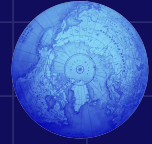
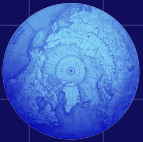


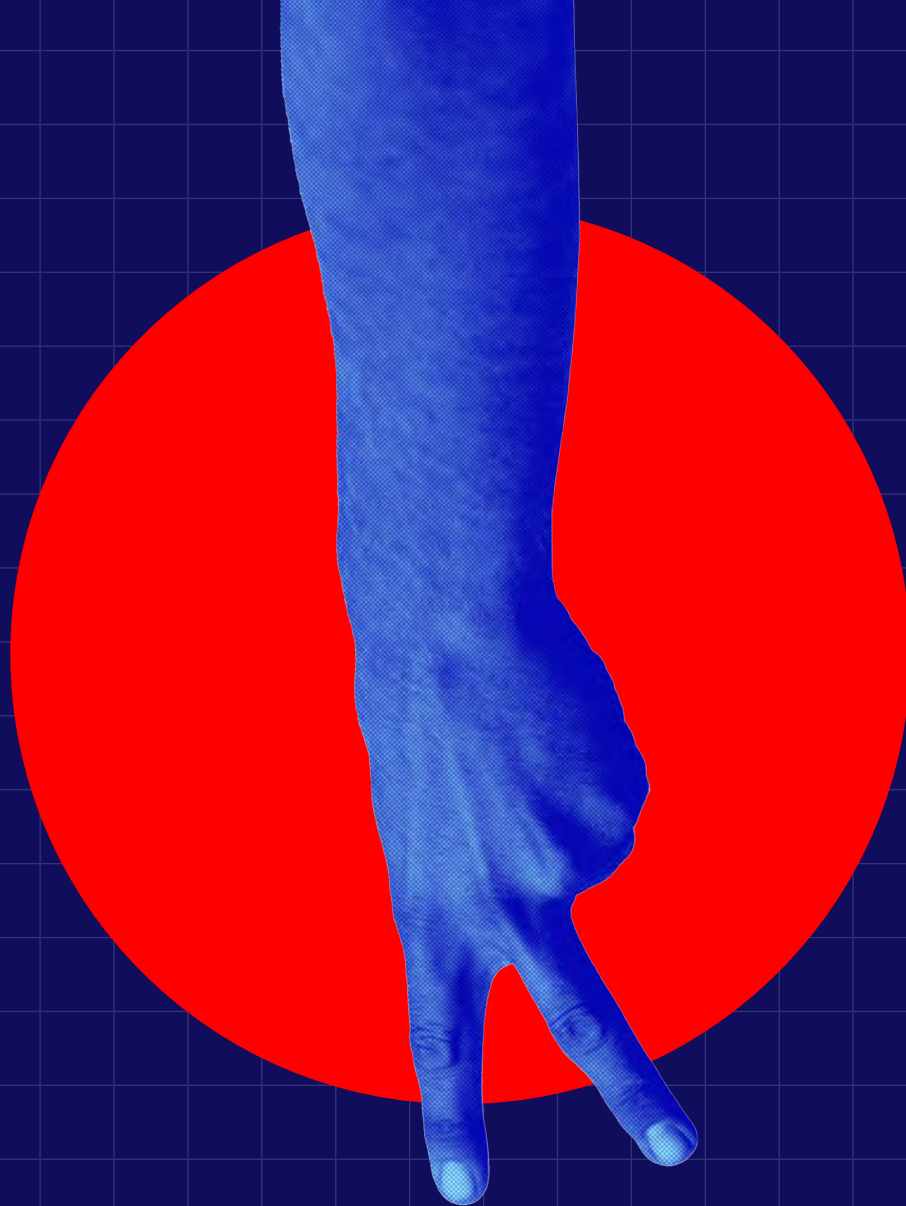
FAKE
NO MORE
YOUTH CLUB
NOVI SAD / PRIZREN



FAKE NO MORE YOUTH CLUB

EDUCATOR'S TOOLKIT





ABOUT THIS PROJECT

Fake No More Youth Club is a regional media and information literacy project that will bring together 30 young people from Novi Sad and Prizren who are ready to master advanced digital skills and knowledge in order to discover and oppose media manipulation, which spreads bigotry and intolerance towards others and those who are different. This project is jointly implemented by the American Corners Novi Sad and Prizren with the support of the American Embassy in Belgrade and Pristina. Lesson Plan will be used by media experts and journalists from Novi Sad, Prizren and Pristina, engaged as trainers for this project.



FAKE

NO MORE

YOUTH CLUB

NOVI SAD / PRIZREN

//AWARENESS BUILDING SKILLS COLLABORATION//

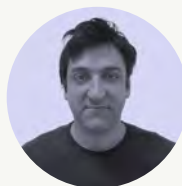
The primary goal of this project is to empower young people to navigate the highly complex system of media messages in a literate and critically aware manner. The expansion of media messages, driven by the process of digitization, has opened new avenues for the spread of media manipulation and disinformation. Without the developed skill of critically analyzing all the messages to which we are exposed, we are susceptible to manipulation and the formation of erroneous views about the society in which we live, as well as beyond. The learning methodology presented in the manual primarily provides a platform for dialogue between young people from Serbia and Kosovo, fosters diversity, and, under the guidance of experts, encourages the acquisition of essential skills for the 21st century. Through the process of education and sharing of experiences, young individuals will learn how to confidently navigate the labyrinth of information, respond to misinformation, and independently create a responsible information space that, among other things, combats prejudices and hate speech.



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LESSON PLAN

- **News Literacy**
- **Mojo Journalism**
- **Fact Checking Methodology**
- **Deep Fake and AI**
- **Visual Forensics**
- **Stereotypes and Hate Speech**
- **Media Manipulation Strategies**
- **Breaking Ethnic Stereotypes**
- **MIL & Social Media**



01

NEWS LITERACY

1. Lesson Overview and Objectives (10 mins)
2. Introduction to News Literacy (10 mins)
3. The Difference Between News and Opinion (10 mins)
4. How Journalists Work (10 mins)
5. Power of Reliable Information and the Importance of the Free Flow of Information (20 mins)
6. Evaluate and Deconstruct News Reports Across All News Media Platforms Based on the Quality of Evidence Presented and the Reliability of Sources (20 mins)

(10 mins)

Lesson Overview and Objectives

Every day, hundreds of pieces of information pass through our consciousness. From the time we get up, until we go to bed, information comes to us from all directions: the phone, social networks, TV, radio, and newspapers. Such a flood of information leads to noise, making it increasingly difficult to distinguish which news is trustworthy and which is fabricated. What is relevant in this abundance of information, and what is not? How important are the sources of this information? How has technology changed the nature of news? Have opinions become more important to us than grounded information? How does a journalist get information in the first place? What kind of filter does that information pass through before it is published? These are all questions we will answer in this lecture, along with the reconstruction of concrete examples of biased news and fabricated information.

(10 mins)

Introduction to News Literacy

About: What is News Literacy? How and why was this area created, and who is it aimed at? Therefore, it is essential for every citizen to recognize professional news from social media posts, to look critically at it, and to learn the crucial tools for verifying credibility.

Exercise: Finding the difference between journalism and other types of information and between journalists and other information purveyors. Recognize journalism in the 21st century (commercialization of news/fight for clicks/speed of information/ethics)

Close summary: What about alternative providers of information and their credibility. [Journalist-citizen concept]? Can we trust them?

(10 mins)

The Difference Between News and Opinion

About: The foundation of news is accurate information. For news to be credible, it must meet factual and technical conditions. The news must be accurate, timely, objective, and verified. Information must also answer five journalistic questions (5W). However, the use of social networks has led to many personal opinions often being placed above journalistic information.

Exercise: How do we distinguish them? What should priority be given to? We are looking for examples and determining comments and columns by professional journalists versus the author's texts of politicians and experts versus the opinions of users of social networks.

Close summary: Who do you trust on social networks and why?

(10 mins)

How Journalists Work

About: The news we read daily goes through a, more or less, established system within the media. Between an event and the published information about it, there is something called journalistic engagement. What affects him? What does it depend on? What does creating media content look like from the event/idea through the collegium to publication? What are the advantages of such work, and where do mistakes or orchestrated manipulation most often occur?

Exercise: We plan a journalistic engagement based on a virtual event. Who, when, and how do we ask, what information do we need, how do we check it, and what follows after the published news?

Close summary: Is everything we designed in this connection aligned with journalistic ethics?

[20 mins]

Power of Reliable Information and the Importance of the Free Flow of Information

About: We talk about examples of information that changed public perception and government decisions. How much is the free flow of information worth in a democracy, and how much does democracy decline without this flow?

Exercise: We will try to make a good decision about personal health in three cases:

- Based on information provided to us by the Government (*Strictly censored data*)
- Based on information from social networks (*Flood of information*)
- Based on information from competent health authorities (*All relevant information*)

Close Summary:

What to do with information that is important for our future but can cause panic and riots?

[20 mins]

Evaluate and Deconstruct News Reports Across All News Media Platforms Based on the Quality of Evidence Presented and the Reliability of Sources

About: Media texts influence our understanding of the world, politics, and social relations in different ways. In this part of the lecture, we present several other cases of the way the media covers news stories. We will analyze one regional and one global story.

How did different media convey the events? What are their sources? How do I check them?

Exercise: Analysis of fake news about the War in Israel and how that information shapes our opinion about what's happening.

[A flood of misinformation shapes views of Israel–Gaza conflict \[The Washington Post\]](#)

[Misinformation about the Israel– Hamas war is flooding social media \[AP News\]](#)

Close Summary:

Joint discussion: Comparison of these reports with social media feeds.

02

MOJO JOURNALISM

1. Lesson Overview and Objectives [5 mins]
2. What is Mobile Journalism or MoJo? [10 mins]
3. Telling a Story Through Photos [15 mins]
4. Working With Sound [20 mins]
5. Video Making [40 mins]
6. Next Level Examples [20 mins]

[5 mins]

Lesson Overview and Objectives

What is mobile journalism or MoJo? Mobile journalism as a product of tech and communications development. What kind of newsgathering and storytelling is MoJo? How does it work? Who are the consumers of MoJo content? How do you make a great story in different formats [photo/sound/video]?

[10 mins]

What is Mobile Journalism or MoJo?

About: Mobile journalism as a product of tech and communications development. What kind of newsgathering and storytelling is MoJo? How does it work? Who are the consumers of MoJo content? How do you make a great story in different formats [photo/sound/video]?

Exercise: Recording the interlocutor by phone from a standing position without additional equipment. We will define adequate framing, how to position yourself concerning different interlocutors, how to create a scene using the "5 shots" rule, and how to plan the shooting. How do we plan staff if we have two or three phones? How to maintain the shooting direction without going over the "ramp."

Close Summary: Joint discussion: Together, let's try to find the most imaginative visual transitions from scene to scene.

[15 mins]

Telling a Story Through Photos

About: In this exercise, students will get to know the basics of photography, how to take a good photo with a phone and how to make it even better. They will be introduced to photo applications for creating different types of photos.

Exercise: During the exercise, we will look together for good examples of the "golden ratio" in the photos we took previously. We will define, in concrete examples of photos taken, how to place the interlocutors and avoid a decomposed setting. We will look for similarities and differences in making vertical and horizontal photographs.

Close Summary: Joint discussion: To what extent is it justified to manipulate the scene we want to photograph? Which photos, among the ones we just took, meet the criteria?

[20 mins]

Working With Sound

About: The image is the most essential aspect of a MoJo attachment. Even when the video has no sound, it can be compensated by creatively writing subtitles on the screen. However, no footage – including MoJo – is complete without sound. How to record the perfect sound? Why does it matter? How do you use sound to evoke scenes for which you do not have adequate video material? How can you get a quality tone for audio storytelling with a high-quality MoJo attachment for the same amount of time invested in production?

Exercise: Sound recording with the help of ordinary telephone headphones. We will find the most colorful way to record sound without disturbing the video frame. We will go over the basics of sound editing in Sound Forge.

Close Summary:

Joint discussion: How do we watch videos on social networks, and to what extent do we lose the sense of atmosphere when we turn off one sense, like the sense of hearing?

[40 mins]

Video Making

About: Today, videos can be recorded with a phone in a resolution sufficient to be broadcast on the largest screens. For such a video to be of satisfactory quality but also good enough to be selected when editing a MoJo video, it needs to be recorded in the right way. There are numerous applications for this. Before each shooting, it is necessary to make a detailed shooting plan. After filming, it is essential to make a detailed assembly plan.

Exercise: We will familiarize ourselves with one of the recording applications and plan a detailed recording plan for a video sequence using the five-shot rule. We will edit the video following the editing rules, with tone and adding subtitles.

Close summary

Joint Discussion: Commentary on all the video sequences we recorded.

[20 mins]

Next Level Examples

About: MoJo contributions have become an integral part of the practice of large television companies, but also of new video channels created on platforms such as Instagram, TikTok, and YouTube. Telling a story through image and tone is fully adapted not only to social networks but also to the needs of users and their attention spans. There are examples to learn from.

Exercise: Viewing the best examples of MoJo journalism on different platforms:

[The Italian town of Piobbico celebrates ugliness \[Dw.com\]](#)

[Berlin Fresh \[dw berlinfresh\] Official \[TikTok\]](#)

[How Anna Holligan \[BBC\] practices MoJo' \[YouTube\]](#)

[60 Second Docs \[60secdocs Instagram\]](#)

[Klavisir je Petrin pogled na svet \[The piano is Petra's outlook on life\] \[YouTube\]](#)



03

FACT CHECKING METHODOLOGY

1. Lesson Overview and Objectives [10 mins]
2. Intro Game: "What's the Time?" [15 mins]
3. Exploring the Nuances of Truth, Lies, and Paltering [40 mins]
4. Distinguishing Checkable from Uncheckable [20 mins]
5. Harnessing Online Text Analysis Tools [25 mins]
6. Practical Application: Claims Verification Tasks [30 mins]
7. Discussion [10 mins]

[10 mins]

Lesson Overview and Objectives

In this fact-checking methodology lesson, participants will learn how to assess the credibility of information, differentiate between truth, lies, and paltering, and utilize online text analysis tools to verify claims. The lesson will conclude with a discussion on the ethical implications of fact-checking in the digital age.

[15 mins]

Intro Game: "What's the Time?"

About: This game serves to develop the ability to assess the credibility of information under uncertain circumstances.

Exercise: In this introductory exercise, designed by Tom Phillips, participants find themselves in a hypothetical scenario – a pitch-dark room with no source of light, unsure of their whereabouts. Suddenly, a ringing phone interrupts the obscurity, and on the other end is a mysterious caller named Ben, a person completely unfamiliar to them. As an unknown caller provides the time as 5 o'clock, participants are challenged to construct multiple argu-

ments detailing why this response may be deemed unreliable. Examples of answers are: Ben did not specify the time zone or part of the day, so it is unclear whether it is 5 AM or 5 PM; Ben could be lying about the time, or he could be mistaken; Ben could be trying to deceive the participant for some reason; The phone call could be a prank or a scam; The participant could be hallucinating or dreaming

Close summary: This exercise is important because it helps us develop our critical thinking skills and ability to assess the reliability of information, especially in uncertain situations. Information we receive from different sources is often incomplete or unreliable, so it is important to know how to evaluate it and protect ourselves from misinformation. This exercise also reminds us that we should not accept everything we hear or see as true. It is important to ask questions, seek additional information, and be skeptical.

(40 mins)

Exploring the Nuances of Truth, Lies, and Paltering

About: In an introductory lecture, participants get insights into the process of fact-checking. The goal is to learn the distinction between truth, lies, and paltering.

Exercise: Participants will discuss real-world examples of paltering in **political discourse** (a candidate promises to "lower taxes for the middle class," but their tax plan actually benefits the wealthy at the expense of the poor and middle class), **marketing strategies** (a credit card company claims that you can "get a 0% APR on purchases for 12 months," but they fail to mention that the APR will jump to a high rate after 12 months), **astrological claims** (an astrologer claims that a certain planetary alignment will cause "bad luck" or "good luck," but they provide no evidence to support this claim), and **scientific contexts** (a climate change denier claims that there is "no scientific consensus" on climate change, when in reality the overwhelming consensus among scientists is that climate change is real and caused by human activity). This session aims to sharpen participants' awareness of deceptive tactics used in various fields.

Close summary: Paltering is a common tactic used by politicians, marketers, and other individuals and groups to mislead the public. It is important to be aware of paltering so that we can be critical consumers of information. There are a number of ways to identify paltering, such as looking for weasel words, qualifiers, and false dichotomies.

(Break 10 mins)

(20 mins)

Distinguishing Checkable from Uncheckable

About: Participants develop their ability to identify statements that are verifiable and set the foundation for the subsequent use of fact-checking tools.

Exercise: A set of statements is provided to participants, prompting them to discern whether these statements are amenable to fact-checking. This activity reinforces the understanding of what types of information are verifiable and sets the foundation for the subsequent use of fact-checking tools.

Examples:

- (1) Belgrade is the capital of Serbia;
- (2) Spain is the most successful sports nation in Europe;
- (3) It is more profitable to cultivate raspberries than hazelnuts;
- (4) Leonardo da Vinci is the most famous painter in the world;
- (5) Pizza is the best Italian dish;
- (6) Politician John Smith is the biggest liar in the world.

Closing summary: Participants' ability to distinguish between checkable and uncheckable statements is reinforced through the activity. The discussion focuses on what type of information is verifiable and the challenges of fact-checking information. Participants are encouraged to share real-world examples of checkable and uncheckable statements and to discuss how to promote a culture of truth and accountability.

(25 mins)

Harnessing Online Text Analysis Tools

About: Participants will learn how to use fact-checking tools to verify the accuracy of online information.

Exercise: Participants are introduced to a suite of tools, including *Google*, *Google Translate*, *Quetext* (can be used to identify plagiarism and duplicate content), *Diffchecker* (can be used to compare two versions of a text to identify changes and discrepancies), and the *Wayback Machine* (can be useful for verifying the accuracy of information or for tracking changes to a web page over time). This equips participants with practical skills for independently assessing the reliability of online content.

Close summary: The availability of fact-checking tools has made it easier than ever to verify the accuracy of online information. However, it is important to be aware of the limitations of these tools and to use them critically. For example, Google's search results are ranked based on a variety of factors, including relevance, popularity, and freshness. This means that sometimes, inaccurate or misleading information may rank higher than accurate information.

(Break 10 mins)

(30 mins)

Practical Application: Claims Verification Tasks

About: This hands-on exercise enhances their proficiency in fact-checking and reinforces the importance of thorough research in assessing the accuracy of information.

Exercise: Through a series of tasks, participants apply their acquired knowledge and utilize online resources to validate or debunk specific claims. In this exercise, participants will use a Google questionnaire to assess your ability to distinguish between checkable and uncheckable statements. The questionnaire will contain a set of statements, such as:

- (1) Azerbaijan borders Turkey;
- (2) The northernmost Serbian embassy is located in Canada;
- (3) There are more republics than monarchies in Europe

Participants will need to use online tools to verify the accuracy of these claims. Once they have verified the accuracy of each claim, they can select the appropriate answer in the Google questionnaire.

Close summary: After the Google questionnaire is completed, the answers will be reviewed one by one. Participants will have the opportunity to ask questions and share their thoughts on any of the statements. This activity is a valuable learning opportunity to improve one's ability to distinguish between checkable and uncheckable statements, practice using fact-checking tools, and discuss the challenges of fact-checking information.

(10 mins)

Discussion

The final discussion encourages participants to reflect on several issues:

1. The importance of fact-checking in today's information landscape, where misinformation is rampant;
2. The different types of deceptive tactics used to spread misinformation, and how to identify them;
3. The practical skills needed to fact-check information independently, using online tools and resources;
4. The ethical implications of fact-checking, and the role that individuals can play in promoting a culture of truth and accountability.





04

DEEP FAKE AND AI

1. Lesson Overview and Objectives [10 mins]
2. Introduction with Real-World Examples [30 mins]
3. Exploration of DeepFake Images – "This Person Does Not Exist" [20 mins]
4. Quiz: Fake or Not [15 mins]
5. Analysis of Midjourney Tool [15 mins]
6. Navigating Ethical Dilemmas in AI [30 mins]
7. Practical Exercise: Using AI for Debunking [30 mins]

[10 mins]

Lesson Overview and Objectives

This session covers AI basics with real-world examples, delving into deepfake technology and image recognition. A quiz sharpens identification skills, followed by an analysis of the *Midjourney* tool and a discussion of ethical dilemmas in AI. The practical exercise involves using AI tools for fact-checking, highlighting its dual role in information creation and debunking.

[30 mins]

Introduction with Real-World Examples

About: This brief introductory lecture provides participants with a foundational understanding of artificial intelligence (AI) and its applications, utilizing real-world examples.

Exercise: In this session, real-world examples carefully selected to cover various AI applications will be presented. Instances where AI algorithms enhance medical diagnoses, optimize supply chain management, and personalize digital experiences will be showcased. These examples aim to simplify complex AI concepts, providing participants with accessible and relatable touchpoints. Subsequently, the lecture will smoothly transition into a focus on deepfake technology – an intriguing facet of AI deserving closer examination. The deepfake exploration segment will involve an analysis of specific instances and the underlying technology behind manipulated visual content. Participants will witness firsthand the pote-

ntial implications of deepfake technology, raising awareness about the challenges associated with discerning authentic from fabricated digital content. Notable deepfake cases will be dissected, with the session aiming to empower participants with the critical lens necessary to navigate the evolving landscape of AI.

Close summary: Deepfake technology can be used to create realistic videos and audio recordings of people saying or doing things that they never actually said or did. It is important to be aware of the potential for deepfake technology to be used to spread misinformation or to create harmful content. Potential discussion questions: What are some of the challenges of developing and deploying AI systems? How can we ensure that AI is used for good and not for harm? How can we prepare for the future of AI?

[20 mins]

Exploration of DeepFake Images – "This Person Does Not Exist"

About: This session aims to equip participants with the skills to analyze AI-generated photos, focusing on recognizing subtle cues to distinguish between real and fabricated portraits.

Exercise: Participants will examine software that generates realistic yet entirely fabricated portraits. Participants will be guided through the process of distinguishing between real and fake photos by examining cues such as inconsistent lighting, unnatural facial expressions, and anomalies in background details. The limitations of AI algorithms in replicating imperfections found in genuine photographs will be emphasized. Through the dissection of the deceptive use of deepfake images in medical product advertising, participants will gain practical insights into the challenges of differentiating between AI-generated and real photographs.

Close summary: While various techniques and cues have been explored to discern AI-generated photos from real ones, it is essential to acknowledge that the landscape of deepfake technology is continually evolving. Even with advice and tools at our disposal, the fine line between authentic and manipulated images can sometimes be elusive or even impossible to discern. As technology advances, ongoing awareness and critical analysis remain crucial in navigating the complex interplay between AI-generated and genuine visual content.

(Break 10 mins)

[15 mins]

Quiz: Fake or Not

About: This quiz session aims to enhance participants' ability to discern between authentic, digitally altered, or AI-generated images.

Exercise: In this quiz, participants will encounter various pictures – some known for alterations, others less familiar, and even some genuinely unusual but real ones. The ability to discern whether a picture has been changed by a computer or not will be tested. A collaborative effort is required, with teams working together to identify what is authentic and what has been manipulated. This quiz will feature both renowned and lesser-known examples, along with genuinely peculiar but unaltered images.

Close summary: Unnatural colors or hues, objects or people floating in mid-air, and repeated

patterns or textures that seem out of place may be indicators of a fake photo. If such red flags are present, the authenticity of the photo should be questioned.

[15 mins]

Analysis of Midjourney Tool

About: This session delves deeply into the Midjourney tool, providing participants with insights into its mechanics, restricted vocabulary utilization, and the ability to generate photorealistic content.

Exercise: In this look at the Midjourney tool, participants will dig into how it works. The tool creates pictures from prompts and will be checked for how it uses limited words and if it can make realistic-looking images. This exploration helps participants understand how the tool functions, see if it could be used the wrong way, and think about the ethical side of things. This session not only explains how the Midjourney tool works but also prompts participants to think about using it responsibly.

Close summary: Midjourney, an AI tool that creates images from text descriptions, has the potential to revolutionize visual content creation and consumption. It is important to be aware of the risks of misuse, such as deepfakes and harmful content, and to use Midjourney responsibly to create art, education, and entertainment that is both informative and inspiring.

[30 mins]

Navigating Ethical Dilemmas in AI

About: This session aims to discuss ethical issues linked to AI, covering topics like copyright problems and the possible misuse of deepfake technology, especially concerning explicit content.

Exercise: A facilitated discussion addresses ethical concerns associated with AI, such as copyright issues and the potential misuse of deepfake technology, particularly in the context of explicit content. It's important to consider the real-world impact of AI on ethical grounds. How do copyright problems affect content creators, and what safeguards can be put in place? When it comes to deepfake technology, what steps should be taken to prevent misuse, especially in sensitive areas such as explicit content? Reflecting on these questions encourages participants to not only recognize ethical concerns but also brainstorm practical solutions, fostering a deeper understanding of the responsibilities tied to the advancement of AI technologies in our digital age.

Close summary: While artificial intelligence (AI) is rapidly changing the world, it is important to be aware of the potential risks. It has been suggested that AI could eventually become so intelligent that it surpasses human intelligence and poses a threat to humanity. However, it is important to remember that AI is still in its early stages of development, and it is unlikely that it will become a threat to humanity in the near future.

[Break 15 mins]

[30 mins]

Practical Exercise: Using AI for Debunking

About: This session involves a practical exercise where participants use AI tools *ChatGPT* or *Google Bard* to explore the possibilities of AI-based fact-checking.

Exercise: During this hands-on exercise, participants will be presented with a series of false claims (already solved by fact-checkers) and engage in the practical application of AI tools (ChatGPT or Google Bard), to assess their effectiveness in automating aspects of the fact-checking process. The examples provided will range from misleading statements to outright false information, offering participants a diverse set of challenges to test the capabilities of these AI tools in discerning accuracy. The goal is to not only understand the capabilities of these tools but also to reflect on the ethical considerations associated with their application in the realm of information verification.

Close summary: AI-based tools like ChatGPT and Bard can be valuable assets in fact-checking, but they should be used with caution. These tools are still under development and can sometimes generate inaccurate or misleading information. AI-based tools are trained on large datasets of text and code, but these datasets may contain biases or inaccuracies. This can lead to the tools generating incorrect or misleading results. Additionally, these tools may not always be able to understand the context of a query, leading them to generate results that are technically correct but irrelevant, misleading or out of date.





05

VISUAL FORENSICS 1

1. Lesson Overview and Objectives (10 mins)
2. Foundations: Introductory Lecture on Photo Analysis (30 mins)
3. Analyzing Context: Identifying Inconsistencies (20 mins)
4. Empowering With Tools: Reverse Image Search (15 mins)
5. Hands-on Application: Test – Reverse Image Search (30 mins)
6. Unveiling Photo Forensics Tools (45 mins)
7. Discussion (10 mins)

(10 mins)

Lesson Overview and Objectives

This lesson provides a foundational understanding of photo analysis, covering light, the historical evolution of photography, and image manipulation. Participants engage in activities to identify inconsistencies in photographs, enhancing their ability to recognize misaligned narratives. After introducing reverse image search techniques, a practical exercise reinforces their skills. Specialized photo forensics tools like Forensically are introduced, followed by a hands-on assessment to solidify image analysis skills. The final discussion allows participants to reflect on their journey, exploring the practical impact on media literacy.

(30 mins)

Foundations: Introductory Lecture on Photo Analysis

About: This lesson aims to provide participants with a foundational understanding of photo analysis and methods of image manipulation.

Exercise: An introductory lecture covers the fundamentals of photo manipulation. This session provides participants with a foundational understanding of **basic image manipulation** (*Cropping and resizing; Adjusting brightness, contrast, and saturation; Removing blemishes and unwanted objects; Applying filters and effects*) and **advanced image manipulation** (*Composite*

editing, color correction and grading, liquify tools, object cloning and removal, background replacement).

Close summary: It is important to note that not all doctored images are created with malicious intent. For example, many photographers edit their images to improve their appearance or to create a specific artistic effect. However, it is also important to be aware of the potential for doctored images to be used to deceive or mislead people.

[20 mins]

Analyzing Context: Identifying Inconsistencies

About: Participants engage in an interactive activity to identify and discuss inconsistencies in a set of photographs, enhancing their ability to recognize when visual content lacks context or presents a narrative misaligned with reality.

Exercise: Participants engage in an interactive activity where they examine a set of photographs. The goal is to identify and discuss inconsistencies or illogical representations within the images. These could range from implausible weather conditions, such as conflicting shadows or lighting, to incongruities in temporal elements, such as the presence of outdated technology in a supposedly contemporary setting. Additionally, participants may explore inconsistencies in spatial details, like impossible arrangements of objects or unnatural perspectives. This exercise aims to sharpen their ability to recognize when visual content lacks context or presents a narrative that doesn't align with reality. Through group discussion, participants share observations and collectively explore the impact of these inconsistencies on the overall message conveyed by the images.

Close summary: Inconsistencies in photographs related to time and location can be caused by a variety of factors, such as image manipulation, incorrect metadata, or photos simply being taken at a different time or place than claimed. While these inconsistencies may be easy to spot, more sophisticated inconsistencies, such as manipulated metadata, can be more difficult to detect. It is important to be critical of photographs and to verify their authenticity before sharing or believing them.

[Break 10 mins]

[15 mins]

Empowering With Tools: Reverse Image Search

About: This lesson aims to empower participants with the skill of reverse image searching using tools like *Google Images* and *Yandex Images*.

Exercise: Participants are introduced to the powerful technique of reverse image searching using tools like Google Images and Yandex Images. This skill equips them with the ability to trace the origin and authenticity of images. When using reverse image search, the highest quality image possible should be used, as this will result in better results. The image should also be cropped to focus on the subject, as a busy image may make it difficult to find similar images. Additionally, different keywords should be tried if the desired results are not achieved, as different reverse image search engines use different algorithms, so using multiple engines may yield better results.

Close summary: Reverse image search is a powerful tool, but it has its limitations. One of the biggest limitations is that it relies on the database of the search engine. If an image is not in the search engine's database, it will not be found. Another limitation of reverse image search is that it cannot always distinguish between similar images. This is because reverse

image search algorithms typically rely on visual features such as color, shape, and texture to compare images.

[30 mins]

Hands-on Application: Test – Reverse Image Search

About: This exercise reinforces the ability of participants to use reverse image tools effectively to verify image content.

Exercise: In a practical exercise, participants apply the reverse image search technique to a set of examples delivered through a *Google questionnaire*. This interactive session comprises of ten tasks, each presenting unique challenges. Some tasks involve cropped pictures, prompting participants to identify and locate the full version of the image. Others feature blurred images, requiring participants to use reverse image search to uncover the details obscured in the blur.

Close summary: The results will be collectively reviewed. During this debriefing session, any questions or uncertainties that may have arisen during the application of the reverse image search technique will be addressed.

[Break 10 mins]

[45 mins]

Unveiling Photo Forensics Tools Search

About: The goal of this lesson is to familiarize participants with *Forensically*, a web-based photo forensics tool, enabling them to detect altered image portions and interpret metadata.

Exercise: Participants are introduced to specialized photo forensics tools such as Forensically. These tools enable the detection of altered portions within an image and provide insights into metadata. Forensically is a *web-based tool*, which means that it does not require any installation or configuration. Users can simply upload an image to Forensically and begin analyzing it. Forensically's clone detection tool can be used to identify regions of an image that have been copied and pasted from another image. This can be a sign of image manipulation, as it is often used to add or remove objects from an image, while *ELA tool* can be used to identify regions of an image that have been compressed more than once. This can be a sign of image manipulation, as it is often used to hide the evidence of manipulation. Participants undergo a practical assessment where they utilize photo forensics tools on a set of examples.

Close summary: Forensically is limited by its reliance on machine learning algorithms, which can be fooled by adversarial examples and may not be able to detect all types of image manipulation. For example, Forensically may not be able to detect image manipulation that is done very carefully or that uses new techniques that have not yet been trained into the machine learning algorithms.

[10 mins]

Discussion

In the final discussion, the journey in photo analysis will be reflected upon by participants, with insights and possible difficulties shared. The practical impact of acquired skills on enhancing media literacy will be explored, encouraging participants to consider real-life applications. Key topics will be briefly reviewed, and participants will be given the opportunity to ask questions and seek clarifications.



06

VISUAL FORENSICS 2

1. Lesson Overview and Objectives (10 mins)
2. Navigating the Landscape: Video Forensics Showcase (50 mins)
3. Practical Application: Test – Video Analysis With Forensic Tools (25 mins)
4. Geo-Tagging Exploration: Search Videos and Images Based on Maps (40 mins)
5. Statistical Visual Manipulation: Analyzing Manipulative Graphs (25 mins)
6. Discussion (10 mins)

(10 mins)

Lesson Overview and Objectives

In this session, participants get an introduction to analyzing video content and understanding its complexities in motion. They engage interactively with manipulated videos to refine their ability to discern subtle details. A hands-on test assesses their proficiency in using forensic tools for video analysis, emphasizing critical examination. Practical exercises involve geo-tagging using *Google Maps* and *Google Earth*, offering insights into authenticating visual content. A session on statistical visual manipulation enhances skills in identifying misrepresentations in media. The final discussion provides a reflective space for revisiting key concepts and considering how understanding visual complexities lays the foundation for critical analysis.

(50 mins)

Navigating the Landscape: Video Forensics Showcase

About: This activity familiarizes participants with the principles of video forensics, exploring models for searching and analyzing video content.

Exercise: Participants, through an interactive exploration of manipulated videos – wherein content is edited, context misrepresented, or scenes staged – refine their ability to discern subtle details in video content. A variety of techniques that can be used in video forensics will be covered, including **metadata analysis** (date and time it was recorded, the camera settings used, and the location where it was recorded), **content analysis** (looking for things like inconsistencies in lighting, shadows, and reflections) and **source analysis** (things like watermarks, logos, and other unique identifiers). To exemplify the potential of video forensics, the forensic analysis of the Beirut explosion (2020) will be demonstrated, illustrating the application of video forensics in identifying pertinent details. This practical application contributes to participants' proficiency in scrutinizing video content and understanding the intricacies of visual information in motion.

Close summary: Video forensics is an important tool for investigating crimes and verifying the authenticity of video evidence. However, it is important to note that video forensics is not a perfect science. It is possible to create manipulated videos that are very difficult to detect, even by experienced forensic experts.

(Break 10 mins)

[25 mins]

Practical Application: Test – Video Analysis With Forensic Tools

About: Participants apply forensic tools to analyze videos in a practical test.

Exercise: This exercise will introduce participants to the basics of video forensics. Participants will be given four videos and asked to answer questions about them, such as where they were filmed, who posted them, how they end, and who the actors are. After the individual work, participants come together to watch and analyze the videos jointly.

Close summary: There is no single tool or technique that can be used to detect all types of video manipulation. Therefore, it is important to use a variety of tools and techniques to get the most accurate results.

[40 mins]

Geo-Tagging Exploration: Search Videos and Images Based on Maps

About: Participants gain insights into how geographical information can be leveraged to assess the authenticity and context of visual content.

Exercise: Practical exercises involve geolocating images and videos using Google Maps and Google Earth. Google Maps provides a variety of features that can be used to identify the location of an image or video, including satellite imagery, street views, and maps with various layers of information – such as landmarks, roads, and businesses. Google Earth provides a three-dimensional view of the Earth, which can be useful for identifying the location of images and videos that were taken in remote or difficult-to-access areas. Participants will be given a set of photographs via Google Questionnaire. The task is to identify the location where the photograph was taken based on the different clues: street names, building shapes, license plates and public signs.

Close summary: It is important to use geolocation in conjunction with other methods, such as human review, to get the most accurate results. Geolocation can be less accurate in rural areas or in areas with dense vegetation, or in poor weather conditions.

(Break 10 mins)

(25 mins)

Statistical Visual Manipulation: Analyzing Manipulative Graphs

About: Participants examine a variety of examples, enhancing their ability to identify visual misrepresentations commonly encountered in media.

Exercise: A session is dedicated to the analysis of manipulative graphs and illustrations in the realm of statistics. This includes truncating the graph (removing the empty space on a graph so that the part the data occupies is the only part shown), adding more divisions to the y-axis, leaving the graph labels and numbers out, using misleading colors or using a distorted scale.

Close summary: To avoid graph manipulation, data should be obtained from a reputable source, the different forms of graph manipulation should be understood, graphs should be critically evaluated before conclusions are drawn. Additionally, graphs should be compared to other sources of information.

(10 mins)

Discussion

In the final discussion, a space is provided for participants to reflect on the multifaceted nature of visual information. Key concepts from the introductory lecture on video forensics will be revisited, considering how a foundation for critical analysis is laid by understanding the complexities of visual content in motion. Insights gained from the interactive showcase of manipulated videos will be shared by participants, honing their skills in discerning subtle details.





07

STEREOTYPES AND HATE SPEECH

1. Lesson Overview and Objectives (5 mins)
2. Intro Game (10 mins)
3. Characteristics of Stereotypes (20 mins)
4. Positive Stereotypes (15 mins)
5. Prejudices (10 mins)
6. Hate Speech (15 mins)
7. What Can Hate Speech Lead To? (15 mins)

(5 mins)

Lesson Overview and Objectives

Stereotypes are all around us. We meet them in everyday speech, in the media, on social networks or on the Internet in general. What they all have in common is that they are based on the generalization of individuals based on the group to which those individuals belong. Problems arise when stereotypes turn into prejudice or hate speech. Hate speech leads to discrimination of the persons who are its target, which is not only an ethical but also a legal problem. Today we will learn about the different characteristics of stereotypes and hate speech, why these phenomena should not be taken lightly and what they can lead to.

(10 mins)

Intro Game

Participants are shown several photos of differently dressed people from around the world and asked to identify their profession and salary, education, place of origin and marital status. After the participants give their opinion, the trainer discusses with them why they attributed certain characteristics to certain people.

[20 mins]

Characteristics of Stereotypes

About: During this exercise, students will become familiar with what characterizes stereotypes and which stereotypes mainly occur in our society.

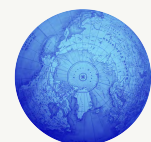
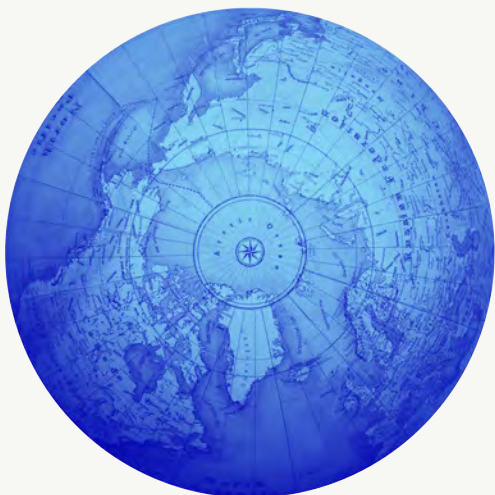
Exercise: Stereotypes are simplified, often exaggerated, and widely held beliefs or assumptions about a particular group of people. These beliefs are typically based on characteristics like race, gender, nationality, religion, or other social or cultural factors.

Stereotypes are characterized by simplification (characteristics of a few individuals are attributed to a whole group), persistence (stereotypes persist over long periods), incompleteness (stereotypes rarely capture the full image about an individual), influence (stereotypes can influence how individuals perceive and interact with members of a stereotyped group), media and culture encourage them (stereotypes appear in movies, series, news, art, even in textbooks). Numerous stereotypes that appear in Serbian/Kosovo society coincide with stereotypes in different societies around the world, but the following can be singled out:

- Stereotypes based on gender
- Stereotypes about the Elderly
- Stereotypes about people who come from rural areas, especially from the south of the country
- Specific stereotypes about different cities in Serbia
- Stereotypes based on political or ideological commitment
- Ethnic stereotypes
- Religious stereotypes
- Cultural stereotypes

The trainer encourages the participants to name a specific stereotype belonging to each of the above groups of stereotypes and then discusses them with the group.

Close summary: In order to be able to recognize the stereotypes that appear around us, it is important to know what exactly characterizes them. Stereotypes sometimes help us understand the world around us more easily, but they can often lead us to wrong conclusions. So far, we have mostly talked about negative stereotypes, but these are not the only stereotypes that exist.



[15 mins]

Positive Stereotypes

About: During this exercise, students will learn that in addition to negative, there are also positive and neutral stereotypes.

Exercise: Are all stereotypes negative? No. Stereotypes can also be positive or neutral. Positive stereotypes are generalizations that attribute favorable characteristics or qualities to a particular group of people. However, even positive stereotypes can be limiting and can lead to unrealistic expectations or assumptions about individuals. Neutral stereotypes are generalizations that do not necessarily have a positive or negative connotation. They may involve assumptions about common behaviors, customs, or preferences of a particular group.

Can you name few positive stereotypes? Positive stereotypes can include, for example, that people from Asia are better at solving math problems than other people. Also, that Germans make the best beer or that Italians cook well. In our country, there are positive stereotypes that the best sausages are made in Srem, while the best barbecue is the one from Leskovac.

Trainer gives few examples of positive negative and neutral stereotypes and participants are expected to recognize which are which.

Close summary: Although positive stereotypes are generally less harmful than negative ones they can also mislead people. It is therefore important that we learn to recognize them as well. For example, our positive stereotypes can lead to disappointment if we draw conclusions about people, places or situations based on them.

[10 mins]

Prejudices

About: During this exercise, students will learn that prejudices are often based on irrational beliefs or generalizations and opinions formed without proper knowledge, experience, or factual information.

Exercise: What are prejudices? Prejudices are opinions formed without proper knowledge, experience, or factual information about the individual or group that are targeted by them. They are a more harmful form of stereotype that involves forming opinions about groups or individuals before having a direct experience with them. Prejudices are often based on irrational beliefs or generalizations and can lead to inequality, injustice and discrimination. What causes prejudices?

Various factors may raise prejudices, but they often come from the following causes:

- Socialization (prejudices can be learned from family members, peers, and communities)
- Historical and cultural influences (long-standing historical events, conflicts, or cultural

- narratives can contribute to the perpetuation of prejudices]
- Media influence (media, including news, television, movies, and social media, can reinforce existing prejudices or introduce new ones)
 - Fear and insecurity (people may develop prejudices as a way of coping with feelings of fear or insecurity)
 - Lack of critical thinking (failing to critically examine one's own beliefs or to seek out diverse perspectives can contribute to the persistence of prejudices)

Close summary: Prejudices can not only mislead us when we draw conclusions about other people or groups of people, but can also have a detrimental effect on the decisions we make. If we avoid acting on the basis of prejudices, we have the opportunity for more assertive communication and better relations with the society in which we live in.

[15 mins]

Hate Speech

About: During this exercise, students will learn what hate speech is, why hate speech is prohibited by law, and why it is extremely important to acquire knowledge about hate speech and the possibilities to eliminate it from public speech.

Exercise: Do you know what hate speech is? Hate speech is a speech addressed to others, with the aim of acting towards third parties. Such action is not value-neutral, but by definition is negative and entails causing and spreading hatred and violence or discrimination in the broadest sense. Hate speech is any communication that denigrates a person or group based on characteristics such as race, skin color, ethnic and national affiliation, sexual orientation, religion, etc. Is hate speech illegal? Although hate speech is ubiquitous both in the media and in everyday life, it is actually prohibited by law. It is mostly dealt with by the Law on Prohibition of Discrimination, but it is also mentioned in the Law on Public Information and Media, the Criminal Code and the Law on Electronic Media.

Article 11 of the Law on Prohibition of Discrimination states the following:

"It is prohibited to express ideas, information and opinions that incite discrimination, hatred or violence against a person or a group of persons because of their personal characteristics, in public newspapers and other publications, at gatherings and places accessible to the public, and by writing and displaying messages or symbols in other ways."

Trainer gives participants various examples of negative stereotypes and hate speech and the task of the participants is to distinguish between them.

Close summary: Hate speech is prohibited by law for a reason. Its use can lead to a variety of harmful outcomes that can range from stigmatization and exclusion to much more severe outcomes such as murder. That is why it is extremely important to acquire knowledge about hate speech and the possibilities to eliminate it from public speech.

[15 mins]

What Can Hate Speech Lead To?

About: During this exercise, students will learn about the disastrous consequences of ignoring hate speech by analyzing the examples of World War II and Rwanda.

Exercise: Do you know any examples in which hate speech escalated to situations with serious consequences? If there *are* "yes" answers, participants explain a concrete situation, and if there is *no* "yes" answer, the trainer proceeds with a discussion about two big historical events which were driven by hate speech.

The trainer opens a discussion about the Second World War and the propaganda of Nazi Germany, whose main characteristic was hate speech. Hate speech in Nazi Germany eventually led to the mass extermination of Jews that we know today as the Holocaust. The participants discuss among themselves and with the trainer the consequences of hate speech during the Second World War, the possibilities of its elimination that were missed, and the stereotypes and prejudices about these people that still exist.

Do you know any similar examples that happened after World War II? If there are "yes" answers, participants explain a concrete example, and if the answers are "no", the trainer proceeds with a discussion about genocide in Rwanda.

The Rwandan Genocide which is estimated to have claimed around one million lives of the minority Tutsi tribe, who were killed by the majority Hutu tribe. A major role in the massacre was played by the media, and among them, especially radio and television, "Thousand Hills", from which were delivered messages such as: *"Listeners, stand up to fight for our Rwanda! Take any weapon: whoever has arrows – let him take the arrows, whoever has a spear – let him take the spear... Take your usual tools! We must all fight with the Tutsi; we must remove them, destroy them, wipe them off the face of the earth... They will not find refuge, they will have nowhere to run"*.

Close summary: Participants discuss these messages among themselves and with the trainer and the possibility of a similar scenario occurring today when information is transmitted more easily and quickly, and conflicts in the world are increasingly escalating.





08

MEDIA MANIPULATION STRATEGIES

1. Lesson Overview and Objectives (5 mins)
2. Introduction to Media Manipulation (10 mins)
3. What Type of Manipulation Do We Know? (10 mins)
4. Misinformation and Disinformation (15 mins)
5. Censorship and Propaganda (15 mins)
6. Fact Manipulation and Native Advertising (20 mins)
7. Clickbait and Bias (15 mins)

(5 mins)

Lesson Overview and Objectives

The modern, digitized world has brought with it a rapid flow of information that surrounds us everywhere. Information can spread 'word of mouth,' through traditional media such as newspapers and television, but also through new media that are for the most part closely linked to the internet. Among all this information, manipulative ones often emerge. Sometimes it is due to unintentional errors from the source of information, but manipulative content is often shared with the intention of influencing the decisions of the recipient of the information. Today, we will focus precisely on such content and, through this course, we will learn which strategies manipulators use to influence content consumers.

(10 mins)

Introduction to Media Manipulation

About: During this exercise, students will learn different ways to recognize media manipulation.

Exercise: Have you ever noticed manipulation in the media? If there are "yes" answers, the next question is about the nature of that manipulation. If there are no "yes" answers, the trainer talks about the manipulation that is so widespread that at least some of the participants heard about it. Trainer asks participants what the nature of that manipulation was.

Participants talk about the nature of manipulation that they noticed in the media or online.

How did you recognize that it was manipulation?

There are different ways to recognize media manipulation, and some of them are:

- Knowing the context of information before we see it in the media or online.
- It is a repeated manipulation that has been brought to light earlier by fact-checking portals.
- The information concerns the event we attended, and therefore we know what the facts are.
- The information concerns us or people close to us, so we know what the facts are.

Close summary: The first step in the fight against manipulation is to recognize manipulation and disinformation in the media. That is why it is very important to learn about how we can recognize manipulation and misinformation in the media.

(10 mins)

What Type of Manipulation Do We Know?

About: This exercise will help students distinguish between different types of media manipulation and to learn several different classifications of media manipulation.

Exercise: Do you think all types of media manipulation are the same? No. There are many different types of media manipulation that differ in who they are aimed at, how they manipulate people and what their goal is.

What do you think, how do we distinguish between different types of media manipulation? There are several different classifications of media manipulation. They differ in whether they are published with intent and with what intent they are marketed, who their target group is, who creates them, and what kind of harm they can cause to consumers.

One of the possible classifications of different media manipulation is the following:

- Disinformation
- Misinformation
- Fact Manipulation
- Censorship
- Propaganda
- Native Advertising
- Bias
- Clickbait

Close summary: Manipulation and disinformation appear in the public space in different forms. In order to know what kind of manipulation we are dealing with, it is important to know in what forms they can appear.

(15 mins)

Misinformation and Disinformation

About: During this exercise, students will learn to recognize disinformation from misinformation, and what the main differences between them are.

Exercise: Do you have an idea what the difference between **disinformation** and **misinformation** could be? Disinformation refers to *intentionally false or misleading information that is spread with the purpose of deceiving or manipulating people*. It is often disseminated with a *specific agenda*, such as political, ideological, or financial gain. Misinformation refers to *false or inaccurate information that is spread, but it may not necessarily be created with the intent to deceive*. It can occur due to misunderstandings, mistakes, misinterpretations, or negligence.

Have you ever encountered misinformation or manipulation in your life and can you tell us what it was? If there are "yes" answers, participants will explain disinformation or misinformation they have encountered, and if there are no "yes" answers, the trainer gives examples of both.

Participants are shown various examples of disinformation and misinformation from the media and from social networks and their task is to discover which of the two manipulation strategies has been applied.

Close summary: Distinguishing disinformation from misinformation is extremely important because by recognizing disinformation, we learn which content has tried to manipulate us with intent. When we talk about misinformation, they are harmful, but because of the lack of intention to manipulate consumers, they represent a milder form of manipulation.

(15 mins)

Censorship and Propaganda

About: During this exercise, students will learn how propaganda works and why censorship appears most often by the state, various organizations and authorities.

Exercise: Do you know what is propaganda and what is censorship? **Propaganda** refers to information, often biased or misleading, that is used to promote a particular political, ideological, or social viewpoint or agenda. It is disseminated with the intention of influencing the opinions, beliefs, and behaviors of a target audience. **Censorship** involves the suppression, restriction, or control of information, ideas, or media content by a government, organization, or authority. It is done with the aim of preventing the dissemination of materials that are deemed objectionable, offensive, or potentially harmful according to certain standards or criteria.

Can you think of any examples of censorship in recent years? Controversial state acts during the covid crisis that aimed to limit the flow of information related to the pandemic.

Participants are tasked with coming up with propaganda headlines glorifying the rule of a fictional king in *The Kingdom of StopFakeland* where everyone is sentenced to death if found not to be telling the truth, but only the king decides what the truth is.

Close summary: Being aware of propaganda tactics helps individuals recognize attempts to manipulate their beliefs, opinions, and behaviors, while understanding censorship allows individuals to advocate for the protection of freedom of expression, a fundamental human right.

[20 mins]

Fact Manipulation and Native Advertising

About: This exercise will help protect students from fraud of various kinds in the digital environment and become more media literate citizens.

Exercise: Have you ever come across an article in the media that you thought was informative but turned out to be advertising a certain product? If there are "yes" answers, participants explain their experience with native advertising. If there are no "yes" answers, the trainer offers an example and explains it. What do you think fact manipulation is? Fact manipulation refers to the deliberate alteration or distortion of factual information to create a false or misleading narrative. Fact manipulation may involve selectively presenting facts, omitting crucial information, taking statements out of context, or even inventing entirely fictitious details.

Participants are divided into 4 groups. The first two groups receive statistical data on the viewership of one television channel, and the readership of one newspaper, and their task is to present the data through graphs in a manipulative way. The other two groups are given the names and characteristics of two medical products and the task of writing a short news story about these products, which is actually native advertising.

Close summary: The ability to recognize native advertising helps citizens not to be deceived on the Internet and thus protects them from fraud of various kinds in the digital environment. Fact manipulation, that can also appear within native advertising, represents another harmful manipulation strategy. The recognition of this kind of manipulation makes citizens more media literate and less susceptible to deception.

[15mins]

Clickbait and Bias

About: During this exercise, students will learn why clickbait is still profitable for the media and how to recognize biased news.

Exercise: Do you know what is clickbait? If there are "yes" answers, participants explain their experiences with clickbait. If there are no "yes" answers, the trainer offers an example and explains it.

Would you say news in our country is biased? While there is news that is unbiased, accurate and timely, a lot of news in our country is biased in favor of certain political, economic or ideological factors. Bias can manifest in various ways, including the selection and framing of stories, the choice of language and tone, and the emphasis placed on certain facts over others.

Participants are divided in four groups and their task is to write a clickbait headline on a certain topic.

Close summary: Most citizens are already aware of the phenomenon of clickbait headlines, but the fact that the media continues to use them shows us that they are still profitable for the media. It is extremely important to recognize biased news, considering that in a media environment such as ours, such news makes the average media consumer think that it is just regular news and not manipulative content.



09

BREAKING ETHNIC STEREOTYPES

1. Lesson Overview and Objectives [5 mins]
2. 5 Principles of Balanced Reporting [10 mins]
3. Game: Hate or Tolerate [45 mins]
4. Quiz: Examples From the Media and Social Media [25 mins]
5. Time For More Questions [5 mins]

[5 mins]

Lesson Overview and Objectives

Media wields substantial influence in perpetuating stereotypes, especially for minorities like women, the LGBTIQ+ community, and ethnic groups. Media messages are constructs often shaped by *stereotypes and biases, serving political, ideological, or economic goals*. Ideally, media should prioritize citizens' interests rather than specific agendas. Not all media is negative, and it is crucial to discern message creators and their motives. In this lesson, we will adopt a journalist's role, focusing on informative and professional communication. The workshop aims to help participants recognize the origins of media stereotypes, understand the motivations behind hate speech, and promote awareness against stereotypes, particularly among coexisting ethnic communities.

[10 mins]

5 Principles of Balanced Reporting

About: During this exercise, students will learn about the principles/standards that journalists should adhere to when reporting on stories related to ethnic conflicts or narratives about ethnic groups.

Exercise: Can you list some professional journalist standards? If none of the participants

know what the principles of professional journalism could be, the trainer asks more specific questions, for example: Do you think journalists should seek the opinion of the opposing side? Do you think journalists should include hate speech in their articles if it is used by an interviewee? And so on.

After the participants' responses – yes/no – the trainer writes on the flip chart all five principles they asked about in the order in which the discussion took place.

Close summary: The principles important for this topic are:

- Every journalistic story has at least two sides, and the journalist is obligated to assess who is a relevant interlocutor and source for a given story.
- A journalist must verify information before publication, regardless of the source, even if it is a verified and relevant source.
- Journalists must differentiate between facts and opinions.
- Journalists must be educated to use appropriate terms when referring to the nationality of individuals involved and must be aware of which terms are not politically correct or constitute hate speech.
- Journalists should not relay statements from interviewees that contain hate speech. If it is necessary to report the opinion of a person using hate speech, journalists should paraphrase those quotes to avoid further spreading hate speech.

[45 mins]

Game: Hate or Tolerate

About: During the game, participants will make all the relevant decisions that journalists face when reporting on others who are different and diverse (such as whether to publish certain information, whom to interview, what photos to use, etc.). The goal is to be as tolerant as possible in crafting the story.

Exercise: The trainer should ask the participants to open the link on their computers or phones: [Hate or Tolerate](#). The trainer explains to the participants that they are about to play a game in which each player is a journalist tasked with writing a story about migrants.

Instruct the participants that they need to form editorial teams to complete a quiz. The trainer divides the participants into teams by asking them to choose a card with an animal on it. All participants who chose a card with a rabbit become one team, those who chose a card with a cat become another team, and so on. Participants will remain in these teams throughout the workshop.

After the formation of teams, participants begin solving the quiz in their respective teams. Participants can move away from the group, go to another room if possible, and so on, to independently complete the quiz without any disturbances. Let the participants know that they have 15 minutes to finish the game and that it's important for all team members to participate in decision-making. If necessary, participants can play the quiz multiple times until they are satisfied with the results.

After all the teams have completed the quiz, we return to the common room and discuss the reports they have prepared. The trainer will ask participants to read their reports and discuss with them why it's important to verify information before publication, who are relevant interviewees, why we separate facts from opinions, and so on.

Close summary: After reading all the reports, the trainer, with the help of the participants, summarizes the journalism principles mentioned at the beginning of the workshop once again. The trainer should further explain each of the principles, providing illustrative examples and using a flip-chart or PP presentation. For instance, the trainer should ask participants about the difference between fact and opinion, how to determine who the relevant sources are, why journalists should avoid relaying quotes containing hate speech, and why it's important for them to be familiar with the terminology they are writing about.

[25 mins]

Quiz: Examples From the Media and Social Media

About: The goal of the quiz is for participants to identify stereotypes against people of another nationality. The quiz will be created on the [menti.com](https://www.menti.com) platform.

Exercise: The trainer will prepare a quiz in advance, consisting of 5–10 questions containing specific statements from the media and social media that include stereotypes against people of another nationality. During the workshop, the trainer will ask participants to take out their phones and open the menti.com platform, and then explain how they will collectively go through the quiz. The trainer will use their computer and the presentation that all participants can see to ask questions from the quiz, while participants will independently answer these questions on their phones. When all participants finish responding, the trainer will initiate a discussion about these media examples.

Close summary: The discussion should focus on analyzing the media headlines that have been read, and the trainer should pose specific questions about the examples, such as why participants think something is problematic in a particular instance, how it could have been written or published differently, and so on. The main goal of the discussion is for participants to understand why media messages or social media comments contain hate speech, with the most common reasons being political, ideological, or economic. When participants grasp that those who propagate hate speech do so because they have a specific benefit from it, they will realize that hate speech is a political and economic tool for profit.

[5 mins]

Time For More Questions

The trainer will allocate at least five minutes at the end of the workshop in case participants have additional questions. Since interaction among participants will be encouraged throughout the workshop, this concluding part doesn't require much more time.



10

MIL & SOCIAL MEDIA

1. Lesson Overview and Objectives (5 mins)
2. My Media Environment (15 mins)
3. MIL Questions (10 mins)
4. TikTok Content (15 mins)
5. Game: MOPS (45 mins)

(5 mins)

Lesson Overview and Objectives

In this workshop, participants will assess their media habits and delve into the concept of "media literacy." They'll explore the differences between traditional media and social networks, including the pros and cons of TikTok. The session will cover TikTok video creation techniques for effective messaging. The highlight is the MOPS game, where attendees analyze contemporary media content, focusing on manipulative elements. This equips them with the ability to spot media manipulation independently. This overview will be presented to participants during the introductory part of the workshop, preparing them for engaging discussions and activities.

(15 mins)

My Media Environment

About: The goal of this task is to make participants aware of how much of their lives they are likely to spend with media and, consequently, how important it is to understand how media messages and social media content are created since they are constantly exposed to them.

Exercise: The trainer should distribute worksheets to participants where they can record the time they spend with various types of media: radio, television, print, books, as well as social media platforms like TikTok, Facebook, Instagram, and others. Participants are tasked with recording the average amount of time they spend with each type of media, either in hours or minutes, throughout the day. They will then add up the results to determine the total time they spend with each type of media on a daily basis.

The goal of this task is to make participants aware of how much of their lives they are likely to spend with media and, consequently, how important it is to understand how media messages and social media content are created since they are constantly exposed to them.

Close summary: After all participants have added up the average daily time they spend with the media, the trainer should initiate a discussion with questions such as, "were the results surprising to you?" Were you aware of the time you spend on Instagram or reading books? Next, the trainer should delve into the topic of active and passive media consumption, discussing with participants if they know the difference between active and passive media consumption.

The trainer will explain to participants that during passive media consumption, the consumer doesn't pay much attention to the content being consumed; it is often in the background while they do something else. In contrast, active media consumption means the viewer or listener is actively engaged with and focused on the content, critically thinking about it.

While active media consumption involves critical reflection on the media messages received, this is not the case with passive consumption. The information is taken in and retained in the consumer's consciousness, but it isn't adequately thought about or processed.

The goal of this activity is for participants to reflect on how much and in what way they consume media. The point is not to scare or criticize participants if they use media extensively, but to emphasize that information is all around us, and we often consume it passively (scrolling through Instagram, listening to the news on TV while doing household chores, etc.). Therefore, it is important to empower ourselves to think critically about the content we receive.

(10 mins)

MIL Questions

About: The aim of this activity is for participants to understand that social media, like traditional media, serves us for communication and information exchange, and to recognize the differences between content creators on social media and journalists.

Exercise: The trainer will prepare three flip chart papers in advance with the following questions written on them:

- Is social media considered a form of media? If yes, why? If no, why not?
- What can the interests be of media or content creators?
- What does it mean to be media literate?

In the introductory part of this section of the workshop, the trainer will distribute sticky notes to the participants and ask them to write their answers to the three questions using a maximum of six words, and then have them stick the notes onto the flip chart papers.

The students will have five minutes to answer the three questions and stick their notes onto the corresponding flipchart papers prepared by the trainer.

After the five minutes have elapsed, or once all participants have placed their answers on the flipchart, the trainer will initiate a discussion on these three questions. Reading the answers, the trainer will ask additional questions or provide comments to the participants. The key distinction is that journalists must adhere to professional standards and have editors who verify every piece of content before publication, which is not the case on social media.

Close summary: Then, the trainer should talk with participants about the interests of the media or content creators, so that participants come to the conclusion that every media message is a construct and that everyone has a specific purpose for why something is published and something isn't. The idea is not to make participants overly skeptical but to underscore that there are journalists and media outlets who professionally do their job.

The discussion on the topic of media literacy should lead participants to the conclusion that media literacy is the skill of critically evaluating content. This helps us better interpret the information and messages that come to us.

[15 mins]

TikTok Content

The trainer will initiate a discussion with the students about which social media platform they use the most and why they believe TikTok is the fastest-growing social network in the world. The trainer should pose questions about the pros and cons of TikTok and emphasize to participants that no platform is inherently bad, but how we as users use it, matters – what we post, what we comment on, and what we watch on TikTok.

The trainer will use a PowerPoint presentation to share simple tips with the participants on how to create TikTok videos. This will include guidance on selecting a topic for filming, deciding on the materials to use, determining the message they want to convey with the video, and more. Finally, the trainer will provide participants with tips on how to edit TikTok videos and encourage them to offer advice to each other on how to effectively communicate their message through their videos.

[45 mins]

Game: MOPS

About: The main activity of this workshop will be the MOPS game. MOPS is an educational game, a set of cards used to learn about media, techniques of media manipulation, fake news in traditional media and on social networks, and media literacy.

Exercise: The trainer will explain the rules of the game to the participants and ask them to divide into teams. Each team will select cards from three decks: Topic, Actor, and Content Type. In the game, there is also a fourth deck called Formats, but for the purpose of this workshop, all participants will be tasked with creating a TikTok video to further reflect on creating content on social media and its potential reach and impact.

After participants draw cards from all three decks, their task will be to come up with a TikTok video featuring the actor, topic, and type of content specified on the cards they have drawn. The trainer, with the help of a PowerPoint presentation, will explain to the participants the types of content that will be among the cards, which they may not be sure about, such as spin or stolen visual identity.

Divided into teams and under the mentorship of the trainer, the students will create a shooting plan, assign tasks – some individuals may need to appear in the video, while others will write the script, and someone will shoot and edit the content.

Close summary: After all participants email their TikTok videos to the trainer, the presentation of the results will begin. The trainer will invite all participants to provide their comments on the work of others and attempt to determine the type of content they have created. The trainer will ask participants questions regarding the content they have created, such as what is manipulative in the content they have created and why it is important to have relevant individuals as interviewees, and so on.

