



Media and information literacy

A practical guidebook for trainers

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1. Media and information literacy

You can download the guidelines and worksheets from this chapter here:
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GUIDELINES

Understanding media

Open questions can be helpful to understanding media. For example: What is typical for the medium? What type of medium is it? Who creates the content? Who finances the medium? How does the medium ensure its own income? How much time is needed to create a message in the medium? Who is the target audience? What options do media makers have for sending their messages? What are typical messages? How can messages be manipulated by the media maker?



Newspapers and magazines

Traditionally, newspapers and magazines were printed media, but nowadays many are also published electronically on the internet. Funding for newspapers and magazines often comes from companies, interest groups or private individuals, and sometimes from the state. Media makers include print and photojournalists, editors, editors-in-chief, typesetters, designers, printers and (online) programmers. They use headlines, written text, different font sizes and colors, drawings, caricatures, and photographs to express their messages. Most print media are published regularly and frequently: daily, weekly, or monthly. Their frequent publishing schedules allow them to report on current stories and events and provide background information. Newspapers and magazines generate income through subscriptions, direct sales, and advertisements. Newspaper and magazine owners, who spend money to finance the medium, often want to influence the selection of topics and steer the direction of editorial viewpoints.



Books

Traditionally, books are a printed medium, but nowadays some are also published as e-books, which can be read on a tablet, computer, or e-book reader. Funding for books often comes from publishers and companies. Media makers include authors, editors, typesetters, publishers, and printers or programmers (for e-books). They express their messages through the contents of the book, which can consist of text and illustrations, but also through the book's title and cover, its composition and design, illustrations, and information about the book and author. Books can be categorized according to their content, e.g. fiction, non-fiction, guidebooks, or textbooks. The time needed to create a book ranges from a few months to many years. Income is generated through the book's sales. To increase sales, many publishers spend a lot of money on advertising in newspapers, radio, television, on posters, and on the web.



Radio

Radio is a non-printed, electronic medium. Nowadays, many radio stations also broadcast via the internet. Funding for most radio stations comes from companies or private individuals. Sometimes the state also owns radio stations, and in rare cases, even local communities do. Media makers include radio journalists, producers, on-air hosts or moderators, editors-in-chief, news editors, and musicians. A radio station can go on air with just a few people involved, sometimes as few as a moderator, technician, and a news editor. Many radio programs are pre-produced before broadcast and moderators often receive introductory texts from journalists to read before their news stories or features are played. Media messages are expressed by the selection of program content, voices, spoken language, music, and sounds and contain (current) information and entertainment. The time needed to create a radio broadcast ranges from minutes to weeks or even longer, depending on the radio show and the particular topic. The station's income comes mainly from advertising slots it sells. Some radio stations receive funding from their owners or through listener fees; community radio stations often rely on donations.



Movies

A movie is a non-printed, electronic medium generally first shown in public movie theaters or distributed through video streaming services like Netflix, Amazon Prime Video, or Disney+. Later, they are often released on DVD or Blu-ray disc, or shared through the internet (often illegally). Funding for movies is complex. Before a movie is made, the author and the director look for someone to finance it. The amount of money needed to make a movie varies, but it is often a very expensive undertaking. Funding can come from private individuals (a producer or producers) or large production companies. Often movies are co-financed by television stations or big companies in return for product placements in the movie (e.g. the hero might drive a Mercedes, BMW, or another specific car brand). Hundreds or even thousands of people are involved in the production of a movie. They include directors and co-directors, authors, actors, camera operators, sound designers, costume makers, location scouts, stuntmen, and special effect editors, to name just a few. In movies, the media messages are expressed via the genre, story, dramatization, setting, characters, acting, costumes, visual feel (brightness or darkness, colors), sound elements (voices, music, sound effects) as well as the editing. The time needed to create a movie ranges from around half a year to several years. Movies generate revenue through tickets sales, DVD or Blu-ray disc sales, merchandising, and fees paid by TV channels for broadcasting rights or by viewers for digital streaming rights. To increase ticket sales, movie makers usually spend a lot of money on advertising (cinema

trailers, posters, television or online advertisements) to attract the widest possible audience.



Television

Television is an electronic medium. Many television shows are also put online and can be viewed on the internet. Funding for television channels comes from the government, from viewer fees, or from companies or individuals. In some countries, citizens donate money to fund television broadcasters. Media makers include program directors, on-air hosts or presenters, television journalists, editors-in-chief, news editors, camera operators, sound engineers, video editors, actors, celebrities, politicians and musicians, to name just a few. Media messages are expressed by the selection of program content, the program content itself, the selection of hosts or moderators, written and spoken texts, visuals, and sound effects. The time necessary to create a television program varies from a few hours to a month or more. Most income comes from the sale of advertising slots. In some countries, tax money is used to support television channels that are owned by the government. If a company or private individual spends money to fund a television channel, they often want to influence the channel's selection of topics and steer its editorial viewpoints.



Video games

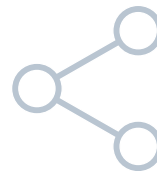
Video games are an electronic medium. They can be played on game consoles, computers, and smartphones. Depending on a game's complexity and scope, the funding for video games comes from the game industry and sometimes from private programmers or start-ups. Media makers include authors, art directors, game designers, programmers, composers, and sound designers, to name just a few. Media messages are expressed by the genre, setting, story, interactive options, the game's objective, and the language used, as well as the audio and visual design of the game. The time needed to create a video game depends on its complexity and the platform it is created for, and ranges from one day to a few years. Most income comes from selling the game to target audiences, advertisements before or during the game, merchandising, and the sale of in-game features.



Internet (computer/smartphone)

The internet is an electronic medium. It can be accessed using special hardware like computers, smartphones, tablet computers, game consoles and e-book readers. The fact that there is no specific funding for the internet sets it apart from other media.

Companies, governments, and private individuals own special websites, blogs, and internet platforms that many people use, such as YouTube, Facebook, and Google. It is hotly debated whether sites like Facebook, Instagram and YouTube are media or just platforms that supply a service for content creators. If they are considered media in their own right, they share the editorial responsibility for the content and comments posted by users. This would increase their responsibility for monitoring discussions and deleting offensive posts, hate speech, disinformation, or fake profiles. Media makers on the internet include average people who provide content, programmers, web designers, and IT specialists, as well as authors, journalists and media makers from traditional media outlets, whose content is reposted on the internet. The interconnection of all media content that can be found on the internet is referred to as media convergence. Media messages are expressed through images, videos, audio, text, and through their design, style, and interactive options, to name just a few. The time necessary to create internet content depends on the content itself and can range from just seconds to months. Most income is generated by on-screen advertisements, and through selling user data. Internet content itself is usually not posted to generate income, but to provide information and spread ideas, as well as for self-expression and socializing with others.



Social media (computer/smartphone)

Social media are platforms on the internet, thus an electronic medium. Social media can be used on computers, tablet computers, and smartphones. Funding for social media comes from companies, individuals, or start-ups. The world's biggest social media platform, Facebook was developed in 2004 by then 20-year-old Mark Zuckerberg and others. It is now operated by Facebook, Inc. Media makers include programmers, web designers, and IT specialists who provide the platform, as well as billions of network users — generally individuals, companies or groups of people — who produce and share content. Media messages are mostly expressed by text and images, as well as shared links, videos and audio. The time it takes to create content for social media is usually short, often ranging from a few seconds to a few hours. Income for programming and managing social media platforms is generated by selling on-screen advertising, and selling user data to companies, institutions or governments willing to pay for the data. Most users do not earn money with their content. Famous bloggers, video bloggers, YouTube stars, and influencers can make money through advertising or when companies pay for product placement. The more followers these individuals have, the more money they can make.



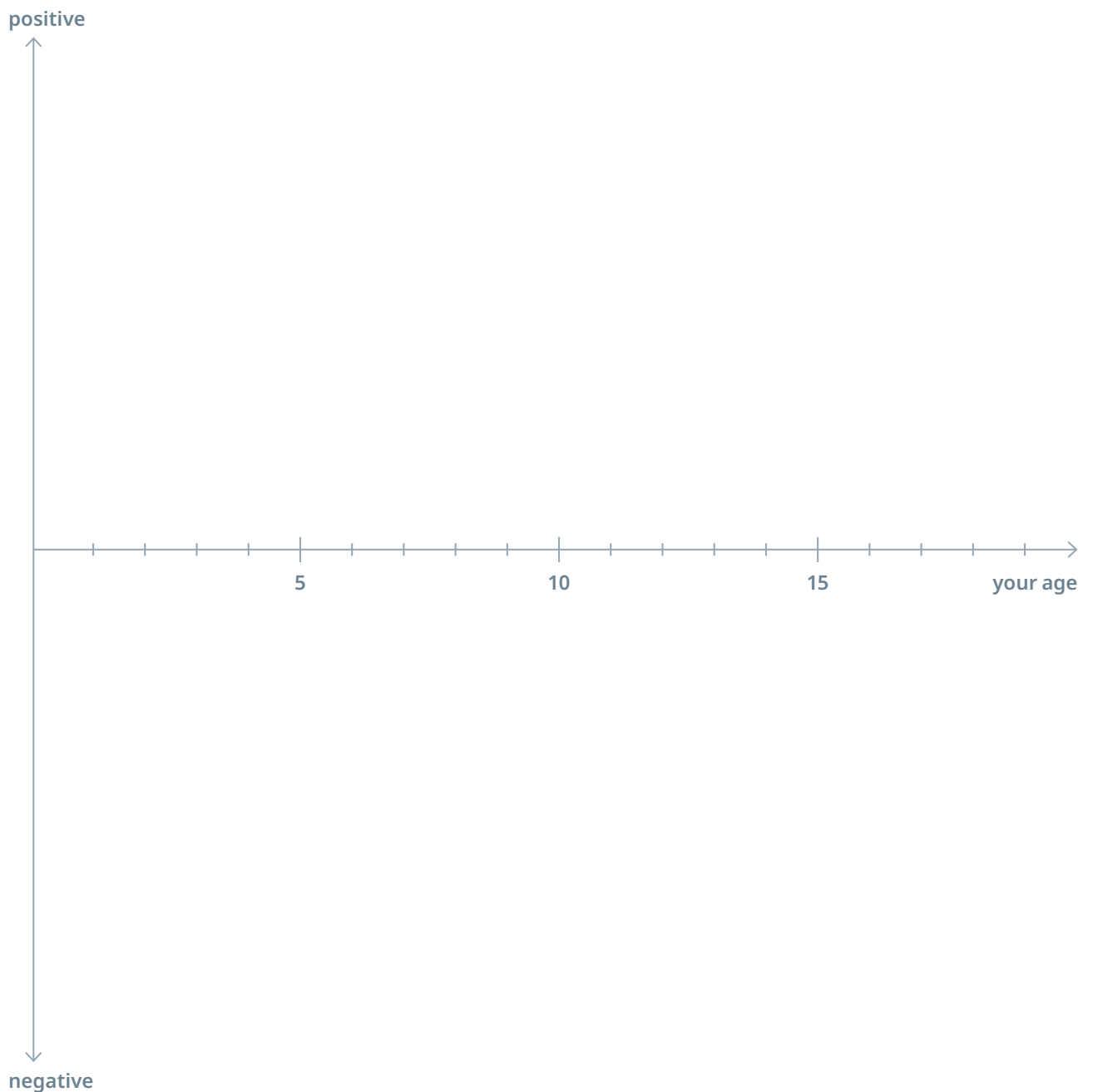
WORKSHEET

My media biography

People around the globe grow up with media. At different ages, we use different kinds of media: books, magazines, comics, music, radio, television, the internet, social media and computer games.

TASK

Look back at your childhood: What media and what specific media content were important to you when you were a child? What left a lasting impression? Try to remember both positive and negative media experiences you had and how old you were at the time.





WORKSHEET

Online research: Media

Type of medium reviewed: _____

What tools and specific characteristics does this type of medium employ (text, image, sound, interaction...)?

Who are the target groups of this type of medium and what functions does it have in society?

Who produces this type of medium? Who controls the content? How is it financed?

Find a specific example for this medium in your national media market and try to answer the following questions.

Selected example: _____

Who owns this medium? _____

Who makes the media messages? _____

What is the target group? _____

How many people use it? _____

When was it launched? _____

How is it financed? _____

What are typical media messages? _____

Do you like it or not and why? _____



WORKSHEET

Analyze! Five key questions to ask

Title of media piece: _____

Source of media piece: _____

What is the media message?

Discuss the questions regarding your selected media piece. Note down key words of your discussions. Visualize the most important results on a flip chart. Decide who will present which question.

1. Authorship

Who created this message? How do we know? What choices were made that could have been made differently?

2. Format

What attracts our attention? What creative techniques were used to attract our attention?

3. Audience

Who is the target audience? How might different people understand the message differently?

4. Content

What lifestyles, values, and points of view are represented in the message? What are omitted? What is the overall worldview?

5. Purpose

Why is this message being sent? Who benefits from it? Who pays for it?

If you have time, discuss within your group why it is important to ask questions about (1) authorship, (2) format, (3) audience, (4) content, and (5) purpose whenever you read, listen to, watch, or share a media piece.



WORKSHEET

One event — different stories

Event reviewed: _____

Medium			
Date			
Content			
Language			
Pictures			
Sound			
Our emotional reaction to it			
Do we believe it?			
The media maker wants us to believe that ...			
What information is missing?			



WORKSHEET

Media and me and you

All kinds of media influence people and society, at times in an obvious way, at other times more subtly. People are sometimes aware they are being influenced, and sometimes they are not. In today’s world, it is important to know about media, to develop an attitude regarding media that prioritizes informed choices and responsible communication, and to have some essential skills for engaging with media. This knowledge, this attitude and these skills are called media and information literacy (MIL). Just as literacy is the ability to read and write, MIL refers to the ability to access, analyze, evaluate, and create media and media messages of all kinds. But do people reflect on media, media’s impact, and why MIL is important?

My questions:

Lined area for writing questions.

TASK

Pretend you are a journalist who wants to conduct an interview on MIL for a radio station or a YouTube channel. Prepare four to five questions for your interview with another trainee.

Decide whether you want to record an audio or video interview. Practice your interview with your interview partner and then record it on your smartphone.

Optional:
Interview people at home: your family, friends, schoolmates, and neighbors



2. Information and topics

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WORKSHEET

Word of mouth (blank)

TASK

Write a piece of information that you want to pass on in each square. It can be a name, a sentence, a tongue twister, or an interesting fact. Vary the length, complexity, and how emotional or personal the information is. Cut out and fold the slips of paper in half and let the trainees pick the information they'll quietly tell someone else.





WORKSHEET

Word of mouth

TASK

Cut out and fold the slips of paper in half and let the trainees pick the information they'll quietly tell someone else.



Chilean earthquake characteristics do not meet conditions necessary to generate a tsunami.

Protesters burned an American flag in front of the U.S. Embassy yesterday.

The nation grieves for five children who died in a traffic accident while on their way to school.

Youth should be in touch with their cultural roots.

Unbelievable! Justin Bieber lost 12 kilos in 15 days after he changed his diet completely.

Color of the Year: Blue.
Click here to buy the latest blue jeans!

Facebook has more than 2 billion users all over the world. Each user profile is worth money.

Teachers' salaries should be high enough so they aren't tempted to accept bribes.

In December 2004, a tsunami killed thousands in Southeast Asia.



GUIDELINES

Weighing information

The “weighing information” method helps raise awareness for the quality of information. It makes trainees think about what quality criteria are important to them when dealing with information.

PREPARATION

Divide the classroom itself into three sections, marked 1, 2, and 3. Explain that each section represents an opinion regarding a criterion for information quality:

1. I consider this somewhat important.

2. I consider this very important.

3. I consider this essential.

You can use the criteria mentioned in the following worksheet, have the trainees think of other quality criteria, or use a combination of both.



WORKSHEET

Weighing information: Quality criteria

TASK

Read the quality criteria aloud. If you prefer to have trainees read the criteria aloud, cut out slips of paper or use cards for the different criteria, fold them in half and let trainees draw the one they will read.

Once a quality criterion is read aloud, trainees decide how important it is to them personally. They rate each criterion by physically going to section 1, 2, or 3 of the room.

On individual index cards, write down a key word for each criterion and the number of points it received, and pin or tape the cards to the wall.

Add up the points for each criterion (i.e. the number of trainees in that section) to show how important this criterion is to the group.

The group then briefly reflects on and discusses the various ratings and the degree of personal importance:

- Why did you rate this quality criterion the way you did?
- Can you give an example from national media to support your rating?

At the end, sort the index cards according to the number of points each criterion received, going from the least important to the most important. If you like, analyze and discuss the results with the group.

The information answers the question:
What has happened to **whom**?

The information answers the question:
Why has something happened?

The information answers the question:
Where has it happened and **when**?

The information answers the question:
What will the **consequences** be?

The information is delivered in **simple and comprehensible language**.

The information describes the **reality** as accurately as possible.

The information describes something that has **relevance** for me and my life.

The information refers to a **current event**.

The information cites **reliable sources**.

The information doesn't include **advertising**.

The information doesn't try to **influence** my **point of view**.

The information provides an overview of **several perspectives**.

The information provides an **objective** account of what has happened.

The information doesn't contain **falsehoods** and **prejudices**.



WORKSHEET

Channels of information 1 – radio

Examples: _____

1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced?

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

**WORKSHEET****Channels of information 2 – television**

Examples: _____

1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced?

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?



WORKSHEET

Channels of information 3 — newspapers/magazines

Examples: _____

1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced?

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

**WORKSHEET****Channels of information 4 – social media and blogs**

Examples: _____

1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced?

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?



WORKSHEET

Channels of information 5 – internet/websites

Examples: _____

1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced?

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

**WORKSHEET****Channels of information 6 – talking to people (firsthand)**

Examples: _____

1. What kind of information can you find there?

2. What are typical issues? Mark those that are important to you.

3. How is the information produced?

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?



WORKSHEET

Preparing a press conference

This group represents: _____

TASK

Prepare for the press conference in two steps.

1. Pretend to be journalists and prepare some questions to assess the quality and topics covered by the information sources represented by the other groups.

2. Prepare some answers for when you represent an information source yourself and have to answer questions from the journalists.



WORKSHEET

News and categories

TASK

Read the definition and discuss the most important words from the definition:

News is information on current events that is selected and communicated by the media.

Media makers often categorize and structure the information they want to publish in newspapers, on TV and the radio (e.g. politics, sports, entertainment).

TASK

Think of different categories and write them in the empty blocks. Mark your five favorite categories with a star. Next to each block you've filled in, write down one example of news that fits the category.



WORKSHEET

News: Brief, initial inquiry

Now it's time for the initial inquiry: basic research into current national or international events in various categories.

TASK

Research different media sources if they are available. Use newspapers, TV news (apps on smartphones), radio news (apps on smartphones), websites, and social media. Scan the media for current events and select those that are considered significant.

Don't forget the target audience. Don't get too detailed; basic information is enough. Take notes and write the information sources down in the table as well.

Category	Basic information	Sources
	What: Who: Where: When:	
	What: Who: Where: When:	
	What: Who: Where: When:	
	What: Who: Where: When:	



GUIDELINES

Broadcast structure

TASK

Hold an editorial meeting to determine the topics to be covered. Real media organizations have at least one person who works only on the time schedule, structure, and organization of the broadcast.

How the broadcast in this exercise is structured depends on the number of trainees and groups. There should be at least five different topics from the various news categories, and the total broadcast should last from five to ten minutes. Set a fixed length for each report.

VISUALIZATION

Draw the structure of the broadcast on a flip chart and visualize the number of reports, the sequence, the topics and categories, the duration of each report, and the names of the presenters. Also write down other responsibilities as needed.

PRESENTATION

You can choose to have an additional presenter to introduce the reports or just let the groups read their reports out loud like in a radio broadcast. Record just audio or with video using a camera or smartphone.

Example for a broadcast structure

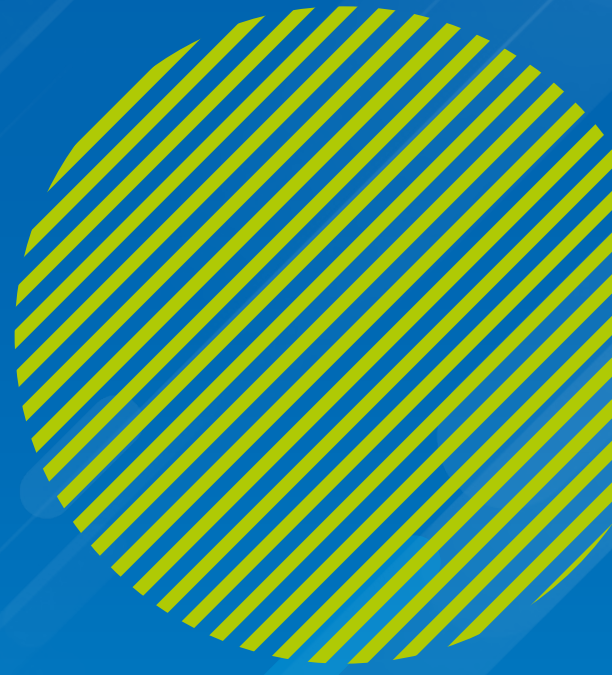
#	Topic	Category	Presenter	Duration	Time
1	Protests in Hong Kong	International, Top!	Sarah	45 s	00'00" – 00'45"
2	President's speech	National, Politics	Tabea	30 s	00'46" – 01'15"
3	Increasing salaries	Economy	Thomas	30 s	01'16" – 01'45"
4	Homeless monkey	Entertainment	Michael	15 s	01'46" – 02'00"
5	New movie theater	Culture	Mariam	45 s	02'01" – 02'45"
6	Death of a famous actor	Entertainment	Michael	15 s	02'46" – 03'00"
7	International soccer	Sports	Mohamed	30 s	03'01" – 03'30"
8	Results of other sports	Sports	Mohamed	30 s	03'30" – 04'00"
9	Weather report	Weather	Sofia	15 s	04'00" – 04'15"



3. Photography

3.1 Your photos

3.2 Photojournalism



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3. Photography

3.1 Your photos

3.2 Photojournalism



WORKSHEET

Camera tips

TASK

Take photos that follow each of the camera tips listed below. Try out variations on each recommendation and always take more than one shot.

After addressing each tip, look at your pictures and evaluate their quality.

Make a check mark in the table under the minus sign (-) for a bad picture, the plus sign (+) for a good picture, or the double plus sign (++) for a very good picture.

For portrait photos, take pictures of each other. For landscape pictures, take shots of the surrounding landscape. Feel free to choose various camera subjects to practice the other tips.

Basic camera tips

-

+

++

Holding the camera: Find a good, stable position.

Camera field sizes: Vary the distance between the camera and the subject.

Sharpness and blurring: Determine the area that is in focus.

Light and color temperature: Use a flash if necessary

Portraits: Get close and position the subject slightly off center.

Movement: Freeze fast-moving objects with high shutter speeds or pan the camera with them to create a blurred background.

TASK

Choose your two best and two worst photos and be prepared to explain why they are good or bad. Discuss the photos and your experience applying the camera tips with the other groups.



WORKSHEET

Composition rules

TASK

Take photos to illustrate each composition rule. In some cases you will have to take more than one picture to illustrate a rule (e.g. to demonstrate different perspectives).

Composition rules

Rule of thirds: the focal point of the composition is at the intersection of one of the horizontal and vertical lines

Leading lines: the path or direction the observer's eye follows when looking at the photo

Contrast: the degree of lightness and darkness in the picture

Symmetry: balance is achieved along internal symmetry lines

Depth of field: the parts of the picture that are in focus and out of focus

Framing: natural framing places the focus on the subject

Perspective: whether a subject is photographed from eye level, from above, or from below

Cropping: the part of your field of vision that you select for your picture

Patterns: following and breaking patterns

TASK

Choose your best photos and justify your selection. Discuss your photos and your experience applying the composition rules with the other groups.

Rule of thirds: _____

Contrast: _____

Depth of field: _____

Perspective: _____

Patterns: _____

Leading lines: _____

Symmetry: _____

Framing: _____

Cropping: _____



GUIDELINES

Developing a photo story

Step 1: Brainstorming

The best way to find an interesting topic for a photo story is to hear and consider everyone's ideas. There are two brainstorming rules:

- No negative comments about any idea (this stops the creative process).
- Do not provide overly detailed feedback on a specific idea. Allow time for all the ideas raised by the group to be considered.

Step 2: Checking and choosing

After brainstorming, consider all the ideas and identify the best one that all group members support. The following rules may help:

- Eliminate the ideas that all members of the group dislike or do not consider feasible.
- Which topic is the most interesting and emotional?
- Can you imagine a story and photos for the topic?
- Can the photos be taken here? Do you need additional equipment?
- Can the story be told in just a few (about five) pictures?

Elements of a story

Element	Explanation	Example
Title	A title indicates the topic and creates tension.	"Getting lost"
Main character	A hero or anti-hero is important for viewers to identify with.	Ben, a 15-year-old boy from a village, is traveling to town to visit his grandmother and gets lost.
Other characters	Other characters are needed to develop the storyline. What makes them interesting for the story is their relationship to the main character and his or her problem (they try to help or hinder the main character in some way, or they may appear to help, but act selfishly instead ...).	Grandmother (worries) Thomas (criminal, tries to rob him) Sophia (Ben's cousin) Taxi driver
Location and setting	A story takes place at specific locations (country, town/village, indoors) and in specific settings.	Streets of big city and grandmother's house.
Genre	A genre determines the style in which the story is told (thriller, comedy, romance, non-fiction).	Thriller
Storyteller and storyline	The storyteller determines the point of view. The storyline determines when and what is told (action, conversation).	The storyteller is the narrator. The storyline is developed according to certain rules (see below).

Storytelling — Developing a storyline

Part	Explanation	Example
Beginning	This section introduces the main and other characters. It reveals the main character's conflict—a problem that needs to be solved.	Ben steps out of a bus with a map of the town and tries to figure out the right way to go. Thomas sees Ben.
Middle	In the middle section of a story, various actions take place that help the main character solve the conflict, prevent a solution, or even make the problem worse. Tension increases in this section.	Ben gets lost in town. His grandmother starts worrying and asks Sophia to look for him. Meanwhile, Thomas pretends to want to help Ben, but really plans to take him to a dark area to rob him.
End	The tension that has built up is released, either as a happy ending (in which the problem is solved), a negative ending, or an open ending.	Sophia sees Thomas by chance, recognizes the danger and rescues Ben with the help of a taxi driver.



WORKSHEET

Preparing your photo story

TASK

Discuss topics that you would like to report on using photography.

TASK

Express your story idea in just one sentence.

TASK

Assess the feasibility of the topics and then choose your favorite one.

- Eliminate those ideas that the whole group dislikes or considers unfeasible.
- What topic is the most interesting and emotional for you?
- Can you imagine a story and photos for the topic?
- Can the photos be taken here? Do you need additional equipment?
- Can the topic be told in a story of just a few pictures (about five)?

Our topic:

TASK

Create characters and give them names. Choose a main character with a problem that needs to be solved. Develop a storyline (beginning, middle, and end) and think about the location.

Write down some key words:



WORKSHEET

Storyline and storyboard

Photo title: _____

What: _____

Who: _____

Where: _____

Shot size/perspective: _____

Photo title: _____

What: _____

Who: _____

Where: _____

Shot size/perspective: _____

Photo title: _____

What: _____

Who: _____

Where: _____

Shot size/perspective: _____

Storyline and storyboard

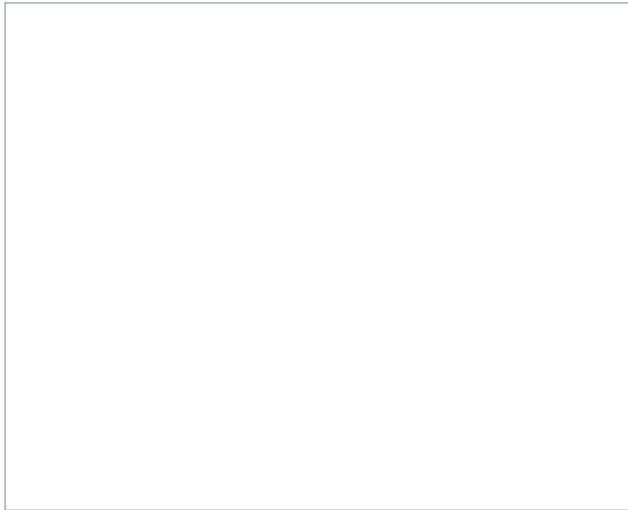


Photo title: _____

What: _____

Who: _____

Where: _____

Shot size/perspective: _____

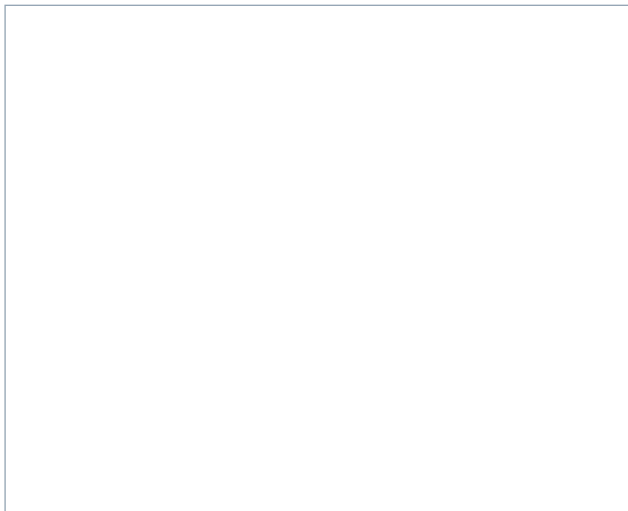


Photo title: _____

What: _____

Who: _____

Where: _____

Shot size/perspective: _____

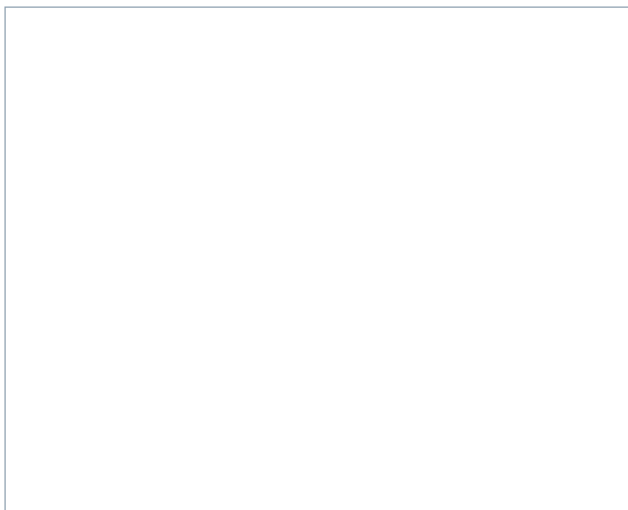


Photo title: _____

What: _____

Who: _____

Where: _____

Shot size/perspective: _____



3. Photography

3.1 Your photos

3.2 Photojournalism



WORKSHEET

The power of pictures: Interview

TASK

Work in pairs and interview each other about the power of pictures. Write key words under each question.

Interviewee: _____

Interviewee: _____

Interviewer: _____

Interviewer: _____

Where do you see pictures from the media in your daily life?

Where do you see pictures from the media in your daily life?

What are those pictures about?

What are those pictures about?

What impact do pictures in the media have on your life?

What impact do pictures in the media have on your life?

Can you remember one powerful example?

Can you remember one powerful example?



WORKSHEET

Pictures: Impressions and emotions

TASK

Examine your sample picture(s) and discuss the following questions. Write down some key words that represent your impressions and arguments that you can share with the other groups.

1. What is your first reaction to this photo?

2. Put what you see into words. Can you describe the composition of the photo?

3. Do you like this photo? If so, why? If not, why not?

4. Do you remember or can you guess the circumstances under which the photo was taken?

5. What main message (text) does the photo immediately convey?

6. What hidden messages (subtext) does this photo convey?



WORKSHEET

Characteristics of photographs

TASK

Find photos to illustrate each of the characteristics of photographs listed below. Explain how each characteristic relates to the credibility and authenticity of photos. Discuss whether photos are objective or not.

A photo is two-dimensional.

A photo is static.

A photo only shows a limited part.

A photo captures a unique moment.

A photo is a contemporary witness.

A photo does not need a caption.

A photo is meaningful to people around the world.

A photo tells the story of the person photographed.

A photo tells the story of the photographer.

A photo is composed according to rules.

A photo needs to be decoded by the viewer.

A photo can have different meanings to different people.

A photo can be edited digitally.

A photo can be manipulated.



WORKSHEET

CC photos for the web

TASK

Agree on five topics for your internet search for pictures:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

TASK



Now search for pictures on the web that you can download and post without violating copyrights. Compare your results with those of other participants.

What topics was it easy to find CC pictures for, and for what topics was it harder? Try to explain why.

TASK

Select one topic and do another search, looking for pictures based on different criteria and compare the search results:

- Photos for use on a commercial website
- Photos for non-commercial use only
- Photos that can be cropped and edited

Select photos that work on the internet because they fulfill the criteria for good web pictures (they follow composition rules, they work as a thumbnail and on a small screen, their messages can be clearly seen and quickly grasped).

TASK

If you have time: digitally edit your selected photos to make them even better for online use. Make sure the CC license allows editing.



WORKSHEET

Preparing your slideshow

TASK

Find a story idea for each of these two topics:

Topic A

A slideshow depicting an action step-by-step (like an instruction manual without words)

Topic B

A slideshow depicting a theme, a color, or an emotion (e.g. my hometown, happiness, stress, love, red, white, family, death, etc.)

Research

Do basic research for your story ideas. Take notes.

TASK

Storyboard

Write down or sketch out 10 possible photos for each slideshow on a storyboard.

Take the photos for both of your slideshows. Take more than enough pictures so you can select the best ones while editing.

Tip: Take all your pictures either in a horizontal (landscape), or in a vertical (portrait) orientation. Landscape orientation corresponds to our natural field of vision and to most slideshow players on the web. Vertical is more popular when people primarily view pictures on their smart phones. Don't alternate between vertical (portrait) and horizontal (landscape) orientation in one slideshow.



GUIDELINES

Digital editing basics

Some basic steps in the digital photo editing process

When photos are digitally edited the source image file is changed. This is often intended to improve the image. Even compressing a picture into a smaller format results in a digitally edited picture.

- | | |
|--------------------------|--|
| 1. Import | uploads your photo into the editing software. |
| 2. Crop | redefines the borders of the image. |
| 3. Contrast | changes the intensity of dark and light parts of a picture. |
| 4. Colors and brightness | turns a photo warmer or colder, brighter or darker |
| 5. Photo filter | adds special effects to a photo, e.g. makes it look antique |
| 6. Text/message | adds text such as a headline, caption, or speech bubble to provide information or to add humor |
| 7. Resize/export/save | creates a reduced file size to export and upload pictures. |

Digital editing software

There are many digital editing software options available online. Many are only available in English. If you are using a smartphone, simple touch-ups and edits can be done using the phone's built-in editing features or apps like PIXLR or Snapseed. If you're editing on a desktop or laptop computer, Microsoft

Paint is a simple computer graphics software included with Microsoft Windows. However, those who want more control over their images should use more advanced photo editing software. Some software is free, but be aware of special conditions. Some editing features are only available if the user pays a fee.

Software—digital editing with a computer	Apps—digital editing with a smartphone
GIMP gimp.org	Pixlr (Android, iPhone, Windows) download from corresponding app store
Photoscape photoscape.org	Snapseed (Android, iPhone, Windows) download from corresponding app store
Paint.NET getpaint.net	Instagram (Android, iPhone, Windows) download from corresponding app store
Fotor (online editing software) fotor.com	PicsArt (Android, iPhone, Windows) download from corresponding app store
PIXLR pixlr.com	PicLab (Android, iPhone, Windows) download from corresponding app store



GUIDELINES

Camera tips

It's good to know some basic tips if you want to take good pictures.

1. **Holding the camera:** find a good, stable position
2. **Camera field sizes:** vary the distance between the camera and the object.
3. **Sharpness and blurring:** determine the area that is in focus.
4. **Light and color temperature:** use existing light or a flash to create moods and effects.
5. **Portraits:** focus on the face but don't put it in the center of the picture.
6. **Movement:** freeze moving objects or follow them with your camera.

1. Holding the camera

Holding the camera in a stable position is the key to sharp pictures. If the camera shakes or moves while taking the picture, the photos can turn out blurred or crooked. It's best to hold the camera firmly with both hands. Sometimes, it's useful to rest it on a solid base.



Hold your camera or phone with both hands.



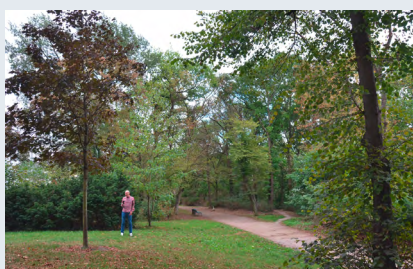
Rest the camera on a stone, a tree or something else that does not move to keep it steady as you take your picture.



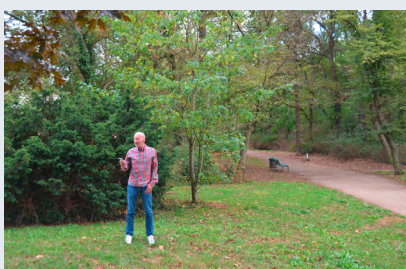
You can stabilize the camera by crouching and planting your elbows firmly on your knees.

2. Camera field sizes

The camera field size is usually determined by the distance between the camera and the object. Each field size has a certain purpose: long shots give the viewer a lot of information, like where and when an action took place. Close-ups and details direct the viewer's attention to a person's emotion or a certain object. Slideshows and photo stories are more interesting when the pictures have different field sizes.



Extreme long shot: a view of scenery all the way to the horizon.



Long shot: a view of a situation or setting from a distance.



Medium long shot: shows people or objects with part of their surroundings.



Full shot: a view of a figure's entire body in order to show action.



Medium shot: shows a subject down to their waist, e.g. people in conversation.



Close-up: a full-screen shot of a subject's face, showing the nuances of expression.



Detail: a shot of a hand, eyes, mouth or object up very close.



3. Sharpness and blurring (focus)

Before taking a photograph, decide which part of the picture you want in focus. Often your most important person or object will be at the center of the picture. The autofocus of most cameras therefore concentrates on getting the center of the picture sharp. But if your main subject is off to the side of the picture, there is a way to get that element in focus: if you are using a smartphone camera, tap the part of the image on the screen that you want in focus. The autofocus will make this part of the picture sharp. Then take the picture. If you are using a tradi-

tional camera, focus the camera on the part of the image you would like to be sharp; press the shutter button halfway down and, while holding it, move the camera to its final position. Then press the shutter button all the way down to take the picture.



The focus is often on the center of the image.



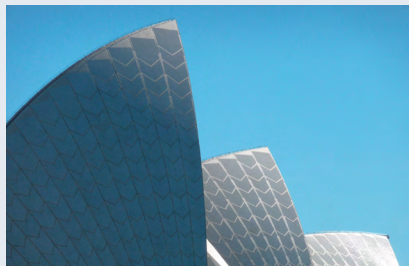
The focus here is on the leaves in the foreground, outside the center.

4. Light and color temperature

Light determines the effect of the image. Light in blue and gray tones creates a rather cold atmosphere. Light in yellow and orange tones conveys a warmer, cozier atmosphere. The light is usually warm just after sunrise and before sunset, whereas it is harsher and colder at midday. Use light and shadows intentionally. Bright light from the back makes a subject look dark, e.g. when a subject is standing in front of a window. In these cases it may be good to use a flash—even in daylight.



Afternoon light brings out warm colors and creates a warm atmosphere.



In this picture taken around noon, blues and grays and stark contrasts create a cool atmosphere.



The sky in the background is very bright. This affects the camera's light meter. The face would be too dark without a flash.

5. Portraits

Good portraits are not as easy to take as people think. The photographer should opt for interesting picture details and encourage the subject to relax. Do not place the person in the center of the picture and ensure that they are looking “into the picture” and not out of the frame.



The person is too far away. Get closer.



Better: The person is distinguishable now.



Even better: The picture has more tension because the person isn't centered. Note how he is looking “into the picture”, into the open space in the photo, not out of the frame.

6. Movement

A camera can capture motion. Objects that move quickly in front of the camera can appear blurred (e.g. sports), while the static background stays in focus. Another option to depict movement is to move the camera with the object as you take the picture. Then the fast-moving object stays in focus, but the background is blurred.

You can freeze the moving object by using a high shutter speed or setting your camera to Sports mode. This will lead to the background being out of focus.



The train is blurred because it moves quickly. The background is in focus.



The camera moves with the objects so that they stay sharp, while the background is blurred.



Using a high shutter speed, the movement is frozen and the background is out of focus.



GUIDELINES

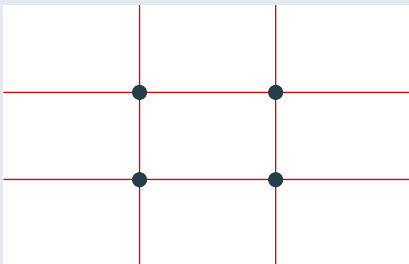
Composition rules

Some principles of organization that affect the composition of a picture:

1. **Rule of thirds:** the focal point of the composition is at the intersection of one of the horizontal and vertical lines
2. **Contrast:** the degree of lightness and darkness in the picture
3. **Depth of field:** the objects in focus and out of focus
4. **Perspective:** whether a picture is taken from eye level, from above, or from below
5. **Patterns:** following and breaking patterns
6. **Leading lines:** the path or direction the observer's eye follows while looking at the photo
7. **Symmetry:** balance is achieved along internal symmetry lines
8. **Framing:** natural framing places the focus on the subject
9. **Cropping:** removing certain areas, such as an unwanted subject or irrelevant detail, from a photo

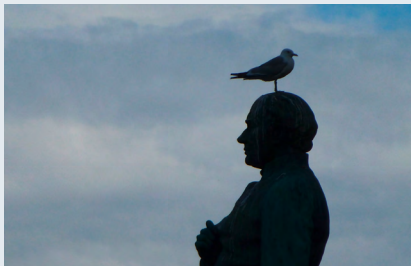
1. Rule of thirds

Imagine two horizontal and two vertical lines dividing your picture into nine equal parts. If you place key visual elements where the lines intersect, the picture will have more tension and be more interesting than if you place them elsewhere, or precisely in the middle. The subject doesn't have to be exactly at the intersection, but should be fairly close. Move the camera and try out a couple of different positions to find the one you like best.



2. Contrast

Stark contrasts between dark and light make shapes and contours easy to recognize. Pictures with high contrast work well online because they are easy to grasp even if only seen as thumbnails or on small screens. As a composition rule, contrast can also refer to colors that stand in stark contrast to one another (blue >< yellow; red >< green) or to contrasting shapes that appear on a photo (round shapes >< angular shapes or lines). Any such contrast will help make your photo more interesting.



The dark statue and bird contrast with the light blue sky.



The red and green parts of the plant contrast sharply in color and shape.



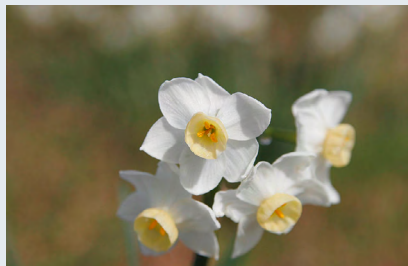
The boats' contrasting panes of color bring this picture to life.

3. Depth of field

When you take portraits, an out-of-focus background makes the face stand out. With newer smart phones or more advanced cameras, you can limit the depth of field by using a wide aperture and short shutter-speed. This technique can make everything in the background that is not the subject of the photograph look blurry or out of focus.



The building in the background is out of focus. This directs attention on the face.



The blurred background focuses the viewer's eye on the flowers.



At a smaller aperture, the background competes for the viewer's attention.

4. Perspective

Rather than always shooting from eye level, try photographing from different points of view: from above your subject (bird's-eye perspective), or below it (frog perspective). Different perspectives have different effects on the viewer. A person who is photographed from above looks small and insignificant. A photograph taken at eye level treats him or her as an equal; a photo taken from below could make the person look powerful or dominating.

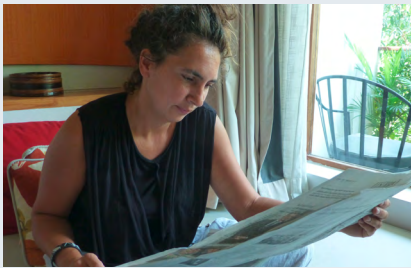


Photo taken at eye-level.



Photo taken from bird's-eye perspective.



Photo taken from frog's perspective.

5. Patterns

Patterns can be visually compelling because they suggest harmony and rhythm. Things that are harmonious and rhythmic convey a sense of order and peace. Patterns can become even more compelling when you break the rhythm as this introduces tension. The eye then has a specific focal point to fall upon, followed by a return to the dominant visual rhythm.



Nature and plants often show patterns.



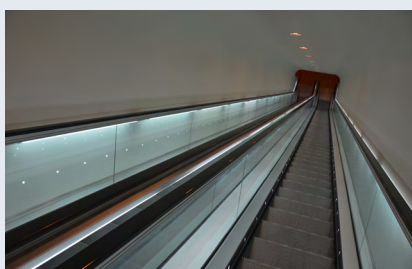
Breaking the pattern: the viewer's eye focuses on the one red pod among all the green ones.



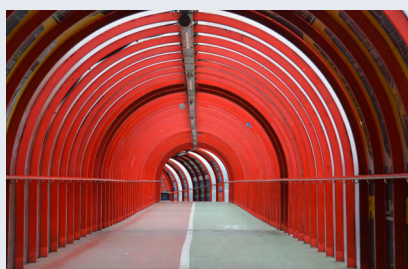
Breaking the pattern: the viewer's eye focuses on the one purple shape among all the white ones.

6. Leading lines

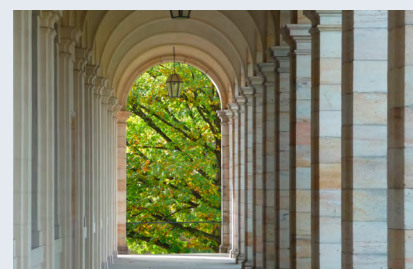
When we look at a photo, our eye is naturally drawn along lines in the picture. By thinking about how you place lines in your composition, you can affect the way people view the picture. You can pull the viewer into the picture towards the subject, or take the viewer on a “journey” through the scene. There are different types of lines—straight, diagonal, curved, etc.—and each can be used to enhance your photo’s composition. Diagonal lines can be especially useful in creating drama in your picture. They can also add a sense of depth or a feeling of infinity.



The lines formed by the escalators draw the viewer into the picture.



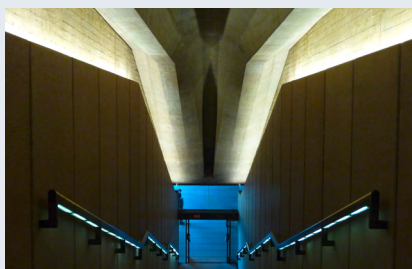
The handrails on both sides, the light fixtures on the top of the arch and the painted line on the floor draw the viewers eye into the depth of the tunnel.



The arches and columns form lines that automatically direct the viewers eyes to the green tree in the background.

7. Symmetry

We are surrounded by symmetry, both natural and artificial. A symmetrical image is one that looks the same on one side as it does on the other. Symmetry creates a feeling of harmony in the viewer, but symmetrical compositions can also be boring. Sometimes, tension can be added to your picture if the symmetry is broken somewhere.



Symmetry in architecture: the left side of the building looks like the right side.



The water reflects the scenery and makes the top and bottom of the photo almost symmetrical (horizontal symmetry).



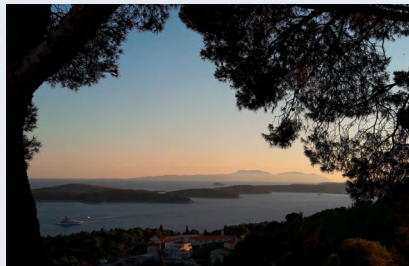
The left and right sides of the bridge look alike (vertical symmetry). Also notice the leading lines.

8. Framing

The world is full of objects that make perfect natural frames, such as trees, branches, windows, and doorways. By placing these around the edge of the composition, you help isolate the main subject from the outside world. In addition, you can create depth through a foreground and background. The result is a more focused image, which draws your eye naturally to the main point of interest.



The wooden beams on the bottom, left, and right sides of the picture frame the boy's face.



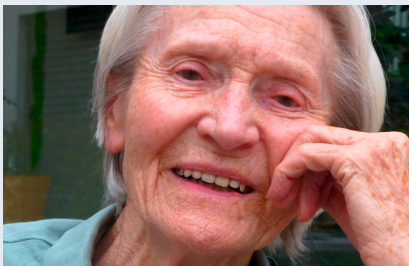
The dark tree and branches in the foreground frame the view of the bay in the background and simultaneously add depth.



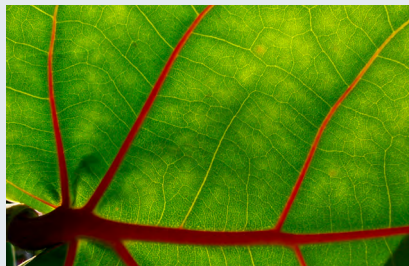
The brick architecture of the window frames the silhouettes of the people looking out over the water.

9. Cropping

A subject can be rendered more dramatic when it fills the frame. Cropping can be used to eliminate distractions from the photograph. By cropping a subject very close, you can make it more intriguing. When taking a tight close-up of a person, you can even crop out part of their head, as long as their eyes fall on the top line of the "rule of thirds" grid.



The top of the woman's head is cropped, focusing the viewer's attention on her eyes and face.



Cropping the photo of the leaf, the photographer draws the viewers attention to the fine lines and structures of the leaf.



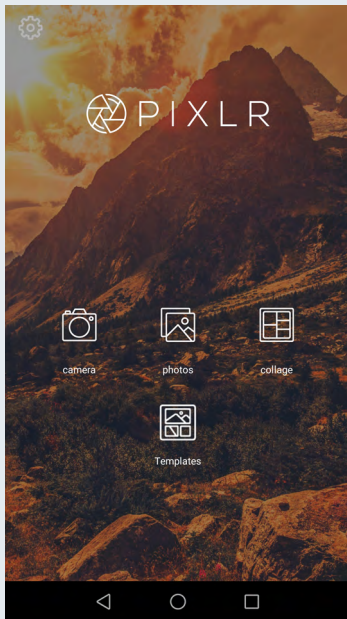
The glass as well as the bottle are cropped. If both were shown in full, the viewer would also see more of the background and the sides. This would distract from the key visual information.



GUIDELINES

Digital editing: Pixlr (smartphone)

Choose the photo



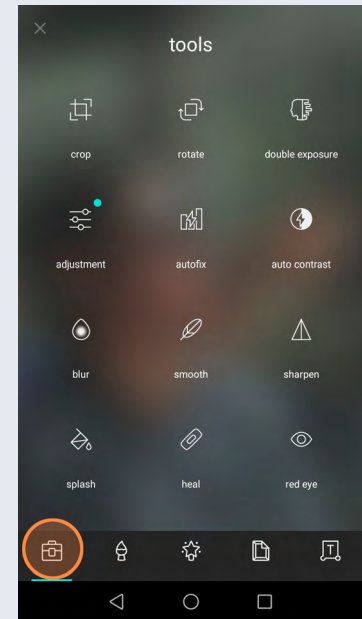
Choose the photo that you want to edit from your smartphone.

Main menu



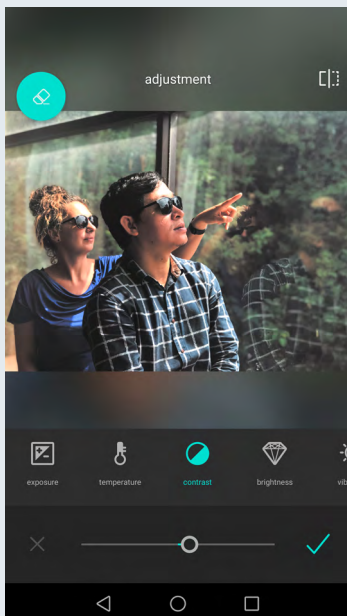
Familiarize yourself with the main menu.

Tools



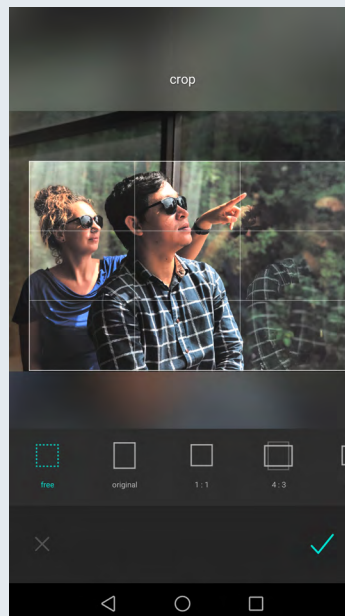
Tap the first button from the left in the main menu to enter the tools menu.

Adjustment



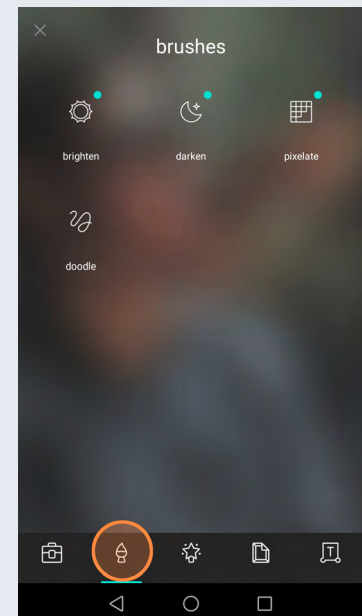
In the tools menu tap adjustment to edit the picture's exposure, temperature, and contrast as you wish.

Cropping



In the tools menu tap crop to cut your image to size and get rid of parts of the image that do not hold meaning.

Brushes



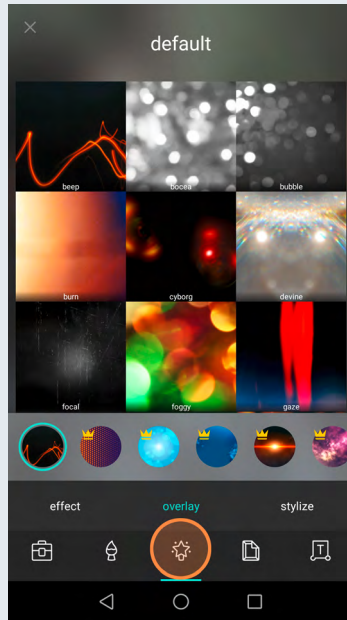
Tap the second button in the main menu to enter brushes. Try to darken or lighten certain areas of your image.

Default



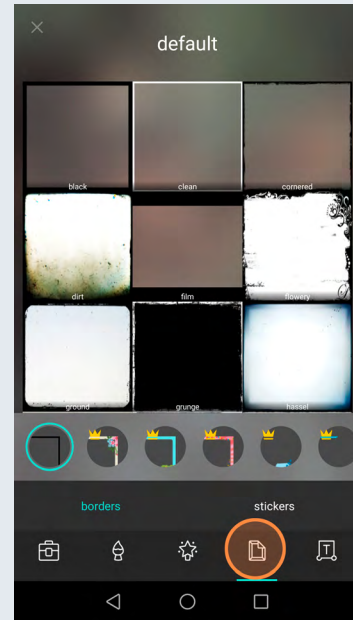
Tap the third button in the main menu to enter the menu for effects, overlays, and styles. Try to add an effect.

Main menu



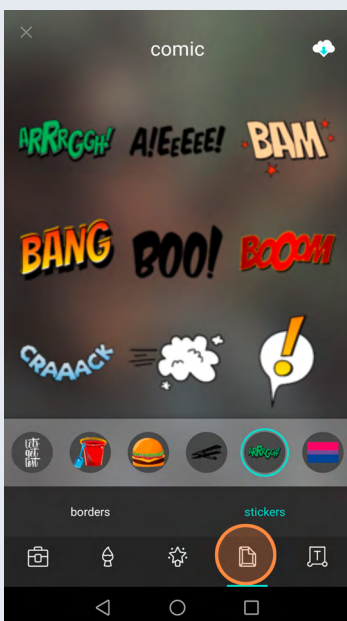
Familiarize yourself with overlays and experiment with what your image can look like.

Tools



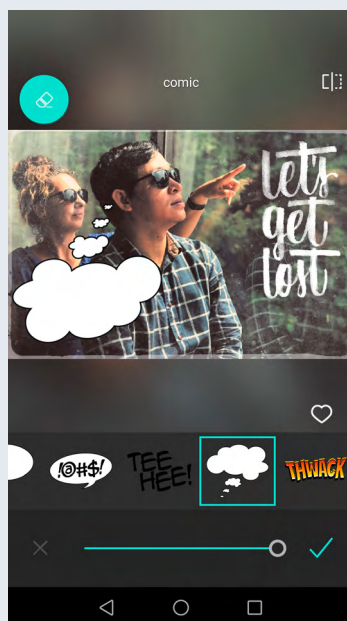
Tap the fourth button in the main menu to enter the menus for borders and stickers. Add a border if you wish.

Stickers



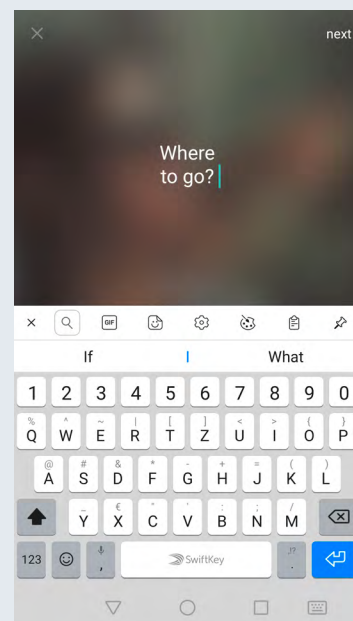
Look through the stickers menu to see which you could add to your photo.

Speech bubble



Select stickers and speech bubbles, that fit and adjust their size and position.

Text



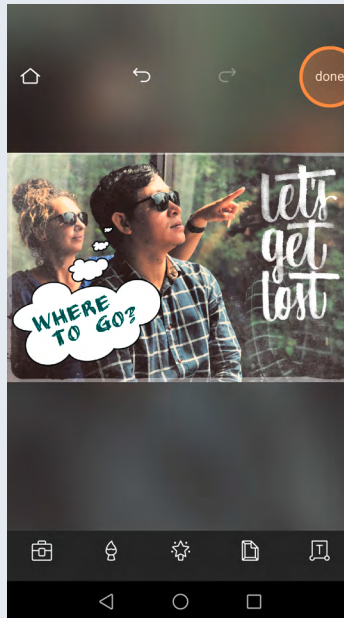
Tap the last button in the main menu to enter the text menu. Type your text.

Font



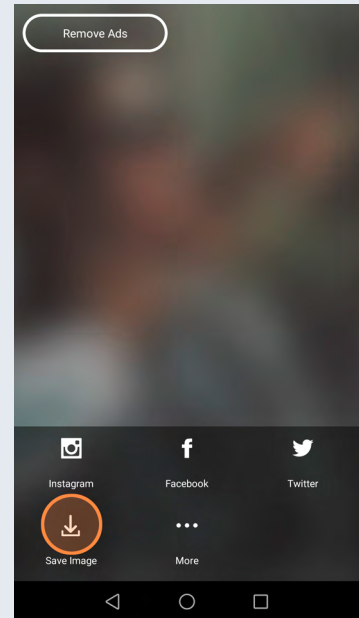
Choose your favorite font and color and resize the text.

Done



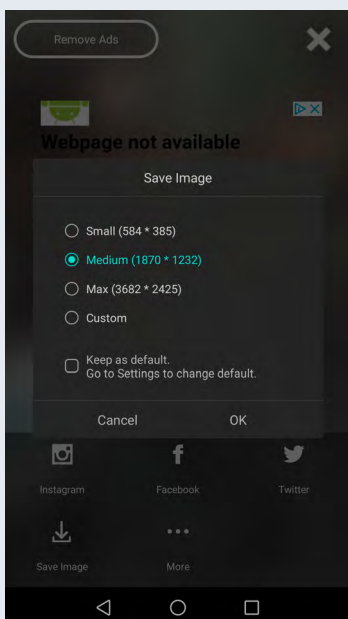
When you are done, tap "done" to share or save your image.

Save



Select "save image" to save your edited photo to your smartphone.

Choose an image size



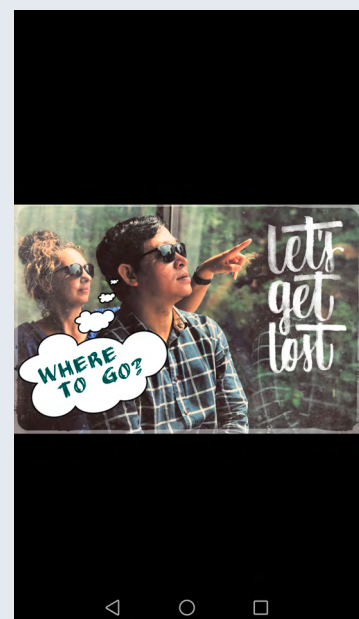
Choose an image size. It's better to choose a large image size so the picture can be reproduced and enlarged later, if desired. Only make a smaller copy if necessary, e.g. for the Web.

Original photo



Compare your original photo...

Edited photo



... to your edited photo.

The background is a vibrant blue gradient. It features several abstract geometric elements: a large yellow circle with pink diagonal lines in the top right; a pink circle outline on the left; a yellow circle with yellow diagonal lines in the bottom right; and various blue and white lines and dots scattered throughout. In the top left and bottom right corners, there are circular patterns of small white dots.

4. Audio

You can download the guidelines and worksheets from this chapter here:
[dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371](https://www.dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371)



WORKSHEET

Radio quiz

Elements of a story

Type of radio station	Type of radio content	Purpose	
Example 1	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote
Example 2	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote
Example 3	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote
Example 4	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote
Example 5	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote



WORKSHEET

On air! Test recording

TASK

Record a test news item about your training. We have supplied a sample text below. Please try to read the news story in a trustworthy, clear, and factual voice and aim for a perfect recording.

Young people from different regions of the country are taking part in a _____ -day (*duration*) workshop on media and information literacy in _____ (*location*).

The training helps raise awareness of how the media work. It also shows the participants how they can make their voices heard in public discussions.

The training is provided by _____ (*organizers*) and focuses mostly on radio. The participants learn to evaluate the quality of radio programming, produce their own radio news stories, and conduct interviews.

Media and information literacy is not just important in _____ (*country*) but all over the world. It enables people to understand and process the abundance of information in the media and recognize disinformation. It also helps them actively participate in communication involving media. The growth of social media networks like Facebook and Twitter and the spread of disinformation and hate speech have made media and information literacy more important than ever.



GUIDELINES

Audio recording

Recording audio is easy if you avoid some common mistakes. Here are some basic tips:

- Choose a quiet environment but avoid empty rooms as they can result in a hollow sound and echoes.
- Don't record in places with a lot of background noise like traffic, music, or other people talking. Background noise can make it difficult for you to edit your recording and makes it hard for your listeners to understand what is being said.
- If you record outside with an external microphone, you can reduce wind noise by using a mic windscreen.
- When your interviewees talk, do not encourage them audibly by saying "aha," "yes," "I see," or "I agree." Encourage them silently by nodding, smiling, and maintaining eye contact. Verbal encouragements may give your listeners the impression that you agree with everything your interviewee says.
- While you record, don't move the fingers that hold the microphone, as this will make sounds that the microphone can pick up. Also try to avoid making other sounds that could end up on tape, like shuffling your feet or coughing.
- Hold the microphone in the direction of the source of the sound: near your mouth when you ask a question, and near the interviewee's mouth when they answer.
- A good distance between the mouth and the microphone is about 20 cm (almost eight inches). You can get a little closer if you're using an internal microphone, like the microphones built into smartphones.
- To avoid P-pops, hold the recording device a little off to the side of the mouth, not directly in front of it.
- Always wear earphones or headphones to check the levels and the sound while you are recording.
- Press the record button a few seconds before asking your first question. Keep recording for a short while after the end of the last answer. You can trim the beginning and the end of your interview later, but you can never recreate missing audio if someone starts speaking before you've started recording.



WORKSHEET

Checklist: Our radio news

TASK

Do you want to produce quality radio news yourself?
Use this checklist.

1. Check your topic

Topic: _____

Subtopic: _____

How newsworthy is it? Circle the characteristics of newsworthiness, also known as news values. If your topic doesn't have any of these news values, you may want to change your focus or concentrate on a subtopic instead.

timeliness

impact

conflict

consequence

proximity

prominence

novelty

human interest

2. Check your information sources and the results of your research

What sources of information did you use for your research?
Evaluate them.

Information source

Primary source?

Secondary source?

How trustworthy?

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Check the quality of information in your news text

all relevant facts

truthful

easy to understand

neutral language

factual, not emotional

transparent

balanced, not biased

no value judgments from
the journalist

no interpretation from
the journalist



WORKSHEET

The interview plan

Interviewee: _____ Interviewer: _____

What should the listener know at the end of the interview? Interview goal:

Interview plan:

Aspects to keep in mind:

1. What do potential listeners already know about this topic? What should they know about it? What questions would make this topic interesting for them? How can you make this topic clear for them?
2. Develop the interview logically; ask basic questions first.
3. Listen to what your interviewee says and integrate their answers into your questions. Adapt your questions or the sequence of questions accordingly. This will give your interview a logical flow, just like an everyday conversation in which you respond to something that is said. It will help listeners follow the interview.
4. Don't jump from one idea to another without building bridges for your listeners.
5. If the interviewee doesn't answer a question, ask it again using different words. If the interviewee still doesn't answer, you can ask why they do not seem to want to answer your question.



GUIDELINES

Vox pop

1. Preparing a vox pop: researching and choosing one question

After you have selected a suitable topic and researched the basic facts, you may find it difficult to choose one question. There are a lot of different questions that you can ask about any topic, but for a vox pop, you must choose one key question. It should:

- be short, clear, and easy to understand.
- urge people to share personal opinions or experiences.
- be an open question.
- lead to a variety of answers and not just elicit one possible or desirable response.

2. Your approach and appearance

The first impression counts. So before you go out and ask strangers to answer your question, think about your approach and your appearance. Here are some tips:

- Be friendly and smile.
- Maintain eye contact. Show people that you are genuinely interested in what they are saying. Nod and smile when they speak to encourage them.
- Do not wear inappropriate clothing.
- Look self-confident and optimistic. If you are nervous, try not to show it.

3. When conducting a vox pop

There are some things you should keep in mind while conducting a vox pop. It helps to take notes and check the levels while you record. This will make editing easier.

Content

- Short and clear answers
- Different opinions
- Different voices (young/old, male/female)
- Do not interrupt people; be patient.
You can edit the answers later.

Technical tips

- Find a suitable location where you will not pick up too much background noise.
- Wear earphones or headphones to check the volume while you record.
- Start recording a few seconds before the answer starts and keep recording a few extra seconds at the end to make editing easier.

4. Editing a vox pop

Select the best answers. Discard the ones that are not clear, well-expressed, or well-recorded. Make sure you have a mixture of different voices and opinions. Start and end with a strong statement.



5. Video

You can download the guidelines and worksheets from this chapter here:

[dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371](https://www.dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371)



WORKSHEET

Video profile of ...

TASK

There are millions of movies, TV shows, and internet videos around the world and everyone has their own personal preferences. Which ones do you remember best and why?

What made me laugh and why?

Movie

TV show

Internet video

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What made me cry and why?

Movie

TV show

Internet video

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What shocked me and why?

Movie

TV show

Internet video

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What changed my life and why?

Movie

TV show

Internet video

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



WORKSHEET

Vlogging — plan and prepare

What topics interest you?

Circle the topic that would be most interesting for your viewers and that you have a lot to say about. List various aspects of that topic.

Now, circle the aspect that would be most relevant for your viewers. Formulate one main question or idea that you aim to address in your vlog.

Tips for language and text

It is always important for a vlogger to think about their audience. Choose an appropriate way to talk to your viewers and speak directly to them. It helps to think of an individual viewer, for instance a friend. Imagine you are talking to that friend, not to a camera. So avoid openings like “Dear viewers all over the world...” and go for something more personal and intimate instead, “hello, thanks for joining me...” Weave a common thread through your vlog.

- **Introduction:** How do you want to introduce the issue to your viewers? With a personal example? With a question?
- **Middle section:** What additional aspects, questions, or examples do you also want to address and when? Do you want to surprise your viewers? How?
- **Conclusion:** How do you want to end your vlog? With a conclusion? An open-ended question? With a reference to a link, another vlog, or a call to action?

Tips for voice, gestures, and facial expressions

A vlogger can employ various tools to emphasize the text.

- **Voice:** You can play with your voice and pitch: speak loudly, or quietly, and pause occasionally. Just make sure you always speak clearly.

- **Facial expressions:** Look directly into the camera and use facial expressions to indicate how you want to get your point across—either in a serious or humorous way.
- **Gestures:** Use gestures to emphasize what you are saying.

Tips for images and sound

- **Image:** Place the camera or smart phone at eye level. Make sure that the shot shows the vlogger from the chest upward, and that facial expressions and gestures can be seen clearly.
- **Sound:** Since background noise can be disturbing, choose a quiet location where no one else is speaking at the same time. Do a sound test.

Tips for recording

Turn on the recording device before the vlogger begins speaking. Let it run for about five seconds and then give the signal for the vlogger to start. Hold the device steady. You can place your elbows on a table to help steady your hold. Wait five seconds at the end before you stop recording. Extra material can always be edited out, but you can never record a moment that has already passed.



WORKSHEET

Quiz: Video shot sizes



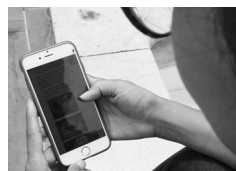
Long shot



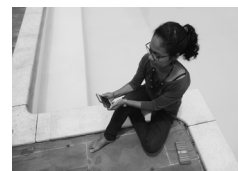
Medium shot



Close-up



Over the shoulder



Unusual shot

TASK

Analyze the first ten shots from video 1. For each of them, identify the shot size and tick the right one.

Shot 1

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 2

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 3

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 4

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 5

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 6

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 7

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 8

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 9

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 10

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

TASK

Analyze the first ten shots from video 2. For each of them, identify the shot size and tick the right one.

Shot 1

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 2

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 3

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 4

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 5

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 6

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 7

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 8

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 9

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot

Shot 10

- Long shot
- Medium shot
- Close-up
- Over the shoulder
- Unusual shot



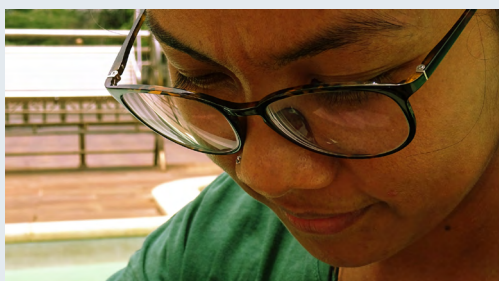
GUIDELINES

Five-shot rule



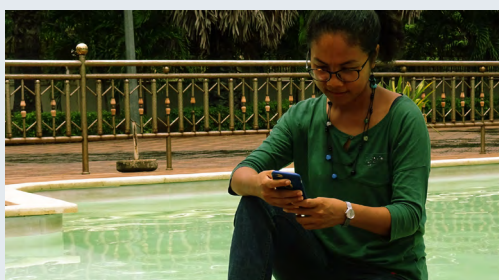
Close-up of the action

What is happening? Engage the viewer and introduce a little mystery by getting very close to the action and showing a detail.



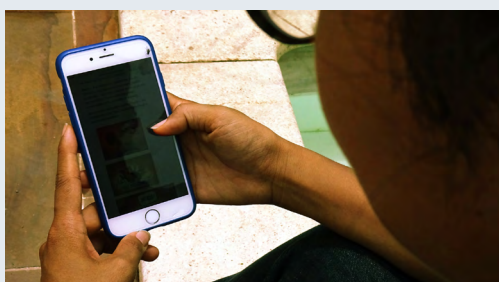
Close-up of the face

Who is the person performing the action? What are they feeling? Go in very close and crop the top of the subject's head.



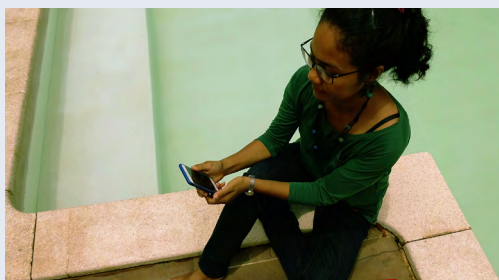
Medium or long shot

Where is the action taking place? Add context, mood, environment, location, and information about the subject's surroundings.



Over-the-shoulder shot

How is the action being performed? Shoot from over the subject's shoulder to represent the person's point of view. Viewers then identify with the person engaged in the activity.



Unusual/alternative shot

What else should the viewer know? Be creative, stand on a chair, crawl on your belly, and vary what is in the foreground and the background.



WORKSHEET

Storyboard

TASK

Plan the shots for your storyline with this storyboard. Use the five-shot rule and a variety of shot sizes. Sketch your idea for each shot and write the shot size under each sketch. Avoid major jumps, such as a long shot to a close-up.

Title: _____



WORKSHEET

Check it! YouTube video

TASK

Analyze a popular video from one of the categories you have selected.

Video category: _____

Sample video: _____

Who owns the channel? _____

Content

What is the topic? Where does the video take place?

Who are the actors or characters? What are they like? How do they speak?

What conflicts arise? How are they solved?

Images

Which things in the shots indicate the location? Are there accessories and costumes?

What are the shot sizes? Is the camera static or in motion?

Are there cuts in the video? If so, what kind and how do they work?

Sound

Which sounds were added in post-production? Is there music? What kind?

Impact

Do you feel well-informed? Why or why not?

Do you feel entertained? Why or why not?

Which topics, people, or aspects felt real to you and which seemed exaggerated?

How intensely were you drawn into the video and what methods were used?



WORKSHEET

Present it! YouTube channel

TASK

Design a big poster for your presentation in the space below. Add the title of your video and the name of your channel, draw a still picture from your video, and leave a lot of space for the "views," "likes," "dislikes," and "comments" from your viewers.



▶ ▶▶ 🔊

Title:

Channel:

▶
Subscribe

_____ views

+ Add to
➔ Share
⋮ More

👍 _____
🗨️ _____

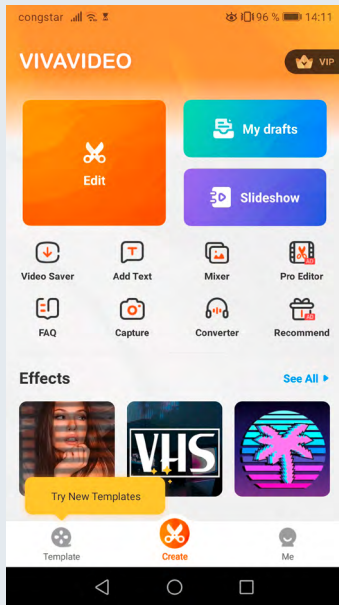
COMMENTS



GUIDELINES

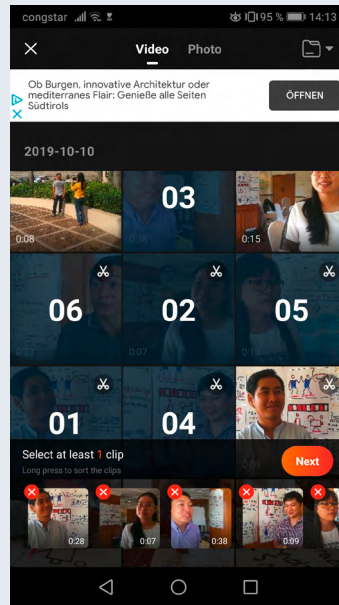
Editing video: VivaVideo (smartphone)

Start menu



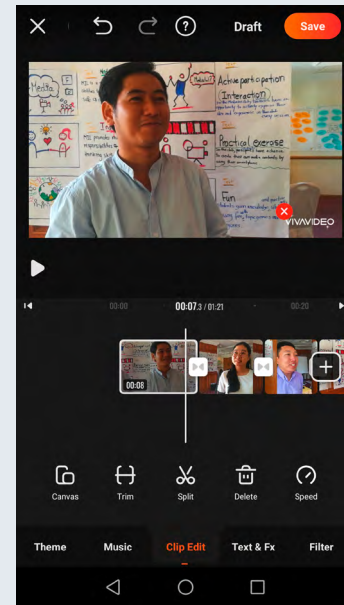
Start the app. Select *Edit* for a new project or go to *My drafts* to open an existing project.

Select clips



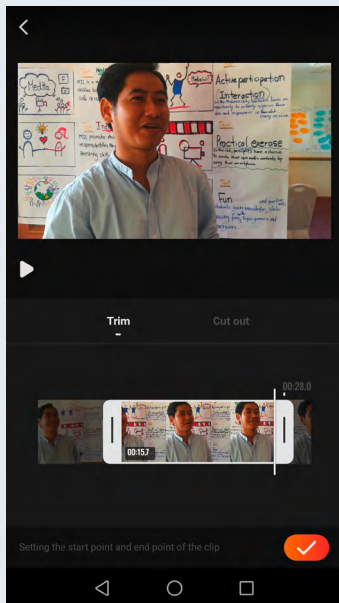
Add the clips from your recordings and tap *Next*.

Menus



At the bottom you can see two menus: One to adjust and trim each of your clips and another one to select *Theme*, *Music*, *Clip Edit*, *Text & Fx* and *Filter*.

Adjustment



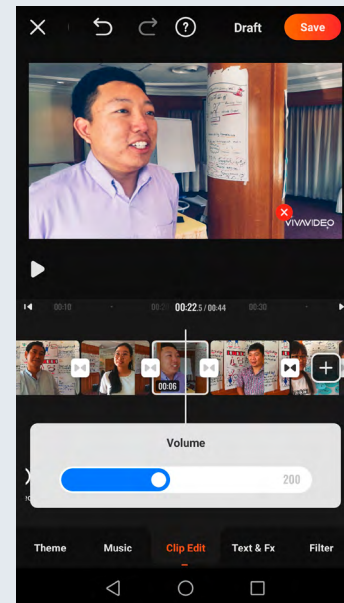
Select a clip and tap *Trim* to adjust it. Determine the beginning and the end of each clip.

Cropping



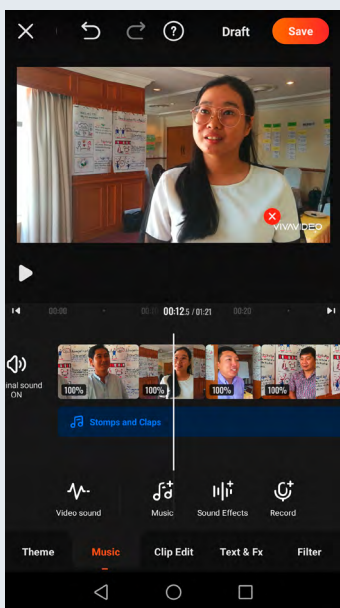
You can also rearrange your clips. By selecting *Clip Edit* you can edit each clip in detail.

Brushes



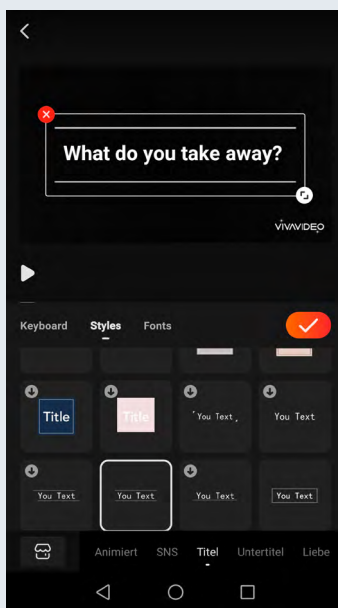
When you have selected *Clip Edit* you can adjust the volume of the selected clip.

Add music



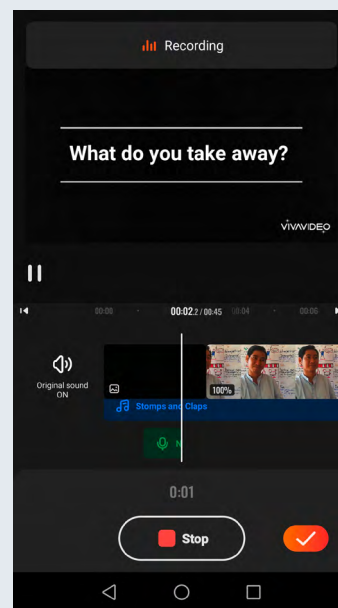
If you like, add music provided in the app. If you use other music, respect the copyright.

Title



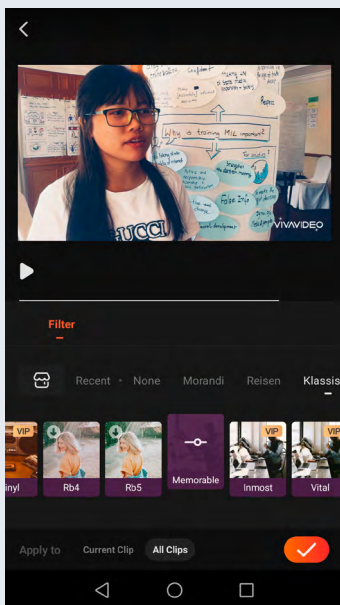
You can select a font, color and size for your title and a color for its background.

Voice recording



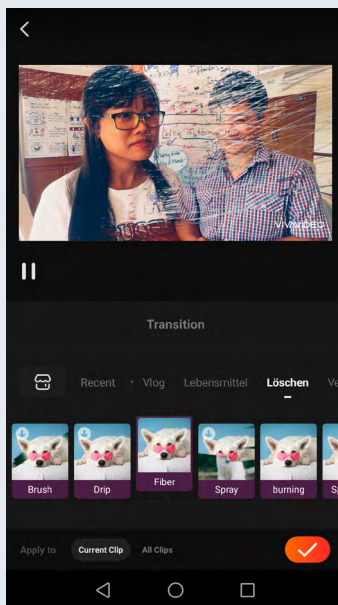
You can also add sound effects or voice recordings during fine-tuning.

Filter



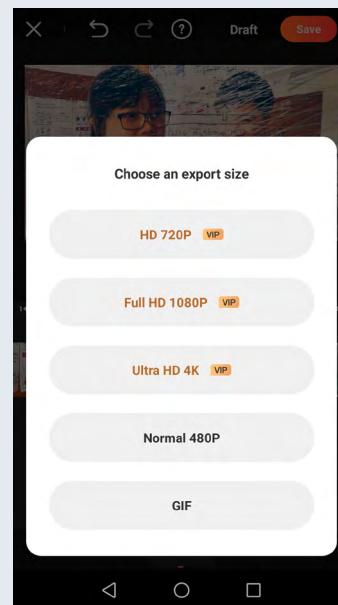
Select **Filter** to adjust the colors, the contrast and the saturation of your clips if you want to achieve certain effects.

Clip transitions



You can choose effects for the transitions from one clip to another, for instance fading.

Save and export



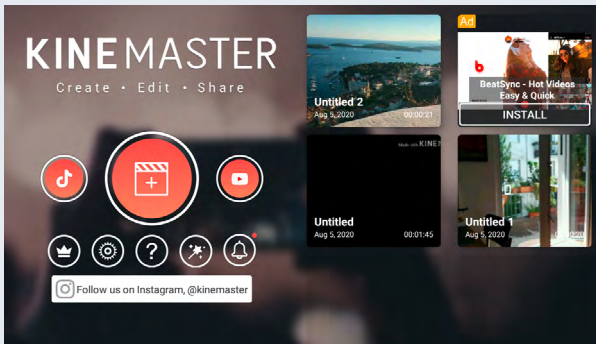
Once you are done editing, tap **Save**. The free version allows you to export in **Normal 480P** Quality.



GUIDELINES

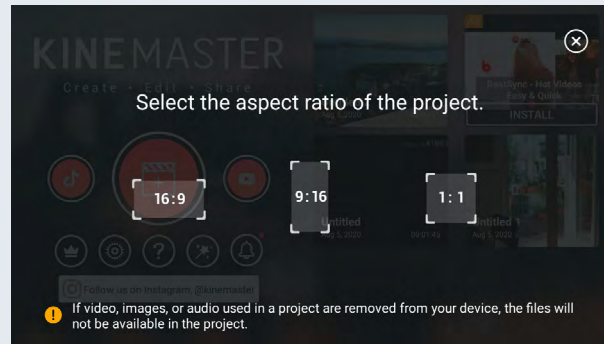
Editing video: KineMaster (smartphone)

Start application



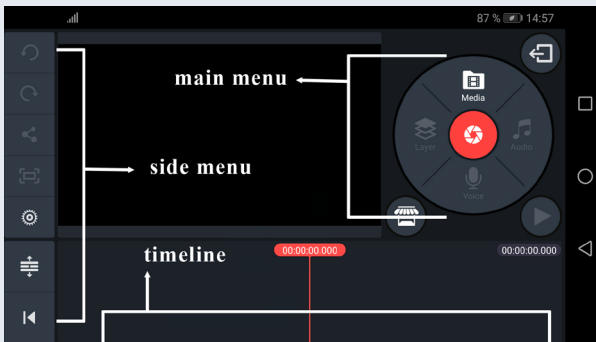
Start the app and select + to create a new project.

Aspect ratio



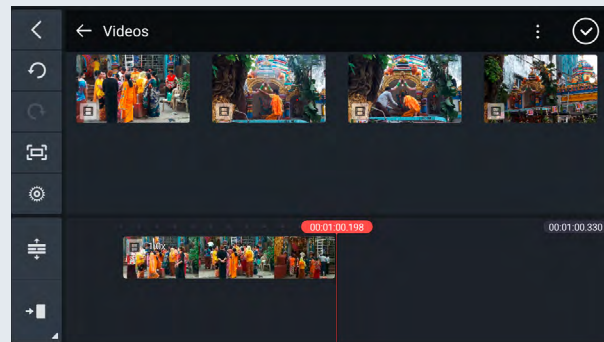
Select the aspect ratio for the project depending on your video material and the platform you want to publish the video.

Understanding the menu structure



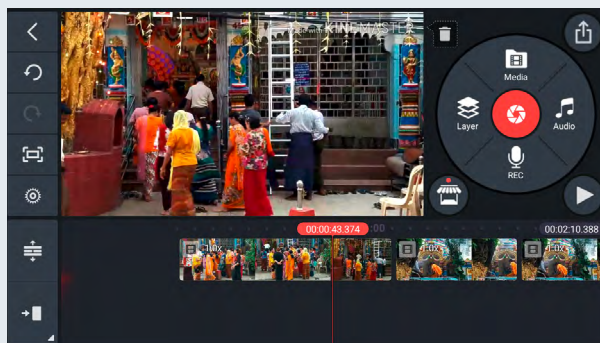
Get acquainted with the menus. Use the *Side* menu to manage general project features, use the *Main* menu for cutting, and place all the video and audio tracks for your video on the *Timeline*.

Raw edit: First clip



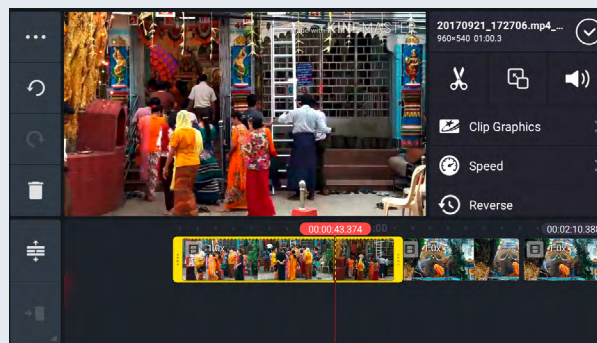
Tap *Media* in the main menu, select the clip from your recordings that you want to start your video with. The clip is automatically dropped into your *Timeline*.

Raw edit: Additional clips



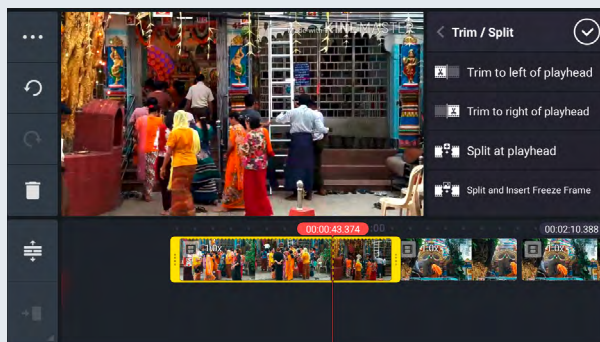
Tap *Media* again to add the other clips in the order in which you want them to appear.

Fine-tuning: Clip menu



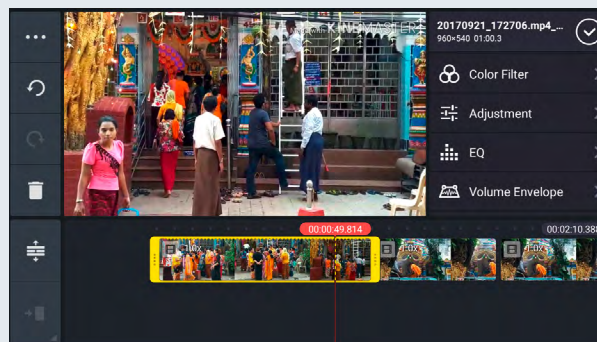
To edit a particular clip, tap on it to open the *Clip* menu rather than the *Main* menu.

Fine-tuning: Trim clips



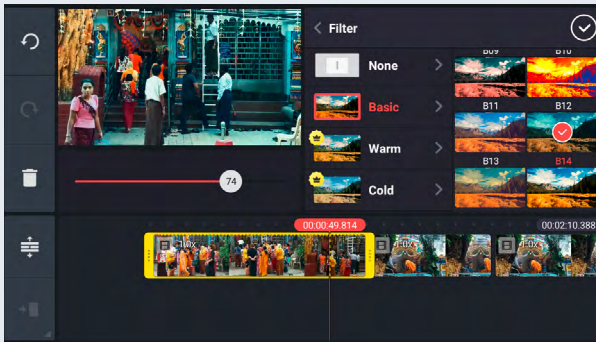
In the *Clip* menu, select the scissors. Trim the selected clip by moving the beginning and end of the clip back and forth. You can also use the menu options to trim or cut the clips.

Fine-tuning: Colors, clip volumes



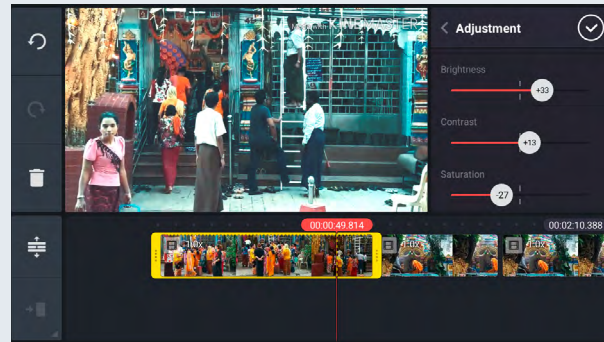
Once all the clips have been trimmed, you can work on the coloring of the individual clips. Scroll down the *Clip* menu and select *Color Filter* or *Color Adjustment*.

Fine-tuning: Color filter



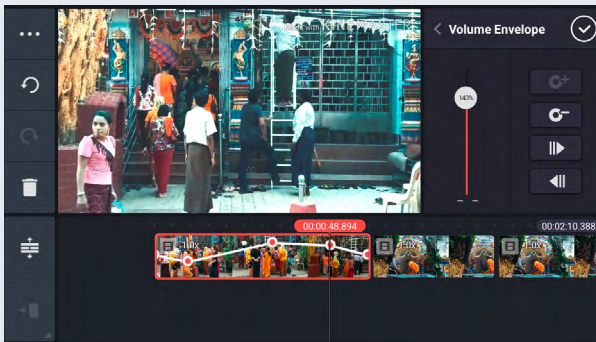
You can alter the emotional impact of an image using color filters. Decide if you want to use filters and, if so, what the impact should be. The stronger you make the filter, the more artificial the image will seem. A color filter always only applies to the particular clip selected.

Fine-tuning: Color adjustment



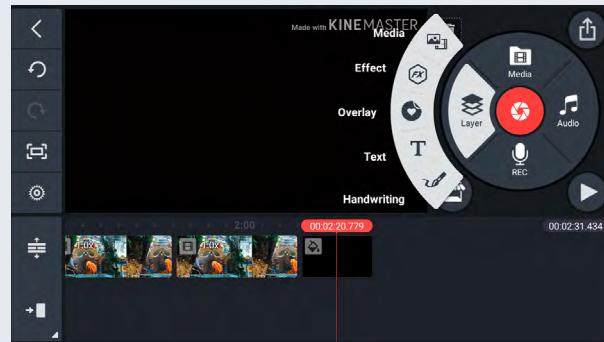
Use color adjustment to alter the brightness, contrast, and color saturation of a clip. Here as well, consider the effect you want to achieve and change the settings accordingly so that all the clips are harmonious.

Fine-tuning: Clip volume



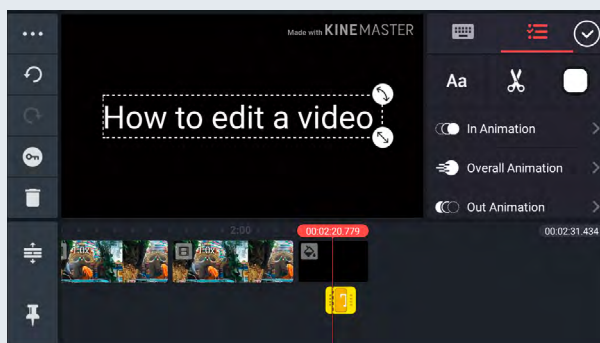
Harmonize the volume of all the clips. Go to one clip and select *Volume Envelope* from the *Clip* menu. Use the controller to alter the volume within each clip.

Main menu: Layer, voice, audio



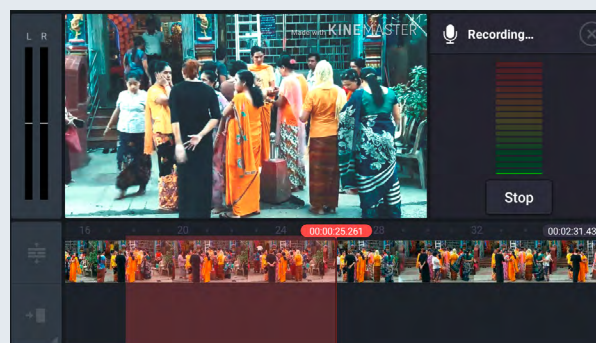
Tap an empty space on the timeline to return to the *Main* menu. Here, you can add other layers to your video, like text, stickers, audio, and language.

Fine-tuning: Title



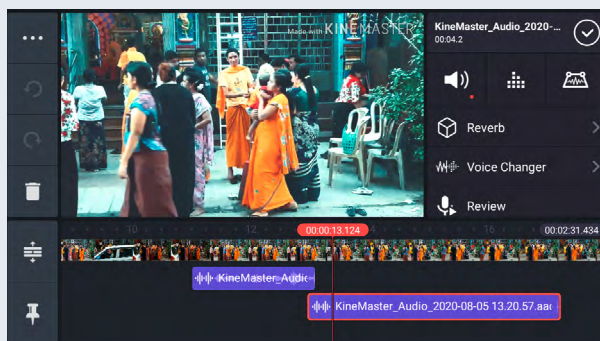
To add a title, select *Text* and then enter your text. Choose a font and a color for the text. If you would like the text to appear against a black background, just add black video to the beginning.

Fine-tuning: Off-camera narration/language



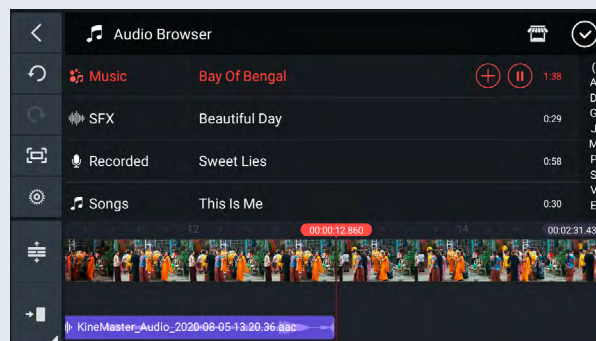
To add off-camera narration, select *Rec* and then go to the place where the narration should begin. Select *Start* to record and *Stop* to end a recording.

Fine-tuning: Off-camera narration/voice



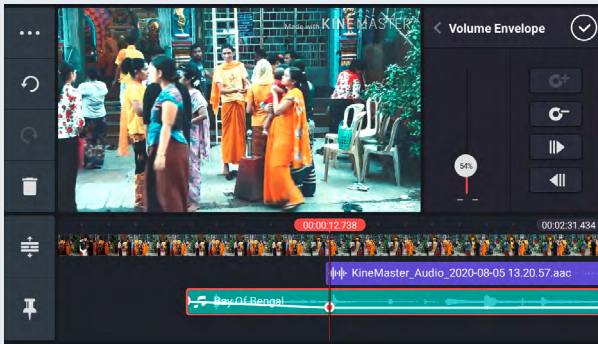
The voice recording has its own audio track (in purple). Just as you did with the other video clips, you can trim the beginning and end, delete the unwanted bits, and adjust the volume.

Fine-tuning: Music/sounds



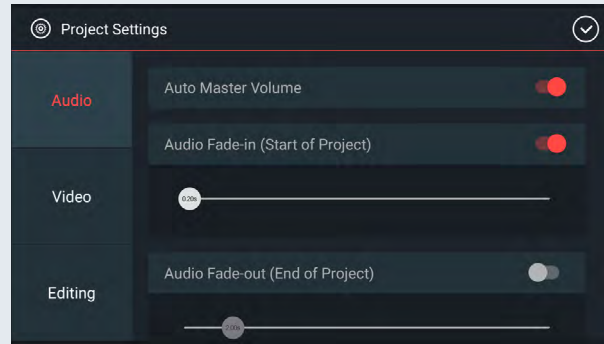
To add music or other sounds, select *Audio* in the *Main* menu. KineMaster offers some free music. Add the audio you like by tapping **+**. If you want to use other music and plan to publish your video, you should only use music with a Creative Commons (CC) license. Don't infringe on composers' or musicians' copyrights. Don't get yourself into legal trouble.

Fine-tuning: Audio tracks



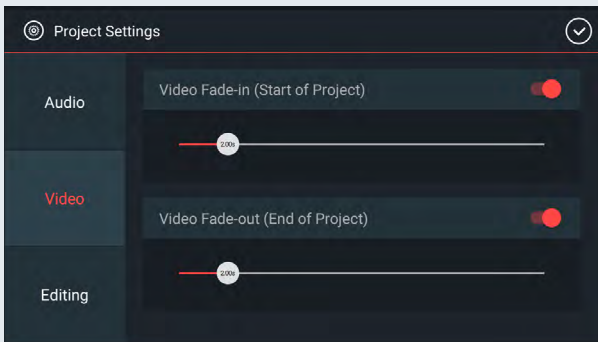
When you add audio, a new audio track appears (in green). Compare the tracks and adjust the volume levels if necessary. You can also add key-points to adjust the volume levels within a clip.

Side menu: Project settings for audio



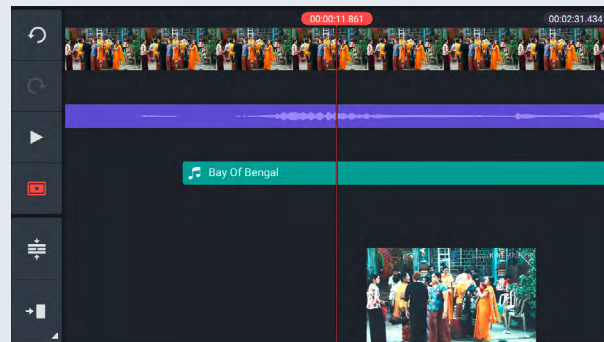
You can adjust the settings to make the fade-ins and fade-outs of the audio tracks automatic. This makes the transitions less abrupt. To do this, go to the *Side* menu and click on the wheel. Select *Project Settings for Audio*.

Side menu: Project settings for video



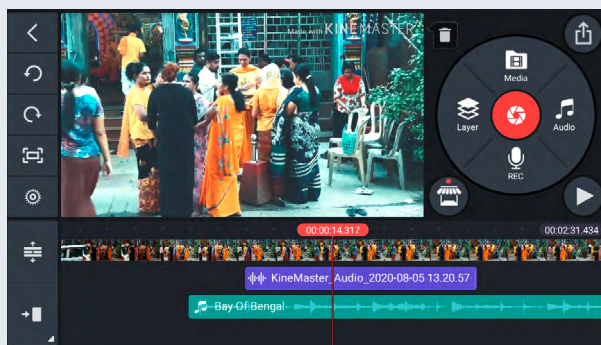
Like the project settings for audio, you can set automatic fade-ins and fade-outs for the video clips here.

Side menu: View



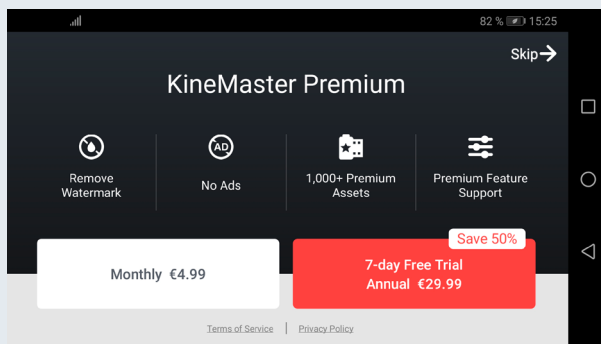
In the *Side* menu, you can adjust the display of your timeline and the viewing function. The *Play* button allows you to show your edited video in full screen.

Side menu: Share



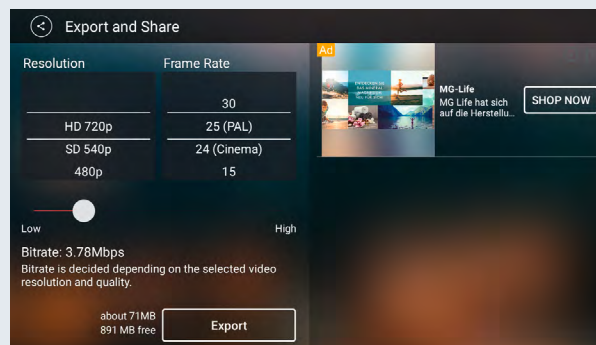
Once you have finished editing your video, you must export it out of your app. Select the *Export* button in the top right corner of your screen.

Export: Free version with watermark



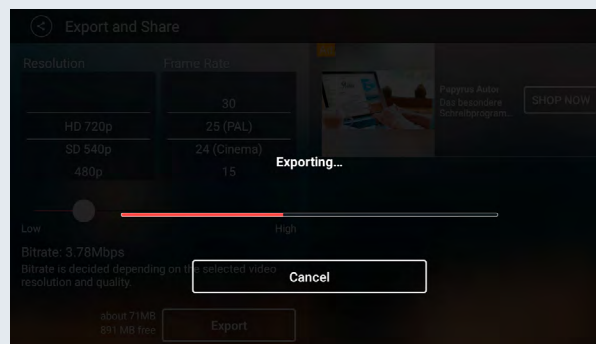
If you are using the free version of KineMaster, you can only export your video with a watermark. Select *Skip* to continue.

Export: Resolution, frame rate, bitrate



Now you have to decide on the parameters for your export. Choose a resolution, for example HD or SD. Choose a framerate, for example 25 (PAL). By adjusting your bitrate, you choose the quality of your video. The higher the bitrate, the better the quality but also the larger your video file. Select *Export*.

Export: Save video



Depending on the quality you choose and the length of your video, it can take a few minutes for the video to be exported and saved on your cell phone.



6. Internet and social media

6.1 Internet safety and privacy

6.2 Disinformation and filter bubbles



You can download the guidelines and worksheets from this chapter here:

[dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371](https://www.dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371)





6. Internet and social media

6.1 Internet safety and privacy

6.2 Disinformation and filter bubbles



GUIDELINES

Game — post scramble

“Post scramble” is good for an introductory session. It provides insights into trainees’ current questions and prior experience and can be adapted to different topics and questions.

EXPLAINING THE GAME

Put chairs in a circle and have everyone sit down, forming a big social media user group. All the seats should be taken. Standing in the middle of the circle, explain that the person in the middle is the only one who can “post” something (a message, piece of information, or a comment) by saying it out loud. “Posts” should use the kind of language that is commonly used in social networks. Say your “post” out loud, then ask the social media users to react to it. Everyone who wants to react has to get up from their chairs and find a new one at least two chairs away from the one they were sitting in. You, as the person posting, try to grab one of the free seats quickly so one person is left without a seat. This person now has to react to the original post with a “like” or “dislike” (thumbs up or down) and “post” a new comment or reaction to the original post. The others react again, and so on.

You or the person in the middle can stop a running “conversation” at any time and replace it with a new “post.” End the game if you think trainees are getting bored or if the game is getting out of hand.

Possible post to start the game:

“That’s what I love about money: no emotions, no tears, just reality.”

Variation:

Vary the game by instructing the “poster” to ask questions or make statements that address the group’s experience with and knowledge of social media. All questions should be worded so they can be answered with a “yes” or “no,” and statements worded so trainees can “agree” or “disagree”. All trainees who respond with a “yes” or “agree” have to get up and find a new chair, while the others stay seated.

Possible questions to ask about experience with social media:

- Do you post pictures?
- Do you hate it when someone else posts a picture of you?
- Do you have more than 1000 friends on Facebook?

Possible statements to make about social media:

- It’s good that you can get all your news through Facebook.
- Cyberbullying is on the increase.
- It’s good that WhatsApp shares data with Facebook.



WORKSHEET

Facebook: private or public?

Targets	Examining the characteristics of social media; speaking about the wide range, sustainability, dynamics of social networks; drawing conclusions for one's own social media behavior
Duration	2 hours
Preparation	Check the computer and the internet; prepare examples from Facebook that illustrate privacy and publicity (images, posts, content); download and print or copy worksheets
Materials	"Profile check" worksheets A–D, flip chart paper, pens
Methods	Brainstorming with entire group, group work, online research, presentation
Technology	Computer, internet, smartphones, USB flash drive, projector (if possible)

BRAINSTORMING — FACEBOOK AND ME | 30 MIN., INDIVIDUAL WORK, ENTIRE GROUP

Prepare four sheets of flip chart paper with questions about trainees' prior knowledge and their opinions of Facebook, and hang them up in different corners of the room.

- Why do you use Facebook?
- What activities do you like most on Facebook?
- What kind of content and what specific content do you share on Facebook?
- What things do you hate on Facebook?

Instruct trainees to write their answers on each poster, but not to talk as they do so. When they are finished, ask trainees about their answers:

- Can you explain this statement? Can you give examples? Why do you feel that way?

You can add additional questions during the discussion about issues that interest you, e.g.:

- How many friends do you have on Facebook?
- How do you decide whether to add somebody?
- How often are you on Facebook?
- How old were you when you joined?

FACEBOOK: PRIVATE OR PUBLIC? | 20 MIN., ENTIRE GROUP

Introduce a discussion by asking trainees:

- Do you consider the content you share on Facebook to be "public" or "private"?

Trainees will discover that the question is not so easy to answer because there is no one single answer that applies to everyone. Whether something is considered private or public depends on the person answering the question, personal privacy limits, number of friends, privacy settings, and other factors.

Ask trainees to define their own personal privacy boundaries. Feel free to show examples of Facebook profiles, pictures and comments to get the discussion going.

Tip: Since this is a personal and sensitive topic, all the examples from Facebook should be from users nobody knows personally.

FACEBOOK: CHECKING PROFILES | 40 MIN., GROUP WORK ON DIFFERENT TOPICS

Divide trainees into four groups. Each group researches one of four specific topics about Facebook: private pictures, shared content, user information, and network dynamics. Give each group a worksheet for their topic and have them log in to Facebook. You can let groups choose their topics or ask them to draw lots. Walk around during the group work phase, offering trainees individual support for their research and additional help where needed.

PRESENTATION: CHECKING PROFILES | 30 MIN., PRESENTATION

Each of the four groups presents the results of their online research. For larger groups, a projector is helpful to project examples onto the wall. Very small groups can just look at the same computer screen instead. Ask the other groups to give feedback, ask questions, and add their opinions after each presentation. Please remind trainees that feedback always starts with a positive aspect.

After the feedback phase, ask trainees what conclusions, if any, they have come to about their future Facebook activities.



WORKSHEET

Station A | Profile check: Private pictures

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the private pictures that they have posted or shared. Try to identify different categories of pictures (such as selfie, friends and family,

party, food, work, landscape, memes and political messages, humor, other). Save and rename one meaningful or impressive example of each category to present to your fellow trainees.

What categories for private pictures did you identify?

What messages can you discern from these private pictures?

TASK

Now analyze in detail the pictures you saved. Because all pictures have meaning and transport information without using language, each private picture on Facebook provides information about the person and their surroundings to anybody who is on Facebook (if the profile is set to “public”)—often without that person’s knowledge. Fill in the table. What information and message can you deduce from the photos? What was your

emotional reaction? Score your examples, rating the emotional quality and privacy level. The higher the score, the higher the (unintentional) information quality of the picture, and the more private the content and message is.

Sample picture	Message (brief)	Our emotional reaction (brief)	Emotional quality score (1-10)	Privacy score (1-10)
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



WORKSHEET

Station B | Profile check: Shared content

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out personal information that they have posted or shared. Try to identify different categories of content (such as love, lifestyle, food,

travel, social issues, politics, economics, tech, etc.) Select one impressive example for each category to present to your fellow trainees. Save your examples by enlarging the view, taking a screenshot, and saving the screenshot under a unique name.

What content categories did you identify?

What messages can you discern from that shared content?

TASK

Now analyze your examples in detail. Shared content always provides information about the specific interests of the person who posts it and can be seen by anybody who is on Facebook (if the profile is set to “public”)—often without that person’s knowledge. Fill in the table. What information and message can you deduce from your examples? What might the user’s pur-

pose have been in posting this information? What meaning does it have for you? Score your examples, rating how interesting the content is to you as an outsider and the privacy level. The higher the score, the higher your interest in the content and the more private you consider it to be.

Sample content	Message (brief)	What might the purpose be?	Interest level score (1-10)	Privacy score (1-10)
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



WORKSHEET

Station C | Profile check: “About”

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the information you can find in the Facebook member’s “about” section where Facebook asks users to provide personal infor-

mation in different categories. Please complete the table below by listing what information Facebook asks its users for and rating how interesting that information is to you.

Facebook categories	Interest level score (1-10)	Facebook categories	Interest level score (1-10)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Every piece of information Facebook users provide in the “about” section is like a piece of a puzzle. Taken together, these pieces reflect the user’s personality (pleasant, humorous, aggressive, etc.), life (school, hometown, education, friends, sexual orientation, etc.) and specific interests (politics, sports, film, games, etc.) Anybody on Facebook can use or sell this information to get a more or less detailed idea of the user (if the profile is set to “public”)—often without that person’s knowledge.

TASK

Now find some notable examples of Facebook users whose information in “about” gives you a clear idea of who they are. Choose three profiles that show big differences in work/locations/music/books/likes, etc. Save these profiles (or profile links) to present them to the other trainees. Describe the impressions you have of the users and give scores. The higher the score, the higher your personal interest in the user’s profile is.

Username	Our impression of him/her, his/her life and interests	Score (1-10)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



WORKSHEET

Station D | Profile check: Network dynamics

TASK

Please log in to Facebook. Now look through various profiles, conversations, likes, and comments of Facebook users you have never seen before. Examine the various dynamics that can arise through the network character of Facebook after some-

one has posted or shared a picture, video, message, or link. Try to identify different categories of dynamics, for instance the number of likes, shares, comments, arguments, disagreements, or insults and how quickly they were posted.

What kinds of dynamics did you identify?

What do you think might cause the different types of dynamics?

TASK

All content that is posted on Facebook can be shared and can develop a dynamic of its own. Try to find examples of content that have led to a lively exchange among users. Search for all kinds of content: conversations, images, links, videos, etc. How many likes did each type of content get? How many comments? What types of comments?

Fill in the table and score your examples. Sometimes posts get very dynamic reactions, but these reactions are destructive, such as insults, threats, or bullying. Here, the quality of the dynamic is low. Other posts get reactions that develop the topic further in a positive, creative way. This is a high quality dynamic that brings added value to the post. Assess the quality of the dynamics for the five examples you chose. The higher the score, the higher you consider the quality of the dynamic of the comments to be.

Choose five different examples that you want to present to the others. Save your examples by enlarging the view, taking a screenshot, and saving the screenshot under a unique name.

Example	Topic of the content (briefly)	Our emotional reaction (briefly)	Reasons for the quality of the dynamic	Quality score (1-10)
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



WORKSHEET

WhatsUp? Why are we on social media?

Real name: _____

Facebook name: _____

Instagram name: _____

Twitter name: _____

Real name: _____

Facebook name: _____

Instagram name: _____

Twitter name: _____

Additional social media profile names: _____

Additional social media profile names: _____

1. Why do you use social media? Highlight the two most important reasons.

1. Why do you use social media? Highlight the two most important reasons.

2. How do you communicate on social media (private messages, posts, status updates, creating stories, liking, commenting, sharing other posts)? Highlight what is most important for you.

2. How do you communicate on social media (private messages, posts, status updates, creating stories, liking, commenting, sharing other posts)? Highlight what is most important for you.

3. How important are your social media friends to you? What kind of gratification do they give you?

3. How important are your social media friends to you? What kind of gratification do they give you?

4. How many social media friends do you have? How many of them do you know in real life? How many of your social media friends would you really call friends?

4. How many social media friends do you have? How many of them do you know in real life? How many of your social media friends would you really call friends?



WORKSHEET

Risky?! Storyboard – photostory

Social media risk: _____

Title: _____

Close up Medium shot Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____

Close up Medium shot Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____

Close up Medium shot Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____

Close up Medium shot Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____

Close up Medium shot Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____



GUIDELINES

Facebook expert

Settings	Learning objectives
Security settings	How do I log in and out securely and keep other people from logging into my account?
Privacy settings and tools	Who can see my stuff? Who can contact me? Who can find me?
Timeline and tagging	Who can add things to my timeline? How can I manage tags?
Blocking	How can I block certain users or their invitations?
Reporting	How can I report other users to Facebook?

Information	Learning objectives
Friends	How do I divide friends into groups? What rights do they get?
Pages and feeds	How can I find information via pages and feeds?

Creating	Learning objectives
Pictures	What pictures can I share? What about the other people in the images?
Pages	How can I create a page and what can I do with a page?
Events	How can I create an event and how do I manage this event?
Groups	How do I create a group and control who has access to it?



CERTIFICATE

Facebook expert

Name _____ Facebook profile name _____ On Facebook since _____

Settings	These are/this is important because ...	Level of knowledge
Security settings _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Privacy settings and tools _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Timeline and tagging _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Blocking _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Reporting _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Information	This is important because ...	Level of knowledge
Friends _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Pages and feeds _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Creating	This is important because ...	Level of knowledge
Pictures _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Pages _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Events _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Groups _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Date _____ Signature _____



6. Internet and social media

6.1 Internet safety and privacy

6.2 Disinformation and filter bubbles



WORKSHEET

My Facebook news feed #1

TASK

What information shows up on your Facebook news feed? Take this worksheet to examine what kind of posts have appeared recently, where they came from, or who shared them with you and what kind of information they contain. To avoid seeing only Facebook’s “top stories” in your newsfeed, change your pref-

erences to “most recent” in your settings. How this is done changes frequently, so we suggest you search online how you can do it now. Facebook will automatically switch your settings back to “top stories” after 24 hours or the next time you log on. Evaluate one post after another.

How do posts appear in your news feed? Please look at your last 50 posts and count:

	From friends	Via groups or pages	Sponsored
Direct posts	_____	_____	_____
Reactions (like, comment)	_____	_____	_____
Shared	_____	_____	_____
Tagged	_____	_____	_____

What kind of posts appear in your news feed. Please count.

	From friends	Via groups or pages	Sponsored
Private posts, pictures, ...	_____	_____	_____
Promotions, advertising	_____	_____	_____
Fun, humor	_____	_____	_____
Tabloids, gossip	_____	_____	_____
Public interest/news	_____	_____	_____

What stories or topics of public interest appear on your news feed? Please describe.

	From friends	Via groups or pages	Sponsored
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

After you have examined these posts about topics of public interest, which three are most important for you and why (your “Top 3”)?

- 1 _____
- 2 _____
- 3 _____



WORKSHEET

My Facebook news feed #2

TASK

Examine your “Top 3” news stories and fill out one form for each story as outlined below. For each of your “Top 3” stories, write down the answers to these questions: What topic? What kind of post is it? How did it get on your news feed? Why is it news-worthy to you? What point of view does it reflect? Do you agree or disagree with this view? How trustworthy do you think this post is?

Example:

Topic: <u>Election</u>		Kind of post: <u>News article</u>	
<input checked="" type="checkbox"/> via a friend	<input type="checkbox"/> via a group or page	<input type="checkbox"/> sponsored	
Newsworthy for me because of ...			
<input type="checkbox"/> timeliness	<input type="checkbox"/> impact	<input type="checkbox"/> conflict	<input type="checkbox"/> novelty
<input type="checkbox"/> proximity	<input type="checkbox"/> consequence	<input type="checkbox"/> prominence	<input checked="" type="checkbox"/> human interest
Viewpoint: <u>Pro government</u>			
<input type="checkbox"/> disagree	<input type="checkbox"/> neutral	<input checked="" type="checkbox"/> agree	
Trustworthiness for me: (1=low 5=high)			
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Story 1

Topic: _____		Kind of post: _____	
<input type="checkbox"/> via a friend	<input type="checkbox"/> via a group or page	<input type="checkbox"/> sponsored	
Newsworthy for me because of ...			
<input type="checkbox"/> timeliness	<input type="checkbox"/> impact	<input type="checkbox"/> conflict	<input type="checkbox"/> novelty
<input type="checkbox"/> proximity	<input type="checkbox"/> consequence	<input type="checkbox"/> prominence	<input type="checkbox"/> human interest
Viewpoint: _____			
<input type="checkbox"/> disagree	<input type="checkbox"/> neutral	<input type="checkbox"/> agree	
Trustworthiness for me: (1=low 5=high)			
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5

Story 2

Topic: _____

Kind of post: _____

- via a friend via a group or page sponsored

Newsworthy for me because of ...

- timeliness impact conflict novelty
 proximity consequence prominence human interest

Viewpoint: _____

- disagree neutral agree

Trustworthiness for me: (1=low | 5=high)

- 1 2 3 4 5

Story 3

Topic: _____

Kind of post: _____

- via a friend via a group or page sponsored

Newsworthy for me because of ...

- timeliness impact conflict novelty
 proximity consequence prominence human interest

Viewpoint: _____

- disagree neutral agree

Trustworthiness for me: (1=low | 5=high)

- 1 2 3 4 5



WORKSHEET

The filter bubble

TASK

Compare the results of your news feed evaluations. To what extent are social media networks like Facebook suitable information channels for people who want to be up to date? Use the questions below to guide your discussion. Write down your answers and formulate short statements.

Question 1—Information gateway | How or through whom does most information reach you on social media? Who determines what shows up in your news feed? How does this differ from other information sources, like traditional mass media?

Question 2—Types of stories | What kinds of stories show up the most in your news feed? What makes your “Top 3” posts especially newsworthy and important for you?

Question 3—Friends, topics and views | How do the pages you have liked and your choice of Facebook friends influence what information and opinions appear in your news feed?

Question 4—Rumors and trustworthiness | How often are you confronted with information that you do not trust compared to trustworthy information? Is a post that a friend shared with you more trustworthy than other posts?

Question 5—Filter bubble | What are the possible consequences when social media users only get information that is filtered by their digital networks and merely confirms their own interests and beliefs? What precautions should be taken if you want to be well-informed?



WORKSHEET

Credibility range of sources on social media

Examining the following type of social media source: _____

Interests

What are the main interests of the people in this group? What topics does the information they post mostly cover?

Purposes

Why are the people in this group publishing information on social media? What are some of their possible intentions?

Professionalism

How qualified and professionally trained are the people in this group to create information and distribute it to the public?

Financial interest

Do the people from this group earn money for publishing information? Do they get paid? If so, for what?

Credibility range

 Trustworthy source

 Inconclusive source

 Untrustworthy source



GUIDELINES

Check it! Source verification

Choose a source from your social media news feed, examine and verify it. Take notes on the flipchart.

- Name of source on account?
- Verified account (see badge)?
- Profile and header picture?
- What message do the pictures convey?
- What do you find in the about section? Contact data? Address? Telephone number? Website?
- Check the website and its "about" section
- Google the source to find out more about its trustworthiness

Station A

Trustworthy source? Check it!

Station B

Inconclusive source? Check it!

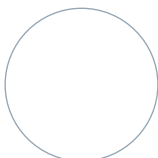
Station C

Untrustworthy source? Check it!

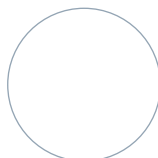
How does information from these kinds of sources make you feel?

Draw a smiley, a puzzled face or an angry face in the circles to reflect your emotions.

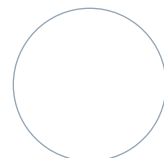
Station A



Station B



Station C





WORKSHEET

Quiz on disinformation

Statement

1. The phenomenon of disinformation is nothing new. Disinformation has appeared in tabloids and even in respectable news outlets. True False
2. Disinformation is usually not created intentionally or with a specific purpose. True False
3. When social media users spread false information, they are usually aware of it. True False
4. Disinformation has the power to shape public opinion and even sway democratic elections. True False
5. Ordinary people can earn money by creating disinformation websites and spreading false information in social media. True False
6. When false information is debunked, it no longer influence beliefs and attitudes. True False
7. Rumors that are ultimately proven to be false tend to disappear faster than those that turn out to be true. True False
8. Articles shared by friends that look like they are from a legitimate news website can most likely be trusted. True False
9. Getting facts to prove that a doubtful piece of information is false is considerably more effective than just saying it is not true. True False
10. A study conducted in the US summed up young people's ability to judge information on the internet with one word: "bleak." True False



WORKSHEET

Fact or fake?

TASK

Current issues

Use one box for each issue: Write down the headline or give key words to describe the topic; cut out and sort the pieces of paper according to "true", "false" or "half-true."





GUIDELINES

Debunking disinformation

Care about what you share!

- Before you start debunking fabricated stories, make sure you are not sharing false information, disinformation, and rumors.

Who is behind the information?

Source analysis

- Odd domain names are usually an indicator of information that is equally odd and rarely truthful. If the domain name is a slight variation of a well-known news website, it is usually a sign that the website you are on is a fake version of the original trusted source. For example, the US media organization ABC's website has the url <http://abcnews.go.com>. A disinformation website was created with the URL <http://abcnews.com.co>. It has been deleted in the meantime. If the words "blogger", "tumblr" or "wordpress" appear in the domain name, the website is probably a personal blog rather than a news site.
- Check the "about" section on a website or use a search engine to look up information about the website. You can also check sites like Wikipedia.com for more information about websites or news sources.
- If a website has no "about" page or section, this could indicate that it is not a legitimate source of information. If the names of the authors are not mentioned and there is no proof that they exist, this should cast doubt over the accuracy of the news story or the credibility of this source. It demands further research.

What is the content like?

Content analysis

- Evaluate the content. Do you think the reporting is accurate? Are facts, names, and numbers correct? Is the story reported without bias? Are all relevant aspects and sides of the topic presented?
- If the reporting evokes strong emotions of anger or fear, the author might be trying to provoke an emotional response. Professional journalists usually do not try to play with the audience's emotions. Check whether other sources have reported the same information independently of one another.
- Analyze language use. If the text contains many spelling mistakes, words that are very emotional, or even curse words, it probably was not edited by a professional journalist.
- Analyze the web design. Bad web design or a website that uses ALL CAPS can indicate that the source is not trustworthy and that the information needs to be verified.
- Do the headlines and stories use sensational or provocative language? If so, they may be clickbait.

What do others say?

Compare and verify

- Use search engines to research whether the information is true or false.
- Check whether reputable news outlets also carry this information. Normally, there should be more than one source reporting on a topic or event independently of others. This means these sources probably did not copy each other. It is always best to have multiple sources of information to get a variety of views and angles on a story.
- Verify a photo by dragging and dropping it into Google Images or check it using tineye.com. This will show whether the photo has been published by other media and if it possibly was taken in a different context or has been used to illustrate another topic.

Website recommendations for verification

Check if these or similar websites work in your country or region

- en.wikipedia.org/wiki/List_of_fake_news_websites
- snopes.com (validating and debunking stories)
- truly.media (collaborative verification platform)
- politifact.com (fast-checking of statements and stories)
- hoax-slayer.net (debunking hoaxes and analyzing stories)
- tineye.com (reverse image search to check a photo's origin)



WORKSHEET

Talk show: Scenario and roles

The scenario

In the “Republic of Ebonia” (ROE), the two major political parties are preparing for the upcoming presidential election. The ruling party is the “Centrist Party” (CEP). Its candidate, H. Lee, is a new face on the political scene. The candidate of the opposition party, the “Anti-Poverty Party” (APP), is A. Miller. Opinion polls show that both parties are equally popular with the electorate. This creates fears among CEP members that their candidate won’t be able to convince voters and that the CEP will be voted out after having been in power for many years.

The people of Ebonia eagerly discuss the election campaign on social media. Some users vehemently support the CEP, others the APP. But since last week, the discussion has changed. Allegations have surfaced on social media that A. Miller secretly supports paramilitary units in neighboring “Aladia.” According to these reports, he plans to mobilize these paramilitary forces to overthrow the government if the APP loses the election. Over the past few days, these stories quickly went viral.

While the CEP remains silent on this issue, the APP claims that the reports are disinformation and people shouldn’t believe them. This morning, the mainstream media outlet “C11” debunked the reports. C11 provided evidence that the allegations were false and that the audience was being tricked. But many people still do not believe the allegations are false. They keep spreading conspiracy theories and using social media to express their fear of a military coup.

Since this is such an explosive issue, C11 has decided to produce a talk show tonight on disinformation in social media. The station has invited representatives of the two opposing political parties, social media users, media makers, and a social scientist to join a discussion. C11 hopes they can explain the rapid spread of disinformation on social media, discuss possible consequences for society and outline individual responsibilities to the public.

The roles

Politician of the government party CEP	Denies that the CEP has fabricated the story, although it benefits from the spreading of the disinformation. Calls on users to be critical. Emphasizes that there is no proof that the story is false.
Politician of the opposition party APP	Denies that the story is true. Says it is fabricated to discredit the party and to prevent it from winning the election. Suspects members of the government party have instructed its supporters to spread the fraudulent reports.
Mass media journalist	Emphasizes the differences between disinformation and real news. Demands that social media users stop sharing without thinking. Says people should follow the same ethical standards on social media that professional journalists use, like verifying information before publishing it.
Social media user who supports the government	Says that these reports just strengthen his/her resolve to vote for the government, regardless of whether they are true or not.
Social media user who supports the opposition	Says the reports are fabricated and that the government party is behind them. Argues that the fraud is obvious and that only fools believe it. Demands that media outlets debunk the story.
Owner of a social media network	Emphasizes that social media are just a platform for citizens to express themselves freely without any censorship. Admits that it is easy to misuse social media to spread rumors, propaganda, and disinformation. Expresses willingness to combat disinformation.
Social scientist	Says that disinformation is nothing new and has always been used to gain power and make money. Explains why disinformation targets emotions like anger or fear and is booming on social media. Calls on people to become media literate.



WORKSHEET

Moderating the talk show

Topic	“What damage does disinformation do?”	
Guests	Pro government	<ul style="list-style-type: none"> - Politician - Social media user
	Pro opposition	<ul style="list-style-type: none"> - Politician - Social media user - News journalist - Owner of social media network - Social scientist
Host	Preparing the show	<ul style="list-style-type: none"> - Learn about the topic - Learn about your guests - Plan and structure your show (key aspects, time) - Prepare key questions for each guest
	During the show	<ul style="list-style-type: none"> - Be neutral and never express your own opinion. - Let everyone speak, manage time, and interrupt if a guest speaks too long or doesn't answer. - Be polite but persistent. - Don't be afraid of controversy among your guests
The talk show	Beginning: Introduction _____ minutes	<ul style="list-style-type: none"> - Welcome the audience, introduce yourself and the topic of the talk show - Welcome and introduce your guests and quickly explain why they were invited to join the discussion
	Round 1: Q&A _____ minutes	<ul style="list-style-type: none"> - Give everyone a chance to speak by asking every guest a short question. - Plan whom you want to ask about what aspect of the topic. Start with simple aspects and guide the audience along as you move to more complex issues.
	Round 2: Discussion _____ minutes	<ul style="list-style-type: none"> - Let your guests discuss among themselves. Ask opponents to defend their opinions. - Don't interfere too often, but make sure you don't lose control of the situation. Make sure all relevant aspects are covered. - Listen closely, ask follow-up questions, or introduce aspects that lead the discussion to its next phase.
	End: Conclusion _____ minutes	<ul style="list-style-type: none"> - Make it clear that the talk show is coming to an end. - Wrap up the different aspects of the talk show. Try to wrap up issues that may still be unresolved. - Ask guests for a final statement/conclusions/tips. - Thank your audience and your guests.

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