

YOUNG DIGITAL LEADERS

Curriculum 2019



This work is licensed under the CC-BY 4.0 International license (<https://creativecommons.org/licenses/by/4.0/>)

Institute for Strategic Dialogue (ISD) is a company limited by guarantee, registered office address PO Box 75769, London, SW1P 9ER. ISD is registered in England with company registration number 06581421 and registered charity number 1141069. All Rights Reserved.

Contents

What is Young Digital Leaders?	1
Young Digital Leaders Curriculum Outline	2
Key Concepts	7

Session 1 — Critical Consumers

Spot The Fake News	18
Fact or Fiction?	19
What's The Story?	20
Check Your Newsfeed...	22

Session 2 — Resilient Citizens

School Takeover	25
Stereotyped Narratives	28
Plenary	29

Session 3 — Effective Communicators

How and Why?	32
What's the Difference?	34
Watch Your Tone!	37
Plenary	39

Session 4 — Rights Experts

What Is Consent?	42
Know Your Rights	43
Control Your Consent	43
Hate Speech and Free Speech Responses	44
	45

Session 5 — Digital Leaders

Youth Power	49
Take Action	51
Plenary	52

Appendices	53
------------	----



What is Young Digital Leaders?

At the Institute for Strategic Dialogue (ISD), we believe that in order to create fun, positive and vibrant communities online, young people should learn to be upstanders, not bystanders. We want to equip young people with the skills they need to make the right choices online. This means learning how to be a digital leader, not just a social media user - to recognise real information from disinformation online, to respond to hate speech and exercise free speech effectively, to know your rights online, and use the range of digital tools available to affect positive change.

Young Digital Leaders is a Europe-wide programme, developed by ISD, and supported by Google.org, that aims to empower young people through digital citizenship, critical thinking and media literacy skills that reach beyond the classroom, so that they can be truly empowered as responsible digital leaders.

Young Digital Leaders — Curriculum

The Young Digital Leaders curriculum consists of five sessions targeted at students aged 12-15 years old. In line with the Council of Europe definition of digital citizenship, the curriculum aims to support students to:

- *Be more critical in their consumption of online information*
- *Be more effective in their online communication*
- *Champion their and others' rights, responsibilities and opportunities online*

To achieve these aims, the curriculum offers session plans and guidance for five sessions: **Critical Consumers, Resilient Citizens, Effective Communicators, Rights Experts and Digital Leaders**. Across these five sessions, students will develop their knowledge of key concepts, the skills they need to identify online harms, the effective behaviours needed to interact respectfully, and the attitudes to play a positive role in the online community.

The sessions can be adapted as needed by practitioners and are a fun, innovative and engaging way to help young people learn about digital citizenship and online leadership. This curriculum, in conjunction with the accompanying [Digital Deck](#), provides all of the information and guidance needed to deliver the programme.

Across the sessions, four key questions will be posed to the students, each related to the previous one. The answers will provide the basis of the curriculum's final activity, offering students the opportunity to create a digital campaigns, or contribute to existing ones, which respond to a social, political or cultural issue that is important to them. **Please see Appendix 1.3 for the Key Questions document.**

Young Digital Leaders — Curriculum



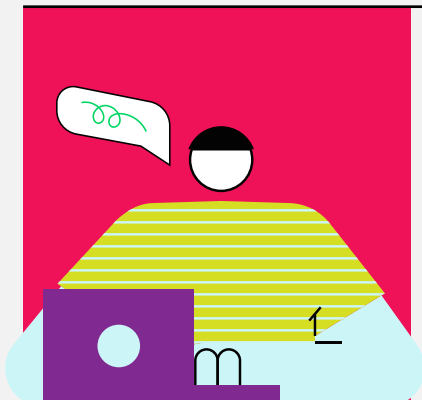
Session 1, Critical Consumers:

The purpose of Session 1 is to teach students the contemporary challenges associated with the consumption of media content and discussions on social media. This involves understanding the concepts of fake news, echo chambers and filter bubbles. Students will be taught to understand why fake news exists, how to recognise it and how to take positive steps to respond to it. The session will build their awareness of existing echo chambers and filter bubbles that impact their online experiences. Students will also be encouraged to diversify their media sources, in order to develop better-informed and well-rounded viewpoints on topics. In achieving this, the session aims to empower students to be critical consumers online, and to positively contribute to the online space, safeguarding their communities' wellbeing and their own integrity online.



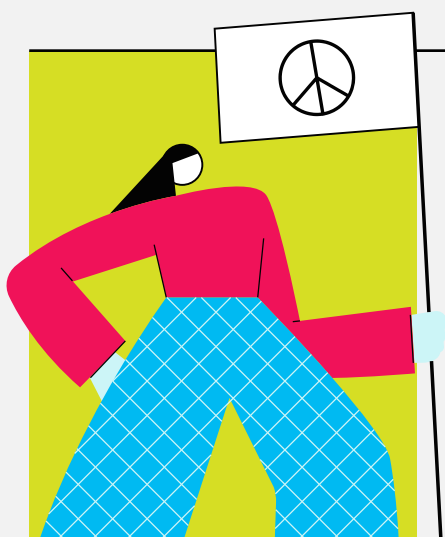
Sessions 2, Resilient Citizens:

Session 2 teaches students what stereotypes are, how they come to exist and the impact they have on individuals and wider society. Once this understanding has been established, students will learn how stereotyping leads to people forming prejudiced attitudes towards different communities, often manifested through a divisive 'us vs them' mentality. The session will demonstrate how these prejudices can be exploited and manipulated by a range of actors, from media and political parties to friends and family, in order to advance an agenda. Finally, the session will ask students to consider ways in which they can push back online against divisive narratives. They will develop techniques to positively and empathetically contribute to the online community.



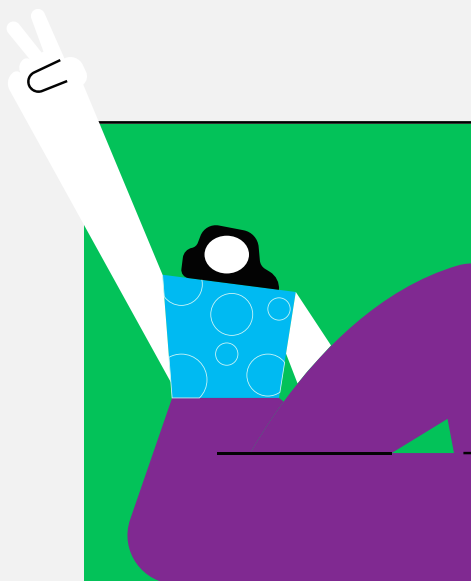
Session 3, Effective Communicators:

Session 3 teaches students how to communicate facts, opinions and messages in a way that acknowledges the difference between online and offline audiences. During this session, they will consider the importance of key communication skills, such as use of tone and language, and how to be a good listener. They will then plan ideas on how to effectively and respectfully communicate their feelings around their issues raised in key question 2. To do this, students will draw on inspirational examples of where people have successfully conveyed important messages to online audiences.



Session 4, Rights Experts:

Session 4 teaches students the important rights and responsibilities they have in the digital world. Firstly, the session examines the rights they have over their privacy online and to control how their information is used by others, as well as the responsibility they have to ensure they are using other people's information in a responsible and respectful way. The session then looks at the right to be free and safe from abuse, which includes understanding the difference between hate speech and free speech, and equipping them with the skills to positively push back against hate speech and harassment.



Session 5, Digital Leaders:

Session 5 teaches students how young people can play a positive role in the online community and take part in civic activity online. Students will analyse exemplary case studies of where young people have used digital tools to affect positive change. They will then build on their response to key question 3 by working in pairs/groups, developing a strategy for an online campaign that they will be encouraged to produce beyond the workshop.

Session One — Critical Consumers

1 hour

Learning Objective:

Identify and respond positively to fake news, echo chambers and filter bubbles.

Learning Outcomes – Students can:

Explain what fake news, echo chambers and filter bubbles are

Fact check information

Understand why and how to consume diverse media sources

Balance media consumption with digital wellbeing

Be proactive role models for their online community by sharing positive and credible content.

Session Two — Resilient Citizens

45 min

Learning Objective:

Understand what prejudiced content is in order to challenge stereotypes and positively contribute to the online space.

Learning Outcomes – Students can:

Explain stereotyping and its consequences

Explain how prejudiced content can influence and manipulate people online

Challenge online stereotyping and prejudice

Share positive role models with others online

Session Three — Effective Communicators

1 hour

Learning Objective:

Understand how to communicate effectively online with a range of audiences, and recognise the impact of language and tone used.

Learning Outcomes – Students can:

Recognise the difference between online and offline communication

Understand the importance of language and audience when posting online

Contribute respectfully and constructively to online discussion

Consider the feelings of others when interacting online

Demonstrate a willingness to listen to other worldviews online

Session Four —
Rights Experts
1 hour

Learning Objective:

Understand their rights as citizens online

Learning Outcomes – Students can:

Explain the different types of consent

Demonstrate an understanding of their right to consent and how to uphold these rights

Understand their right to be free from abuse online

Identify the difference between free and hate speech

Demonstrate that they can respond effectively to hate speech and abusive content online

Session Five —
Digital Leaders
1 - 2 hours

Learning Objective:

Understand how to positively exercise their right to free speech and promote their voice online

Learning Outcomes – Students can:

Effectively exercise their right to free speech online

Understand their responsibility to promote positive change online

Protect their and others' wellbeing online

Use digital tools for civic engagement



Key Concepts

Fake News —

Facilitator definition

Fake news or fake content describes articles or posts that appear to be factual, but which contain intentional disinformation with the intention of attracting viewership, influencing people and/or deceiving them.

Those who create fake news can be motivated by financial incentives (often the advertising revenue that sensationalist stories can generate), by political goals (a desire to influence opinion for or against a group, party or candidate) or by personal motives (a desire to spread mischief).

Fake news stories are designed to appear legitimate, often adopting the appearance of mainstream news sources. They can appear as social media posts, but are most often website pages shared over social media. They are often shared in multiple formats or from different accounts, making it more difficult to sort truthful stories from fake ones.

The negative impact these fake stories can have is significant. They can undermine trust in institutions, encourage division and conflict between groups, and damage social trust.

Student definition

Fake news or fake content describes articles or posts that appear to be factual, but which contain intentional disinformation with the intention of attracting viewership, influencing people and/or deceiving them.

**Key Concepts**

Echo Chambers —

Facilitator definition

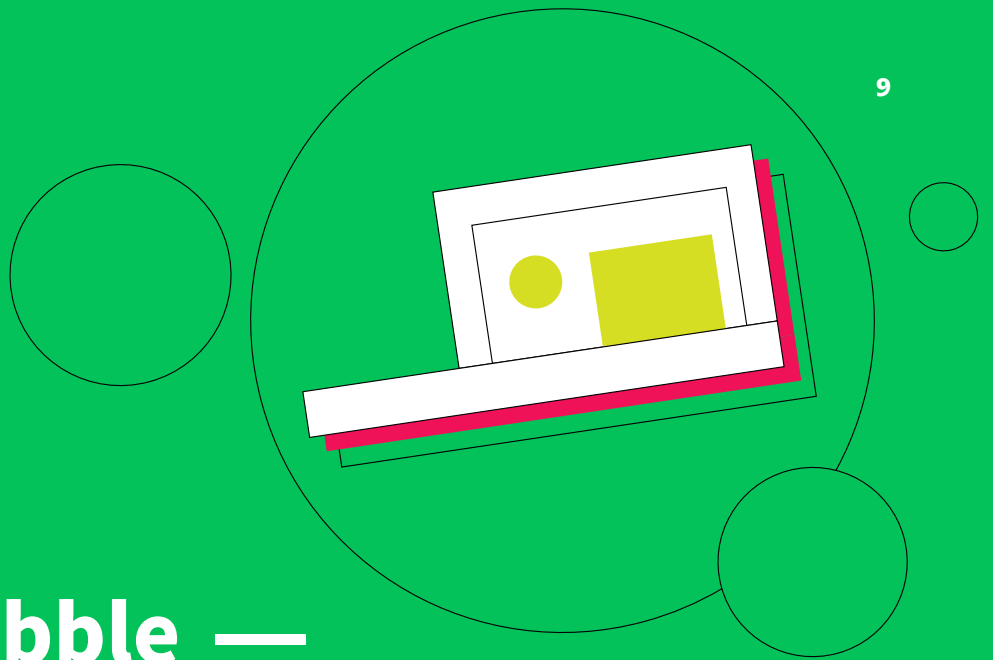
Echo chambers are social spaces in which ideas, opinions and beliefs are reinforced by repetition within a closed group. Within echo chambers, dissenting views are unexpressed or unrepresented, dismissed or removed.

Most people have had first-hand experience with echo chambers, which can be found in everything, from discussions conducted on news sites, to small discussions between peers on social media.

Echo chambers are comfortable, because it is easier to agree with people in a discussion than disagree with them. Yet they can be harmful, reinforcing social division or political polarisation by reducing opportunities to interact with people who disagree with you, or with people from different backgrounds. Echo chambers can reduce individuals' understanding of other opinions and empathy for those who hold them.

Student definition

Echo chambers are social spaces in which ideas, opinions and beliefs are reinforced by repetition within a closed group. Within echo chambers, dissenting views are unexpressed or unrepresented, dismissed or removed.

**Key Concepts**

Filter Bubble —

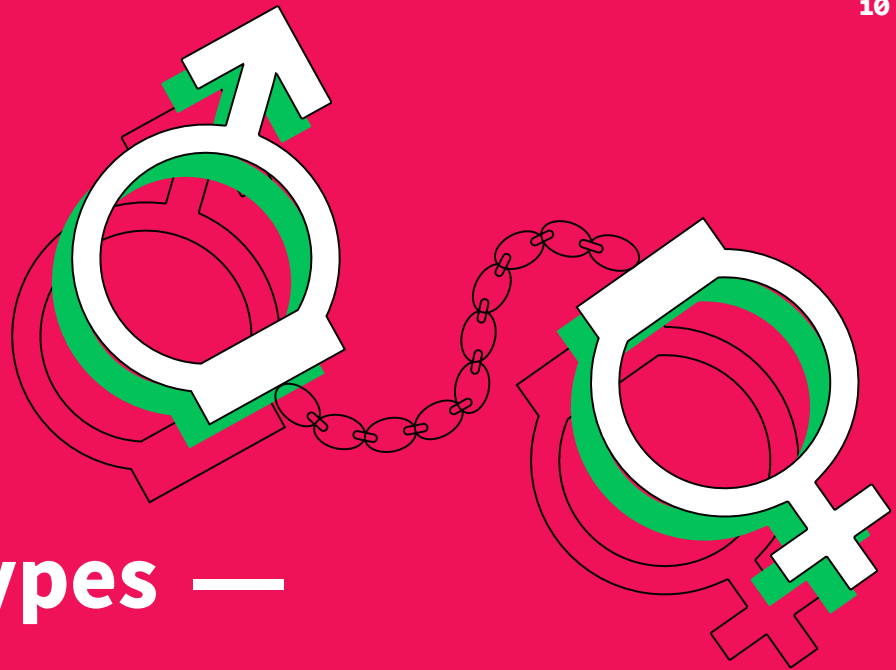
Facilitator definition

Filter bubbles are the result of personalised search and newsfeed functions. They can be useful, directing you to the content you want to consume, but they can also be harmful, separating users from information that disagrees with their viewpoint.

This can isolate users in political, social or ideological bubbles, in a phenomenon closely related to the echo chamber. It can push people towards more extreme positions and reduce their empathy for people who think differently.

Student definition

Filter bubbles are the result of personalised search and newsfeed functions, and can lead to users being separated from information that disagrees with their viewpoint.

**Key Concepts**

Stereotypes —

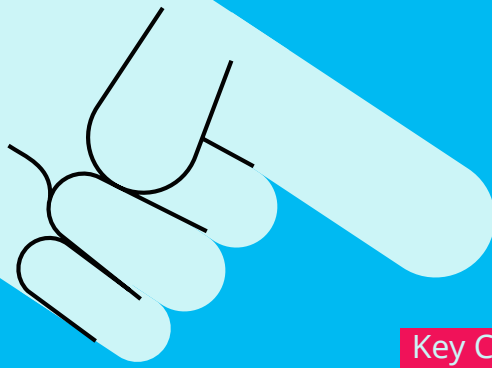
Facilitator definition

Stereotyping occurs when people use an oversimplified and over-generalised set of characteristics to describe a group of people. Stereotypes are generalised because they offer people a simple way to perceive the world. They become embedded in people's thinking, because they assume that the characteristics of one person are true for every other person that shares one or more of the same identifying characteristics: e.g. race, religion, gender, class, sexual orientation.

When we use stereotypes, we reduce people's individuality and character nuances to a list of characteristics that make them easy to fit into a particular category. This has the negative effect of distorting someone's understanding of another person or group, and stops them from recognising similar traits and commonalities they may have.

Student definition

Stereotypes are unfair and inaccurate assumptions that we make about an individual or group, based on a particular characteristic they possess.



Key Concepts

Prejudice —

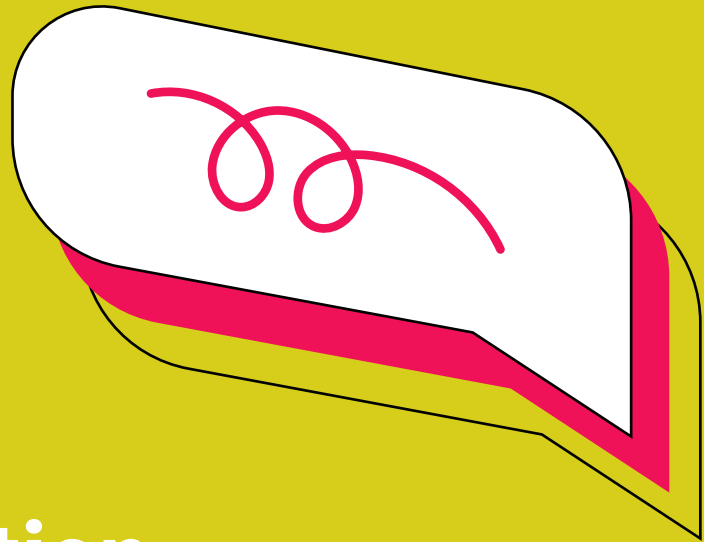
Facilitator definition

One of the most damaging consequences of stereotyping is that it can lead to people forming prejudiced points of view towards other groups and individuals. Prejudice is a unjustified, preconceived opinion of a person or a group, based on stereotypes, rather than actual experience. When we display prejudice towards others we perceive as belonging to certain groups, we create an 'us vs them' mentality.

Prejudices can be based on a number of factors, such as race, religion, class, gender and sexual orientation. Our prejudices can be strengthened when we believe ourselves to be part of a positively viewed 'in-group', composed of people who share similar characteristics and beliefs. Prejudices can be exploited and manipulated by the media, politicians, extremists, or even our friends and family, for political or social gain. Manipulation of people in society negatively impacts community cohesion and drives polarisation.

Student definition

Prejudice occurs when we negatively judge an individual or group based on a stereotype we hold about them. We form this preconceived opinion before we have a chance to investigate the truth.



Key Concepts

Effective Communication —

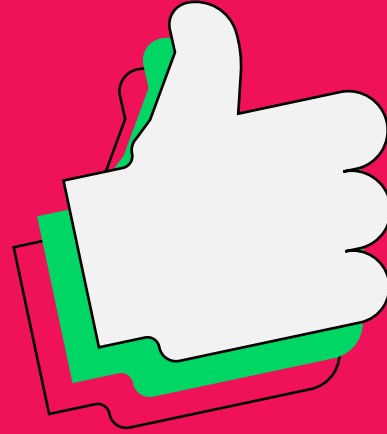
Facilitator definition

Effective communication online occurs when someone's message is successfully delivered, received and understood by their intended audience. In order to communicate effectively, the person delivering the message needs to clearly articulate the point they are trying to make, consider the various audiences who will receive the message and adjust their tone and language in accordance. They should also model positive and constructive attitudes, and demonstrate a willingness to listen to responses.

The spread of digital technologies has introduced a wide range of options for communications that have arguably reduced the need for face-to-face interactions. While there are many positives that stem from these developments, they also create the risks of distancing ourselves from the consequences of what we say, as well as dehumanising those who we communicate with. Effective online communication means bringing the social norms and courtesies that we use offline into the digital world.

Student definition

Effective communication occurs when the message that someone is trying to deliver is successfully received and understood. It takes into account language used, tone of voice and consideration of the audience receiving the message. It also means bringing the social norms and courtesies that we use offline into the digital world.

**Key Concepts**

Online Consent —

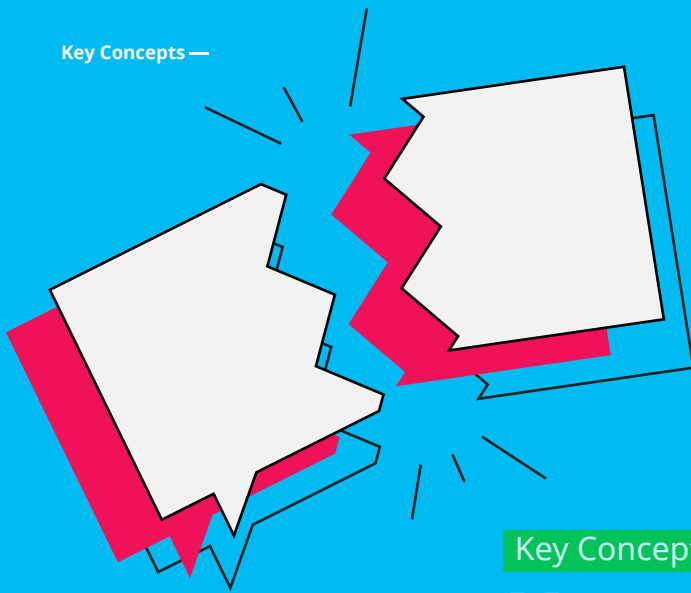
Facilitator definition

The digital world enables anyone to share information about themselves and others. Young people around the world take full advantage of this to share photos, videos and other multimedia content through their social media profiles and pages. But they often do so without understanding the full scope of their right to privacy, or their role in both giving and receiving consent to share information and content.

Young people must be taught how to do so responsibly, in keeping with the guidelines set out by social media platforms digital apps that they use. This means making sure that they have the consent from those who are captured in photos and videos they share online, or whose content they are sharing as their own. Similarly, young people should be empowered to control how others share information and content that involves them. This includes both giving permission to others who wish to store and share your information, withdrawing that permission when you want to, and reporting content that you have not given permission for others to use.

Student definition

Gaining consent online occurs when you ask someone's permission to use and share their information, content, or photos and videos taken of them. Likewise, you have the right to your own privacy: if anyone, from a friend to a social media platform, wants to share your information and content they must ask for your consent, and you have the right to say no.



Key Concepts

Hate Speech —

Facilitator definition

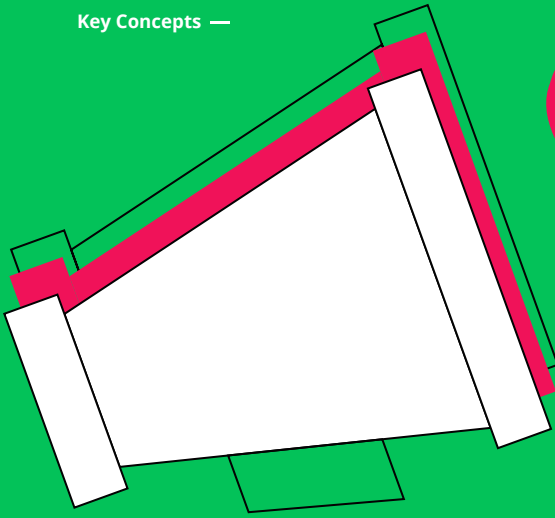
Hate speech is speech which attacks, intimidates, humiliates, discredits or promotes violence against a person or group based on their disability, gender-identity, race, religion or belief, nationality, age, social status or sexual orientation. Online hate speech is a major problem and something the majority of individuals will encounter at some point.

Many countries have laws forbidding certain types of hate speech. In order to respond to hate speech in an informed, responsible and effective way, it is crucial that young people are able to correctly identify hate speech when they encounter it. In particular it is important for young people to be able to correctly distinguish between hate speech and free speech.

Hateful online content can divide communities and drive individuals towards discrimination, hatred and violence. Discouraging the creation of such content, reducing its viewership and promoting positive alternatives can play an important role in ending cycles of hate.

Student definition

Hate speech is all forms of speech which spreads and justifies racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance.



Key Concepts

Free Speech —

Facilitator definition

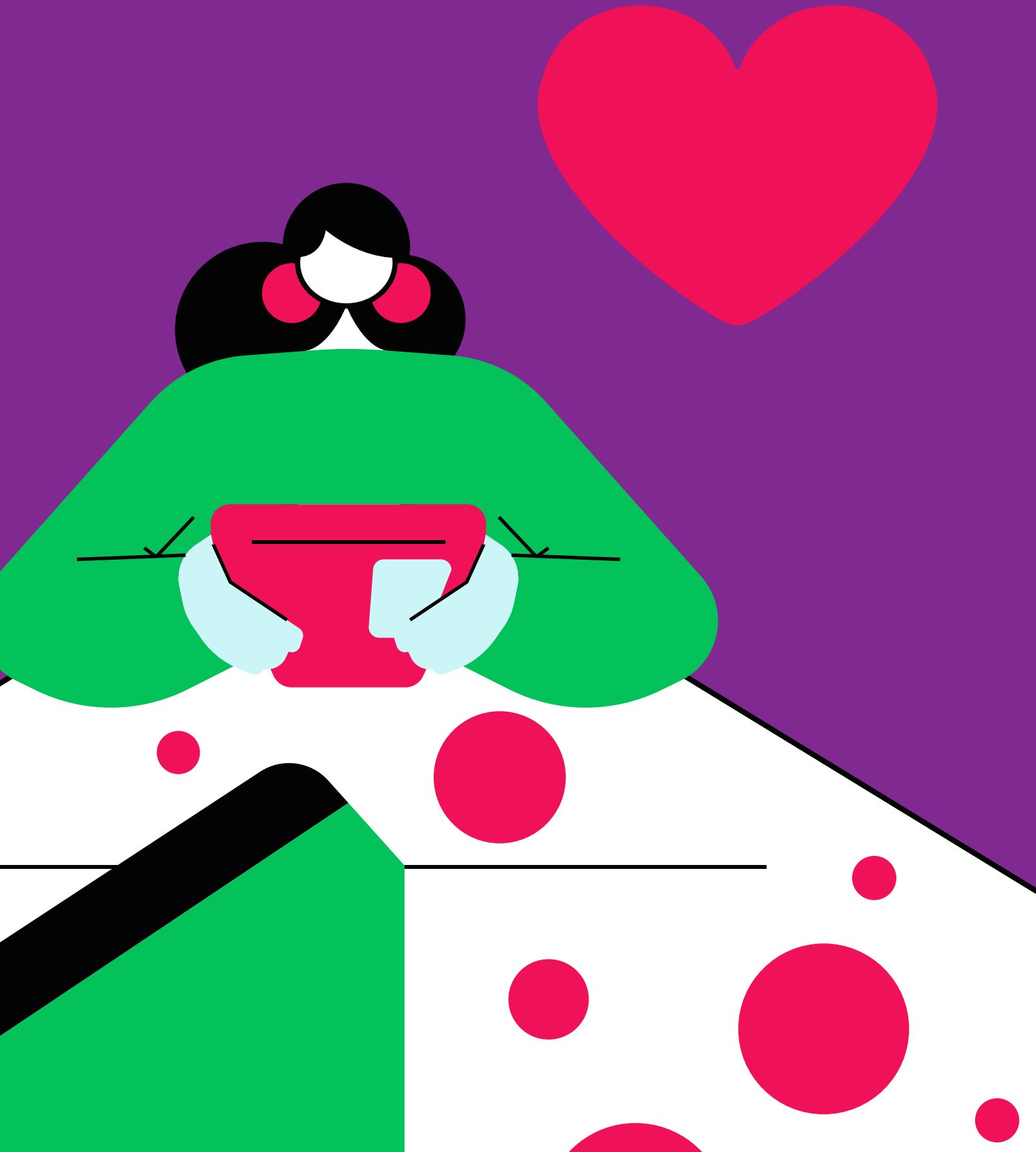
Free speech is the ability and right to express and share your opinions and ideas without fear of retaliation or censorship. Free speech is vital because it allows us to share ideas, discuss social, political and cultural issues openly and underpins our freedoms. Freedom of expression is recognised as a human right under Article 19 of the Universal Declaration of Human Rights, and is recognised in international human rights law in the International Covenant on Civil and Political Rights.

Student definition

Free speech is the ability and right to express and share your opinions and ideas without fear of retaliation or censorship.

Session One — Critical Consumers

Overview



Learning Objective:

Identify and respond positively to fake news, echo chambers and filter bubbles.

Learning Outcomes:

Explain what fake news, echo chambers and filter bubbles are

Fact check information

Understand why and how to consume diverse media sources

Balance media consumption with digital wellbeing

Be proactive role models for their online community by sharing positive and credible content.

Activity	Time	Resources
Starter: Spot the Fake News	10 Mins	
In pairs, students share two truths and a lie about themselves. Their partners must work out which is which and write down one way in which they decided it was fake.		
Fact or Fiction?	20 Mins	See Appendix 1.1: Set of 6 headlines, 2 from each type (factual, opinionated and fake news) Digital Deck
In groups, students sort real online headlines and images into factual, opinionated, and fake news.		
What's the Story?	20 Mins	See Appendix 1.2: Set of 3 x balanced news headlines (Green group); set of 3 x positive bias news headlines (Blue group); 3 x negative bias news headlines (Red group) Digital Deck
In groups, students receive information about an event that happened in the local area. They will be divided into three groups and they will be exposed to positive, negative and neutral coverage.		
Check your newsfeed...	10 Mins	1x Example of social media homepage logged in 1x example of social media homepage logged out Digital Deck See Appendix 1.3: Key Questions document
The students will be exposed to practical examples of how filter bubbles operate online.		

Starter: Spot The Fake News

10 Minutes —

This activity is designed to warm up the group and start an initial discussion on the topic of fake news, allowing the facilitator to assess the level of student understanding before the start of the session.

Ask students to get themselves into pairs and prepare three statements about themselves, two of which are true and one is a lie.

Tell the students to take it in turns to tell each other their statements. The idea of the game is to guess which statements are true and which is the lie. Once they have finished, choose a few students to give examples of what their partner shared with them to the wider group.

At the end of the game, bring the students back together for a short discussion on the topic of fake news and trust in media sources. Here are some question prompts you could use to get the discussion going:

- ① *How difficult was it to sort the truth from the lie?*
|
- ② *Imagine if this were the case for news headlines. How would you be able to tell if the news story was real or not?*
|
- ③ *Where else in the online world would we need to know when people are lying to us or telling the truth?*
|
- ④ *Why might someone write a fake news story and pretend it's real?*
|
- ⑤ *What would make someone want to believe a fake news story and like it? Why would some of them share it?*
|

Fact or Fiction?

20 Minutes —

Clearly display the definitions of balanced, factual and fake news on the [Digital Deck](#) for all students to see.

Then arrange them into groups of five and hand them a pack of six 'headline' cards. The groups then have to sort the headlines and images based on whether they think they are factual, biased, or fake.

When the students have finished sorting the headlines and images, display the answers on the [Digital Deck](#) or read them out. You can then open up a discussion on fake news and the difference between a fact and an opinion.

Here are some question prompts you could use:

- ① *How did you decide which headlines were facts, which were fake and which were opinions?*
- ② *What do you think the difference is between a fact and an opinion?*
- ③ *How much did you base your decision on how you felt when reading the headline?*
- ④ *What language was used in the headlines that made them more or less trustworthy?*
- ⑤ *What could you have done to check the facts behind the headlines?*
- ⑥ *Why would people try to get you to click on fake stories?*
- ⑦ *What could be the impact of fake news on people and on society?*
- ⑧ *What could someone do to prevent fake news from causing too much damage, to both individuals and groups?*
- ⑨ *Which sources of reliable news would you share with others online?*
- ⑩ *Which positive role models would you introduce other people online to? These role models should be people who often share credible and reliable information.*

What's the story?



20 Minutes —

Split the students into three groups of equal size and name them 'Blue group', 'Red group' and 'Green group'.

Give each group a set of headlines, all of which relate to the same news story, but provides alternative perspectives on it. The Green group will receive headlines that present a neutral perspective on a news story, conveying neither a positive or negative opinion. The Blue group will receive a set of headlines that portray the same story in a positive way, and the Red group will receive negative headlines.

Tell the students that all of their headlines relate to the same story, but make sure they remain unaware of the different perspectives in each set.

Each group will read through these headlines before discussing what they think has happened in the story, and whether they think this is good or bad news. Because each set of headlines conveys the story from a different perspective, ultimately each group should form completely different opinions on the story.

The groups should then nominate one person from each to stand up and summarise what has happened in their group's news story to the rest of the class. The Blue group's spokesperson will convey the story in a positive light, the Red group's will describe the story negatively, while the spokesperson from the Green group will present a balanced, neutral viewpoint.

Once each group has summarised their headlines, the students will be able to determine which set of headlines was positive, negative and neutral. At this point, the facilitator should ask the students:

- ① *What happens if we only get our information from the same sources every time?*
- ② *How does this affect the way we understand issues and events?*

Once the students have had time to consider and answer these questions, the facilitator should introduce the concept of 'echo chambers', displaying the student definition on the [Digital Deck](#). Discuss with the students how consuming media from diverse sources, rather than sources which only reflect one perspective, enables people to gain a fuller understanding of political, social and cultural issues. Students should be encouraged to consider answers to the following during this discussion:

- ① *What echo chambers are you a part of?*
|
- ② *Where do you find echo chambers online?*
|
- ③ *How do you know these are echo chambers?*
|
- ④ *Are echo chambers a good or bad thing, or neither?*
|
- ⑤ *What can we do to step outside of our echo chambers?*
|
- ⑥ *What actions can we take to help others step out of their echo chambers?*
|

Check Your Newsfeed...

10 Minutes —

Having discussed the concept of echo chambers, the facilitator should ask the students to consider if the newsfeed or homepage of any social media platforms they use displays content that reflects their own opinions and interests back to them. Prompt students to

consider if they have ever searched for something online, such as a story about a celebrity or a pair of trainers to buy, and then found that when they go onto other webpages, adverts for similar stories or items appear.

Students should then be introduced to the term 'Filter Bubbles', which can be displayed on the [Digital Deck](#). The facilitator should present students with an example to demonstrate this concept, such as, a video-streaming account that recommends videos to the user based on their previous viewing history, followed by the homepage the same person sees when they log out of their personal video-streaming account.

If the school permits it, students should then browse their social media accounts and search engines to recognise the way filter bubbles shape the content they see online. Students without smartphones should partner with students who have them, so that they can see this being demonstrated. Alternatively, if computers are available, students without smartphones can use these to log into social media accounts.

The session ends with students receiving the Key Questions document, and answering Key Question 1:

HOW CAN YOU STEP OUT OF YOUR ECHO CHAMBERS?

Session Two — Resilient Citizens

Overview



Learning Objective:

Understand what prejudiced content is in order to challenge stereotypes and positively contribute to the online space.

Learning Outcomes:

- Explain stereotyping and its consequences
- Explain how prejudiced content can influence and manipulate people online
- Challenge online stereotyping and prejudice
- Share positive role models with others online

Activity		Time	Resources
Starter: School Takeover	Students are split into two teams: the teams compete against each other to be chosen to run the school, listing reasons why they should be chosen.	20 Mins	Flip chart papers Board pens
Stereotyped narratives	The facilitator will provide examples of stereotypes affecting minorities and other groups found online.	20 Mins	See Appendix 2.1: 6x examples of digital content that stereotypes a group Digital Deck
Plenary	Students are shown examples of online responses to stereotypes and prejudices. They should analyse these case studies and come up with steps they will take in future to counter prejudice.	10 Mins	See Appendix 2.2: 2x examples of effective online counter-prejudice narratives Flipchart paper

Part 1

School Takeover

15 Minutes —

Divide the students into two groups randomly – for example by numbering everyone either one or two - and get the teams to come up with a team name. This should begin the process of inter-cooperation within the teams, which should lead to a stronger sense of an ‘in-group’ during the game.

To create the scenario, explain to the class that all of the teachers in the school have mysteriously disappeared and only one group will be trusted with taking over and running the school.

Ask each group to get together and list all the reasons why their group is the one that should be chosen to run the school. This is intended to create competition between the two groups. Give them pens and a flipchart to write down their ideas. The groups have five minutes to come up with their list. For this activity to work best, switch between the two groups: you want to create a competitive, but still friendly, atmosphere.

At the end of the five minutes, nominate two spokespeople for each group and ask them to feed their group’s list back to the wider group. The groups have two minutes to present back to the facilitator on why they are the best group. The best way to create the right atmosphere here is to have the two groups face off across from each other, with the facilitator in the middle. Encourage the groups to poke holes in each other’s reasoning for running the school to increase the competitive thinking, but avoid any personal insults to each other.

Explain that not only do we need teachers for all the subjects, but we also need people to help out with the catering, finance, school healthcare, and caretaker departments, as well as an excellent decision-maker and leader to be the head teacher.

- ① *What skills do you have that they don’t?*
|
- ② *Who is responsible and organised?*
|
- ③ *Does anyone in your group have any unique skills?*
|

After both groups have presented back, ask them to now list reasons as to why the other group shouldn't be chosen. The groups have five minutes to come up with their list.

The following prompts can be used to guide this activity:

- ① *Which group is more practical?*
|
- ② *What makes your group so special compared to the other group?*
|
- ③ *Why is the other group so unsuitable for this task?*
|

After the two groups have listed their reasons, ask a different spokesperson to feed their group's list back to the wider group. The groups have two minutes to present back to the facilitator on why the other group shouldn't be chosen. Allow the groups to interject in each other's presentations and question the other group's justifications, in order to create friendly tension within the confines of the activity.

Part 2

School Takeover

5 Minutes —

Following these presentations, and once you've declared a winner, hold a debrief discussion for five minutes with the whole class. Ask them about the group dynamics that emerged and the emotions the students felt as the competition grew.

- ① *How competitive did you get?*
- ② *Did you really think you were the best group?*
- ③ *Did you get annoyed by how the other group said they were better?*
- ④ *What emotions did you experience during the activity?*

Emphasise to the students that what they just experienced was 'us and them' thinking that divided the class, after being split into two random groups. Belonging to a group with a name and certain skills that constructed an identity allowed you to strongly identify with your group, turn against the other group and stereotype them based on assumptions you were making. Emphasise how strong this feeling would be if it was based on the groups we see in real life, like gender, ethnicity, or sexual orientation.

Display the definition of stereotypes on the [Digital Deck](#), and discuss with the students what the impact of stereotyping is. Guide the students towards understanding that stereotyping individuals or groups leads to forming prejudiced viewpoints. At this point, display the definition of prejudice on the [Digital Deck](#).

Ask the students if they can provide examples of where they have seen stereotyping happen outside of the school, or even to themselves, and encourage them to apply the feelings they felt during the exercise to what they see in society and online.

Stereotyped Narratives

20 Minutes —

Using the [Digital Deck](#), show students the relevant examples of media content that demonstrate how stereotypes can affect specific groups in society.

After showing each headline, ask the students to consider whether this content accurately depicts the people who feature, or whether the images or headlines contain prejudiced content and stereotypes.

Remind the students that stereotypes can be powerful and are used all the time in politics, online conversations, and by groups that seek to divide people across societies. You can also mention that certain groups seek to use these divisions to blame other groups for social and political issues.

- ① *What would be the result if a bigger in-group decided to stereotype a smaller out-group? Can you think of any examples from your local community?*
- ② *Do you think you have been guilty of stereotyping before?*
- ③ *What are the risks of upholding stereotypical views on someone/a group?*

Return to the concept of prejudice and use examples from the deck to demonstrate how an audience can be emotionally manipulated to hold these prejudices. Ask students to analyse these examples:

- ① *How do you recognise that a piece of content is emotionally manipulative?*
- ② *Which specific techniques can you point out that manipulate our emotions?*
- ③ *How can online media use emotional manipulation to uphold prejudices or stereotypes?*
- ④ *What effects can emotional manipulation based on stereotypes have on the targeted groups?*
- ⑤ *Have you heard of the term 'scapegoating'? Do you think we might scapegoat others as a result of our prejudices?*

Plenary

10 Minutes —

The aim of the plenary is twofold. First, you want to make sure the students have understood what stereotypes, prejudiced content, and emotional manipulation are. Second, you will need to empower young people with knowledge on how to push back against prejudice.

Show the students two examples of online campaigns that demonstrate how people have challenged prejudiced content, through using digital tools to run inspiring campaigns that bring people together.

Collectively, students will develop a checklist of ways in which they can challenge emotionally manipulative content and prejudiced narratives.

- ① *What are effective ways to challenge prejudice and make a positive contribution online?*
- ② *How can we demonstrate support for stereotyped groups, on and offline?*

The session will end with them answering Key Question 2:



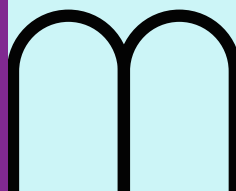
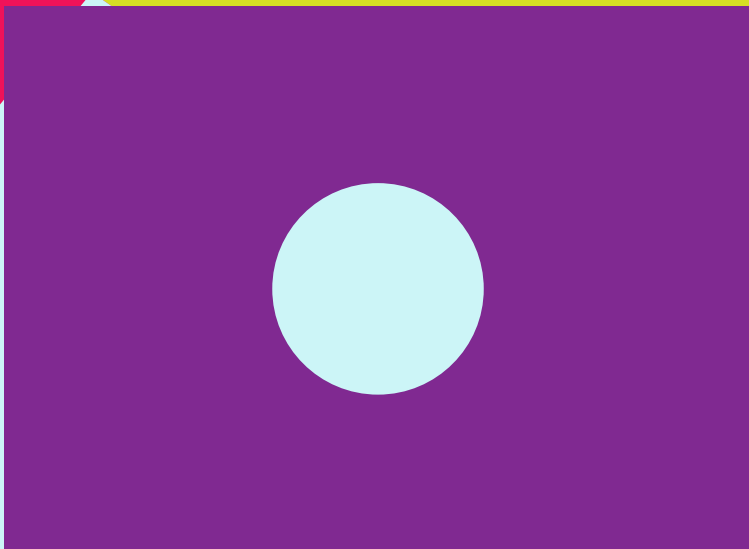
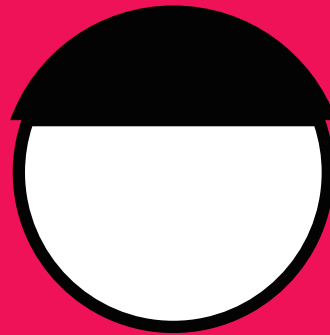
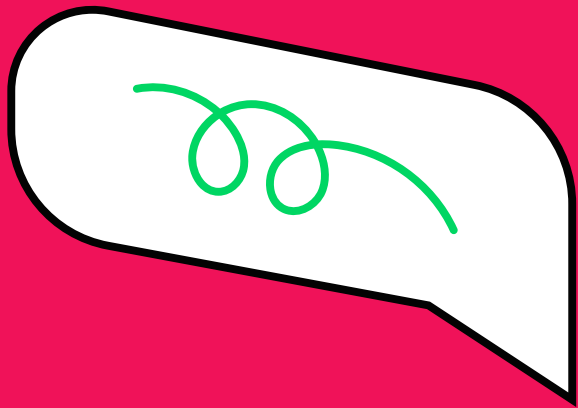
WHAT ISSUE - THAT AFFECTS A GROUP IN SOCIETY - DO YOU FEEL STRONGLY ABOUT, AND WHY?



Session Three —

Effective Communicators

Overview



Learning Objective:

Understand how to communicate effectively online with a range of audiences, and recognise the impact of language and tone used.

Learning Outcomes:

Recognise the difference between online and offline communication

Understand the importance of language and audience when posting online

Contribute respectfully and constructively to online discussion

Consider the feelings of others when interacting online

Demonstrate a willingness to listen to other worldviews online

Activity

Time

Resources

Starter: How and why?

Students work in groups of four to answer quiz questions on how the internet is used in their country.

10 Mins

See Appendix 3.1:

5-10 quiz questions specific to your country

[Digital Deck](#)

What's the difference?

Students are placed into one of three categories: Social Media, Phone Call, Face to Face. They discuss the positives, negatives and their preferences for communicating.

20 Mins

See Appendix 3.2:

4 x examples of statements for students to assess how they would communicate.

Flip chart paper and board pens

Watch your tone!

In smaller groups, students are shown messages that have been communicated online in different tones and should evaluate the effectiveness of each example.

20 Mins

See Appendix 3.3:

A series of social media posts or pieces of online content that discuss the same issues in a range of tones.

[Digital Deck](#)

Plenary

Students develop a checklist of the key points needed for effective communication, and plan how they would effectively communicate their feelings about their issue from Key Question 2 online.

10 Mins

Whiteboard

Flipchart paper

Starter: How and Why?

10 Minutes —

Start this session with a quick-fire quiz on internet and social media consumption habits in your country. They should work in groups of four, allowing each of them to discuss the questions in more depth with their group. The quiz is designed to get the students thinking about how and why people generally, and young people specifically, use the internet on a daily basis.

Questions should include some of the following:

- ① *How many hours a day do young people spend online in [your country]?*
- ② *List some of the main purposes of spending this time online.*
- ③ *Which social media platform do young people use the most in [your country]?*
- ④ *What % of young people have a profile on this platform?*

Give the groups at least 30 seconds to consider and discuss the answer to this, before moving to the next question. Through their discussions, they will begin reflecting on their own daily internet use, and start building a picture in their mind of their online habits.

Once the quiz is complete, ask the students to mark their own in a different colour pen. As you go through each question with the class, make sure you allow as many students as possible to provide their answers, to ensure a full-class discussion, and to allow students to hear about their peers' internet use. Bring up the answers on the [Digital Deck](#) and once you've revealed them all, question the students on whether they are surprised by any.

When all the answers have been revealed, wrap up the discussion with the following questions:

- ① *Do you think these answers reflect your own internet use?*
|
- ② *What are your main reasons for using the internet?*
|
- ③ *Why is good online communication necessary and important?*
|
- ④ *Why do young people choose to communicate online/through social media more than other mediums?*
|
- ⑤ *What are they trying to communicate online?*
|
- ⑥ *What does effective communication look like online?*
|

End the activity with the question:

- *What is effective communication?*

Give the students two minutes to brainstorm their ideas, before collecting some responses. Capture recurring and relevant responses on the whiteboard, before displaying the definition on the [Digital Deck](#).

What's the Difference?

20 Minutes —

By now, the students should have formed a clearer idea of the scale of internet use amongst young people in their country, the reasons behind this, and have begun to understand what effective communication is. This activity will now get them to consider whether they communicate effectively across the different mediums they use.

The activity also leads the students to recognise whether or not the way they communicate differs depending on the medium they are using, and gets them to reflect on why this is the case.

Split the class into three groups, and give each a sheet of flipchart paper and board pens. Each group will be given a medium of communication: the first group will be 'Social Media', the second will be 'Phone Call' and the third 'Face to Face'. On their flip chart paper, each group should draw a table with three rows, for example:

Social Media	
Positives	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
Negatives	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
Preference for communicating?	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>

For between five to ten minutes, each group should fill in their table. First, they should write down all the positives that using this form of communication brings, considering questions such as:

- ① *Can anyone use it to communicate?*
|
- ② *Is it cheap to use?*
|
- ③ *Can you say anything you like using it?*
|
- ④ *Can it be used for various purposes?*
|

Then they should focus on the negatives. If students are struggling to think of examples, offer them prompt questions, such as:

- ① *Are people often rude when they use it?*
|
- ② *Is it difficult to get your point across using it?*
|
- ③ *Is it addictive to use?*
|

Finally, they should agree a consensus on what their group's preference for communication is, between social media, phone calls and face to face discussion. Each group should come up with two or three reasons explaining their choice.

Once the tables are complete, each group should nominate a spokesperson who will run through their table with the rest of the class. Once they have done so, all students should be invited to offer additional ideas that they feel were missed by the other groups. Each group should add in these new ideas with their board pens as they hear them. When the activity is complete, there should be three tables filled with ideas on each medium of communication. The facilitator should then pose the following questions:

- ① *What are some of the main differences between these three mediums of communicating?*
|
- ② *Why is one more preferable to you than the others?*
|
- ③ *Do you think we pick up more bad habits through one than the others?*
|
- ④ *Why do you think this is?*
|

Following this group discussion, the facilitator should provide the three groups with a set of statements, numbered from 1 - 4. Two of these statements are positive, and the other two are negative.

The facilitator then asks the groups to consider the first statement: how easy or difficult do they think this would be to tell someone through each medium of communication? Students should be prompted to consider how the statement itself would make someone feel, and how each particular medium affects how much we care about the other person's feelings. The facilitator should take feedback on the first statement from each group, before repeating this process for the next three statements.

Through the discussion of each statements, students should come to realise, or else be prompted to realise, that the medium we use to communicate our thoughts often has implications for the manner in which we speak to others. Social media, for example, by allowing us to communicate at distance and through a screen, and sometimes even anonymously, can lead to us paying less attention to our audience's feelings. The following questions can be used to guide students to this understanding:

- ① *How does the medium of communication you choose affect how you communicate? What implications does it have for your tone, language, grammar, and how you listen?*
- ② *Is it easier to say certain things online than it is face-to-face? Why?*
- ③ *Is it easier to listen to other people's viewpoints online?*
- ④ *What other examples can you give of where you've said something online that you wouldn't say to someone's face?*
- ⑤ *If you wouldn't say it to someone's face, should you say it to them online?*

Watch Your Tone!

20 Minutes —

Students are now placed into smaller groups of no more than five. The facilitator explains that they will now focus specifically on online communication. Returning to the 'Social Media' table that was produced in the previous activity, the facilitator should remind students that, unlike with a phone call or a face to face discussion, much of what is posted or shared on social media is for a wider, more public audience. Students should be asked:

- *If not everything we write on social media is private, how should this affect the way we communicate what we want to say online?*

The facilitator should take feedback from the whole class on this question, visibly brainstorming the students' ideas on a whiteboard. If students don't arrive at the point themselves, the facilitator should guide them to the importance of tone of voice and use of language. To demonstrate this point, the facilitator could ask the students how they ask for something from their parents or carers: if they ask in an angry tone of voice with ungrateful language, are they more or less likely to get what they want, than if they ask respectfully?

Students are now shown a series of social media posts pulled from various platforms on the [Digital Deck](#), each of which discusses the same issue as the next post, but does so using a completely different tone. For example, the facilitator might show examples of posts that are critical of religion, but do so in different ways: one post might put forward a balanced, rational and respectful opinion through their post, while another may be rude and hostile towards religion.

Upon seeing these examples, students should work in their groups to evaluate how effective they think each person has been in effectively communicating the point they are trying to make. Students should consider the following when reaching this judgement:

- ① *What does the person really want to achieve through this post?*
- ② *How are audiences likely to react when they read this? What will the majority of people think?*
- ③ *Is there a better way this person could have made their point?*
- ④ *How could they re-write what they say here to ensure that more people respond positively?*

- ⑤ *Does it sound like this person is interested in listening to what other people think?*
- ⑥ *Does their post open up or shut down possibilities of further discussion?*

Students should be encouraged to recognise that somebody's tone is not always easy to grasp from a social media post, which emphasises the importance of making sure they are effective communicators online. Communication can be innocently misinterpreted, so the more conscious they are of being respectful towards each other, the more likely their point of view will be listened to.

Plenary

10 Minutes —

Having discussed the pros and cons of different mediums of communication, and having seen a range of examples of poor and effective communication, the facilitator should mind-map the key factors that contribute to effective communication, gathering these from the students. These points should include:

- ① *Awareness of public and private audiences*
- ② *Consideration of your audience's feelings*
- ③ *Demonstrating empathy*
- ④ *Clear message*
- ⑤ *Respectful tone of voice*
- ⑥ *Willingness to listen to others*
- ⑦ *Use of appropriate language*

Now that the students have mind-mapped this list, they should turn to Key Question 3:

HOW WOULD YOU EFFECTIVELY COMMUNICATE YOUR FEELINGS ABOUT YOUR ISSUE FROM KEY QUESTION 2?

With the support of the facilitator, students should spend roughly ten minutes considering:

- ① *Where they will communicate this message? E.g. a specific social media platform?*
- ② *Who is their audience?*
- ③ *What tone will they adopt, and what language will they use?*
- ④ *How will they be able to assess how effectively they have communicated their message?*

As an example of what a response to Key Question 3 could look like, students might choose to create a 2-3 line social media post that stresses the need to take climate change seriously, but does so in a way that is persuasive rather than aggressive.

Session Four —

Rights Experts

Overview



Learning Objective:

Understand their rights as citizens online.

Learning Outcomes:

Explain the different types of consent

Demonstrate an understanding of their right to consent and how to uphold these rights

Understand their right to be free from abuse online

Identify the difference between free and hate speech

Demonstrate that they can respond effectively to hate speech and abusive content online

Activity	Time	Resources
Starter: What is consent?	10 Mins	See Appendix 4.1: 3x examples of online content shared without consent Digital Deck
Know your rights	10 Mins	See Appendix 4.2: 5-10x true or false statements, printed individually on paper or card Flip chart paper
Control your consent	10 Mins	See Appendix 4.3: A list of practical steps to exercise your own, and respect others', right to privacy
Hate and Free Speech	10 Mins	See Appendix 4.4: Definitions of hate speech and free speech in your country <u>Digital Deck</u>
Responses	20 Mins	See Appendix 4.5: 2x examples of online hate speech and 2x examples of online free speech Flipchart paper Board pens for all students Digital Deck

Starter: What Is Consent?

10 Minutes —

On the [Digital Deck](#), students are shown three different examples of content shared on social media. Having seen these examples, students are asked to consider what connects these posts. If students are struggling, prompt questions could be offered by the facilitator:

- ① *Who is in the photo/video? Are they aware that they are in it?*
|
- ② *Do you think they want to be in it?*
|
- ③ *Do you think they have given consent to be photographed/filmed?*
|

Students are introduced to the concept of consent through the [Digital Deck](#), and should discuss what it means to them. They should reflect on when they have given consent before, in both offline and online contexts, and for what, and if they think it is important to give consent. The facilitator could pose to them the following questions:

- ① *Can you define what you think consent is?*
|
- ② *Have you given consent to every photo, video or post that you are tagged in online?*
|
- ③ *Can you think of examples of where you are asked to give your consent online?*
|
- ④ *Do you think it is clear when you are being asked for your consent online?*
|

Returning to the examples on the [Digital Deck](#), they should consider what some of the consequences of these people not giving consent might be. For example:

- ① *Invasion of their privacy*
|
- ② *Falling out with their friends who posted it*
|
- ③ *Feeling embarrassed or upset at who might see it*
|
- ④ *Affecting future job prospects*
|

Know Your Rights 🖐️

10 Minutes —

Students pair up to take part in a true or false quiz on their right to privacy online. The facilitator should draw two columns onto a piece of flip chart paper, one labelled True and one labelled False. They should then read each numbered statement aloud from a printed card. Students should stand up if they think the statement is true, or remain seated if they believe it is false. After students have made their decisions, the facilitator will reveal the correct answer and the statement will be stuck onto the corresponding column on the flip chart paper.

Control Your Consent 🙋

10 Minutes —

At the end of the quiz, the flip chart paper will reveal a range of interesting facts about people's right to privacy online, the limits to their rights, how their information and content can be stored and used online, and how much control they are able to assert over how this content is used.

Once students have had the chance to reflect on these facts, the facilitator should ask the students if they are surprised by any of them. For example, students may not have been aware that social media companies are able to share their personal information with other companies, such as age, gender and interests.

For each of these points, the facilitator should present the students with practical solutions which enable them to assert more control over how their information and content is used. These solutions should be noted down by students, and ultimately each student should end the activity with a toolkit of ways to exercise their right to privacy.

It is important to impress upon the students that consent is not a one-way street, and that they should recognise their responsibility to seek the consent of others when posting or sharing online. Students must be encouraged to think before posting: if this was a photo or video of me, would I want it to be shared publicly?

Hate Speech and Free Speech

10 Minutes —

Sort the group into pairs and hand out a pack of post-it notes, plus an A3 sheet, to each pair. Instruct the pairs to write their names on the A3 sheets and answer these five questions on each post-it:

- ① *Why would someone post something hurtful/mean/offensive about you or other people online?*
- ② *What would you do if someone posted a hurtful/mean/offensive comment online about you or other people?*
- ③ *What is hate speech?*
- ④ *What is free speech?*
- ⑤ *What attitude should we have towards others online?*

Encourage the students to discuss their ideas first before writing anything down. Have extra post-it notes handy in case they make a mistake or want to add extra information to their responses. Open up a discussion based on their answers to the questions above, using prompt questions such as:

- ① *What did you write down for your definitions?*
- ② *Why did you choose this word ____?*
- ③ *Can you see how the line between hate speech and free speech can be blurred?*

Once students have contributed their definitions, present them with the correct definitions on the [Digital Deck](#), and ask students to consider the differences between their answers and the ones being displayed. To check that students have understood the definitions, give them a couple of examples to consider:

- ① *If I tell someone I hate their trainers, is that an example of hate speech?*
- ② *If someone abuses me for the colour of my skin, is that free speech or hate speech?*

Responses

20 Minutes —

At this stage, the facilitator should tell students that they have a right to be kept safe and free from abuse online. No young person should have to tolerate both illegal behaviour or other legal but harmful behaviour directed towards them. The social media platforms they

use are aware of this and have built in safeguards to help young people manage risks and protect themselves online. However, as young people are often left to find out about these for themselves, not everyone is aware of them.

Explain to the students that the following activity will strengthen their understanding of the difference between free speech and hate speech, and equip them with a range of responses they can take to push back against online hate and harassment.

Split the whole group into smaller groups of no more than five students. Each group is given card with an example of either free speech or hate speech on it. Working together, they should answer the following:

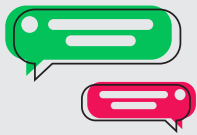
- ① *Is this free speech or hate speech?*
- ② *Using your definitions of these terms, explain your answer.*
- ③ *Is all free speech acceptable? Should people be allowed to say anything they want without retaliation or censorship, if it is legal? What is online harassment?*
- ④ *Does this post target any groups or individuals in particular?*
- ⑤ *How do you think this post would those people feel?*
- ⑥ *Think back to the previous session: is there a way this person's feelings could have been communicated more effectively?*
- ⑦ *If you saw this online, what would the most appropriate responses to it be?*

When the groups have had time to consider their answers to these questions, a spokesperson from each should present their case study, displayed on the [Digital Deck](#), to the rest of the class and run through their answers to the previous questions. Other groups should be invited to comment where they disagree with the group presenting, and in particular should offer suggestions on effective responses to each example.

As students contribute suggestions for effective responses to these examples, the facilitator should be listing these down. When all groups have had the opportunity to present, they should see a list that includes, but is not limited to, these responses:



Ignore – Whether a statement is free or hate speech, you can ignore it. Although not taking action can help protect you from any backlash from the content creator, your voice against their opinion or hate will never be heard.



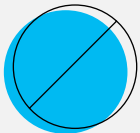
Argue– If you think it is worth it, then arguing back in a polite, rational way could help others to rethink their ideas online. You could contradict the opinion with facts or other opinions, to provide the bigger picture. Whether or not you do this might depend on if you think they can be persuaded, or if you want others to see a different perspective.



Share – By sharing a piece of content without commenting on it, this could show that you agree with it. Adding a critical comment can make your position clearer to others online. Sharing content also means that more people will see it, so think about the effects of this.



Flag/Report – If something you see online is hate speech, then you could flag or report it to the social media platform, to get it taken down. However, flagging a piece of free speech that you disagree with might take the platform moderator away from dealing with genuine examples of hate speech.



Block– If you feel threatened by a user because of their trolling behaviour or their use of hate speech against you or others, then blocking them could be a sensible option. But, blocking every person that disagrees with your opinions could lead to you operating in a narrower online echo chamber.

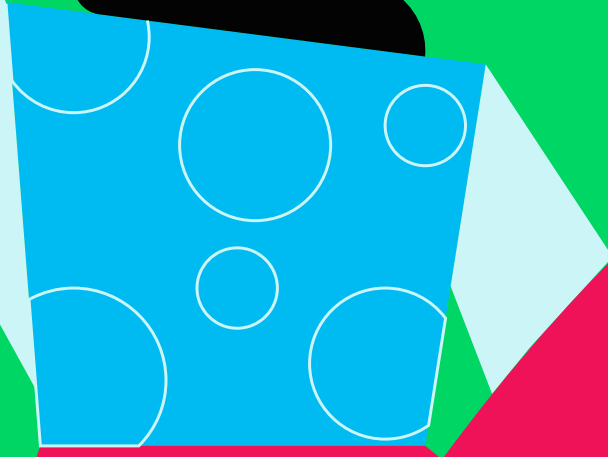
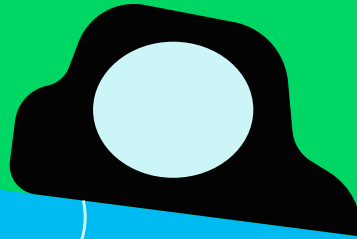


Counter with positivity – Countering with positivity can be an excellent option to highlight different aspects of a debate, discredit hateful messages, rally supporters to your arguments and enhance a positive and viral movement online. You can use relevant content that is already available online or create your own, and you can be as specific or nuanced, as direct or indirect as you want to be. You can for instance use humour, emotional stories or popular culture as a powerful channel to draw attention to your side of the story.

Session Five —

Digital Leaders

Overview



Learning Objective:

Understand how to positively exercise their right to free speech and promote their voice online.

Learning Outcomes:

Effectively exercise their right to free speech online

Demonstrate their responsibility to promote positive change online

Protect their and others' wellbeing online

Use digital tools for civic engagement

Activity	Time	Resources
<p>Youth Power</p> <p>Whole class discussion on exercising free speech in response to hate speech. Students are then presented with case studies of effective youth social media messages.</p>	20 Mins	<p>See Appendix 5.1:</p> <p>2x fact sheets with examples of online youth activism</p> <p>Digital Deck</p>
<p>Take action</p> <p>Working in their pairs or groups, students build on their responses to key question 3 to begin planning an online campaign strategy.</p>	30 Mins	<p>See Appendix 5.2:</p> <p>Planning document: Option A Planning document: Option B</p> <p>https://www.campaigntoolkit.org/get-started/</p>
<p>Plenary</p> <p>Pairs or groups of students have the opportunity to share their plans and receive feedback from the facilitator and peers.</p>	10 Mins	

Youth Power

20 Minutes —

Building on the previous session, students should discuss three questions at the start of Session 5:

- ① *Do you think we have a responsibility to support individuals and communities online?*
- ② *How can we exercise our right to free speech in a positive way online?*
- ③ *Can you think of examples of where you've seen this?*

This discussion should lead students to recognising that just as they belong to communities offline, so too are they a part of an online community, and have an opportunity to play a really positive role within it.

When students offer their examples of where they've seen free speech exercised positively online, the facilitator can search for these examples and display them on the projector, so students can get a clearer sense of what is being described to them. Once they have shared their own examples, the facilitator should present the two case studies on the [Digital Deck](#), demonstrating online campaigns run by young people to address a political, social or cultural issue.

The facilitator should talk the group through the background to these campaigns, outlining the basic information: when this took place, who took part and what did they hope to achieve. The facilitator should then provide pairs or groups of three students with fact sheets about one of these campaigns. These pairs or groups will then have around ten minutes to analyse their campaign, using the following questions to guide them:

- ① *What was the issue that young people sought to change through their campaigns?*
- ② *What was their message?*
- ③ *How did they effectively communicate this message?*
- ④ *Who supported this group of young people, and how they were supported? (e.g. publicly, corporate financial-backing or crowdfunding, helped by influencers etc)*
- ⑤ *Did they have a slogan or a hashtag?*

- ⑥ *What different digital tools and platforms did they use to spread their message?*
|
- ⑦ *Did their online success translate offline? (e.g. through organising marches and other forms of protests)*
|
- ⑧ *How did they know if they were successful?*
|

After ten minutes, the facilitator will take feedback from each of the groups about their case study, ensuring that students end this activity with a clear idea of why these campaigns were so successful. Students thinking can be stretched here, by asking them to consider:

- *How would you have improved this campaign if you had been in charge of running it?*

Take Action

30 Minutes —

The final activity of the curriculum brings together everything the students have learnt up to this point, and provides an opportunity for them to put their new skills, knowledge and attitudes into practice. The activity asks them to respond to Key Question 4:

HOW WOULD YOU USE DIGITAL TOOLS TO TAKE ACTION ON THE ISSUE YOU RAISED IN KEY QUESTION 2?

In responding to this question, students will either:

- ① *Plan their own online campaign that uses a range of digital tools to make a positive contribution, both on and offline*
- ② *Research, join and contribute to an existing online campaign, to showcase effective communication and empathetic attitudes*

Students should have the choice here to work either by themselves, in pairs, or in a group of up to four people. Those working in pairs or groups will need to ensure there is a consensus on which issue their campaigning will be based around.

The facilitator will give each group a planning document, printed on A3, to support them, whether they have chosen option A or B. These documents will provide students with a clear structure to use when developing their ideas.

[Option A - planning document](#)

[Option B - planning document](#)

At intervals during this thirty minutes, the facilitator should briefly interrupt the students and offer them an opportunity to share their ideas so far. As well as giving students a chance to showcase their work, this will also provide those who are struggling to think creatively with some ideas to start with.

The facilitator should ensure they are able to support as many students during this time as possible, as for many this will be a new experience and they will need lots of advice and encouragement.

In order to maintain the momentum of this exercise and encourage students to turn their plans into actions, the facilitator must ensure that the students finish by planning achievable and time-based 'next steps'. For example, students could plan to have achieved the following one week after the workshop:

- ① *Set up or joined a group on social media*
|
- ② *Invited 50 friends and asked them to invite their friends*
|
- ③ *Posted a positive message on the group*
|
- ④ *Showcased the group to their parents/carers and relevant teachers at school*
|
- ⑤ *Asked for advice from these adults*
|

The facilitator should note that where the class of students is aged below 13, this activity will need to be tweaked. 12 year old students could be encouraged to consider how an issue they have read about online could be turned into an offline campaign, where they gain support of peers, parents and teachers at their school. Alternatively, they could follow the 13+ planning document, planning their campaign in anticipation of turning 13!

Plenary

10 Minutes —

At the end of the session, students who want to share their ideas with the rest of the class will be given the time to do so, and students will be encouraged to offer feedback and advice on their classmates' campaigns. The facilitator should use this as a final opportunity to praise the ideas and efforts of all the students, and encourage them to seek support at home, from their teachers and from friends to turn their plans into actions!

Appendices —

Session 1: Critical Consumers

Fact or Fiction?: Appendix 1.1

Fake news:

2 x examples of fake news headlines specific to your country.

Factual:

2 x examples of real news story headlines from established news outlets.

Bias:

2 x examples of a bias headline.

What's the story?: Appendix 1.2

Event:

Create a fictional event.

Green group - 3x balanced headlines:

This set of headlines reflects a largely neutral position on this story. Very little of the language used is inflammatory and for the most part these headlines make factual statements.

Blue group - 3x positive biased headlines:

This set of headlines portrays the story in a positive/sympathetic light. The language used is favourable toward the group of people at the centre of the story and may use question marks, exclamation marks and use lots of positive adjectives.

Red group - 3x negative biased headlines:

This set of headlines portrays the story in a negative light. The language used is provocative and exaggeratory and may use question marks, several exclamation marks and words typed all in capital letters.

Key Questions document: Appendix 1.3

[Key Questions document](#)

Appendices —

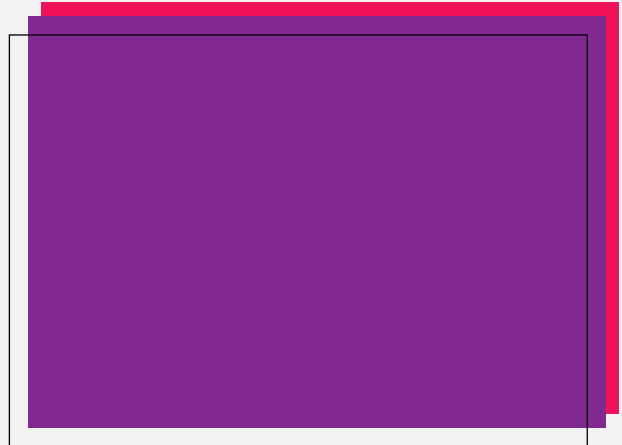
Session 2: Resilient Citizens

Stereotyped Narratives: Appendix 2.1

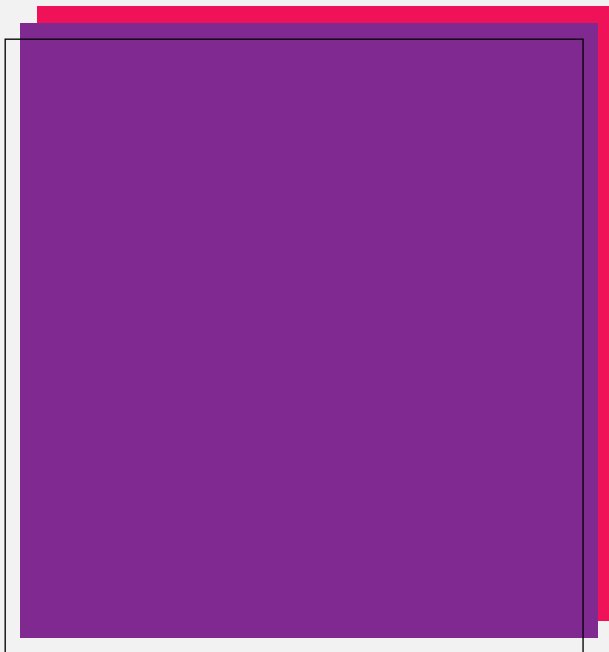
6x examples of digital content (such as a poster, billboard, advert) that stereotypes a group (e.g. an ethnic minority group, a specific gender, LGBT community, old/young people).

1.

Example 1.



Source:



2.

Example 2.

Source:

3.

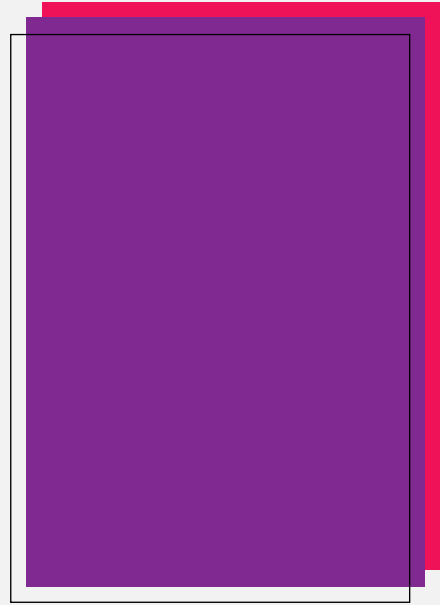
Example 3.

4.

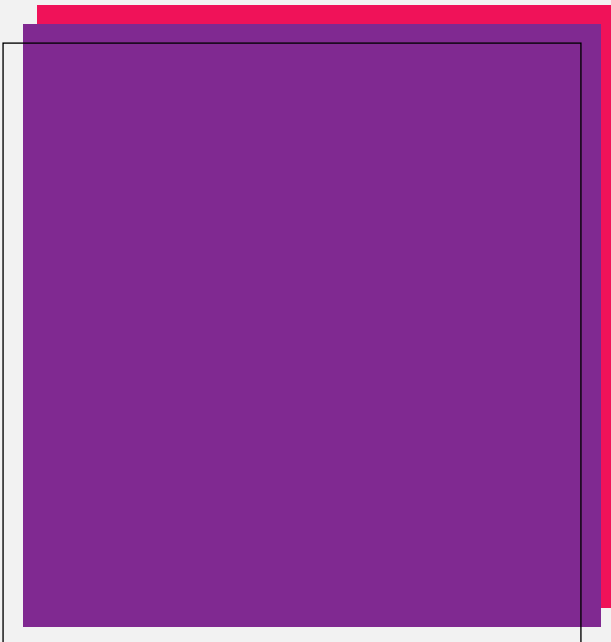
Example 4.

5.

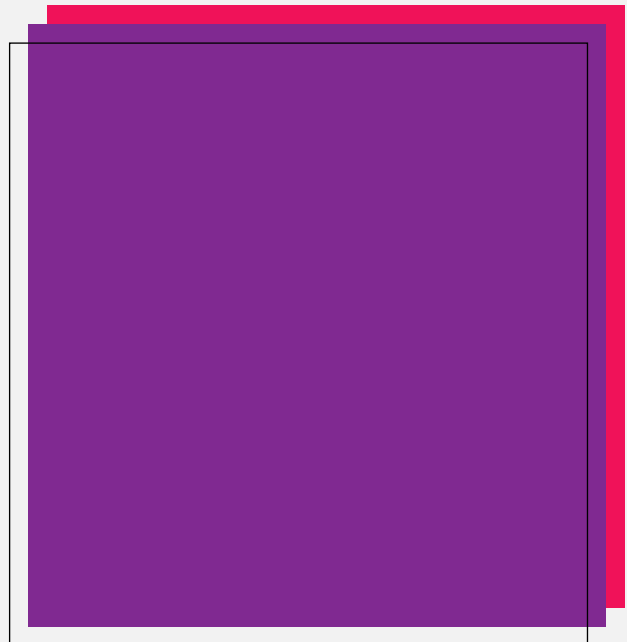
Example 5.



Source:



Source:



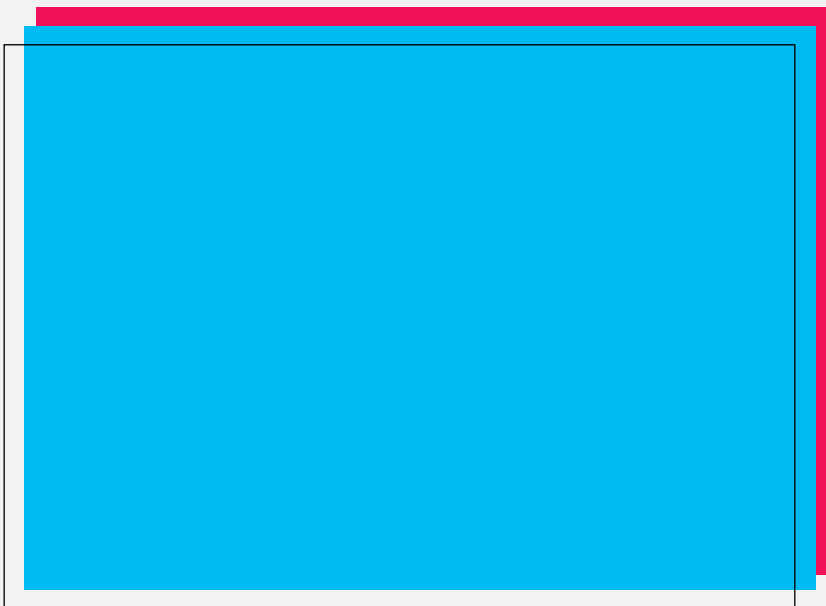
Source:

Plenary: Appendix 2.2

3x examples of effective online campaigns that counter prejudice and stereotypes.

1.

Example 1.



2.

Example 2.

Source:

3.

Example 3:

Appendices —

Session 3: Effective Communicators

Starter - How and why?: Appendix 3.1

- ① *What is the most used form of social media in [your country]?*
- Answer goes here.
- ② *Give an example of 3 social media networks you use frequently*
- Answer goes here.
- ③ *How many users does Facebook have in [your country]?*
- Answer goes here.
- ④ *How many daily hours do young people spend, on average, surfing the internet, in [your country]?*
- Answer goes here.
- ⑤ *What are the 3 main purposes young people in [your country] use social media?*
- Answer goes here.
- ⑥ *What % of young people in [your country] use the internet on a daily basis?*
- Answer goes here.
- ⑦ *What's the average age for Facebook users in [your country]?*
- Answer goes here.

What's the difference?: Appendix 3.2

4x examples of statements for students to assess how they would communicate.

- *Criticising the way someone behaved in the school playground*
- *Disagreeing with someone about the treatment of refugees*
- *Flirting with someone*
- *Congratulating someone for doing something brave*

Watch your tone: Appendix 3.3

E.g. Social media posts discussing a minority group.

- 1.** Example of a post using an **offensive tone** that condemns the minority group.
- 2.** Example of a post that puts forward factual information on the minority group in a **respectful tone**.
- 3.** Blog post which uses an **ironic/offensive tone** to mock the minority group.

Watch your tone: Appendix 3.3

E.g. Social media posts discussing a current social movement in your country (e.g. protests/strikes)

- 1.** Facebook post with a **respectful tone** that discusses the reasons behind people protesting:
- 2.** Facebook post with a **hateful tone** towards the people that are not protesting:
- 3.** Blog post encouraging people to protest, using a **respectful tone**
- 4.** Facebook post in a group that discusses the protest situation in a **weak/uninspiring tone**

Appendices —

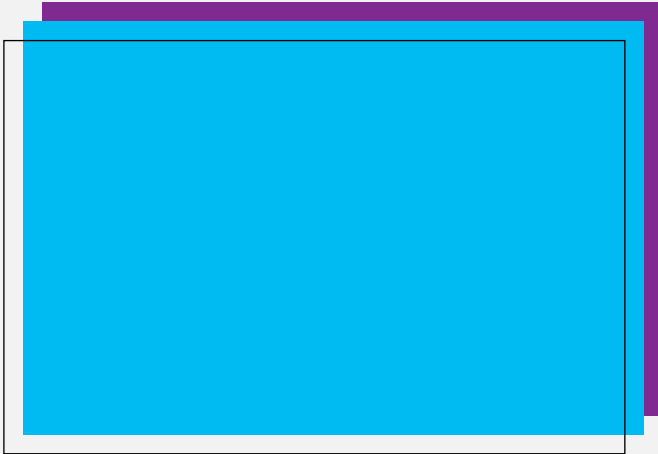
Session 4: Rights Experts

Starter - What is consent?: Appendix 4.1

3x examples of online content shared without consent.

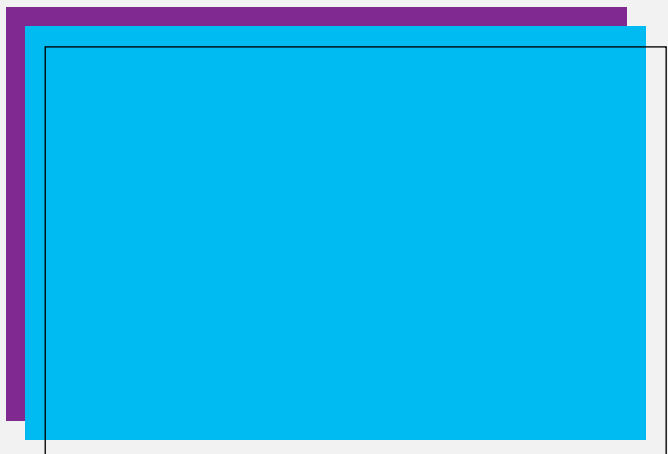
1.

A viral video.



2.

Someone in the background of a photo.



3.

Example of someone who has been transformed into a popular meme.

Know your rights: Appendix 4.2

True or false quiz questions, each printed on individual pieces of paper:

- ① *You must be at least 12 years old in order to start using social media platforms: **False - you must be at least 13.***
- ② *You are responsible for all of the information and content that you put online: **True***
- ③ *You are free to copy and share other people's online content and information without asking permission first: **False***
- ④ *All the information that you put online is immediately private and can't be seen by anyone else: **False, you must change your own privacy settings to control who sees your information***
- ⑤ *All the info you post on social media platforms can be used/sold by these companies to make money/profit? **True***
- ⑥ *If someone posts a photo or video of you, they should ask for your consent before doing so, and vice-versa: **True***
- ⑦ *If they do not ask for your consent, or vice-versa, there is nothing you/they can do about it: **False, platforms offer ways in which you can report content which requires your permission***

Control your consent: Appendix 4.3

A list, by no means exhaustive, of ways in which to control consent:

- *Verbally expressing consent*
- *Physically expressing it (e.g. nodding in agreement)*
- *Providing written consent*
- *Opting-in to a list of terms and conditions*
- *Opting-out of consent-giving*
- *Flagging or reporting content that you have not given permission to be used*
- *Asking permission of others before posting content that involves them*
- *Asking permission of others before creating the content (e.g. before taking a photograph or filming)*
- *Withdrawing your permission for a social media platform or digital app to use and share your information*
- *Requesting to view the information that a social media platform or digital app has about you and the ways in which it is using this information (you can download this information)*

Hate and free speech: Appendix 4.4

Hate Speech definition:

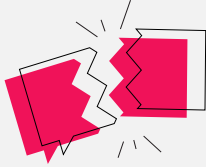
Hate speech is all forms of expression which spreads, incites, promotes or justifies racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility towards minorities, migrants and people of immigrant origin.

Free Speech definition:

Free speech is the ability and right to express and share your opinions and ideas without fear of retaliation or censorship.

Responses: Appendix 4.5

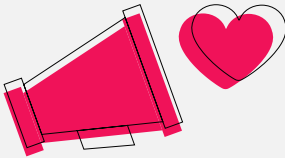
2x examples of hate speech and 2x examples of free speech for the students to comment on.



Hate Speech:

If those criminal immigrants have the nerve to come to [your country], I'm telling you each of them will suffer in pain.

Get out of my country, you filthy Catholic! Your religion is poison and you should be burnt alive for following it!



Free Speech:

Female terrorists deserve to live in hell with their terrorist babies.

Christianity is a complete myth. Anyone who believes it is an idiot.

Appendices —

Session 5: Digital Leaders

Youth Power: Appendix 5.1

2x examples of online youth activism/campaigns to inspire the students.

Take Action: Appendix 5.2

[Option A - planning document](#) - For students wishing to plan a new online campaign

[Option B - planning document](#) - For students wishing to join and contribute to existing online campaigns

For more information on how to design a campaign, please see the following website:
<https://www.campaigntoolkit.org/get-started/>

**YOUNG
DIGITAL
LEADERS**

