MEDIA LITERACY IN LIGHT OF POLITICAL PARTICIPATION AND ENGAGEMENT IN DEMOCRATIC PROCESSES

SPLIT, CROATIA; 01.08.2022. – 11.08.2022.

Handbook

From the Training Course
Media Literacy in light of Political Participation and
engagement in Democratic processes
Split, Croatia; 01.08.2022. - 11.08.2022.

The LTTA – Training course was organised as a part of the
project "Critical thinking and participation as a foundation of
democracy in Europe".

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September 2022.

NVO Glas

YOUTH POWER

Carousel

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Introduction

This content report is based on the Learning, Teaching, Training Activity (LTTA) „Media Literacy in light of Political Participation and engagement in Democratic processes", organised as part of the activities of the project „Critical thinking and participation as a foundation of democracy in Europe ".
Training course activity was organised in period 01.08.-11.08.2022. in Split, Croatia.

LTTA „Media Literacy in light of Political Participation and engagement in Democratic processes" is based on non-formal education and learning-by-doing methods. Activity provided participants with an opportunity to create their own learning expectations and outcomes but also to discover themselves and their own personal limits. LTTA activity was focused on raising competences of the youth workers/teachers/educators in topics of media literacy, how to approach this topic and how to raise critical thinking in the youngsters. On this second LTTA youth workers learned the definitions of these terms, explored examples of good practice and gave suggestions and recommendations to experts for developing a Handbook 2 on these topics with ten concrete workshops that youth workers/educators/teachers can implement in their local communities for youngsters, especially NEET and youth with fewer opportunities.

We hope this material will be helpful for other youth workers – as a starting point for developing new projects and ideas or as a resource used for organising educational sessions on the topic of media literacy; for young people and youth workers across local communities in Europe.

Project team

About project

The passive attitude of young people to participate in democratic activities and processes, lack of skills and knowledge of youth workers on how to equip young people with skills and knowledge needed for critical approach to the democracy and media literacy connected to the democratic processes, lack of trust of young people in democracy and democratic values (especially visible in the Western Balkan region) are the main reasons behind the work of partners in developing and creating CritiDe project (shortcut for the full project name "Critical thinking and participation as a foundation of democracy in Europe").

Based on the needs assessment, research and publications from all partner countries, the proposal is focused on raising the level of political and media literacy of young people, learning about democracy, the rule of law and values, and exploring how to become active citizens, having in mind not only elections but also a wider set of actions: campaigning, demonstrating, volunteering, engaging in political parties or NGOs.

CritiDe as a project aims to raise the capacities of participating organisations and their local partners, as well as youth workers, in the fields of critical thinking and activism of young people in democratic processes and the development of media literacy skills. This will be achieved through the development and delivery of educational trainings for youth workers and the development of educational handbooks and workshops. As a cherry on top, an educational platform containing developed practical handbooks and an online learning course on how to use and adapt materials to the specific needs of local communities and the work of youth workers/educators/professors; will be developed. The platform will further provide opportunities to contact local organisations as focal points and resource centres.

The project focuses on these thematic areas/specific objectives: media literacy, also where youngsters go to seek information, whom they trust, and how they inform themselves when it comes to the political system and current political issues.

Specific objectives:
- Raising competences and skills of youth workers across 4 partner countries and partner organisations for development, implementation and evaluation of youth work activities 3 and programs focused on democracy, political participation and media literacy of young people in local communities through LTTA 1: Active political participation, engagement in democratic processes and LTTA 2: Media literacy; on which 30 participants per LTTA will be involved (total of 60 participants, including trainers, experts and staff).
- Improving and raising existing capacities of project partners for development, implementation and evaluation of local and international projects focused on youth active participation in democratic processes and media literacy through follow-up activities after LTTA 1 and LTTA 2, on which 20 participants from each of the 4 partners will be involved (total 160 participants in the follow-up activities).
- Develop the competency framework for youth workers for the education of young people on topics of democracy, political participation and media literacy through the

development and publication of Handbook 1: Active political participation, engagement in democratic and Handbook 2: Media literacy, which will be used in the follow-up activities (20 participants per partner), dissemination activities (40 participants per partner) and will be available on Educational platform.

- Develop the competency framework of youth workers for development, implementation and evaluation of online-based campaigns and use of digital tools for online campaigning through LTTA 3: Digital tools and online campaigning, and online course on the educational platform, open and accessible to everyone.

- To develop further EU and Western Balkan partnerships on topics of democracy, political participation and media literacy through the development of an Educational platform which will contain developed Handbooks and educational materials; digital tools for e-participation and e-democracy, online course on how to use Handbooks and materials in order to develop, implement and evaluate workshops for youngsters, an overview of the political system in all 4 partner countries.

- Engage into intensive dissemination & exploitation activities of newly produced products and engage at least 240 participants (with a special focus on the higher engagement of NEET and fewer opportunity youngsters) in our youth work activities focused on topics of democracy, active political participation and media literacy; through but not limited to use of digital tools and online campaigns.

Project partners

1.1. Youth Power Germany e.V.

Web: https://de.youth-power.org

Youth Power Germany (YP DE) is a sister organisation of Youth Power Bosnia and Herzegovina (YP BA) created by a group of youth volunteers and youth workers back in 2018. Their main goal is supporting youth in German society and all youth in Europe. YP DE is active in Berlin where they support different projects for preventions of violence among youth and youth immigrants, supporting art projects for youth immigrants, gender equality projects and promotion of EU values and human rights. Especially relevant to this project, YP DE in cooperation with 4 different experts and 2 partner organisations, has been working on development and implementation of digital tools in regular youth work activities in the last 3 years. YP DE pool for implementation of this project has staff members and youth workers with rich qualities/competences in using digital photography tools, digital marketing, social media marketing, online campaigning, fostering e-participation etc. YP DE has 6 people regularly engaged as trainers and project coordinators in the organisation and at least 300 people are involved as learners on different local and educational projects every year.

1.2. Carousel 8 Croatia

Web: https://www.carousel8.org

Carousel 8 (C8) from Croatia is a non-governmental organization from Zagreb, established in order to provide learning and volunteering opportunities for youngsters with fewer opportunities. The main goals of C8 are promoting volunteerism and active citizenship; promoting non-formal education; promoting awareness of civil society development; inclusion of people in social and cultural life. Especially relevant to this project, C8 has a rich experience in organizing educational workshops for high-school students in Zagreb region, where they worked on promotion of active citizenship, volunteering opportunities for youngsters and basics of media literacy. Additionally, they have experience in working with NEET youngsters and first-time voters on navigating the election process and development of their skills on democratic citizenship and the conduct of elections. On the international level, they coordinated and implemented several KA1 (mobility of youth workers) projects about volunteering, volunteer management and mentoring in the international environment. C8 has 4 5 people regularly engaged as trainers and project coordinators and at least 100 people at international; and 200 people at local level involved as learners on educational projects.

1.3. Youth Power Bosnia and Herzegovina

Web: https://www.youth-power.org

Youth Power Bosnia and Herzegovina (YP BA) is a NGO from Mostar established in 2013 by a group of young people who were already experienced in civil society sector. The organization has a strong team of seven employed staff and over 30 volunteers and is implementing three long-term programmes at the moment. YP vision is society with positive values, in which young people are contributing to tolerance and interpersonal dialogue, promoting healthy lifestyles,

gender equality, non-violence, and actively involved in social life and politics. The main activities of YP BA are: organising workshops, training courses, youth exchange, counselling, peer education, organising conferences and different events. YP BA is working in different programs at local and national level. YP BA is also involved in BOLD program currently implemented in Bosnia and Herzegovina by US embassy. YP BA staff and experts are responsible for organizing educational trainings and sessions for participants of the BOLD program on the topic of civic education, democracy, human rights, journalism and media literacy and anti-corruption. Specially relevant to this project is that YP BA have been one of the first organisations who have worked on adapting on-site educational training courses to online courses. Their rich experience in using free platforms as well as paid options for developing the online courses in non-formal education will be beneficial for developing online learning activities within this project, but also to share their experience and practice with other partners, and participants of activities.

1.4. NVO Glas Montenegro

Web: https://nvoglas.me

NVO GLAS from Montenegro is recently founded in Podgorica by enthusiastic people that have a vision to improve the entire society through the improvement of skills, and promoting lifelong learning for all. Aware of the fact that young people in Montenegro are highly educated and talented but also afraid to express themselves in Montenegrin, still patriarchal, society where the influence of political parties is strong, NGO GLAS by organising seminars, trainings 6 and other forms of non-formal education, independently or in cooperation with other organizations, wants to enable them to gain knowledge and experience that does not provide formal education. This would provide them to meet similar people for socializing and cooperation, encouraging them to actively participate in decision-making in the areas of: human rights, anti-discrimination, non-violence, intercultural and interreligious dialogue, youth policies and strategies for youth, healthy lifestyles and initiatives. of interest to youth, peace and peace policies. Activities of NGO GLAS would encourage young people to research, collect and analyse data, travel and learn about new cultures, as well as develop their entrepreneurial ideas. Especially relevant to this project, NGO GLAS has conducted a needs analysis among youngsters in their local community on the "Attitude of young people towards democracy as a value system and the current situation". Their staff, through implementation of this study, already managed to engage a group of youth workers interested to actively participate in the project activities and to multiply and implement new competences and knowledge directly in the local communities they are working in.

Programme of the Training course

Each working day included 4 workshop blocks, with a duration of 90 minutes each. Two of them were implemented in the morning session (before lunch break), and two of them were implemented in the afternoon session (after lunch break). Each topic of the program was implemented in 2 blocks - 2 workshops; thus, 2 topics were concluded each day (more info in the schedule below and in chapter 4). Between each of the 90 minutes workshops, a coffee break with refreshments and snacks for a duration of 30 minutes was organised. List of the educational sessions of the program (detailly explained in chapter 4 with their content inputs and outcomes by participants):

DAY 1: 01.08.2022.
- Arrival of participants
- Welcome evening and getting to know each other

DAY 2: 02.08.2022.
- Introduction / Expectations, Contributions
- Introduction to Erasmus+ program / Youthpass and its' relevance to this TC
- Teambuilding

DAY 3: 03.08.2022.
- Situation with media and their involvement in politics and democratic values in our countries – analysis
- Defining media literacy

DAY 4: 04.08.2022.
- What we need to know about media
- Media reality and world we live in

DAY 5: 05.08.2022.
- Media as social institutions
- Media as source of information

DAY 6: 06.08.2022.
- How to use media and information they provide
- Free afternoon

DAY 7: 07.08.2022.
- Media and politics – place of media in politics
- Media and politics – place of media in politics (practical work)

DAY 8: 08.08.2022.
- Media as a place for presenting our ideas and activism in political and democratic field

- Media as a place for presenting our ideas and activism in political and democratic field (practical work)

DAY 9: 09.08.2022.
- Development of activities for local communities work with youth I
- Development of activities for local communities work with youth II

DAY 10: 10.08.2022.
- Market of project ideas / Commitments for the follow-up
- Final evaluation & Youthpass ceremony

DAY 11: 11.08.2022.
- Departure of participants

Methodology and methods of the Training course

Second topic that we are focused on in the CritiDe project is media literacy as it goes hand in hand with the topic of political literacy, which was the topic of first LTTA. It is not enough just to understand how political systems function, it is also relevant where and how youngsters inform themselves about the political system and relevant and current issues that affect them and their community. In order for them to understand political communication better and develop their critical thinking, we plan to organise workshops about media literacy. To achieve that long-term aim, first, we need to raise the capacity of our organisation in dealing with this topic.

LTTA was organised for duration of 10 working days, with 1 travel day. Each working day included 4 workshops, a duration of 90 minutes each. Two of them were implemented in the morning session (before lunch break), and two of them were implemented in the afternoon session (after lunch break). Between each of them, a coffee break with refreshments and snacks for a duration of 30 minutes was organised. At the end of every working day, we had self-reflection and evaluation sessions led by trainers and the staff team, where participants were encouraged to do self-reflection on their learning process during that day.

During evenings, we had some free time activities, but participation in them were voluntary based and participants had a chance to develop them on their own. Such activities was an intercultural night where they presented their countries, cultures, traditions, food and drinks through interactive games or presentations; NGO fair, where participants presented their organisations and regular work they do in local communities.

LTTA activity was based on non-formal education and learning by doing methods. It gave participants the opportunity to create their own learning expectations and outcomes but also to discover themselves and their own personal limits. General methods that we used were: working in smaller groups, interactive and creative presentations, brainstorming, working in national groups, simulation activities, role plays etc.

Sessions

Session number 1: Welcome evening and getting to know each other

Duration: 120 minutes

Background: Starting every non-formal education activity, you must ensure your participants feel comfortable and safe, especially if they are participating in an international training course that lasts several days. Participants come from different countries and organisations, have different backgrounds and obstacles they are facing, and especially if you have youngsters with fewer opportunities, it is vital to dedicate time and energy to the introduction part of the programme. Remember, the group-forming process can significantly influence participants' contribution and the learning outcomes of the Training course. Please don't rush through it; go step by step, first give a group a chance to meet and then introduce the programme and objectives to them, giving them all the necessary information and answering their questions. Getting to know each other starts in the afternoon of the arrival day and continues in the morning of the second day.

Aim of the session: To gather and meet the group in a comfortable and fun setting.

Objectives:
- To get to know each other's names and a little bit about personalities;
- To find some similarities and differences;
- To start feeling the group and people in the group.

Competences addressed:
- Multilingual competence;
- Personal and social competence.

Methodology and methods:
- Plenary rounds
- Name games

Session flow:

1. Introduction

Representative of the hosting organisation Carousel 8 welcomed participants and introduced the team who is responsible for the incoming days of the programme as well as logistical matters.

2. Initial round in plenary

All participants and trainers sit in a circle and say their names and where they come from.

3. Name game with the ball

The participants were asked to stand in a circle. Their task was to pass the ball to one member of the group and say his/her name loudly. The person who gets the ball must pass it to another person from the group and do the same. No one can receive the ball twice. Several rounds were done, making the task more complicated every time (the ball should not fall down, the speed

needs to be faster, etc.) until the last request, where they needed to find a system to pass the ball through the whole cycle in the shortest time possible. The main aim of this activity was to learn all the names.

1) Exercise – Without speaking, align yourself according to…

Ask participants to stand in line, and without speaking to align as a group according to different topics:

- Your travel time from your house to Split;
- Your age;
- Date of birth;
- Size of your favourite animal;
- Colour of your eyes (from lighter to darker);
- Your experience in youth work (working with youth) / volunteering;
- Years/months experience in media literacy;
- Years/months of experience in political participation.

Materials needed: Soft ball (at least one, but you can add 2 more), and make a line on the floor with the Scotch tape.

Recommendations for trainers multiplying the session:

- How you begin a training course is fundamental, as participants need to feel welcome and safe. Prepare flipchart paper with the name of the Training course and put it on the door of the working room and a logo of the Erasmus+ and hosting organisation on the walls in the working room. Make sure everybody knows where is your working room and how to get there.
- Prepare a working room, so it is inviting to participants: put chairs for each participant in a circle so they can sit in a circle when they come in.
- The first meeting should be informal and fun! Keep in mind that participants have been travelling and might be tired, so focus on simple name games and exercises to get to know each other better.
- Consider preparing a welcoming packet on the chairs: a map of the city, a sim card, or similar.

Session number 2: Introduction / Expectations, Contribution

Duration: 90 minutes

Background: This session is a continuation of the previous welcoming session, so first, it is important to repeat all the names. Then introduce the trainers' team to the participants, who will lead the training course, their background and experiences, and the person in charge of the logistics (although they know her/him from the communication previous to the TC).

Aim of the session: To create a common starting point and to initiate the process of group development and provide crucial information related to the training course programme and the learning process to be organised.

Objectives:
- To repeat names;
- To get to know each other better;
- To get to know more about the team leading the course;
- Introducing the envisioned programme of the training course (through an interactive presentation with coloured papers);
- To explore participants' motivations to join this training course (through an initial round in plenary);
- To determine their expectations from the training course and possible contributions they might give for the quality training course (through individual self-reflection, small group sharing and presentations in plenary).

Competences addressed:
- Multilingual competence;
- Personal and social competence.

Methodology and methods:
- Plenary rounds;
- Name games;
- Inputs;
- Working in small groups with given tasks;
- Participants' presentations.

Session flow:

1) Name exercise: Name and the movement
Participants stood in a circle, and every participant needed to say her/his name and make a movement (jump, wave, bow, stretch, or similar). Next participant needs to repeat previous names and movements and ad her/his own. The exercise is finished when the last participant or a trainer repeats all the names and movements in the circle.

2) <u>Introduction of the team and the programme</u>

Trainers presented themselves to participants, their experiences and their expertise. They also presented the project KA2 CritiDe – background of the project, partners involved, all the activities and outcomes envisioned, and how this LTTA will help achieve set objectives.

Trainers presented the objectives and agenda of this specific LTTA/Training course. Participants got to know better what are the topics and sessions and what the flow of the programme would look like during the next 10 days.

3) <u>Expectations, contributions, fears - boat, sea, sun</u>

Participants have divided into small groups and needed to discuss their expectations, fears and contributions to the TC. Each group needed to write down on flipchart paper what they came up with and present it to the whole group. Sun symbolised their contribution, the sea symbolised their fears, and the boat symbolised their expectations.

Materials needed: Prepare objectives and program/agenda of the training course on coloured papers and put it on the wall. Flipchart papers and markers for each group.

Recommendations for trainers multiplying the session:
- Although all participants met the previous afternoon, it is vital to start the day with a name game as it is a big group of people, and they met each other for the first time. Also, have in mind that some people need more time to remember names, so on the first day(s), use energisers that are also name and get to know each other games.
- All participants received the objectives and agenda of the training course before and were prepared by their sending organisation; however, it is essential to go through the objectives and agenda to be on the same page so the participants can ask questions directly to the trainers who will implement the programme.
- Presentations of the project's background, objectives and agenda always have to come before exploring participants' expectations, fears and contributions, as they will be clearer and precise in sharing.

Session number 3: Introduction to Erasmus+ program / Youthpass and its' relevance to this TC

Duration: 90 minutes

Background: Participants in the training course come from diverse backgrounds and experiences. As European Commission finances this project through the Erasmus+ programme it is important that participants are aware of it and now how they can use the programme to finance and implement their project ideas and activities. We are constantly working on the recognition of non-formal and informal learning in youth projects, and for this reason, it is helpful to always talk about Youthpass and the 8 key competences for life-long learning.

Aim of the session: To explore Erasmus+ and European Solidarity Corps programmes, to explore Youthpass and 8 key competences.

Objectives:
- To introduce participants to Erasmus + programme and its possibilities in youth work;
- To explore funding and volunteering possibilities within Erasmus + and European Solidarity Corps programmes;
- To introduce Youthpass and raise awareness of it as a tool for self-assessment and recognition of non-formal education;
- To explain Youthpass 8 key competences by way of a 'learning-by-doing' activity;
- To explain the relevance of Youthpass to this Training Course and youth work;
- To start the process of team building.

Competences addressed:
- Literacy competence;
- Citizenship competence;
- Personal and social competence;
- Learning to learn competence.

Methodology and methods:
- Input with participants' sharing their experience with the programmes;
- Exercise Youthpass islands.

Session flow:

1) Introduction to the Erasmus + programme
Participants were introduced to Erasmus + and European Solidarity Corps programme and its possibilities for youth workers/educators/teachers.
Source:
What is Erasmus+?

2) Introduction to the European Solidarity Corps programme
Sources:
https://www.salto-youth.net/rc/solidarity/european-solidarity-corps-programme/
https://youth.europa.eu/solidarity_en

3) <u>Youthpass islands</u>

Source:
<u>https://www.salto-youth.net/downloads/4-17-3533/YP-unfolded method 05.pdf</u>

Materials needed: Flipcharts and markers for input, videos about the Erasmus+ and ESC programmes and opportunities, as well as videos from previous projects to share on participants' Whatsapp group. Prepared 8 tables with 8 flipcharts and tasks cards (competences) for exercise Youthpass islands, hard copies of the Youthpass-Ports (one per group), one eight-sided die, coloured markers, masking tape, cardboard, handouts with a maths problem, tangram game, plasticine, paper, coloured paper, glue, stamp & ink (to validate the passport), scissors.

Recommendations for trainers multiplying the session:
- When presenting Erasmus+ and ESC programmes go from the beginning and present the background, purpose and overview of the programmes. Also, envision enough time for participants to share their experiences with the programmes as they are the ones that will go into details and practical examples.
- For the exercise Youthpass islands, we adjusted some of the assignments to the topic of the training course. Try to adapt the exercise so it is relevant to your group and the topic.

Session number 4: Team building

Duration: 180 minutes

Background: To facilitate non-formal and informal learning of our participants, it is important that they feel comfortable and safe in the group. Also, to discuss sometimes difficult and controversial topics, it is vital that the group trust each other. To achieve that, we envisioned the whole afternoon for team building.

Aim of the session: Build trust and understanding between the participants in the group.

Objectives:
- To get to know each other better and create sense of familiarity and comfort between participants;
- Start developing relations build on trust;
- Raise awareness about equality in diverse contributions;
- Explore connections between participants and develop group cohesion.

Competences addressed:
- Multilingual competences;
- Cultural awareness and expression;
- Entrepreneurship;
- Citizenship;
- Personal and social competence.

Methodology and methods:
- Exercise Mission impossible;
- Self-organised work in smaller and big group;
- Discussion in plenum;
- Exercise Walk&talk.

Session flow:

1) Teambuilding exercise: MISSION IMPOSSIBLE

The group had to work on finalising 11 steps/tasks of the mission, which made them go outside and cooperate. The group had to self-organise in order to be able to solve all the tasks in time. The group presented to the trainers all the steps achieved in order to get approval for the achievement.

Assignments:

You have 35 minutes to finish all the following tasks, or at least try. And we have a few simple rules: you cannot ask for help from the training team, the whole group needs to participate, and give your best.

- Bring 50 different socks and 30 different t-shirts.
- Drink 12 litres of water as a group - it is important to stay hydrated in the summertime.
- Count how many steps there are from the beach below Bruno Busic hostel to the entrance to our working room.

- Make three clickbait social media posts (including text with hashtags, photos + videos) to be posted for today's day.
- Count how many beds and pillows there are in the rooms we are staying in as a group.
- Make a logo for the training course.
- Count how many people can lie on the working room floor.
- Collect 30 different size rocks from the beach.
- Make a plan and promotional campaign for group night activities (with a cool poster to promote it).
- Make 2-5 minutes video presenting the history of Split and some interesting places to visit around Split (in the format of a video reportage).
  Make a list of a minimum of 10 different energisers that you participated in previously and find interesting to try out in the next days of the program. Besides the name of the energiser, the list needs to contain understandable explanations of how energisers are done.

Questions that were discussed after the assignment:
- What was the easiest task that you needed to do and why?
- What was the hardest task and why?
- How did you manage to complete tasks?
- Were there any leaders in the group?
- Who divided the tasks?
- How did you manage to work as a team? Which grade from 1 to 10 would you give yourself?
- What did you learn from this activity and how will you use it in the next few days?

At the end of the exercise, trainers, together with the group, concluded the purpose of the exercise and understood how we could cooperate and work in the following training days. Together as a group they made Group agreement, put all the "rules" for working together during the training course on the flipchart paper, signed it and put it on the wall. To wrap up team building debriefing, trainers introduced 4 corners to participants: respect, listening and dialogue, acceptance of each other, treat others how you would like others to treat you.

2) <u>Walk&talk – questions to get to know each other better</u>

Walk outside the hostel and in the park Marjan in pairs, which after every questions and ask these questions:
- What do you love or find beautiful in your life?
- What is your ideal occupation?
- What do you like and dislike about your (future) profession?
- What would your best friend say about your strengths?
- What would your best friend say about your weakness or soft spots?
- Please describe two or three events from your past that had the biggest influence on who you are today.

- What is/are your biggest fear/fears in life?
- What is/are your biggest desire/desires in life?
- What does your perfect morning, afternoon or evening look like?
- What makes you happy in your studying > why?
- Who or what did you leave at home to come here?
- If you could change something about yourself, what would it be?
- The craziest thing you did in your life?
- What makes you sad?
- What annoys you?
- Which part of the world, city would you like to live in > why?
- What music or song makes you feel good > why?
- Who is the person who influenced you the most in your life?
- If for the coming year you could only do one project, what would it be?
- If you won the lottery, what would you do for sure?
- If you could have dinner tomorrow night with anyone, living or dead, who would it be?
- What advice would your older self give to your younger self?
- What would be the title of the autobiography of your life?
- What is your favourite time of year and why?
- Who has been your favourite co-worker in any field (school, work, volunteering) and why?
- Which was the favourite country you have travelled to?
- Talk about your first international activity as a participant?
- Which is your least favourite country to visit?
- What has been the toughest learning moment in your life?
- What has been your most challenging educational moment in any training course?
- Who is the person you admire the most and why?
- What has been the happiest moment in your life?

Materials needed: Printed QR code with the link to tasks for exercise Mission impossible, set timer and project it, so it is visible for all participants. Flipchart papers for group agreement. Print 4 corners rule on coloured papers. Printed questions for exercise Walk&talk.

Recommendations for trainers multiplying the session:
- Check different variations of exercise Mission impossible and take the elements most beneficial for you. Adapt assignments for Mission impossible to the topic of the training course, venue and group. Make it challenging and fun.
- Participants like to go out of the working room, and this is a great exercise you can implement outside, especially if you have a nice outdoor area where participants can walk. If they can't walk, they can also sit and change "sitting" pairs.

Session number 5: Situation with media and their involvement in politics and democratic values in our countries – analysis

Duration: 180 minutes

Background: We all come from different countries and with different backgrounds. To work together, discuss and support each other in our future local work on media literacy, we need to understand our different realities. There are some similarities and differences between our countries in the media and political realm. To understand which global trends are similar in each of our countries but also to understand situations that differ, we need to share and discuss them in more detail.

Aim of the session: To analyse and discuss the situation in our countries on media influences on politics and democratic values.

Objectives:
- To research, analyse and understand better media landscape in our own country;
- To get to know more specific media and political situations in each country, primarily focus on where youth seek and find information;
- To try to understand the specific relationship between media and politics in each of the country;
- To discuss and come to conclusions about the similarities and differences between the countries.

Competences addressed:
- Personal, social and learning to learn competence;
- Cultural awareness and expression;
- Literacy competence;
- Citizenship competence.

Methodology and methods:
- Working in national groups;
- Group presentations;
- Discussions in plenary.

Session flow:

1) Countries realities – preparing the presentations
The participants gathered in their national teams and had 60 minutes to prepare a presentation about the media landscape in their home country. Some of them made presentations on flipchart paper, and some used PowerPoint.
These are the questions given to participants to cover in their presentation as a guideline and to support the working process:
- What kind of media is consumed in your country by young people?
- What kind of media are you personally using?
- Who owns the media in your country? (public, state, private)
- Facts and figures about media and consumption?
- Is there a legal framework? Press codex? Self-regulation bodies?

- Do you know about fact-checking services (websites, portals…) in your country? Have you personally used any?
- What is the relationship between media and politics in your country?
- Share one example of fake news connected with politics or elections from your country:
    o present the story,
    o who was the target group,
    o on which channels was it spread,
    o what were the effects,
    o do you know the source?

Participants could choose how will they present the outcomes of the work in national groups, they had options to make a poster and present it to the group, write an article, blog post, Instagram story, Front cover of a magazine, TV show, radio or podcast episode…

2) <u>Countries realities –presentations and debriefing</u>

Each group presented the outcomes of their work, and after the presentations, trainers led the discussion:
- "What similarities did you notice?",
- "Can you imagine the situation in country X in your country?",
- "What might be the reason for differences?".

All posters of participants are put on the wall to be used as a reminder and a reference for the following days.

Materials needed: Wi-fi, write questions for "countries realities" on papers and put it on the wall so it is visible to everyone the whole time, flipchart papers, coloured papers, crayons, glue, post-its…

Recommendations for trainers multiplying the session:
- Participants need to know, before coming to the training course, they will need to make a presentation about realities in their countries. This is one of the tasks Contact person from each partner need to discuss with them and support them in collecting information. We also wrote it in the Infosheet they received prior to the training course. However, as they received specific questions on the session, you need to give them enough time (60 to 90 minutes) to discuss the information as a group and make presentation to the group.
- During the presentations motivate participants to ask each other questions about specific realities in their countries.
- In the debriefing focus on similarities and differences between countries, especially identify trends global trends that are present in all countries and identify common conclusions.

Session number 6: Defining media literacy

Duration: 180 minutes

Background: Participants should be introduced to the basic concepts in order to have a proper understanding what is the meaning behind terminology that we often hear like: media, media literacy, political literacy, fake news, etc; and also terms that we don't hear so often but can help us understand the situation better like: cognitive dissonance and cognitive bias.

Aim of the session: To understand the basic concepts used when discussing media literacy and political participation.

Objectives:
- To discuss and define a definition of the terms connected to media literacy and political participation;
- To know how to research the meaning of these concepts and find reliable sources;
- To discuss is our understanding of the concepts is different from found definitions.

Competences addressed:
- Multilingual competence;
- Literacy competence.

Methodology and methods:
- Working in national groups;
- Group presentations;
- Input;
- Videos;
- Discussions in plenary.

Session flow:

1) Let's define these concepts

Participants were divided into smaller groups (6 groups), and each group needed to come up with and agree on one definition to present to the group:
- media;
- media literacy;
- political participation;
- political literacy;
- critical thinking;
- fake news;
- disinformation;
- cognitive bias;
- cognitive dissonance;
- click-bait.

They need to make a flipchart about the term, or PPT or find/make a video.

2) Presentations of the concepts

Participants presented the outcomes of their discussions and group work.

3) Additional input from trainers after the presentations:

Media literacy implies the ability of citizens/audiences for quality access, analysis, evaluation, creation and participation in society based on messages in different forms - from printed and video to online. Media literacy makes it possible to understand the role of the media in the society and gives citizens basic skills for questioning messages but also for self-expression through them. Important keywords in this context are education (which implies that media literacy is learned); understanding media (which implies their social role and the need for understanding ways in which they are integrated into society); questioning (which implies critical attitude of users) and self-expression (which implies the participation of citizens in the communication community, not just their passive role in receiving media messages).

Media literacy is, in fact, a upgrade of general literacy, as the concept of media mastery (traditional media, and new media, i.e. the Internet) was "introduced" into the definition of literacy. Therefore, we would conclude that literacy in the 21st century is multidimensional, that is organized on several levels:

- **first** – traditional level, which includes general reading skills and writing;
- **second** – media level, which implies the skills of a successful critic media use;
- **third** – new media level, which implies the skills of a successful critical use of new media, primarily the Internet.

4) Defining media literacy and other terms:

Intro video: Why Do Our Brains Love Fake News? (6:40 min)
https://www.youtube.com/watch?v=dNmwvntMF5A

Discussing the video and wrapping up the discussion on definitions:
- What do you think about the video?
- Which terms and topics were familiar for you and which were new?
- Do you think these topics are part of media literacy?
- What are other terms/concepts that you see around yourself that media literacy education should address?

Materials needed: Flipchart and A4 papers, markers, pens, scissors, laptop and projector, wi-fi.

Recommendations for trainers multiplying the session:
- In case, participants need help understanding the terms or differences between the terms, prepare examples that could help them understand it better. Also, prepare some extra materials (handouts, videos, sources…) to share with them even after the session in the WhatsApp group.

Session number 7: What we need to know about media

Duration: 180 minutes

Background: To understand better how media influences us as individuals and our society today, we need to look at the origins of media and the history of that influence.

Aim of the session: To explore the origin of media and the role of media throughout history. Also, the beginning of the training course is a great time to start critically checking how each of us personally uses our smartphones, applications and approaches to information and media.

Objectives:
- To explore the history of media;
- To discuss and connect how specific events influenced our media landscape today;
- To critically reflect on our personal media consumption as a source of information.

Competences addressed:
- Personal and social competence;
- Citizenship competence.

Methodology and methods:
- Working in small groups;
- Group presentations and timeline;
- Individual reflection and silent floor;
- Group discussion.

Session flow:

1) Intro video: History of media
Video: Media and globalisation: https://www.youtube.com/watch?v=2p0NRBaQ4Ic

2) Exercise: History of media
Participants were divided into 8 groups and needed to research these themes and make infographics:
- The invention of Johannes Gutenberg
- Facebook-Cambridge Analytica scandal
- Penny papers
- Watergate
- Franklin D. Roosevelt & famous speeches on the radio
- The invention of the radio & its impact on mass consumption
- Information revolution
- Napoleon & propaganda (which media he used?)

After the group work, each group presented the themes they researched - explain events/topics and put the infographics on a timeline.

3) <u>Discussion after the presentations</u>

Questions raised and discussed:

- Which of these events where familiar to you?
- Which of these events where not familiar to you?
- Do you think any of these events impacted our media landscape and reality? If yes, what was the impact?
- Would you add some other event when talking about the history of media?

4) <u>What about us? Which online services are you using?</u>

On the ground, there were 2 flipcharts with titles: media I am using as a source of information and media I am not using as a source of information.

Individual exercise, brainstorming, reflection for participants: Look at your smartphone and see all apps you were using in the last month: write down on post-is which you were using as a source of information and which you were using for other purposes (for example fun, entertainment, etc.)

After participants wrote down all apps they used in the last month and put the post-its on one of the flipcharts, all post-its were read out loud. Participants reflected on which apps they paid for and which were free. What do they think is why they are free? How do they make money? Participants also reflected on the time they spend on their smartphones and the applications they are mostly using.

5) <u>Positive and negative sides of the top 5 or 6 media we discussed in the previous exercise:</u>

- How do they or how can they impact our lives in a positive way?
- How do they or how can they impact our lives in a negative way?
- Where and how do you and other young people in your local community or country find information about political issues?

Materials needed: Prepare a timeline with years/centuries and put them on the floor. A4 white and coloured papers, pens, markers, scissors, glue, Wi-Fi, smartphones, laptop and projector. 2 flipchart papers and post-its for individual reflection and silent floor.

Recommendations for trainers multiplying the session:

- When the group is more experienced, you can ask them to select topics and events for the history timeline of media. It can be interesting to see what they will come up with. For this group, the trainers' team discussed and selected these 8 events.
- Give participants enough time to research and read about the events from history. Give them additional questions to connect the historical events to today's media landscape.

Session number 8: Media reality and the world we live in

Duration: 180 minutes

Background: As media and political literacy is a demanding topic, a lot of input, small group work, research and presentations can be tiresome. A movie is an excellent method for introducing new topics and starting a discussion.

Aim of the session: To explore and discuss positive and negative aspects of Media reality in today's world.

Objectives:
- To explore and discuss in what ways media, especially social media, influences us and our daily lives;
- To raise awareness about the multilevel impact of social media on our daily lives and our political activity;
- To discuss how we can limit the negative impact of social media.

Competences addressed:
- Digital competence;
- Science, technology, engineering and mathematical competence;
- Personal and social competence.

Methodology and methods:
- Movie projection;
- Discussion.

Session flow:

1) Movie The social dilemma

Participants watched the movie "The social dilemma" (https://www.thesocialdilemma.com). They discussed all the issues mentioned in the movie, especially the part about the influence of social media on political campaigns and elections. They also shared their own experiences from elections in their countries.

2) Debriefing and discussion

Questions to raise after the movie:
- How do you feel?
- What was this movie about?
- What is one part of the film that really resonates with you?
- What were main "dilemmas" movie talks about?
- Do you agree or disagree with the points made in the movie?

- How did the movie present the connection of social media with democracy and political participation? Do you agree with it? Give examples from your life, local/national surroundings.
- Film subject Justin Rosenstein says, "You look over at the other [political] side, and you start to think, 'How can those people be so stupid? Look at all of this information that I'm constantly seeing. How are they not seeing that same information?' And the answer is: they are not seeing that same information." Do you think it's important for everyone to have the same set of facts? Do you follow people and sources you disagree with? Why or why not?
- Film subjects Aza Raskin and Renée DiResta have written that there's "a difference between freedom of speech and freedom of reach." What do you think they mean by that?
- Should all – or any – ideas be amplified by algorithms? Should the same standards be used for individuals as for public figures or advertisers? Who should decide?
- What do you think how social media influences you and your political participation?
- After watching the film, do you plan to change any of your privacy settings on social media? Which ones, and why or why not?
- When using social media, data is being gathered to build models and predict actions, so the tech companies can increase engagement, growth, and advertising. What actions do you think the tech companies can predict about you?
- What steps can you take as individuals to be more deliberate consumers of social media?

Materials needed: Laptop, speaker, projector, wi-fi.

Recommendations for trainers multiplying the session:
- Ask participants which movies they would recommend for the topics of media literacy and political participation and if this method is something they could use in their local workshops.

Session number 9: Media as a social institution

Duration: 180 minutes

Background: In order to critically understand functioning and position media of media, we need to look at social environment of media in society. Often, we just take media for granted, but as they are our source of information about the politics and the world, we need to be aware who owns the media and who could influence the media.

Aim of the session: To explore the role of media as a social institution.

Objectives:
- To understand categories of media;
- To understand general social environment of media and how they function;
- To understand who and how can influence media;
- To research the background of media that are popular in our countries.

Competences addressed:
- Literacy competence;
- Citizenship competence;
- Digital competence.

Methodology and methods:
- Input;
- Individual reflection;
- Research in national group;
- Presentations and discussion.

Session flow:

1) <u>Media as a social institution – PPT</u>
Media, from the Latin "media" - standing in the middle.
The media are technical-technological intermediaries, that is, carriers of information and in the technological sense, we divide them on:
- **print** (daily, weekly, periodical newspapers),
- **electronic** (radio and television),
- **online** (internet media: web portals, social networks, collaborative media, such as Wikipedia, etc.).

But the media are not neutral means of transmitting the information. They are also **specific social institutions** that have their own owners, way of functioning, power and influence. The essence of media influence is reflected in this that the audience, often even about the events that they themselves attended, gets more information from the media rather than from his/her own experience.
The key reason why we consider the media as social institutions it's not that they are just mere information carriers; it's because they perform not only the transmission of information about some events, actors and phenomena but also **the interpretation of those events** in which, in

fact, **lies their influence** (audience expects that journalists tell them through the media **not only what happened but also how and why it happened**).

The power of the media is reflected in the fact that they can make a positive or negative context regarding some events, after which the audience reacts positively or negatively to these events, depending on how they were "portrayed" by the media.

The fact that the media are social institutions indicates their two key features/characteristics:

- Precisely because they are part of the social system, i.e. because of the fact that they operate in a particular social environment, the media have a specific social responsibility - to enable the exchange of information, attitudes, opinions and ideas and to be a platform for social dialogue.
- Due to the fact that they have the power to interpret and contextualise reality, the media are exposed to a wide variety of influences from other elements (subsystems) of society, such as state institutions, political elites, the economic sector, civil society, influential individuals, etc.

A balance between the responsibility of the media itself and the influence of others on the media is the basis of information and communication activities in modern society. And we, as audience and individuals, have the role and responsibility to ensure this balance. We will discuss it during upcoming sessions.

Key media functions in every society are:

- **informative** (provide citizens with a sufficient amount of verified, high-quality and balanced information so that, based on them, they can orient in and understand the society in which they live);
- **educational** (educate the audience about a wide variety of topics and phenomena of social realities);
- **entertaining** (enable people to relax through entertaining content).

Question for participants: *What media function do you use most of the time?*

In order to fulfil these functions, especially the informative one, the media must be credible; that is, citizens must be sure that their interests are represented in and through the media.

The credibility of the media is realised through all aspects:

- professional media activities (work in the public interest, without influence individual agents of society, without pressure and agreeing to compromises with elites);
- public trust in the content of media reporting.

This is always a two-way process: it causes the media to adapt to the audience (functional communication) and the audience to the media (**media literacy**).

What influences can affect the credibility of media?

Functional communication implies that the media aliens/harmonises their representations, expectations and action with the representations, expectations and actions of the audience/public. Then, we say that the media works in the public interest.

In addition to being social institutions with specific social responsibility, the media are also **specific business organisations**, i.e. companies whose goal is to make a profit. Media profit is earned from the audience (by selling newspaper circulation and subscriptions from users) or from companies which advertise in the media. Because it is the advertising industry, the most important source of income for the media, which conditions their survival, the media is trying to be seen/read/listened to as much as possible in order to convince advertisers that their advertising message would reach a large number of people. That's why we say that the commercial goal of media is to connect advertisers and the audience, i.e. we say that the media monitor the viewership rating and readership circulation, as well as clicks on portals, in order to "sell" the audience to advertisers.

The fact that the media live off advertisers creates a certain commercial pressure on the media, so they are often not able to be independent in their selection of themes, approaches and ways of presenting a story, fearing they will lose a certain ad/advertisement. Also, often, just to attract as many audiences as possible, and thus as many advertisers as possible, the media turns to so-called low-taste content, such as soap operas, reality programs, etc. (soap bars, for example, were named after the soap that was advertised between sequences of the series, because such series were watched by housewives, who are key target audience of soap manufacturers).

In addition to political, the commercial influences are the strongest influences on the media.

2) <u>Exercise: Find the background information about the media</u>

Participants were divided into groups, and each group received the name of one medium. The task was: participants needed to find information about that medium that can help them to understand the background of the specific media better.

Participants needed to find this information:
- What type of media is it: private or public?
- Who owns the media?
- Who is the editor-in-chief?
- Where is the headquarters of the media?
- What is the dominant content of the media: informative, entertaining, or some other?
- What are the dominant topics (on the first page)?
- Who is the target audience of the media?
- Who are the leading advertisers?

B&H: N1, Klix portal, Avaz, Herzegovina.info, radiosarajevo.ba, Buka
Croatia: 24sata, Jutarnji list, Večernji list, Narodni radio, Otvoreni radio, RTL, Nova TV

Montenegro: Vijesti, DAN, Pobjeda, RTVCG
Germany: DeutscheWelle, Bild, ARD, Der Spiegel, FAZ, SAT1

3) <u>Presentations and discussion</u>

Participants presented the outcomes of the research in their national groups.

Questions for discussion:

- Was this exercise easy or hard for you?
- Did you know this information about media before the exercise?
- Did some of the information surprise you?
- What are the similarities between countries?
- What are the differences between countries?
- How does this information influence your media consumption?

Materials needed:

Laptop, projector, Wi-fi, smartphones, flipchart papers, A4 papers in colours, pens and markers.

Recommendations for trainers multiplying the session:

- Research in advance different media in each of the participating country and give participants range of media, but focus on the ones that are most read/watched and trusted.
- Give participants enough time to do the research all the media, as they will need to dig out answers to some questions.

Session number 10: Media as a source of information

Duration: 180 minutes

Background: After discussing about the media as a social institution, we need also to examine the media as a source of information and get to know 7 steps of media literacy.

Aim of the session: To explore the role of media as a source of information.

Objectives:
- To explore principles of credibility;
- To examine different context of media;
- To learn 7 steps for media literacy and how to assess information in media.

Competences addressed:
- Digital competence;
- Civic competence;
- Personal and social competence.

Methodology and methods:
- Input;
- Work in small groups;
- Presentations;
- Group discussion.

Session flow:

1) Media as a source of information - input

Most information about the world we live in comes from the media. Either through media whose content is created by professional journalists (press, radio, television, web portals) or through media whose content is created by other users (social networks), media are at the centre of our interest, especially in crisis situations.

What every user must know when watching media content is how necessary is to have a critical review of the content. However, this does not mean that he/she distrusts the media and considers them to be non-objective, but in any case, it means that he/she has an obligation to check the information and think about their context.

As already said, what the audience should expect from the media is credibility. Credibility implies:
- **impartiality** (that the media/journalist created the information so that it really reflects what happened, using a number of different sources which illuminate the event from different angles without preferring any one source or position in the information);
- **taking care of human interests** (that the media/journalist created information so that it is of public interest to the audience, but also does not endanger those who are the subject of the story (their privacy, confidential information etc.);
- **taking care of the public interest** (this practically means that the media must have a feeling for what is important to the audience, for what affects their life and for what enables them to understand the environment in which they live);

- **respect for privacy** (the media have clearly defined reporting standards, and privacy protection is one of the basic standards, especially when it comes to minors).

We, as the audience of the media, have the right to demand from the media that they respect principles of credibility.

2) Media Literacy: An Analysis of the Media-Mediated information

Exercise: Narrate the video - https://www.youtube.com/watch?v=tk_B4AQ5oko&t=3s
4 groups of participants need to narrate the video according to the media they are representing.

- Group 1: Right-wing TV station that has strong views on immigrants
- Group 2: Business TV channel that is focused on the economy, financial topics, GDP, euro, inflation…
- Group 3: Nature programme - TV channel that is focused on nature, animals, pollution, climate change, etc.
- Group 4: Small TV network that is led by and for national/religious minorities in a country

Participants presented their work: narration of the video and others guessed what kind of channel made this news clip.

3) Input after the exercise:

Media literacy, as already said, implies the ability to access the media, understand and critically evaluate the media and media content, and develop communication in different contexts.

A media literate person does not take media content for granted but rather critically evaluates keeping in mind several important parameters:

- For whom is a certain media message intended for?
- Who wants to reach the audience/public with it, and why?
- From what perspective is a media story told?
- Whose views were expressed in it, and whose were omitted?

4) 7 steps of media literacy by Herbert Meyer

Participants were divided into 7 groups - each group needed to present one step.

Herbert Meyer lists seven steps of media literacy, which each of us, as media users, can (and should) apply:

- Step 1. Know where you are: "Until you don't know where you are, you don't either know what information you need"; this, of course, does not imply geographic location, but a metaphorically described assessment of our information needs in a specific context.
- Step 2. Make sure you see clearly: See clearly in the context of information, implies our self-awareness, through which prism we observe certain information, i.e. what prior knowledge, preconceptions and attitudes we have towards certain topics. Self-reflection is, therefore key in this context).

- Step 3. Find out what kind of decision you need to make: The most common information we collect is the basis for making decisions in our daily life and, therefore, is necessary, before the collection of this information, to be aware of what kind of decision we need to make, what it is prerequisite in the search for information (such as answers to some specific question/problem) to be sure that we ask at all real questions. In other words, when we know what we want, we will know how to find it, whether it's about people, things or information.
- Step 4. Determine what you need to know: The amount of information that we collect directly depends on the amount of knowledge that is needed to get information about a situation, issue, or phenomenon that we are learning about. Therefore, it is essential to determine how much knowledge is needed, in order to avoid information overload. This is the process of becoming aware of what we need to know in the first place also implies self-reflection (just like the previous three steps).
- Step 5. Gather information: This is, essentially, the moment when self-reflection should result in concrete activity. The first and an extremely important segment of that activity is the assessment of credible sources of information (already discussed), followed by the selection of sources that meet our credibility parameters and collecting and selecting information. This is a time-consuming process, which requires not only time and patience but also competence credibility assessment and information gathering.
- Step 6. Turn information into knowledge: The goal is, in fact, to know what certain information means in the context of the decision we make or issues/problems we face. This is an extremely intellectual process and also a learned skill, and in that process, it is exceptionally important to "think outside the box", that is, to look at different dimensions and aspects of the problem about which we inform ourselves by freeing ourselves from preconceptions with which we started this process, and which we made aware of in the second step.
- Step 7. Add the final "ingredient": Judgment is the final ingredient of any information-based decision-making and action. It is a combination of our character, our personality, our instinct and our knowledge. In this context, our ability to contextualize the collected information is extremely important, and this step, in fact, explains why two people can think differently about the same phenomenon and with the same information at their disposal. "Simply, we are people, not machines."

Presentation by participants of the seven steps.

5) <u>Information assessment parameters:</u>

When, as media users, we need to evaluate information that received from some media, we apply some evaluation parameters which enable us to be sure how we have critically valorised information. These parameters are:
- authority of the source (we are sure that the information has passed expertise, i.e. the media got it from a reliable source);
- the scope that covers (width and depth in which the source covers that which is the subject of the information);

- composition and organisation (information is presented in a logical and consistent manner, aligned with the rules);
- objectivity (it is evident from the information that there is no bias in interpretation);
- integrity (the commitment to moral and ethical principles is visible from the information principles, as well as completeness so that the information covers everything aspects of the event or phenomenon it describes);
- extensiveness (it is evident from the information that it is substantive, that is detailed);
- validity (irrefutability, validity), (from the information it is possible "read" the degree of truth that the information has);
- timeliness (information is current, fresh, and still valid for us).

6) Exercise: analysis of 4 news articles

Each group (4 groups) received one news item/article from a media outlet (from a newspaper or from a website) and needed to analyse it using the following parameters:
- Who is the source of information?
- Who are subjects, and who are objects?
- How many sources were used?
- Is the information unbiased and objective?
- Who does the information benefit from?
- Whom does it harm?
- What is missing from it? Or what could be written better, in interest public?

Groups present the articles and outcomes of their work.

Questions for discussion:
- Was this exercise difficult for you?
- Where all the information you were looking for, easily found in the articles? If not, what did you do, how did you find information?
- Was your opinion about the credibility of information from the article changes after the research? How and why?
- Was this exercise useful for you?

Materials needed: Laptop, projector, Wi-fi, PPT, smartphones, flipchart and A4 papers, pens and markers, handout of each of the 7 media literacy steps, handout of 4 articles.

Recommendations for trainers multiplying the session:
- Use articles for analyses that are interesting to your group, topics that are close to them, but something that is maybe not that well-known.

Session number 11: How to use media and information they provide

Duration: 180 minutes

Background: In this session we focused more on online media and its' specific characteristics.

Aim of the session: To learn how to Critically examine how media is constructed and how those elements contribute to the way media is understood and acted upon.

Objectives:
- To discuss and analyse the characteristics of online media;
- To explore how to analyse online content and information.

Competences addressed:
- Digital competence;
- Citizenship competence;
- Entrepreneurship competence.

Methodology and methods:
- Mentimeter (brainstorming);
- Work (discussion) in groups;
- Plenum discussion;
- Input;
- Questionnaires.

Session flow:

1) <u>Getting to know each other through Google</u>
Participants presented themselves by Googling their names and then telling the story about themselves based on the first 10 results.

2) <u>Online media is… mentimeter</u>
Participants contribute to the Mentimeter brainstorming board on defining what Online media is.

3) <u>Characteristics of online media… especially in comparison with traditional media</u>
By using snowballing effect, trainer leads participants into making pairs, pairs than form smaller groups, smaller groups form into bigger and bigger group until finding common list of characteristics of online media as a whole group of participants. Each time when groups become bigger, participants need to agree with the new individuals in the group on prioritising the characteristics – from first as most important to last at least important.

Participants are then invited to enter the whole list into Google document. Trainer reads out the whole list in the end:
Characteristics of online media - final list (prioritised)
1. Accessible
2. Informative
3. Connecting/ Interactive
4. Entertaining

5. Profitable
6. Promotional
7. Influential

Questions for discussion:
- What were the characteristics you had hard time on agreeing about?
- How did the process look like?
- What are the characteristics you personally didn't realise before?

4) <u>Characteristics of online media – input from trainer on presentation</u>

The basic characteristics of online media are:
- weakening of the dominance of institutional sources of information - user-generated content, i.e. content created by users themselves;
- the possibility of collecting and producing content in various symbolic formats forms – multimedia;
- interactivity and participation - citizens' journalism, in which everyone who has the technological capabilities and interest in publishing some information can do it;
- the potential of unlimited space and time - unlike print, which is limited by the number of pages, or radio and TV limited by minutes of the program, space and time limitations in the online space they are not valid, so all information can find a place on the web;
- the ability for anyone to instantly publish stories and information – every user can report live on everything they witness;
- multidirectional communication – it's not just about communication from the source to the audience, but everyone can be a source at any time/sender of information and receiver of information;
- the possibility of expressing individual views and discussions – social networks allow all users to communicate and express themselves their views and opinions.

Online media is a place where we, as users, have an opportunity to collect but also to publish information. Therefore, two key competencies in online space:
- competence to assess the quality of sources and information online,
- presentation competence in the online space.
5) <u>Practical exercise – create news in online media spaces</u>
Participants are divided into 4 groups. Each group needs to find sources and develop stories on different topics and different formats (as presented below). Groups are given 60 minutes for this work, with additional 30 minutes of coffee break. Each group is given instruction to prepare the story in given format in a most professional and engaging way for target audience of youth.
- voting from 16 years of age – format of YouTube video story or vlog in duration of minimum 5 minutes
- legalisation of marihuana – format of TikTok in duration of 3 minutes
- legalisation of prostitution – format of a news portal article with relevant pictures
- volunteerism of youth – format of Instagram story (videos) in duration of 3 minutes

Showing the created online media content
Created materials were presented on the projector, with some additional time to ask questions and reflect on each individual story.

6) <u>Analysing our stories</u>

Groups are given questionnaires and asked to respond honestly to each question within their group and calculate points based on that. In the end, each group shares how many points they have, reflecting how reliable their sources are and how good of a story they created.

Reflection questions:
- Do only good intentions matter when it comes to creating content online? Who can create content online?
- What are the things we should be most careful about when it comes to information provided by online media?
- What are positive sides of having online media present in our lives? And negative ones?
- What we should be careful about when consuming content from online media?
- What can we take as lessons learned from this workshop?

Evaluation of information online

For each question you can fully answer add 1 point. If you are missing parts of answers then mark 0 points. If you cannot answer specific question at all, mark 0 points.

Minimum: 0 points   Maximum: 14 points

When we evaluate the information available to us online, you need to ask yourself a few key questions:
- Who is the author of the content on the page? Is the author recognised as an expert in the area? Is the author a person or an organisation? Content for which it is not known who is responsible – is not reliable.
- Who owns the site? Who issues the content, is it a personal blog or is it a news portal, or is it an organisation, institution, etc. (In order to evaluate these elements, you can look under: About, Author details, Contact, Publisher, Copyright statement, etc.).
- Is the content original, or is it a reworked version of the original source?
- Is the content objective? Are all viewpoints shown? Does it contain page links to other sources?
- How is information proven?
- Is the information accurate and reliable? Are they based on research or on personal attitude?
- Is the content relevant to what interests you and what you need?
- Is the page regularly updated?
- Are the links functional? Are there links that lead nowhere?
- Can you find information about when the page was published and when was last updated?
- Is the information clearly out of date?
- Does the site reflect any political, ideological, economic or personal bias? Is it trying to sell you something? Is there any specific purpose for which it may be biased?
- Who is the content intended for?
- Does the page have a connection to social networks (Facebook, for example) and what are the Facebook comments about that source?

After we evaluate the source and determine that it is reliable for us and relevant, the content evaluation elements are the same as for content/information from classical/traditional media.

Materials needed: Laptop, projector, Wi-fi, A4 papers, pens and markers, smartphones and laptops, and questionnaires.

Recommendations for trainers multiplying the session:
- For creating news in online media spaces, you can let participants select their own topics. In this training course, we envisioned topics in advance, so they are controversial. If you do that, give enough time to participants as they will discuss and probably disagree on specific topics and need time to research it and make a piece of news.

Session number 12: Media and politics – a place of media in politics

Duration: 180 minutes

Background: After understanding better what media are and how we divide them, we go deeper into the characteristics of media, especially connected with the interpretation of political events.

Aim of the session: To explore and understand the influence and interaction of media and politics.

Objectives:
- To start the discussion on how media influences our personal political views;
- To understand the role of the media in politics;
- To explore how social media contributes to political polarisation;
- To research and critically assess the relationship between politics and media in our own countries.

Competences addressed:
- Citizenship competence;
- Digital competence.

Methodology and methods:
- Statements for discussion in plenum;
- Video;
- Treasure hunt;
- Work in small groups;
- Presentations;
- Input.

Session flow:

1) Intro facts:
- The number of countries with political disinformation campaigns on social media doubled in the past two years. (The New York Times, 2019)
- 64% of the people who joined extremist groups on Facebook did so because the algorithms steered them there. (Internal Facebook report, 2018)

2) Video: How Social Media Divides Us (9:20 min)
https://www.youtube.com/watch?v=sPcFmfa0qFU

Questions for discussion:
- What did you think about the video?
- With what thesis expressed in the video do you agree and with what do you disagree?

- Can you recognise examples from your experience or your community?

3) <u>Treasure hunt: 3 key media activities</u>

Communication in the modern age takes place (to the greatest extent) through the media. The role of the media in politics is reflected in three key media activities:

- interpretation of political events,
- agenda setting,
- selectivity in approach.

Interpretation of political events is a key media function in a democratic society, since the media have a specific role in society, to provide citizens with information about what is happening in the community (in this case in the political community). But media doesn't only provide information to the citizens, media also interpret events. That is why we say that it is the media that limits our understanding of the political events, and make that we as a member of a certain community, create an opinion about political events, trends and actors, based on media interpretation.

Agenda setting means putting those up for public discussion those issues, topics and actors that are in the focus of media interest. Agenda setting is directly related to selectivity in media access, since the media do not report on all the events that happen every day, rather, they select those events that they consider worthy of reporting. That selection puts certain questions, events or topics in the focus of interest audience / public, which actually considers what is presented in the media to be true and fundamentally important (there is a well-known saying that what was not on TV as if it never happened). The media, therefore, separates a part of reality from the audience which they mediate, i.e. transfer to their own reality, the media's, and so on what is worth reporting for the media becomes valuable for the attention of the audience. <u>That's why we often say that the media may not be telling us what to think, but with their selectivity and putting it on public debate some questions, media tell us what to think about.</u>

What is the **media's selectivity** based on, that is, how the media choose what is worth reporting? It is not a random process, nor it is spontaneous process and without external influences. The media should choose topics and events according to the criterion of public interest. This does not mean that they choose what is interesting to the public, but what the public should know in order to competently participate in political life. But selectivity is based and on other criteria, internal and external, such as different political interests of media owners, media editorial policy, the connection between advertisers and politics, etc.

4) <u>Input: Media and politics: the relationship between two social actors</u>

Who influences the parameters of the media selection:

- those who have **economic power** (big advertisers, companies, agencies, whose boards often include politicians, as well as their owners they may have political ambitions or an interest in associating with politicians in order to "push through" some in decision-making institutions in a country decisions that are in their interest);

- those who possess **political power** (members of state bodies and organs, political parties and politicians individually);
- those who **own channels for the transmission of information** (media owners, who may have political ambitions or support some political options).

This practically means that the media are not just mediators in political life of some community, but its equal participants. Fair, balanced, unbiased reporting should be their key task, and political independence is a prerequisite for their responsible activity in society. Just for this reason, we say that **the degree of democracy of a society is measured by the freedom and quality of its media.**

Questions for discussion in national groups:
- Are the media in your country independent?
- Are the media in your country objective?
- What political influences do you recognise in the media in your country?
- How does politics influence the media, and how does the media influence politics in your country?
- How does it reflect on the citizens/public?
- Are political influences visible only during election campaigns or beyond the election?
- Does the media provide quality information that citizens can use and base their decisions on elections?
- Do citizens know enough about the relationship between politics and the media in your country?
- If they know, why don't they do anything to change the situation?
- If they don't know, what should be done to make them more aware of the interdependence and mutual influences of media and politics?

Participants present the outcomes of research and discussions in national groups.

Questions for debriefing:
- What similarities and differences have you found?
- Do you think the general public, especially the youth, has enough information about this topic?
- What would you do to raise awareness about it?

Materials needed: Written intro statements on the flipchart, laptop, projector, wi-fi, prepare papers in 3 different colours with text and put in around the room for the treasure hunt, ppt.

Recommendations for trainers multiplying the session:
- For intro statements, find something that will start the discussion and put the participants in the mindset to critically think about the influence of media on them and the relationship between politics and media.
- There are different videos on this topic, so you can select the one that suits your participants, topic, time and the outcomes you want to achieve.

- In this version, we used a treasure hunt to intrigue participants for input they needed to find, understand and then present to others.

Session number 13: Media and politics – a place of media in politics (practical work)

Duration: 180 minutes

Background: All our sessions had a mixture of input, discussion and research of our participants. So far, they researched the media landscape in their countries, analysed news according to 7 steps of media literacy, and discussed the relationship between the media and politics in their countries. This session is focused on fake news which contribute greatly to the reality of political polarisation.

Aim of the session: To explore and understand the influence and interaction of media and politics.

Objectives:
- To practise your skills in fact-checking information;
- To research and learn about different fact-checking tools.

Competences addressed:
- Citizenship competence;
- Personal and social competence;
- Digital competence.

Methodology and methods:
- Video;
- Small group work;
- Presentations;
- Discussion in plenary.

Session flow:

1) Intro video: Strategies to fight fake news and find the truth
Ajla Obradović, TEDxYouth@ISPrague (9:47 min)
https://www.youtube.com/watch?v=y9u9kLgkC1I

2) Fake news
Participants were divided into 5 groups and each group received a post and they analysed it:
- is the post true or is it fake news,
- who published them and where;
- who was the audience;
- what was the impact of that post/news?

Post to analyse and discuss:
- According to an ARD survey, 11 million Germans would fight for Putin and Russia against NATO in the event of war.
  Posted by: Facebook post
- Hillary and Bill Clinton used the Comet Ping Pong pizza restaurant in Washington, D.C., as a front for a paedophile sex ring.

Posted by: 4Chan
- Prime minister of Spain Pedro Sánchez, visiting Albania, said: Kosovo is Serbia.
Posted by: Facebook post
- Yoko Ono: "I HAD AN AFFAIR WITH HILLARY CLINTON IN THE '70S"
Posted by: Reddit
- Karl Lauterbach, German Health Minister, showed the Hitler salute.
Posted by: Facebook post

Discussion after presentations:
- Have you heard about this news before?
- What was the connection between these fake news and politics/elections?
- Give examples of fake news connected with politics and elections in your countries.
- How did you researched the news and found out it's fake?

3) Fact-checking tools

Participants were divided into groups and analysed fact-checking tools and then presented them to others: what are they, how can we use them…
- Snopes.com
- InVID
- Reverse Image Search (TinEye)
- Hoaxy
- Wolfram|Alpha
- twXplorer
- Factcheck.org
- Who Targets Me
- YouTube Data Viewer - Citizen Evidence Lab
- Botometer
- The Factual
- Twitter Trails

Presentation of all the tools and demonstration of how it works.

Discussion:
- What tools were familiar to you, and/or have you already used?
- What tool seems the most useful to you, and will use it for sure in the future and why?
- Why is it essential that we do fact-checking and use fact-checking tools and not only rely on our common sense?

Materials needed: Laptop, projector, wi-fi, prepared 4 fake-news that are not well known, prepared a list of fact-checking tools, smartphones.

Recommendations for trainers multiplying the session:
- The video used as an intro to this session gives a good introduction as a fact-checker gives it, and I recommend using it (or some similar video) as a motivation and reminder of why is fact-checking important. It can seem that we are repeating similar input over and over again, but actually, we are not, just looking at it from different angles. And these points are important to emphasise several times, so they rally stick with participants.
- Ensure all fact-checking tools are "up to date", as some expired and there could be some new ones.
- Give participants the opportunity to add tools they are familiar with and use to the list.

Session number 14: Media as a place for presenting our ideas and activism in political and democratic field

Duration: 180 minutes

Background: Important part of our youth projects and activities is visibility of our work to other young people and local community, so other young people can involve in our activities or be motivated to start their own projects/activities. To achieve this, we need to understand how to become visible in the media.

Aim of the session: To explore and brainstorm how we as youth workers and NGOs can present our ideas and values through the media.

Objectives:
- To understand media obligations towards youth;
- To understand how media portrays young people;
- To learn how to present yourself in the media.

Competences addressed:
- Literacy competence;
- Digital competence;
- Citizenship competence.

Methodology and methods:
- Input;
- Discussion in the plenary.

Session flow:

1) Input: The youth and the media

When we talk about the way the media presents young people and issues/topics that interest them, it is important to know several legal provisions that define the obligations of the media towards the youth population:
- the media are obliged to produce programs for young people: children's educational programs and cultural programs;
- young people must be involved in creating the program: youth program, for example;
- young people have the right to their own media: the so-called "non-profit" media: student radio, e.g.

If you want to put youth issues at the centre of interest and on the agenda of the media, you must do the following:
- be proactive - address the media and public(s) continuously; "go towards them", don't wait for them to take an interest in you and for what you do - to inform;
- indicate the importance of youth issues as a topic for society / community - explain to journalists, but also to the public(s), what all the topics are they are interested in young people and why it is important for the whole community - to educate;

- focus the attention of the public and the media on the activities being carried out, but also to actors who can give them information about it - orient them.

2) <u>Discussion: How is the media presenting/portraying young people?</u>

Questions for discussion:
- How do the media present young people?
- Is media coverage "about" youth or "for" youth?
- In your opinion, do the media report more positively or negatively about young people?
- Have you heard of the term "occasional" reporting? On what occasions do the media report about young people?
- What would you change in the media's approach to the youth?

3) <u>How to present yourself well in the media</u>

There are three key issues in media relations:
- How to get into the media?
- How to convey the message, so that it causes the effect we want?
- How to build a long-term public reputation and trust with the media?

- How to get into the media?

There are two ways to reach the media: the commercial way (through marketing) and the non-commercial way (through PR or public relations). The goal of most of our communication activities is to reach the media in a non-commercial way, not only because it does not require financial resources, but also due to the fact that people, in general, trust non-commercial media content more than marketing messages.

In order to be present in the media, it is necessary to develop relations with the media, which is a long-term, planning and strategic activity aimed at building and maintaining a collaborative relationship with the media and journalists, so that they are "at hand" when we have some information that we can share with the general public. Despite the fact that today we can do it directly, without intermediaries, through social networks and online platforms, we still need "classical" media (press, radio and television) to reach the widest circle of audiences.

The following is important for successfully reaching the media:
• have a list of media contacts;
• invite the media to events, send announcements, photos, links to sites... - portals and agencies are especially important, because they are transmitted by other media.

You should not hesitate and look for space - e.g. morning or afternoon programs on radio and TV always have space for stories of ordinary people and some project activities or positive stories of young people.

○ How to convey the message, so that it causes the effect we want? How to achieve the appropriate effect?

As already mentioned, the key functions/tasks of the media are informative, educational and entertaining. Therefore, even those who want to achieve an appropriate effect through the media must inform and educate the audience, that is, help them orient themselves in the society in which they live.

Key tips for a successful media appearance:

- Be short, but informative! - INFORM! - Try to say everything you want to say in a short form, but also in such a way that the audience immediately understands why what you are talking about or what you are doing is important not only for you but for society as a whole.
- Do not imply! Explain! – EDUCATE! - Always think about the fact that it is important to explain what you said, that is, to help the audience understand and accept your messages more easily.
- Use personal stories, but also explain the wider context – ORIENTATE! - The audience identifies most easily with some personal stories, so give examples, help make what you're talking about memorable for those who read / watch / listen.
- Always keep in mind who your target audience is, because you are not talking to a journalist, but to your public through a journalist (if you talk about youth topics and issues, your target audience is not only young people, but also those who make decisions about them, but and the general public – everyone that might be interested in youth topics).
- Think about the consequences. - Always ask yourself: What effect will this message produce? What message am I sending as an organization / individual? Could this be interpreted differently than we would like?
- Monitor publications about you - do press clippings, compare how much of what you wanted to be in the media is (not) different from from what was finally published.
- Monitor reactions - eg comments on social networks or portals, this is one way of listening to the public's voice about you.

○ How to build a long-term public reputation and trust with the media?

As already mentioned, relations with the media are a long-term, planned, strategic activity. They are not looking for large financial resources (not necessarily), but they are looking for building a positive climate and a relationship of trust between you and the media. It is always a two-way relationship: sometimes you need the media, sometimes they need you. Remember: Journalists are your social capital!

Good relations with the media imply, in fact, good relations with journalists. To achieve them, you must be:

- Available – answer inquiries, find time for the media, even when it does not directly benefit you at the given moment;

- Professional - understand the deadlines that journalists have, for example, help them search for information they are interested in;
- Be honest - if, for example, you don't have an answer to a question at a given moment, promise to look for it and let them know, and fulfil that promise;
- Informed - try to predict what all journalists might be interested in and prepare some data, indicators that will help them make a good story;
- Responsive - make it easier for journalists, for example, if you have some photos from an event, send them, etc.;
- Reliable - let the journalist know that he can count on you for a statement, guest appearance, etc.

What is crucial in promoting the values, ideas and activities of young people in the media is to help the media understand why this is important for citizens, and not only for you who engage in some activities or have an opinion on something. That way, the media will be more ready to publish what you want to say, because that's how they fulfil their role, that is, they work in the public interest.

Materials needed: Laptop, wi-fi, projector.

Recommendations for trainers multiplying the session:
- Whenever you have a lot of input, use different methods to keep the attention of participants: do short energisers after some segments of the input; ask them to repeat and rephrase a specific paragraph; ask them do they agree with the input or not and why; ask participants to think of specific examples connected with the input.

Session number 14: Media as a place for presenting our ideas and activism in political and democratic field (practical work)

Duration: 180 minutes

Background:

Aim of the session: To explore and brainstorm how we as youth workers and NGOs can present our ideas and values through the media.

Objectives:
- To brainstorm and practise how to make a social media campaign on the topic of media literacy and political participation.

Competences addressed:
- Literacy competence;
- Digital competence;
- Citizenship competence.

Methodology and methods:
- Practical work in small groups,
- Presentations.

Session flow:

1) Assignment for participants split into groups:
In your group, you need to prepare a campaign for social media (Facebook and Instagram) on topics of activism in political and democratic fields, media literacy, and media literacy in light of political and democratic participation.

The campaign needs to contain at least 20 posts for both Facebook and Instagram.
You need to prepare the following:
- Schedule of postings on social media profiles,
- Content (text) for each of the planned posts,
- Visuals of each individual post.

All of the visuals that you prepare need to be copyright free. The suggestion is to use Canva or some similar tool that you, as a smaller group, know how to use.

In the folders that have been created for each of the 4 groups, you need to upload the following:
- visuals for each of the posts,
- text for each of the posts (make a clear connection between the visuals and the texts), and
- Schedule of postings (explaining on which dates posts should be created).

The best group's plan (based on the voting of all participants) will receive a prize.
2) Presentations of social media campaigns

Each group presents the idea for their campaign, specific topics they selected and why, who is the target group, how they envisioned campaign, which tools they used to create content, etc.

Materials needed: Lap-tops, wi-fi, projector, digital tolls such as Canva, Photoshop and similar.

Recommendations for trainers multiplying the session:
-   Give minimal directions, not to limit participants creativity and expression. Just stipulate, for the purpose of this exercise and their future social media posts and campaigns, that they need to be aware of copyrights.

Session number 16: Development of activities for local communities work with youth I

Duration: 180 minutes

Background: After all topics participants explored and learned about, it is important that they also know how to transfer this knowledge to other youngsters in their local communities. To achieve that they need to understand structure of a workshop and envision new workshops on the topics of media literacy and political participation.

Aim of the session: To develop local workshops on media and political literacy for youngsters.

Objectives:
- To explore structure of a workshop;
- To brainstorm and develop ideas for follow-up workshops in small groups.

Competences addressed:
- Literacy competence;
- Digital competence;
- Citizenship competence.

Methodology and methods:
- Puzzle exercise;
- input;
- brainstorming.

Session flow:

1) Structure of a workshop

Exercise puzzle – participants received workshop elements on coloured papers and needed to discuss and align elements in order. After they compared the outcomes of their work with other groups and trainers led them through all the elements, giving examples of elements from the training course.

Elements of a workshop:
- TITLE
- Objectives
- Material needed:
- First circle – „How are you?"
  To show us the level of energy, and the mood in the group.
- Introduction activity
  The goal is to put participants in the atmosphere and theme of the workshop; to shake them physically and mentally. At least some aspects of it need to be connected with the workshop's theme.

- Main activities:
- determined mainly by the theme of the workshop. The aim of the main activity is to provoke an experience directly related to the theme. Often main activities can offer participants to express themselves from „different corners ".
- Debriefing: transfer experience to new knowledge.
- Closing games
- Evaluation of workshop (for example: "What did you learn in this workshop?", "How did you feel?")

2) <u>Brainstorming ideas for workshops and working in groups</u>

Participants brainstormed ideas for follow-up workshops on the topic of media literacy in their local community after they returned home. They wrote their ideas on A4 papers and formed groups based on similar topics. Groups worked together and developed workshops which they implemented as practice for participants of this training course.

Materials needed: Structure of a workshop printed on A4 papers (each element on separate paper) for 3-4 groups. Papers, pens and markers, laptops or smartphones, wi-fi.

Recommendations for trainers multiplying the session:
- Let participants group themselves, or trainers divide them according to their interests and the topic.
- It is advised to combine groups, so they consist of more and less experienced participants.
- Your role as a trainer is to support groups if they ask you for your support.

Session number 17: Development of activities for local communities work with youth II

Duration: 180 minutes

Background: As participants will implement local workshops on the topics of media literacy and political participation, they need to practise how to develop and implement a workshop.

Aim of the session: To develop local workshops on media and political literacy for youngsters.

Objectives:
- To practise how to implement local workshops on the topics of media literacy and political participation.

Competences addressed:
- Literacy competence;
- Digital competence;
- Citizenship competence.

Methodology and methods:
- Practical work in small groups: leading the sessions;
- Feedback.

Session flow:

1) Participants workshops

Participants implement their workshops developed in small groups, and other participants take the role of the target group.

2) Feedback

Each group receives feedback from participants and the trainers.

Materials needed: Depending what participants need to implement their workshops, but for sure lap-top, wi-fi, projector, papers, pens and markers.

Recommendations for trainers multiplying the session:
- Before participants start implementing their workshops give each group a specific time slot, and instruct them that they are the ones that are in charge and also need to take care of the time.
- To make sure feedback is given and received with a positive attitude, give them suggestions how to give constructive feedback.

Session number 18: Market of project ideas & Commitments for the follow-up

Duration: 180 minutes

Background: Last day of the training course is envisioned for adjourning stage of group development. Before closing the event, we give participants a chance to share ideas for future projects. During the training course, participants explored different topics and themes and had a chance to share their passions and interests. So, we need to give them space to share their project ideas, develop action plans and foster future partnerships. Also, we make a plan together for the tasks and deadlines for the follow-up of the activity.

Aim of the session: To share ideas for future projects.

Objectives:
- To brainstorm and share ideas for future projects;
- To form groups and work on developing initial projects ideas and make action plans;
- To agree and divide tasks and responsibilities for the follow-up activities.

Competences addressed:
- Personal and social competence;
- Citizenship competence;
- Entrepreneurship competence.

Methodology and methods:
- Brainstorming;
- Work in small groups;
- Presentations;
- Discussion in plenary.

Session flow:

1) Ideas for projects

Participants wrote ideas for their future projects on paper and shared their ideas. They formed groups and worked together on developing their project ideas and agreeing on partnerships. Some of the projects' ideas were for local communities, and some for the Erasmus+ programme. Participants presented them shortly in plenary.

2) Commitments for the follow-up

Participants worked in their national groups and planned for follow-up activities in their local communities. They discussed timelines and deadlines, possible topics and target groups. Also, trainers presented the following activities in the CritiDe project.

Materials needed: Papers, pens, markers, write activities of CritiDe project on the flipchart paper (or project them so save paper).

Recommendations for trainers multiplying the session:
- It would be great if the trainers' team would collect and write down participants' ideas during the training course and remind them what they came up with.

- Prepare extra material for less experienced participants who would like to develop and write projects proposal.
- Allow participants to come up with additional follow-up activities, not just on the one in the follow-up strategy, as they are fresh and could have innovative and creative ideas.

Session number 20: Final evaluation and Youthpass ceremony

Duration: 180 minutes

Background: Final session when we evaluate and "close" the training course. Before the evaluation, we went through the programme and activities of the whole training course so participants could remind themselves what they explored, learned and worked on. After the reminder, we go into the evaluation of the TC, using different methods (Dixit associative cards, imaginative journey to home, written evaluation using google form). For the final stage of group development – adjourning stage, we make a Youthpass ceremony, where participants say nice things and say goodbye to each other and the training course.

Aim of the session: To evaluate and close the training course.

Objectives:
- To conclude the impact that training has left on the participants and their learning during the course;
- To evaluate the training course visually, verbally and in writing;
- To promote Youthpass as a tool for recognition of learning outcomes.

Competences addressed:
- Personal and social competence;
- Learning to learn competence;
- Literacy competence.

Methodology and methods:
- Reflection in plenary;
- Dixit associative cards;
- Reflection in pairs;
- Individual reflection and filling evaluation form;
- Youthpass ceremony.

Session flow:

1) Timeline of the Training course
Participants, together with trainers, went through the programme and reminded themselves of all activities they did during the Training course, from the first till the last day.

2) Dixit reflection – evaluation
Every participant takes one associative card that presents their experience on the Training course. In the plenum, each participant, one by one, shared their feelings and impressions of the Training course, programme, activities, trainers and the group.

3) On my way home
Participants stand in two circles and change talking partners for each of the reflection questions:
- You are on your way home from the Training course, you just left the hostel and took the local bus to the Bus station/Airport. The person sitting on the bus next to you asks why you are in Croatia and what you did here.

- You are on your way home from the Training course and on your bus/train/plane going home. The person sitting next to you asks where you have been and what you have done there.
- You arrive home and meet your mother/father/partner/roommate, whomever you live with, and they ask you how the Training course was.
- You arrive at your NGO and meet your colleagues, and they ask you how the Training course was.
- At the end of the day, you come to the bathroom, look at your reflection in the mirror and talk to yourself about your experience on the Training course.

4) <u>Written evaluation – google form</u>

Trainers shared with the participants the link for the google form, and participants reflected and filled out the evaluation form individually. You can find evaluation questions and evaluation results in the Content report of this training course.

5) <u>Youthpass ceremony</u>

Participants take one Youthpass and don't say whose it is, instead, they say a few words about this participant, and others try to guess. When receiving Youthpass, participants say goodbye to the group.

Materials needed: Programme of the training course and the flipcharts of participants' work, Dixit cards, evaluation form on google form, printed Youthpass certificates.

Recommendations for trainers multiplying the session:
- The closing session can get rather emotional, be comfortable with emotions and allow participants to express their emotions if they need to.
- Don't rush through this session, as closing the training course takes time.
- If you don't have a stable wi-fi connection, you need to print out evaluation forms in advance so participants can fill them out by hand.