

A Toolbox for Media and Information Literacy Trainers



Funded by the European Union



MIL 4 PEACE
L E B A N O N



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A Toolbox for MIL Trainers

MIL4Peace - Lebanon
A Toolbox for MIL Trainers

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Hands-on

Use It Responsibly!

In our advanced, ever-changing information age, Media Information Literacy helps us decode the data, process the publications, and make sense of the messages conveyed by music videos, movies, Internet, video games, phones, billboards, television, radio, and magazines. It provides both parents and educators with tools to challenge the stories that shape our values, and delineate the influence media can have on our beliefs, behaviors, and attitudes.

As educators, we need to be competent in social communication and consider media as a crucial part of the cultural experience of this generation. We need to understand how to help students evaluate media and its effects in light of human values. Therefore, the concept of Media Literacy aims to develop critical awareness, critical autonomy, critical inquiry, and creative thinking among the youth and move them from passive consumption to intelligent interaction in order to resist destructive elements and make use of positive ones. Media Literacy invites us to participate in studying the political, social, and economic impact of the media in major issues such as respect of life, human dignity, social justice, gender, and well-being as portrayed in social media.

Young people might be tech savvy. However, they need help to grasp the information, determine what is false and what is trustworthy, identify biases in media messages, and know the truth when they see or hear it.

It is our responsibility to understand the young people we deal with, help them learn about what they are doing with the media and become responsible media consumers, sharers, and producers. To do that we have to be knowledgeable in content, and creative and proactive in our educational methodologies.

Archbishop's Delegate

Rev. Fr. Antoine Ghazal, Ed.D.

School Director

DW Akademie

You have opened the first pages of a new chapter in the history of education: Media and Information Literacy (MIL) is one of the most significant educational approaches of the 21st century. MIL means the ability to access information, analyze it critically, create your own media content, and reflect on your own and others' media use. It means to act responsibly through media and take an active share in shaping the world.

This MIL4Peace Toolbox is an important key to becoming an advocate and multiplier of MIL and to helping young people find their way through the ever-changing media jungle.

DW Akademie runs MIL projects in many parts of the world, including Burundi, Cambodia, Moldova, Namibia, Rwanda, Tunisia, Uganda, Palestine and Lebanon. We aim to help people exercise their right to freedom of expression and their right to access information freely. The younger generation in particular needs to understand what information it can rely on and how to communicate safely and peacefully.

This toolbox provides you with effective instruments to foster media literacy. The materials are primarily directed at multipliers who work with youth – but they may also serve as food for thought for everyone. Every topic is broken down into easy-to-follow lessons. Using a participatory approach to teaching, the tools encourage learning by doing, using exercises and games rather than lectures.

I'd like to encourage you to take this toolbox as a flexible teaching kit: designed to be combined with additional examples and your own lessons learnt, and to be further developed according to the needs of your target groups in view of a changing media world.

As MIL multipliers you have put yourselves in the front row of this vitally important educational approach, which last but not least should involve creativity and fun.

On behalf of DW Akademie I wish you many exciting and prolific teaching hours.

Yours sincerely,

Jens-Uwe Rahe
Head Middle East / North Africa
DW Akademie

How To Use The Toolbox

The youth of today live in a world of unprecedented turmoil and excesses; one literally governed by the media. A media which informs, but potentially also misinforms. As educators and parents, we are aware that it is hard for young people to manoeuvre safely and constructively through this complicated and often controversial environment.

Given that young people aged between 12 and 17 are savvy digital natives, they, more than any other sector of society, are susceptible to manipulation and most importantly to radicalization. Thus, it is vital that they acquire the ethics and knowledge that are necessary for a safe and mature navigation of media content; in short that they become media and information literate (MIL) young advocates of peace in Lebanon and the Middle East.

It is for this purpose that the MIL4Peace venture was undertaken and this Toolbox designed. The MIL4Peace project is an enterprise that is funded by the European Union and the German Ministry of Foreign Affairs. The project began in March 2016, regrouping four partners: DW Akademie (DWA), Jesus & Mary School (JM), the Media and Digital Literacy Academy of Beirut (MDLAB) at the Lebanese American University, and the Permanent Peace Movement (PPM). Throughout the three years of joint work in schools and Local Community Organizations (LCOs) the partners aimed to instruct, inform and empower young women and men to become MIL agents for peace through workshops, MIL sessions, competitions, setting up peer activities, establishing media platforms and production of media content. In addition, MIL trainers and teachers were trained. One of the main outcomes of the “MIL4peace” project was the development of an MIL Toolbox tailored to the specificities and needs of young media users in Lebanon. The Toolbox is a curriculum based on a hands-on approach, very much a participant-centered versatile pedagogy which we hope will literally serve as a TOOLBOX in which trainers can find the necessary tools with which to introduce MIL to youth in Lebanon. It is available in Arabic and English.

The Toolbox starts with forewords for the trainer to introduce him or her to the main topics covered in the following six modules: Each module consists of units, which are subdivided into sessions. The modules cover a major section of MIL and are embedded with peacebuilding components. Every session is designed for a 50-minute teaching period. The content is designed to address the needs and levels of both middle and high schoolers, or young people aged 13 – 17. Every session contains a detailed lesson plan, with detachable memoranda that offer additional information for the trainer and worksheets for the participants. Resources for the trainer are provided at the beginning of every unit and a module evaluation form can be found at the end of each module. The Toolbox is complemented with a glossary of terms and peacebuilding components, a list of energizers, and a detailed overview of apps which can be used for media production.

It is our hope that this Toolbox will truly be of effective help for schools in introducing MIL into their curricula, or as extra-curricular activities and for youth LCOs wanting to integrate MIL activities into their programs.

The Authors.

Concepts

General Introduction to MIL

Article 19 of the Universal Declaration of Human Rights is the starting point of the understanding of MIL: Everyone has the right to freedom of opinion and expression; this right includes the freedom to hold opinions without interference through any media and regardless of frontiers. UNESCO states: “Media and information literacy equips citizens with competencies needed to seek and enjoy the full benefits of this fundamental human right”.

There are several MIL definitions, with a lot of organizations each defining its own. The theoretical framework we have chosen for our work is based on those of UNESCO and Deutsche Welle.

UNESCO defines MIL as follows:

MIL is a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities.

Deutsche Welle focuses on a human rights-based perspective:

Media and Information Literacy is a composite set of knowledge, skills, and attitudes that enables and empowers citizens to competently and critically engage with media and information, in order for them to increase their individual autonomy and collective solidarity in society. It is both a duty of governments and a right of citizens. It is assumed that wide-scale MIL means citizens expect that media and information sources will deliver content of technical, ethical and professional quality, thus acting as a catalyst for improvements in journalistic reporting, editorial organization and the media system as a whole.

In our MIL-toolbox we agreed on the need to cover the following MIL competencies and skills:

Access, Analyze, Reflect, Create, Act

1. Access - addresses learning how to find and comprehend media messages and how to use media technology. In this step the participants learn about finding and sharing appropriate and relevant information.
2. Analyze - is the ability to examine, interpret and evaluate information. This step very much promotes critical thinking and analytical skills.
3. Reflect - means to think about the impact of media messages and technology on the individual and his or her personal daily activities, as well as their impact upon society.
4. Create - the participants create their own media messages based on their access to certain media types and analytical skills.
5. Act - taking action is the final step in MIL and is based on the previously trained skills and competencies. The participants can make their voices heard.

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Concepts

Peace Building

Lebanese youth suffered a great deal in recent history, with the establishment of the Republic of Lebanon in 1943. They suffered from violent clashes that were caused by the lack of capability on the part of Lebanese officials and leaders to build a government of institutions far from sectarian and confessional systems, and their disability to unite Lebanon and protect it from regional changes. Media played a major role in igniting and fueling the civil war between 1975 and 1990, and continued to influence developments before and after the war. The youth were influenced by the violence and were directly involved in the clashes, so they were steeped in a culture of violence even after the war was done. Unfortunately, the conflict didn't end even with the introduction of transitional justice. There was no accountability towards the stakeholders, no one took responsibility to help build a culture of peace. The culture of peace should revolve around schools and universities on one side, and media on the other. They are both major contributors to building cultures in societies, in addition to shaping public opinion.

After the Arab Spring in 2011, the Arab world entered an era of conflict based on violent extremism. It was carried by young people, and had religious and ethnic undertones. All these events were accompanied by the rise of social media and Lebanese youth, who are part of the Arab youth, had a major role to play in the use of the new media as an outlet for hate speech and violence. The negative use of media led to disruption of trust and divisions between different entities that previously co-existed.

How can the Lebanese youth play a role, just like the Arab youth, in fighting this culture of violence and promoting the culture of peace by using the very same media? This guide covers subjects that are directly related to the components of peacebuilding in this country and the Arab region.

Module 6 MIL for Peace



This module's purpose is to develop the critical thinking skills of the students so that they can understand and disseminate media content and not take it at face value. This will be done by means of capacity-building exercises, teaching them how to create media content and how to present it so that it exercises an influence on the positions of people and their behaviors. Also, this module will empower them and teach them the required skills that can be used in the different media outlets to spread the culture of peace in all its components: active citizenship, mediation, dialogue, tolerance, social cohesion, positive collaboration, memory and reconciliation, inclusion, empathy, and nonviolence. Furthermore, it helps transform students from simple passive receivers of media content to activists and users of media in the cause of promoting peace. This is done through the creation and narration of a media type that is appropriate for their age and coherent with the content that is referenced.

Concepts

Media

In 1890, Freud wrote about the magic of words as a Vermittler (a broker or intermediary) by which one communicates with and exerts influence on others. The English translation of Freud's term was media (Freud, S. 1890: Gesammelte Werke, 5:301–2)

Medium according to the Oxford Dictionaries is any intervening substance or agency. The term medium has its origins in Sanskrit madhya and Greek mesos, both meaning middle, and many argue that the use of media can be tracked back to cave drawings. The birth of mass media is attributed to Johannes Gutenberg's invention of the movable printing press in the 1400s.

The meaning of media evolved across the centuries with the French and British gradually giving it the identity of communication channel. In 1946, UNESCO had just been formed and its then president Julian Huxley used the expression media of mass communication. Later on, the term morphed into mass media. Media is uncontestedly the mass vehicle of communication and influence of the modern world. Thus, media delivers messages and exerts influence through all its forms. Today, media has many forms:

1. Traditional: A term often used to refer to channels of communication that were well-established before the Internet Age, such as: books, newspapers, magazines, radio, television, etc.
2. Multimedia: The term was first used in the 1960s. It combines various forms of media into a single, cohesive product. Common types/ elements include: text, audio, video, animation, photos & graphics. With time, multimedia became more and more interactive thus shifting from a means of one-way communication to a two-way, then multi-way communication system where the recipient is also an actor, communicator, and influencer.
3. Digital: Digital media refers to the use of computer technology to combine various forms of media. The term is sometimes used interchangeably with multimedia, but it more specifically refers to electronic media that works using digital codes rather than analog signals. The five types/ elements of digital media are: audio, video, graphics, animation, and web design.

The Communication for Governance and Accountability Program of the World Bank's paper on Media Effects addresses the difficulty of assessing the impact of the media on consumers: "One great difficulty for researchers is how to measure media effects. Media consumption may affect a person's thoughts, emotions, or behaviors in ways that could be direct or indirect, immediate or delayed, fleeting or lasting. It is impossible for scientists to control for all of the mediating factors, from levels of media consumption

to demographics such as age, race, and socioeconomic status to harder-to-measure variables like environment, upbringing, values and previous experience.”

Media effects are very much related to what media consumers do with the media – the uses they have for it. While there are great concerns nowadays regarding the influence the media has on people in general and the youth and children in particular, UNESCO calls for the empowerment of people through media and information literacy (MIL), which enables them to “understand the functions of media, critically evaluate its content and make informed decisions as users and producers of information and media content.” It also sees in it “an important prerequisite for fostering equitable access to information and knowledge and promoting free, independent and pluralistic media and information systems.”

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Concepts

Internet and social media

The Internet connects computers around the world and is a network of networks. On the Internet, seemingly endless information can be found, with a huge pool of data. What makes the Internet special is that there's no official authority in control, which makes it a pretty free space. Individuals and organizations are responsible for the information they post online. However, since there is no immediate editorial control, one can also find rumors, half-truths, graphic and violent content and hate speech on the Internet. At the same time, the Internet allows minorities and special interest groups to voice their opinions; connecting people around globe.

No one owns the Internet; companies and organizations own their own networks, which are connected to millions of other networks. However, there are influential global players in the Web, such as Facebook, Google, Microsoft or Apple; corporations which follow their own agendas, for example to make money and collect data.

Social media are websites and applications that allow users to create and share their own content. Users create personal profiles and interact with each other by sharing photos and videos, chatting, creating groups with similar interests and connecting with each other: Social media has become an important distribution channel where users share content with others, and those share the same content again.

Popular social media sites include Facebook, Twitter, Instagram, YouTube, Pinterest and others. Social media sites are usually easy to use and free of charge. They're used to keep in touch with friends and find other users with similar interests.

However, social media also bear major risks, which evolve around privacy and security: Others can also access the content you post. This can be an invasion of your privacy. Also, it is easy to post things anonymously on the Internet – cyber bullies and hackers post abuse, insults or threats online. This is why it is very important that you always think about what you share online. It is possible to adjust privacy settings in almost all social media apps. Using strong passwords and never sharing them with others is the first step to securing your privacy on the Internet.

Without a doubt, the Internet and social media have a significant effect on society. Some fear that direct human interaction is being replaced by virtual online interaction. There is also a danger that users share and spread rumors without fact-checking – this can lead to misinformation on a huge scale. The positive aspect is that social media enable speedy distribution of information around the world, which can bring people together that otherwise wouldn't interact. The fact that anyone can access and produce online content has created a democratic space online, which fosters freedom of speech.

Resource:

This article is based on DW Akademie: Media and Information Literacy: A practical guidebook for trainers, Social media and Web 2.0 pages 63-64, 2017

Concepts

Media Use by Lebanese Youth

The latest available statistics on the use of media by Lebanese youth were presented in a UNESCO report released in 2015.

According to the findings of this report, in terms of media sources, the vast majority of Lebanese youth (aged between 14-29) engaged with television, websites and social media in daily life.

Nearly all Lebanese girls and boys are subscribed to an Internet provider service and rely predominantly on television as a source of information. Only 38% listen to the radio (mostly in their cars) and 13% reported reading the newspapers. These results are almost gender balanced.

In terms of content, 56% of the youth reported relying on TV as the best and most credible news source, compared to only 28% who rely on the Internet. Foreign movies, local entertainment, political programs, local series, and sports are other forms of TV content popular among the youth.

Internet and smartphone:

Nearly all young Lebanese (95%) are subscribed to an Internet service and they are mostly active on social media. Smartphones are the most popular devices used to access the Internet, followed by laptops for studying, web surfing and research. Computers remain popular for gaming purposes.

The most popular social media apps among Lebanese youth are: WhatsApp, Facebook, YouTube, Instagram and Snapchat (Arab Social Report/Ubada Kassar). In her research, sociologist Ubada Kassar observed that social background influences the app choice of the young person. For instance, while Instagram and Snapchat are popular among students from elite schools, the more mainstream students prioritize messaging apps and Facebook. WhatsApp is universally popular.

Analysis of young Lebanese social media consumer:

In his study on the Arab youth's media use in three Arab countries (Lebanon, UAE, Jordan), Jad Melki found "participants digitally savvy and adept at using digital technologies but not necessarily media literate. They use social media extensively, but use it more for entertainment and networking with family and friends rather than for news and political activism ... Participants are avid consumers of social and digital media but not prolific producers."

Melki concludes that Arab youth tend to be highly uncritical and unaware of social media risks, an indication of low levels of critical media literacy and poor knowledge of online media threats.

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Concepts Information

“Information” is a term that plays a central role in many fields, such as physics, biology or computer science. Relevant for us is “information” in everyday use, in journalism and in media literacy.

In everyday life, this term means: A small piece of knowledge, information, teaching, knowledge of facts or events.

UNESCO defines “information” in journalism and media literacy as follows:

In the media world, information is often used to describe knowledge of specific events or situations that has been gathered or received by communication, intelligence or news reports.

Information can take various forms: texts, still and moving images, sound or oral.

In order to be able to handle information competently, we must be able to evaluate its quality, because information can be outdated, sometimes wrong, contradictory or manipulative. The following criteria are crucial: timeliness, relevance, credibility of the source, comprehensibility, completeness, objectivity.

The emergence of the information society:

In recent centuries, with the growth of scientific achievements and the spread of the media, people find themselves dealing with more and more information. Traditional mass media such as newspapers, radio or TV have made it easier for people to access information. With the invention of the Internet and the dawn of the digital age, we face an unprecedented amount of information in our everyday lives. Not only has it become easier and faster to get information, but also each of us can produce information as text, image and sound and spread it throughout the world. Today we live in an information society that the UN explains as follows:

The digital revolution in information and communication technologies has created the platform for a free flow of information, ideas and knowledge across the globe. This revolution has made a profound impression on the way the world functions. The Internet has become an important global resource, a resource that is critical to both the developed world as a business and social tool and the developing world as a passport to equitable participation, as well as economic, social and educational development. (...) (World Summit of the information Society)

Universal Declaration of Human Rights:

Article 19 of the Universal Declaration of Human Rights not only guarantees the freedom to express and disseminate opinion, but also assures the right of access to information:

“Everyone has the right to freedom of opinion and expression; this right includes freedom to collect and to seek and obtain information and ideas through any media and regardless of frontiers.”

This right is guaranteed for children too, as article 13 of the Convention on the Rights of the Child states: “The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice.”

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Concepts

Journalism

Journalism is the activity and method of gathering, assessing, creating, and presenting news and information. It is also the product of these activities, meaning that journalists produce reports and news stories. Journalists can be anchors in a daily news show, but also reporters on the streets, talking to people and coming up with a human-interest story. They can report on cultural events as much as on sports, write about prominent or unknown people, or put together investigative reports about political, economic or environmental scandals, for example.

A journalist is often seen as a kind of mediator: Someone who does research on a certain topic, collects information from different sources about this topic, and presents it in an understandable and appealing way to a broader audience. There are many sub-categories to the profession of journalism, for example photojournalists, war reporters, yellow press reporters, news anchors, talk show presenters, online journalists, and professional versus citizen journalists. The many sub-categories of the profession and the wide fields of topics and different media outlets make this profession very interesting and appealing. Journalist mediums include newspapers and magazines (print), radio and television (broadcast) and the Internet.

Journalism is supposed to be free and protected, and Freedom of Expression and, related to it, Freedom of the Press are declared basic human rights. However, in many states, governments control the press and use journalists for their own agendas. In this case, the press becomes a porte-parole of the government.

Journalism follows a set of ethics and a journalist should follow a code of conduct, for example, basing reports on a collection of verified facts from a variety of sources and presenting them in a balanced way; keeping personal viewpoints to the opinion sections of media outlets; refraining from violent language or distribution of propaganda, etc. Therefore, in order to be able to work effectively, journalists should receive proper training that encompasses good standards of journalism, have free access to sources, and should be free to report what they think is balanced and appropriate.

Journalists are also supposed to be good story-tellers: A good story proves their relevance to the audience; it's based on strong central characters or a strong theme, it uses details and connects to deeper, more universal themes; a good story captures emotions and provides connections to a bigger context.

Since the Internet and social media have become more and more significant, so has the role of so-called citizen journalists. Citizen journalists are normal (often young) citizens who work as journalists without necessarily having undergone standardized training in journalism. They post blog articles, photographs, opinions, videos and comments online of issues of their concern. They often report about local issues they're affected by, and have great access to sources. They sometimes highlight issues that the big media

corporations don't talk about. The Internet and social media therefore empower normal citizens and enable them to make their voices heard to a broad audience. However, the (self-) regulation of the content doesn't necessarily follow best practices of journalism. Therefore, international and local organizations focus on training citizen journalists according to best practices in order to increase the quality of citizen journalists' posts.

Considering all of the aspects mentioned above, journalism is an exciting and very interesting field, one which also comes with great responsibility.

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Concepts

Code of Ethics

Article 19 of the Universal Declaration of Human Rights forms the basis of the work of the media. The constitutions of the countries also guarantee press freedom (e.g. Article 13 of the Lebanese Constitution). This is the framework making it possible for the media to fulfill their role, inform citizens, enable their political participation, contribute to public opinion, clarify grievances and lead debates. That's what media should do. But what is covered by the right to freedom of opinion and the press and what is not? What should the media do and what are they not allowed to do?

The media is not allowed to spread untrue assumptions, or to violate the honor or physical integrity of other people. Racism and glorification of violence is not covered by the freedom of expression either. Many countries have laws that regulate these issues. The International Covenant of Civil and Political Rights also takes a clear stance on religious, national or ethnic hatred.

However, not everything that is compatible with the law corresponds to responsible, ethical journalism. Media ethics are rules called "codes of conduct" or "codes of ethics" that guarantee quality standards. Journalists commit to implement these rules in their daily work.

Global quality standard

The International Federation of Journalists, IFJ, the world's largest association of journalists, established ethical principles in 1956 which were gradually confirmed by journalists' associations in Asia, Europe and Africa. A global standard for the quality of media emerged.

"The IFJ code embraces the core values of journalism — truth, independence and the need to minimise harm — and takes as its starting point the aspiration of all journalists to respect the truth and to provide it through the honest collection and publication of information whatever the mode of dissemination. Ethical conduct, says the IFJ, is also essential in the expression of fair comment and criticism. Journalists, says the code, should report only in accordance with facts of which they know the origin and never suppress essential information or falsify documents and they should use fair methods to obtain news, photographs and documents."

Ethical standards are not the responsibility of journalists alone. Anyone working in a media company should be aware of the quality of the journalistic product.

Code of Ethics in Lebanon

In Lebanon, journalists and the media outlets have agreed on a code, the "Journalists' Pact for Strengthening Civil Peace in Lebanon". It is an important step in securing quality standards. However, it is too often not implemented in journalistic everyday life.

Sources:

International Federation of Journalists

<http://www.ifj.org/>

الاتحاد الدولي للصحفيين

<http://www.ifj-arabic.org/>

The ethical journalism initiative

ENG: http://ethicaljournalisminitiative.org/pdfs/EJI_book_en.pdf

مبادرة الصحافة الأخلاقية

ARA: <https://ethicaljournalismnetwork.org/assets/docs/205/013/35bd1cd-bb73f0d.pdf>

ميثاق الشرف الإعلامي لتعزيز السلم الأهلي في لبنان

Journalists' Pact for Strengthening Civil Peace in Lebanon

<http://www.lb.undp.org/content/dam/lebanon/docs/CrisisPreventionRecovery/Projects/Final%20Journalist%20Pact%20for%20Strengthening%20Civil%20Peace.pdf> (in Arabic)

Bundeszentrale für Politische Bildung

<http://www.bpb.de/gesellschaft/medien-und-sport/radio/74400/links-zur-medienethik>

Concepts

Post-Truth

Post-truth is a term that is incorrectly attributed to the modern day adulation of false news. It is characterized by the dissemination of alternative facts: a manipulation of happenings fuelled by emotions and driven by the thirst for sensation. Post-truths are rapidly, almost instantaneously broadcast, nowadays, via the many means of modern communication. In fact, they are the constituents of what we know as fake news. Rooted in the philosophical foundations of postmodernism and constructivism, post-truth has dethroned truth in the era of relativism and standardized propaganda. It is important to note that while it could at best be incidental, post-truth is at worst premeditated.

Post-truth was selected as the word of the year 2016 by the Oxford Dictionaries. However, the term was actually coined in 2002 by Serbian-American playwright Steve Tesich in *The Nation* - the most widely-read weekly journal of progressive political and cultural news, opinion, and analysis in the United States. And post-truth has been in the limelight ever since the first modern day “lie scandals” like Watergate and the Iran Contra Deals.

While its main target is politics, post-truth also takes aim at people’s personal lives, scientific research, and economic speculations. A number of authors have written and sold books about post-truth. Perhaps one of the best researched is the 2018 MIT Press Essential Knowledge Series *Post-Truth* by Lee McIntyre. McIntyre defines post-truth as “an assertion of ideological supremacy by which its practitioners try to compel someone to believe something regardless of the evidence.” He carries on to argue that we can fight post-truth – primarily by understanding it.

One would think that because the world seems to agree that post-truth is a menace, peoples and governments would coalesce to eradicate it. The contrary is true. For as Tesich wrote: “We, as a free people, have freely decided that we want to live in some post-truth world.” Perhaps the most dangerous phenomenon of all is that post-truth has been universally institutionalized.

Concepts

Lebanese Media Landscape

Lebanon is characterized by a diverse media landscape and relative media freedom. Countless newspapers and magazines, also in French and English, radio stations and TV stations are available to the people. The TV stations have made a name for themselves with popular entertainment programs throughout the region. However, this diversity and openness does not guarantee balanced reporting and an informed public. Rather, the media landscape reflects the political and social fragmentation of the country. Nabil Dajani, professor of communications and media studies at the American University of Beirut, states: “None of the hundreds of Lebanese media institutions or outlets speak for all Lebanon; instead, each medium operates as a voice for a political or sectarian faction, reinforcing and encouraging divisions in society.”

Development:

In the 1950s and 1960s, Beirut became the center of Arab press and publishing. The Lebanese capital was considered a vital cultural center. It crystallized as an antipole to the surrounding countries in which Arab nationalism spread, and coups and nationalizations determined politics and economies. The open space encouraged literature, theater and press to flourish. But even then, a characteristic of the Lebanese press landscape became clear that is still pervasive today: the media function as a mouthpiece for political leaders and groupings. The media are often dependent on local and foreign financiers, as the Lebanese market is much too small for most media companies to survive economically.

Even during the Lebanese civil war and despite difficult conditions, there was still a vibrant media landscape. New media were added. Mostly newspapers, radios and TV stations served the various civil war factions as a propaganda tool. Other media were founded shortly after the end of the war by Lebanese politicians. Some of these media shape the media landscape to this day.

Laws:

The Constitution guarantees the right to freedom of expression. However, the media laws are vague and outdated. Lebanese journalists complain that media legislation is chaotic, contradictory and unclear. Local NGOs have been calling for a reform of the media laws for some years (see Maharat Foundation): So far without success.

The press law dates from Ottoman times and was last reformed in 1962 under President Fuad Chehab. The audiovisual media are regulated by a 1994 law. Critics complain that this regulation cemented the balance of power at the end of the civil war. Although this law established a Higher Council for Audiovisual Media, which should punish offenses

committed by radio and TV stations, Nabil Dajani writes: “This council is ineffective as its decisions are purely advisory.”

Sources:

- Nabil Dajani, The Myth of Media Freedom in Lebanon, In: Arab Media & Society (in English). May 2013
<https://www.arabmediasociety.com/the-myth-of-media-freedom-in-lebanon/>
- Media in Lebanon: Towards Enhancing Freedom of Expression. Policy brief, Lebanon 2012
<http://www.databank.com.lb/docs/Media%20in%20Lebanon%20Towards%20Enhancing%20Freedom%20of%20Expression%202012.pdf>
- History of Lebanese Media, Ministry of Information
<http://www.ministryinfo.gov.lb/514> (in Arabic)
- Arabische Medien, Carola Richter, Asiem El Difraoui (Hg.), München 2015
- About media laws: Freedom House (English), Freedom of the Press 2015 report
<https://freedomhouse.org/report/freedom-press/2015/lebanon>

Methodology: Interactive Teaching Methodology

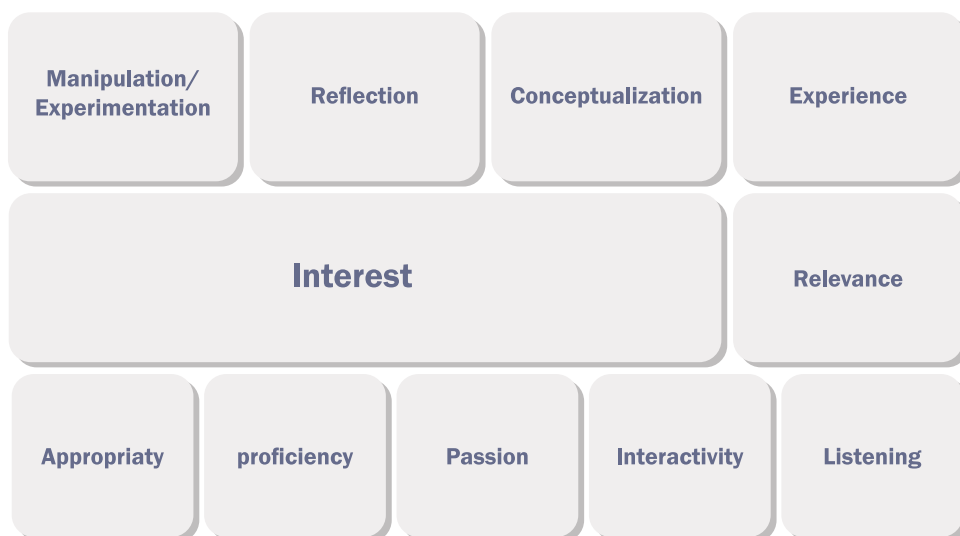
The teacher/trainer often asks what the best method of instruction is. Which method will be the most effective? In other words, what the teacher/trainer actually wants to know is which teaching method will ensure the maximum of the following:

1. Understanding
2. Retention
3. Interest
4. Application
5. Transfer.

The above are mainly related to the fulfilment of the following criteria:

1. Interest (again) of the student and that of the teacher/trainer
2. Proficiency of the teacher/trainer
3. Relevance of the material for the student
4. Applicability – to what extent the information will be used in real context
5. Level of difficulty of presented content
6. Learning style of every student
7. Quality of teacher/trainer-student relationship
8. Emotional intelligence of both parties.

Effective learning, therefore, will essentially depend on the synergy between the method, the content, and the learning style of the student. It may be summarized as follows:



In this toolbox, we strive to offer trainers evidence-based tools, activities, methods, energizers, icebreakers, and applications that are certain to promote the effective and fun learning we hope our students will acquire. These methods coupled with the expertise and passion of the trainers are certain to bring about enduring understanding of the MIL concepts that are essential to our digitally native youth. We hope that these young people of “communication” will become people of “presence” (Jean Vanier) who will draw the world they live in closer to peace and understanding than we were able to do.

Skills:

Soft Skills

Soft skills have become a buzz term in today's jargon. It is one that is used loosely in all walks of life. The term was initially coined in 1972 by the United States Army (Whitmore P., 1972) to describe those essential characteristics that promote success in addition to, and often in spite of, the hard skills which are related to technical and professional proficiency. While the hard skills can be taught, soft skills are inherent to the person and can thus be further developed but never taught. Psychologist Nicholas Humphrey stated that it was social intelligence that defined people rather than their IQ. Consequently, the social intelligence indicators are what we call today soft skills.

For today's leaders, soft skills are the key personal characteristics which comprise personality traits, interpersonal relations, and emotional intelligence that make a person capable of healthy, caring, and productive exchanges both at the personal and the professional levels.

Soft skills are vital for MIL teens. They provide the premise for constructive, fair, clear, and empathetic media use and production. Soft skills are necessary attributes for every responsible media user and producer.

The most cited soft skills in relation to MIL youth are: empathy, communication, listening, problem-solving abilities, teamwork, ethics, motivation, humbleness, patience, leadership, and time management. Throughout the modules of this toolbox, these soft skills will be promoted, encouraged, and highlighted.

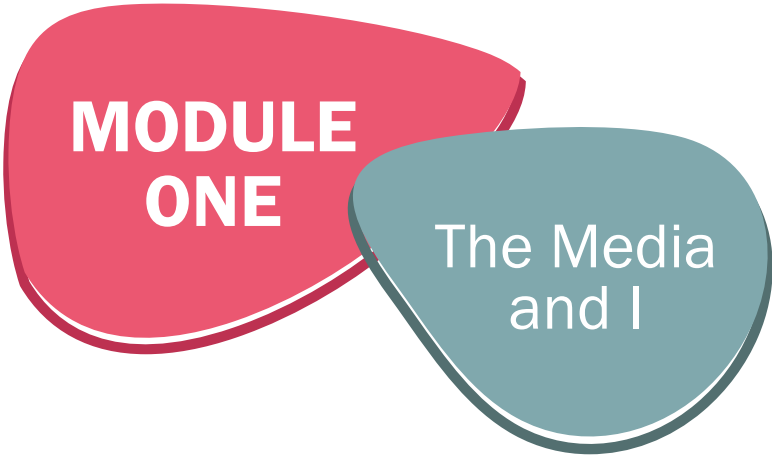
Sources:

Buckley, Jared. (2018). What Are Soft Skills and Why Are They Important? Retrieved on September 9, 2018 from <http://www.jaredbuckley.com/soft-skills-important/>

Doyle, Alison. (2018). Hard Skills vs. Soft Skills. What's the Difference? Retrieved on September 3, 2018 from <https://www.thebalancecareers.com/hard-skills-vs-soft-skills-2063780>

Silber, K.H. & Foshay, W.R. (2009). Handbook of Improving Performance in the Workplace, Instructional Design and Training Delivery, John Wiley & Sons, ISBN 9780470190685, p.63

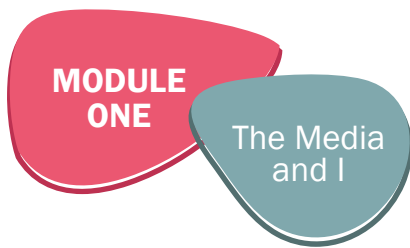
Whitmore, Paul G.; Fry, John P. (1972). Soft Skills: Definition, Behavioral Model Analysis, Training Procedures. Professional Paper 3-74., Research Report ERIC Number: ED158043



**MODULE
ONE**

The Media
and I

Fatima Yassin



Introduction:

Because we spend time with it on a daily basis, media has become an integral part of our life. The first module lays down the conceptual foundations such as media definition, the role of media, and functions for the other modules of this Toolbox. It invites participants to reflect on their positive and negative experiences with media. A part of this module is also given over to introducing the participants to the particularities of the Lebanese media landscape, thus offering them a window of opportunity to analyze and reflect on the tendencies of media use by their social environments.

Module 1 is divided up as follows:

- Unit 1: Media outlets and the reasons behind media use - 1 session
- Unit 2: Media outlets and the impact of the media on me - 2 sessions
- Unit 3: The media outlets of my community - 3 sessions

Module General Objectives:

By completing this module, participants will be able to:

- Portray the media context of their surroundings;
- Describe their favorite media outlets and forms, and why they use them;
- Be aware of the impact of media and media content on them; and
- Explore the various media outlets (forms) used in their environment.

Glossary

Media, media message, freedom of expression, and agenda setting.

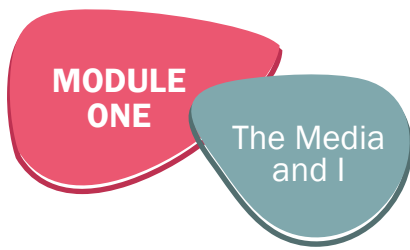
Prerequisites

No prerequisites are necessary.

Peacebuilding Components



Tolerance, political participation.



Unit 1. Media Use (1 session)

Learning Objectives:

By completing this module, the participants will be:

- Aware of the diversity of media outlets;
- Able to define media outlets and the role of the media in their lives.

Resources:

Media and Information Literacy: A practical guidebook for trainers (English)

<http://www.dw.com/downloads/38871690/dwaeditionmilweb.pdf>, page 17 et seq.

MIL Teacher's Handbook

https://issuu.com/dwakademie/docs/mil_handbook_pyalara, page 21 et seq. (Arabic)

National and Civic Education, Secondary Education, 3rd year, p. 10 (Arabic)

Media Impact on Adolescents, the Centre for Educational Research and Development (Arabic)

<https://www.crdp.org/mag-description?id=8450>

أهمية الصحافة

https://mawdoo3.com/%D8%A3%D9%87%D9%85%D9%8A%D8%A9_%D8%A7%D9%84%D8%B5%D8%AD%D8%A7%D9%81%D8%A9

أهمية الإعلام في حياتنا

https://mawdoo3.com/%D8%A3%D9%87%D9%85%D9%8A%D8%A9_%D8%A7%D9%84%D8%A5%D8%B9%D9%84%D8%A7%D9%85_%D9%81%D9%8A_%D8%AD%D9%8A%D8%A7%D8%AA%D9%86%D8%A7

Unit 1. Media Use




Session 1. Why do we use media?



Session length: 50 minutes

Materials and Preparation:

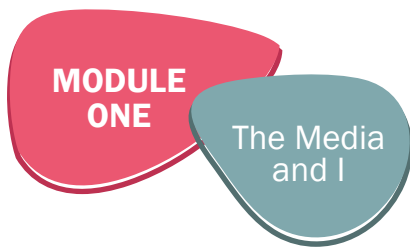
Flipchart paper and pens

Media definition and function - please check the concepts

Activity	Objectives	Content	Time & Sequence
	To energize the participants	<p>How could I inform friends who are elsewhere?</p> <p>Ask the participants to stand in a circle, and then read the following piece of news: ‘A colorful flock of birds will glide across Lebanon’s sky and throw bright flowers over everyone who catches sight of the flock.’ Now, ask the participants to cherry-pick the means to inform their friends elsewhere of this good news. Once they’ve done so, listen to the responses of the participants. Write on the flipchart paper.</p>	10 mins
 Discussion Presentation	Participants define media Participants define media functions	<p>After listening to and recording the responses of the participants, present the following question for discussion: What general description could you use to portray the selected outlets and how would you define them?</p> <p>Give the participants ten minutes to write their own definitions which will then be shared and compared with your pre-set definition. Then explain the media concept and functions. Please check the concepts.</p>	15 mins
	Participants become aware of the diversity of media outlets Participants establish link between the diversity of media outlets in Lebanon and their needs	<p>Divide the participants into groups and put the following question on the table for discussion: Why do we opt to use a specific media outlet? For the purposes of this activity, activity, follow the steps below:</p> <ul style="list-style-type: none"> - Distribute colored paper among the groups for them to write down their responses, asking that each group writes at least four media outlets; - Give the groups ten minutes to jot down their responses; - Give the floor to the participants to present their responses; - The discussion of responses should focus on the following question: <ul style="list-style-type: none"> - What is the connection between our needs and the diversity of media outlets? 	15 mins

Activity	Objectives	Content	Time & Sequence
 	<p>To give the participants a space to choose the media outlet that fits their needs</p> <p>To give the participants a space for reflection</p>	<p>Write the couple of questions below on the board:</p> <p>What is the media outlet that you cannot do without? Why? What is the media outlet you use the least? Why?</p> <p>Ask participants to respond to these questions and discuss their responses with their neighbor in the group.</p>	<p>5 mins</p>
		<p>Wrap up</p>	<p>5 mins</p>

Trainer's Notes:



Unit 2. Understanding The Impact of Media On Me (2 sessions)

Learning Objectives:

At the end of this unit, the participants will be able to:

- Understand the media message;
- Analyze the media message; and
- Reflect on the impact of media on them.

Resources:

UNESCO Media and Information Literacy, Curriculum for Teachers

<http://unesdoc.unesco.org/images/0019/001929/192971e.pdf> (english)

<http://unesdoc.unesco.org/images/0019/001929/192971a.pdf> (arabic)

الرسالة الإعلامية

<https://kenanaonline.com/users/drFouly/posts/792066>

Media Literacy: How should we deal with the media?

http://www.saudimediaeducation.org/media_book/pdf/media_book.pdf

Unit 2. Understanding The Impact of Media On Me

Session 1. Media Message I

Session length: 50 minutes



Materials and Preparation:

Plastic cups and thread/fishing line

Media message, please check the glossary

Worksheet: **My experience with media M1.U2.S1**

Activity	Objectives	Content	Time & Sequence
<p>Presentation</p> <p>Discussion</p>	<p>To give the participants a chance to revise the content of the previous session</p>	<p>Ask the participants to sum up their responses from the previous session, which was all about their most and least used media outlet and why. Once they've done so, listen to the responses of the participants. Write on the flipchart paper.</p>	<p>5 mins</p>
<p>Game</p> <p>Discussion</p>	<p>To help the participants understand the media message and the peculiarities of the traditional media and the new digital media</p>	<p>Explanation of the media message through the sender-receiver model: Prepare plastic cups or ask the participants to bring plastic cups. Make a hole in the bottom of each of two plastic cups. Then thread the ends of a length of fishing line through the holes to tie both cups together. A participant (as a receiver) puts one cup to her/his ear and another (as a transmitter) puts the other cup to her/his mouth to transmit a message to the receiver. The participants should create different contexts that might affect the transmission and receipt of the message (e.g. long/short fishing line, distance, background noise, volume, clarity, or speed of the message). Discussion: What affects the message? How? Visual illustration: Together with the participants, draw a model of media message transmission in the traditional and the digital media. Give the participants a chance to think of areas of convergence between the traditional and digital media in terms of media message transmission between the sender and the receiver, and simulate that using the plastic cups.</p>	<p>20 mins</p>

Activity	Objectives	Content	Time & Sequence
  Discussion	<p>To help the participants reflect on the media impact on them</p>	<p>My experience with media:</p> <p>Introduce the exercise as follows: Each person has a story with media thanks to experiences with a media outlet or channel that affected them.</p> <p>Hand out copies of the worksheet “My experience with media” M1.U2.S1.</p> <p>Ask the participants to read the worksheet and then split into pairs; each pair needs to discuss their answers to the questions on the worksheet.</p> <p>Then, the trainer discusses the results the participants arrived at: What are the similarities and differences in the experiences of the participants?</p> <p>At the end of the exercise, present the importance and role of media at the personal level.</p>	<p>25 mins</p>

Trainer’s Notes:

Worksheet M1.U2.S1 “My Experience With Media”



Irrespective of where we were born or grew up, we are under the influence of media. At all moments of our lives, we resort to some form of media, such as books, magazines, television, billboards, video games, music, the Internet, social media, and the like.

Go back in thought to your childhood and answer the following questions: What was the media content that used to spark your interest back then? Think of positive and negative experiences. How old were you at the time of each experience?

Positive experience:

Age: _____

Negative experience:

Age: _____


Unit 2. Understanding The Impact of Media On Me

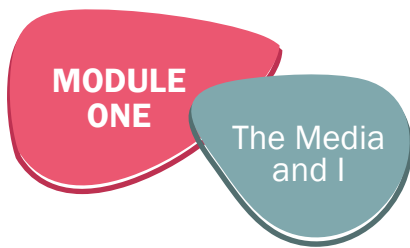
Session 2. Media Message II

Session length: 50 minutes

Materials and Preparation:

- Chairs
- Tombola including names of different media outlets
- Media content (e.g. articles, pictures, caricature, advertising, videos)
- Video players and projector
- Media message and subtext - please check the appendix.

Activity	Objectives	Content	Time & Sequence
<p>Game</p>	<p>Energizer</p>	<p>Chinese whispers: Have the participants sit in single file. Read a piece of news to the participant sitting at the very end of the line and ask him/her to pass it (in a whisper) to the participant in front of him/her and so forth until the news has been passed to all the participants. Then ask the participant who received the news last to say it out loud.</p>	<p>10 mins</p>
 <p>Discussion</p>	<p>To give the participants a window of opportunity to analyze the media message</p>	<p>Cast lots (that include names of different media outlets) to split the participants into groups. Each participant draws the name of a media outlet and joins other participants who drew the same media outlet.</p> <p>Distribute media content that fits the media outlet of each group and then ask the group members to answer the following questions, which you should write on a flipchart:</p> <ul style="list-style-type: none"> - What is the topic that is tackled by the media outlet? - What is the media message you could infer as a receiver? - What is the subtext of this media content? <p>You might need to explain what is meant by subtext.</p> <p>Ask each group to present their own analysis of the media content they received.</p>	<p>35 mins</p>



Unit 3. The Media Used by My Community (3 sessions)

Learning Objectives:

Throughout this unit, the participants will:

- Explore the peculiarities of the Lebanese media scene;
- Analyze how their own social context uses the local media.

Resources:

The Lebanese Constitution (Arabic)

<http://www.presidency.gov.lb/Arabic/LebaneseSystem/Documents/LebaneseConsitution.pdf>

The Lebanese Constitution (English)

<http://www.wipo.int/edocs/lexdocs/laws/en/lb/lb018en.pdf>

The Myth of Media Freedom in Lebanon, Nabil Dajani (English)

<http://www.arabmediasociety.com/?article=833>

Film about the agenda of the Lebanese TV channels, (Arabic)

By Maya Majzoub, Arabic (video, length 52 min.)

<https://www.youtube.com/watch?v=I2ZHGeCLLqA&t=13s>

National and Civic Education, Secondary Education, 3rd year, p. 33 (Arabic)

Unit 3. The Media Used by My Community

Session 1. Understanding the background

Session length: 57 minutes

Materials and Preparation:

Download 'Reality TV'. A Film by Maya Majzoub (in Arabic)

<https://www.youtube.com/watch?v=I2ZHGeCLLqA&t=13s>

A projector for screening the film

Preparation of the characteristics of the Lebanese media landscape, the Lebanese Constitution


Activity	Objectives	Content	Time & Sequence
Explanation	Participants know what they are expecting	Explain the content of the session, the screening of 'Reality TV', a film by Maya Majzoub. Ask the participants to jot down their comments and remarks on the Lebanese media landscape and the Lebanese TV channels. Explain that the film will be further discussed in the next session.	5 mins
Video screening	Participants understand the peculiarities of the Lebanese media scene	Screen the film 'Reality TV' by Maya Majzoub.	52 mins

Trainer's Notes:

Unit 3. The Media Used by My Community

Session 2. Diversity of Lebanese Media Landscape.

Materials and Preparation

Activity	Objectives	Content	Time & Sequence
Game	To energize the participants	Energizer from the list of exercises in the appendix.	5 mins
Discussion	Participants evaluate the peculiarities of the Lebanese media scene	Collect the impressions and opinions of the participants on the film and open a directed discussion on the following: The diversity of the Lebanese media landscape, the recent history, the background of the agenda of each Lebanese TV channel.	15 mins
	Participants explore media-related individual tendencies in their environment and the reasons behind such tendencies	<p>Questionnaire Development: As a start, lay down the objective of the questionnaire as follows: This questionnaire is aimed at an analysis of the use of local media and content (e.g. politics, sports, and entertainment) by others in the participants' environment (i.e. parents, siblings, neighbors, relatives and friends). Tool: Develop a set of (open and closed) questions. To that end, give examples of how to draft questions, especially questions that facilitate analysis. Split the participants into groups; each group needs to develop a group of questions. It is your call, whether to determine the number of questions or leave it open. Each group presents the questions they came up with. After a group discussion, the participants merge the questions into one set of questions with the help of the trainer. Suggested questions: - What is the name of the Lebanese TV channel you always watch to stay abreast of the latest news? Why? - What is the media outlet you use to watch entertaining content (e.g. series, sports, and soap operas)? Why? - When there is hot news, what are the TV channels you watch to stay informed? Why? - What are the Lebanese media outlets you do not like to watch or listen to? Why? - Name the most reliable Lebanese media outlet: Why?</p>	25 mins



Unit 3. The Media Used by My Community

Session 3. Analyzing the outcomes of the questionnaire

Session length: 50 minutes

Materials and Preparation:

- Flipchart papers
- Internet access and computers
- Media message and agenda setting

Activity	Objectives	Content	Time & Sequence
Discussion	Participants reflect on their experience conducting a survey with a questionnaire	Ask the participants about the experience of asking family members, relatives and friends.	5 mins
 Discussion	Participants become aware of the reasons driving the audience to cherry-pick specific media outlets	Draw up a big table on a flipchart to record the most commonly used media outlets in the environments the participants come from. The participants need to fill in the most-used media outlets in their environments and then enter into a discussion about why such outlets are popular. - What are the similarities and differences between the listed outlets?	25 mins
 Research	Participants explore the local media scene	Divide the participants into groups, distribute the most popular channels or other media outlets in the participants' environments among the group, and ask each group to look up who the financing source of that outlet is.	15 mins
Explanation	Participants know the most important points of the session	Wrap up.	5 mins

MODULE ONE

The Media and I

Participants' Evaluation Module One



What I liked:



What I'd like to point out or suggest:



What I did not like or think could be improved:



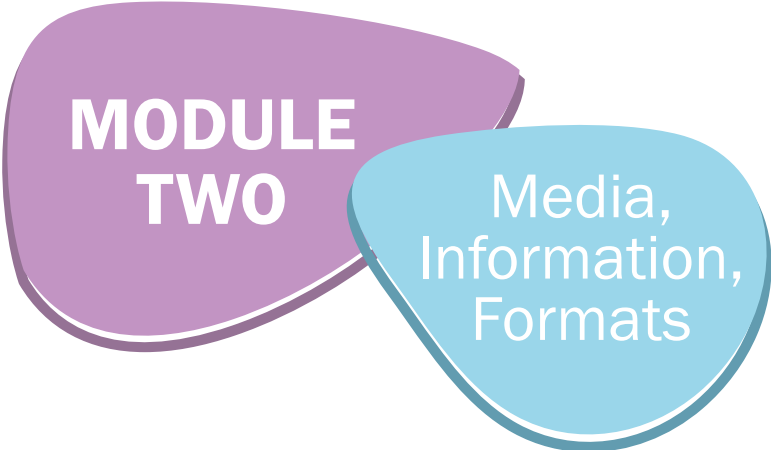
What was valuable for me:



What needed more time:



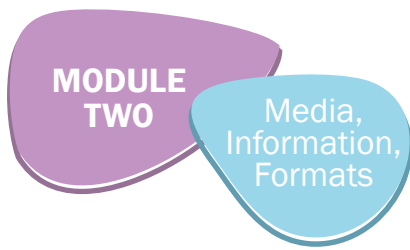
Overall, what I have learned:



**MODULE
TWO**

Media,
Information,
Formats

Mona Naggar



Introduction:

This module lays the foundation for a confident handling of information and news. It creates an awareness of the rights related to media and access to information, as well as a sensitivity to the responsibilities of the media and journalists. It builds and expands on the role of the media and the Lebanese media landscape explored in Module 1. After attending module 2 the participants will be critical media consumers. The module covers the following units:

- Unit 1: Information – 3 sessions
- Unit 2: The Universal Declaration of Human Rights and the Convention on the Rights of the Child – 2 sessions
- Unit 3: News – 4 sessions
- Unit 4: Formats – 3 sessions
- Unit 5: Lebanese media landscape – 2 sessions

Module General Objectives:

By completing this module, participants will be able to:

- Distinguish between different forms of media - both traditional and new media - and reflect on their advantages and disadvantages;
- Dissect the characteristics of media within the Lebanese context; and
- Explore and compare media productions in different forms and topics using a current event.

Glossary

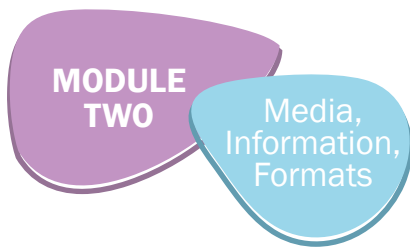
Human rights, information, freedom of expression, freedom of information, news source, news, code of ethics, agenda setting, media, media message, subtext

Prerequisites

Media, role of media, agenda setting

Peacebuilding Components

Active citizenship, participation



Unit 1. Information (3 sessions)

Learning Objectives:

Throughout this unit, participants will:

- Identify and describe information;
- Classify and analyze information and sources of information;
- Create information; and
- Be aware of the right to freedom of expression.

Resources:

UNESCO Media and Information Literacy, Curriculum for Teachers

<http://unesdoc.unesco.org/images/0019/001929/192971e.pdf> (module 1)

<http://unesdoc.unesco.org/images/0019/001929/192971a.pdf> (page 67 et seq.)

Media and Information Literacy: a practical guidebook for trainers (Eng)

<https://www.dw.com/downloads/42424317/dw-akademimilguidebook2018.pdf> (page 33 et seq.)

نضال قسوم: كيف تقييم مصداقية معلومات ما؟ (Video 22:24)

<https://www.youtube.com/watch?v=yytNUwHsiqc>

Unit 1. Information


Session 1. What is Information? Where does it come from?


Session length: 50 minutes

Materials and Preparation:

Information, sources of information

Worksheet **M2.U1.S1 “What is information?”**

Activity	Objectives	Content	Time & Sequence
Game	Participants are motivated and energized	Select a game from the energizer list in the appendix.	5 mins
 Discussion	Participants understand what information is Participants reflect on “information overload”	Distribute Worksheet M2.U1.S1 “What is information?”, and give the participants 5 minutes to think about the questions. Guide the discussion and write the main outcomes on the board/flipchart. Ask the participants where they face similar sentences in their daily lives. Develop a definition for “information” with participants and reflect on synonyms. Present and compare the different definitions of information. Ask the participants to think about the amount of information they receive every day and how they interact with it.	20 mins

Activity	Objectives	Content	Time & Sequence
 Interview Guided discussion	<p>Participants reflect on the sources of information they use</p> <p>Participants distinguish between information sources</p>	<p>Divide the participants into pairs. Each one asks her/his partner about the sources of information (information exists in a variety of forms) she/he uses and why.</p> <p>The participants write the answers on cards. Write the sources of information according to the following categories on the board/flipchart:</p> <ul style="list-style-type: none"> Private commercial media Government media News agency Independent media Social media People and Community <p>Ask the participants to stick their cards in the proper category. Clarify the characteristics of each category.</p>	<p>20 mins</p>
	<p>Participants know the most important points of the session</p>	<p>Wrap up.</p>	<p>5 mins</p>

Trainer's Notes:

Worksheet M2.U1.S1 “What is Information?”



Read the statements below. What do you notice? What are the characteristics of each? What do they have in common? What are the differences? What could be the source of each piece of information?

1. The earth is flat.



2. 2/3 of the earth’s surface is covered with water.



3. In the fourth quarter of 2017, Facebook had 2.2 billion monthly active users.



4. There will be no more buses leaving Beirut for Tripoli today.



5. On November 22, 1943, Lebanon gained its independence from France.



6. Rami is my brother.



Unit 1. Information

Session 2. Quality of Information

Session length: 50 minutes



Materials and Preparation:



Quality of information, quality of sources

Worksheet **M2.U1.S2.1 “Quality of Information I”**, and worksheet **M2.U1.S2.2 “Quality of information II”**

Representation of a line/spectrum on the floor, with “yes” at one end and “no” at the other end

Internet access, devices for research.

Activity	Objectives	Content	Time & Sequence
Game	Participants are motivated and energized	Select a game from the energizer list in the appendix.	5 mins
	Participants classify media	<p>Divide the students into 4 groups, one group for each media category:</p> <ul style="list-style-type: none"> - Private commercial media - Government media - Independent media - Social media <p>Ask each group to choose one or more media outlets from the allocated category, then select one or more pieces of information/content from this specific media outlet via research with the distributed devices.</p>	10 mins
 Guided discussion	<p>Participants analyze information</p> <p>Participants know the criteria for evaluating</p>	<p>Distribute Worksheet M2.U1.S2.1 “Quality of information I”</p> <p>Give the participants 10 minutes to take the pieces of information/content they selected and answer the questions listed in the worksheet.</p>	10 mins

Activity	Objectives	Content	Time & Sequence
 <p>Game</p> <p>Guided discussion</p>	<p>Participants are aware of the quality of information</p> <p>Participants are aware of the quality of the sources of information</p>	<p>Prepare a line spectrum on the floor with the word “Yes” at one end and “No” at the other.</p> <p>Ask the students how they would rate the quality of the pieces of information/content they analyzed. Do they feel well informed? Yes or No? Somewhere in between?</p> <p>Ask the participants to situate their answer on the spectrum depending on how well informed they feel and how reliable the source of information is.</p>	<p>10 mins</p>
	<p>Participants describe criteria for selecting reliable sources</p> <p>Participants know the criteria for evaluating</p>	<p>Distribute Worksheet M2.U1.S2.2 “Quality of information II” and ask students to come up with recommendations on how to choose reliable sources of information pertaining to their favorite topics.</p>	<p>10 mins</p>
		<p>Wrap up</p>	<p>5 mins</p>

Trainer’s Notes:

Worksheet M2.U1.S2.1 "Quality of Information I"



Answer the questions below:

1. What is the piece of information you are analyzing? What is its source?

2. Is the information objective?



Explain:

3. Is the information well researched?



Explain:

4. Is the information accurate?



Explain:

5. Is the language understandable?



Explain:

6. Does the information seem biased? Does it take sides?



Explain:

7. Is the information current?



Explain:

8. Does the information include any form of advertising?



Explain:

Worksheet M2.U1.S2.2 “Quality of Information II”



Hi, my name is _____ and I would like to give you some recommendations on reliable sources of information.

• For information on topics related to lifestyle, I recommend:

Because

• For information on topics related to sports, I recommend:

Because

• For information on topics related to international politics, I recommend:

Because

● For information on topics related to music, I recommend:

Because

● For information on topics related to movies, I recommend:

Because

Unit 1. Information

Session 3. Producing Information

Session length: 50 minutes


Materials and Preparation:

Technical facilities: Smartphone or tablets for taking pictures, video or voice recording (Note: If the participants are producing pictures, audio pieces or videos, then a projector is needed to present the produced pieces.)

If no technical facilities are available: Newspapers, magazines, colored pencils, white paper, glue, scissors

App list from the appendix:

Worksheet **M2.U1.S3 “Producing information”**

Activity	Objectives	Content	Time & Sequence
Game	Participants are motivated and energized	Select a game from the energizer list in the appendix.	5 mins
 Production	Participants are able to formulate a piece of information Participants are aware of the characteristics of different media forms	Form groups of 3 or 4, then hand out worksheet M2.U1.S3 “Producing information”.	25 mins
Presentation Discussion	Participants are aware of the quality of information Participants know the criteria for evaluating	Each group presents the pieces they produced. Discuss with participants the pieces according to the criteria of the quality of information. The participants can stick their pieces on the wall or publish them on social media.	15 mins
Explanation	Participants know the most important points of the session	Wrap up.	5 mins

Worksheet M2.U1.S3 “Producing Information”



Let's first choose a topic. What do we want to inform people about?

Here are some suggestions:

- The most interesting movie that is currently in the cinema
- The latest version of the most popular computer game in our class
- A political issue that is both current and relevant to young people

Let's choose a media form. Here are some suggestions:

Poster, performance, social media, radio

Who is our audience?

We can take a picture and write a caption

We can do a voice recording

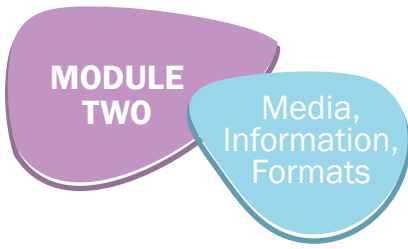
We can write a text

We can draw a picture

We can _____

Before starting with the production of the piece, let's check that all details are accurate, comprehensive, neutral, and do not contain advertising.

Here goes!



Unit 2. Information and Human Rights (2 sessions)

Learning Objectives:

By completing this unit, participants will be able to:

- Develop an understanding of freedom of expression and freedom of access to information;
- Outline the situation with regard to freedom of expression in Lebanon; and
- Apply the right of freedom of expression.

Resources:

The Universal Declaration of Human Rights

<http://www.un.org/en/universal-declaration-human-rights/>

The Convention on the Rights of the Child

<http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

<http://www.cyanb.ca/images/PDFs/Convention.pdf>

اتفاقية حقوق الطفل

https://www.unicef.org/arabic/crc/files/crc_arabic.pdf

الإعلان العالمي لحقوق الإنسان

<http://www.un.org/ar/universal-declaration-human-rights/index.html>

الدستور اللبناني

<http://www.presidency.gov.lb/Arabic/LebaneseSystem/Documents/LebaneseConstitution.pdf>

The Lebanese Constitution

<http://www.wipo.int/edocs/lexdocs/laws/en/lb/lb018en.pdf>

UNESCO Freedom of expression toolkit

<http://unesdoc.unesco.org/images/0021/002186/218618e.pdf>

<http://unesdoc.unesco.org/images/0021/002186/218618a.pdf>

Video Animation Freedom of expression online/UNICEF (without words, length 1 min)

<https://www.youtube.com/watch?v=VqQLGwsIRHI>

Cartoons for freedom of expression

<https://unesco.exposure.co/cartoons-for-freedom-of-expression-2018>

I dare, a Jordanian initiative مبادرة أنا أتجرأ: ما هي حرية التعبير

https://www.youtube.com/watch?v=u_9OGxRdKHc&list=PL7NY8MZB0ra1S0hhR6ETluYq60b3T-Ao3

Video on the right to access to information (published by UNESCO, in English, 1:45)

<https://www.youtube.com/watch?v=og-UNP1ZvPU>

Mediasmarts: Youth rights and media

http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Shaking_Movers_2.pdf

التربية الوطنية والتنشئة المدنية، التعليم الثانوي، السنة الثالثة، صفحة 30

الجمعية اللبنانية لتعزيز الشفافية: حق الوصول إلى المعلومات 00:53

<https://www.youtube.com/watch?v=m7njBN-tj8k>

Unit 2. Information and Human Rights

Session 1. Freedom of Expression

Session length: 50 minutes

Materials and Preparation:

Universal Declaration of Human Rights, Article 19: Freedom of expression and freedom of information
Print-outs of worksheets M2.U2.S1.1 “Freedom of expression” and M2.U2.S1.2 “Freedom of expression in Lebanon”


Download or print-outs of some of the cartoons





<https://unesco.exposure.co/cartoons-for-freedom-of-expression-2018>

Video on the right to access to information (published by UNESCO, in English, 1:45)

<https://www.youtube.com/watch?v=og-UNP1ZvPU>

Projector for showing the cartoons and the video, or alternatively it should be possible to do print-outs of some of them

Activity	Objectives	Content	Time & Sequence
Game	Participants are motivated and energized	Select a game from the energizer list in the appendix.	5 mins
Brainstorming Guided discussion  Input	Participants know the main articles of the Universal Declaration of Human Rights and in particular Article 19 Participants know the criteria for evaluating	Ask the participants what words come to mind when the term “human rights” is mentioned. Write the words on cards. After arranging the words on the flipchart, complete the missing key words, then explain the Universal Declaration of Human Rights and the role of Lebanon in elaborating this declaration. Focus on Article 19: Freedom of expression and freedom of information, and explain the meaning of each. Refer to the role of the media (module 1) and why freedom of expression and information are needed to fulfil this function.	15 mins

Activity	Objectives	Content	Time & Sequence
	<p>Participants describe Article 19: freedom of expression and information</p> <p>Participants reflect on Article 19</p>	 <p>Form groups of 3 or 4, distribute M2.U2.S1.1 “Freedom of expression” and give the participants 10 minutes to answer the questions on the worksheet.</p>	<p>10 mins</p>
<p>Presentation</p> <p>Discussion</p> 	<p>Participants are aware of consequences of restrictions of freedom of expression and freedom of information</p>	<p>Each group presents the answers orally. Write the key outcomes on the board/flipchart and guide the discussion.</p> <p>You can show some cartoons that illustrate worldwide restrictions of Article19.</p>	<p>15 mins</p>
<p>Assignment: Research</p>	<p>Participants know the situation with regard to freedom of expression and information in Lebanon</p>	 <p>Distribute the M2.U2.S1.2 “Freedom of expression in Lebanon” and explain the task that will be done at home.</p> <p>Wrap up the content of the session.</p>	<p>5 mins</p>

Trainer’s Notes:

Worksheet M2.U2.S1.1 “Freedom of Expression”



Imagine you live in a country where there is no freedom of expression and no freedom of access to information.

What would that mean for you as a media consumer?

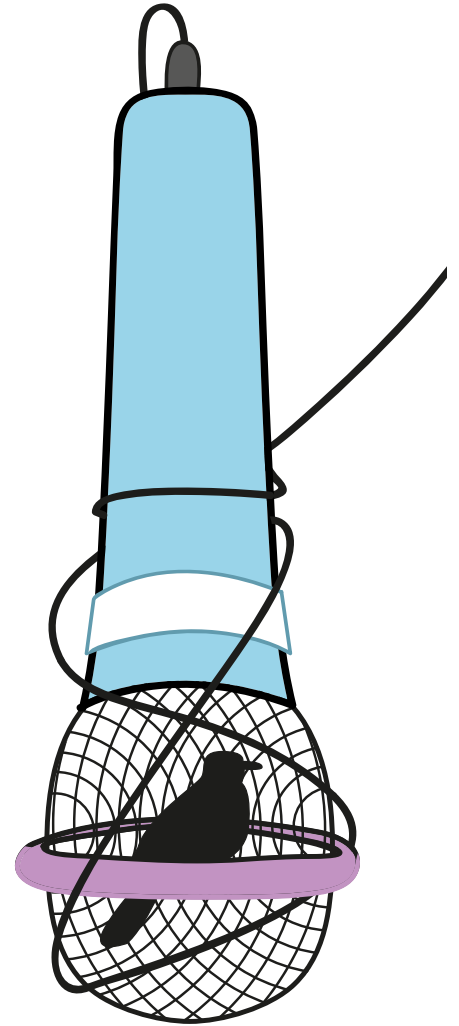
Where would you get your information from?

What would that mean for you as a media producer on social media? How would you express yourself and speak out?

What would that mean for the traditional media (radio, TV, newspapers)?

What would that mean for the journalists?

What are the conditions needed for freedom of expression to flourish?



Worksheet M2.U2.S1.2 “Freedom of Expression in Lebanon”



Let us open some of the following websites, research the situation with regard to freedom of expression in Lebanon and answer the questions below:

Lebanese organizations:

skyesmedia.org

maharatfoundation.org

International organizations:

rsf.org

rsf.org/ar

freedomhouse.org

article19.org/

Questions:

What is the ranking of Lebanon in the World Press Freedom Index? Let us take the most recent one.

What difficulties do some people and media face in practicing their freedom of expression in Lebanon?

What is needed in order to improve the situation with regard to freedom of expression in Lebanon?

Explanations of the websites:

Skeyes - Samir Kassir Eyes: The center's principal goals are twofold, to monitor violations of freedom of the press and culture on the one hand, and defend the rights and freedom of expression of journalists and intellectuals on the other.

Maharat is a non-governmental organization (NGO) concerned with media issues and freedom of expression, founded by a group of Lebanese journalists, united by the aspiration to a free press and a democratic society.

RSF: Reporters Without Borders is an independent NGO. Founded by four journalists in the southern French city of Montpellier in 1985, RSF is now one of the world's leading NGOs in the defense and promotion of freedom of information.

Freedom House is an independent watchdog organization dedicated to the expansion of freedom and democracy around the world.

ARTICLE 19 works for a world where all people everywhere can freely express themselves and actively engage in public life without fear of discrimination.

Unit 2. Information and Human Rights

Session 2. Freedom of expression for children

Session length: 50 minutes

Materials and Preparation:


Convention on the Rights of the Child

Download of the following video:



Video Animation Freedom of expression online/UNICEF (without words, length 1 min)

<https://www.youtube.com/watch?v=VqQLGwsIRHI>

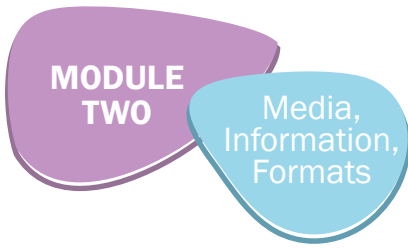
Projector for showing the video

Activity	Objectives	Content	Time & Sequence
Discussion	Participants know the situation with regard to freedom of expression in Lebanon	Discuss with the participants the outcomes of the homework.	10 mins
Presentation Guided discussion 	Participants reflect on their right to freedom of expression	Show the animation about freedom of expression from UNICEF, then ask the participants the following questions: - Do you think you have freedom of expression? - How do you practice it? - When was the last time you exercised your freedom of expression? - What is your experience in exercising your freedom of expression?	15 mins
Explanation	Participants know the main articles of the Convention on children's rights, particularly the articles that are related to freedom of expression and the right to access media	Explain the Convention on children's rights and focus on articles 13, 14, 16,17 (the right to freedom of expression, the right to freedom of thought, privacy, access to information).	10 mins

MODULE TWO
Media, Information, Formats

Activity	Objectives	Content	Time & Sequence
 Production 	Participants practice freedom of expression	Ask the participants to choose a topic that they would like to talk about and express themselves on, in public, through traditional or online media	10 mins
Explanation	Participants know the most important points of the session	Wrap	5 mins

Trainer's Notes:



Unit 3. News (4 sessions)

Learning Objectives:

By completing this unit, participants will:

- Comprehend the concepts of news and news values;
- Analyze news and evaluate the quality of news;
- Understand how news are generated/agenda setting;
- Research and produce a piece of news; and
- Be aware of the concept of a code of ethics.

Resources:

Media and Information Literacy: a practical guidebook for trainers (Eng) (page 56 et seq.)

<https://www.dw.com/downloads/42424317/dw-akademielguidebook2018.pdf>

دليل التربية الإعلامية للمعلمين

https://issuu.com/dwakademie/docs/mil_handbook_pyalara (page 31 et seq., page 70 et seq.)

التربية الوطنية والتنشئة المدنية، التعليم الثانوي، السنة الثالثة، صفحة 24

الخبر الصحفي

https://mawdoo3.com/%D8%AA%D8%B9%D8%B1%D9%8A%D9%81_%D8%A7%D9%84%D8%AE%D8%A8%D8%B1_%D8%A7%D9%84%D8%B5%D8%AD%D9%81%D9%8A

ميثاق الشرف الأهلي لتعزيز السلم الأهلي في لبنان

Pact for strengthening civil peace in Lebanon

<http://www.undp.org.lb/communication/PeaceBuilding/Pact%20for%20Strengthening%20Civil%20Peace.pdf>

دراسة ”التحريض الديني وخطاب الكراهية“ في الإعلام اللبناني

<http://www.maharatfoundation.org/%D8%A7%D9%84%D8%AA%D8%AD%D8%B1%D9%8A%D8%B6-%D8%A7%D9%84%D8%AF%D9%8A%D9%86%D9%8A>

”دراسة ”رصد العنصرية في الاعلام اللبناني: تمثيلات ”السوري“ و”الفلسطيني“ في التغطيات الاخبارية

<http://www.maharatfoundation.org/studies/monitoring-racism>

Unit 3. News

Session 1. Understanding News


Session length: 50 minutes

Materials and Preparation:

Definition of news (see glossary), news pyramid and news values


Print-outs of **M2.U3.S1.1 “Understanding news I”** and **M2.U3.S1.2 “Understanding news II”**

Internet access, different newspapers in case of no Internet access

Activity	Objectives	Content	Time & Sequence
Game	Participants are motivated and energized	Select a game from the energizer list in the appendix.	5 mins
Explanation	<p>Participants understand what “news” is</p> <p>Participants reflect on the importance of news</p>	<p>Ask the participants the following questions, then guide the discussion in plenum:</p> <ul style="list-style-type: none"> - What news do you know? - What news do you watch/hear/read? - What do you like and dislike about news? - Why is news important for you? <p>Write the key words on the board/flipchart.</p> <p>Then the final question: How do you identify news?</p> <p>Write the definition of news on the board/flipchart, explain the news pyramid and the news values.</p>	15 mins
 Guided discussion	<p>Participants understand news values</p> <p>Participants reflect about their news consumption</p>	<p>Hand out worksheet M2.U3.S1.1 “Understanding news I” and give the group 15 minutes to carry out the tasks.</p> <p>Guide the discussion and write the main outcomes on the board/flipchart.</p> <p>In case of no Internet access, you can replace the websites with newspapers.</p>	25 mins

MODULE TWO

Media, Information, Formats

Activity	Objectives	Content	Time & Sequence
Comparison	Participants analyze news coverage Participants understand agenda setting	 Wrap up, distribute the assignment M2.U3.S1.2 “Understanding news II” and explain it. The assignment can be done as individual work, pair work or group work.	5 mins

Trainer’s Notes:

Worksheet M2.U3.S1.1 “Understanding News I”



Let us open one source or media outlet that you prefer for receiving news, choose one piece of news and answer the following most relevant questions:

What is the news report about?

Who is speaking? What sources are used?

What is the message of the report?

Let us weigh the quality of this piece of news and award points from 1 to 10 (e.g. 1 point, not objective at all, 10 points, very objective):

Criteria for quality of news	Points
Objectivity	
Well researched	
Accuracy	
Comprehensiveness	
Timeliness	
Contains prejudice?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what kind of prejudice?	
Contains advertising?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what kind of advertising?	
Judgment about the quality of this piece of news:	

Assignment M2.U3.S1.2 “Understanding News II”



Task 1:

Let’s compare news coverage in newspapers, on the radio, on TV, and in social media, on the same day.

Definition of news: The communication of information on current events in print, broadcast, on the Internet or by word of mouth to a third party or mass audience.

The news values are: Proximity, necessity, conflict, currency, unusual/human interest, prominence, impact and importance.

Date:

Media	Name of the Newspaper	Name of the Radio station	Name of the Tv Channel	What kind of Social Media? Name of the account/ page:
Topics covered in the news are				
Sequence of the stories & Length or space				
Who is the audience? According to the news values				
Characteristics of the presentation of news in each media form				

Unit 3. News

Session. 2 Agenda setting


Session length: 50 minutes

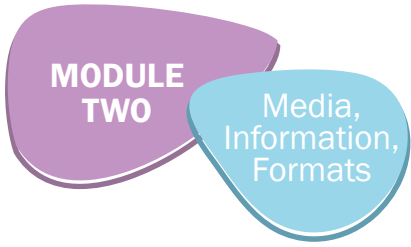
Materials and Preparation:

Agenda setting

Print-outs of worksheet **M2.U3.S2** “Creating a front page”

Newspapers, scissors, glue, flipchart paper or cardboard.

Activity	Objectives	Content	Time & Sequence
Game: Media machine	Participants are motivated and energized Participants are aware of the process of the development of news	Explain the game, media machine. Media machine deals with how the news is developed from the incident, to research, editing and finally publishing or broadcasting.	10 mins
 Discussion Input	Participants understand agenda setting	Discuss with the participants the assignment they did and focus on the following points: Why do different media types cover news in a different way? How do the media influence what we perceive as important? Explain agenda setting.	10 mins
 Collage Production  Peace building	Participants set their own agenda Participants implement news values Participants are aware of their topics	Divide the participants into groups of 4 or 5 and distribute the worksheet M2.U3.S2 “Creating a front page”.	25 mins
Presentation		The participants stick the wall newspapers on the wall of the classroom or take a picture of them and post them on their pages on social media or on the school page on social media.	



Trainer's Notes:

Lined area for notes, consisting of 25 horizontal lines.

Worksheet M2.U3.S2 “Creating a Front Page”



We, the editorial team of a weekly newspaper for young people, are holding our planning meeting to choose and decide on the news stories for the upcoming week.

Our top 3 stories are:

Description story 1:

What? Who? When? Where? How? Why?

Why is this story important for our audience?

Description story 2:

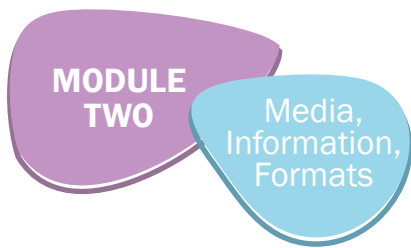
What? Who? When? Where? How? Why?

Why is this story important for our audience?

Description story 3:

What? Who? When? Where? How? Why?

Why is this story important for our audience?



Let's cut out words, letters, headlines and pictures from the old newspapers, create new headlines and articles with appropriate pictures and stick them on the flipchart paper or cardboard.

You can draw as well if you like!

Unit 3. News

Session 3. Code of Ethics

Session length: 50 minutes

Materials and Preparation:

Code of ethics



ميثاق الشرف الأهلي لتعزيز السلم الأهلي في لبنان

Pact for strengthening civil peace

<http://www.undp.org.lb/communication/PeaceBuilding/Pact%20for%20Strengthening%20Civil%20Peace.pdf>

Draw or stick a scale on the floor, with “yes” at one end and “no” at the other end of the scale

Worksheet **M2.U3.S3 “Code of ethics”**

Activity	Objectives	Content	Time & Sequence
<p>Game: Barometer</p>	<p>Participants reflect on code of ethics for journalists</p>	<p>Ask the questions below: Imagine you are a journalist covering a serious road accident and were the first journalist on the spot. You took a picture of the injured and would like to publish it immediately to get the scoop. Would you do it? Yes or no? What would be the consequences?</p> <p>An influential politician invites you alone to take dinner at his home and discuss the current political development. Do you accept? Yes or no? What would be the consequences?</p>	<p>10 mins</p>
<p>Case studies</p>   <p>Discussion</p>	<p>Participants deconstruct news stories</p> <p>Participants identify some issues of code of ethics</p>	<p>Distribute M2.U3.S3 “Code of ethics”.</p>	<p>15 mins</p>
<p>Input</p>	<p>Participants understand the code of ethics</p>	<p>Explain why a code of ethics is necessary and the existence of codes worldwide.</p> <p>Explain the pact for strengthening civil peace in Lebanon.</p>	<p>10 mins</p>

Worksheet M2.U3.S3 “Code of Ethics”



Let's read and compare story 1 and story 2 with one another according to the criteria below:

Story 1

A fight between rival gangs broke out at noon today on Buka market place. Around 50 young men and women were involved in the altercation and the Red Cross, who were called to the scene, said 15 people were injured and had to be hospitalized. The Buka police said in a press release that the fighting was sparked by previous incidents at the city's motorcycle parking lots. Social worker Momo Santos, who has worked with many of those involved, said most of the youngsters are unemployed and have been seeking employment for over a year. Youth unemployment rates in Buka are among the highest in the country.

Story 2

A running street battle developed on Buka market place today between two violent gangs with a history of aggression. Eyewitnesses testified that some of the around 50 young men and women involved were dark-skinned. Several of those involved had to be taken to a nearby hospital for treatment. Residents say many of the teenagers who participated in the confrontation are known in Buka as troublemakers, and local politician Charly Kiga said that the city must finally show willingness to take tough action. The Buka police said in a press release that the dispute began in motorcycle parking lots in the area. It seems it is time to mete out severe punishment and to show no mercy.

Criteria	Story 1	Story 2
Does the journalist mention his or her opinion? If yes, please mention the opinion:		
What kind of language is used? Please specify:		

Criteria	Story 1	Story 2
Whose perspective do we read?		
Whose perspective is missing?		
Is the story objective? If no, why not?		
Are the sources mentioned trustworthy? Why?		
Are all details necessary for a fully informed picture of the incident mentioned? If not, what is missing?		
Does the journalist stick to the code of ethics?		

Unit 3. News

Session 4. Producing a news show

Session length: 50 minutes



Materials and Preparation:

Provide devices for research.

Print-outs of worksheet M2.U3.S4 “Live news show”

Activity	Objectives	Content	Time & Sequence
	Participants know the basics of news, agendas and ethics	Recap news, news values and code of ethics.	5 mins
Role play Preparation	Participants produce a news show	<p>Form 3 or 4 groups of 4 or 5 participants, then distribute worksheet M2.U3.S4 “Live news show”</p>  <p>Producing a news show with peacebuilding-related topics</p>	30 mins
Role play Preparation	Participants produce a news show	Each group will perform the live show in front of the other participants.	10 mins
Role play Debriefing	Participants reflect on their roles	End the role play and ask the participants, now they are back in real life, how they felt in their roles.	5 mins

Trainer's Notes:

Worksheet M2.U3.S4 “Live news show”



We are going to produce a live news show, length 3 min at the most. The first step is to fix the top news story and think about our audience. Let’s hold an editorial meeting and agree on the following:

Who is our audience?

What are the top news stories for today?

We need to do some research to find out the most current and relevant news for our viewers. And the roles will be distributed among us. We need:

Editor/s

Presenter/s

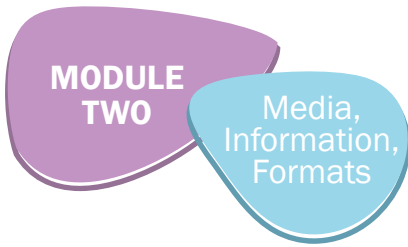
Producer/s

Our topics are:

Now further research is needed to find answers to our 6 Ws (What? Who? Where? When? How? Why?). The answers should be taken from trustworthy sources. After collecting all the necessary details, we can start formulating the news items.



Good luck!



Unit 4. Formats (3 sessions)

Learning Objectives:

Throughout this unit, participants will:

- Identify media formats; and
- Develop and produce one format.

Resources:

http://dam.mict-international.org/ftp/shortcuts/shortcuts_ar_online.pdf (Arabic) (Page 26 et seq.)

http://dam.mict-international.org/ftp/shortcuts/shortcuts_en_online.pdf (English) (Page 26 et seq.)

دليل التربية الإعلامية للمعلمين

https://issuu.com/dwakademie/docs/mil_handbook_pyalara (Page 65)

الخبر الصحفي

https://mawdoo3.com/%D8%AA%D8%B9%D8%B1%D9%8A%D9%81_%D8%A7%D9%84%D8%AE%D8%A8%D8%B1_%D8%A7%D9%84%D8%B5%D8%AD%D9%81%D9%8A

التقرير الصحفي

https://mawdoo3.com/%D9%83%D9%8A%D9%81_%D8%A3%D9%83%D8%AA%D8%A8_%D8%AA%D9%82%D8%B1%D9%8A%D8%B1_%D8%B5%D8%AD%D9%81%D9%8A

Unit 4. Formats

Session 1. Understanding formats

Session length: 50 minutes



Materials and Preparation:

Prepare the characteristics of journalistic formats

Select one example from each format: A piece of news, a report, a comment, an interview

Internet access, devices, projector or newspapers and magazines

Print-outs of worksheet **M2.U4.S1 “Understanding formats”**

Activity	Objectives	Content	Time & Sequence
Game		Select a game from the energizer list in the appendix.	5 mins
 Research	Participants analyze formats	Divide the participants into groups, give each group one format, distribute worksheet M2.U4.S1 “Understanding formats”, ask each group to complete the worksheet.	20 mins
Presentation Discussion 	Participants know the characteristics of the different journalistic formats Participants reflect on their favorite format	Ask each group to present their results, discuss in plenum which media type uses this format most, then write on the board or flipchart the characteristics of each format. Finally, discuss with the participants their favorite formats.	20 mins
Explanation	Participants grasp the most important points of the session	Wrap up.	5 mins

Worksheet M2.U4.S1 “Understanding formats”



Let's analyze the format that you have by using the following points:

Does it include the opinion of the author?

timeliness

length

style: lively, exciting

balanced

analyses an event in depth

contains quotations

includes personal impressions

contains emotions

contains trustworthy information

contains additional details

reversed pyramid

mentions reliable sources

What is your favorite format? Why?

Unit 4. Formats

Session 2. Preparing a live debate

Session length: 50 minutes

Remark:

The preparation and presentation of the debate covers 2 sessions.



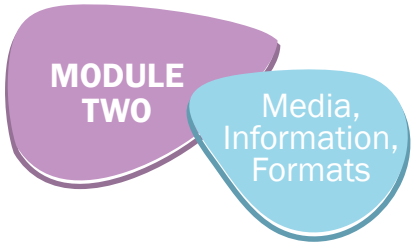
Materials and preparation:

Characteristics of the format debate

Print-outs of worksheet **M2.U4.S2/3 “Live debate”**

Internet access and devices for research

Activity	Objectives	Content	Time & Sequence
Explanation	Participants know the characteristics of the method debate	Revise the characteristics of the method debate.	5 mins
Role play Preparation	Participants get ready to produce a debate	Form two groups and distribute worksheet M2.U4.S2/3 “Live debate“. Each group will present a debate. Explain the roles: producer, editor, moderator, discussion partners.	5 mins
Role play Preparation Research	Participants prepare debate	The participants prepare the role play.	35 mins
Discussion	Participants can ask questions	The participants come together for an open question session.	5 mins



Trainer's Notes:


Lined area for notes with horizontal lines.

Unit 4. Formats

Session 3. The live debate

Session length: 50 minutes

Materials and preparation

Activity	Objectives	Content	Time & Sequence
Role play Preparation	Participants prepare debate	Final preparation for the debate: The participants prepare the setting.	10 mins
Role play Preparation	Participants present live debate	Explain the debate agreement: Respect, no shouting, no insults.	5 mins
Role play Presentation	Participants stage the debate.	Each group performs the live debate in front of the other participants. 10 min for each group.	20 mins
Role play Debriefing	Participants reflect on their role	End the role play and ask the participants, now they are back in real life, how they felt performing the roles.	5 mins
 Discussion	Participants evaluate the debate	Ask the plenum what they liked and disliked about the debate. The following criteria can help to evaluate the debate: - Selection of the topic - Performance of the moderator: was it balanced? - Were the arguments of the discussion partners convincing? - How did the discussion partners deal with each other? Were they respectful?	10 mins

Worksheet M2.U4.S2/3 “Live Debate”



We are going to produce a live debate, length 7 min at the most. The first step is to fix the topic and think about our audience. Let's hold an editorial meeting and agree on the following:

Who is our audience?

What's the topic? - choose a current and controversial topic

And distribute the roles:

Editor/s

Moderator

Producer/s

Discussion partners

Our topic is:

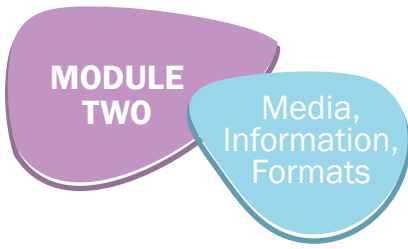
Now some research is needed to find answers to the 6 Ws.

What? Who? Where? When? How? Why?

What are the controversial aspects of the topic?

What arguments are there to support each aspect? Let's do some research to find good quality information.

Good luck!



Unit 5. Lebanese media landscape (2 sessions)

Learning Objectives:

Throughout this unit, participants will:

- Deepen their understanding of the Lebanese media landscape;
- Recognize the agenda of each Lebanese TV channel/newspaper;
- Evaluate the content of Lebanese media according to the pact for strengthening civil peace in Lebanon; and
- Create a balanced piece of local news.

Resources:

الدستور اللبناني

<http://www.presidency.gov.lb/Arabic/LebaneseSystem/Documents/LebaneseConstitution.pdf>

The Lebanese Constitution

<http://www.wipo.int/edocs/lexdocs/laws/en/lb/lb018en.pdf>

The Myth of Media Freedom in Lebanon, Nabil Dajani باللغة الإنكليزية

<http://www.arabmediasociety.com/?article=833>

Media Ownership Monitor Lebanon

<https://lebanon.mom-rsf.org/>

من يملك الإعلام

<https://lebanon.mom-rsf.org/ar/>

”دراسة” التغطية الاعلامية للقضايا الدينية في برامج الحوارات الاجتماعية التلفزيونية

<http://www.maharatfoundation.org/studies/religion-media-coverage>

”دراسة” صور العنف في التغطيات الإخبارية للإعلام اللبناني

<http://www.maharatfoundation.org/studies/images-of-violence>



active citizenship, dialogue

Unit 5. Lebanese Media Landscape

Session 1. Evaluating Lebanese media


Session length: 50 minutes

Materials and preparation:

Different Lebanese newspapers, scissors, glue, flipchart or cardboard

Internet access and devices for research

Print-outs of work sheet **M2.U5.S1 “Examine a media outlet”**

Activity	Objectives	Content	Time & Sequence
Game	Participants are ready and motivated	Choose an energizer from the list in the appendix.	5 mins
Lecture	Participants familiarized with the code of ethics for media in Lebanon	Recap the code of ethics (s. unit 3), the pact for strengthening civil peace in Lebanon and write the main points on the board or flipchart: Accuracy, balance and objectivity, differentiation between fact and opinion, impartiality, respect for privacy, respect for human dignity	5 mins
 Research	Participants implement the code of ethics Participants explore the Lebanese media Participants understand the agenda of Lebanese media	Form groups of 3 or 4, give each group a Lebanese newspaper and the worksheet M2.U5.S1 “Examine a media outlet”. Ask group members to look through their newspaper for two reports - an objective report and a biased one - covering a local issue. The participants complete the worksheet, cut out the reports and stick them on the flipchart or cardboard, adding the reasons for their selection. Then the participants of each group complete the research to classify the media outlet. Remark: You can choose one event that is covered differently by Lebanese media (newspapers or TV channels) and ask the participants to analyze it according to worksheet M2.U5.S1 “Examine a media outlet”.	25 mins

MODULE TWO

Media, Information, Formats

Activity	Objectives	Content	Time & Sequence
Presentation	Participants recognize the characteristics of Lebanese media landscape	Each group presents their outcomes.	10 mins
		Wrap up and explain the assignment: Each group should rewrite the biased report that they selected and create an objective one.	5 mins

Trainer's Notes:

Worksheet M2.U5.S1 “Examine a Media Outlet”



Let’s write the name of the newspaper or media outlet here:

Now let’s do some more research on the newspaper or media outlet:

Is it a private, public or government outlet? If it is private, who is or are the owner/s?

Who funds this media outlet?

Is the media outlet independent?

In your opinion, is it a neutral or biased media outlet? Please justify your answer.

Please take a look at reports published/broadcast by this media outlet for an objective and a biased report covering a local issue.

Then rewrite the biased piece and make it more balanced.

Unit 5. Lebanese media landscape

Session 2. Producing objective media content


Session length: 50 minutes

Materials and preparation:

Print-outs of worksheet **M2.U5.S2 “Role play – objective report”**

Remark: One possibility is to produce an audio and/or video recording of the role play or take pictures, then publish the results on the school’s social media pages. If a recording is planned, check the list of apps in the appendix

If a recording is planned, then devices should be provided

Activity	Objectives	Content	Time & Sequence
Role play preparation	Participants are ready for role play	Make sure that the assignments, the corrected versions of the biased pieces, are ready. Distribute worksheet M2.U5.S2 “Role play – objective report”, explain the role play and the roles.	5 mins
Role play preparation	Participants are aware of code of ethics in Lebanese media	The participants complete worksheet M2.U5.S2 “Role play – objective report ” and get ready for presenting the report.	25 mins
Role play presentation		Each group presents their report.	10 mins
Role play debriefing	Participants reflect on their role	End the role play and ask the participants, now they are back in real life, how they felt performing the roles..	5 mins
 Discussion	Participants evaluate the performance of the report	Ask the plenum what they liked and disliked about the reports.	5 mins

Worksheet M2.U5.S2 “Role Play – Objective Report”



We are going to produce a live report, length 3 min at the most.

Let's first choose a type of media. Do you prefer to produce the piece for radio or TV or social media? Who is the audience?

After clarifying these issues, we need to adapt the piece to the chosen media and to the audience.

What would be the language used?

What would be the headline?

What about the presenter? What does she or he look like?

What about the mannerisms and the voice of the journalist or presenter?

What about the setting? What about including music?

Is the piece ready now?

Now roles need to be distributed:

Editor/s

Presenter

Producer/s



Good luck!

Participants' Evaluation Module Two



What I liked:



What I'd like to point out or suggest:



What I did not like or think could be improved:



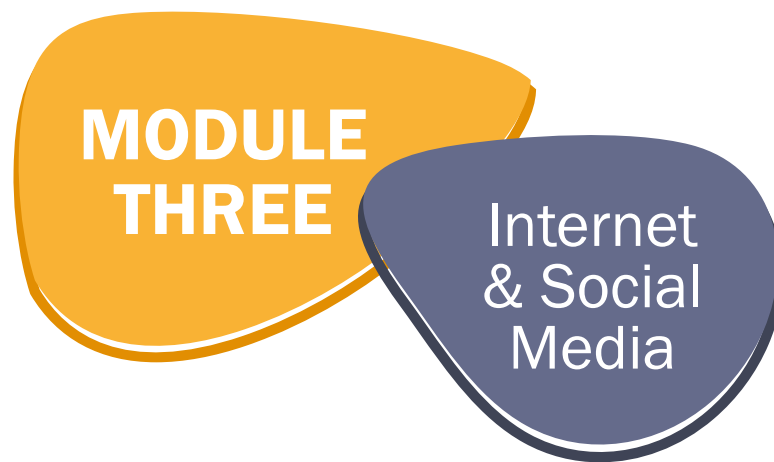
What was valuable for me:



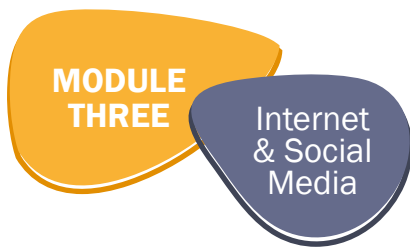
What needed more time:



Overall, what I have learned:



Christina Förch Saab



Introduction

Social media platforms have become and continue to be an influential part of our everyday communication and everyday lives. Facebook, Instagram and WhatsApp – just to name a few platforms – are far more than just communication facilitators, they are also profitable marketing tools or strategically used to spread mis-/dis-/mal-information. Thus, in times of increasing Internet connectedness and digital influencing by political and economic agents it is important to understand the Internet, what kind of social media we use and how it affects us.

In this module, participants will learn to reflect critically on social media, they will be aware of good and bad online behavior and develop their own privacy settings as well as standards for ethical online behavior. Participants are also introduced to the importance of language and communication and its connection to non-violence and conflict resolution. Last, but not least, participants will develop an anti-hate speech project.

- Unit 1: The Internet and Social Media - 2 sessions
- Unit 2: Exploring Different Social Media - 2 sessions
- Unit 3: Online Rights and Responsibilities - 2 sessions
- Unit 4: The Power of Words and Nonviolent Communication - 2 sessions
- Unit 5: Cyberbullying - 2 sessions
- Unit 6: Hate Speech - 5 sessions

Module General Objectives

By completing this module, participants will be able to:

- Comprehend the structure and function of the Internet and social media and the influence and power it has on young people;
- Explore the opportunities and risks presented by young people's use of the Internet and social media;
- Empower youth to become literate social media users;
- Value online rights and responsibilities; and,
- Evaluate how to best share personal information, and express opinions and emotions in a responsible and respectful manner.

Glossary

Internet, social media, cyberbullying, hate speech, privacy, netiquette

MODULE THREE

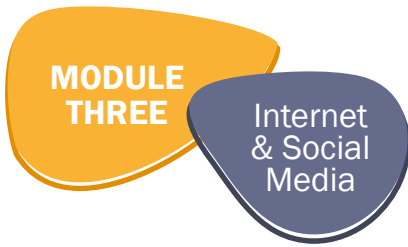
Internet & Social Media



active citizenship, conflict resolution, empathy, positive collaboration, dialogue, inclusion, non-violent communication

Prerequisites

Role of media, code of ethics, freedom of expression, freedom of information



Unit 1. The Internet and Social Media - 2 sessions

Learning Objectives:

Throughout this unit, participants will:

- Learn how the Internet and social media function;
- Reflect on their personal online behavior;
- Become aware of social media consumption and impact; and
- Create their own standards for online behavior, and post content.

Resources:

Media and information literacy: A practical guidebook for trainers, DW Academy 2017, pages 62 – 64

سلامة الأطفال على الإنترنت، المركز التربوي للبحوث والإنماء 2018

<https://www.crdp.org/files/viewer?file=201803070807575.pdf&flag=1>




Unit 1. The Internet and Social Media



Session 1. Why and how do I use social media?

Session length: 50 minutes

Material and Preparation:

- Print-outs of symbols of Facebook, YouTube, Instagram, Snapchat, skype, WhatsApp etc. (possibly laminated)
- Colored paper, flipchart, markers
- Wool
- Typed definitions of social media and the Internet
- Possibly print-outs of worksheet M3.U1.S1 Online diary (or respective applications)
- Forms Online Diary

Activity	Objectives	Content	Time & Sequence
Energizer	Participants become aware of the applications they use	Welcome the participants and ask them the following question, asking them to raise their hands, while you hold up print outs of symbols of different social media applications: Who uses WhatsApp? Facebook? YouTube? Instagram? Other apps? Welcome the participants and ask them the following question, asking them to raise their hands, while you hold up print outs of symbols of different social media applications: Who uses WhatsApp? Facebook? YouTube? Instagram? Other apps?	5 mins
 Discussion   Online diary	Individual's criticalself-reflection about social media usage: The exercise and homework helps participants to understand why they use social media / Internet and for how long each day	Ask participants how much time they spend online every day, doing what, why? Hand out the worksheet M3.U1.S1 Online diary for participants to write down notes at home: How much time do I spend online every day, using which app? How does it make me feel / other observations?	10 mins

Activity	Objectives	Content	Time & Sequence
Think-pair-share	Participants know the nature of the Internet and social media; create definitions	<p>Smaller groups or pairs brainstorm about possible definitions of “social media” and “Internet”; they write them down on colored paper and present their results in plenum on a flip chart.</p> <p>You as trainer have prepared some standard definitions beforehand, which you then compare with what the participants came up with.</p> <p>Colored paper, markers, flip chart</p>	20 mins
 Game	Visualization of how the World Wide Web operates	<p>The Web: The group walks around the room, after a short while you ask them to stop and stay where they are. You throw a wool ball to one of the participants, keeping hold the end of the thread in your hand. The participant continues to throw the wool ball to someone else he or she wants to connect with, but also holds on to the thread, and so on, until all participants are connected by the wool threads.</p> <p>Draw a parallel to the Internet; explain that they are all servers or computers, all have an address (the IP address) – and when a server breaks down, it doesn’t affect the entire Internet, but only the amount of data stored on that server; also point out that the Internet doesn’t belong to anybody and doesn’t have a center.</p>	10 mins
 Summarizing what the participants learned today	Summarizing what the participants learned today	Formulate conclusions and wrap up the session.	5 mins

Trainer’s Notes:

Worksheet: M3.U1.S1 Online diary



Day / Date	Time In	Time Out	Social media / application used	Total Time	Observations: How did you feel?
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					

**MODULE
THREE**

Internet
& Social
Media

Day / Date	Time In	Time Out	Social media / application used	Total Time	Observations: How did you feel?
Day 6					
Day 7					


Unit 1. The Internet and Social Media


Session 2. My diary

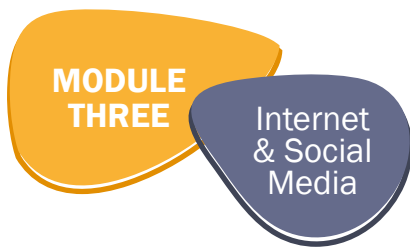
Session length: 50 minutes

Materials and preparation:

Colored paper, flipchart, markers

Activity	Objectives	Content	Time & Sequence
	Participants are ready for the session	Welcome and recap from last session what the participants learned.	5 mins
 <p>Discussion</p> <p>share with the plenum. If students need more time than indicated here, give them room to discuss in depth and possibly skip, shorten or postpone the following exercise (post scramble).</p>	Participants analyze their online behavior	<p>Discuss the online diary: The participants form pairs and share their experiences with the online diary, writing down the most important points on colored paper.</p> <p>It is important that you point out that the participants share voluntarily what they experienced (good and bad) with the online diary and that one another's experiences are mutually respected. You write down questions for the participants on the flipchart: “What raised your awareness about your online consumption? What did you do – just consume or also post things? Which applications did you use most? Do you feel that you spent too much / reasonable / too little time online? Are you obsessed with “likes” and “followers” or doesn't it matter? Was the online diary an eye-opener and will you change your online behavior in the future?”</p>	15 mins

Activity	Objectives	Content	Time & Sequence
<p>Game: Post scramble Plenum</p>	<p>Participants know how social media functions</p>	<p>Have everyone sit in a circle to form a big social media user group. All the seats are taken. You start by standing in the middle of the circle of chairs, and explain that the person in the middle is the only one who can “post” something (a message, a comment, information) 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 “like” or “dislike” your post (thumbs up or down) and post a new comment or reaction to the original post. Everyone who wants to react to a post or post a new comment has to get up from the chair they were sitting in. You, as the person posting, grab a chair to sit on, and you only get up again when you want to react to a post or you want to post something new. You as trainer can stop a “conversation” at any time and replace it with a new post. You can also introduce the concepts of “block”, “unfriend” and “report” when participants ‘post’ inadequate or offensive posts. End the game if you think the participants are getting tired of it or if the game starts to get out of hand. After finishing with the game, explain how social media function.</p>	<p>20 mins</p>
	<p>Participants reflect on their social media usage</p>	<p>Work as individuals: Is social media good for my social life or is it bad? Let the participants complete the following sentence: Social media for me is on colored paper. If there is still time, they can stick their notes on a flip chart and share their findings with the whole group.</p>	<p>10 mins</p>



Unit 2. Exploring Different Social Media (2 sessions)

Learning Objectives:

Throughout this unit, participants will:

- Reflect critically on social media entries;
- Learn how to set up a social media app taking into consideration privacy settings; and
- Discuss the psychological impact of social media on their lives.

Resources:

Media and Information Literacy: A practical guidebook for trainers, DW Academy 2017, pages 62 – 64

https://en.wikipedia.org/wiki/Social_media

Unit 2. Exploring Different Social Media

Session 1.

Session length: 50 minutes



Materials and preparation:

- Colored paper circles, social media icons, pins/magnets
- Colored paper, flip chart, markers
- Laptops, Internet access, LCD player, screen
- Slideshow of apps / Facebook entries
- Slideshow of apps / Facebook entries (commercial/non-commercial entries; private/not private; offensive/non-offensive; shared /not shared....)



Prepare: different kinds of posts - commercial posts, non-commercial posts; private posts, non-private posts; offensive posts, non-offensive posts.

Possibly print them out, in which case it's not necessary to provide devices for the participants.

Activity	Objectives	Content	Time & Sequence
Explanation	Participants get ready for the session	Welcome and recap.	5 mins
 Discussion/ Brainstorming	Participants evaluate the characteristics of social media	Let the group collect names of social media platforms they know of. In a second step, participants reflect in the group about commonalities and differences of visible content.	10 mins
	Participants identify social media content and classify it	You prepared different posts on social media: Posts that are good for sharing, posts that are not for sharing; commercial posts, non-commercial posts; private posts, not private posts; offensive posts, non-offensive posts. Participants form pairs and work on their laptops. They classify the content of the different examples you chose: What is commercial? What is private? Why? Then they share their selection in plenum, explaining what they find special about the selected posts.	15 mins

Activity	Objectives	Content	Time & Sequence
	<p>Participants create a checklist</p>	<p>Participants form small groups and create a checklist to evaluate the posts: positive / negative posts, discriminatory posts ... What is good or bad for me? Posts that are too private: share or not share? A little hint: Participants can ask themselves: “Would I say /show this to my grandmother?” If not, then they should think twice about posting it... Each pair writes down their findings on colored paper and shares them with the group on a flipchart.</p>	<p>15 mins</p>
<p>Discussion Explanation</p>	<p>Participants evaluate what’s important for them</p>	<p>Wrap up of the session: Ask the participants to name the most interesting thing they learned in the session.</p>	<p>5 mins</p>

Trainer’s Notes:

Unit 2. Exploring Different Social Media



Session 2. Privacy settings

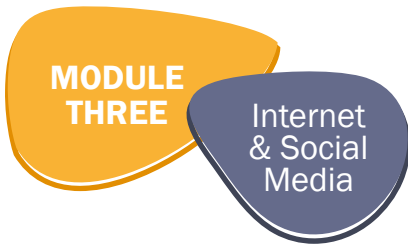
Session length: 50 minutes

Materials and preparation:

Laptops, Internet access, LCD player, screen

- Slideshow of apps / Facebook entries

Activity	Objectives	Content	Time & Sequence
Explanation	Participants get ready for the session	Welcome and recap.	2 mins
 	Participants create a social media account with proper privacy settings	<p>Creating a social media account: Within the plenum the participants decide on one or more social media apps they want to create: Facebook, Instagram, Twitter, Snapchat.... Then they break down into smaller groups. You assist them where needed with the set-up of their social media account.</p> <p>You can provide an extra e-mail address with which the participants create the account/s. This could help to keep things under control.</p> <p>Now that the participants have set up a social media account, it's time to have a look at Internet safety. Discuss with the group what their opinions are on Internet safety: Why is it needed? What is privacy in the net, why do I need restrictions for my profile? What is a good password? Should I share passwords with friends?</p> <p>Then the participants go back to the new social media accounts. Let them practice the different settings: Should the profile be open to public? A closed group? Friends? Participants can also explore other questions, such as blocking users and reporting unethical entries to the social media provider.</p> <p>The accounts are only for practice and will be deleted after the session is over.</p>	45 mins
Explanation	Participants know the most important points of the session	Recap: What have I learned today?	3 mins



Unit 3. Online Rights & Responsibilities - 2 sessions

Learning Objectives:

Throughout this unit, participants will:

- Reflect on and analyze online behavior, privacy, sharing, and property rights;
- Create their own “netiquette”.

Resources:

<http://www.childnet.com/blog/online-etiquette-or-netiquette-the-dos-and-donts-of-online-communication->

<http://www.bbc.co.uk/webwise/guides/about-netiquette>

http://mediasmarts.ca/sites/mediasmarts/files/pdfs/tipsheet/TipSheet_Think_Before_You_Share_2.pdf

http://mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet_dotherightthing.pdf

آداب استخدام الإنترنت

https://mawdoo3.com/%D8%A2%D8%AF%D8%A7%D8%A8_%D8%A7%D8%B3%D8%AA%D8%AE%D8%AF%D8%A7%D9%85_%D8%A7%D9%84%D8%A5%D9%86%D8%AA%D8%B1%D9%86%D8%AA

ليس كل ما يمكن عمله، مسموح به أيضا

<https://www.klicksafe.de/service/weitere-sprachen/araby/urheber-und-persoenlichkeitsrechte/>

Session length: 50 minutes


Unit 3. Online Rights & Responsibilities

Session 1: Ethical and unethical online behavior

Session length: 50 minutes

Materials and preparation:

- Laptops, Internet
- Worksheet **M3.U3.S2 “Netiquette”**
- Colored paper & cards, markers, scissors, glue, flipchart paper

Activity	Objectives	Content	Time & Sequence
Explanation	Participants get ready for the session	Welcome and introduction, recap. In the previous session, you let the participants work on privacy settings. Let them formulate why privacy settings are important.	5 mins
 Discussion	Participants reflect and analyze good/bad online behavior, privacy, sharing	<p>This session will focus on ethical online behavior. Let the participants debate the concept of ethical online behavior – what does this term stand for? The three “Rs” – respect people’s privacy, respect people’s feelings, respect people’s property.</p> <p>What about the concept of sharing – what are positive and negative aspects of sharing things, photos, comments, jokes online? Am I allowed to share everything, even things that don’t belong to me (like photos or texts created by others)?</p> <p>As trainer, you can prepare some cards beforehand with bullet points for good online behavior (please refer to the links at the end of the unit).</p>	20 mins

Activity	Objectives	Content	Time & Sequence
<p>Research online</p>	<p>Participants identify different aspects of ethical and unethical online behavior</p>	<p>Now students will split into different groups and will do online research. One group will research ethical online behavior. The second group will research unethical online behavior and no-goes. The third group will research privacy. The fourth group will research defenses: How do I protect myself? How do I combat unethical behavior?</p> <p>For the online research, give the participants the links that you find at the top of the unit under Resources. They are free to search other sites as well. Make sure that the participants write down notes of the most important points they researched.</p>	<p>20 mins</p>
<p>Assignment: Create posters</p>	<p>Participants summarize findings, visualize them</p>	<p>Assignment: Creating posters within the respective group:</p> <p>Participants will create posters of their findings from the respective group they participated in.</p>	<p>5 mins</p>

Trainer’s Notes:

Unit 3. Online Rights & Responsibilities

Session 2. Netiquette

Session length: 50 minutes

Materials and preparation

- Laptops, Internet
- Worksheet **M3.U3.S2 “Netiquette”**
- Colored paper and cards, markers, scissors, glue, flipchart paper

Activity	Objectives	Content	Time & Sequence
Game	Participants get ready for the session.	Ask the participants to think of two things from today – one, they can share with everybody, and one they keep private for themselves...	5 mins
Presentation	Participants share results with others	The different groups present their posters to the plenum.	20 mins
The groups come together and share their results in a big poster: Their “netiquette”	Create (15 min) and share (10 min): setting standards for online behavior	Creating a netiquette framework: Create new groups with one expert from each previous group to develop a guideline for good online behavior.	25 mins

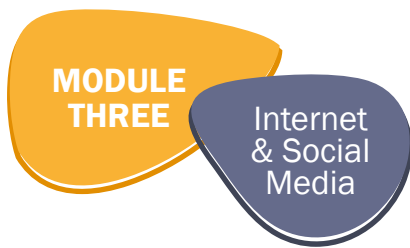
Worksheet M3.U3.S2

Netiquette



If you wish to provide some guide questions for the creation of the netiquette framework:

1. Privacy: Which information should be protected? What can I do to protect myself and others?
2. Feelings: Which information can be shared without harming others? What shouldn't be shared?
3. Property: When do I have to give credit for copied content to the source/author?



Unit 4. The Power of Words and Nonviolent Communication (2 sessions)

Learning Objectives:

Throughout this unit, participants will:

- . Reflect on communication and violence and the link between them; and
- . Understand the power of language and its impact on conflict resolution based on Rosenberg's concept of nonviolent communication.

Resources:

<https://www.alternativeresolutions.net/2014/06/20/nonviolent-communication-a-life-strategy/>




Unit 4. The Power of Words and Nonviolent Communication

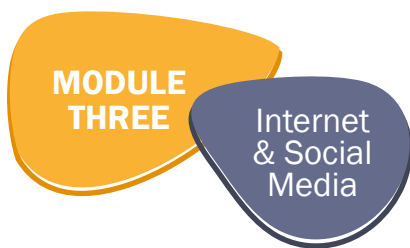
Session 1. Communication circle

Session length: 50 minutes

Materials and preparation:

- Whiteboard pen
- Preparation communication circle

Activity	Objectives	Content	Time & Sequence
Game	Participants prepare for the session	Welcome Playful start by mingling and respectfully greeting each other...	5 mins
Game	Participants experience a situation of non-violent communication	Communication circle: Participants are blindfolded and positioned in a circle with enough space inside a big room or (preferably) outside in a park or the like. Each participant tries to exchange positions with the participant on the opposite side of the circle without being able to see where to go. No other instructions are given (on purpose).	15 mins
	Participants reflect on violence and communication	Reflection on the circle. Brainstorm in plenum: Recall situations where participants experienced violent communication in their lives/ their environment/the media. What is violence? What counts as violent communication? Where does it occur? (chat rooms/ emails / text messages / phone; words and images)	10 mins
		In pairs: Participants write a definition of violence and violent communication.	10 mins
	Presentation	Presentation of definitions and summary of common aspects in the definitions.	10 mins



Handout for the trainer:

Communication circle

Description:

- Participants are blindfolded and positioned in a circle with enough space inside a big room or (preferably) outside in a park or the like.
- Each participant tries to exchange positions with the participant on the opposite side of the circle without being able to see where to go.
- No other instructions are given (on purpose).

Objectives/Challenges:

- How to communicate without seeing?
- Will they realize that not being allowed to see doesn't mean that they are not allowed to talk?
- What means of communication will the participants come up with? (Will they talk, shout, whisper, feel their way, build a communication hierarchy/structure?)

Impacts:

- This activity helps the participants to understand the dynamics of (group) communication and the sources of miscommunication.
- The participants find out after one or two trial runs that they can use all means of communication available (sounds, talking, agreeing on a strategy) to help them avoid bumping into each other or simply running around without idea or direction.
- The participants realize that joint communication is necessary to structure and harmonize communal life and coexistence in general.

Comments:

- If you explain the first task (exchanging positions) clearly and then give away the information little by little after the first try (there are other means of communication), the participants will ease into it and start communicating by talking, later they might even agree on a strategy.
- They don't have to get there, but it is important for them to realize that there are alternatives to simply walking and only talking to the person they exchange positions with.
- We used this activity at the beginning of our CTT communication session in the park.

Unit 4. The Power of Words and Nonviolent Communication

Session 2: Nonviolent communication





Session length: 50 minutes

Materials and preparation:

Nonviolent communication

Print-outs of worksheet **M3.U4.S2 Quotes**

Print-outs of assignment: Nonviolent communication

Activity	Objectives	Content	Time & Sequence
<p>Game</p>	<p>Participants prepare for the session.</p>	<p>Welcome and recap. Choose a game from the list in the appendices.</p>	<p>5 mins</p>
 <p>Discussion</p>		<p>The participants split into groups of 3-5 and discuss the quotes (worksheet M3.U4.S2) Which of these quotes are the two most important ones for you as a group? They present and explain them in plenum.</p>	<p>13 mins</p>
<p>Mini-lecture</p>  <p>Nonviolent communication</p>	<p>Concept of nonviolent communication NVC</p>	<p>Introduction of the concept of nonviolent communication.</p>	<p>7 mins</p>
	<p>Interaction Changing perspectives, empathy, conflict resolution</p>	<p>They then split into groups of 3 (an observer, a giraffe and a jackal) and practice nonviolent communication around a controversial topic. Change roles after 5 minutes.</p> <p>During this conversation the jackal uses violent and offensive language while the giraffe tries to apply Rosenberg's communication strategy (NVC).</p>	<p>15 mins</p>
	<p>Participants reflect on their experience</p>	<p>Debrief and wrap up: Participants come together and discuss their experience: As the giraffe – how did it feel? As the jackal – how did it feel?</p>	<p>10 mins</p>

Worksheet M3.U4.S2



Quotes by Marshall Rosenberg

1. Which of these quotes are the two most important ones for you as a group?
2. Present and explain your choices in the plenum.

“Punishment also includes judgmental labeling and the withholding of privileges.”

“Behind intimidating messages are simply people appealing to us to meet their needs.”

“Get very clear about the kind of world we would like and then start living that way.”

“We are never angry because of what others say or do. It is our thinking that makes us angry.”

“Expressing our vulnerability can help resolve conflicts.”

“Violence comes from the belief that other people cause our pain and therefore deserve punishment.”

Handout for The Trainer:



Nonviolent communication mini-lecture:

The concepts and tools of Nonviolent Communication are designed to help us think, listen and speak in ways that awaken compassion and generosity within ourselves and between each other. Nonviolent Communication helps us interact in ways that leave each of us feeling more whole and connected.

It ensures that our motivations for helping ourselves, and each other, are not fear, obligation or guilt, but because helping becomes the most fulfilling activity we can imagine.

With its focus on interpersonal communication skills, a casual observer might suppose that the NVC process is only applicable to relationships or conflict resolution.

Yet people who practice the Nonviolent Communication process quickly discover its transformational impact in every area of the human experience – including transforming our classrooms and organizations, improving productivity in the workplace, transforming anger and emotional pain, enhancing our spiritual development, and creating efficient, empowering organizational structures.

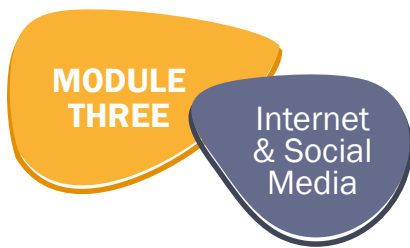
Thus Marshall Rosenberg developed a method which distinguishes between observations, feelings, needs and requests:

Observation	Description of a fact, event or concrete action by others that had an impact on me – without blaming them.	“When I hear, see, remember, imagine...”
Feelings	How I feel about this/in reference to this.	“...I feel...”
Needs	The needs that cause my feelings.	“... because I need.”
Requests	Concrete positive actions/changes I would like taken, without demanding.	„Would you be willing to...”

To communicate observations, feelings, needs and requests separately, is challenging. Here are some hints about common confusions/mistakes:

Typical mistakes made when illustrating observations:

- Generalizations (“You always/never do...”)
- Valuation of the other (assumptions about intentions lead to judgements: Board game)
- Referring to statements made by others (perspectives related to [pre]judgements/resentments)
- Merging of various/varying experiences from the past



Solution: Limit yourself to a short but clear hint at the affecting situation.

Typical mistakes made when expressing feelings:

Sentences starting with “I feel that...” often do not depict feelings. Statements like “I feel pressured” or “I feel ignored” reveal more about the behavior of the other (or how we evaluate it) than our own feelings. True feelings are often expressed by using the verb “to be”: “I am angry/sad/happy...”

Separating feelings from needs isn’t an easy task either. For instance: Is love a feeling or a need?

Requests should be articulated positively and concretely, and be feasible. To state what you don’t like, isn’t helping the other much. An empathetic reaction to unstructured feedback by another person could be: “I hear/understand, that...”

Assignment M3.U4.S2



1. Observation: Please tick off those answers which appear to you to be observations.

- | | |
|---|---|
| <input type="checkbox"/> He plays tennis for the first time | <input type="checkbox"/> They painted their face colorfully |
| <input type="checkbox"/> This painting is very impressive | <input type="checkbox"/> She says that she doesn't agree |
| <input type="checkbox"/> The weather is awful | <input type="checkbox"/> He ignores all rules |
| <input type="checkbox"/> You came 10 minutes too late | <input type="checkbox"/> You are bored |
| <input type="checkbox"/> That's complete nonsense | <input type="checkbox"/> The dog is aggressive |
| <input type="checkbox"/> He always generalizes | <input type="checkbox"/> I didn't understand that |
| <input type="checkbox"/> She criticizes me | <input type="checkbox"/> You are always on time |
| <input type="checkbox"/> You are driving too fast | <input type="checkbox"/> She is wearing a black shirt |
| <input type="checkbox"/> I forgot his birthday | <input type="checkbox"/> This poem impresses me a lot |
| <input type="checkbox"/> He said twice " Teachers are..." | <input type="checkbox"/> I am a brave person |

2. Feelings: Please place a tick where feelings are expressed.

- I am happy
- I am happy
- I feel relieved
- I feel that I can trust you
- I don't feel responsible
- I'm stressed
- I don't feel respected
- When I heard that I was really surprised
- I feel you want to tell me something
- I feel awkward
- I'm confused
- I'm glad that happened
- I feel disadvantaged
- I feel misunderstood

3. Needs: Which sentences express NEEDS (N) and which STRATEGY (S)? Please indicate with the respective letter.

- I need a coffee now.
- It is important for me to remain true to myself
- I would like to have tea with the cake
- I want to engage more actively
- I need a bit of relaxation
- I want to dine out tonight
- I need honesty
- I want to rest first
- I want to have a job that really satisfies me
- I need to be accepted as the person I am
- I need to be informed if an appointment changes
- Our relationship is dear to me

4. Requests

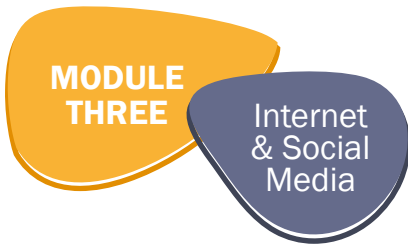
Criteria for useful requests:

1. Formulate in a positive way (avoid negations).
2. The requested behavior is realistic and is stated explicitly.
3. We allow the other person to decide what to do/how to act.

Requests are usually less successful when they...

1. Are negatively formulated.
2. Express vague and abstract expectations about the other person's behavior.
3. Contain comparison.
4. Request feelings instead of certain behavior.

Is it a useful request?	yes/no	If not, why not?
Would you please lend me your bike?		
Please, stop nagging!		
I don't want to see that again.		
Would you read my assignment and tell me how you like it?		
Please be more quiet.		
Would you like to go to the cinema with me tomorrow?		
I want you to stand by me.		
Would you look after the kids later?		
Please understand me.		
I wish you would respect me in the same way as I respect you.		
I want you to be honest with me.		



Unit 5. Cyberbullying (2 Sessions)

Learning Objectives:

Throughout Unit 5, participants will:

- . Become aware of cyberbullying on social media;
- . Comprehend and identify cyberbullying; and
- . Develop skills to deal with cyberbullying.

Resources

Research on bullying in Lebanon done by Save The Children 2018

<https://lebanon.savethechildren.net/news/one-two-children-lebanon-have-been-bullied>

https://lebanon.savethechildren.net/sites/lebanon.savethechildren.net/files/library/STC_Bullying%20in%20Lebanon_Research%20Summary_English.pdf

<https://kidshelpline.com.au/teens/tips/understanding-cyberbullying/>

video spot: <http://www.klicksafe.de/spots/weitere-spots/eu-spot-cyber-mobbing/>

<https://globaldigitalcitizen.org/5-powerful-cyberbullying-videos-discussing-kids>

Harmful Online Behavior

<https://www.klicksafe.de/themen/medienethik/verletzendes-online-verhalten/>

Ditch the Label

<https://www.ditchthelabel.org/research-papers/>

التنمر في لبنان: دراسة من منظمة إنقاذ الطفل 2018

https://lebanon.savethechildren.net/sites/lebanon.savethechildren.net/files/library/STC_Bullying%20in%20Lebanon_Research%20Summary_Arabic.pdf

فيديو: التنمر، من إعداد منظمة إنقاذ الطفل

https://www.facebook.com/sclebanon/videos/285072705466997/?fref=gs&d-ti=307352182932008&hc_location=group

الطول: 53 ثانية

التنمر الإلكتروني وآثاره على حقوق الإنسان

<https://unchronicle.un.org/ar/article/3882>

المهاجمة الإلكترونية

<https://www.klicksafe.de/service/weitere-sprachen/araby/cyber-mobbing/>

Prerequisites

Concepts of dialogue, nonviolent communication



Unit 5. Cyberbullying


Session 1. What is cyberbullying?

Session length: 50 minutes

Materials and preparation:

- Flipchart, markers, colored paper
- Laptops, LCD player, speakers
- Print out the worksheet **M3.U5.S1 Cyberbullying**

Activity	Objectives	Content	Time & Sequence
Explanation	Participants get ready for the session	Welcome and recap, brief introduction to cyberbullying (using video examples mentioned in resources).	5 mins
 Discussion  M3.U5.S1	Participants know the differences between bullying and cyberbullying Participants know where and why cyberbullying occurs	<p>Brainstorm in plenum: Participants' own experiences; let participants analyze the difference between cyberbullying and "normal" bullying.</p> <p>What is cyberbullying? Where does it occur? (Facebook, Instagram, YouTube) In what ways are people bullied? (chat rooms, emails / text messages / phone; words and images) Have you encountered situations where cyberbullying took place? In your school? Elsewhere? What do you think are the motives of bullies? What is the difference between bullying and cyberbullying?</p> <p>Then participants split into smaller groups and come up with definitions of cyberbullying. They fill out the worksheet M3.U5.S1 Cyberbullying.</p>	15 mins
Role play in smaller groups; one group presents to the plenum	Reflection, changing perspectives	<p>Role play: The participants split into two or three smaller groups and think about a cyberbullying scenario. They act it out as role play (one is the bully, some are followers of the bully; one is the victim, some others are friends of the victim, or parents, or teachers....). Each group presents the role play to the larger group.</p> <p>For the trainer it is very important to be aware that, especially during role playing, sensitive issues can surface. It is very important to provide guidance for the role play and a proper debrief afterwards is a must.</p>	25 mins

Activity	Objectives	Content	Time & Sequence
	<p>Reflection on the role play / cyber-bullying exercise</p>	<p>Debrief and wrap up: Then the participants come together and discuss this experience: As a victim – how did it feel? As the bully – how did it feel? How did you feel as bystander? You can announce that in the next session the group will explore possible ways to deal with cases of cyber-bullying.</p>	<p>5 mins</p>

Trainer’s Notes:

Worksheet M3.U5.S1 Cyberbullying



What is the difference between bullying and cyberbullying?

What does cyberbullying mean for the bully, what does it mean for the victim?

What could be possible motives for people to bully others?

What are possible ways to deal with cyberbullying?

Unit 5. Cyberbullying


Session 2. Finding solutions for cyberbullying

Session length: 50 minutes

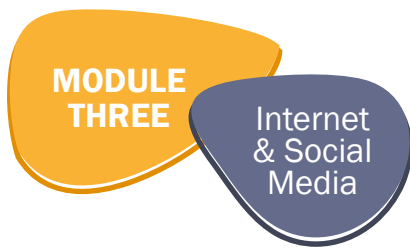
Materials and preparation

- Flipchart, markers, colored paper
- Laptops, LCD player, speakers
- Optional: Camera, microphones

Activity	Objectives	Content	Time & Sequence
Mini-lecture	Participants know about dialogue, conflict resolution and nonviolent communication	<p>Recap from last session about cyberbullying. Today's session is about finding solutions to cyberbullying and introducing the participants to dialogue and peaceful conflict resolution techniques.</p> <p>Overview of the importance of dialogue: Why is dialogue important?</p> <p>The importance of nonviolent communication: How do I express my feelings without hurting others?</p>	10 mins
  Role play	<p>Participants develop scenarios for dealing with cyberbullying</p> <p>Participants implement techniques of conflict resolution Reflection</p>	<p>Divide the group into pairs and assign roles: Victim with friend; victim with teacher/trainer; victim with parent; victim with bully.</p> <p>The pairs role play a dialogue scenario. The students invent a situation where a student was bullied via social media. The focus of the role play is on the dialogues which take place after the bullying occurred. For each dialogue, two scenarios have to be elaborated: One bad example (no active listening) and one good example (active listening). The students who are not currently engaged in the role play take notes: What goes well, what goes wrong? You as trainer need to highlight the importance of active listening as well as the importance of dialogue as a means of conflict resolution.</p> <p>If the group is big enough, while some act, others form a camera team and film the role play. The film crew replaces the group that would observe and take notes. The students can use the filmed material to analyze the role play.</p>	25 mins

Activity	Objectives	Content	Time & Sequence
 Discussion	<p>Participants reflect on their role</p> <p>Participants illustrate active listening</p>	<p>Debrief of the role play:</p> <p>The participants get back together in plenum. You ask them:</p> <p>What were your feelings when you felt that the other party didn't listen to you or didn't make an effort to understand your concerns?</p> <p>What were your feelings when you felt that the other side listened to you in a positive, pro-active and understanding way?</p> <p>What did you identify as good behavior? What were the different factors of active listening: how does it show, what are good listening skills? What are possible tools for intervention? How can I get help? What steps can I take?</p> <p>(e.g. save the evidence, block a person, report someone, speak about it)</p>	<p>10 mins</p>
		<p>Summary of the last two sessions: what have we learned?</p>	<p>5 mins</p>

Trainer's Notes:



Unit 6. Hate Speech (5 sessions)

Learning Objectives:

Throughout this unit, participants will:

- Become familiar with the issue of Hate Speech on social media;
- Create and publish clips that condemn hate speech.

Resources:

<https://www.nohatespeechmovement.org/campaign>

Videos about Hate Speech:

<https://www.coe.int/en/web/no-hate-campaign/videos1>

<https://www.i-dare.org/ar/>

Unit 6. Hate Speech

Session 1. Identifying hate speech

Session length: 50 minutes


Materials and preparation:

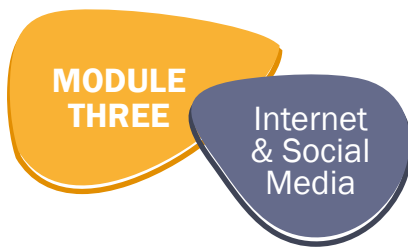
- Flipchart, markers, colored paper
- Laptops, LCD player, speakers, screen, Internet access

Prerequisites: Closed FB group must exist

Peacebuilding component

Empathy, active citizenship, positive collaboration, dialogue

Activity	Objectives	Content	Time & Sequence
<p>Game</p>	<p>Participants are ready for the session</p>	<p>Welcome Choose a game from the list in the appendices.</p>	<p>5 mins</p>
<p>Presentation</p>  <p>Discussion</p>	<p>Participants know what hate speech online is</p>	<p>Play a video clip (please see the link in the list of Resources at the top of the unit) that highlights the problem of hate speech in Europe (e.g. against a dark-skinned migrant). The group then discusses the video clip. (Alternatively, you need to prepare a social media entry with hate speech content in Arabic before this session).</p> <p>What is hate speech? Have participants ever experienced hate speech online? What characteristics do hate speech comments have? In what ways does hate speech differ from cyberbullying? Why do you think people post hate speech comments? What does hate speech mean for the victims? What can be done against it? What are the effects of hate speech on the individual, how can it influence discussion in a group or society?</p>	<p>15 mins</p>



Unit 6. Hate Speech

Session 2. Feelings about hate speech

Session length: 50 minutes

Materials and preparation:

- If the training takes place in a school, the trainer needs to contact the school administration beforehand to get the ok for the campaign
- Print-outs of worksheet: **Checklist M3.U6.S2**

Prerequisites

The participants must have learned basic filming and editing techniques

Programs required for editing: Please take a look at the list of apps in the appendices

Activity	Objectives	Content	Time & Sequence
Explanation	Participants get ready for the session	Welcome and recap from last session.	5 mins
Candid camera	Act and create: candid camera	<p>The participants take their laptops (or smartphones) to the schoolyard, preferably during recess. Two or three pairs of students go around with their laptops, showing the hate speech posts to other students who are not participating in the MIL sessions. The participants ask the others to read the hate comments out loud. Other participants form a camera team and film the other students' reactions with their mobile phones, possibly as candid camera.</p> <p>Inform the non-MIL students that the video footage will be edited to make a campaign video (in the next session), and ask whether they agree to be on it. Make sure that one of the participants with a laptop has a wireless microphone attached. If wireless microphones aren't available, make sure that the camera team stands close to the pair with the laptop, and have a normal microphone connected to the camera or to the mobile in order to catch the sound.</p> <p>After the other students have read – or possibly refused to read – the hate comments, the camera team approaches the person who was supposed to read the hate speech out loud and asks for their feelings, reactions, comments. Again, make sure that the camera team has proper video and sound recording!</p> <p>After the participants have repeated this scenario with a number of persons and have gathered enough reactions on camera, they come back to the classroom.</p> <p>In the classroom, the participants film each other: How was this experience? What were the other students' reactions? Did they manage to raise their awareness about hate speech?</p>	45 mins

Worksheet: Checklist M3.U6.S2



Before you go and film, make sure that you have gone through the following checklist:

- Is the camera / smartphone battery fully charged?
- Do you have spare batteries (for camera)?
- Do you have microphones, cables and possibly headphones (in case you use a camera)?
- Did you carry out a video and sound check?

Unit 6. Hate Speech

Session 3. Creating a campaign



Session length: 50 minutes

Materials and preparation:

- Laptops, Internet access, cameras or mobile phones, microphones
- Classifying video material, editing, posting clips

Prerequisites:

Apps like imovie, KineMaster or other editing apps (take a look at the app list in the appendices)

Activity	Objectives	Content	Time & Sequence
Discussion	Reflection	Welcome and recap from last session: What went well? What didn't go so well? Is there still any video material missing, interview bites missing or are the participants all set to create their clips?	5 mins
	Capacity building: learning how to use imovie	You teach the participants how to use "imovie" or KineMaster or other editing apps in order to edit their video materials.	20 mins
	Empowerment of youth: Creating video clips against hate speech		25 mins

Unit 6. Hate Speech

Session 4. Discussing the campaign

Session length: 50 minutes

Materials and preparation:

- LCD projectors, speakers, laptops, Internet access

Activity	Objectives	Content	Time & Sequence
Discussion	Reflection	Welcome and recap.	5 mins
Class room presentation	Presenting outcomes	Presentation and discussion of clips. Which aspects have been covered? Why? What was difficult in the process?	25 mins
	Empowerment of youth: Becoming an active citizen	If everyone has agreed to publishing, participants post their clips on their social media outlet (for example on their Facebook group).	5 mins
	Reflection on the module and the whole course	Discuss the following points: Who is responsible for fighting hate speech? Where does free speech end and hate speech begin? What does the law do to prevent hate speech?	15 mins

Unit 6. Hate Speech

Session 5. How to deal with hate speech?


Session length: 50 minutes

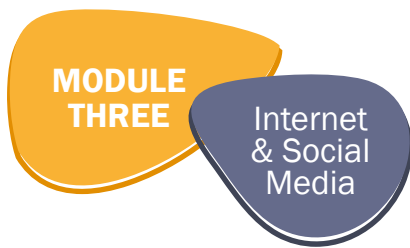
Materials and preparation:

Quiz: See the quiz at the end of this session.

Preparation of hate speech comments

Print-outs of **worksheet M3.U6.S4**

Activity	Objectives	Content	Time & Sequence
Quiz	Participants recognize the previous content	Welcome and quiz on previously introduced concepts (visibility, cyber bullying, nonviolent communication, protection of privacy, property and feelings). The quiz at the end of this session.	10 mins
	Participants identify how to deal with hate speech online	Form groups of 4-5. Hand out comments incl. cyberbullying /hate speech and ask students to: 1. Analyze and reformulate the comments along NVC; 2. Think about creative ways of responding to hate speech.	15 mins
Presentation	Participants discuss the ways of responding to hate speech	Presentation and discussion of group work outcomes which incorporates aspects of the whole module and leads to....	15 mins
	Participants evaluate	... the evaluation of the module and a summary on what participants have learned. See the evaluation sheet at the end of this module.	10 mins



Handout for the trainer:

Quiz questions:

Name 5 social media platforms.

How can we distinguish social media platforms? (criteria: visibility of posts, type of content...)

What are the 4 components of nonviolent communication? (observation, feelings, needs, request)

What should we keep in mind when we are posting? (respect for property, feelings, privacy)

Name different types of violence. (physical, structural, cultural violence)

What is hate speech? (classroom definition)

What is the difference between hate speech and cyberbullying?

How can we protect ourselves?

Name 4 tips to fight cyberbullying.

Participants' Evaluation Module Three



What I liked:



What I'd like to point out or suggest:



What I did not like or think could be improved:



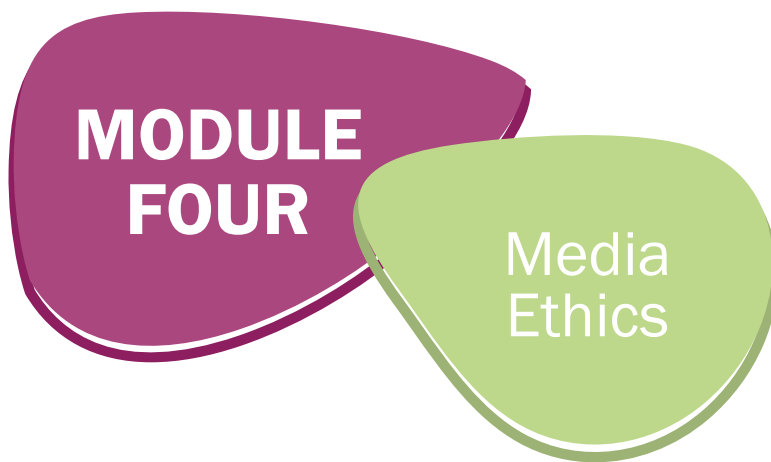
What was valuable for me:



What needed more time:



Overall, what I have learned:



Rita Zgheib

MODULE FOUR

Media Ethics

Introduction

Mark Twain once wrote: “If you do not read the news, you’re uninformed. If you do read the news you are misinformed.” The Media Ethics module comes after the MIL learners have been introduced to the role of media in general, acquired a clear overview of the Lebanese media landscape, and developed the necessary skills to become critical media consumers.

Module 4 explores the ideal media world: The correct, clean, and objective way to access, understand, analyze, and produce news. The young are idealists. They believe in and yearn for a better world. A world where right is might and truth is the norm. Upon completing this module, MIL learners are expected to clearly distinguish between ethical and unethical media. In addition, they will be capable of producing media content that conforms to established ethical standards.

The Media Ethics module covers the following units:

Unit 1: Media Ethics – A Definition – 3 sessions

Unit 2: An Exploration of Media Regulations – 3 sessions

Unit 3: The Ethical Media Consumer (EMC) – 2 sessions

Unit 4: Ethical Media Partnerships in the Real World – 3 sessions

Module General Objectives

- Identify the key constituents that define ethical conduct and defend its necessity;
- Discriminate between ethical and unethical conduct through the critical analysis of media information pieces; and
- Produce media content which conforms to ethical standards.

Prerequisites

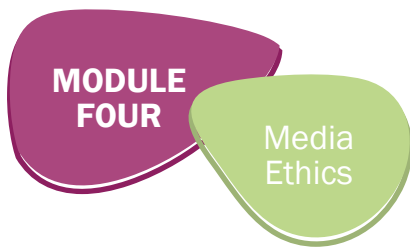
Code of ethics – types of media - media landscape

Glossary

Media regulations – Censorship – Freedom of expression - Self regulation - Ethical media consumer – Whistleblowing – Accuracy – Privacy



Mediation, Dialogue, Empathy, Citizenship



Unit 1. Media Ethics – A Definition (3 Sessions)

Learning Objectives:

At the end of this unit, the participants will be able to:

- Identify the key constituents of media ethics;
- Justify the necessity for media ethics; and
- Relate media ethics to ethical conduct.

Resources

- <https://myvocabulary.com/word-list/ethics-vocabulary/>
- <https://www.spj.org/pdf/spj-code-of-ethics.pdf>
- <https://www.youtube.com/watch?v=why2tE15jhk>
- <https://www.loc.gov/law/help/lebanon-constitutional-law.php>
- <https://newseumed.org/activity/media-ethics-scenarios-mlbp/>
- https://www.law.cornell.edu/constitution/first_amendment
- https://en.wikipedia.org/wiki/Freedom_of_speech_by_country
- <http://media.okstate.edu/faculty/jsenat/censorship/defining.htm>
- <https://newseumed.org/take-quiz/take-our-quiz-whats-your-freedom-type/>
- <https://rsf.org/en>
- <https://en.unesco.org/themes/press-freedom-all-platforms>
- <https://medialandscapes.org/>
- <https://www.youtube.com/watch?v=x4fsbGAiocl>
- https://www.le.ac.uk/oerresources/media/ms7501/mod2unit11/page_01.htm

الإعلان العالمي لحقوق الإنسان

<http://www.un.org/ar/universal-declaration-human-rights/index.html>

الدستور اللبناني

<http://www.presidency.gov.lb/Arabic/LebaneseSystem/Documents/LebaneseConsitution.pdf>

دليل الطالب في مجال حرية التعبير، يونسكو

<http://unesdoc.unesco.org/images/0021/002186/218618a.pdf>

ميثاق الشرف الإعلامي لتعزيز السلم الأهلي في لبنان

<http://www.undp.org.lb/communication/PeaceBuilding/Pact%20for%20Strengthening%20Civil%20Peace.pdf>

ميثاق الشرف الإعلامي العربي

<http://www.lasportal.org/ar/sectors/dep/Documents/%D9%85%D9%8A%D8%AB%D8%A7%D9%82%20%D8%A7%D9%84%D8%B4%D8%B1%D9%81%20%D8%A7%D9%84%D8%A7%D8%B9%D9%84%D8%A7%D9%85%D9%892014.pdf>

أخلاقيات ومبادئ العمل الصحفي والإعلامي

<http://hrdoegypt.org/wp-content/uploads/2016/08/%D8%A3%D8%AE%D9%84%D8%A7%D9%82%D9%8A%D8%A7%D8%AA-%D8%A7%D9%84%D8%B9%D9%85%D9%84-%D8%A7%D9%84%D8%B5%D8%AD%D9%81%D9%8A.pdf>

Unit 1. Media Ethics – A Definition



Session 1. The ethical rules

Session length: 50 minutes

Materials and Preparation:

- Colored cards (5 different colors). Each color has one of the 5 ethics synonyms on it. Divide colors by number of learners. 1 for each MIL Learner
- Colored markers
- Video
- Handout for trainer M4.U1.S1 “Code of Ethics”
- Worksheet M4.U1.S1 “The Ethical Rules”
- Jigsaw Framework Sheet
- Large sheets of colored cardboard
- Masking tape

Activity	Objectives	Content	Time & Sequence
Energizer	Group formation	<p>Ask participants to group themselves based on the ethics word groups: Choose five from the list below. Trustworthy – Worthy – Knowledge – Humanity – Fair – True – Reliable – Decent – Dignity Let each draw a colored card (5 different colors; one for each of the 5 ethics synonyms; colors are divided by number of learners). These will form 5 home groups.</p>	5 mins
Mini-Lecture Presentation	Introduction to ethical rules of journalism	<p>Introduce Jim Lehrer. Watch: 10 rules of journalism – Jim Lehrer Relate Jim Lehrer’s rules to those in the Society of Professional Journalists’ Code of Ethics – Handout for trainer M4.U1.S1</p>	10 mins

Activity	Objectives	Content	Time & Sequence
<p>Jigsaw - 5 groups</p> 	<p>Analysis of the rules of journalism</p>	<ol style="list-style-type: none"> 1. Introduce the Jigsaw strategy: 2. Assign each participant to a "home group" of 3-5 learners who reflect a range of views on ethics. 3. Create "expert groups" that consist of participants across "home groups" who have the same ethics synonym and who will study the same two rules of journalism. 4. Give all learners worksheet M4.U1.S1 and a framework sheet for managing their time on the various parts of the jigsaw task. 5. Provide key questions (M4.U1.S1) to help the "expert groups" gather information in their particular area. 6. Provide materials and resources (M4.U1.S1) necessary for all learners to learn about their topics and become "experts." 	<p>15 mins</p>
	<p>Sharing information with others Production</p>	<p>Discuss the rules for reconvening into "home groups". Ask students to reconvene into home groups. Ask each "expert" to report the information learned to the members of the home group. Remind learners that "home group" members are responsible for learning all content from one another. Ask every "home group" to prepare an infographic that depicts the highlights of what they learned. Take a photo of each info graphic for the next session.</p>	<p>20 mins</p>

Trainer's Notes:

Handout for trainer M4.U1.S1 – The Society of Professional Journalists Code of Ethics and Jim Lehrer and His Rules of Journalism



SPJ Code of Ethics

Seek Truth and Report It

Ethical journalism should be accurate and fair. Journalists should be honest and courageous in gathering, reporting and interpreting information.

Journalists should:

- Take responsibility for the accuracy of their work. Verify information before releasing it. Use original sources whenever possible.
- Remember that neither speed nor format excuses inaccuracy.
- Provide context. Take special care not to misrepresent or oversimplify in promoting, previewing or summarizing a story.
- Gather, update and correct information throughout the life of a news story.
- Be cautious when making promises, but keep the promises they make.
- Identify sources clearly. The public is entitled to as much information as possible to judge the reliability and motivations of sources.
- Consider sources' motives before promising anonymity. Reserve anonymity for sources who may face danger, retribution or other harm, and have information that cannot be obtained elsewhere. Explain why anonymity was granted.
- Diligently seek subjects of news coverage to allow them to respond to criticism or allegations of wrongdoing.
- Avoid undercover or other surreptitious methods of gathering information unless traditional, open methods will not yield information vital to the public.
- Be vigilant and courageous about holding those with power accountable. Give voice to the voiceless.
- Support the open and civil exchange of views, even views they find repugnant.
- Recognize a special obligation to serve as watchdogs over public affairs and government. Seek to ensure that the public's business is conducted in the open, and that public records are open to all.
- Provide access to source material when it is relevant and appropriate.
- Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.

- Avoid stereotyping. Journalists should examine the ways their values and experiences may shape their reporting.
- Label advocacy and commentary.
- Never deliberately distort facts or context, including visual information. Clearly label illustrations and re-enactments.
- Never plagiarize. Always attribute.

Minimize Harm

Ethical journalism treats sources, subjects, colleagues and members of the public as human beings deserving of respect.

Journalists should:

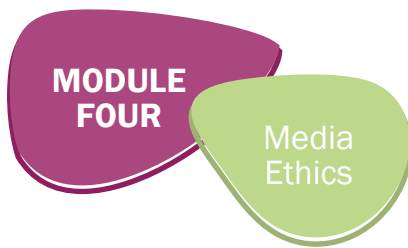
- Balance the public's need for information against potential harm or discomfort. Pursuit of the news is not a license for arrogance or undue intrusiveness.
- Show compassion for those who may be affected by news coverage. Use heightened sensitivity when dealing with juveniles, victims of sex crimes, and sources or subjects who are inexperienced or unable to give consent. Consider cultural differences in approach and treatment.
- Recognize that legal access to information differs from an ethical justification to publish or broadcast.
- Realize that private people have a greater right to control information about themselves than public figures and others who seek power, influence or attention. Weigh the consequences of publishing or broadcasting personal information.
- Avoid pandering to lurid curiosity, even if others do.
- Balance a suspect's right to a fair trial with the public's right to know. Consider the implications of identifying criminal suspects before they face legal charges.
- Consider the long-term implications of the extended reach and permanence of publication. Provide updated and more complete information as appropriate.

Act Independently

The highest and primary obligation of ethical journalism is to serve the public.

Journalists should:

- Avoid conflicts of interest, real or perceived. Disclose unavoidable conflicts.
- Refuse gifts, favors, fees, free travel and special treatment, and avoid political and other outside activities that may compromise integrity or impartiality, or may damage credibility.



- Be wary of sources offering information for favors or money; do not pay for access to news. Identify content provided by outside sources, whether paid or not.
- Deny favored treatment to advertisers, donors or any other special interests, and resist internal and external pressure to influence coverage.
- Distinguish news from advertising and shun hybrids that blur the lines between the two. Prominently label sponsored content.

Be Accountable and Transparent

Ethical journalism means taking responsibility for one's work and explaining one's decisions to the public.

Journalists should:

- Explain ethical choices and processes to audiences. Encourage a civil dialogue with the public about journalistic practices, coverage and news content.
- Respond quickly to questions about accuracy, clarity and fairness.
- Acknowledge mistakes and correct them promptly and prominently. Explain corrections and clarifications carefully and clearly.
- Expose unethical conduct in journalism, including within their organizations.
- Abide by the same high standards they expect of others.

The SPJ Code of Ethics is a statement of abiding principles supported by additional explanations and position papers that address changing journalistic practices. It is not a set of rules, rather a guide that encourages all who engage in journalism to take responsibility for the information they provide, regardless of medium. The code should be read as a whole; individual principles should not be taken out of context. It is not, nor can it be under the First Amendment, legally enforceable.

Sigma Delta Chi's first Code of Ethics was borrowed from the American Society of Newspaper Editors in 1926. In 1973, Sigma Delta Chi wrote its own code, which was revised in 1984, 1987, 1996 and 2014.



Jim Lehrer

Anchor, Co-Anchor and Executive Editor, PBS Newshour, the Newshour with Jim Lehrer and The MacNeil/Lehrer Report (1976-2011) and Legendary Presidential Debate Moderator

Born in Wichita, Kansas, Jim Lehrer received an A.A. degree from Victoria College and a B.J. in 1956 from the University of Missouri before joining the Marine Corps. From 1959 to 1966, he was a reporter for The Dallas Morning News and then The Dallas Times-Herald. He was also a political columnist at The Times-Herald for several years and in 1968 became the city editor.

Lehrer's newspaper career led him to public television, first in Dallas, as KERA-TV's executive director of public affairs, on-air host and editor of a nightly news program. He subsequently moved to Washington, DC, to serve as the public affairs coordinator for PBS, and was also a member of PBS's Journalism Advisory Board and a fellow at the Corporation for Public Broadcasting. Lehrer went on to join the National Public Affairs Center for Television (NPACT) as a correspondent.

It was Lehrer's work with NPACT that led to his initial association with Robert MacNeil and, ultimately, to their long-term partnership. In 1973, they teamed up to provide NPACT's continuous live coverage of the Senate Watergate hearings, broadcast on PBS. Following that Emmy-winning collaboration, Lehrer was the solo anchor for PBS coverage of the House Judiciary Committee's impeachment inquiry of Richard Nixon.

In October 1975, the half-hour Robert MacNeil Report, with Jim Lehrer as the Washington correspondent, premiered on Thirteen/WNET New York. Over the next seven years, The MacNeil/Lehrer Report (as it was renamed in 1976) won more than 30 awards for journalistic excellence. In September 1983, Lehrer and MacNeil launched their most ambitious undertaking, The MacNeil/Lehrer NewsHour. The 1995-96 season marked the 20th year of their journalistic odyssey, as well as MacNeil's departure and Lehrer's

stewardship of the program as *The NewsHour with Jim Lehrer*. In 2009, the program title changed to PBS NEWSHOUR to reflect the program's expanded role as the hub of news and public affairs programming on PBS both online and on air.

Lehrer has been honored with numerous awards for journalism, including the 1999 National Humanities Medal, presented by President Bill Clinton and First Lady Hillary Rodham Clinton. Also in 1999, Lehrer was inducted into the Television Hall of Fame with MacNeil and into The Silver Circle of the Washington, DC, Chapter of The National Academy of Television Arts and Sciences. He has won two Emmys, the Fred Friendly First Amendment Award, the George Foster Peabody Broadcast Award, the William Allen White Foundation Award for Journalistic Merit and the University of Missouri School of Journalism's Medal of Honor. In 1991, he was elected a Fellow of the American Academy of Arts and Sciences. He has been awarded honorary degrees by 42 colleges and universities.

In the last seven presidential elections, Lehrer has served as a moderator for twelve of the nationally televised debates among the candidates. In 1996, he was selected to be the sole moderator of all three debates—two presidential and one vice presidential. In 2000, he was again selected as the sole moderator of the three presidential debates, which were conducted in different formats—podium, round-table and town hall. His 12th debate was the first 2012 Obama-Romney face off in Denver, Co.

In addition to his best-selling book, *Tension City: Inside the Presidential Debates, from Kennedy-Nixon to Obama-McCain* (September 2011), a lively and revealing book that pulls back the curtain on more than 40 years of televised political debate in America, Lehrer is the author of numerous fiction and non-fiction books, two memoirs and three plays. His novel, *Super*, published in April 2010, is a story of celebrity and murder aboard the Santa Fe railroad's famous Super Chief, known as "The Train of the Stars" during Hollywood's heyday. *Oh Johnny*, published in April 2009, is a portrait of a young man's coming of age during World War II. *Mack to the Rescue*, published in April 2008, is the 7th in his successful series of novels featuring a fictional lieutenant governor of Oklahoma. *Eureka*, published in October 2007, is an endearing portrait of American middle age. *The Phony Marine*, published in November 2006, explores questions of character and heroism. *The Franklin Affair*, published in April 2005, explores the world of historians and the quest for truth and justice. *No Certain Rest*, published in August 2002, wrestles with a Civil War mystery. Other novels include *The Special Prisoner*, about a World War II POW; *White Widow*, about a Trailways bus driver in the 1950's; *Blue Hearts and Purple Dots* are about the adventures of retired C.I.A. agents; *The Last Debate*, a cautionary tale about journalism, politics and ethics, was also produced as a movie for the Showtime Channel in 2000; and Lehrer's first novel, *Viva Max!* the story of a platoon of modern Mexican soldiers who attempt to re-take the Alamo, was made into a 1969 comedy movie starring Jonathan Winters and Peter Ustinov. His latest novel is *Top Down: A Novel of the Kennedy Assassination* (October 2013). The plays are *Chili Queen*, *Church Key Charlie Blue*, *The Will and Bart*

The graphic consists of two overlapping rounded shapes. The left shape is purple and contains the text 'MODULE FOUR'. The right shape is green and contains the text 'Media Ethics'.

MODULE FOUR

Media Ethics

Show and Bell. The memoirs are *We Were Dreamers* and *A Bus of My Own*.

Lehrer and his wife, Kate, have been married since 1960. They have three daughters—Amanda, Lucy and Jamie—and six grandchildren. Kate, also a writer, is the author of four novels, *Best Intentions* (1987), *When They Took Away the Man in the Moon* (1993) and *Out of Eden* (1996) and *Confessions of a Bigamist* (2004).

Source: <http://www.washingtonspeakers.com/speakers/biography.cfm?SpeakerID=759>

The Jim Lehrer Rules of Journalism

On December 4, 2009, Jim Lehrer retired as host of the PBS Newshour. This was his legacy:

“I promise you, one thing is never going to change. And that’s our mission. People often ask me if there are guidelines in our practice of what I like to call MacNeil/Lehrer journalism. Well, yes, there are. And here they are:

- Do nothing I cannot defend.
- Cover, write and present every story with the care I would want if the story were about me.
- Assume there is at least one other side or version to every story.
- Assume the viewer is as smart and as caring and as good a person as I am.
- Assume the same about all people on whom I report.
- Assume personal lives are a private matter, until a legitimate turn in the story absolutely mandates otherwise.
- Carefully separate opinion and analysis from straight news stories, and clearly label everything.
- Do not use anonymous sources or blind quotes, except on rare and monumental occasions.
- No one should ever be allowed to attack another anonymously.
- And, finally, I am not in the entertainment business.”

Source: http://www.pbs.org/ombudsman/2009/12/lehrers_rules.html

Worksheet M4.U1.S1

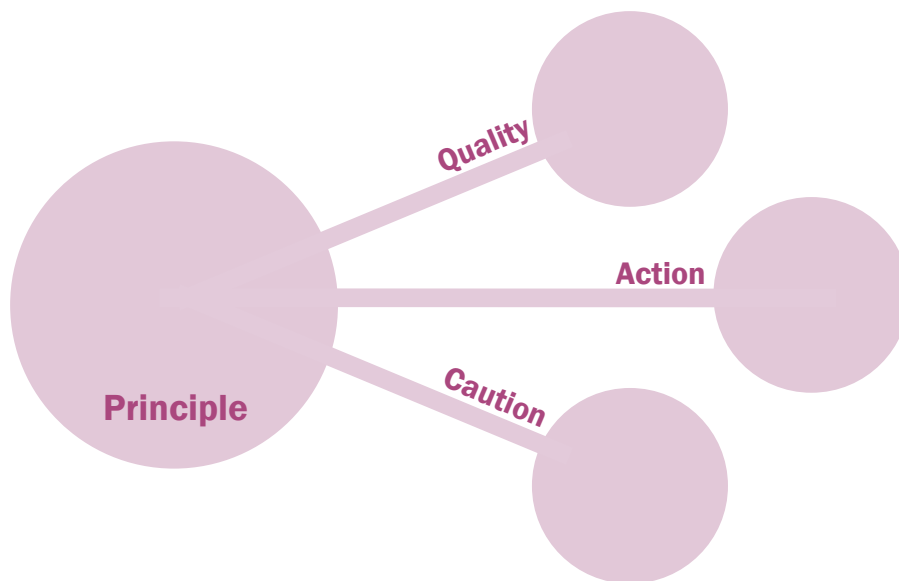


The Ethical Rules

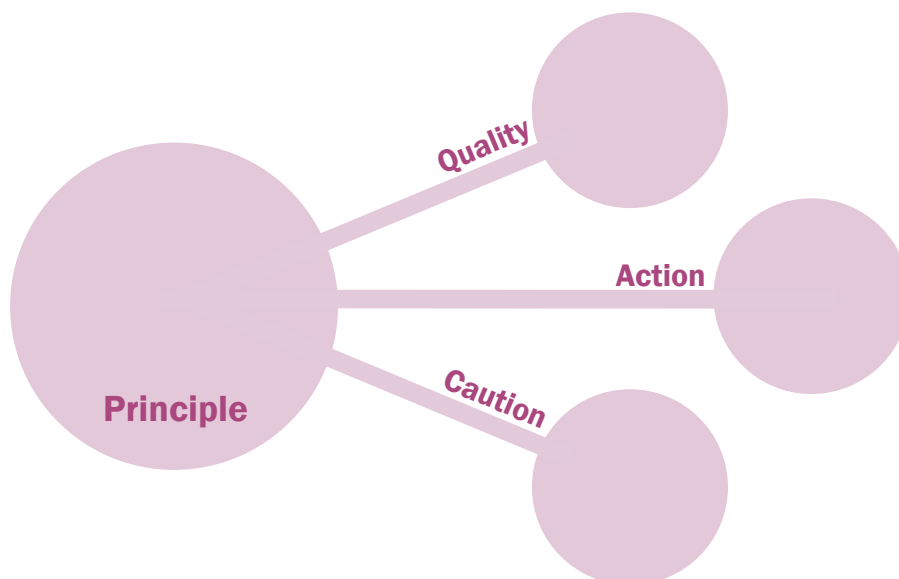
Expert Group:

A. Jim Lehrer Rule:

Fill in the graphic below with the information from the rule you have studied.



B. Jim Lehrer Rule:



Home Group:

Fill in the boxes below with the information acquired from the experts


Unit 1. Media Ethics – A Definition

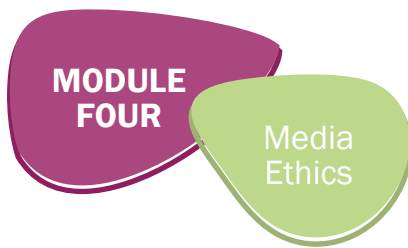
Session Two: The Need for Ethical Rules

Session length: 50 minutes

Materials & Preparation:

- Infographics produced during Session One
- Masking tape
- Memorandum Memo.M4.U1.S2
- Worksheet M4.U1.S2
- Computer center – Internet access
- Resources

Activity	Objectives	Content	Time & Sequence
Energizer – Entire group	Participants recognize the content of the last session	Post infographics on walls. Ask learners to stand in a circle and say, “My name is ...” “I am going to the moon” “I am bringing [something that I learned]” The challenge is to bring to the moon something that is linked to the previous session’s rules of journalism.	5 mins
Mini-lecture	Participants know the principles of freedom of expression	Mini-lecture: Handout for trainer.M4.U1.S2 •Article 13 of the Lebanese Constitution; First Amendment, Constitution of the USA; UN Universal Declaration of Human Rights Article 19; EU Charter of Fundamental Rights (Article 11). • Censorship	5 mins
	Participants reflect on freedom	Ask learners to take the Newseum quiz individually https://newseumed.org/take-quiz/take-our-quiz-whats-your-free-dom-type/	10 mins
Debate	Participants reflect upon, analyze and evaluate the need for rules and regulations	Debate the need for rules and regulations. Divide learners into two groups. They face one another. One group defends the need for regulations. The second group contests it. Take notes of arguments on flipchart.	30 mins



Handout for trainer M4.U1.S2

I. Freedom of Expression – Differences and Similarities

One would assume that freedom of expression is an obvious given. That is unfortunately not so. Freedom of expression is a term that seems to bear, at best, many nuances and, at worst, have altogether different meanings even to the point of non-existence. This memo hopes to shed the light on what freedom of expression means in Lebanon, the USA, the UN Declaration of Human Rights, and the EU Charter of Fundamental Rights.

Readers might want to compare the various interpretations below and perhaps also search for its definition in other countries as well.

LEBANON:

- Lebanese Constitution Freedom of speech, freedom of association, and freedom of the press. Article 13 stipulates that freedom of expression orally or in writing, freedom of the press, freedom of assembly, and freedom to form associations shall be guaranteed within the confines of the law.

USA:

- Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
- The First Amendment (Amendment I) to the United States Constitution prevents the government from making laws which respect an establishment of religion, prohibit the free exercise of religion, or abridge the freedom of speech, the freedom of the press, the right to peaceably assemble, or the right to petition the government for redress of grievances. It was adopted on December 15, 1791, as one of the ten amendments that constitute the Bill of Rights (Wikipedia)

UN Universal Declaration of Human Rights Article 19:

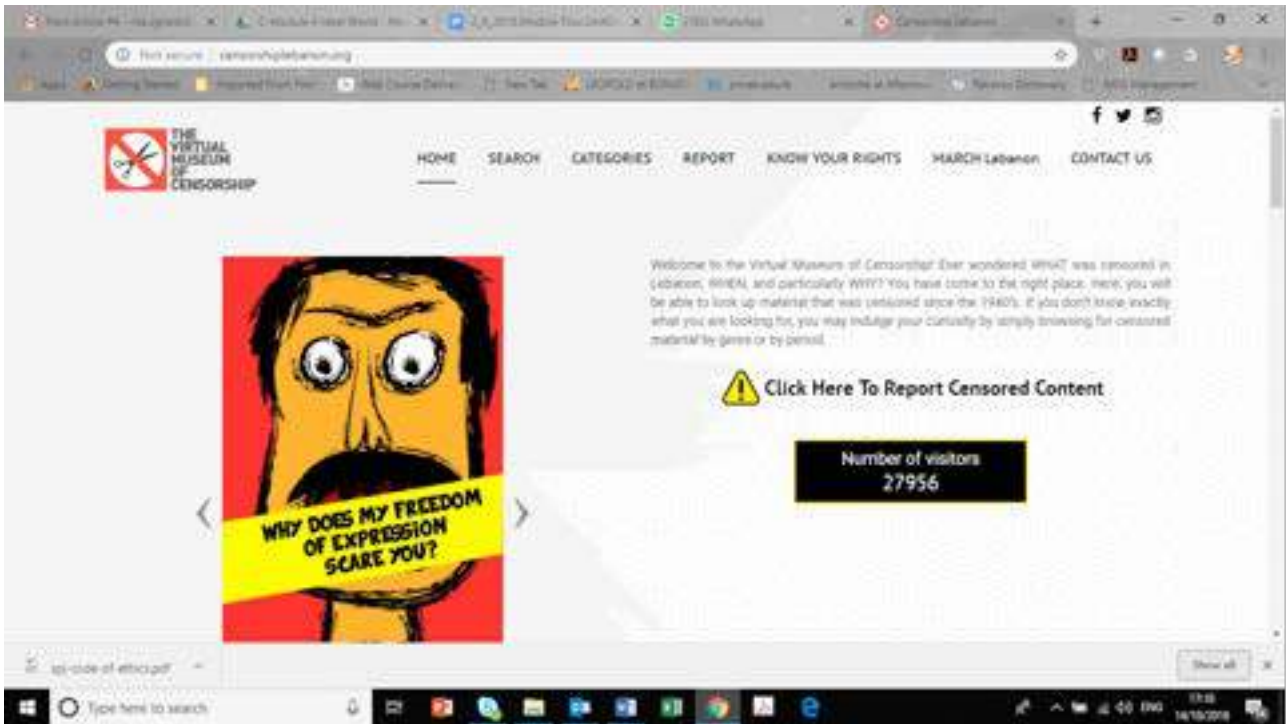
- Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

EU Charter of Fundamental Rights (Article 11):

- 1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.
- 2. The freedom and pluralism of the media shall be respected.

II. Censorship:

One would assume that freedom of expression is an obvious given. That is unfortunately not so. Freedom



Because it was censored, the Lebanese virtual museum of censorship cannot be accessed or its contents assessed. Censorship is the changing or the suppression or prohibition of speech or writing that is deemed subversive of the common good. It occurs in all manifestations of authority to some degree, but in modern times it has been of special importance in its relation to government and the rule of law.

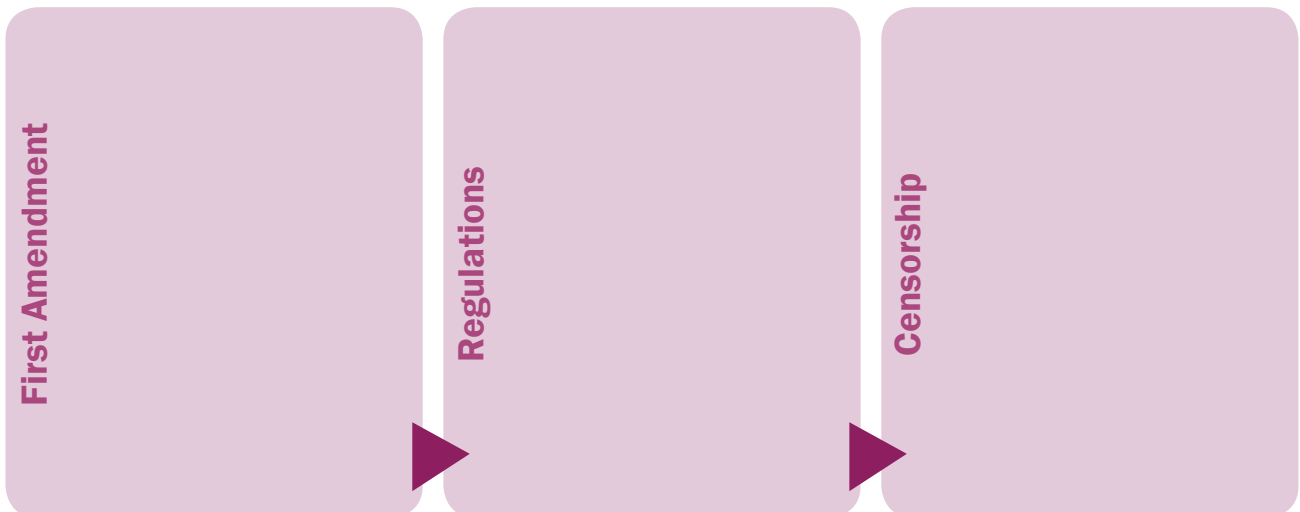
Worksheet M4.U1.S2



The Need for Ethical Rules

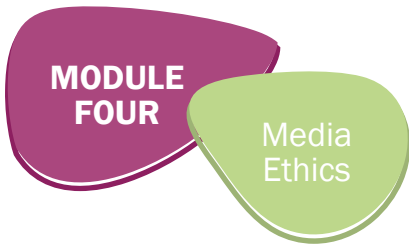
Define in your own words the key notions acquired during this session's mini lecture by filling in the chart below

A. The Key Terms:



B. The Limits of the First Amendment:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



C. The Freedom of Expression Quiz – Reflection Sheet

Answer the questions below reflectively.

1. Were the quiz results surprising or as expected?

2. What new thing about yourself did you learn from this quiz?

3. Which question was the hardest to answer? Why?

4. Were all the questions relevant to you and your culture? If not, which were not?

5. What comments do you have regarding the quiz?



Unit 1. Media Ethics – A Definition

Session 3. The ideal regulatory text

Session length: 50 minutes

Materials and Preparation:

- Infographics produced during Session One
- Masking tape
- Worksheet M4.U1.S3
- Flipchart with debate notes
- LCD projector/laptop
- Internet access
- Survey Monkey voting poll
- Learners' mobile phones

Activity	Objectives	Content	Time & Sequence
 Discussion	Participants evaluate the previous session	Post infographics and debate flip chart on walls. Recap main points. Ask participants to individually express how they feel about the debate.	15 mins
Voting	Participants evaluate setting regulations	Vote: Ask students to use their mobile phones to access the survey monkey voting poll and vote for or against regulations. Project results on white screen. Allow for time for discussion.	20 mins
 Discussion	Participants understand the need for self-regulation	Make participants watch the Self-discipline video: https://www.youtube.com/watch?v=x4fsbGAiocl Relate concept to media bodies. Deduce that self-regulation is best as it preserves freedom of expression and protects from media abuses. Draw conclusions.	15 mins

Worksheet: M4.U1.S3

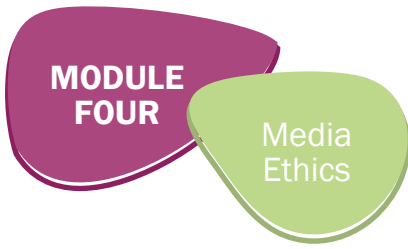


The Ideal Regulatory Text

Debate Reflection

Fill in your reflections on each of the main debate points made by both groups.

Against	For



Unit 2. An Exploration of Media Regulations (3 sessions)

Learning Objectives:

At the end of this unit, the participants will be able to:

- Distinguish between different types of regulations;
- Develop an operational media ethics charter;
- Relate self-regulation to freedom of expression.

Resources:

<https://www.forbes.com/sites/ilyapozin/2013/01/09/social-media-etiquette-12-step-checklist/#7be0a38b7d06>

<https://rsf.org/en>

<https://rsf.org/ar>

<https://www.cia.gov/library/publications/the-world-factbook/>

https://www.le.ac.uk/oerresources/media/ms7501/mod2unit11/page_01.htm

آداب استخدام الإنترنت

https://mawdoo3.com/%D8%A2%D8%AF%D8%A7%D8%A8_%D8%A7%D8%B3%D8%AA%D8%AE%D8%AF%D8%A7%D9%85_%D8%A7%D9%84%D8%A5%D9%86%D8%AA%D8%B1%D9%86%D8%AA

ليس كل ما يمكن عمله، مسموح به أيضا

<https://www.klicksafe.de/service/weitere-sprachen/araby/urheber-und-persoendlichkeitsrechte/>





Unit 2. An Exploration of Media Regulations

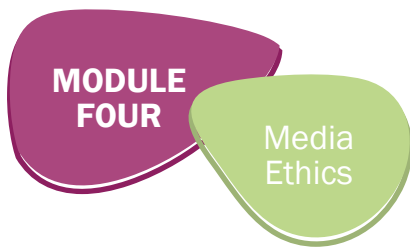
Session 1. Self perception of media regulations

Session length: 45 minutes

Materials and Preparation:

- Mobility exercise criteria sheet
- Computer center
- Internet access
- Whiteboard + markers
- Worksheet **M4.U2.S1**
- Masking tape

Activity	Objectives	Content	Time & Sequence
<p>Mobility exercise – Discussion</p> 	<p>Participants reflect on their positions</p>	<p>Divide the floor space into two sides by masking tape. Ask the participants to stand together on one side of the line drawn on the floor.</p> <p>Use the mobility exercise sheet to say, “The wind blows to anyone who...” and read one controversial criterion involving media reporting. All those who agree with what was said will cross the tape line to the other side.</p> <p>Repeat this for other criteria.</p> <p>Discuss with learners what they learned about themselves. Were they surprised about some of the positions they took? Were the positions all clear-cut?</p>	<p>5 mins /10 mins</p>
	<p>Reflection; production</p>	<p>Ask students to categorize media self-regulation using the worksheet M4.U2.S1 .</p>	<p>10 mins</p>
	<p>Participants analyze social media etiquette</p>	<p>Ask students to sit in pairs and access https://www.forbes.com/sites/ilyapozin/2013/01/09/social-media-etiquette-12-step-checklist/#7be0a38b7d06</p> <p>Ask them to analyze the 12 steps suggested and jot down their reflections on the M4.U2.S1 worksheet.</p>	<p>20 mins</p>
	<p>Participants evaluate the session</p>	<p>A rose and a thorn – activity.</p> <p>Evaluate the session. What was liked? What was not? Have a learner jot down the roses and the thorns on the whiteboard.</p> <p>Summarize the lesson.</p>	<p>5 mins</p>



Handout for trainer M4.U2.S1

The Wind Blows

The Wind Blows.... Samples of Statements

Disclosure of sensitive information to the public is justifiable if it exposes governments' wrongdoings.

Disclosure of sensitive information to the public is justifiable if it exposes people's personal wrongdoings.

Parental control over children's social media activity is censorship and should be banned.

Befriending students on FB is okay for school administrators, staff, and teachers.

All news is good to post.

A post's credibility depends on the number of times it was shared.

It is okay to post children's videos on YouTube

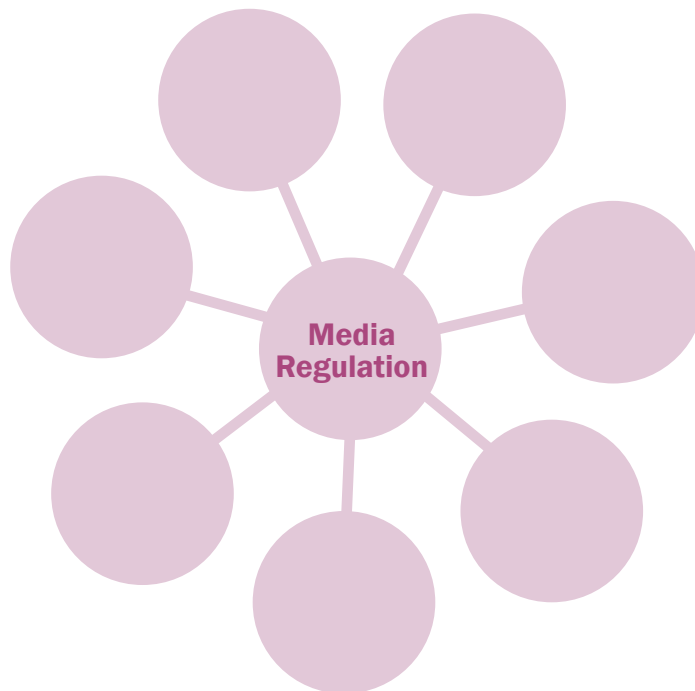
Worksheet: M4.U2.S1

Self Perception of Media Regulations



A. Media Regulation Criteria

Jot down the criteria of self-regulation you think are most important.



B. The Twelve Step Checklist:



Write your reflection on how easy or hard each step is to put into practice.

1. Should I target a specific audience with this message?
2. Will anyone really care about this content besides me?
3. Will I offend anyone with this content? If so, who? Does it matter?
4. Is this appropriate for a social portal, or would it best be communicated another way?
5. How many times have I already posted something today? (More than three can be excessive.)
6. Did I spell check?
7. Will I be okay with absolutely anyone seeing this?
8. Is this post too vague? Will everyone understand what I'm saying?
9. Am I using this as an emotional dumping ground? If so, why? Is a different outlet better for these purposes?
10. Am I using too many abbreviations in this post and starting to sound like a teenager?
11. Is this reactive communication or is it well thought-out?
12. Is this really something I want to share, or is it just me venting?





Unit 2. An Exploration of Media Regulations

Unit 2. An Exploration of Media Regulations

Session length: 50 minutes

Materials and Preparation:

- Computer center
- Internet access
- Whiteboard + markers
- Worksheet M4.U2.S2
- Personal mobile phones

Activity	Objectives	Content	Time & Sequence
	Recap	Recap – have a participant present the roses and thorns results of the previous session.	5 mins
	Participants are aware of the different stages of the topic and how much they achieved	Construct a progress line on the whiteboard: The starting point - what has been achieved so far in the unit - what remains to be done – the target point to be achieved.	10 mins
 	Participants analyze the state of press freedom in different countries	Ask students to sit in pairs and access https://rsf.org/en Allow them time to familiarize themselves with the sections of the website. Ask them to analyze the latest World Press Freedom Index and jot down their reflections on the M4.U2.S2 worksheet. Assign a country for each two pairs (form groups of four) to study regarding press freedom using the RSF website and the https://freedomhouse.org/report/-freedom-press/freedom-press-2017 Ask each group of four to produce a 1 min video on the press freedom landscape of the country they were assigned to study. Have learners post their videos on the school website and comment on each other’s posts.	35 mins

Worksheet M4.U2.S2
Examining Media Freedom



A. Progress Line:

Fill in the progress line below. It will help you locate what you have done and where you are heading in this module. It could also show you what you need to change.



B. The Country Media Landscape:

As you and your partner research the country you have been assigned, fill in the following facets of the media landscape

Index for freedom of press

Legal environment

Political environment

Economic environment

Facts about the country: inhabitants, economics, average income


Unit 2. An Exploration of Media Regulations

Session 3. Media freedom around the world - 2

Session length: 50 minutes

Materials and Preparation:

- Small auditorium with stage & sound system
- Microphones
- Round Table with chairs and name cards for each representative
- Internet access
- Whiteboard + markers
- LCD projector/laptop
- Worksheet **M4.U2.S3**

Activity	Objectives	Content	Time & Sequence
	<p>Participants explain media freedom</p> <p>Participants reflect on media conditions</p> <p>Participants produce an ethical charter</p>	<p>Introduce the rules for the roundtable: Select a participant to represent her/his group. Each participant will present how it would have been for her/him to be a media consumer in the country they studied. The remaining participants constitute the audience. Participants exchange views on what the ideal media landscape would look like. Together, they develop the key points of what would constitute an ethical media charter. Points to be jotted down on the whiteboard</p>	<p>50 mins</p>

Worksheet: M4.U2.S3

Media freedom around the world – 2



Imagine you are living in an ideal country.

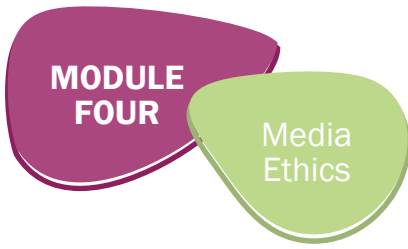
What would the media landscape look like in this ideal country?

How would you feel as media consumer? How would you describe your attitude towards the media?

What would the legal environment look like?

What would the political environment look like?

What would the economic environment look like for media outlets?



Unit 3. The Ethical Media Consumer (EMC) - (2 sessions)

Learning Objectives:

At the end of this unit, participants will be able to:

- Reflect on the consumer-sharer-producer continuum;
- Explore the expectations of the ethical media consumer; and
- Develop the profile of the ethical media consumer.

Resources:

https://blogs.findlaw.com/law_and_life/2014/09/not-so-free-speech-5-limits-on-1st-amendment-rights.html

https://www.gla.ac.uk/media/media_487729_en.pdf

آداب استخدام الإنترنت

https://mawdoo3.com/%D8%A2%D8%AF%D8%A7%D8%A8_%D8%A7%D8%B3%D8%AA%D8%AE%D8%AF%D8%A7%D9%85_%D8%A7%D9%84%D8%A5%D9%86%D8%AA%D8%B1%D9%86%D8%AA

ليس كل ما يمكن عمله، مسموح به أيضا

<https://www.klicksafe.de/service/weitere-sprachen/araby/urheber-und-persoendlichkeitsrechte/>





Unit 3. The Ethical Media Consumer (EMC)

Sessions 1 & 2. The ethical media consumer charter

Session length: 110 minutes

Materials and Preparation

- Whiteboard + markers
- LCD projector/laptop/white screen
- Worksheet M4.U3.S1&2
- Handout for trainer M4.U3.S1
- Personal mobile phones

Activity	Objectives	Content	Time & Sequence
	Recap	Recap – Review the progress line done previously. Review the productions made.	10 mins
 Lecture	Participants analyze and evaluate guidelines for ethical media user charter	Debate: The Media consumer: not only a consumer – the consumer – sharer – producer continuum. The limitations of the First Amendment. https://blogs.findlaw.com/law_and_life/2014/09/not-so-free-speech-5-limits-on-1st-amendment-rights.html Guidelines for an ethical media consumer charter. https://www.gla.ac.uk/media/media_487729_en.pdf	20 mins
	Participants produce an ethical media consumer	Use an energizer from the energizers support documents to divide participants into groups of 4. Assign roles for each of the group members – M4.U3.S1 Ask participants to use a production tool to produce an ethical media consumer charter not exceeding 2 minutes.	80 mins
		Ask participants to submit assignments to you for assessment and comments.	

Worksheet M4.U3.S1&2
The Ethical Media Consumer



A. The Consumer – Sharer – Producer – Continuum Log:

Keep a personal log of your media activities for a week. Indicate for each activity whether you were a consumer, a sharer, or a producer.

Date	Activity	Identity		
		Consumer	Sharer	Producer

B. Roles in Collaborative Group:

Keep a personal log of your media activities for a week. Indicate for each activity whether you were a consumer, a sharer, or a producer.

Facilitator	Leads the group. Coordinates the work with instructor
Secretary	Takes notes
Speaker	Represents the group; presents the work in the plenary session
Timekeeper	Manages and monitors the time

Unit 4. Ethical Media Partnerships in the Real World - (3 sessions)

Learning Objectives:

At the end of this unit, the participants will be able to:

- Produce an ethical media report;
- Propagate a news report ethically; and
- Develop an ethical media tableau.

Resources:

أخلاقيات ومبادئ العمل الصحفي والإعلامي

<http://hrdoegypt.org/wp-content/uploads/2016/08/%D8%A3%D8%AE%D9%84%D8%A7%D9%82%D9%8A%D8%A7%D8%AA-%D8%A7%D9%84%D8%B9%D9%85%D9%84-%D8%A7%D9%84%D8%B5%D8%AD%D9%81%D9%8A.pdf>

<https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism>

Unit 4. Ethical Media Partnerships in the Real World




Session 1. The ethical media report

Session length: 50 minutes

Materials and Preparation:

- Whiteboard + markers
- LCD projector/laptop/white screen
- Computer center
- Internet access
- Worksheet **M4.U4.S1**
- Personal mobile phones

Remark: If there is no internet access, you can use newspapers and magazines for doing the exercise.

Activity	Objectives	Content	Time & Sequence
 Discussion	Participants refresh their knowledge	Ask learners to view the 5 ethical principles of journalism video: https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism	10 mins
 Explanation	Knowledge	Introduce the Worksheet M4.U4.S1 Introduce the topics to be researched. Topics should be equal to ½ number of students so that each topic will be done by 2 groups.	5 mins
 	Participants produce a story	Ask students to sit in pairs - use an energizer to form pairs. Ask them to prepare a 2 min/ 2 page video/text report about one of the topics proposed.	35 mins

Unit 4. Ethical Media Partnerships in the Real World

Session 2. Responsible dissemination of news

Session length: 50 minutes

Materials and Preparation:

- Whiteboard + markers
- LCD projector/laptop/white screen
- Computer center
- Internet access
- Worksheet M4.U4.S2
- Personal mobile phones

Activity	Objectives	Content	Time & Sequence
Presentation  Discussion 	Presentation/ assessment/ conclusion	Ask participants to present their media reports. Discuss and assess reports using the guidelines in Worksheet M4.U4.S2 Draw conclusions.	30 mins
	Production	Ask pairs to share the best report for each topic on social media and to tag 10 friends to rate the report.	20 mins

Trainer's Notes:

Worksheet: M4.U4.S2

Responsible Dissemination of News



A. Report Assessment Rubric

Group Members:

Presenters will be evaluated on the following criteria using a rating scale of 0 to 5 with 0 being lowest, and 5 being highest

Criteria	0-1	2-3	4-5	Appreciation
Accuracy	Lacks Accuracy	Reasonably accurate.	Accurate & defensible.	
Comprehensiveness	Lacks exhaustiveness	Reasonably exhaustive.	Complete and comprehensive.	
Impartiality	Clearly biased. Takes sides	Somewhat biased.	Impartial. Represents all parties respectfully & equally.	
Cohesiveness	Structure is loose. Ideas do not flow.	Reasonably structured with a few flaws.	Well structured. Flow of ideas is logical. Parts of report are linked and form a complete unit.	
Language	Weak grammar, spelling, and sentence structure.	Acceptable language. Few mistakes	Not present.	
Layout	Poor. Seems to have been done hastily.	Not present.	Meticulous. Artistic. Well executed.	
WOW Effect	Not present.	Somewhat present.	Simply WOW!	



Unit 4. Ethical Media Partnerships in the Real World

Session 3. The ideal media tableau

Session length: 50 minutes

Materials and Preparation

- Whiteboard + markers
- LCD projector/laptop/white screen
- Computer center
- Internet access
- Worksheet M4.U4.S3
- Big sheets of colored cardboard
- Colored markers

Activity	Objectives	Content	Time & Sequence
Gallery Walk 	<p>Participants evaluate the products of their class mates</p>	<p>Post all the productions of the entire module on the classroom walls. Ask students to go through a gallery walk using the worksheet M4.U4.S3 for guidelines and activity sheet.</p>	<p>10 mins</p>
	<p>Participants reflect on the topic of the module</p> <p>Participants explain the most important content from their perspective</p> <p>Participants produce The Ethical Media Tableau</p>	<p>Introduce the method of concept mapping - worksheet M4.U4.S3 Divide students into groups of 5. Ask that each group develop a concept map for the module entitled The Ethical Media Tableau.</p>	<p>20 mins</p>

Worksheet: M4.U4.S3**The Ethical Media Tableau – Gallery Walk****A. Gallery Walk Protocol**

“Gallery Walk” is an activity that allows learners to discuss their final work displayed around a room much like artists would display their artistic pieces in an “exhibit.”

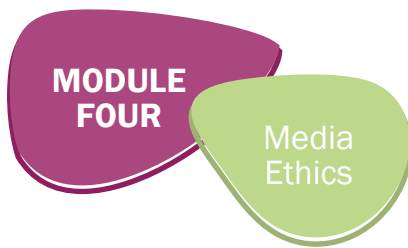
Instructor informs learners that they are to visit the exhibited work and leave a post-it with a written message on below each work. **Blue** for compliments, **Orange** for critique, and **Purple** for pending questions. A discussion follows led by the instructor during which criticisms are addressed and questions are answered.

B. The Concept Map Principle**Constructing a Concept Map**

Brainstorming Phase: From your memory (which you can jog by going through your notes and related course material), identify facts, terms, and ideas that you think are in any way associated with the topic. Make a list of these items and print them neatly on small Post-It® notes, one per note, in very brief form, i. e. a single word or short phrase. This is a brainstorming process, so write down everything that anybody in your group thinks is important and avoid discussing how important the item is. Don't worry about redundancy, relative importance, or relationships at this point. Your objective here is to generate the largest possible list you can. Before your group completes this step, you may have more than 50 items.

Organizing Phase: Spread out your concepts (Post-It® notes) on a flat surface so that all can be read easily and, together, create groups and sub-groups of related items. Try to group items to emphasize hierarchies. Identify terms that represent those higher categories and add them. Feel free to rearrange items and introduce new items that you omitted initially. Note that some concepts will fall into multiple groupings. This will become important later.

Layout Phase: On a large sheet of paper, try to come up with an arrangement (layout) that best represents your collective understanding of the interrelationships and connections among groupings. Feel free to rearrange things at any time during this phase. Use a consistent hierarchy in which the most important concepts are in the center or at the top. Within sub-grouping, place closely related items near to each



other. Think in terms of connecting the items in a simple sentence that shows the relationship between them. Do not expect your layout to be like that of other groups. It may be advisable to meet outside of class to work on this assignment and plan for its completion.

Linking Phase: Use lines with arrows to connect and show the relationship between connected items. Write a word or short phrase by each arrow to specify the relationship. Many arrows can originate or terminate on particularly important concepts.

Finalizing the Concept Map: After your group has agreed on an arrangement of items that conveys your understanding, you need to convert the concept map into a permanent form that others can view and discuss. Be creative in a constructive way through the use of colors, fonts, shapes, border thickness, etc. to communicate your group's understanding. Give your concept map a title. If you want to construct your final concept map on a computer, try using PowerPoint. In reviewing your concept map, consider the following attributes:

- **Accuracy and Thoroughness.** Are the concepts and relationships correct? Are important concepts missing? Are any misconceptions apparent?
- **Organization.** Was the concept map laid out in such a way that higher order relationships are apparent and easy to follow? Does it have a title?
- **Appearance.** Was the assignment done with care showing attention to details such as spelling and penmanship? Is it neat and orderly or is it chaotic and messy?
- **Creativity.** Are there unusual elements that aid communication or stimulate interest without being distracting?

Source: <https://www1.udel.edu/chem/white/teaching/ConceptMap.html>

Participants' Evaluation Module Four



What I liked:



What I'd like to point out or suggest:



What I did not like or think could be improved:



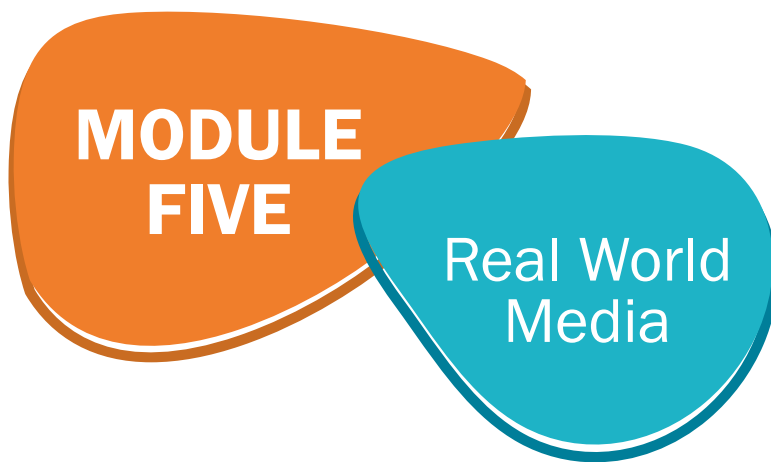
What was valuable for me:



What needed more time:



Overall, what I have learned:



Yara Zgheib Salloum

“There is only one way to get a democracy on its feet in the matter of its individual, its social, its municipal, its State, its National conduct, and that is by keeping the public informed about what is going on. There is not a crime, there is not a dodge, there is not a trick, there is not a swindle, there is not a vice which does not live by secrecy. Get these things out in the open, describe them, attack them, ridicule them in the press, and sooner or later public opinion will sweep them away.”

- Joseph Pulitzer

Introduction:

The purpose of the media is to tell the truth, the whole truth, and nothing but the truth... in theory. In practice, the media today is fraught with bias, rumors, propaganda, and fake news.

Real media is created by real people who come from different backgrounds and points of view. They bring their feelings, perspectives, biases, and interests to the information they are presenting. With the advent of the Internet, social media, and free flowing access to information, today anyone can report a story. And everyone does.

So how do we find and spread the truth?

This Module is structured as follows:

Unit 1. Fact vs. Fiction – 1 session

Unit 2. Media Bias – 1 session

Unit 3. Consumer Bias – 1 session

Unit 4. The Fight for Truth – 1 session

Module General Objectives:

Throughout this module, participants will:

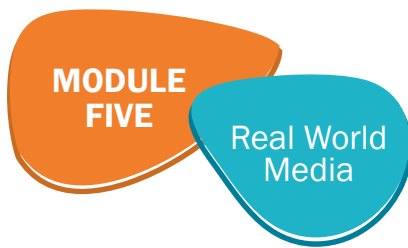
- Learn to distinguish between information and misinformation;
- Recognize bias in the production and consumption of news;
- Discuss the harmful effects of misinformation on society;
- Learn to examine news and its sources critically; and
- Practice filtering, interpreting, and sharing information ethically and responsibly.

Prerequisites

Module 4: Media Ethics



Citizenship, political participation



Additional Resources for Trainer

Baker, B. (1994). How to Identify, Expose and Correct Liberal Media Bias. Media Research Center; First Edition (January 1, 1994)

Bounegru, L. et. Al. (2017). A Field Guide to “Fake News” and Other Information Disorders. Public Data Lab. https://monoskop.org/images/3/37/A_Field_Guide_to_Fake_News_and_Other_Information_Disorders_2018.pdf

The Center for Media Literacy. <http://www.medialit.org>

Darnton, R. (2017). The True History of Fake News. The New York Review of Books. <https://www.nybooks.com/daily/2017/02/13/the-true-history-of-fake-news/>

DW Akademie. Media Literacy Training Materials.

Fair. <https://fair.org>

“Fake News,” Lies and Propaganda: How to Sort Fact from Fiction. University of Michigan Library Research Guide. 2018. <http://guides.lib.umich.edu/fakenews>

First Draft News. firstdraftnews.org/learn

First Draft in Arabic

<https://ar.firstdraftnews.org/>

Lee, A. M. & Delli Carpini, M. X. (2010). News Consumption Revisited: Examining the Power of Habits in the 21st Century. 11th International Symposium on Online Journalism. <https://www.iso-j.org/wp-content/uploads/2018/01/LeeCarpini10-1.pdf>

Levasseur, D. G. (2008). « Media Bias. » In L. L. Kaid, Encyclopedia of political communication. Thousand Oaks, CA: Sage Publications. https://search.credoreference.com/content/topic/media_bias

Media Bias/Fact Check. <https://mediabiasfactcheck.com/>

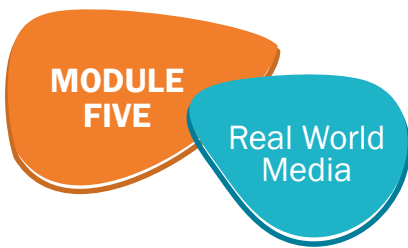
The National Association for Media Literacy Education. <https://namle.net/>

The News Literacy Project. <http://www.thenewsliteracyproject.org/>

Pew Research Center. News Audience Trends and Attitudes. <http://www.pewresearch.org/topics/news-audience-trends-and-attitudes/>

Tandoc, E. et. al. (2017). “Defining ‘Fake News’”, Digital Journalism, 8(1), August 2017. pp. 1–17. <https://www.tandfonline.com/doi/full/10.1080/21670811.2017.1360143>

Wardle, C. & Hossein, D. (2017). Information Disorder: Toward an interdisciplinary framework for research and policymaking. Council of Europe Report DGI(2017)09. <https://rm.coe.int/information-disorder-toward-an-interdisciplinary-framework-for-research/168076277c>



Unit 1. Fact vs. Fiction (1 Session)

Learning Objectives:

At the end of this unit, the participants will be able to:

- Distinguish between fact and fiction;
- Identify the characteristics of real news, fake news, propaganda, and rumors; and
- Create a “Truth Test”.

Resources

“Fake News,” Lies and Propaganda: How to Sort Fact from Fiction. University of Michigan Library Research Guide. 2018. <http://guides.lib.umich.edu/fakenews>

Bounegru, L. et. Al. (2017). A Field Guide to “Fake News” and Other Information Disorders. Public Data Lab. https://monoskop.org/images/3/37/A_Field_Guide_to_Fake_News_and_Other_Information_Disorders_2018.pdf

Darnton, R. (2017). The True History of Fake News. The New York Review of Books. <https://www.nybooks.com/daily/2017/02/13/the-true-history-of-fake-news/>

Tandoc, E. et. al. (2017). “Defining ‘Fake News’”, Digital Journalism, 811, August 2017. pp. 1–17. <https://www.tandfonline.com/doi/full/10.1080/21670811.2017.1360143>

Combating disinformation and misinformation through Media and Information Literacy https://en.unesco.org/sites/default/files/module_4.pdf

عن الأخبار الزائفة

<https://ar.firstdraftnews.org/2017/03/246>

“تحقق _ النهار #Fact-Checking

<https://www.annahar.com/article/749178-%D9%85%D8%A7-%D9%87%D9%8A-%D8%A7%D9%84%D8%A3%D8%AE%D8%A8%D8%A7%D8%B1-%D8%A7%D9%84%D9%85%D8%B2%D9%8A%D9%81%D8%A9-%D8%A3%D9%88-%D8%A7%D9%84-fake-news>

<https://www.annahar.com/section/567-%D8%A7%D9%84%D9%86%D9%87%D8%A7%D8%B1-%D8%AA%D9%88%D8%A7%D8%AC%D9%87-%D8%A7%D9%84%D8%A3%D8%AE%D8%A8%D8%A7%D8%B1-%D8%A7%D9%84%D9%85%D8%B2%D9%8A%D9%81%D8%A9>

موقع أكيد، مرصد مصداقية الإعلام الأردني

<https://akeed.jo/ar/page/standards/1/%D8%A7%D9%84%D9%85%D8%B9%D8%A7%D9%8A%D9%8A%D8%B1>







Unit 1. Fact vs. Fiction

Session 1. True or fake?

Session length: 50 minutes

Materials and Preparation

- News stories taken from different media sources (different newspapers, magazines, online sources)
- Flipchart and markers
- Print-outs of worksheet **M5.U1.S1**

Activity	Objectives	Content	Time & Sequence
  Discussion	Participants distinguish between fact and fiction in news/ information pieces	Have students go through the news of the day and identify: <ul style="list-style-type: none"> • 1 true news story • 1 fake news story • 1 propaganda piece • 1 rumor Share some examples with the group.	10 mins
 Discussion  Discussion	Participants recognize the characteristics of information vs. misinformation /disinformation	Make a list of the characteristics of each type of information. How did you identify it? Consider: <ul style="list-style-type: none"> • Source • Content • Tone • Intent 	15 mins
  Discussion	Practical application: Distinguish between fact and fiction	Ask students to apply the “Truth Test” (worksheet M5.U1.S1) to one or more of the stories selected at the beginning of the lesson. Share and discuss as a group.	20 mins
	Lesson summary	Concluding thoughts.	15 mins

Handout for Trainer: M5.U1.S1



What is Fake News? ¹

“Fake news” is a term that has come to mean different things to different people. At its core, we are defining “fake news” as those news stories that are false: the story itself is fabricated, with no verifiable facts, sources or quotes. Sometimes these stories may be propaganda that is intentionally designed to mislead the reader, or they may be designed as “clickbait” written for economic incentives (the writer’s profits depend on the number of people who click on the story). In recent years, fake news stories have proliferated via social media, in part because they are so easily and quickly shared online.

Misinformation and Disinformation: Other types of “fake news”

The universe of “fake news” is much larger than simply false news stories. Some stories may have a nugget of truth, but lack any contextualizing details. They may not include any verifiable facts or sources. Some stories may include basic verifiable facts, but are written using language that is deliberately inflammatory, leaves out pertinent details or only presents one viewpoint. “Fake news” exists within a larger ecosystem of mis- and disinformation.

Misinformation is false or inaccurate information that is mistakenly or inadvertently created or spread; the intent is not to deceive. Disinformation is false information that is deliberately created and spread “in order to influence public opinion or obscure the truth.” ²

7 Types of Mis-/Disinformation

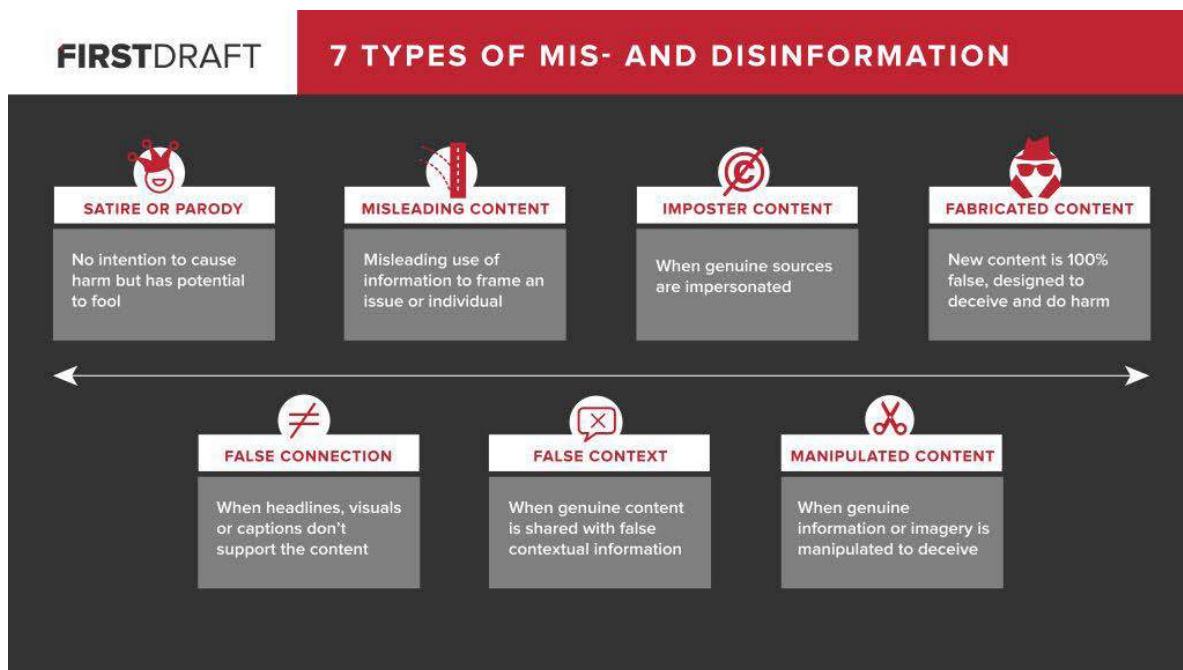


Image Source: Claire Wardle, FirstDraftNews.com

¹ <http://guides.lib.umich.edu/c.php?g=637508&p=4462356>

² <https://www.merriam-webster.com/dictionary/disinformation>

Worksheet M5.U1.S1 – Truth Test



Pick a news story and run it against the following questions:

1. Who made this?

Who created the message? (author, producer)

2. Why was this made?

Who is the message intended for? (audience, demographic)

3. How was this made?

What techniques does the producer use to make the message credible or believable?

4. What is missing?

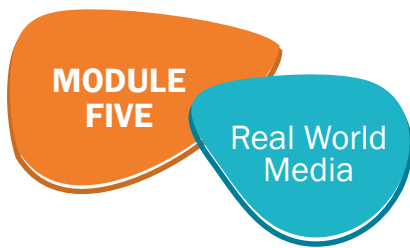
What details might be omitted and why?

5. Where do I go from here?

Where can I go to locate more accurate information?

Now add your own questions:

Verdict: Is this real or fake?



Unit 2. Media Bias (1 session)

Learning Objectives:

At the end of this unit, the participants will be able to:

- Explore different types of bias in the media; and
- Discuss the effects of media misinformation and disinformation on society.

Resources:

Baker, B. (1994). How to Identify, Expose and Correct Liberal Media Bias. Media Research Center; First Edition (January 1, 1994)

First Draft News. firstdraftnews.org/learn

Levasseur, D. G. (2008). « Media Bias. » In L. L. Kaid, Encyclopedia of political communication. Thousand Oaks, CA: Sage Publications. https://search.credoreference.com/content/topic/media_bias

Media Bias/Fact Check. <https://mediabiasfactcheck.com/>



Unit 2. Media Bias

Session 1. Recognizing biased media content

Session length: 50 minutes

Materials and Preparation:

- 1 News Story Fact Sheet for activity
- 2 Media Outlet ID Profiles for activity:
 - Media Outlet 1
 - Media Outlet 2
- Flipchart and markers
- Print-outs of the worksheet **M5.U2.S1**, the story fact sheet and media outlet profile

Activity	Objectives	Content	Time & Sequence
 Discussion	Participants understand the motivations behind the dissemination of inaccurate/ manipulative information	Discuss recent encounters you have had with inaccurate/ manipulative information. Who resorts to it and why?	5 mins
	Participants explore different types of bias in the media	Divide students into three groups: Group 1: Media Outlet A Group 2: Media Outlet B Group 3: Audience Give Groups 1 and 2 the same facts to report (worksheet M5.U2.S1.1 News story fact sheet) and separate profiles (worksheet M5.U2.S1.2 Media outlet profile) for role play. Groups 1 and 2 prepare their news stories based on their assigned roles and have 5 minutes each to present it to Group 3. Group 3 records the differences and biases perceived in the presentations of Groups 1 and 2. Group 3 presents its observations.	25 mins

Handout for trainer M5.U2.S1 – What is Media Bias?



By definition, the word bias refers to showing an unjustified favoritism toward something or someone. Thus, on a very simplistic level, media bias refers to the media exhibiting an unjustifiable favoritism as they cover the news. When the media transmit biased news reports, those reports present viewers with an inaccurate, unbalanced, and/or unfair view of the world around them.³

Types of Media Bias⁴

Bias by Omission: Leaving one side of the argument/story out of an article, or a series of articles over a period of time; ignoring facts that tend to disprove liberal or conservative claims, or that support liberal or conservative beliefs.

Bias by Labeling: Bias by labeling comes in two forms. The first is the tagging of conservative politicians and groups with extreme labels while leaving liberal politicians and groups unlabeled or with more mild labels, or vice versa. The second kind of bias by labeling occurs when a reporter not only fails to identify labels, such as “an expert” or “independent consumer group.”

Bias by Placement: Where on a website (or newspaper) or in an article a story or event is printed; a pattern of placing news stories so as to downplay information supportive of either conservative views or liberal views.

Bias by Selection of Sources: Including more sources that support one view over another.

Bias by Spin: A reporter’s subjective comments about objective facts; makes one side’s ideological perspective look better than another.

Bias by Story Selection: A pattern of highlighting news stories that coincide with the agenda of either the Left or the Right, while ignoring stories that coincide with the opposing view.

³ Levasseur, D. G. (2008). Media bias. In L. L. Kaid, Encyclopedia of political communication. Thousand Oaks, CA: Sage Publications. Retrieved from https://search.credoreference.com/content/topic/media_bias_n

⁴ <https://mediabiasfactcheck.com/methods-of-bias-and-terminology/>

Worksheet M5.U2.S1.1 – News Story Fact Sheet



1. Who?

The actors involved:

2. What?

The event:

3. Where?

The setting:

4. When?

The date and time:

5. How?

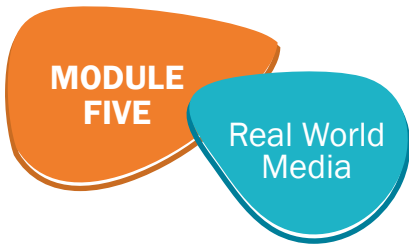
The details:

6. Why?

The background story:

7. So what?

The results/consequences:



Worksheet M5.U2.S1.2 – Media Outlet Profile



Name:

Outlet Type:

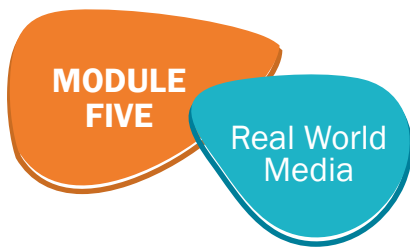
Topics Covered:

Target Audience:

Geographical Focus:

Political/Social/Economic Leanings:

Additional Biases:



Unit 3. Consumer Bias (1 session)

Learning Objectives:

At the end of this unit, the participants will be able to:

- Examine different forms of media consumer behavior (habits, preferences, biases);
- Reflect on their own behavior, habits, and biases as a consumer; and
- Discuss the effects of consumer behavior on the dissemination of news.

Resources:

Lee, A. M. & Delli Carpini, M. X. (2010). News Consumption Revisited: Examining the Power of Habits in the 21st Century. 11th International Symposium on Online Journalism. <https://www.iso-j.org/wp-content/uploads/2018/01/LeeCarpini10-1.pdf>

Media Bias/Fact Check. <https://mediabiasfactcheck.com/>

Pew Research Center. News Audience Trends and Attitudes. <http://www.pewresearch.org/topics/news-audience-trends-and-attitudes/>




Unit 3. Consumer Bias

Session 1. A day in my life

Session length: 50 minutes

Materials and Preparation

- Chinese Whispers worksheet
- Flipchart and markers
- Arts and crafts material
- Print-outs of worksheets **M5.U3.S1.1&2** Chinese whispers and A Day in My Life

Activity	Objectives	Content	Time & Sequence
Ice breaker	Participants demonstrate impact of consumer behavior on the dissemination and sharing of information	Chinese whispers (worksheet M5.U3.S1.1) In a circle: Send one news story around the circle (from ear to ear), until it reaches the original sender. Compare the original story with the final one.	5 mins
	Participants reflect on own behavior, habits, and biases as an information consumer	A Day in My Life Ask students to trace their steps through a typical day in their lives as information consumers (worksheet M5.U3.S1.2 A Day in My Life). Using the medium of their choice (poster, video, text etc.), students represent the media sources they encounter and interact with in a typical day.	10 mins
 Discussion	Participants identify different types of information consumers and the biases they might have	A few students present their “Day in My Life” to the group. Students compare media consumption behaviors and derive: - Preferences - Habits - Biases	20 mins
 Discussion	Participants understand the effects of consumer bias on misinformation and disinformation in society.	Discuss the impact of consumer bias on the levels of misinformation and disinformation in society.	10 mins
	Lesson summary	Concluding thoughts.	5 mins

Worksheet M5.U3.S1.1 – Chinese Whispers⁵



Instructions:

- Write a piece of information that you want to pass on via Chinese whispers on a sheet of paper. It can be a name, a sentence, a tongue twister or an interesting fact, and as short, long, complex, emotional, or personal as you want.
- Whisper the news story to the person to your right and ask them to pass it along.
- Have the last person in the circle (to your left) say the news story out loud. Read the original news story to the group.

⁵ DW Akademie. Media Literacy Training Material.

Worksheet M5.U3.S1.2 – A Day in My Life



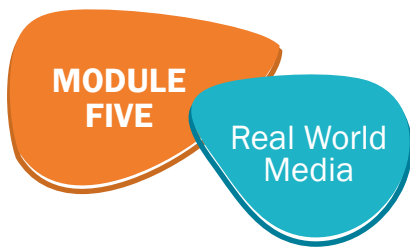
Consider the following questions while recreating your day:

What news did I get?

Where did it come from?

How did it make me feel? Does it go along with my interests and beliefs?

What impact did it have on my day?



Unit 4. The Fight for Truth (1 session)

Learning Objectives:

At the end of this unit, the participants will be able to:

- Recognize their responsibility and role in fighting for truth; and
- Develop strategies to consume, interpret, and share information.

Resources:

DW Akademie. Media Literacy Training Materials.

Fair. <https://fair.org>

Media Bias/Fact Check. <https://mediabiasfactcheck.com/>

The Center for Media Literacy. <http://www.medialit.org>

The National Association for Media Literacy Education. <https://namle.net/>

The News Literacy Project. <http://www.thenewsliteracyproject.org/>

Wardle, C. & Hossein, D. (2017). Information Disorder: Toward an interdisciplinary framework for research and policymaking. Council of Europe Report DGI(2017)09. <https://rm.coe.int/information-disorder-toward-an-interdisciplinary-framework-for-research/168076277c>





Unit 4. The Fight for Truth

Session 1 Identifying fake news

Session length: 50 minutes

Materials and Preparation:

- News stories taken from different media sources (different newspapers, magazines, online sources)
- Flipchart and markers
- Paper and pens
- Print-outs of worksheet **M5.U4.S1** Mis-, Dis-, Information?

Activity	Objectives	Content	Time & Sequence
  Discussion	Recap of lessons learned in Module 5	Have students go through the news of the day and identify: - 1 true news story - 1 fake news story - 1 propaganda piece - 1 rumor using the worksheet M5.U4.S1. Mis-, Dis-, Information?	15 mins
	Practical application of the concepts discussed	In groups, have students choose one of the untrue pieces of information and rewrite it correctly.	10 mins
 Discussion	Develop strategies to critically and ethically consume, interpret, and share information	Make a list of guidelines for critically and ethically consuming and sharing information.	20 mins
	Lesson summary	Concluding thoughts.	5 mins

Worksheet M5.U4.S1 – Mis-, Dis-, Information?



How to find, protect, and share the truth. Some questions to consider:⁶

1. Biased Wording/Headlines:

- Do the headlines match the story?
- Is the story presented in the right context?
- Does the source use loaded words to convey emotion to sway the reader?

2. Factual/Sourcing:

- Does the source report factually and back up claims with well sourced evidence?
- Who are the sources? Are they diverse?

3. Story Choices:

- Are stories on important issues featured prominently?
- Does the source report news from both sides or do they only publish one side?

4. Political Affiliation:

- How strongly does the source endorse a particular ideology? How extreme are their views?
- Are double standards or stereotypes applied when reporting on other groups?

⁶ <https://mediabiasfactcheck.com/methodology/> and <https://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/>

Participants' Evaluation Module Five



What I liked:



What I'd like to point out or suggest:



What I did not like or think could be improved:



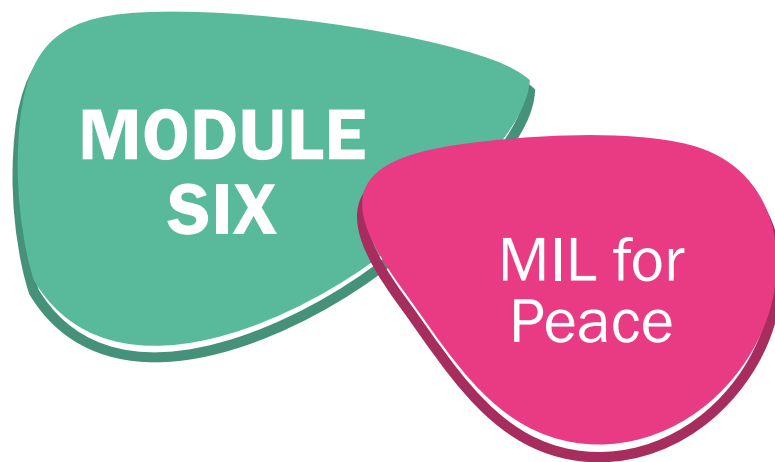
What was valuable for me:



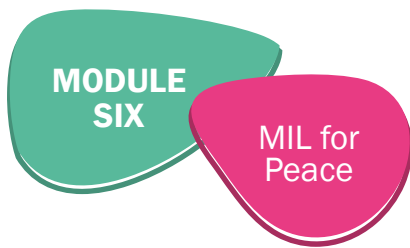
What needed more time:



Overall, what I have learned:



Christina Förch-Saab and Fadi Abi Allam



Introduction

Young people today have great opportunities to express and propagate their opinions and make their voices heard by using the Internet and social media. They can post pictures and texts on Facebook, make videos and upload them on YouTube, and get followers on Instagram, for example. Many of them use the Internet and social media just for the fun of it, and to stay connected with friends. But today's youth can also use the Internet as a platform to voice their interests and express their opinions about issues of public interest. In this module, young people are introduced to the concept of designing their own campaigns and sharing their opinions using social media and the Internet.

The module will cover the following topics:

Unit 1: Exploring peace and violence - 2 sessions

Unit 2: Conflict as a part of human life - 1 session

Unit 3: MIL4Peace: The peacebuilding media campaign - 2 to 4 sessions

Module General Objectives:

By completing this module, participants will be able to:

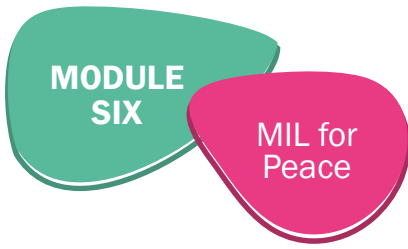
- Introduce the concepts of positive/negative peace;
- Study the different ways of dealing with conflicts; and
- Apply knowledge and skills to develop a media campaign.

Prerequisites

Social media, different types of violence, communication via social media, picture story skills, filming and editing techniques, and the ability to upload videos to YouTube.



Active citizenship, mediation, conflict resolution, dialogue, nonviolence, political participation, active citizenship, empathy, positive collaboration, inclusion tolerance, inclusion



Unit 1. Exploring Peace and Conflict (2 Sessions)

Learning Objectives:

Throughout this unit, participants will:

Reflect on peace in their environment and beyond;

Acquire knowledge of and recognize concepts of peace; and

Exercise active listening.

Resources:

From Memory to Reconciliation. Lesson Plans on Memory and Peace. Permanent Peace Movement 2014

ENG: http://fightersforpeace.org/pdf/FROM-MEMORY-TO-RECONCILIATION_FINAL_digital.pdf

ARA: http://fightersforpeace.org/pdf/FROM-MEMORY-TO-RECONCILIATION_INTERACTIVE_AR.pdf

www.transcend.org/galtung

التربية على حل النزاعات: كتاب موارد، المركز التربوي للبحوث والإنماء، لجنة التربية على حل النزاعات

<https://crdp.org/files/%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9%20%D8%B9%D9%84%D9%89%20%D8%AD%D9%84%20%D8%A7%D9%84%D9%86%D8%B2%D8%A7%D8%B9%D8%A7%D8%AA%20%D9%83%D8%AA%D8%A7%D8%A8%20%D9%85%D9%88%D8%A7%D8%B1%D8%AF%20%D8%A7%D9%84%D8%AC%D8%B2%D8%A1%20%D8%A7%D9%84%D8%A7%D9%88%D9%84%20%D9%85%D9%81%D8%A7%D9%87%D9%8A%D9%85%20%D9%86%D8%B8%D8%B1%D9%8A%D8%A9.pdf>

ألعاب من أجل حقوق الإنسان

<https://equitas.org/wp-content/uploads/2012/02/Play-It-Fair-Arabic.pdf>





Unit 1. Exploring Peace and Conflict

Session 1. What is peace?

Session length: 50 minutes

Materials and preparation:

- Social media accounts
- Flipchart, markers, colored paper

Activity	Objectives	Content	Time & Sequence
 Brainstorming	Participants define Peace	Ask the participants what comes to mind when thinking of the term “peace”: What are the words that come to your mind when thinking of peace?	10 mins
 	Participants categorize “peace”	Ask the participants to categorize these words into larger groupings: feelings, values, rights, systems.... And write them down on a flipchart.	10 mins
Small groups, presentation to the big group	Participants explore peace in their environment and beyond	<p>Divide the group into small groups of around 4 participants. The participants will create mini-presentations on the following questions and present them to the bigger group:</p> <ul style="list-style-type: none"> - What does Peace mean to you? - How does Peace manifest in various aspects of your life? (home, class, school, community, country)? - Is there a relation between media and peace? How? - Write a definition of the word “Peace”. 	15 mins
 	Participants know the definition of “Peace”	Groups present their results, the plenum comes up with a definition of “Peace”.	10 mins
 	Participants know the most important points in the session	Wrap up of the session.	5 mins



Unit 1. Exploring Peace and Conflict

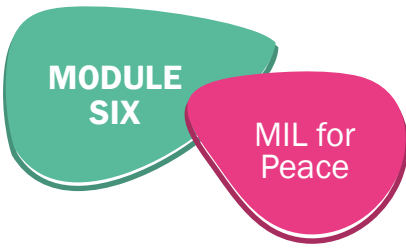
Session 2. Understanding violence

Session length: 50 minutes

Materials and preparation:

- Flipchart, markers
- Laptops, Internet

Activity	Objectives	Content	Time & Sequence
Online research 	Participants understand concepts of “violence”	Ask the participants to divide into small groups. The task is for them to select an image/a video clip on their perception of violence.	15 mins
 Presentation	Participants identify types of violence	Participants present their findings to the group and explain why they chose this image/video clip and explain which aspect of violence it represents. The trainer will debrief the participants with the following questions: How do you relate to the scenes/images/video? What scene/image did you empathize with?	15 mins
Lecture	Participants understand violence in a more theoretical framework	Presentation about different concepts of violence (direct versus structural violence) and communicative violence.	15 mins
Discussion	What did I learn today?	Wrap up of the session.	5 mins



Unit 2. Conflict: A Part of Human Life (1 session)

Learning Objectives:

Throughout this unit, participants will:

- Identify different types of conflict;
- Recognize conflict as an ingredient of human life; and
- Correctly apply conflict-solving methods.

Resources:

<http://www.buildingpeace.org>

Worksheet source: Peacebuilding Toolkit for Educators, High School edition, edited by Alison Milofsky. Washington DC. Endowment of the United States Institute for Peace 2011.

التربية على حل النزاعات: كتاب موارد، المركز التربوي للبحوث والإنماء، لجنة التربية على حل النزاعات

<https://crdp.org/files/%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9%20%D8%B9%D9%84%D9%89%20%D8%AD%D9%84%20%D8%A7%D9%84%D9%86%D8%B2%D8%A7%D8%B9%D8%A7%D8%AA%20%D9%83%D8%AA%D8%A7%D8%A8%20%D9%85%D9%88%D8%A7%D8%B1%D8%AF%20%D8%A7%D9%84%D8%AC%D8%B2%D8%A1%20%D8%A7%D9%84%D8%A7%D9%88%D9%84%20%D9%85%D9%81%D8%A7%D9%87%D9%8A%D9%85%20%D9%86%D8%B8%D8%B1%D9%8A%D8%A9.pdf>

ألعاب من أجل حقوق الإنسان

<https://equitas.org/wp-content/uploads/2012/02/Play-It-Fair-Arabic.pdf>




Unit 2. Conflict: A Part of Human Life

Session 1 Understanding conflict

Session length: 50 minutes

Materials and preparation:

- Flipchart, markers, colored paper
- Worksheets
- Print-outs of the worksheet **M6.U2.S1** My conflict type

Activity	Objectives	Content	Time & Sequence
Lecture	Participants understand concepts of peace and conflict	Introduce the concept of positive/negative peace and conflict as part of human life to let the participants understand that conflict is something normal. The question is how to deal with conflicts, not how to avoid them.	10 mins
Discussion	Participants identify types of conflicts	What kind of conflicts can I think of? What kind of conflicts do I encounter on traditional and social media? Engage participants in a discussion.	10 mins
 	Participants identify which conflict type they are	Ask the participants to think of a conflict scenario they have experienced. How has each participant dealt with it? Distribute the worksheet M6.U2.S1 My conflict type, which can help participants find out how they solved this conflict. It helps them identify which “conflict type” they are. They write down a summary of their findings on colored paper.	15 mins
Presentation Explanation	Participants evaluate conflicts	Participants present their findings to the group. Categorize the different conflict types on a flipchart. The participants stick their paper to one of the categories.	10 mins
	Participants reflect on the content of the session	Wrap up of the session. Ask the participants: If you take one thing from this session home, what will it be?	5 mins

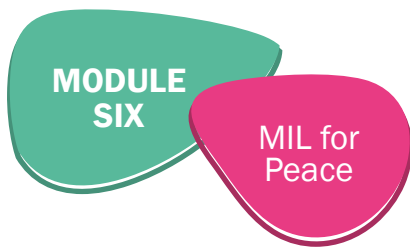
Worksheet: My conflict type M6.U2.S1



Student Worksheet	Behavior	Users	Limitations	Situation
Conflict Style				
AVOIDING - Denying a problem - Pretending nothing is wrong	- Leaving a situation - Holding back feelings & options			
ACCOMODATING - Giving in to another's point of view - Paying Attention to other's concerns, not your own	- Apologizing and saying yes to end conflict - Letting others interrupt or ignore your feelings and ideas			
PROBLEM SOLVING - Finding a solution that makes everyone happy - Looking closely at sources of conflict	- Addressing your feelings, needs, and wants - Listening to others			
COMPRIMISING Each person wins some and loses some	- Interest is in finding a solution - Show desire to talk about the problem			
COMPETING - Getting what you want no matter what - Some people win some people lose	- Interrupting, taking over - Ignoring other's feelings and ideas - Loud tone of voice, physical violence sometimes			

Teacher's Worksheet	Behavior	Users	Limitations	Situation
Conflict Style				
AVOIDING - Denying a problem - Pretending nothing is wrong	- Leaving a situation - Holding back feelings & options	- Confrontation seems dangerous - need more time to prepare	- Problem may never be resolved - Emotions may explode later	
ACCOMODATING - Giving in to another's point of view - Paying Attention to other's concerns, not your own	- Apologizing and saying yes to end conflict - Letting others interrupt or ignore your feelings and ideas	- When you think you have made a mistake or you don't understand situation - When "smoothing over" is needed to keep a friendship	- You may work hard to please others but never be happy yourself - Being nice does not always solve problem	
PROBLEM SOLVING - Finding a solution that makes everyone happy - Looking closely at sources of conflict	- Addressing your feelings, needs, and wants - Listening to others	- Can make someone who is stubborn move toward resolving a problem	- Requires time and good communication	
COMPRIMISING Each person wins some and loses some	- Interest is in finding a solution - Show desire to talk about the problem	- When you need a fast decision on a small issue	- You may fix the immediate conflict but not bigger problem - Each person may not end up happy	
COMPETING - Getting what you want no matter what - Some people win some people lose	- Interrupting, taking over - Ignoring other's feelings and ideas - Loud tone of voice, physical violence sometimes	- When immediate action is needed - When you believe in the absolute rightness of action and don't see other choice	- This can make people defensive and can make conflict worse - It can make it hard for others to express how they feel	

Source: Peacebuilding Toolkit for Educators, High School edition, edited by Alison Milofsky. Washington DC. Endowment of the United States Institute for Peace 2011.



Unit 3. The Peacebuilding Media Campaign (2 to 4 sessions)

Learning Objectives:

Throughout this unit, participants will:

- Develop a campaign related to peace building;
- Create media content;
- Design a campaign for social media; and
- Be aware of the role of youth as active citizens.

Resources:

<http://www.peacedaychallenge.org/peace-day-challenge-social-media-kit/>

www.peacetechnology.org

<http://www.peacebots.org/>

<https://howtobuildup.org/>




Unit 3. The Peacebuilding Media Campaign

Session 1. Planning the campaign

Session length: 50 minutes

Materials and preparation

- Smart phone, laptop, Internet, LCD, microphones
- Flipchart, markers
- For the preparation of the campaign, see worksheet for the trainer

Activity	Objectives	Content	Time & Sequence
Explanation	Participants are motivated for the session	Welcome & introduction to the peacebuilding media campaign.	5 mins
	Participants name topics for the MIL4 Peace project	Recap the topics on violence, peace, and conflict. Ask the participants in a brainstorming session which topics matter to them related to peace, violence, conflict. These topics can be taken from a personal, school, communal or national environment. Subjects should relate to peace and/or conflict. Subjects should be something that young people can relate to and that the participants feel an urge to talk about to their peers. The trainer writes down all ideas on a flipchart.	15 mins
	Participants analyze a conflict	Divide the participants into smaller groups. They need to pick one topic and develop a first rough draft. - What is the topic about? - Why is it relevant to me? - Why is it relevant to other young people? - Who is my target group, who do I want to address? - Does the topic have the potential to be developed into a photo story or a video clip? If the participants don't finish with their first draft, they should continue to work on their own (home-work). This can include further research.	25 mins
	Participants reflect on the content of the session	Wrap up. Ask the participants to mention the most outstanding point in this session.	5 mins

Handout for the trainer: How to Build a Campaign



What is my campaign about?

Why is it relevant?

Who is the target group? (Age, gender, type: students? A community? A school? Municipality? etc.)

How can I best reach my target group? (What kind of social media apps do they use? Do they respond to tweets? Video clips? Articles? A picture story?)

Plan your story (refer to the worksheet storyboard).

If you have a bigger group of participants, you can plan for several stories that can be posted one after the other to keep up the momentum a bit longer.

Post your story online.

How to react to comments?

Be aware that not everyone might like your campaign. Think about different types of reactions.

How to deal with bad comments, violent language?

Have a plan for how to defend your campaign to people who might be critical of it. Think of arguments – don't be defensive or confrontational – to use to reply to such comments. You can also choose to ignore such comments.

What to do if not as many people as expected react to your campaign?

Think of different ways of spreading your campaign: For example, through Facebook (posting and re-posting); if you have a small budget you can pay Facebook, for example, to boost your campaign. Talk to your friends about it. Hang posters in your school about your campaign. Be creative!


Unit 3. The Peacebuilding Media Campaign

Session 2. Designing the campaign

Session length: 50 minutes

Materials and preparation:

- If the training takes place in a school, the trainer needs to contact the school administration beforehand to get the ok for filming, taking pictures and designing the campaign
- The participants must have learned basic filming and editing techniques; if using apps, please see appendix
- Laptops, Internet access, cameras or mobile phones, microphones
- Smart phone, laptop, Internet, LCD, microphones
- Flipchart, markers
- Print-outs of the worksheets: **M6.U3.S2.1&2** Checklist and Storyboard

Activity	Objectives	Content	Time & Sequence
Presentations	Participants describe the topics	The participants present their ideas to the plenum.	15 mins
Creating a photo story or video clip with all required steps (from script to finished product) 	Participants develop photo story or video clip	The participants develop their stories: - They write a script/story board. (The trainer distributes the worksheet Storyboard M6.U3.S2.2) - They rehearse their story. - Then they either take photographs or film. (This might be done outside the classroom. Filming and shooting pictures can be done in the participants' free time; especially when it has to be done outside the classroom.) - Distribute the worksheet M6.U3.S2.1 Checklist	30 mins
Explanation	Participants are prepared for the production	Clarify what to do in case of problems during the production period.	5 mins

Worksheet: M6.U3.S2.1



Checklist

Before you go and film, make sure that you have gone through the following checklist:

- Is the camera / smartphone battery fully charged?
- Do you have spare batteries (for camera)?
- Do you have microphones, cables and possibly headphones (in case you use a camera)?
- Did you carry out a video and sound check?

Worksheet: M6.U3.S2.2



Storyboard

Production _____ Page _____

Scene _____ Artist / Writer _____ Aspect Ratio 16:9


Unit 3. The Peacebuilding Media Campaign

Session 3. Producing the campaign

Session length: 50 minutes

Materials and preparation

- If the training takes place in a school, the trainer needs to contact the school administration beforehand to get the ok for the campaign
- If using apps, please see appendix
- Social media accounts (Facebook or YouTube or Instagram)
- Laptops, Internet access, cameras or mobile phones, microphones

Activity	Objectives	Content	Time & Sequence
Discussion	Participants reflect on the creation process	Welcome and recap from last session: What went well? What didn't go so well? Is there still any video material missing, interview bites missing or are the participants all set to create their clips?	5 mins
	Participants produce a campaign	The participants use the material from the last session to create their campaigning clips. If you run out of time, let the participants finish their clips as homework.	45 mins

Trainer's Notes:



Unit 3. The Peacebuilding Media Campaign

Session 4. The campaigns are out!

Session length: 50 minutes

Materials and preparation

- Laptops, Internet access
- Evaluation sheet

Activity	Objectives	Content	Time & Sequence
	Participants know how to give feedback	Welcome and introduce feedback. Why is it important to give and receive feedback? Ask the participants how they would like to receive feedback, then write down the rules on the flipchart.	5 mins
Presentation discussion	Participants discuss the media content and campaign	Ask the participants to present the media content that they produced and the campaign. Which aspects have been covered? Why? What was difficult in the process? The participants plan the next steps: How and where to announce their campaign? How to give it visibility? Which is the best social media outlet - Facebook, Instagram, YouTube, others - to reach the target audience?	30 mins
	Participants are aware of role as active citizens Participants evaluate module 6	Reflecting on lessons learned, evaluation of the module (s. questionnaire) and the module in general.	15 mins

Participants' Evaluation Module Six



What I liked:



What I'd like to point out or suggest:



What I did not like or think could be improved:



What was valuable for me:



What needed more time:



Overall, what I have learned:

Glossary

Active citizenship: People getting involved in their local communities and democracy at all levels, from towns to cities to nationwide activity. Active citizenship can be as small as a campaign to clean up your street or as big as educating young people about democratic values, skills and participation.

Agenda setting: The way the media affects public opinion in the way it presents information. Because media makers decide which stories to cover and how to report them, they influence the importance their audiences attach to those stories. If the audience sees that a certain story is frequently being reported on and in a prominent position, it will consider this story to be more important.

Censorship: The deliberate and unjustifiable attempt to prevent certain text or audio-visual material from being published, broadcast or otherwise distributed.

Code of ethics: The set of principles of conduct for journalists, which describes the appropriate behavior expected to meet the highest professional standards. Many such codes exist, with some variation, but most share common principles such as truthfulness, accuracy, objectivity, impartiality, fairness and public accountability, as these apply to the acquisition of newsworthy information and its subsequent dissemination to the public. One example of such a code was established by the International Federation of Journalists (IFJ).

Communication: A process whereby information is packaged, channeled and imparted by a sender to a receiver via some medium. All forms of communication require a sender, a message and an intended recipient. However, the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur.

Conflict:



A serious disagreement or argument, typically a protracted one.

Conflict resolution: (Peacebuilding term) The methods and processes involved in facilitating the peaceful ending of conflict and retribution. Committed group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g. intentions; reasons for holding certain beliefs) and by engaging in collective negotiation.

Cyberbullying: Bullying (e.g. intimidation, persecution) that takes place online, such as on social media.

Dialogue:

An exchange of understandings, concerns, interests, and needs, between actors from either side of a conflict. The goal of dialogue is to develop joint approaches to conflict resolution, as well as improve relationships, understanding, and trust between individuals or groups in conflict with one another.

Editorial independence: The professional freedom entrusted to editors to make editorial decisions without interference from the owner of the media outlet or any other state or non-state actors.

Empathy:

The ability to understand and share the feelings of another.

Ethical media consumer: A consumer who absorbs, analyzes critically, and reflects on information provided by the media, based on source, intent, content, accuracy, and objectivity, before making an informed decision on whether to accept and/or share this information.

Fake news: News that contains lies and distortions or intentionally omits facts. Unlike genuine news that aims to report the facts as accurately and objectively as possible, fake news deliberately mixes facts with false information or passes off outright lies as news.

Freedom of Expression: A fundamental human right. It is used to indicate not only the freedom of verbal speech but any act of seeking, receiving and imparting information. The freedom of the press is a corollary to this right and essential to the building and supporting of communities and civil society.

Freedom of Speech: Term traditionally used to refer only to speech but that has come to be used almost interchangeably with freedom of expression. (see Freedom of Expression).

Freedom of the Press: The right of print and other forms of media, especially news media, to exercise its craft without outside interference or fear of reprisal.

Freedom of Information: The right of citizens to access information held by public bodies.

Hate speech: Any communication that incites hatred of a defined group of people because of their collective characteristics (ethnicity, gender, sexuality, etc.).

Human rights: A set of entitlements and protections regarded as necessary to protect the dignity and

self-worth of a human being. Such rights are usually captured in national and international documentation that articulates these rights (e.g. Universal Declaration of Human Rights, the European Convention on Human Rights and the Convention on the Rights of the Child, etc.). Also, the rights of groups or peoples – seeks to protect especially poor and/or marginalized groups in society.

Inclusion:



The act of making a person or thing part of a group or collection.

Information: A broad term that can cover data; knowledge derived from study, experience, or instruction; signals or symbols. In the media world, information is often used to describe knowledge of specific events or situations that has been gathered or received by communication, intelligence or news reports.

Information source: The persons, groups and documents from which information is obtained.

Internet: A global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a network of millions of private, public, academic, business and government networks, of local to global scope that are linked by a broad array of electronic and optical networking technologies.

Journalism: Collecting, writing, editing and presenting news in newspapers, magazines, radio and television broadcasts or the Internet.

Journalist: A person who collects and disseminates information about current events, people, trends and issues.

Mass media: Media designed to be consumed by large audiences using the agencies of technology. Mass media are channels of communication through which messages flow.

Media: Physical or abstract modes used to communicate media messages, such as radio, television, computers, film, etc. Today, the term media also refers to online media.

Media literacy: Understanding and using mass media in either an assertive or non-assertive way, including an informed and critical understanding of media, the techniques they employ and their effects. Also the ability to read, analyze, evaluate and produce communication in a variety of media forms (e.g. tele

vision, print, radio, computers etc.). Another understanding of the term is the ability to decode, analyze, evaluate and produce communication in a variety of forms.

Media and information literacy (MIL): The essential competencies (knowledge, skills and attitude) that allow citizens to engage with media and other information providers effectively and develop critical thinking and life-long learning skills for socializing and becoming active citizens.

Media messages: Messages created by a media maker and transmitted and received via a medium, such as an article or photo in a newspaper.

Mediation:



A dynamic, structured, interactive process where a neutral third party assists disputing parties in resolving conflict through the use of specialized communication and negotiation techniques. All participants in mediation are encouraged to actively participate in the process. The mediator uses a wide variety of techniques to guide the process in a constructive direction and to help the parties find their optimal solution.

Memory and reconciliation:



Remembering and being conscious of the past (also painful periods of history) is the precondition for reconciliation. (See: Reconciliation)

Netiquette: A combination of 'net' (from internet) and 'etiquette'. It means respecting other users' views and displaying common courtesy when posting your views to online discussion groups.

News: The communication of information on current events in print, broadcast, on the Internet or by word of mouth to a third party or mass audience.

News values: Sometimes called news criteria, they determine how much prominence a news story is given by a media outlet, and the attention it is given by the audience. Some of the most important news values include frequency, unexpectedness, personalization, meaningfulness or being conflict-generated.

Non-verbal communication: Communication using wordless cues, usually through auditory or visual means such as intonation, gestures, and facial expressions.

Nonviolence:

The personal practice of being harmless to one's self and others under every condition. It comes from the belief that hurting people, animals or the environment is unnecessary to achieve an outcome and refers to a general philosophy of abstention from violence. This may be based on moral, religious or spiritual principles, or it may be for purely strategic or pragmatic reasons.

Peace:

Freedom from disturbance; tranquility. Mental or emotional calm. A state or period in which there is no war or a war has ended. A treaty agreeing peace between warring states. The state of being free from civil disorder. The state of being free from dissension.

Positive collaboration:

Working together in a positive (good) spirit or mindset.

Political participation:

Common political behavior that uses the institutional channels of representative government, especially voting in elections. Political participation can also take other forms, such as writing and publishing blogs about political subjects or participating in demonstrations.

Privacy: A separation from the public sphere – and especially from the state. In common usage, we normally use “private” as the opposite of “public”.

Propaganda: A form of communication aimed at influencing the attitude of a community towards some cause or position.

Reconciliation:

A situation in which people, groups, communities, or other actors come together again after having had an argument, conflict or war; it is the process of making parties with opposite beliefs, ideas or situations agree.

Regulation (media): Attempts to control or affect the behavior of media organizations and media actors by developing and enforcing rules and codes for their behavior.

Self-regulation: Rules imposed by political or economic actors on themselves. For the media, self-regulation implies respecting codes of ethics and codes of practice without interference from any governing source or institution.

Social cohesion: The willingness of members of a society to cooperate with each other in order to survive and prosper.

Social media: Websites and applications that enable users to create and share content, or to participate in social networking.

Stereotype: A common form of media representation that uses instantly recognized characteristics to label members of a social or cultural group. It can have both negative and positive connotations.

Subtext: Content or messaging that is not at the surface of verbal or non-verbal communication, often referred to as “between the lines.”

Tolerance:



The willingness to accept behavior and beliefs that are different from your own, although you might not agree with or approve of them.

Violence:



Behavior involving physical force intended to hurt, damage, or kill someone or something; strength of emotion or of a destructive ?.

Web 2.0: The second stage of development of the Internet in which it is a more interactive experience that allows users to contribute in the form of blogs, photos, forums, etc. Generating and sharing content is as important and easy as accessing information.

Whistleblowing: The act of publicly disclosing unethical practices such as concealing or manipulating information, corruption, bribery, etc.

Glossary Sources:

UNESCO Media and Information Literacy, Curriculum for Teachers (available in Arabic)

<http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>

UNESCO Freedom of expression toolkit (available in Arabic)

<http://unesdoc.unesco.org/images/0021/002186/218618e.pdf>

Media and Information Literacy, a practical guidebook for trainer

<https://www.dw.com/downloads/42424317/dw-akademielguidebook2018.pdf>

bbc (netiquette)

<http://www.bbc.co.uk/webwise/guides/about-netiquette>

Klicksafe (privacy, page 16)

https://www.klicksafe.de/fileadmin/media/documents/pdf/klicksafe_Materialien/Lehrer_LH_Zusatz_

[Ethik/LH_Zusatzmodul_Click_E_for_Ethics_Baustein_1.pdf](https://www.klicksafe.de/fileadmin/media/documents/pdf/klicksafe_Materialien/Lehrer_LH_Zusatz_Ethik/LH_Zusatzmodul_Click_E_for_Ethics_Baustein_1.pdf)

Energizers

Carla Shoucair

Dating energizers:

“I Know You; You Know Me”

This fun energizer is suitable for groups whose members do not know each other. The first participant will say his name along with something that he loves, which he accompanies with a gesture. Then the second participant will repeat the name of the first participant and what he likes, along with the associated movement; she then adds her own name and what she likes and so on.

Motion can be replaced by a sound.

Have You Ever?

This game creates the opportunity to review the richness of previous participants' experiences. It is adapted to larger groups, where participants can sit in groups or in a circle.

1. Form a circle, with each person standing on a spot (or sitting in a chair.)
2. Move yourself to stand in the center of the circle (you are without a seat).
3. Ask a question that starts with “HAVE YOU EVER...?” eg “... BEEN TO THAILAND?”
4. Everyone in the circle who can answer ‘Yes’ to the question may choose to leave their spot, and attempt to fill a vacant spot elsewhere in the circle.
5. Anyone leaving their spot cannot move into the spot of their immediate left- or right-hand neighbors.
6. The person asking the question will also attempt to fill a spot as it becomes vacant.
7. Once every vacant spot has been filled, the person without a spot will ask the next “HAVE YOU EVER...?” question.
8. If someone cannot think of a question, or simply does not want to be in the center, they may invite a volunteer to swap roles with them.
9. Continue playing until the energy of your group starts to wane.

“Queuing!”

The game of trailing participants calls for creating a row without a leader. For example, the group may line up in a straight line or a circle by height, or they may line up by age, date of birth, alphabetical sequence of names, number of siblings, etc.

The Interview:

This is a classic way of becoming acquainted. The participants are divided into groups of two. Each person interviews the other using the questions determined by the trainer (e.g. study, hobbies, professional ambition, fruit or favorite food). The trainer will also set a time limit for the interview. After the interviews, each person presents the person s/he interviewed.

Speed Dates:

This method is suitable for acquainting members of large groups. The trainer divides the participants into two equal groups. Group 1 creates a circle and Group 2 creates a circle surrounding the first. Participants stand face to face and begin the first round of meetings. Every two people facing each other will chat with each other and try to find common ground. After a minute, the trainer asks the outside circle to move, and then the two people standing opposite each other engage in a dialogue and so on.

“Today I’m a Hedgehog”:

How do I feel today? The trainer asks each participant to draw a picture that reflects his/her feelings this morning. Group members then displays their images and talk about their feelings.

The trainer may also ask the participants the following question: What animal do I wish to be today? Each participant draws the animal s/he wishes to be, then displays the picture and clarifies his/her decision.

Team Spirit Building:***Drawing a Group Photo***

The trainer divides participants into groups and gives each group a previously defined topic. It is possible to write different subjects on sheets, and then pull out each sheet set. Members of each group are asked to draw the subject spontaneously, jointly. The trainer sets a time limit for completing the task. Each group displays its own painting, and the most distinctive painting is voted on.

“Confidence”

The participants form ten-person groups. They hold each other’s hands, with every second participant leaning slightly forward while the others lean back. They have to maintain their position; the objective being the realization that confidence is necessary to maintain the balance and that reliance on the group protects each member from falling.

Exercises:**“White Hands”**

In this game the trainer will mention a color and connect it to a part of the body. After that, the participants have to approach something close to them that is of the designated color and touch it with the part of the body mentioned by the trainer. For example, the trainer says “white hands”; the participants go to touch something white in the room with their hands.

“Touchdown”

At first the trainer asks participants to walk quickly and randomly in the room. Then s/he claps his/her

hands and asks the participants to run like a deer. Then the trainer or one of the participants claps their hands, indicating to everyone to stop in their positions. After a few seconds, a new signal is given to walk again but slowly, for example, like a peacock. After a while, the participants are asked to walk very slowly like a turtle, and at the end everyone is frozen in their position with a smile to charge them with some positive energy.

Games related to the media:

Who Has the Truth?

The trainer puts a variety of things on the table, such as light, pencil, key ... and then asks the participants sitting on their chairs to look at the items (without touching or moving from their place) and memorize the things they see. Two minutes later, the trainer covers the table, and then starts asking each participant about the things on the table.

“Media Machine”

At first, the group chooses what media means, whether it is a newspaper or television, and then thinks about its makers: journalists, representatives, photographers, publishers, news anchors, etc. They also think about the third constituent of the media: the receiving public. These three pillars embody what we will call in this game - the media machine. Each participant will perform a movement accompanied by a voice that expresses a machine connected to the elements of the media machine with all its movements and sounds.

“My Feeling About the Media ... Have You Ever ...?”

This interactive group exercise is intended to build on and highlight participants' experiences with and knowledge of the media. It should be noted that this type of energizer is suitable for large groups. At first the participants stand as a group or sit in a loop. The trainer mentions a number of situations which some participants may have experienced. Participants who have experienced the situation described by the trainer will come up to the center and shake hands with the others there who have had a similar experience. There are countless questions a trainer might ask, such as: “Have you ever been to the movies before?”, “Have you ever cried over a sad movie?” and so on.

“Flying Questions”

To start off with, a paper and pencil is distributed to each participant, and everyone writes a media question, problem or idea at the top of the page. Then everyone makes a kite (or a paper plane) and waits until the trainer says “start”. At the signal, each participant launches their plane/kite into the air. After a while, the trainer asks the participants to “Check it out”, i.e. to read the information on the plane which

they have intercepted. They then prepare a response and fold the paper into a plane again and send it.

The activity can be repeated several times, until the paper is filled with responses. Every participant will then pick up an airplane and use what is written to compose a song, poem or story, or to draw something.

Game Fact or Fiction:

Participants write some facts and lies about themselves on paper. Everyone then takes turns to read out what they wrote. The other participants are asked to decide which of the facts are true and which are lies.

Where's My News?

The trainer asks the participants to think about which source or type of media they prefer to get the news from in their daily lives and write it on a piece of paper or card. The trainer then asks each of the participants about their source and asks them to stand in the box they think correctly represents their source (for example, a government or private media box, television or social media). Then the trainer gets the participants to discuss: Why is this particular source preferred? What does government media mean? What does private media mean? What does it mean to rely on Facebook or other social media as a source of news? The trainer can pursue the discussion further and tackle the nature of the news that interests participants and ask them to say why.

Recap Energizers:

BINGO:

The trainer prepares a text about the content of the previous training day or days and reads it aloud to the participants. In places containing terms or keywords, the trainer leaves a gap, which the participants must fill out in a grid the trainer has distributed before the beginning of the energizer. When the trainer reaches an empty slot, the participant who knows the word or term shouts "Bingo" and says the word. If they're right, they get a point.

Competition:

The trainer prepares questions related to the training content of the previous days. The participants are divided into two groups. The trainer asks a question, and the group that gives the correct answer gets a point. The trainer continues asking questions. The group that has the most points is the winner.

The trainer can give a prize (chocolate, pens, ...) to the winning team.

Evaluation Energizers:

Cups:

The trainer asks all participants to draw a cup and determine the level of water it should contain to reflect

their degree of satisfaction with the training day. The trainer then asks participants to pin/stick their cup on the flipchart and explain why they chose the fluid level set in the cup.

Smileys:

The trainer draws a four-column table on a large piece of cardboard and puts an emoticon at the top of each column: a laughing face, a smiling face, a face without a smile, and finally, a sad face. The trainer asks participants to mark the column that reflects their appreciation of the workshop/ training day in general. It is also possible to determine more precisely what is being evaluated, e.g. hall, food, content, training environment. The trainer then asks the participants about the reasons for negative evaluations, if any, and tries to find a solution.

Lightning:

The trainer and the participants sit in a circle and the trainer makes the following request: “Express your feelings at the end of this workshop/ training day in one word.”




Some of the above were inspired by the Arabic translation of the Media Education Guide.

Apps for Media Production




Carla Choucair

All apps are for free


Photo-Editing / Collage.

Name	Logo	Android/ I phone	Description and comments
Pixlr		Android	<p>Definition: Pixlr Editor is a robust browser photo editor, for all editing needs. Users have full control over images, including layers and effects.</p> <p>Useful: Photo editing, allows speech bubbles, captions, add-ons in comic style.</p> <p>Tool in class: It's a tool to be used on a computer (online with a web browser) or on a mobile device (with an app) to edit photos and create images.</p>
Collage Maker Pic Grid		Android	<p>Definition: A photo editing app that's specialized in creating collages. It lets users select from more than 100 different layouts, based on the number of images you want to include.</p> <p>Useful: Edit images while creating a collage, or use a separate photo editing tool. More than 20 different filters and other editing effects. It offers more than just different layouts; customize the pattern of the layouts, apply textures, adjust the images, etc.</p> <p>Tool in class: A great editing tool that lets you present your pictures in a beautiful, original way.</p>
Snapseed		Android IOS	<p>Definition: A complete and professional photo editor.</p> <p>Useful: Photo editing, allows speech bubbles, captions, add-ons in comic style; adjust and add filter effects.</p> <p>Tool in class: A photo editing app that comes loaded with image manipulation tools and presets that are quite easy to use.</p>


Comic

Name	Logo	Android/ I phone	Description and comments
Camart		Android	<p>Definition: An app that allows you to apply artistic and cartoon effects on your camera in real time. Take cool selfies, create artworks ...</p> <p>Useful: Choose any video from your gallery and transform it using a variety of artistic video filters.</p> <p>Tool in class: Takes a photo with a cartoon effect.</p>
Cartoon Photo		Android	<p>Definition: Allows you to apply artistic effects to any picture.</p> <p>Useful: Apply cool and artistic effects to new or existing photos. Transform photos to cartoons, sketches...</p> <p>Tool in class: Takes or converts a photo into a comic.</p>
Comicize		Android	<p>Definition: Let's you create high quality comics from your ordinary photos on your Android device and then share them, telling your story.</p> <p>Useful; tool in class: Easy to use comic creator and a self-publishing tool for young children and students; create storyboards, photo comics, business presentations or class projects. If you have an idea, you can instantly create visually dazzling content on the go.</p>
PicSay		Android	<p>Definition: Color-correct your pictures and add word balloons, titles, graphics, and effects like distortion.</p> <p>Useful: An intuitive easy-to-use interface, an all-in-one solution for editing images on your Android-powered device.</p> <p>Tool in class: Covers kids' photo-taking and photo-editing needs – from basic cleanup and cropping to more specialized filters and effects that offer an extra punch. Photography can be a catalyst for expressing originality and can inspire kids to learn about the world around them through the process of capturing images.</p>


Comic

Name	Logo	Android/ I phone	Description and comments
ComicLife 3		IOS	<p>Definition: Everything you need to make a stunning comic from your own images. Packed with fonts, templates, panels, balloons, captions, and lettering art.</p> <p>Useful: It's a powerful and easy-to-use app with endless possibilities.</p> <p>Tool in class: Allows students to create posters or comic books full of rich media.</p>



Emoji

Name	Logo	Android/ I phone	Description and comments
Bitmoji		Android IOS	<p>Definition: Allows users to create personalized avatars and use them in messaging applications.</p> <p>Useful: Bitmoji is your own personal emoji.</p> <ul style="list-style-type: none"> • Create an expressive cartoon avatar; • Choose from a huge library of stickers – all featuring YOU; • Use Bitmoji in Snapchat and wherever else you chat. <p>Tool in class: Students can use digital tools such as Bitmoji to present their content and progress.</p>


Video Editing

Name	Logo	Android/ I phone	Description and comments
Kinemaster		Android	<p>Definition: The only full-featured professional video editor for Android, supporting multiple layers of video, images, and text, as well as precise cutting and trimming, multi-track audio, precise volume envelope control, color LUT filters, 3D transitions, and much more.</p> <p>Useful: Good app, many features, its only drawback (in the free version) is the watermark.</p> <p>Tool in class: It's among the few considered an education tool for teachers and students. ... Perfect for presentations in the classroom.</p>




Video Editing

Name	Logo	Android/ I phone	Description and comments
FilmoraGo		Android	<p>Definition: A comprehensive video editing app which allows you to create brilliant compositions using any clip from your device's memory and add photos to your projects.</p> <p>Useful: A pretty powerful video editor application, which will not stamp a watermark or place a time limit on your clip.</p> <p>Tool in class: A powerful tool for video production</p>
VivaVideo		Android	<p>Definition: A video editing tool that allows you to work with videos and images to create your own video montage directly on your Android device. ... Cut and paste videos, add different types of transitions (cuts, fades, etc.), apply many kinds of filters, and much more.</p> <p>Useful; tool in class: It's a social platform that lets users style, personalize, and publish their videos. Users can select themes and use stickers, text and music in their videos. Users start by creating a profile, either by connecting a social media account or by using their phone number.</p>




Audio/Sound

Name	Logo	Android/ I phone	Description and comments
Hi-Q (Free)		Android	<p>Definition: The Hi-Q MP3 Voice Recorder takes mobile sound recording to the next level. Feature-packed and loaded with customization options, and with high-fidelity 44 kHz audio sampling.</p> <p>Useful: Microphone / Good audio recording.</p> <p>Tool in class: HiQ's search tool is available to all students and is accessible via a search box ... staff contact details, units, unit outlines, class timetables and exam timetables.</p>





Audio/Sound

Name	Logo	Android/ I phone	Description and comments
Voice Changer with effects		Android	<p>Definition: A very simple application that lets you record speech and apply dozens of fun effects to it. Once applied, save the clip to the phone's memory to use it as a ringtone, alarm clock, etc.</p> <p>Useful: Change your voice and have fun listening to your modified voice!</p> <p>Tool in class: Record your voice, apply effects, and share. You can send your changed voices directly from WhatsApp.</p>
Walk band		Android	<p>Definition: A versatile app that gives you a band in your pocket. It has various instruments with crisp sound, including the Keyboard, Guitar, Drum Kit, Drum Machine, Bass, plus multiple track recording.</p> <p>Useful: It allows you to convert your Android device into a miniature orchestra that you can bring anywhere and play whenever you want.</p> <p>Tool in class: Users can access piano and guitar lessons.</p>
Anchor		Android	<p>Definition: An audio streaming and publishing platform that lets you ... Anchor says its service is "radio, reinvented," which is a pretty fitting description.</p> <p>Useful: Its mobile apps, iPad app, and desktop platform make it easy to capture audio anywhere.</p> <p>Tool in class: Create entire podcasts, very easy to handle and share.</p>


Reading/Writing/Listening

Name	Logo	Android/ I phone	Description and comments
Newsela Student		Android IOS	<p>Definition: Instructional Content Platform that encourages reading engagement & learning in every subject where students can access real news articles, then adjust them to match their reading level.</p> <p>Useful: Helps elementary students develop the habit of reading news. This site gives them space to read real-news articles at their own pace. Assessments are included with the articles to help readers engage with the content.</p> <p>Tool in class: Teachers can assign students to read articles and analyze them from an early stage.</p>
Edmodo classroom tools		Android IOS	<p>Definition: A Facebook-styled platform that enables educators to keep discussing class work outside school, analyze learners' content mastery, and get students excited for upcoming class events. Through Edmodo, teachers are in a better position to link students to resources that amplify their understanding of class work.</p> <p>Useful: For exchanging information and resources between students and teachers in a safe environment.</p> <p>Tool in class: It's a free classroom communication hub that lets you engage with your classes & connect with teachers globally.</p>
Edmodo for Parents		Android IOS	<p>Definition & Use: See how your child is doing in school—anytime, anywhere! Edmodo for Parents helps you stay on top of upcoming assignments, homework submissions, teacher announcements, and more. A free, safe way to connect with the kids' classrooms, on the go and on their schedule.</p>

Reading/Writing/Listening

Name	Logo	Android/ I phone	Description and comments
Kidblog		Android	<p>Definition: Provides teachers with tools to safely publish student writing. Teachers can monitor all activity within a community of authors. Posts can even be public, but nothing goes live until a teacher approves it. An educational blog site that has been developed for teachers, by teachers.</p> <p>Useful: Helps students quickly move from learning the platform to using the platform to learn.</p> <p>Tool in class: Safe student publishing. For elementary students to get them in the habit of blogging before they advance to WordPress.</p>
WordPress		Android	<p>Definition: An online open source publishing platform. Creating a blog is an effective way to keep track of one's work and is a good way into learning how to grow your own website. It helps in enhancing critical and analytical thinking and exposure to quality content.</p> <p>Useful: Advanced tool for students to blog about their work and share their stories and material (podcasts, animated videos, SoundCloud....).</p>
Jimdo		Android IOS	<p>Definition: A website builder for Android. With the Jimdo Creator app you can create a free website, blog, or store—no coding or technical skills required.</p> <p>Useful; tool in class: Just use the app to edit your website anywhere and from any device: mobile, tablet, or desktop.</p>
Adobe Slate		Android IOS	<p>Definition: It lets you turn your next newsletter, report, invitation, or travel adventure into a gorgeous visual story that delights readers on any device.</p> <p>Useful: Tools for beginners and students who own pads and smart phones and want to create highly visually stimulating stories. It allows easy material sharing. Slate is made for anyone who wants to create with impact</p>

Reading/Writing/Listening

Name	Logo	Android/ I phone	Description and comments
Audacity Team		Android	<p>Definition: Free, open source software for recording & editing sound.</p> <p>Useful: Students can create an audio media package in the form of a podcast. They learn how to record sound bites, retrieve Creative Commons background music, cut and edit sound bites to create a podcast that can be embedded in presentation slides and on blogs.</p>
Sound Slide		Android	<p>Definition: User-friendly, free software to create slideshows with audio and photo.</p> <p>Useful: For storytelling using audio instead of text. Compatible with Audacity, it allows users to embed their podcasts on slides and easily share their slideshows on their blog or convert them to video.</p>
Pikto Chart		Android	<p>Definition: Allows users to create and publish graphic, engaging, and interactive visuals of data.</p> <p>Useful: Interpreting data in a visually stimulating way to make information more appealing and make complex data more comprehensible.</p>
Go Animate 4 schools		Android	<p>Definition: Cloud-based animated video software that doesn't require any programming.</p> <p>Useful: Drag-and-drop tools, customized animated features, uses built-in characters, props, sound effects and music to create a full animated movie at little to no cost.</p>

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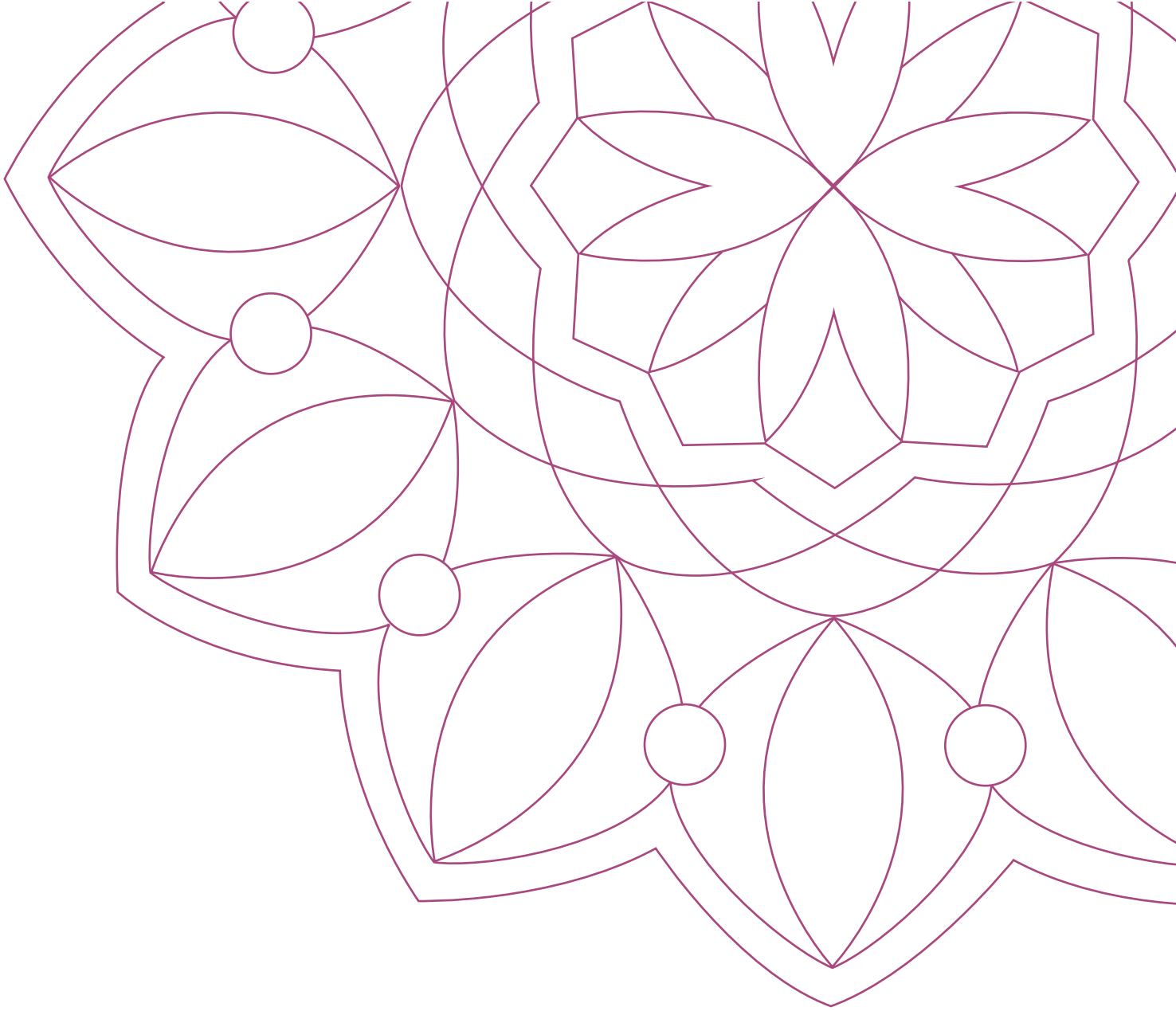


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