CONCRIT

CRITICAL THINKING, NARRATIVES AND DIGITAL LITERACY

A TOOLKIT FOR CIVIC EDUCATORS AND TRAINERS

COMPARATIVE RESEARCH NETWORK:
stand129

LABOS

Senatsverwaltung
für Bildung, Jugend
und Familie

be Berlin

MOPS
GDYNIA

People's Voice Media
Connecting Communities

CONTENTS

INTRODUCTION

INTRODUCTION

This toolkit provides a learning path that enables people to cultivate and develop media literacies and digital skills in civic education. These new skills and understanding will give practitioners the confidence and ability to embed them into their practice and pass these skills on to benefit the individuals and communities with which they work.

WHO IS IT FOR?

This learning path is for adult educators, practitioners and facilitators who wish to explore different methods of media literacy and digital storytelling in their work. It specifically looks at how to apply these subjects into areas of civic education with individuals and groups of people who are on the margins of society. In consequence, it encourages and upskills individuals and groups to become part of a digital society. These new skills and understanding will give practitioners the confidence and ability to embed them into their practice and pass them on to benefit the individuals and communities in which they work.

WHAT DOES IT CONSIST OF?

The learning path consists of four easy-to-use modules that give accessible explanations and practical tasks to guide you through the different facets of media literacy and digital storytelling. These are:
Module 1: An introduction to media literacy and digital storytelling in civic education.
Module 2: Developing digital skills and using digital tools
Module 3: Identifying specific media literacies and digital storytelling needs in different settings.
Module 4: Safe and responsible practice.

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MODULE 1 - INTRODUCTION TO MEDIA LITERACY AND DIGITAL STORYTELLING IN CIVIC EDUCATION

Overview

Media comes in many shapes and forms< from TV, film, newspapers or advertising, to social media platforms and apps. All these communications affect people unconsciously and influence opinions, behaviour, and relationships.

Media literacy is important because it encourages people to use critical thinking, which will help citizens protect themselves from being manipulated, exploited, or taken advantage of, whilst supporting them to make conscious and informed choices.

This module focuses on the role that critical thinking and media literacy plays in society and explores why critical thinking and media literacy are important in civic education.

Critical media literacy will be unpicked, and questions asked such as:

What does media literacy mean?
What role does critical thinking and media literacy play in civic education?

The sessions in this module will explore media literacy and the ability to find, interpret, evaluate, manipulate, share, and record information.

Further Reading

https://www.thefactual.com/blog/media-literacy-why-its-more-important-than-ever/
https://www.canva.com/learn/10-creative-methods-to-teach-media-literacy/
https://edtechreview.in/trends-insights/insights/5438-how-to-teach-media-literacy-to-kids
https://www.medialit.org/reading-room/language-media-literacy-glossary-terms

MODULE 1 - INTRODUCTION TO MEDIA LITERACY AND DIGITAL STORYTELLING IN CIVIC EDUCATION

Module 1	Aim	Objectives	Outcomes	Resources
Introduction to media literacy and digital storytelling in civic education.	To discover why critical thinking, media literacies and digital storytelling are important in civic education.	Look at examples of media literacies and different narratives (construction and de-construction) identify how critical thinking is used. Look at examples of how critical thinking and media literacies are being used in civic education. Identify how they might be able to be used in their work. Look at examples of digital storytelling tools and methods and identify ones that are the most used and the most accessible.	Identification and review of media literacies and narratives identify how critical thinking can be used generally within civic education. Identification and review of media literacies and narratives identify how critical thinking can be used specifically within their sector. Identify the most accessible digital storytelling tools methods. Explore how they could be used.	Examples of media literacies delivery. Examples of digital storytelling (Community Reporting, etc) Case studies in Concrit Brochure. https://www.jisc.ac.uk/guides/developing-digital-literacies

MODULE 1 /SESSION 1: MEDIA MATTERS

Overview

Understanding the world around us relies more and more on having the ability to understand the media that is everywhere. Media products come in many different forms – written, verbal, aural or visual.

Many messages that media products carry appear to be self-evident, but a complex audio/visual "language" is used to influence our responses one way or the other.

Key Concepts

If people are to be able to make well informed choices, they need to be able to understand this complex audio/visual "language" and to do this they need to start to think critically about what they are seeing, reading, and hearing. It will be important for people to understand that are several key concepts that can help them decipher media messages.

1. All media messages are 'constructed.'
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same media message differently.
4. Media have embedded values and points of view.

Most media messages are organized to gain profit and/or power.

Decoding Media

When reading a media source such as an advertisement or a news article, it is important to identify which details are important and how each detail adds to the overall message and objective. Getting participants to think about these points below will help them to question the media product and think critically about the following:

- authority
- artistic decisions
- intended audience
- varied interpretations
- purpose behind the message.

MODULE 1/SESSION 1: MEDIA MATTERS

Aims
- Participants will practice 'decoding' media texts to develop an understanding of media literacy.
- Participants will identify how they can use this with participants they work with.

Resources

Media sources – these could be newspaper or magazine front covers, food packaging, advertisements, social media adverts.

Laptops/computers/tablets

Pens and paper

Duration: 45 mins per activity

Background and reference material

https://literacytoday.ca/primary/reading/reading-strategies/reading-media-texts

https://mediasmarts.ca/media-literacy-101

https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals#key

http://www.medienabc.org/page5/page20/page20.html

https://study.com/learn/lesson/media-literacy-examples-skills.html

MODULE 1/SESSION 1: MEDIA MATTERS

Session plan
Activity 1
Asking Critical Questions
Ask the participants to get into pairs
Get them to access this link https://www.bbc.co.uk/news/blogs-the-papers-60397153

Or select your own. These could be newspaper articles/headlines or advertisements or social media posts. Ask the participants to answer the following questions. (15 mins)

Key Questions:
1. Authority: Who created the message that is being sent? To what extent is this person, company, or organization trustworthy or credible? Who will gain power and/or profit from the chosen media sources?
2. Artistic Decisions: What techniques were used to attract my attention? How do these significant details shape the media's message and the consumer's reaction to it? What language is used?
3. Audience: Who is the target audience for this message? People of a specific gender, race, age, socio-economic class, political affiliation, etc. Are there any lifestyles, values, or points of view that are not represented or are omitted from this message?
4. Interpretations: How might other people understand or interpret this message differently from me? Are there any embedded values or points of view in the sources?
5. Purpose: Why was this message sent? Was the source made to entertain, to sell or make a profit, to persuade, to provoke, or to inform / enlighten?

MODULE 1/SESSION 1: MEDIA MATTERS

Activity 2

Identifying Audiences

Ask the participants to get into small groups of 3. Go onto BBC iPlayer ask them to look at the page for each channel. BBC1, BBC2, BBC3, BBC4. (15 minutes)

      a. Who is the audience?

      b. How can you tell this?

      c. What techniques are used to attract that audience?

      d. What words, images, colours, graphics are used.

Feedback to the main group. (30 mins)

Learning outcomes

Participants will have

- identified different types of language to create meaning
- gained an awareness of audio/visual "language"
- started to think critically about what they are seeing, reading, and hearing..identified different ways to reach an audience
- gained an awareness of audio/visual "language"
- started to think critically about what they are seeing, reading, and hearing.
- answered questions about key concepts of critical thinking
- answered questions about that help to decode media texts
- discussed their personal observations on how media literacy can affect peoples lives.
- answered specific questions that encourage them to explore how media products are targeted to certain audiences
- identified ways that media producers appeal to certain audiences through specific visual and audio language.

MODULE 1/SESSION 2: LANGUAGE AND TONE

Overview
Language and tone are important in influencing people especially in media. Persuasive language is designed to get people to take action. Whether the language is positive or negative, readers need a deep awareness of how it reveals an author's intent. Recognising persuasive language can help people to understand underlying messages and subjective or biased points of view and can help people to make content responsibly.

Aim
Participants will identify different words in media texts to explore how language can be influential and emotive.

Learning outcomes
Participants will have
1. identified different types of language to create meaning
2. gained an awareness of audio/visual "language"
3. started to think critically about what they are seeing, reading, and hearing.

Resources
Laptops
Mobile phones
Newspaper Articles
Newspaper Headlines
List of positive words
List of negative words
Pens and Paper

Duration
Activity 1 – 30 mins
Activity 2 – 60 mins

MODULE 1/SESSION 2: LANGUAGE AND TONE

Session plan
Activity 1
A simple start: word sort
Give out lists of words that carry positive, negative, or neutral connotations.
In pair ask them to sort their words into positive, negative, and neutral groups. (5 mins)
Give them an article and ask them to replace the words in the article with either positive or negative words. (10 mins)
Feedback to group.(10 mins)

Activity 2
Loaded Language In Multiple Voices
In small groups of 3 give out one positive, one negative, and one neutral article about a single news event.

Ask them to individually list any positive, negative, or neutral words. (5 mins)
Then together they look for similarities, differences, and potentially loaded language.
Ask them to circle words they believe carry emotional connotation.
Ask them to discuss and make notes and then to the following questions –
1. Who is the audience for each separate article?
2. Who are the creators of the article?
3. What is the purpose of each article?
4. How has their understanding of the event been affected by reading all three pieces and how they may have been limited having read only one? (20 mins)
Feed back to the main group what they have discovered. (30 mins)

MODULE 1/SESSION 2: LANGUAGE AND TONE

Further background/references

https://www.theguardian.com/commentisfree/2016/jun/27/brexit-racism-eu-referendum-racist-incidents-politicians-media
https://www.theguardian.com/uk-news/2015/jul/30/david-cameron-migrant-swarm-language-condemned
https://resilienteducator.com/classroom-resources/persuasive-language/

POSITIVE WORDS

A
absolutely
accepted
acclaimed
accomplish
accomplishment
achievement
action
active
admire
adorable
adventure
affirmative
affluent
agree
agreeable
amazing
angelic
appealing
approve
aptitude
attractive
awesome

B
beaming
beautiful
believe
beneficial
bliss
bountiful
bounty
brave

bravo
brilliant
bubbly

C
calm
celebrated
certain
champ
champion
charming
cheery
choice
classic
classical
clean
commend
composed
congratulation
constant
cool
courageous
creative
cute

D
dazzling
delight
delightful
distinguished
divine

E
earnest
easy

free
fresh
friendly
fun
funny

G
generous
genius
genuine
giving
glamorous
glowing
good
gorgeous
graceful
great
green
grin
growing

H
handsome
happy
harmonious
healing
healthy
hearty
heavenly
honest
honorable
honored
hug

ecstatic
effective
effervescent
efficient
effortless
electrifying
elegant
enchanting
encouraging
endorsed
energetic
energized
engaging
enthusiastic
essential
esteemed
ethical
excellent
exciting
exquisite

F
fabulous
fair
familiar
famous
fantastic
favorable
fetching
fine
fitting
flourishing
fortunate

idea
ideal
imaginative
imagine
impressive
independent
innovate
innovative
instant
instantaneous
instinctive
intellectual
intelligent
intuitive
inventive

J-K
jovial
joy
jubilant
keen
kind
knowing
knowledgeable

L
laugh
learned
legendary
light
lively
lovely

lucid
lucky
luminous
M
marvelous
masterful
meaningful
merit
meritorious
miraculous
motivating
moving
N
natural
nice
novel
now
nurturing
nutritious
O
okay
one
one-hundred
percent
open
optimistic
P
paradise
perfect
phenomenal
pleasant

pleasurable
plentiful
poised
polished
popular
positive
powerful
prepared
pretty
principled
productive
progress
prominent
protected
proud
Q-R
quality
quick
quiet
ready
reassuring
refined
refreshing
rejoice
reliable
remarkable
resounding
respected
restored
reward
rewarding
right
robust

S
safe
satisfactory
secure
seemly
simple
skilled
skillful
smile
soulful
sparkling
special
spirited
spiritual
stirring
stunning
stupendous
success
successful
sunny
super
superb
supporting
surprising
T
terrific
thorough
thrilling
thriving
tops
tranquil
transformative

transforming
trusting
truthful
U
unreal
unwavering
up
upbeat
upright
upstanding
V
valued
vibrant
victorious
victory
vigorous
virtuous
vital
vivacious

W
wealthy
welcome
well
whole
wholesome
willing
wonderful
wondrous
worthy
wow

Y-Z
yes
yummy
zeal
zealous

A
abysmal
adverse
alarming
angry
annoy
anxious
apathy
appalling
atrocious
awful
B
bad
banal
barbed
belligerent
bemoan
beneath
boring
broken
C
callous
can't
clumsy
coarse
cold
cold-hearted
collapse
confused
contradictory
contrary
corrosive
corrupt

crazy
creepy
criminal
cruel
cry
cutting
D
damage
damaging
dastardly
dead
decaying
deformed
deny
deplorable
depressed
deprived
despicable
detrimental
dirty
disease
disgusting
disheveled
dishonest
dishonorable
dismal
distress
don't
dreadful
dreary
E-F
enraged
eroding

hurtful
I
icky
ignorant
ignore
ill
immature
imperfect
impossible
inane
inelegant
infernal
injure
injurious
insane
insidious
insipid
J-L
jealous
junky
lose
lousy
lumpy
M
malicious
mean
menacing
messy
misshapen
missing
misunderstood
moan
moldy

evil
fail
faulty
fear
feeble
fight
filthy
foul
frighten
frightful
G
gawky
ghastly
grave
greed
grim
grimace
gross
grotesque
gruesome
guilty
H
haggard
hard
hard-hearted
harmful
hate
hideous
homely
horrendous
horrible
hostile
hurt

N
naive
nasty
naughty
negate
negative
never
no
nobody
nondescript
nonsense
not
noxious
O
objectionable
odious
offensive
old
oppressive
P
pain
perturb
pessimistic
petty
plain
poisonous
poor
prejudice
Q-R
questionable
quirky
quit
reject

renege
repellant
reptilian
repugnant
repulsive
revenge
revolting
rocky
rotten
rude
ruthless
S
sad
savage
scare
scary
scream
severe
shocking
shoddy
sick
sickening
sinister
slimy
smelly
sobbing
sorry
spiteful
sticky
stinky
stormy
stressful
stuck

stupid
substandard
suspect
suspicious
T-U
tense
terrible
terrifying
threatening
ugly
undermine
unfair
unfavorable
unhappy
unhealthy
unjust
unlucky
unpleasant
unsatisfactory
unsightly
untoward
unwanted
unwelcome
unwholesome
unwieldy
unwise
upset
V
vice
vicious
vile
villainous
vindictive

W
wary
weary
wicked
woeful
worthless
wound
Y-Z
yell
yucky
zero

MODULE 1/SESSION 3: RECOGNISING BIAS

Overview
It is important to be aware of bias because biased information can:
- mislead
- misinform
- cause people to make an incorrect deduction
- cause people to make a poor decisions.

Factors to consider

Biased information is influenced by a point of view. When analysing information for bias, there are certain factors to look for:

Source – who has produced the information? Information from an authoritative, well-known organisation or person is likely to have value. Information from wikis and blogs may be less valuable because they are not authoritative – anyone can update a wiki or write a blog. As such, they may contain bias or inaccuracies. And companies and organisations may overstate claims about their products or services, whilst understating those of their competitors.

Opinion or fact – does the website state facts or opinions? Opinions are points of view, not facts. Whilst opinions should be considered and may be interesting, as information they have less value than facts.

Statements without facts – does the website contain statements that cannot be backed up by facts? Such statements are opinions, and have little value.

Date of publication – when was the website was last updated? Websites that have not been updated for a long time may no longer be accurate.

MODULE 1/SESSION 3: RECOGNIZING BIAS

Steps to increasing media literacy

1. Consider the source.

This is important for both students in schools and older generations navigating social media. Where is the information coming from? Does the author of that information have a certain stake in the matter? Do they hold expertise over the subject? Can you find an author at all? These are the types of questions we need to be asking.

2. Determine the timeliness of the information.

Depending on the topic, something reliable three years ago may not be relevant today, as data is constantly shifting and we are able to draw new conclusions. I teach my students that five years is the cut off for relevant information in most cases. An outlier, for example, could be an article describing the physical features of an animal. In that case, the information was unlikely to shift over time.

3. Check for tone.

We're all guilty of having bias, but is the author trying to contain their bias as much as possible? Are they forthcoming about their bias, but encourage you to make your own opinions? You can detect this from the language that they use. For example, emotive terms such as "devastating", "embarrassing", or "the best" all show an author's stance on an issue.

4. Use your judgment.

We should seek out sources that don't tell us what to think. If the author presents facts, or a well-researched argument, we should be left with the space to reason out our own opinion. Take everything that you see with a grain of salt, and do not always rely on the most popular Google search as gospel on a topic.

5. It's okay to seek help!

The process of building media literacy is complex and multi-faceted. We must begin by asking questions about the information we're presented with. By maintaining a healthy level of skepticism, we are challenging the media to be better informed and less persuasive. Skepticism should direct us away from relying on a particular source for all of our information, and should guide us toward considering multiple perspectives before determining our own. This process takes time, and with the amount of articles published per day, is an impossible feat.

MODULE 1/SESSION 3: RECOGNIZING BIAS

Aim

Participants will identify different words in media texts to explore how language can be influential and emotive.

Learning outcomes

Participants will have

1.looked at perspectives in writing

2.established criteria for perceiving bias in written text

3.established the important of checking sources

4. understood the concept of timeliness in gauging reliability

5. compared the power of written and visual data

Resources

Mobile phones/ipads with internet access

Pens and Paper

Duration

Activity 1 – 60 mins

Activity 2 – 45 mins

MODULE 1/SESSION 3: RECOGNIZING BIAS

Session plan

Activity 1 - Different perspectives (60 mins)

Get people into small groups or pairs and ask them to choose a particular event or item of news, It can be a recent event or from history, but should be of international relevance. They can then use a search engine to bring up different sources of information about that event, hopefully from varying countries. They should make notes on how the facts are reported in these different sources and make a note of source, timeliness, tone and particularly what signals they perceive about the credibility of the sources. They can then feed back to the whole group about the differences in perspective and the potential biases in the writing.

Activity 2 - What makes a true story? (45-60 mins)

Read this important report about the Basque town of Gernika by Times journalist George Steer in 1937 http://poieinkaiprattein.org/kids-guernica/picasso-s-guernica/news-report-by-george-steer-for-the-times-about-guernica-1937/.

Discuss the following questions in pair or small groups:

1. What does this piece of journalism make you feel?
2. How believable is the piece and why?
3. Why do you think this became a famous piece of writing for its time?
4. What comparisons can you draw with modern day events?
5. Look at an image of Picasso's Gernika. How does the power of the image compare with the power of the written word?

MODULE 1/SESSION 4
THE POWER OF THE VISUAL IMAGE

Overview

As we saw in the last activity, imagery can be used just as effectively, if not more so, than written words. Writers and journalists use images to convey a wide range of messages to the reader. It can make the reading experience more varied and interesting, it can convey the reality of a situation in a way that written words may not, especially in today's information society but, importantly, it can be a way of getting home a message that the author wants to convey. We tend to believe what we see with our own eyes, but is what we see in fact a reflection of reality?

Learning outcomes

Participants will have

1 discussed the power of visual images

2. explored looking at images in detail to garner information

3. learned to question immediate conceptions of 'the truth' of images

4. infer information from the details of an image

5. understood the power of images to bias a wide audience towards a particular perspective

Resources

Mobile phones/ipads with internet access

Pens and Paper

Copies of the photos and questions

Duration

Activity 1 – 30mins

Activity 2 – 30 mins

Acvitity 3 - 30 mins

THE POWER OF THE VISUAL IMAGE

Activity 1 (30 mins)

Visual images often have the power to produce strong emotional reactions. A more detailed critical look at a photograph or image might reveal more about the subject matter. In pairs or small groups look at this photo of a woman with two children nestled against her and answer these questions.
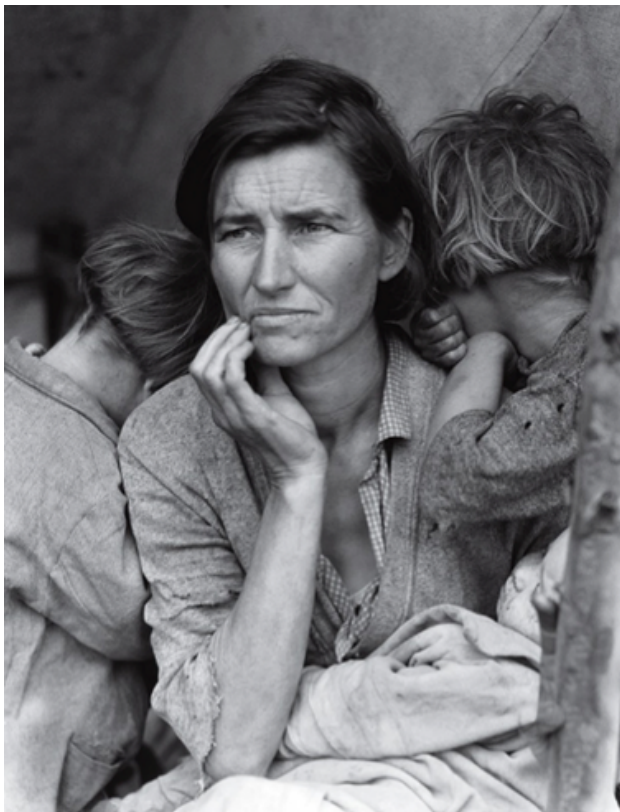
1. What might the expression on the woman's face reveal?
2. Why do you think her children did not look at the photographer and her camera?
3. How does this image make you feel?

Twenty four years later, photographer Lange wrote about how she came to take the picture:

"I saw and approached the hungry and desperate mother, as if drawn by a magnet, she recalled in 1960 interview with the magazine Popular Photography. Thompson had just sold the tires from their car in order to purchase food for her family. I do not remember how I explained my presence or my camera to her but I do remember she asked me no questions. There she sat in that lean-to tent with her children huddled around her," Lange recalls, "and seemed to know that my pictures might help her, and so she helped me. There was a sort of equality about it."

Activity 2 (30 mins)

In pairs or small groups, discuss who you think this young mother in the picture might be. What sort of hardships do you think she may be facing? Where do you think she might live? What do you think might have led her to where she is now?
.

Then share your thoughts with the rest of the group.
Do we make assumptions about images due to our own biases or lived experiences?
What different perspectives exist among the group and what do you think shaped those perspectives?

Activity 3 (30 mins)

In pairs or groups of 3, take a look at the first picture and try to ascertain:

- Who these people are
- Where they have come from
- Why they are travelling

Discuss the kind of reporting this image comes from. Do you think the reporter has a bias towards or against the people shown in the picture?.

Now look at the second picture and discuss the similarities/differences between the two images.

Discuss what is happening in picture and the relationship between the text and the image. How does the image reinforce the text? Can you see any biases in the image or words?

MODULE 2 - DEVELOPING DIGITAL SKILLS AND USING DIGITAL TOOLS

Overview

This module begins by raising the awareness of how much we rely on digital tools and digital skills to get by every day in the modern world. And it encourages the participants to consider why digital tools should be used and how digital skills can be embedded into civic education projects.

Different media (photography, advertising, TV, film, radio, podcasts, etc) digital applications, (i-movie, we-transfer, audacity) and social media platforms (Facebook, twitter, Instagram, etc) will be explored.

Part of this module is a practical 'hands on' approach that requires the use of different digital devices, phones, tablets, and computers to make a short digital story and to share it.

This module will also help participants to understand why it is important that individuals and groups of people who, on the margins of society, need to have every opportunity to make content and share their stories. And the role that civic education plays in encouraging people to; connect and collaborate, to raise awareness of an issue or cause, to tell a story, to challenge popular opinions and to create platforms where representation and identity are free to flourish.

Throughout this module, the importance of using and developing digital skills in civic education will be established. It gives guidance on how digital and computer literacy can significantly improve the life chances of individuals.. It is for facilitators/practitioners from various settings, such as, community development, informal education, health, and social care, etc, who want to use digital storytelling in their work with groups and /or individuals.

MODULE 2 - DEVELOPING DIGITAL SKILLS AND USING DIGITAL TOOLS

Module 2	Aim	Objectives	Outcomes	Resources
Developing Digital Skills and Using Digital Tools.	To explore different digital storytelling methods and different digital tools to develop digital skills.	Look at a variety of digital tools (phones, tablets, computers) software (flinga, miroboard, audacity, we video, etc) and digital platforms (Facebook, twitter, Instagram, community radio etc) identify the pros and cons of each.

Look at different digital storytelling methods (Community Reporting, photo stories, ?) and choose one to practice using digital storytelling with.

Choose a digital platform to share the story. | Identification and review of digital tools and platforms.

Practice and development of digital storytelling methods and skills.

A digital story shared in the digital world. | Mobile phones. Tablets. Computers. Internet connection. Projector. |

MODULE 2/ SESSION 1: WHAT ARE DIGITAL SKILLS AND HOW DO WE USE THEM?

Activity: Digital skills audit

Aim:
- To gain an understanding of how crucial digital skills are in our everyday lives.
- To gain an understanding of why the development of digital skills and the ability to use certain digital tools should be accessible to all.

Learning outcomes
Participants will have
 ▪ identified how much they use digital tools in their everyday life by making a list
 ▪ gained an awareness of the importance of having the skills to use digital tools by assessing the importance of the digital interactions they used
 ▪ categorised what skills that they need to use the tools
 ▪ recognised and discussed possible skills gaps and challenges that might be in the specific setting they work in.
 ▪ listed their own use of digital tools
 ▪ identified their own level of skill.
 ▪ discussed the everyday use of digital tools and their own skill levels
 ▪ answered specific questions that encourage them to explore the importance of the acquisition of digital skills for themselves, and for others
 ▪ identified possible learning barriers and started to identify possible ways to overcome these.

Resources
Flipchart or whiteboard.
Post it notes.
Paper and pens

Duration
30 - 40 minutes session depending on the size of the group

MODULE 2/ SESSION 1: WHAT ARE DIGITAL SKILLS AND HOW DO WE USE THEM?

Session plan

1. Firstly, ask the group to make a list of digital tools (phones, computers, tablets, cameras, laptops, technical digital tools such as digital tape measures, etc) on post it notes and put the post it notes on the flip chart or whiteboard, so everyone can see the list. 2mins

2. Then ask the participants to make their own list of the digital tools that they use, by writing down what digital tools they have used today. Ask them to make the list starting from when they woke up until now. Making a note of what digital tool or app they used and what they used it for. 2 mins

3. List the importance of each interaction. For example – checking ebay for an item to buy – low importance or reading a work email on a phone – high importance. 1 min

4. Now ask the participants to add to the notes and recognise how they found each interaction. Identifying how easy or difficult it was to use and explaining what they found easy and what they found more challenging. 1 min

5. Ask them the write exactly what skills they needed to use the tool – for example need to read, have motor skills to use their hands, etc.

6. Identify the level of skill of each by marking each digital interaction with a score of 1 -5. 1 is low and 5 is high. 1 min

7. In pairs compare lists, skill levels and observations. 5 mins

8. Come together in a group discuss how important these digital skills are to everyone. Go around and give everyone a chance to give their own observations on their use of digital tools and their own digital skills. 5 mins

9. Split the group into small groups and ask them to think about the settings where they work and the people they work with and ask them to identify what digital tools and skills the people use. Ask them to identify any gaps in the skills or major challenges for the people who they work with and to list the ways that digital skills and tools can help the people in their work settings and possible ways to overcome the barriers. 10 mins

10. Back in the main group ask each small group to report on the ways that digital skills and tools can help the people in their work settings, possible challenges and barriers and possible ways to overcome the challenges and barriers. 10 mins

MODULE 2/ SESSION 2: WHAT ARE DIGITAL TOOLS?

Activity: Social Media Me - Using Digital Tools

Aim: Participants will identify and review digital tools they could potentially use or that they already use in their work.

Learning outcomes

Participants will have identified digital tools and explored how they could be used by -
- answering questions
- discussing different app's pros and cons in a group
- designing an activity that uses digital tools
- using digital apps (Flinga and Miro Board) to show their work
- reviewing an activity that uses digital tools
- using digital apps (Flinga and Miro Board) to review activities.
- compared notes on the pros and cons of certain social media platforms
- used 'Flinga' and Miro Board to share their ideas.
- designed an activity for a group that uses social media platforms and/or apps
- reviewed and given feedback on the other groups

Resources

Flipchart
Paper and pens
Social Media Me sheets
List of apps
Mobile phones
Tablets
Computers.
Internet connection.
Flinga link

Duration

60 – 90 minute session depending on the size of the group

MODULE 2/ SESSION 2: WHAT ARE DIGITAL TOOLS?

Session plan

1. Firstly, start off with the icebreaker 'Social Media Me' (available to download at
   https://peoplesvoicemedia.co.uk/wp-
content/uploads/2022/07/socialmediame_3.pdf). This will get the participants
thinking about social media platforms and this also helps people get to know each
other.
This will introduce different social media platforms.

- Facebook
- Twitter
- Instagram
- Linked In

2. Discuss these different social media platforms. Run a quick group Q & A session
ask them to choose their favourite one and explain why.

3. In pairs, ask them to make a list of different apps that they use or know of. This
will probably be quite extensive. Ask them to identify the pros and cons of each.
There is a list of applications in resources that can be added to.
Send a 'Flinga' link out for the pairs to use to add their list. (flinga.fi)

4. Pair up the pairs into small groups of 4. Ask them to design an activity using
digital tools that they could use with a group of people that they might work with.
Ask them to specify how they will use the apps and if they will use a mobile phone, a
tablet, and/or a computer.

5. Send a 'Miro board' link around to the groups so they can add their activity onto
the board (miro.com/online/whiteboard)

6. They will then pass the activity they have designed over to another group to
review. Who will then give feedback onto the 'Miro Board'.
Back in a main group, space will be given for the group to reflect and share
observations.

Further background/references:
https://www.geeksforgeeks.org/difference-between-software-and-application/
https://stephane-castellani.com/everything-you-need-to-know-about-digital-
platforms/

MODULE 2/ SESSION 3: EXPERIMENTING WITH DIGITAL STORYTELLING

Activity: Digital stories

Overview
Community Reporting is a digital storytelling method that uses pocket technologies, such as smartphones, to empower citizens to tell their stories and find their voice. This can sometimes lead to a challenge to the established view on these topics and eventually lead to positive change. This module gives an insight into how digital tools can be used as a channel for everyday stories that, with the right methods, can be curated to be become potent forces for change.

Aims:
- Orientate the participants to the exploration of digital stories
- Explore where digital stories can be shared and for what purpose

Learning outcomes
Participants will have
- explored the power of lived experience
- identified digital storytelling methods
- practised a digital storytelling methods
- reviewed and shared a digital story

Resources
Mobilephones or tablets with video/audio recording capacity
Flipchart Paper
Post-It Notes
Pens

Duration: 60 – 90 minute session

MODULE 2/ SESSION 3: EXPERIMENTING WITH DIGITAL STORYTELLING

Activity: Digital stories
Session plan (90 minutes+)

1. The trainer supports participants to present an example digital story from the Community Reporter website. They should discuss what they learn about that person's life from the story.
2. The trainer should pose the question: What is life like where you live? Participants should then use mobile devices to record an audio or video story that answers this question. The responses should be short, 'snapshot' stories.
2. Each participant then has 3 – 5 minutes to present their story.
3. Following the presentations, for participants to add their reflective responses written on post-it notes to the following questions that will be written on flipcharts hung around the room:
a. What forms can stories take?
b. What can we learn about people/society from stories?
c. How can stories be used to create/influence change?
Note: The trainer(s) should be grouping the responses as they are added to the flipchart sheets.
4. Participants should then research where and how they can upload and share your stories e.g Community Reporter website, YouTube etc. The trainer should lead a discussion around how different platforms and sharing contexts can reach different audiences.

Additional references
https://communityreporter.net
https://peoplesvoicemedia.co.uk

MODULE 3: IDENTIFYING SPECIFIC MEDIA LITERACIES AND DIGITAL STORYTELLING NEEDS IN DIFFERENT SETTINGS

Overview

The focus of this module is on the groups needs and how those needs will impact on the use of critical thinking, media literacies and digital storytelling in practice. The key learning in this module should be how important it is to understand what the individuals in the group's needs are, and then to find suitable ways and methods to apply critical thinking, media literacies and digital storytelling.

Ensuring that the methods used are relevant and appropriate. Practical means of needs assessment will be looked at and evaluated and the students will review different ways to assess individuals and deliver.

MODULE 3: IDENTIFYING SPECIFIC MEDIA LITERACIES AND DIGITAL STORYTELLING NEEDS IN DIFFERENT SETTINGS

Module 3	Aim	Objectives	Outcomes	Resources
Identify Specific Media Literacies and Digital Storytelling Needs in Different Communities (Settings).	To explore ways and identify methods to support specific needs of a community group whilst using critical thinking, media literacies and digital storytelling.	Explore the different needs in different community groups by looking at examples of existing groups. Identify any barriers that might inhibit the group when using critical thinking, media literacies and digital storytelling methods and explore ways to break down the barriers. Identify the strengths and weaknesses of each method in relation to the group. Select the most suitable methods for each group.	Identification of learning needs and barriers with different individuals and within different groups. Consideration of the most suitable and appropriate methods and techniques to suit the individual and/or group.	Case Studies in Concrit brochure Group needs assessment sheet.

MODULE 3/SESSION 1: WHY DIGITAL MATTERS

Activity: Digital matters

Aim:

This session aims to highlight the role that civic education plays in the acquisition and use of digital tools and skills in different settings by

- encouraging an understanding of why the acquisition and development of digital skills and the ability to use digital tools need to be accessible to all
- nurturing an understanding of how people's life chances can be significantly improved through the use and acquisition of digital skills and the use of digital tools
- exploring why representation and identity are important
- studying how important civic education and community projects are important for the acquisition of digital skills and media literacy for individuals and groups of people who are deemed to be marginalised.
- reflecting on the importance of using digital tools and developing digital skills in different areas of civic education.

Resources

Digital Matters PowerPoint presentation

Paper and pens.

Internet connection.

Projector

Duration: 2 hours

MODULE 3/SESSION 1: WHY DIGITAL MATTERS

Session plan

Use the PowerPoint in resources as a guide through the session. You can download the presentation at https://peoplesvoicemedia.co.uk/wp-content/uploads/2022/07/Module-3-Session-1Digital-Matters.pptx

Slide 1 – Overview of the session showing what areas will be looked at.

Activity 1 -

Slide 2 - Ask the participants to work in pairs and list how they have used digital tools to enhance their own life chances. (10 mins)

Slide 3 – Ask the participants to individually answer - how can digital skills make things more inclusive and accessible? Make a list and then discuss in the group. (5 mins)

Or use Digital skills audit session 1.

Activity 2

Slide 4 - Why does representation and identity matter?

Take a moment to consider the statement on the slide.

Group discussion asking why this is the case? How can we address this imbalance. (10 – 15 mins)

Slide 5 - Identity – look at this slide and consider it. (5 mins)

Slide 6 - How and where do you see yourself represented?

Working in small groups ask the participants to identify where and how they see themselves represented, or not. And ask the group why it matters. Put reflections on flip chart. 15 mins

Slide 7 – Representation Matters - look at this slide and consider it. (1min)

Group discussion using the reflections produced by the participants from the Slide 7. (10 mins)

Activity 3

Slide 8 -Ask the group if they know of any for examples of projects they know where the participants have made their own digital content.

Pair people up to discuss the projects.

Ask them to list what digital tools were used? What the themes were (what was it about)? Who the participants were? What was the result of the project? What went well? What could have been improved upon? (20 mins)

OR, if they don't have any examples -give them a case study from the brochure to look at and ask them the same questions as above.

Activity 4

Slide 10 -Work in small groups to discuss the settings that people work in and how they see what way digital tools and skills development could work in the setting. (15 mins)

Groups choose a representative to feedback to the main group. (15 – 20 mins)

Slide 11 - This last PPT slide why it is important that ALL citizens have access to resources and knowledge.

Take some time for questions and answers before ending the session. (5- 10 mins)

Further reading:

https://www.civiced.org/papers/articles_role.html

https://www.brookings.edu/policy2020/bigideas/the-need-for-civic-education-in-21st-century-schools/

Learning outcomes

Participants will have:

- gained an understanding of how people's life chances can be significantly improved through the use and acquisition of digital skills by:
 identifying and listing how digital skills have increased their personal life chances
 - gained an understanding of why the development of digital skills and the ability to use certain digital tools needs to be inclusive and accessible to all by identifying and listing methods to increase accessibility

They will have explored:
 - why representation and identity matter
 - how important civic education and community projects are important for the
 acquisition of digital skills and media literacy for individuals and groups of people who are deemed to be marginalised.

They will also have:
 ▪ identified and listed methods to increase accessibility
 ▪ fed back and discussed methods to increase accessibility in the main group
 ▪ answered questions about specific projects that have used digital tools and skills

In small groups participants will have
 ▪ discussed why representation and identity is important in civic education
 ▪ discussed how important civic education and community projects are important for the acquisition of digital skills
 ▪ compared notes on the pros and cons of the acquisition of digital skills in different settings

MODULE 3/SESSION 2: DEVELOPING DIGITAL SKILLS IN PROJECT WORK

Overview: Digital skills are necessary for tools working in a variety of environments, and one such setting is in the development of project work of almost any kind. This session takes you through a step-by-step exploration of digital skills in the project domain through a PowerPoint presentation you can access here: https://peoplesvoicemedia.co.uk/wp-content/uploads/2022/07/Module-3-Session-2-Projects.pptx

Aim:
Participants will reflect on:
- the importance of using digital tools and developing digital skills in civic education
- explore ways in which they can apply and embed the use of digital skills and tools in their specific settings.

Resources
PowerPoint
Paper and pens.
Internet connection.
Projector.

Duration: 1.5-2 hours

MODULE 3/SESSION 2: DEVELOPING DIGITAL SKILLS IN PROJECT WORK

Session plan

Use the PowerPoint in resources as a guide for the session. This is a lecture with room for Q and A throughout. With activities at the end of the PowerPoint for participants to take part in.

Slide 1 – Introduce the session and ask the participants introduce themselves with a quick icebreaker if you could only pick one digital tool what would it be and why?- 10 mins

Slide 2 – Overview of the benefits of using digital skills. Ask for examples of how digital tools -

• increase inclusion and/or accessibility?

• increase an understanding of media literacy

• connect people

• improves people's life chances. (5 – 10 mins)

Slide 3 – Explanation of the skills that can be developed. (2 mins)

Slide 4 – Explanation of this with a Q and A

Why is it good to use 'peer to peer' methods?

How can 'digital storytelling' be effective? (5 - 10 mins)

Slide 5 – Ask the participants in pairs to list projects that they know of that have meaning to the participant's and/or might be useful. Ask them how they are meaningful and/or useful to the participants? If the participants learn any skills? If so, what? (10 mins)

Slide 6 - In the same pairs ask them to think of ways that digital tools could be used. If the pairs have identified groups that are already using digital tools, ask them how they are being embedded. (5 – 10 mins)

Slide 7 – Explanation and Q and A

Questions:

*Why is it important to carry out a needs assessment?

*What Factors will you need to consider when asking people questions about their digital needs? (10 mins)

Slide 8 – Intro slide – Case Studies

Slide 9 – Short explanation (1 min)

Slide 10 – Example of case study that used digital tools and skills as well digital storytelling.

Slide 11– Example of case study Example of case study that used digital tools and skills as well digital storytelling.

Split the group into 3 small groups and ask the question – how could digital skills and tools be introduced to a project like this?

Give them Slide 12– MOPS – Escape World, Slide 13– Map Me Happy – CRN, and Slide 14– Senat Berlin - Active Parents as examples.

If more clarity is needed give out this example –

Take a community café that has good engagement with older local citizens. The aim of the project is to combat social isolation and create community connections. People enjoy meeting and socialising. Where do digital skills fit in here?

Slide 15 – Each group feedback with their ideas on how to embed digital skills into the specific case studies that they explored. (15 – 30 mins)

This is also a chance for general questions and answers. (10 mins)

Additional resources

CONCRIT brochure: https://peoplesvoicemedia.co.uk/wp-content/uploads/2022/07/CASE-STUDY_Neu.pdf

CONCRIT needs assessment: https://peoplesvoicemedia.co.uk/wp-content/uploads/2022/07/Digital-Storytelling-Needs-Assessment.docx

MODULE 3/SESSION 2: DEVELOPING DIGITAL SKILLS IN PROJECT WORK

Learning outcomes

Participants:
- reflect on the importance of using digital tools and developing digital skills in civic education
- explore ways in which they can apply and embed the use of digital skills and tools in their specific settings.
- identify and list projects that have meaning and/or might be useful
- identify and list what skills were learned
- discuss the significance of what meaningful and useful mean
- identify groups that are already using digital tools
- identify projects that have embedded digital skills.
- explore how digital skills and tools can be introduced and embedded into project work by
- discuss what digital tools they think would be effective
- decide on what approach/es they think would be best to apply for the specific project
- In main group discussions participants will have
- answer questions about accessibility, connections, life chances, peer to peer approach', digital storytelling and media literacy
- answer questions about the importance of carrying out a needs assessment
- answered questions about what needs to be considered when asking people questions about their digital needs
- give feedback on a specific piece of work
- give their own ideas and observations and reflections.

MODULE 3/SESSION 3: LEARNING FROM STORIES

Activity: Exploring narration in context

Overview

Community reporting can be a useful tool in bringing to light aspects that affect communities that can often go unnoticed by governing bodies. Social media can also be used to disseminate messages brought to light by local residents and the way you disseminate this information can alter its impact.

Aim:

To support learners to consider how specific storytelling methods can be applied to a specific topic for dissemination.

Learning outcomes

Participants will:

- learn more more about snapshot stories
- design a series of reports on a topic that affect the local community
- begin to think about responsible storytelling

consider different perspectives around a single story

Resources

Flipchart paper and pens

Projection facilities to access the communityreporter.net site

Duration: 1.5 - 2 hours

MODULE 3/SESSION 3: LEARNING FROM STORIES

Session plan

1. Look at examples of snapshot stories on the communityreporter.net website (10 mins)
Get participants together in pairs or small groups.
2. Ask them to find a topic that is of importance to their local community and gather some research on it. from a variety of sources (20 mins)
3. Tell participants that they are going to design a series of reports using digital tools on their chosen topic and snapshot stories. In order to do this they should:

- Define the Goal.
- Draft the report's contents: e.g. who is the intended audience? where will it be broadcast? what is the desired outcome?
- Outline the actions to be taken
- Establish the different voices they want to gather

Ensure they undertake responsible practice (you may want to take a brief look at Module 4) (45 mins)

4. Present your plan and its objectives to the group for feedback. (30 mins)

MODULE 4 - SAFE AND RESPONSIBLE PRACTICE

Overview

This module will examine how to responsibly embed digital and online safety/wellbeing into civic education and will explore ways that facilitators can apply it in the work that they do.

Emphasis will be placed on using responsible practice when using digital storytelling to gather or tell stories of lived experience and the Community Reporters methodology will underpin this.

There will also be consideration of the groups needs and possible vulnerabilities that may have an impact on how they are able to use online technology safely.

Here are a some of the possible risks associated with being online that will be explored in this module:
·Security – viruses, spam, hacking
·Harassment and bullying
·Identify theft
·Fraud
·Copyright and piracy
·Illegal or inappropriate behaviour
·Abuse
·Exposure to inappropriate content

Further Reading

https://www.cifas.org.uk/insight/fraud-risk-focus-blog/internet-safety-tips-for-students
https://staysafe.org/10-tips-to-stay-safe-online/

MODULE 4 - SAFE AND RESPONSIBLE PRACTICE

Module 4	Aim	Objectives	Outcomes	Resources
Safe and Responsible Practice	To identify, explore and implement safety/well-being and responsible practice.	Look at examples of responsible and ethical practice. Identify and highlight the reasons why there needs to be responsible practice in place when working in civic education and with digital means. Look at practical ways for facilitators to implement general digital security and online safety.	Design and create a Safe and Responsible practice guide.	https://www.dhs.gov/sites/default/files/publications/digital_media_literacy_1.pdf Community Reporters Responsible Practice.

MODULE 4/SESSION 1 - EXPLORING RESPONSIBLE STORYTELLING

Activity: **Responsible Storytelling**

Responsible Storytelling is an approach developed by People's Voice Media as part of the Community Reporting methodology that supports people and communities to work with lived experience stories in a responsible way. It provides them with a framework through which they can create and share their own and other people's stories in a way that is ethical and supportive of the communities in which storytelling is taking place. Responsible Storytelling explores:

- how we treat and value stories and storytellers
- the type of content that people's stories should and shouldn't include
- permissions and consent
- how people can keep themselves and others safe in online and offline environments

The trainer uses set scenarios and flash cards for small groups to discuss and then feed back to the whole group.

Aims:

Participants will:

- reflect on responsible practice
- create a best practice guide

Resources

Responsible Storytelling Flashcards and Task Cards

Paper and pens

.

Duration: 45 – 60 mins

MODULE 4/SESSION 1 - EXPLORING RESPONSIBLE STORYTELLING

Session plan:

Participants work in 4 small teams to answer the questions and complete the tasks at four different 'Task Stations' (set 4 tables up a in different parts of the room where each team will work).

Each team is given the Responsible Storytelling Flashcards and task cards to discuss. (15 mins)

The activity requires that the participants consider the following points. –
- Respect for people's opinions and feelings
- Accuracy
- Impartiality and fairness
- Communication
- Practical safety
- Identity
- Looking after equipment safely
- Language
- Perspectives
- Imagery
- Purpose and message

The activity will culminate with a feedback discussion based on the tasks and answers at different stations, in which participants will create a best practice guide. (45 mins)

Respect

- **Treat** people with respect
- Respect my right to make an **informed choice**
- Respect my right to **withdraw**

Accuracy

- Give **accurate** information
- **Check** facts carefully
- **Distinguish** between facts and opinions

Impartiality

- Don't take **sides**
- **Listen** to each **opinion**
- **Acknowledge** other people's views

Fairness

- **Non-judgmental** approach
- Free from **discrimination**

Communication

- **Who** knows that you are out capturing stories?
- How could you **stay in touch** with them?

Your Identity

- How are you **representing** yourself **online** and **offline?**
- What **information** are you sharing with others?

Practical Safety

- What **locations** may be unsafe or problematic?
- What **clothing** should you take with you?

Equipment

- What **equipment** are you taking with you and where should you keep it?
- What other **items** could you take with you?

Language

What **types of words** could cause offence?

Imagery

What **types of images** could upset other people?

Perspectives

What **viewpoints** would not be acceptable in Community Reporter stories?

Purpose & Message

What **purposes** or **messages** may not be right for Community Reporter stories?

MODULE 4/SESSION 1 - EXPLORING RESPONSIBLE STORYTELLING

Learning outcomes:

- gain an understanding of how people can keep both themselves and others safe in online and offline environments
- identify what is inappropriate and appropriate content.
- explore issues of permissions and consent
- gain an understanding of how people can keep both themselves and others safe in online and offline environments.
- identify ways that they can implement responsible practice
- answer specific questions that encourage them to consider what responsible practice means
- consider different scenarios and discuss and list possible solutions
- present methods to implement responsible practice
- listen to and consider other participants and their ideas and approaches to implementing safe and responsible practice
- § discuss possible methods to implement safe and responsible practice

Further background/references

https://communityreporter.net

MODULE 4/SESSION 2 - FACT OR FICTION

Activity: **Who shook the jar**

Aims:

Participants identify true and false quotes to gain an understanding of the importance of accuracy.

Participants use internet fact checkers to widen their understanding of the means that there are to check facts.

Resources

Computers, tablets, or mobile phones with access to the internet.

Pens and paper

3 quotes printed out on paper x 3

Duration: 45 - 60 mins

Further background/references

https://pvlegs.blog/2020/08/06/fakequotes/

https://writingcooperative.com/7-inspirational-quotes-by-famous-people-that-are-actually-fake-57583dc00b2d

https://www.truthorfiction.com/david-attenborough-ants-in-a-jar/

https://guides.stlcc.edu/fakenews/factchecking

https://www.wired.co.uk/article/fake-news-full-fact-fact-checking-news

https://www.techlearning.com/how-to/fact-checking-sites-for-students

MODULE 4/SESSION 2 - FACT OR FICTION

Session plan

Activity - Factchecking

Split into 3 small groups and give each group 3 quotes (a mixture of true and false quotes) and ask them if they think it's true or false. They can then use the internet to check their answers – give them these websites to help them:
helpful websites:

https://fullfact.org/
https://www.factcheck.org/
https://commonplacefacts.com/2021/06/13/famous-quotes-that-most-people-get-wrong/
https://innovativewealth.com/puppet-show/famous-misquotes/

Questions

Who said it?
How do you know?
What did you do to find out the truth?

Give learners 15 mins to discuss as a group, 30 mins to explore the different websites find out the truth and 15 mins to feedback to the group. (60 mins). As an additional activity, you could get people to invent quotes or give true ones and get the others to guess whether they are true or not.

MODULE 4/SESSION 2 - FACT OR FICTION (QUOTES 1)

Remember to keep these three questions in mind:

Who said it?
How do you know?
What did you do to find out the truth?

"Creativity is intelligence having fun"
Einstein

"Love, love, love that is the soul of genius."
Mozart

"Success is liking yourself, liking what you do and liking how you do it." – Maya Angelou

"Life is what happens to us while we are making other plans."
John Lennon

"You will continue to suffer if you have an emotional reaction to everything that is said to you."
Bruce Lee

"Some people say that the climate crisis is something we have all created. But that is just another convenient lie. Because if everyone is guilty then no one is to blame."
Greta Thunberg

"We are what we repeatedly do. Excellence is not an act but a habit."
Aristotle

If you collect 100 black ants and 100 fire ants and put them in a glass jar, nothing will happen.
But if you take the jar, shake it violently and leave it on the table, the ants will start killing each other.
Red believes that black is the enemy, while black believes that red is the enemy, when the real enemy is the person who shook the jar.
The same is true in society.
 – Men vs. Women
 – Black vs. White
 – Faith vs. Science
 – Young vs. Old
 – Etc.
Before we fight each other, we must ask ourselves: Who shook the jar?
David Attenborough

"I'm for truth, no matter who tells it. I'm for justice, no matter who it is for or against. I'm a human being, first and foremost, and as such I'm for whoever and whatever benefits humanity as a whole."
Malcolm X

"Live as if you were to die tomorrow. Learn as if you were to live forever."
Mahatma Gandhi

"There are causes worth dying for, but none worth killing for."
 Albert Camus

"I disapprove of what you say, but I will defend to the death your right to say it."
 Voltaire

"Creativity is intelligence having fun"
Einstein FAKE

"Love, love, love that is the soul of genius."
 Mozart FAKE

"Success is liking yourself, liking what you do and liking how you do it." – Maya Angelou
TRUE

"Life is what happens to us while we are making other plans."
 – John Lennon FAKE

"You will continue to suffer if you have an emotional reaction to everything that is said to you."
 Bruce Lee FAKE

"Some people say that the climate crisis is something we have all created. But that is just another convenient lie. Because if everyone is guilty then no one is to blame."
Greta Thunberg TRUE

"We are what we repeatedly do. Excellence is not an act but a habit."
Aristotle FAKE

If you collect 100 black ants and 100 fire ants and put them in a glass jar, nothing will happen etc.
Before we fight each other, we must ask ourselves: Who shook the jar?
~ David Attenborough~ FAKE

"I'm for truth, no matter who tells it. I'm for justice, no matter who it is for or against. I'm a human being, first and foremost, and as such I'm for whoever and whatever benefits humanity as a whole."
– Malcolm X TRUE

MODULE 4/SESSION 2 - FACT OR FICTION (QUOTES ANSWERS 2)

"There are causes worth dying for, but none worth killing for."
— Albert Camus (true source unknown)

"Live as if you were to die tomorrow. Learn as if you were to live forever." — Mahatma Gandhi (true source unknown)

"I disapprove of what you say, but I will defend to the death your right to say it." — Voltaire (correct answer: Evelyn Beatrice Hall)

Activity: **What's up Whats App?** Participants will look at the 2021 What's app scam as an example of an internet scam that uses identity theft to scam people out of money. They will explore online safety guidelines and choose methods to keep participants that they work with safe.

This session explores.

·Security – scams and hacking

·Identify theft

·Fraud

Aims:

Participants will:

- identify different ways to stay safe online.
- create their own guidelines to use with their participants in civic education

Resources

Computers, tablets, or mobile phones with access to the internet.

Pens and paper

What's Up What's App resource sheet..

Duration: 1 hour

MODULE 4/SESSION 3 - ONLINE SAFETY

Session plan

In groups of 3 or pairs go through the resource (see resources) and look at each website and take out key points make up a guidelines sheet to use to work with a group of people that are participants in civic education. ... or give out assigned groups IO2??
Make a resource to go with this add the links below.
Read through the example and discuss (15 mins)
Read through websites and make an online safety guideline specifically for social media sites like Whats App. (45 mins)

Further background/references

https://www.theguardian.com/money/2022/feb/20/online-victim-blaming-and-the-emotional-price-of-falling-for-a-scam

https://www.vpncompare.co.uk/avoid-whatsapp-scams/

https://conversation.which.co.uk/scams/whatsapp-impersonation-family-friends-new-number/

https://payback-ltd.com/blogs/5-most-popular-whatsapp-scams/

https://www.vpncompare.co.uk/ultimate-guide-online-privacy/
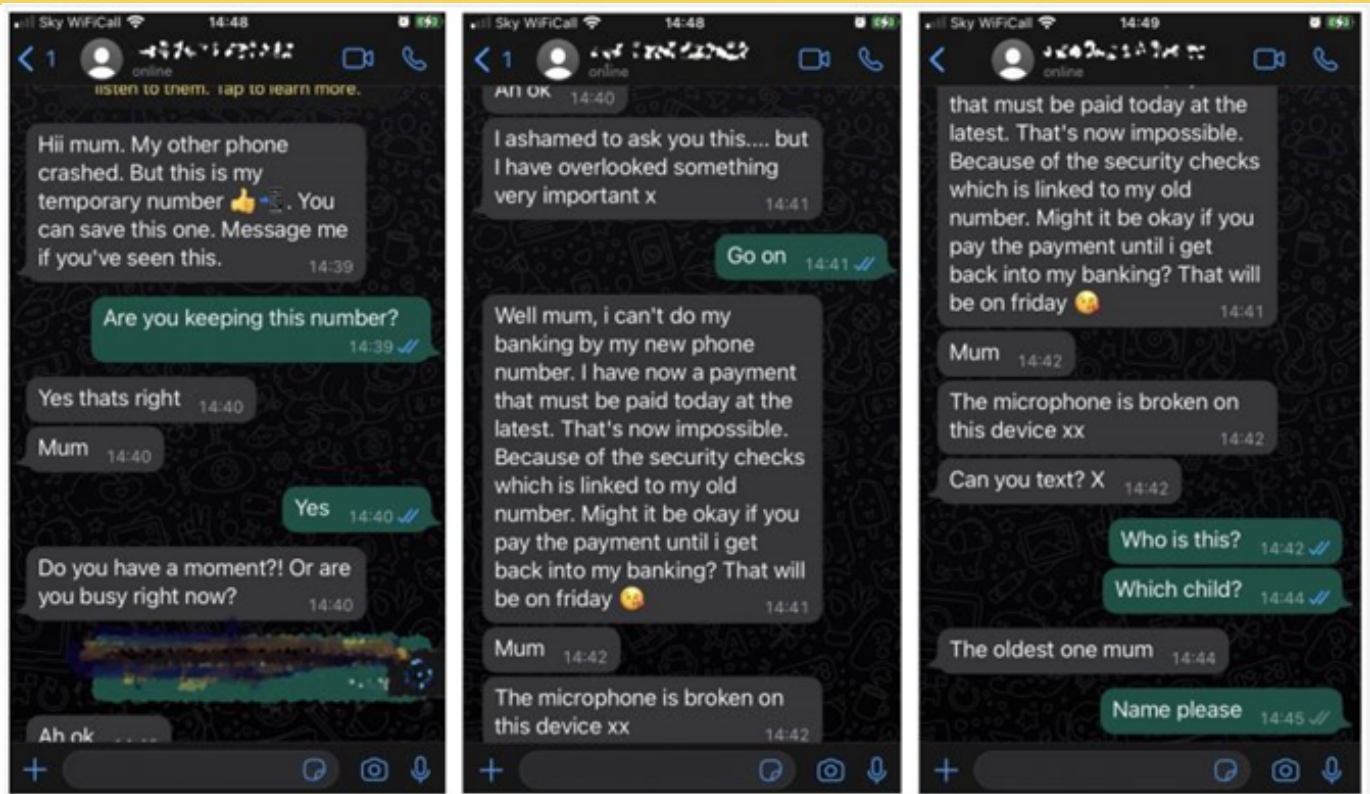
https://staysafe.org/10-tips-to-stay-safe-online/

https://www.cifas.org.uk/insight/fraud-risk-focus-blog/internet-safety-tips-for-students

https://www.ageuk.org.uk/information-advice/work-learning/technology-internet/internet-security/

https://www.avonandsomerset.police.uk/news/2021/12/safety-tips-from-a-fraud-protect-officer/

Read this article about What's App impersonation scams.

https://conversation.which.co.uk/scams/whatsapp-impersonation-family-friends-new-number/

Then put together a helpful safety guideline resource for participants in civic education to use.

Look through these websites to give you some ideas of what to include.

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https://www.vpncompare.co.uk/ultimate-guide-online-privacy/
https://www.ageuk.org.uk/information-advice/work-learning/technology-internet/internet-security/
https://www.avonandsomerset.police.uk/news/2021/12/safety-tips-from-a-fraud-protect-officer/