expression/media-literacy>

Connect with media/digital literacy organizations in Europe (a map by countries):

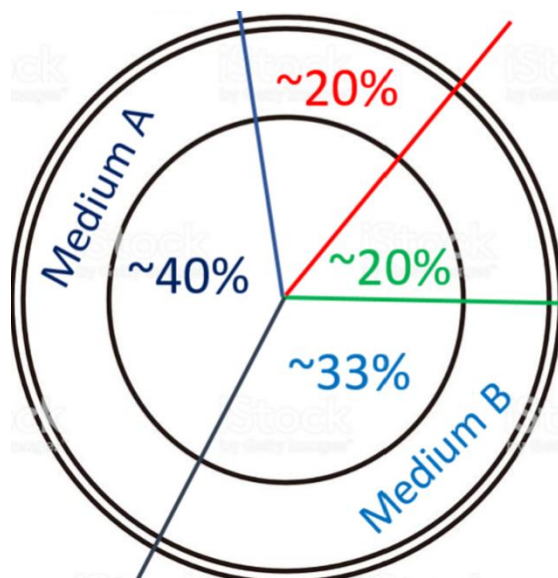
<https://eavi.eu/media-information-digital-literacy-organisations-in-europe/>

A scientific publication on media literacy development through games (with self-reflection on media usage as the main element in most of the games): Glas R, van Vught J, Fluitsma T, De La Hera T and Gómez-García S (2024) Literacy at play: an analysis of media literacy games used to foster media literacy competencies. *Front. Commun.* 9:1346800. doi: 10.3389/fcomm.2024.1346800 .

Link:

<https://www.frontiersin.org/journals/communication/articles/10.3389/fcomm.2023.1155840/full>

### Example of the media plate:



# UP2YOUTH

– democratic future in youth responsible hands

LEADER:



PARTNERS:



Dofinansowane przez  
Unię Europejską