



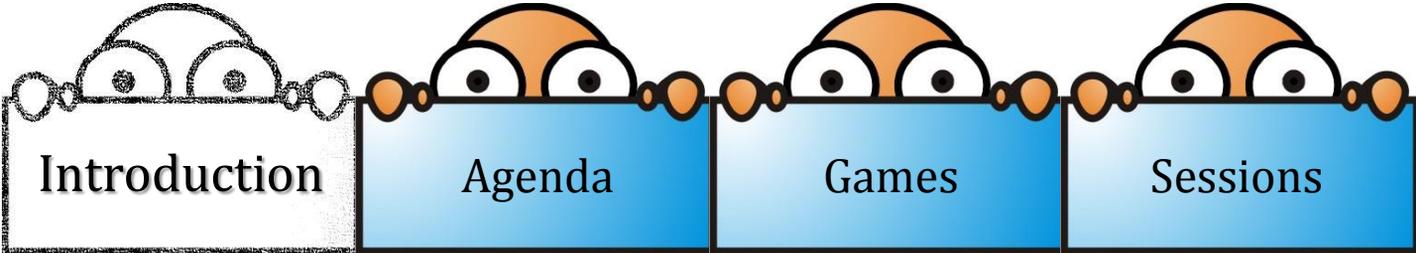
Sessions, Activities and Methodologies
For youth workers and teachers

September 2016

Credits

INEX Slovakia	Slovakia
Associazione Informagiovani	Italy
CVS Bulgaria Sdruzhenie	Bulgaria
Videnscenter for Integration	Denmark
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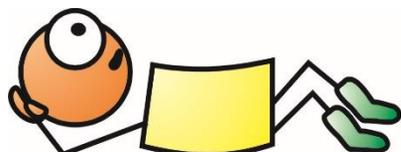
This manual contains description of the workshops, activities and methodology which were used during the Training Course Zoom in Interculturality. The manual is suitable for youth workers but also for the teachers and pedagogues who would like to enrich their lessons with the activities of non-formal education.

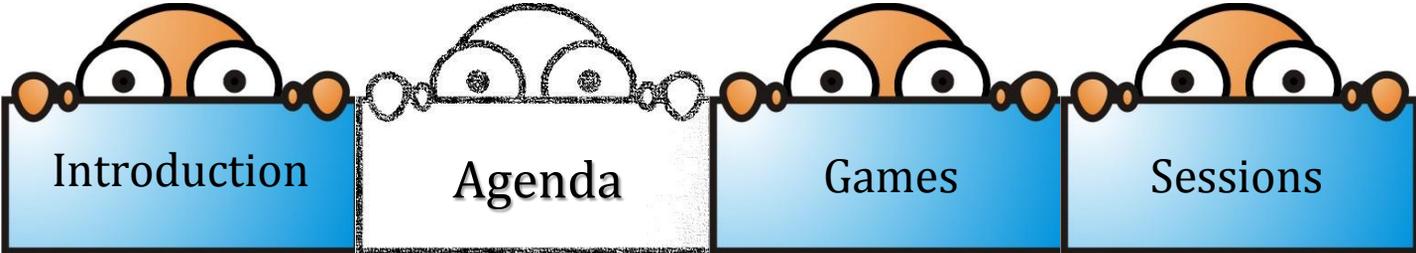
The initiative to realize this kind of training course was an answer to increased xenophobic and extremist speakers that were even strengthened by the refugee crisis. The main source of many hate speeches, lies and false information which are arousing animosity against specific group of people has become the new media. The primary users of the new medias are just young people.

This unpleasant situation helped to find new methodologies and strategies about how to adapt the methodology of multicultural education towards new challenges. On one hand we have a sense to strengthen medial competencies of young people which would help them to perceive more critically the Medias and their messages and on the other hand we can not forget about development of multicultural competencies.

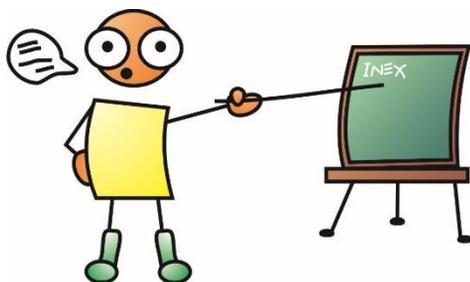
The manual consists of several chapters which are devoted to games, exercises and activities that are intended especially for young people. The content is focused to the media literacy and multicultural education. The particular activities can be used during training courses but also at the schools or after-school education.

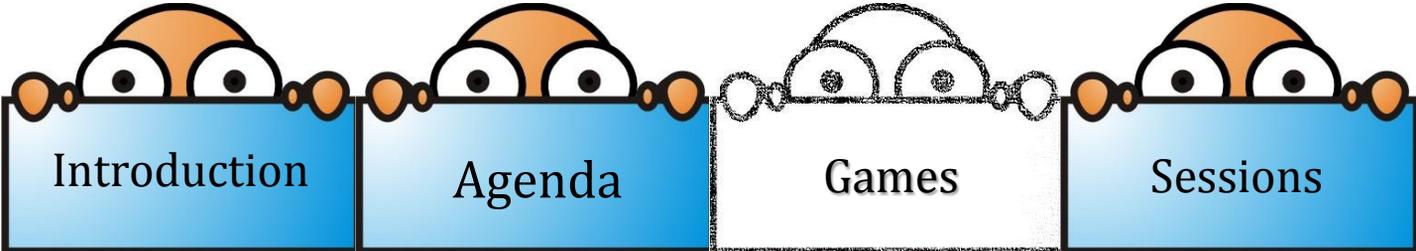
All of the activities which are included in this manual were used during international Training Course Zoom in Interculturality.





1.1 Name games	1 - 4
1.2 Energizers	5 - 7
1.3 Activities for splitting the groups	8
1.4 Long term games	9
1.5 Logical games, riddles and psychological games	10 - 11
1.6 Funny games	12
1.7 Teambuilding activities	13
2.1 Stereotypes and prejudices	14 - 15
2.2 Photo frame	16 - 17
2.3 Hate speech	18
2.4 Discrimination	19 - 20
2.5 Learning to learn	21
3.1 What is Media Education – short introduction	22 - 24
3.2 Media Education – group activity	25
3.3 Media Critical Thinking	26 - 27
3.4 Persuasive and manipulative techniques in media	28
3.5 Activities of participants	29





1.1 Name games

Names games are needed at the beginning of the training course when the participants don't know each other. It is funny way how to introduce yourself and it helps to reinforce names with faces and personal interests. They are designed to help participants to introduce themselves and learn each other's names faster thanks to experiential form of learning. Take into account the size of the group and time limit.

Name: **Name and gesture**
Time: depends on group size
Material needed: -
Setting: indoor/outdoor
Instructions:

We are standing in the circle and everybody says his/her name and shows a gesture, for example jump, tap etc., or dance a figure. Than we will go to the circle and everybody needs to repeat the name and gesture or dance a figure all the people in front of him/her. When we reach the last person we will repeat together everything at the same time.

Name: **Blanket name race**
Time: 15 minutes
Material needed: blanket
Setting: indoor/outdoor, room without mirrors
Instructions:

Two groups of people will sit in front of each other. Two persons are holding the blanket in the way that the blanket is splitting them in the way they do not see each other. One person from each group will sit near to the blanket and in front of each other. Then people who are holding the blanket put it fast down and the one who says the name as the first one is winning and the second one is going to his/her group.

Name: **The human bingo**
Time: 20 minutes
Material needed: bingo sheet for everyone, pens
Setting: indoor/outdoor
Instructions:

Each person gets one paper split to small windows and with question in each window. The questions could be: „Who has got two brothers; who came here by plane, who lives in the village, etc.“ The people are walking around the room and looking for the people who are meeting the criteria and putting their names down to the windows. After a while we stand in the circle and we will go through the windows and everybody is saying who is meeting the criteria.

Example of the bingo sheet:

HUMAN BINGO

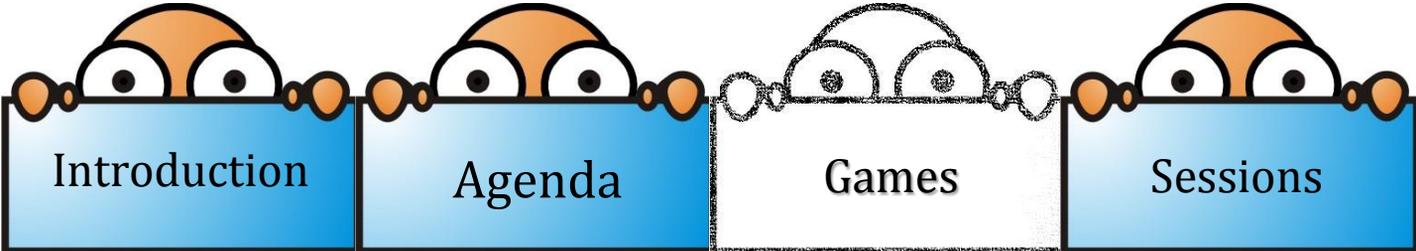
ASK AROUND TO FILL IN ALL THE SPACES – YOU MAY ONLY USE A PERSON'S NAME ONCE



has <u>black hair</u> .	wears <u>glasses</u> .	<u>speaks more than 2 language</u> .	<u>does volunteer work</u> .
has <u>blue eyes</u> .	<u>likes a chocolate ice cream</u> .	<u>loves cooking</u> .	has S in <u>his/her name</u> .
has a <u>tattoo</u> .	<u>enjoys reading</u> .	has <u>been in same country as you</u> .	<u>is wearing earrings</u> .
has a <u>dog</u> .	<u>can sing</u> .	<u>doesn't have a driver's licence</u> .	<u>does sport</u> .
Has <u>one brother</u> .	has a <u>car</u> .	<u>is wearing contact lenses</u> .	<u>sleeps late on weekends</u> .

Name: **Toss ball game**
Time: 10 minutes
Material needed: ball
Setting: indoor/outdoor
Instructions:

We are standing in the circle. Person with a ball says his/her name and tosses the ball to somebody else. After everybody has been said his/her name, call someone's name and toss the ball to that person. In the end you can ask somebody to try to say everybody's name.



1.2 Energizers

Energizers are good to be used before demanding activities or when we realize that the participants are tired, bored or without mood. Their aim is to raise the energy levels of the group before we start difficult activities.

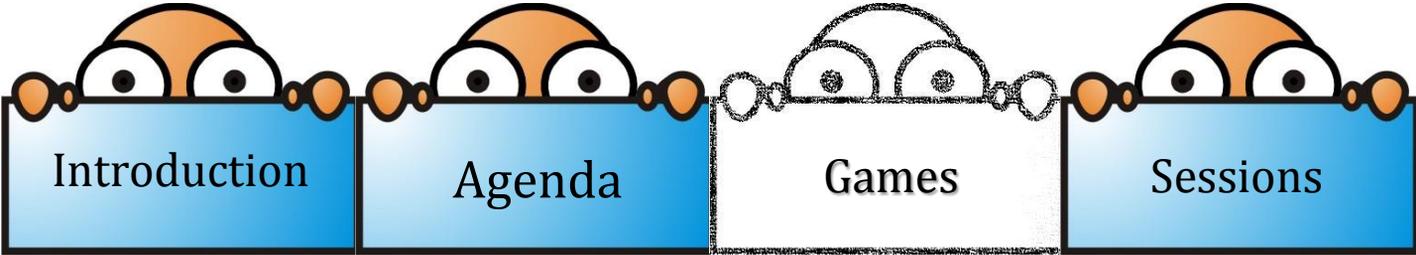
Name: **Who is the leader?**
Time: max. 10 minutes
Material needed: -
Setting: indoor/outdoor
Instructions:

Participants are standing in a circle. One person leaves the room. After he/she leaves, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc. These movements are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, he will join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

Name: **Electric pulse**
Time: max. 10 minutes
Material needed: small object (tennis ball, bottle)
Setting: indoor
Instructions:

Form two teams while using whatever method you prefer. The team have to sit on parallel lines. Instruct the teams to put hand on the shoulders of the person in front of them forming two long human chains. At the end of the two lines, place a chair with a small object on it – a tennis ball works well, but you can use any object you have on hand. A referee stands at the other end of the lines, facing the chair. Tell everyone in the lines to close their eyes and downward face. The referee put his hand on the shoulders of people who are the last ones in the both lines. He squeezes their shoulders at one time. He sends pulse this way. The last person of each line sends pulse by squeezing the shoulders of the next person in line as quickly as possible. Each person, whose shoulders are squeezed, squeezes the person's shoulders in front of him or her. The goal is to be the team with the "electric pulse" passing all away along the line first. The team which firstly touch "small object" wins a point.

Variation:
Form two teams using whatever method you prefer. Have the two teams form lines facing each other. At the end of the two lines is standing leader/trainer. When leader/trainer says „go“ the two people at the front of the lines hug the next person in line as quickly as possible. Each person, which has been hugged, hugs the person next to him or her. The last person in the line after he/she is hugged has to run in the front of the line and hug the leader/trainer. The goal is to be the team who hug the leader/trainer first. The team that does so wins a point.



Name: **Catch me if you can**
Time: 5 minutes
Material needed: -
Setting: indoor/outdoor
Instructions:

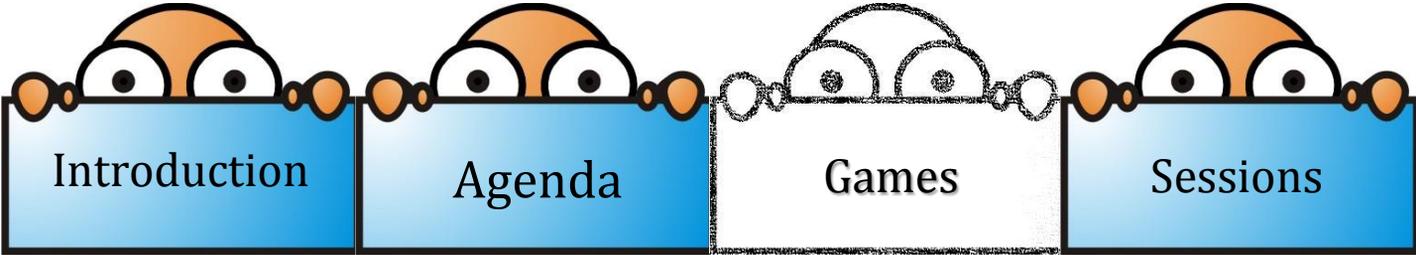
Stand in the circle and everybody will stretch his/her forefinger of his/her right hand up to the air and put his/her palm on the top of the forefinger of his/her neighbor. When the facilitator says „now“ everybody pull his/her right hand down and is trying to catch the forefinger of the neighbour. Whose forefinger is caught that person is out of the game. If a hand catches a forefinger but the forefinger slips away it will not count.

Name: **Fruit salad**
Time: 10 minutes
Material needed: papers with different types of fruits (for example apple, orange, lemon, berries, pineapple, peach, plumb,..)
Setting: indoor/outdoor
Instructions:

Form a circle of chairs that is one chair fewer than a total number of players. Nominate a player to be 'in', that player stands in the center of the circle. Divide all players into three groups of fruit by going around the circle and naming them either apple, orange or pear. The player who is 'in', calls the name of a fruit. If he calls out apples, everyone who is that fruit must get up quickly and change places. Players who are not apples remain seated. The person who is 'in' tries to sit in an empty spot whenever players swap positions. If they manage to sit in a chair, the player not sitting in a chair is then 'in'. The person in the middle can also call 'fruit salad' and everyone who is seated has to change spots. The game can finish whenever you like.

Name: **Group massage**
Time: max. 10 minutes
Material needed: -
Setting: indoor/outdoor
Instructions:

Ask the group to stand in a circle and turn sideways so that each person is facing the back of the person in front of them. People then massage the shoulders of the person in front of them.

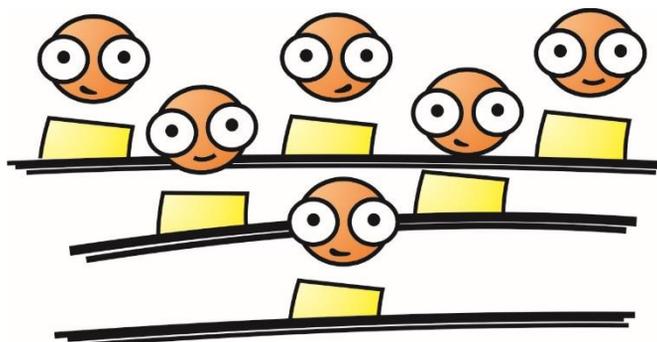


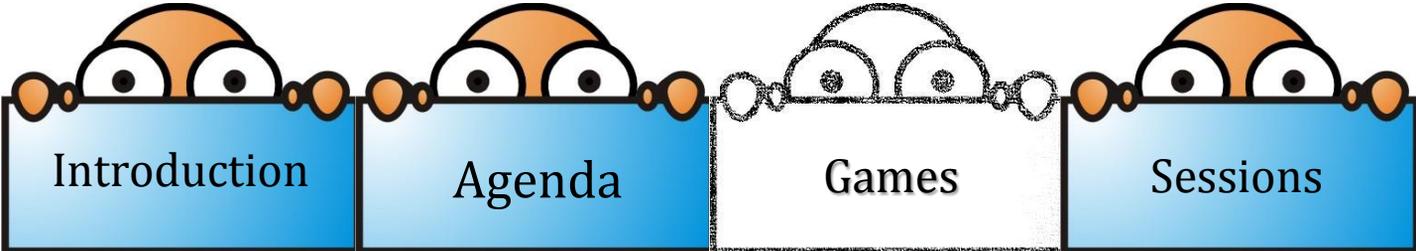
Name: **Make line from months**
Time: max. 10 minutes
Material needed: -
Setting: outdoor or long room
Instructions:

The facilitator tells the group to stand in one line. Participants cannot speak and they have to find their place in the line according to their date and months of birth. You can play it with people standing on chairs in the circle.

Name: **Simon says**
Time: max. 10 minutes
Material needed: -
Setting: indoor/outdoor
Instructions:

The facilitator tells the group that they should follow instructions when the facilitator starts the instruction by saying "Simon says..." If the facilitator does not begin the instructions with the words "Simon says", then the group should not follow the instructions! The facilitator begins by saying something like "Simon says clap your hands" while clapping their hands. The participants follow. The facilitator speeds up the actions, always saying "Simon says" first. After a short while, the "Simon says" is omitted. Those participants who do follow the instructions anyway are 'out' of the game. The game can be continued for as long as it remains fun.





1.3 Activities for splitting the groups

These activities help you to divide the people into smaller groups when needed. They can be played inside or outside.

Name: Molecules
Time: 3 – 5 minutes
Material needed: -
Instructions:

People are moving in the space as atoms. Facilitator is speaking about atoms, how they are alone in whole space, they are moving at first slowly, but later faster and faster and they start collide. Then give an order (lets say 5). People can hold in the way that five people will be holding each other. Then continue and say next order (for example “two boys and one girl” etc.). Make this several times and at the end we will say the number of people which you would like to have in one group.

Name: Sounds of animals
Time: 3 – 5 minutes
Material needed: paper with animal for everybody (for example lion, cat, dog, or you can make it more difficult and put dinosaur, dolphin, fish...)
Instructions:

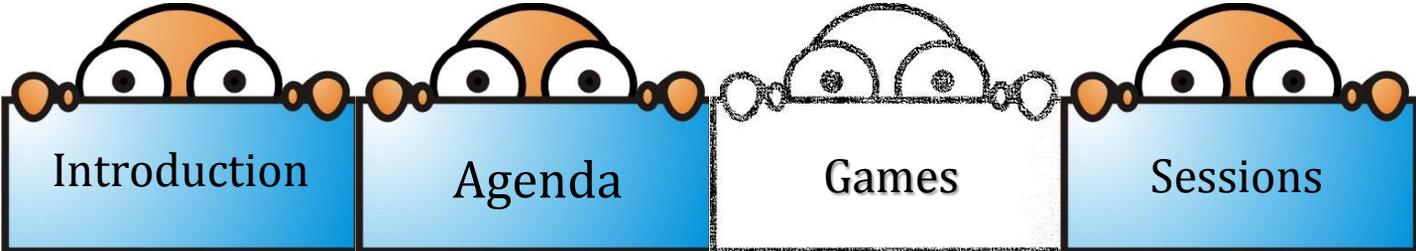
Give papers to people. They need to make the sound of the animals and they need to find each other by the sounds of the animal and you have small groups ready for next activities.

Variation:
Instead of animals you can use type of music (jazz, rap, opera..)

Name: Superheroes
Time: 3 – 5 minutes
Material needed: paper with superhero for everybody (for example Superman, Spiderman, Catwoman, Hulk, Flash,..)
Instructions:

Give papers to the people. They need to make the gesture typical for superhero and they need to find each other by the gesture of the superheroes and you have small groups ready for next activities.

Variation:
Instead of superheroes you can use characters from movies (Harry Potter, Lord of the rings, Avengers) and they have to make groups according the movie they are from. Or you can use names of music instruments or dance moves.



1.4 Long – term games

If you are doing longer lasting project (training course, workcamp, youth exchange...) you can use various long-lasting games which can expand the program. The rules are good to be explained during the first day of the project and continuously checking the progress of the game, the rules compliance and interest of the participants to play the game.

Name: Kiss Killer

Material needed: papers with name, big paper for death people - cemetery

Setting: indoor

Instructions:
Everybody will take in a secret lottery a person who she/he should kill. You are killing by kissing on the neck (or on the hand or you may think up some another part of body) and nobody can see him/her (so the people need to take the person somewhere away from the group with some excuse). If somebody sees the killing, the murder will not be valid. Then the murder needs to kill the person again but the person will take care for himself/herself and will try to avoid the murder. If somebody kills his victim the victim will give him/her the paper with the name of his/her victim and the killer could continue with killing. We will continue till there is just one killer or the game is finished after few days and the winner is the one who will have the most of the papers. We can play also just one day.

Variation:
Instead of Kiss killer you can play Hug killer when killer has to hug his victim. Or Task Killer when killer has to trick his or her victim to do something funny (for example sing his or her favorite song, answer some question, make coffee or tea, jump on one leg..)

Examples for Task Killer:

1. Ask to tell you funny story.
2. Ask to lend you a sweater or hoodie.
3. Ask to show you his/her favorite song.
4. Askto sing together some song.
5. Ask to jump on left leg.
6. Askto tell you his/her most wonderful experience from summer
7. Askto bring you one glass of water.
8. Askto tell you about most amazing gift he/she ever got.
9. Askto draw you something.
10. Make laugh
11. Ask to tell you joke.
12. Ask to give you massage.
13. Askto speak in her/his native language.

1.5 Logical games, riddles and psychological games

Logical games, riddles and psychological games are suitable not only to spend long moments during for instance waiting for lunch or bus but they can work as a good icebreakers between participants too. Their main aim is not to make the brain cells suffer but mainly to have fun. The only one common rule of this kind of the games is to warn the people who might know the point not to share it and instead to actively participate.

This, this, this, this

Open one hand and turn it to us. Start to touch the tops of the fingers of the next hand while saying with each touch "This". So everything together sounds like "This, this, this, this, this". Tell people that it was not right (the wrong one). Then do it again but on the beginning say "look". Now it is the right one. The task of the people is to guess the right one while it is right only in the case they will say "look" on the beginning.

I am, but I am not

Tell people first sentence, for example I am Slovak, but I am not Italian. Go around the circle and everybody will say what he/she is a what not. The right answer is that in first part you are things starting on the consonant and in second part you are not thing starting on the vowel. For example: I am participant, but I am not alien. I am dog, but I am not alligator.

Passing with or without

Take some thing (wallet, paper, card, ...) and pass it to person next to you with words "I'm passing this to you with" or "I'm passing this to you without". Go around the circle and everybody has to pass the thing while saying if it's with or without. The magic is in smile. If you are smiling while you are passing thing to next person you say "I'm passing this to you with". If you are not smiling, you say "I'm passing this to you without".



1.5 Logical games, riddles and psychological games

Open or closed

For this game you need bottle or wallet or book or paper. Play with it a little, open and closed it few time, turn it around and then pass it to the person next to you with words "I'm giving you this open" or "I'm giving you this closed". Go around the circle and everybody has to pass the thing while saying if its open or closed. Trick is whether is your mouth open or closed when you are passing the thing.



The useful things

Sit in the circle and tell people that you are going to a desert or to isolated island, or jungle or any other place and you would like to take just useful things. Go around the circle and everybody will say thing which he/she thinks will be useful and tell him/her if it is really useful. The useful things will be starting according to the first letter of the name of the people. So if Peter is playing than his useful things are always starting on the letter "P".

1.6 Funny games

The game which is good to be used when there is some free time left and the participants are not very initiative.



Wink killer



Characters and tasks:

The murderer – has to kill everybody by winking at his victims, when the murderer winks at you, you must play dead

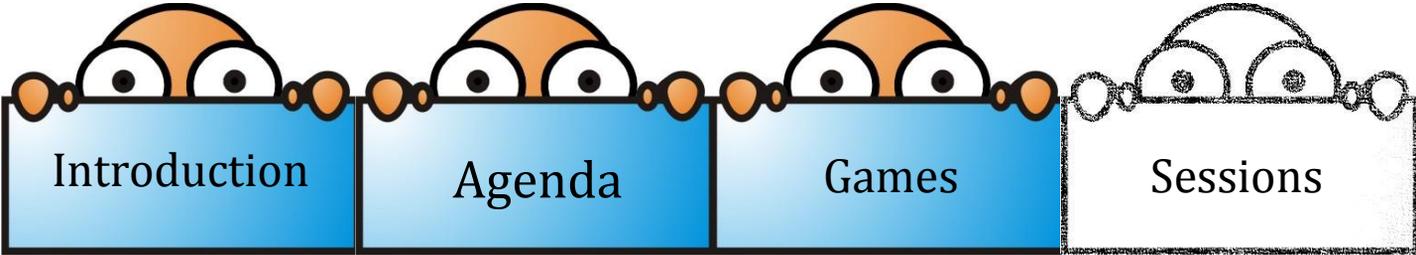
The detective - must try and catch the murderer
You can add more characters (more murderers, more detectives) or:

The lover – bringing death people back to life by „air kiss“
The schizophrenia – killing and bringing people back to life

Sit in a circle on the carpet and choose a detective. The detective goes outside whilst you choose the murderer. When the murderer winks at you, you must play dead. The detective then must try and catch the murderer. You can add more characters. The game ends when the murderer kills everybody (except for detective) or when the detective finds out who is the murderer.

Material needed:
Papers with roles





The training course Zoom in Interculturality has connected media education and literacy with multicultural education. During the seven days lasting course we realized the activities which has helped to develop medial and multicultural competencies of the participants. In this part we are introducing particular learning activities in which non-formal educational methods have been used.

1.7 Teambuilding activities

During the first days of the training it is good to do the activities that contribute to a good atmosphere of the group. These activities can work as icebreakers and help to build a barrier-free and open environment in which all participants are open to the new ideas, respect each other and are willing to cooperate.

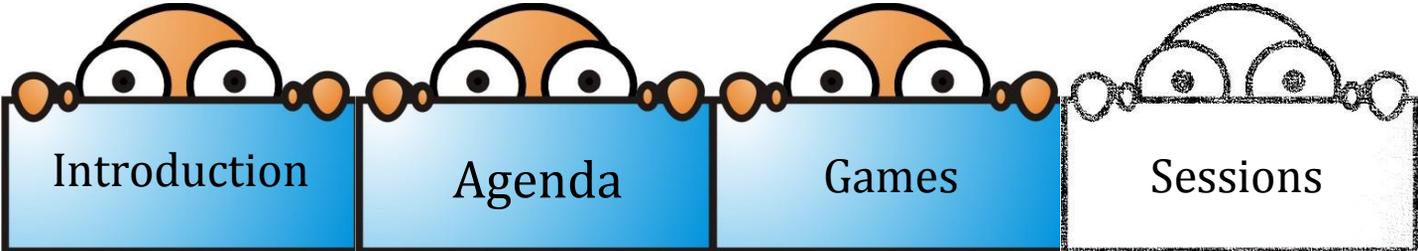
- Name:** **Let's do this together**
- Time:** 30 minutes
- Aim:**
- to bind the group, so that they get to know each other and begin having a sense of team
 - to establish a positive team culture, the beliefs, values and norms of behavior
 - to establish the role of the leader
- Material needed:** paper with tasks for every group

Instructions:

Split people in smaller groups using whatever method you prefer. After you form groups give to every group paper with tasks. Explain them that now they are one group and they have some tasks which they have to fulfill and after they finish they have to come to the meeting point. Don't forget to tell then at what time they have to be at the meeting point. After everybody will fulfill tasks and you meet every group should present their results.

Examples of tasks:

- Create name and motto of your group.
- Write poem and use in it words: training, media, prejudices.
- Make a group photo with guy in yellow T-shirt.
- Create word "training" from first letters of name of stuffs and bring it to meeting room. (Example for word sand you have to bring to meeting room: **S**issors + **A**pron + **N**ecklace + **D**ress).
- Everybody from group should wear or have something black.
- Create Golden gate bridge/ Eiffel tower/ Great Pyramid of Giza/Stonehenge and make a photo.



2.1 Stereotypes and prejudices

The human society is constantly changing and evolving. Modern society is significantly different comparing with the society few years ago. Due to the establishment of the European Union, opening of the national borders, less restrictions while travelling there is a huge mixing of people, races and nationalities. Countries are not isolated but they are in cooperation and constant contact. A recent migrating crisis caused the increase in xenophobic and extremist manifestations not only face to face but also in the media. That is why there is a need to know the stereotypes that influence our perceptions of holders of the other cultures as well as to be aware of the own prejudices towards those ones who differ from the majority group in the society where they live.

Name: *Who am I?*

Time: 90 minutes

Aim:

- to recognize own stereotypes and prejudices
- to know difference between stereotype and prejudice
- to be able to recognize them in the media

Material needed: photos

Setting: big room

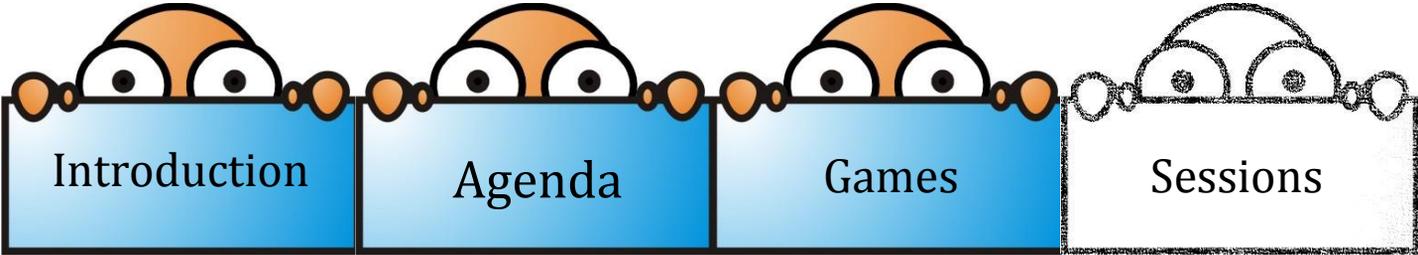
Instructions:

Divide the group into smaller groups (4-5 people per group) using whichever method you prefer. Give to every group an envelope with the photos and find space for every group in a way they will not disturb each other. Tell them that as a first step everyone has to think about people on the photos and must come up with some story for every photo they have received.

You can help them with questions:

- Who is in the photo?
- What his/her life looks like?
- Where he/she lives?
- What is his/her job?
- Does he/she have a family?
- What is he/she doing in his/her free time?
- What are his/her dreams?

In the next step group has to discuss all the stories and agree on only one story about each photo. In the end everyone has to choose one person from photos with whom he/she would like to share a room.



Introduction

Agenda

Games

Sessions

Call each group to come back to one room. Sit in the circle, go photo by photo and ask each group to share their story for each photo with the explanation why they have chosen this or that story. Don't comment and don't react to their explanation and story.

After every group tells stories go photo after photo and everyone who choose this person for living together has to raise a hand. Choose few people to explain why they choose this person.

Now tell them true identity of people in the photos.

Debriefing and evaluation:

After this activity is very important to do debriefing where you discuss with participants what happened during activity, what was aim of this activity and how we can link this activity with real life and society. It's good to point how we are used to judge people according to our first impression we have about them. During debriefing you should speak more about stereotypes and prejudices. You can ask them if they were facing any stereotypes or prejudices in their life, how they feel, what was their reaction to this situation.

Questions for debriefing:

Now when you know the true identity of these people how do you feel?

How did you feel while you did the activity?

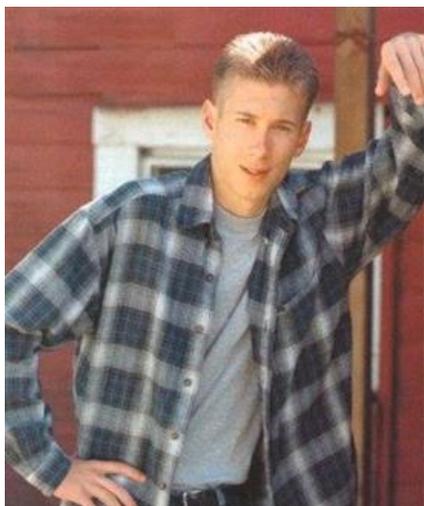
What would you do differently next time?

How does this activity reflect our life and society?

What is the difference between prejudices and stereotypes?

Examples for photos with true identity of people in photos (for more photos check internet):

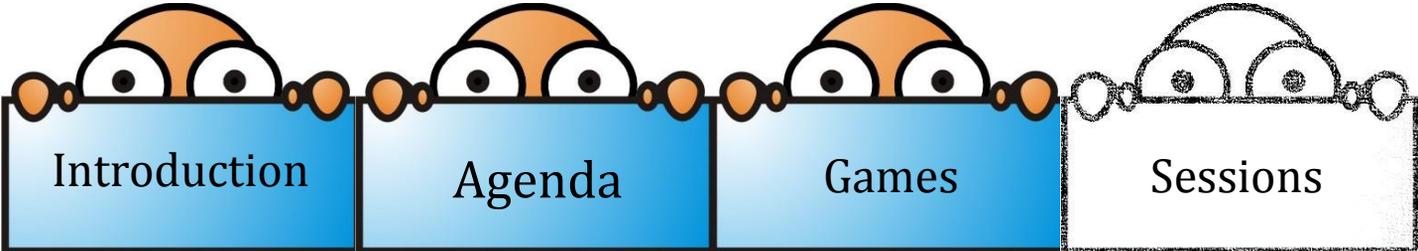
Examples of photos with true identity of people in photos (for more photos check internet):



American high school senior who committed the Columbine High School massacre. He and his friend killed 13 people and injured 24 others. The two young men then committed suicide in the library where they had killed 10 of their victims.



Woman spent almost 4 years in the prison for killing her roommate. Media portrayed her in the negative light but later she was found innocent.



2.2 Photo frame

Name:	Photo frame
Time:	90 minutes
Aim:	<ul style="list-style-type: none">● to expand media education knowledge● to support critical thinking on media● to raise awareness about the way media are portraying reality
Material needed:	relaxing music, papers, photos, laptop, camera, data projector
Setting:	inside

Instructions:

This activity is divided into few steps.

1. Introduction

Let participants relax, you can play relaxing music to help them relax. They can sit or lay, as they wish. Ask them to close their eyes and facilitator starts describing visit of a gallery, try to describe what they can see in the gallery, then choose one photo and describe it into the details, finish story with: *“Now you step in the room and the name of the room is a conflict. There are pictures on the walls with different names. You stop in front of one picture. Name of this picture is Conflict. Imagine it. What do you see? Is it small or big picture? What is on the picture? What colors are in the picture? Is it black and white picture or colorful? Are there people?”*

Give them time to imagine this picture and then “wake them up”.

2. Describing photo

Divide participants in groups (4 people in one group). Participants in group have to describe with sentences picture with topic “Conflict”. They have to write what they see in the picture.

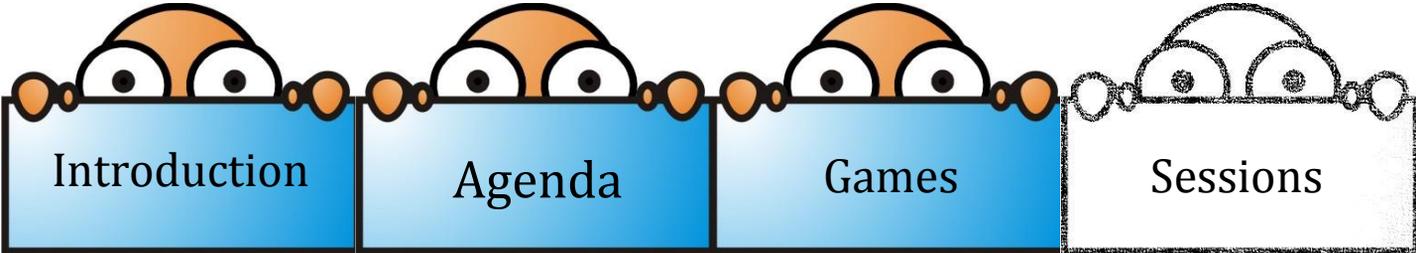
3. Creating photo

After 15 minutes they have to create this picture and they have to be in the picture (it’s important not to tell them about this step before they describe picture).

Then upload pictures on the laptop and show them to other participants. They have to describe what they see and guess what kind of conflict they see. After this ask the group of creator to explain photo to others.

Debriefing and evaluation:

Although they have same instructions and same topic their pictures are different. Also if you ask somebody to describe photo he/she sees it can be completely different than what creator wanted to say by photo. Discuss with them what they think about this activity, what was the aim and what they learn. Try to find with them connection between this activity and media portraying reality.



Name: Photo framing in media
Time: 30 - 45 minutes
Aim:

- to expand media education knowledge
- to support critical thinking on media
- to raise awareness about the way media are portraying reality

Material needed: photos with frame
Setting: inside

Instructions:
Sit in the circle. Show to the participants different photos with frame, ask them to describe what they see and what they think about photo. Don't comment on it, just ask them what are their feelings about photo, what can be story behind it and what emotions are pictured in the photo. Go like this photo by photo. Then show them original photo and now ask them same question as before.

Debriefing and evaluation:
After this activity it's important to speak about media and how are media portraying reality. During discussion try to find link between this activity and reality. Speak more about new media, about negative influence of photo framing and importance of media critical thinking.

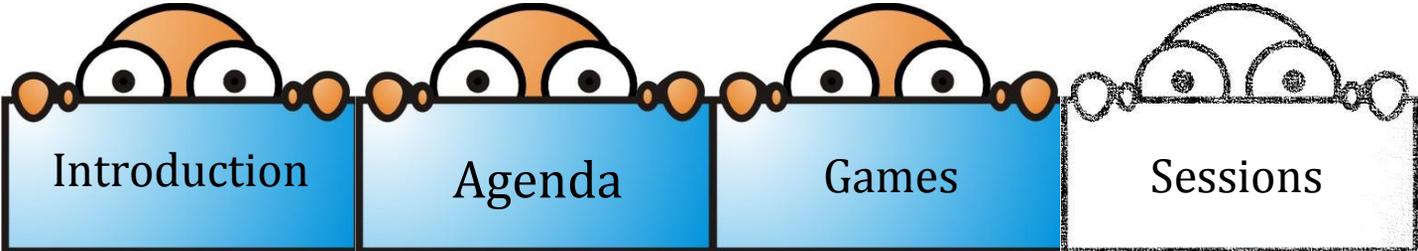


Examples of photos:



Variation:

You can let participants create one photo and then make one framed photo with only one detail of original photo.



2.3 Hate speech

Name:	Hate speech – what and where
Time:	45 minutes
Aim:	<ul style="list-style-type: none">● to expand knowledge about hate speech● to be able to recognize hate speech in different types of media
Material needed:	laptop, internet connection, data projector, flipchart, markers
Setting:	room with good internet connection

Instructions:

As a motivation you can do brainstorming with topic “What is hate speech?”. Let participants write every idea, every word they think have a connection to the topic. Then choose words which are relevant to the topic and circle them.

Discuss with the participants their ideas and create together with them a definition of hate speech:

“The term hate speech shall be understood as covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin, (Committee of Ministers of the Council of Europe, Recommendation on hate speech, 1997).” Don’t forget to ask them if they understand what is this definition about.

Divide participants to national groups, their task is to find on the internet examples of hate speech in their country and write them on flipchart. Participants share examples of hate speech in their country and discuss it together.

Debriefing and evaluation:

After this activity, it is very important to speak about hate speech and about their awareness about this topic. Did they know what is hate speech? Could they recognize hate speech in media or in real life? How was their reaction if they faced hate speech? What they have learned? What were some of the questions that came up? Why is the topic important? How can they apply what they learned in this activity to their life and work? It’s also good to show them different types of campaigns (for example No Hate Speech Movement!)

Variation:

You can let participants create campaign. Create 4 groups and to every group give the instructions. In a group they decide a specific topic and create a campaign with flipchart outcome. One person from the group will present the campaign in 5 minutes.

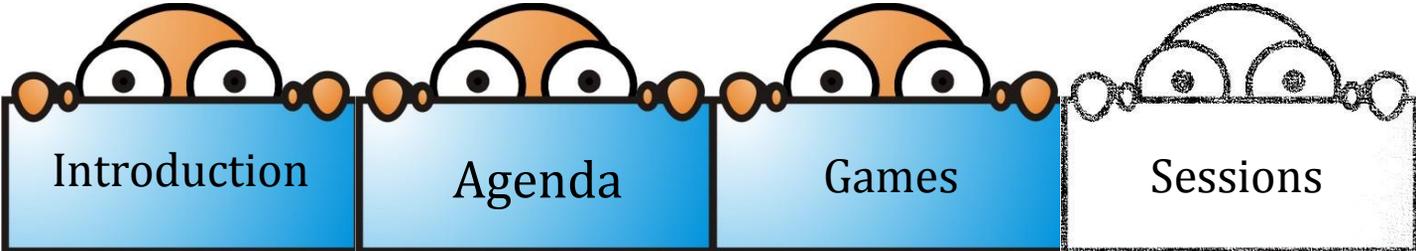
For example:

Create an Online Awareness Campaign or Create an Offline Awareness Campaign

Create an Online Affirmative Campaign or Create an Offline Affirmative Campaign

Awareness Campaigns: campaigns that are aiming to raise awareness in wider public concerning discrimination and hate speech in general.

Affirmative Campaigns: campaigns that are presenting minority groups in a positive way for a wider public in order to prevent discriminating behaviors.



2.4 Discrimination

Name:	DiscROOMination
Time:	120 minutes
Aim:	<ul style="list-style-type: none">• to introduce concept of discrimination and mechanism which leads to it• to increase sensibility towards this phenomena• break own prejudice against discriminated groups

Preparation:

Prepare 4 tables for participants in way that when they will sit around the table they can not see or hear what the other groups are doing. One “disadvantaged” table should be totally separated from the others, best in a dark place. In 3 tables prepare, flipcharts, scissors, glue, pencils of different colors. Leave “disadvantaged” table without any tool.

Prepare 3 sets of post-its (one post-it per every member of group) and write on them special roles:

- smile on me
- always agree with me
- ignore me
- do opposite of what I say
- compliment me

And one “disadvantages” set:

- smile on me
- ignore me
- do opposite of what I say
- don't let me do nothing
- disagree with me

Instructions:

1. Divide participant to 4 groups and tell them that their task will be to create collage about image of men and woman in magazine which you will bring them. They have 20min but they can start just after you bring them magazines. Explain them that you will gave them also post-it with special characteristic which everybody will have to follow. If they will cheat you will punish them!

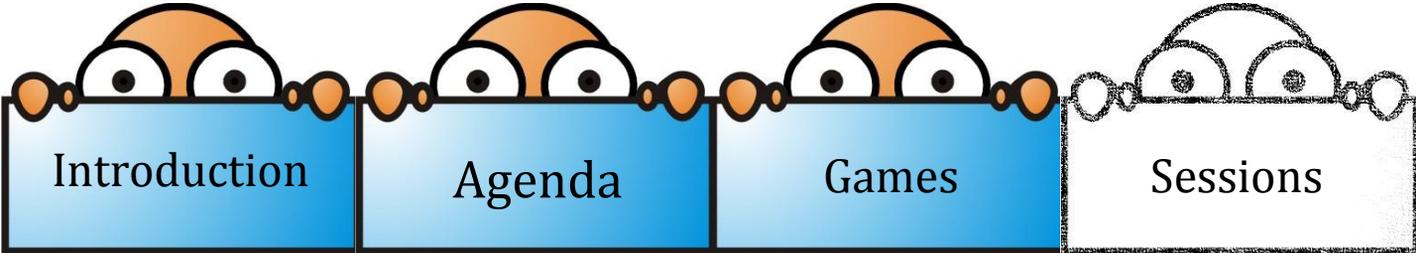
The punishment is black point stickers which will be given on face or hands to person which is cheating and in case that they cheat too much, the facilitator will take them some tool for 2min. Facilitators will control that rules are respected.

2. Bring magazines first to the groups which sit around the prepared tables and stick on their foreheads post-its. Nobody can see what they have on their forehead. From now they have to act to each other in the way they see on post-it. So when somebody has on post it written „ignore me“, everybody has to „ignore“ him during the whole activity .

At last bring magazine also to the “disadvantaged” group and stick post-its on their forehead remember them that if they will cheat they will be punished.

3. During the whole activity the trainers /facilitators should behave differently to “normal” groups and “disadvantaged” group.

The facilitators should help, support, compliment the work and give suggestions to the members of “normal” groups .



Introduction

Agenda

Games

Sessions

If the facilitators see that somebody doesn't respect the roles give them punishment, but never take them any tool. Facilitator who will check the "disadvantaged" group, have to be very strict and formal, give them glue and scissors just if they ask, criticize their work, and be very strict with rules and punish every small mistake, what is very easy because their task is very difficult. If group is not doing mistakes, it is possible to invent mistakes.

Group should have serious problems to work together if they manage to collaborate and start to create something, it is necessary to start with more strict punishment, take their tools (glue, magazine) so take can not create collage.

It is important to manage the situation that the participants are not able to create good result, but in the same time they do not become suspicious.

4. After 20min tell to the participants in groups that they can remove their post-its without looking at them and hide them in the pocket.

Presentation and debriefing

Participants in groups shortly present their results. Explain that one group was cheating a lot and therefore had many punishments. Stop participants if they are complaining about their difficult situation. Tell them that you will speak about later.

Follow the debriefing:

How do you feel after the activity - in one word? If good/bad, what is the reason that you feel good/bad?

Ask groups how was work in their group? (let the disadvantaged group speak in the end)

How are you satisfied with the results? What do you think about results of other groups?

What do you think what you had written on the papers?

Participants can read their papers. After that discuss with them their roles.

Did you find out correctly your role?

Did you find out something strange in this game?

If participants will not discover that one group was more disadvantaged like others, reveal the rules of game.

How "disadvantaged" group feels? (Appreciate their hard task and explain that they had no chance to create a good result because game was designed in way that they could not work as team, apologize to them for bad behaving and ask applause for them)

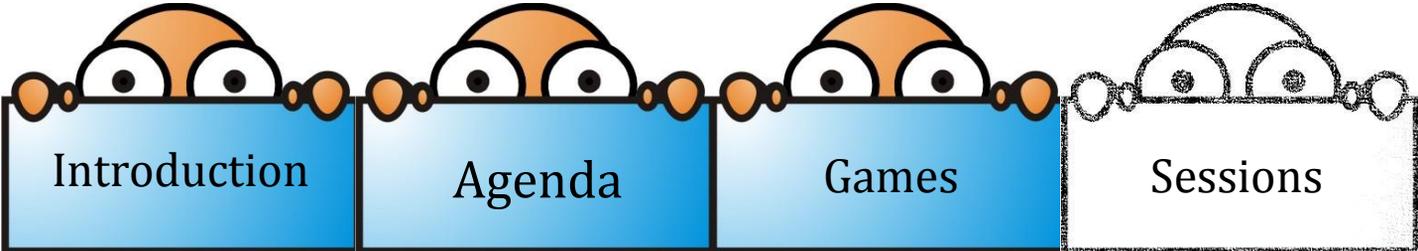
How others feel about these double standards?

Do you know similar situation in real life?

It is important to make participants think about that discrimination can look for many people invisible as they can not see obstacles which face other people. Discuss with participants obstacles which different groups are facing and how to improve this situation. In context of medial education ask them which role can have media in this process.

Comment:

It is very important to have a great empathy of facilitators, participants should feel uncomfortable, disparate, demotivated, small conflicts can appear but should not lead to real conflict with facilitator. It is important after revealing rules of game to let disadvantaged group express all feelings and appreciate their difficult role.



2.5 Learning to Learn

- Name:** Discovering learning
- Time:** 120 minutes
- Aim:**
- to deepen understanding about Learning to learn
 - to discover own learning styles and preferences

Preparation:

Trainers/facilitators will create 3 workshops/activities in 3 different places. It is important that participants don't disturb each other:

1. Stand- manual activity participants will (with help of trainer or just youtube video or printed manuals) learn how to make origami. As our project was focused on promoting of intercultural tolerance we decided to teach participant a paper crane.
2. Stand- participants have to learn (with help of a facilitator - choreography of simple dance or for example yoga choreography) "Greeting of sun"
3. Stand- reflection. When participants come tell them to relax. This activity is not on time. The facilitator asks participants to walk alone or just sit where they feel comfortable and observe everything around them. They have 5 minutes. During these 5 minutes they should close eyes for a while and listen to everything around them. Participants can not speak or communicate between each other. After 5 min facilitator calls all participants back and ask them: How did they feel during 5 min? What did they observe? Was it simple or hard for them to not speak? Did they concentrate better with open or closed eyes? What helps you in everyday life to concentrate? What disturbs you?

Instructions:

Divide participant to 3 groups. Every group will join one activity. After 20 min they will change activity so in the end all participants were in all 3 stands.

Debriefing and evaluation:

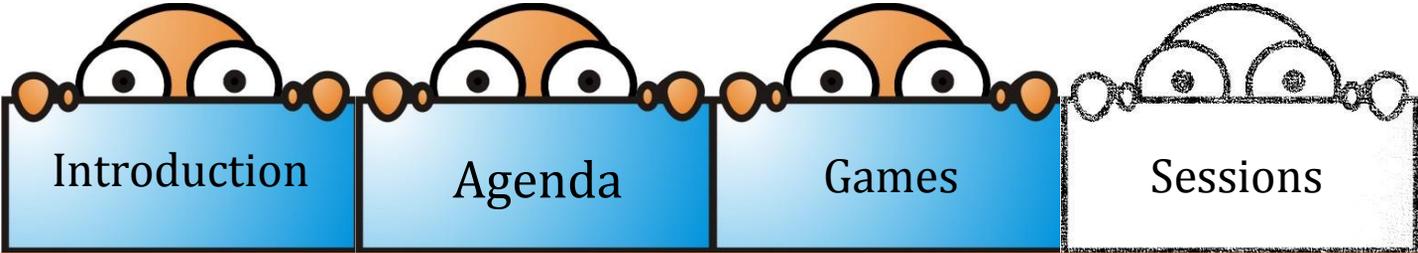
First part of debriefing should be focused on how participants liked different activities. How did they feel during different activities? What was simple and what was difficult? Which activities were interesting, which boring? What did they learn?

In the second part the participant should try to explain what was the difference between various activities? Why were some activities for part of participants interesting and for the others boring or too difficult?

The trainer/facilitator present different learning styles and their main features with the help of the participants. The facilitator will leave few minutes for participants after the presentation, to reflect in couples of what is their individual learning style.

Variation:

It is possible to adapt the activities to different skills of facilitators, nevertheless it is important that they represent different types of activities. We recommend reflective, manual and physical activities. If the group is big, it is possible to add some activities, for example focused on teamwork or visual expression or rhythmical activities...etc.



3.1 What is Media Education – short introduction

Media and mass media

The main subject of media education are **media**, so before we dive into media education let's explore a little bit deeper this term. In generally the term media refers to *“one of the means or channels of general communication in society”* (Dictionary.com) as writing, maps, paintings, books, photography, newspapers and other channels which can be used for communication.

In media education term media refers to **mass media** which are *“the main means of mass communication, such as television, radio, and newspapers.”* (Concepts in Communication Study, 2012) *“The mass media are technological tools, or channels, used to transmit the messages. Mass media include print media such as books, magazines, newspapers, and electronic media such as audio, television, movies, and the Internet.”* (Hanson, 2010)

Characteristics of Mass Communication

Mass media and mass communication have comparing to traditional communication particular features which differ from other forms of communication and which understanding is very important part of media education.

-Mass communication is addressed to large, unknown, heterogeneous and scattered audiences - Mass media can reach wide audience in the same time, hundreds thousands but also millions of viewers. The audience of TV show is personally unknown to creators of TV show, they may know some characteristic of “average” viewer and they may have some target audience which they want to reach but the audience is heterogeneous, includes men, women with different educational and social background. The audience is also scattered, National TV channels allow to reach audience from wide geographical areas, internet basically worldwide.

-Common messages - Audience receives the same TV show or radio news in the same time in different places.

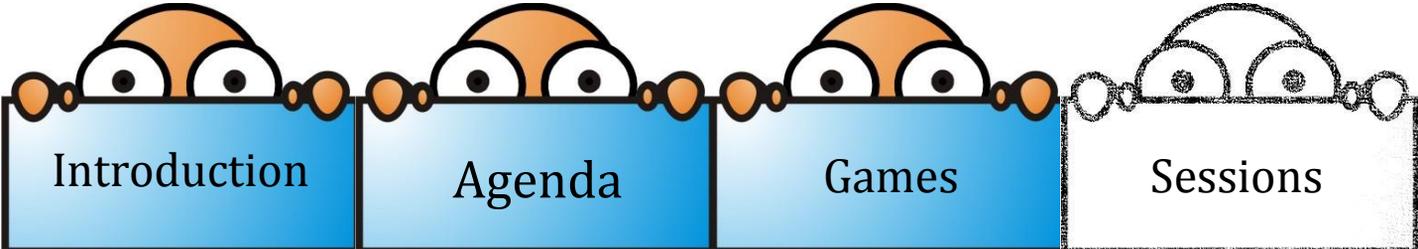
-Absence of direct feedback - Mass communication is one way communication comparing to interpersonal communication, mass communication allows just low or any possibility to give a feedback to message.

-Professional Communicators formulate a message - messages which mass media produce were created by professional communicators with particular aim.

-Use of specific technology - mass communication has technological character and requires different technologies as computer, printers, video cameras, internet. (TheBusinessCommunication.com)

-Use of specific language and techniques - professional communicators are using particular language and techniques, bias to create messages.

The basic objective of mass communication, according to most authors reaches the widest possible audience.



Introduction

Agenda

Games

Sessions

Particular group of mass media are **new media** - broad term which includes different media related to internet (blog, social media). The term was born in the end of 20th century and became popular at the beginning of 21st century and because of its constant development and change, it is very hard to define it.

New media can be generally characterized as:

- digital character-connected with digital devices (PC, tablet, smartphone)
- interactive character - comparing with traditional mass media which are as we wrote one direction
- community formation around media content
- easy access (anytime, anywhere) (Wikipedia)
- media contents are not created just by professional communicators but can be created by anyone

MEDIA EDUCATION AND MEDIA LITERACY

Media education is the process through which individuals become **media literate**

– able to critically understand the nature, techniques and impacts of media messages and productions.
(Medialiteracyweek.ca)

European Commission clarifies - **media literacy** refers to all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with media. These capacities allow us to exercise critical thinking, while participating in the economic, social and cultural aspects of the society and playing an active role in the democratic process.

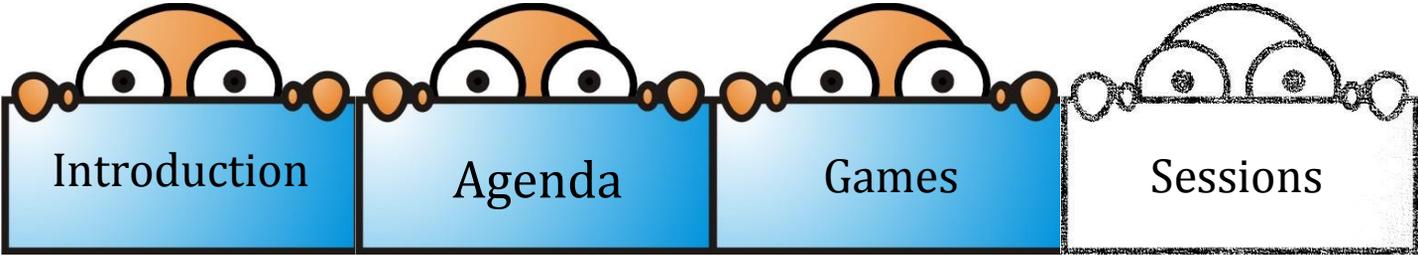
Media literacy allows us to recognize reliability of media messages and products, evaluate credibility of informational sources.

In other words media literacy is the ability to *access, analyze, evaluate* and *produce* media the process of becoming *active*, rather than *passive*, consumers of media.

(Medialiteracyweek.ca)

Some recommendations for media education

- media education should encourage critical thinking of young people but also develop their ability to actively use different media
- media education should support plurality of opinion, encourage young people to search different interpretations of media contents and messages



MEDIA EDUCATION includes many topics. We were focused on following topics during the Training Course :

- How media works, how to create media messages
- Nature and characteristic of different media
- Media critical thinking
- Recognize media bias and stereotyping
- Recognize persuasive and manipulative techniques
- How media construct reality and influence our perception of reality
- Differentiate between entertainment and marketing
- Understand how news is constructed

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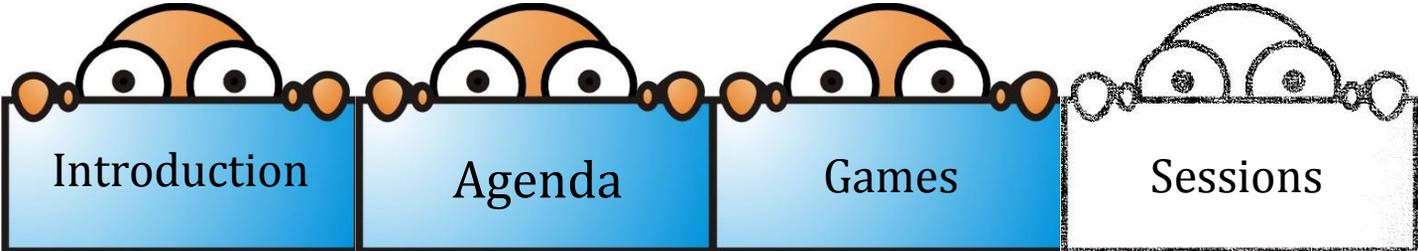
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3.2 Media Education - group activity

- Name:** Media Education - intro
- Time:** 90 minutes
- Aim:**
- to share knowledge about Media Education and its terminology
 - to deepen understanding about role of media in our life
 - understand level of general knowledge of participants about topic

Preparation:

Trainer/facilitator will prepare flipcharts with following questions/assignment:

1. Imagine a typical day in your life and identify different kinds of media that are present. How much time do you spend using media?
2. Which media do you know? What are media? Try to create your own definition.
3. Write examples of mass-media and new media and find difference in characteristic (features) between them.
4. Which impacts/effects have media on you?
5. Which impacts/effects have media on people?
6. What means media education and media literacy to you?
7. Which topic should be included in media education?

Arrange flipchart in different easily accessible places in the room (walls, tables) where participants have enough space to discuss the topic in group and write their answers.

Instructions:

Divide participants to small groups (4-5), their task is to answer all questions in 45 min. They can decide how much time they spend with question according to difficulty.

Gather all participants after 45 min and give to every group one flipchart. Their task is to shortly present answers to all the participants. They have 5 min for preparation.

Participants present all flipcharts and discuss answers.

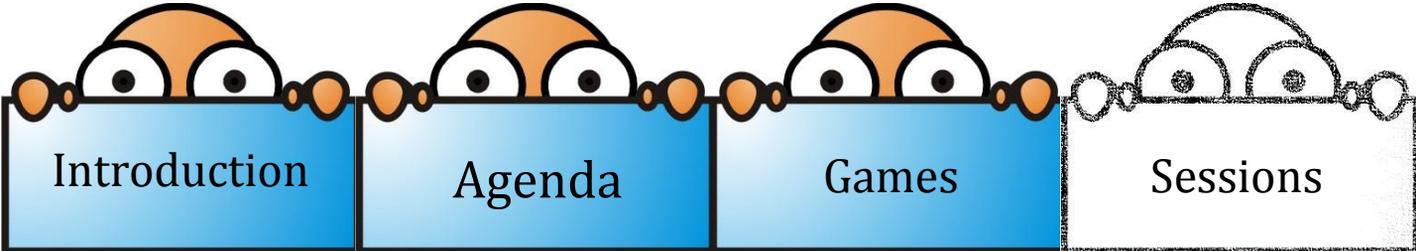
Debriefing and evaluation:

It is important to give correct definition what media, mass media and new media are and what is the difference during the debriefing. Make aware about how much time per day we spend with media (books, internet, phone, TV, radio...)

Presentation should follow about what is media education, its objectives, priorities and methodologies after this activity .

Variation:

Question is possible to adapt different types to groups and their level of experience.



3.3 Media critical thinking

- Name:** TV NEWS
- Time:** 120 minutes
- Aim:**
- to introduce critical questioning and increase competencies of participants to questioning about media products and messages
 - to increase knowledge about journalism and advertising and different factors which influence media and journalist

Instructions:

Divide participants to small groups (5-6 participants per group). The task for every group is the same: to create TV spot for news about project, every group will have some special secret task which they have to fulfill.

Examples of special tasks:

- Make a reportage about the project, present the project and promote location of the project as the best place where to organize the project or spend holidays.
- Make a reportage about foreigners which were disturbing all night local habitants during intercultural night. Show how foreigners are dangerous for local people.
- Make a reportage about project with interviews.
- Make a reportage about project and show important role of major of the city for organization of event.
- Make a reportage of project and inform about Erasmus+ opportunities for young people.

Participants have 45min to create short spots. They can use mobile phones. To avoid editing they should preferably made one shot movie.

Remind the participants that they have just 45min to create videos.

Presentation of videos:

Participants will present their TV spots. Small discussion follows facilitated by trainer/facilitator after every video.

What was message of the video spot? Which information it offered?

Who is the target audience?

To whose interest is it serving? Who benefits from that message?

Were information of the TV spot balanced or neutral?

If not, did TV spot include publicity or opinion?

Which information were missing?

Which techniques were used to convince you?

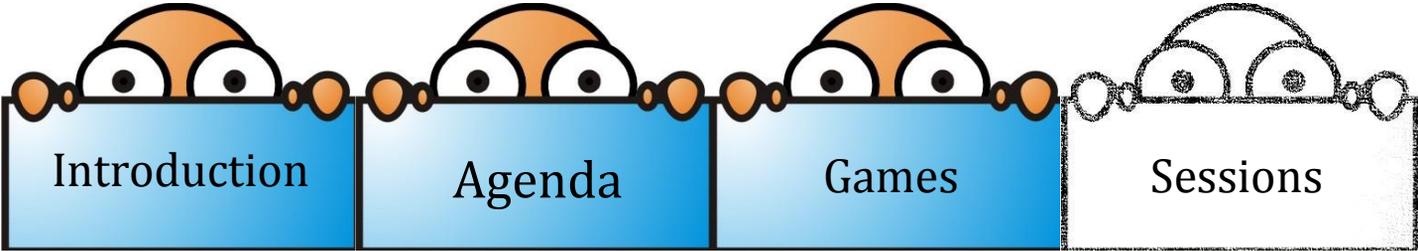
Debriefing:

How did you like this activity? Was it interesting/not? Why?

Have you seen in TV News similar TV spot? Do you think some of these spots were unethical or illegal?

What is the difference between offering information or presenting opinion or promoting idea or product?

The facilitator should present questions which facilitate critical reading of media products:

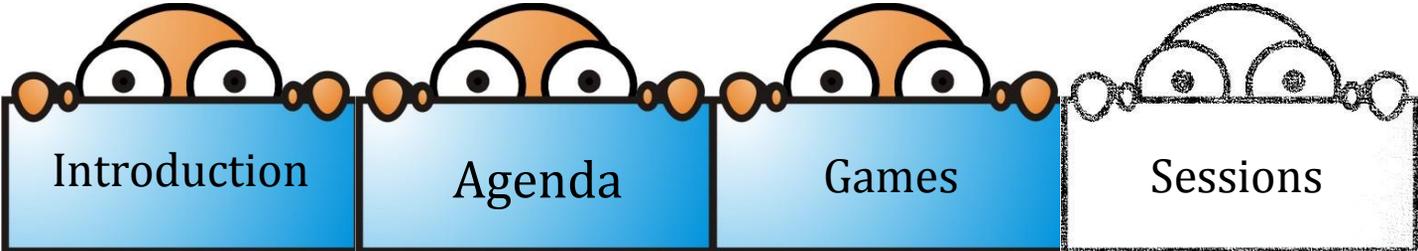


Additional information:

Media literacy isn't about having the right answers; it's about asking the right questions.

Key questions:

- Who created this message?
- Why was this message sent?
- Who is the target audience of the message?
- From whose perspective is a story being told?
- Whose interests are being served?
- What techniques are used to attract the attention of the audience?
- Which information are omitted?



3.4 Persuasive and manipulative techniques in media

- Name:** TV NEWS
- Time:** 120 minutes
- Aim:**
- to introduce persuasive and manipulative techniques which are used in media
 - increase media critical thinking and recognition of techniques
 - improve competencies in use of video and creating video spots

Instructions:

Divide participant to small groups (5-6 participants per group). Every group has the same task: to create TV advertisement or political campaign promoting person, idea or product using the most possible manipulative techniques. Everything is allowed, participants can use everything they know from the TV. They can take it seriously but also with humor. It is important to convince the other groups.

The participants can use mobile phones, thus avoid editing one shot movie. The advertisement should be short, encourage them to combine techniques which they know from TV advertisements.

(If the group is less experienced you can ask them to do just advertisement, or instead of doing real video they can make theatrical performance)

They have 45 min to make videos.

Presentation of videos:

Before you start with presentation of videos present to participants shortly the most usual persuasive and manipulative techniques (max 20 techniques). During presentation give particular examples and encourage participants to tell their examples.

Explain the difference between persuasive and manipulative techniques.

Recommended links:

<http://www.newsu.org/courses/understanding-media-process-and-principles/analyze/how-media-persuade-viewers>
https://en.wikipedia.org/wiki/Propaganda_techniques

Participants will present their TV spots. Small discussion facilitated by trainer/facilitator follows after every video.

Which techniques have you recognized? Did you recognize techniques which were not mentioned? Were the used techniques manipulative or persuasive?

Debriefing:

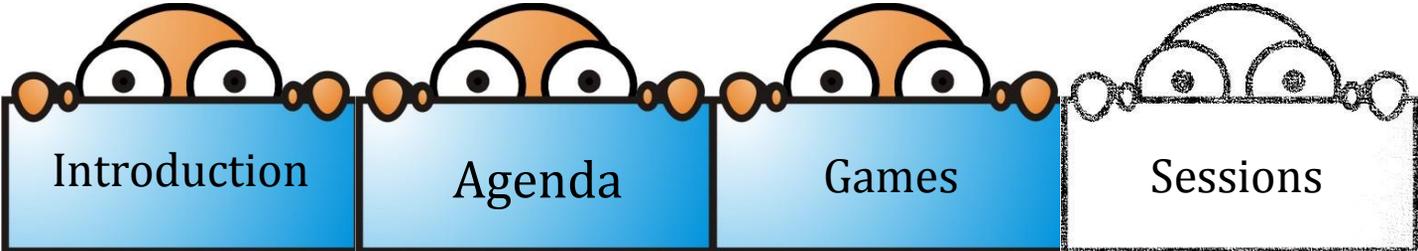
How did you like this activity? Was it interesting/not? What is the reason?

Have you seen these techniques been used in media? Where, in which media products?

Do you think that these techniques have any influence on audience? Do they have influence on you?

Do you know other techniques which we have not mentioned?

How we can protect ourselves against these techniques?



3.5 Activities of participants

- Name:** Media stereotypes
- Time:** around 30 minutes
- Aim:**
- media do not portrait the reality in fair/balance/objective way
 - group members need to come up with an agreed way to represent the topic on an advert poster
 - to point out the problems sourcing from the reality of multicultural world
- Material:** paper (A3, A2, flipcharts), colors pens, magazines, glue, scissors

Instructions:

Each group produces an advert poster on one of four topics. Group members should try to agree on the way to produce the poster that satisfies as many members as possible in each group.

Group one:

Poster title is "Happy family".

Members:

- Lesbian woman from Denmark
- Transsexual businessmen
- Muslim Imam Saudi Arabia
- Christian priest from Italy
- Teacher from Greece.

Group two:

Poster title is „Fashion“

Members:

- A fat US feminist
- A male Muslim from Egypt
- A female Muslim from Morocco
- Gay fashion designer
- Successful businessman

Group three:

Poster title is "War objectives"

Members:

- Person from a village from Zimbabwe
- Retired soldier from France
- Russian politician
- Person living in Syria
- Owner of the weapon factory

Group four:

Poster title is „ Oil wheel in a tourist area in Italy“

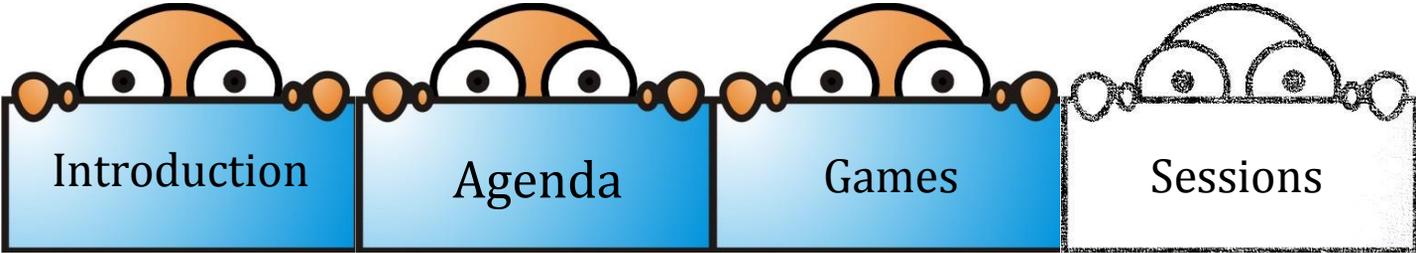
Members:

- Oil company owner
- Local teachers
- German tourist
- Member of the Italian government
- Unemployed local person

Each poster will be presented and explained by each group in plenary.

Debriefing:

How did you like to work in the group? How did you feel in your role? How did you feel in the beginning of the activity? Did your feelings/thoughts have changed after activity ? Do you see any connection between this activity and reality? What have you learnt from this activity?



Introduction

Agenda

Games

Sessions

Name: **Gender and media**
Time: 1 hour
Aim:

- to explore gender based stereotypes
- to be able to recognize them in the media
- to reflect on gender roles in our realities

Material: internet connection, computer

Instructions:

- Reflect on gender, moving debate
- Think and reflect how the following cases appear or not in the media. What image media try to promote.
If people agree, they go on the right side of the room, if they disagree they go on the left and if they can not decide stay in the middle.

- Women are nurses, not doctors
- Women are not as strong as men
- The best mom is the one who stays at home raising the children
- Women are supposed to cook and do houseworks
- Women do not have technical skills and are not good at "hands on" projects such as car repairs
- Women are always in need of a hero
- Women are supposed to look pretty and be looked at
- Women love to dance
- All men enjoy working on cars
- Men do "dirty jobs" such as construction and mechanics; they are not manicurists, or cosmetologists
- Men play sports
- Men enjoy outdoor activities such as camping, fishing, and hiking
- Men are in charge; they are always on the top
- Men are lazy and/or messy
- Men are better politicians than women

Recognising in the world:

- Small groups 3-4 people, visit the supermarket, go to the streets, check TV, go to internet....and try to recognize such examples of stereotypes. Afterwards bring back examples and present in plenary.

Debriefing:

Are you now more aware about stereotypes related to gender in the media?

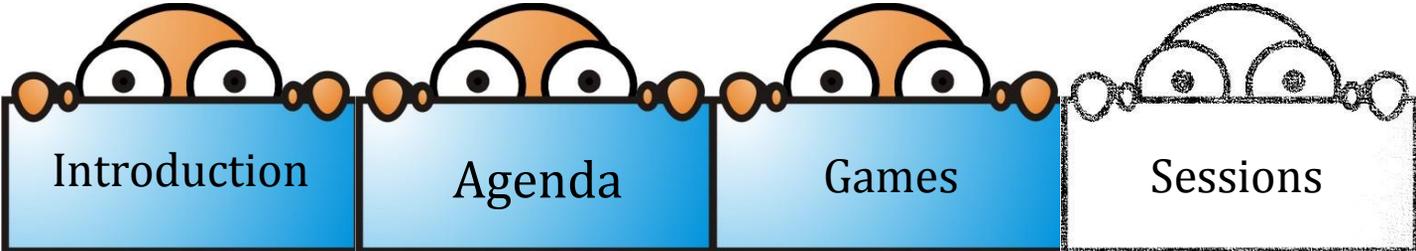
Did the first activity help you recognize such stereotypes?

How can we react to that?

What can be our attitude towards such influences, global trends?

Input with all the different techniques that the media are using: *Simple Solution, Expert, Everybody Do it, Beautiful people Celebrities, Humor, Superlatives, Sweet Talks etc.*

Closing: Tell it in one word - what is the feeling you had during the activity?



Introduction

Agenda

Games

Sessions

Name:

Improvisation

Time:

45 minutes

Aim:

- to increase flexibility, open mind of young people
- to increase skills to take fast decisions
- to teach young people to make and correct their mistakes
- to increase creativity and vocabulary in English
- to improve their public speaking skills
- to increase skills to fast adapt to a new situation with specific obstacles, and to fast decision based on this environment

make

Instructions:

1. Divide people in groups so in one group there are 3 people. In every group starts the first person pointing on random things which are around them and calling them by random names (for example he/she points at grass, but calls it sky). After one minute they change and second person starts pointing at things and naming them.
2. Small debriefing: How did you feel? What happened?
3. After debriefing divide people again in the same group and they have to create a story. Every person can say only one sentence.
4. After few minutes make a circle. Improvisation – it's about acting without thinking too much about it. Make people change their positions in the circle and make new groups with 3 people. Their task is to create the story. Every person can say only one word. After few minutes make the circle.
5. New task is in this group is to make one long sentence. After a minute the trainer/leader give them emotion and every person in group has to say this sentence using this emotion (happiness, sadness, anger, fear). Make the circle, one volunteer from every group stands in the middle of the circle and others give them emotions and they have to say their sentence by using these emotions.
6. Divide people in 4 groups, make 2 lines and people in front are facing each other, they have to ask questions, questions have to be connected, if one person makes a mistake the other has to say „boo“ and person who made the mistake has to go to the end of the line.
7. After few minutes divide people in 2 groups, 2 people come from every group on the „stage“, others give them topic and place which shouldn't be connected and actors have to improvise according the topic and place, everybody can shout „freeze“, actors have to stop playing and the new actor come instead of one of actors on the stage, and starts playing new character/topic/place.

Debriefing and evaluation:

Was it easy or hard to continue the scene or task?

Why it was so complicated to continue the task on the spot?

Did you make mistake during this activity?

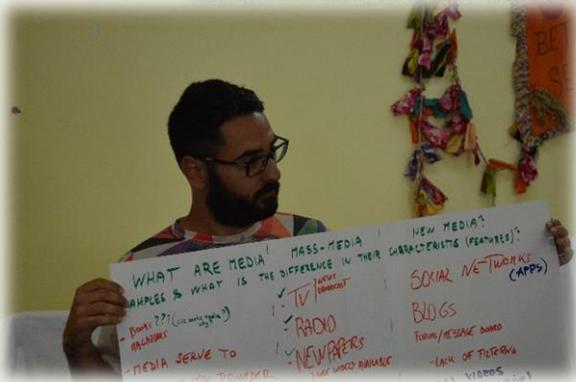
When you have not make mistakes?

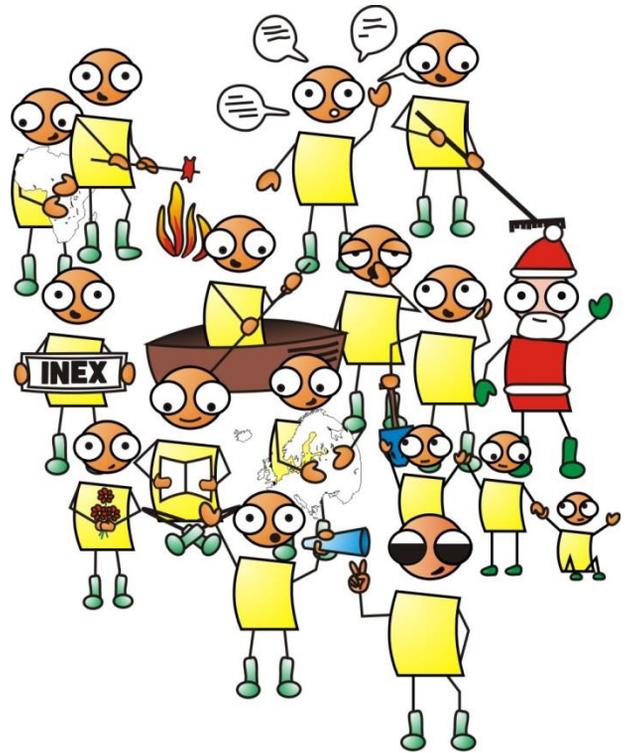
What happened when you made the mistake? – what was your next step?

Is it bad to make mistakes?

Improvisation is going with the natural flow, without special logic, it is adapting to the new situation with tools which we have. People are making mistakes and we have to get used to it, without making mistakes we wouldn't do anything. We need to learn how to get used to make mistakes and how to repair it, how to go further without stopping all action. We need to learn how to give other idea after a small failure. Young people need to learn that the mistake is not a bad thing, it is just a small break before next step.

Introduction Agenda Games Sessions





Co-funded by the
Erasmus+ Programme
of the European Union