



# Democratic Competences in the Digital Era

*Changing lives. Opening minds.*

2019

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**ERASMUS<sup>+</sup> school exchange partnership**  
**“Get in shape for Europe” (GISE)**



**Partners:**

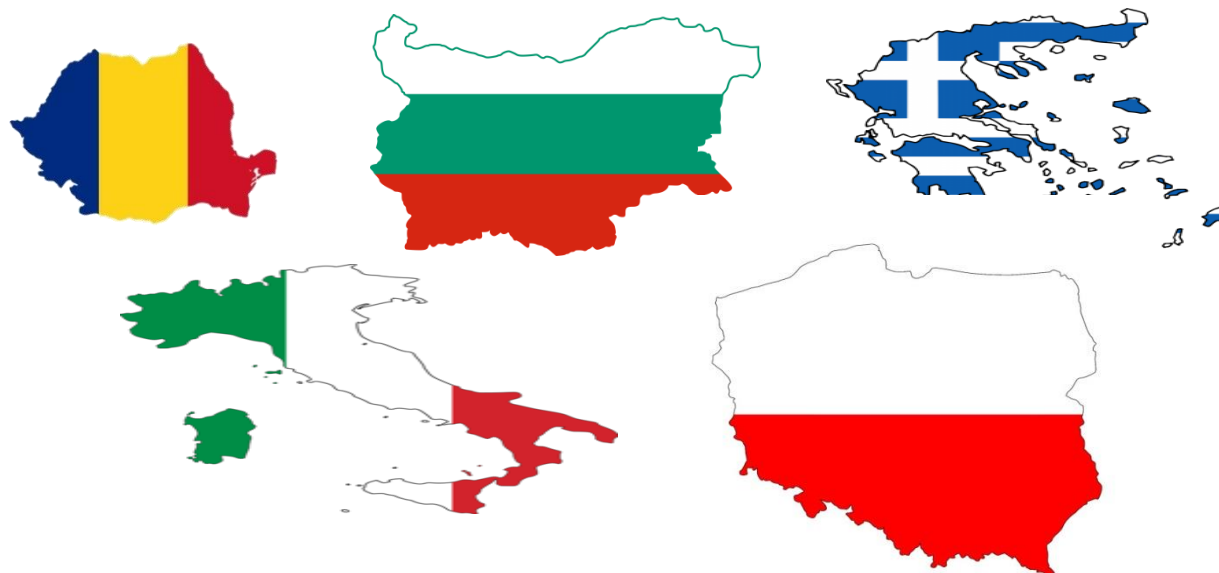
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**Foreign Language Secondary School (Pleven, Bulgaria) - partner**

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<http://lspvs.ro/erasmus-gise/>

# Democratic competences in the digital era

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# I.PROJECT PRESENTATION

During the period 1 September 2018-31 August 2020, five European schools will work together to implement the School Exchange partnership "Get in Shape for Europe" (GISE). The partner schools are:

- The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator
- Foreign Language School (Pleven, Bulgaria)-partner
- 5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner
- The High School of Economics and Gastronomy (Tarnów, Poland)-partner
- I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner

We discovered that here is a need for activities and projects that will make Europeans fall back in love with Europe again. School and education has an important role to play in promoting the common European values enshrined in the EU Treaty, values that are a prerequisite for creating a socially coherent society. Partner schools need opportunities to develop a conducive environment to the promotion of European values among pupils. Social, civic and intercultural competencies foster inclusiveness. So, the goal of the project is to promote democratic values and fundamental rights, social inclusion and active citizenship and equip students and teachers with the information and skills needed to become informed and involved European citizens.

The target groups for the implementation of project activities are the teachers and students aged 14 to 19.

## **SPECIFIC OBJECTIVES:**

- O1-to develop, by August 2020, for pupils in 5 European schools, social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship
- O2-to develop, by August 2020, for pupils in 5 European schools of critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation
- O3-the exchange of experiences, best practices, methods and tools between teachers from 5 European schools on the development of social, civic and intercultural competences and facilitating their integration into schools activity
- O4–institutional development of partner schools through the exchange of experiences, methods, tools and good practices on the development of social, civic and intercultural competences and the management of European projects by supporting and strengthening European cooperation

## **RESULTS AND IMPACT**

### **a)intangible results: teachers and students will:**

- improve their knowledge about the project theme (democratic values and fundamental rights, inclusion and non-discrimination, active citizenship), about EU (history, values, politics), about culture and civilization of partner countries
- improve their skills and competences (intercultural learning, teamwork, organization, communication, responsibility, adaptability, flexibility, digital competences, English communication)
- develop attitudes (positive attitude towards the EU, inclusive and non-discriminatory attitudes, tolerance and mutual respect, a better understanding of cultural and linguistic diversity, critical spirit, civic spirit), increasing motivation, positive attitude towards oneself and others

### **b)tangible results:**

- 5 short-term exchanges of groups of pupils, 5 short-term joint staff training events,
- 5 European clubs, 6 brochures, dissemination and evaluation materials, local activities, integration of results in school activities

This project contributes to the institutional development of schools from several points of view, such as strengthening the European dimension of schools and increasing the capacity to operate at European level by exchanging experiences, methods and best practices and integrating them into the teaching and extra-curricular activities of partner schools, creating, in partner schools, a friendly, inclusive and democratic environment, strengthening the cooperation between the teachers involved in the project activities (which can generate new ideas, new activities, new projects), increasing the quality of education offered in partner schools as teachers will improve their knowledge and skills that will be used in didactic and educational work, promoting schools in the educational community, strengthening cooperation with local institutions.

Our project aims to contribute to the implementation of the European policies mentioned in the documents (such as Europe Strategy 2020, Paris Declaration, Proposal for a Council recommendation-17 January 2018) aiming to promote a fair, democratic and inclusive society. A key factor in achieving this strategy is the social, civic and intercultural competences that foster inclusion.

### **PROJECT PARTNERS**

#### **The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator**

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Email: [lspvs@yahoo.com](mailto:lspvs@yahoo.com)

Address: Castanilor Street, no. 3, Vaslui, Romania

"Stefan Procopiu" High School is teaching pupils in high school education. In this year, there are 1,765 students distributed in 68 classes: -23 with theoretical profile: 660 students -31 with service and technical profile: 680 students 14 vocational school classes  
Number of Teachers: 120 We want to participate in this project because we believe that in our school it is necessary to create a conducive environment to the promotion of inclusive school principles, a friendly and democratic school where all children are respected and integrated without discrimination and exclusion from ethnic origin, disability, special educational requirements, the socio-economic status of the families, the residence environment or the students' school performance. Many of our high school students face various difficulties: -educational difficulties. The school results of our school students are modest.-social and economic difficulties. Over 60% of our students come from socially disadvantaged backgrounds. More than 400 students receive scholarships because of low parents' incomes. 956 students are from rural areas and 856 students commute daily. -personal difficulties. Many students have difficulties in social integration, communication, do not have critical thinking skills, are intolerant, and sometimes even violent towards others. Involving students in the activities of this project is an opportunity for their personal development. Since 1999, our high school has implemented about 40 projects. We have particularly promoted environmental responsibility ("Energy for Tomorrow" project), gender equality ("Everybody can do it"), European Citizenship ("Ambiance" project), education for all (project "A friendly school"). In the school year





2017-2018, our high school is running for the title of "Ambassador School of the European Parliament". The teachers and pupils involved have gained an experience that they can use in this project.

### **5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner**

Telephone: +302105982416

Address: Souliou and Peloponnesou,35, Aigaleo, Greece

The 5th Senior High School is situated in the city of Aigaleo, which is suburb near Athens. The total number of our students is 270, aged from 15 to 18, and as for our teaching staff, there are 30 teachers, specialized in different scientific areas. The subjects taught are: Greek Language and Literature, Biology, Mathematics, History, Chemistry, Physics, Physical Education, Religious Education, Project, Social and Political Studies, the English Language, Computer Science. The main aim of our school is to offer our students general education on the subjects mentioned above and to prepare our 3rd-



grade students for the University entrance exams since the Greek Educational System is mainly focused on that direction. Due to the economic crisis that has been plaguing our country since 2010, a lot of our students are facing certain social and economic difficulties, since the percentage of unemployment is quite high in our region. Therefore, this has a negative impact on the educational level of the students as well, who definitely need extra support and help by the teachers to respond to the high needs of school. In this context, the teachers try through combined efforts to involve students in projects and assignments in order to broaden their horizons, to raise students' about issues of world interest and violation of human rights and to enhance their team spirit and creativity through theatrical performances and extra-curricular activities, in order to promote social inclusion and tolerance. Our school has experience in running thematically-related projects: Youth Parliament, Visit to the Greek Parliament, 1974: Restoration of Democracy in Greece, Rhetorical strategies and debate, Human rights, European Youth Parliament, Euroscola, Model United Nations.

### **Foreign Language School (Pleven, Bulgaria)-partner**

Web site: [www.gpche-pl.com](http://www.gpche-pl.com)

Telephone: +359887428487

Address: 22 Alexander Stamboliyski, Pleven, Bulgaria



High school of Foreign Languages-Pleven has a 167-year history-celebrations and workdays, traditions and memory, a symbol of a great past and present, worthily walked path, filled with a sense of responsibility when educating the youth about universal values. Path of founders, artists, professionalists, innovators. Path of growth and rewarded prestige. Path of winners. High school of Foreign Languages-Pleven is a school with traditions in foreign language education. High school of Foreign Languages-Pleven is a heir of one of the first ten schools in Bulgaria, founded in the school year 1849/1850. The studied languages are: English, German, French, Spanish and Russian. Our motto is: "More languages- more cultures-

more worlds". There are 64 teachers teach 834 students. We have students with various social background so we aim to provide equal opportunities for education and career development. The high school is an active member of NABEK for 9 years. The school is associated with UNESCO, it is a member of the National Association "SEIGE". Our school is a licensed exam center for English Language Certificates for the Central North Bulgaria. We also work with BACEE Fulbright and we have had American teachers for 5 years. We have students who are National Laureates at Olympiads of Ministry of Education, winners at Multilanguage National Competitions, Prize-winners at Literature and Theatre Contests, which is a proof for the quality of education. This European project is interdisciplinary and transversal. It involves languages, science, history, geography, ICT and all subjects which will help us attain our priorities. The project addresses themes that are important to us (democracy, European values, rights, inclusion, active European citizenship). The project contributes to the development of skills and abilities that are extremely important for the current European society. This is our motivation for participating in this project.

### **The High School of Economics and Gastronomy (Tarnów, Poland)-partner**

Web site: [www.zseg.tarnow.pl](http://www.zseg.tarnow.pl)

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Zespół Szkół Ekonomiczno-Gastronomicznych (The High School of Economics and Gastronomy) is one of the oldest and largest vocational schools in Tarnów. The school was founded on 6th November 1911. The school offers students both general and vocational education within two types of school: technical school and vocational school. The students may choose from the following specializations: economic technician, hotel industry technician, tradesman technician, technician of gastronomic services and catering, salesman, confectioner, cook, and waiter. The fields of



study we offer are based on the current core curriculum and a modern didactic basis, which guarantees the possibility of obtaining the highest qualifications in a given field. The school employs 74 teachers who have high professional and general qualifications. 721 students attend the school, including 527 girls and 194 boys. About 70% of our students are commuters and live up to 50 km from the school. Participation in the project will give us the opportunity to broaden our knowledge on basic European values: respect for human dignity, freedom, democracy and equality. During short-term study visits and workshops, we would like to exchange knowledge and experience with other schools regarding integration, non-discrimination, equality of rights of all European citizens, regardless of gender, origin, religion, in order to develop the figure of a conscious and committed citizen. Our school has experience in the implementation of various projects. In 2005-2006 we were the coordinator of the Socrates Comenius language project "We enter the labor market - a comparative analysis of application documents in Poland and Bulgaria." In 2009-2011 we participated in the Multilateral Comenius Project "I want to tell you a fairy tale ..." with the schools from Greece, Turkey, Bulgaria and 2 schools from Romania. In 2012-2014, we were a participant in 2 Polish historical projects about: "Remember the past events. History and culture of two nations" and "You cannot forget about this". In 2009-2010 we implemented 19 e-Twinning projects, 3 of which received both National and European Quality Labels.



## **I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner**

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Telephone: +390935683659

Address: Piazza Sen. Marescalchi, 2, Piazza Armerina, Enna, Italy

The I.I.S. “E. Majorana-A. Cascino” of Piazza Armerina is a large high secondary school with a very long tradition and experience: it has been operating in our area for about 150 years. Over the years it has changed courses and specialization to keep pace with modern demand. Today it covers different programs of education: technical education (with specializations in I.T., Mechanic, Electronics, Chemistry), vocational education (with specialization in Tourism), theoretical education (with specialization in classic and scientific studies). After a five-year-course our students get a diploma and they can choose to look



for a job or attend university. The total amount of the students is 1066 divided into 58 classes. The school employs 115 teachers with high professional and general qualification. 70% of our students are commuters who come from small centres in the neighbourhood. The social and cultural background of the students is mixed: a great part of the students’ families face economic problems due to the high percentage of unemployment in our territory and don’t have opportunities to travel abroad. A smaller part of the students have good economic conditions. This diversity is an advantage that gives the opportunity to be in contact with different realities and to learn the respect of diversity. The project GISE fits with our educational syllabus whose main goal is, among the others, the promotion of an intercultural education, of the respect of differences and the dialogues among different cultures. The short term visits and workshops will give our students the opportunity to exchange experience and knowledge with students from other countries and to learn how to be a real European citizen. Furthermore the presence in our territory of organizations which deal with migrants gives us the opportunity to organize meetings and discussions with the students in order to promote the ideals of social inclusion and non discrimination. Teachers in foreign languages have been involved in Leonardo Projects; they have coordinate many language stages in England, France and Spain (PON FSE from 2008 to 2014) involving about 300 students. We usually organize courses in our school to get the most important certifications: Trinity, Delf and Dele.

## II. C5-Short-term joint staff training Events – Democratic competencies in the digital era

### Description of the activity:

Title: **Democratic Competences in the Digital Era**

**Type of the activity:** Learning/teaching/training activity - Short term joint staff training events

Host partner: 5<sup>th</sup> General Senior High School of Aigaleo, Aigaleo, Greece

### Content and methodology

**Goal:** the exchange of best practices and experiences on the development of critical thinking among students about the use of the Internet and social networks as a weapon against discrimination and manipulation

**Duration:** 3 days: 05-07 November 2019 (excluding travelling days)

### Activities:

#### a) debates and presentations. Topics discussed:

- Erasmus+ - opportunities and challenges;
- Democratic Competences in the Digital Era (Media Education in Partner Countries, How can we promote democratic competences, respect for diversity and mutual understanding among young people who use social media?, What competencies should we pass on to students for them to have social, democratic, non-discriminatory and tolerant behaviour in the online environment?, Social media tools are a challenge in education?, Media strategies and their educational impact, How can eTwinning help teachers to promote democratic competences among students?, Developing critical thinking among students etc)

**b) Seminars, workshops and study visits:** "How well do you know your digital self? Let's find out how your online footprint affects your democratic competences", "Real of Fake? Disinformation and democracy", "Democracy in Ancient Athens and Democracy Today", "Are the oracles of the ancient times related to the fake news of modern times?"

**c) Democratic Competences in the Digital Era: practical aspects:** workshops, practical exercises, learning activities that promote democracy and human rights, that help develop critical thinking among students regarding the use of the Internet and social networks as a weapon against discrimination and manipulation, analysis social media tools and their application in didactic work, drafting a code of conduct on combating the hate speech in the online environment, use of workspace on the eTwinning platform, brochure work

**d) reflection and evaluation activities** (comments and feedback, filling in questionnaires), awarding mobility certificates, achievements certificates

## 6. LEARNING/TEACHING/TRAINING ACTIVITY ACHIEVEMENTS

### 6.1. KNOWLEDGE

- about manipulation through the media, the Internet, social networks, fake news, cyberbullying etc., about critical thinking and media education in their own country and other European countries;
- about cultural diversity and about Greek culture and civilization;
- exchange of experiences and best practices on implementing European projects.

### 6.2. LANGUAGE SKILLS

- Improvement of English communication (speaking and listening skills)

### 6.3. PEDAGOGICAL SKILLS, LEARNING TO LEARN COMPETENCE, TRANSVERSAL SKILLS

- improving the design and implementation skills of learning activities that will contribute to the development of critical thinking in the use of Internet and social networks as a weapon against discrimination and manipulation;
- knowledge and skills regarding the design and the implementation of the European project
- practical skills (e.g. planning and organizing, project management etc.), problem-solving skills and taking decisions abilities, digital competences

#### **6.4. CIVIC, SOCIAL AND INTERCULTURAL COMPETENCES**

- teamwork skills in mixed transnational teams, communicate constructively in an intercultural environment, show tolerance, express and understand different points of view, negotiate and to empathize
- better understanding of cultural and linguistic diversity, cultural awareness and expression competence, respect and empathy towards other cultures, more tolerance towards other persons' values and behavior
- citizenship competences, emotional skills (e.g. having more self-confidence)

#### **6.5. NEW ATTITUDES**

- positive attitudes towards cultural and linguistic diversity, positive attitude toward oneself and others, awareness of one's own attitude towards other ethno-linguistic groups
- increasing motivation for new activities and projects, increasing self confidence. .

Tangible results of this learning/teaching/training activity: the brochure "Democratic Competences in the Digital Era"

#### **PARTICIPANTS AT C5-Short-term joint staff training Events – „Democratic competencies in the digital era”:**

- 4 teachers from Romania
- 8 teachers from Greece
- 4 teachers from Poland
- 3 teachers from Italy
- 4 teachers from Bulgaria

# III. ERASMUS+ - OPPORTUNITIES AND CHALLENGES. MY ERASMUS+ EXPERIENCE

## III.1. My ERASMUS+ experience Student-centered Classroom: teachers as promoters of active learning

**Daniela Croitoru, Gina Cucuș, Ionela Busuioc  
"Ștefan Procopiu" High School, Vaslui, România**

Between 6<sup>th</sup>-11<sup>th</sup> August, 2018, we were among the 6 teachers from "Ștefan Procopiu" High School Vaslui who participated in the training course "Student-centered Classroom: teachers as promoters of active learning" organized by EUROPASS Centro Studi Europeo from Florence. This was one of the 5 flows carried out within the ERASMUS + school education mobility project "A friendly school" (reference no. 2017-1-RO01-KA101-035810) implemented by the "Ștefan Procopiu" High School Vaslui during September 2017 -December 2018. The project "A friendly school" has as a general objective the increase of the chances of success of the students in personal, social and professional plan by improving the knowledge and competences of the teachers in fields such as inclusive education, methods of teaching-learning focused on students, class management, personal development. Thus, 28 teachers participated in training courses in Florence, Valencia, Barcelona, Athens and Prague on topics related to classroom management, bullying, team spirit, inclusive education, actively participating methods.



The course started with the presentation of all participants and our schools and our work. During the course the following aspects were approached:

**1. Challenges in 21st century schools.** Through brainstorming and discussion, we identified the challenges that our schools face and we identified similarities and differences between our schools. We have noticed that the challenges are the same: the large number of students in the classroom, the lack of students' motivation, the use of technology, the expectations of parents, multicultural classes, students' behavior, curriculum theorization etc. The conclusion was that these common problems can lead to the design of some European partnerships.

**2. Student's motivation.** The discussion on this theme started from a video with the theme "What works in Public Education?". We analyzed the film and came to the conclusion that students can be motivated by applying strategies centered on pupils, strategies that arouse their curiosity, strategies that focus on feelings and emotions. Watching another film was the starting point for a discussion regarding the types of motivation (extrinsic and intrinsic).

**3. Teacher-centered approach vs. Student-centered approach.** Through brainstorming and discussion, we identified the characteristics for the two approaches and then we compared them. Then we analyzed "The Learning Pyramid".

**4. Key competences and transversal competencies.** Through brainstorming and discussion, we have identified and analyzed key competences (Literacy and languages, Maths, science and engineering, Civic competences, Enterprise, Cultural awareness and expression) and transversal competencies (creativity, initiatives, problem solving, risk assessment, decision making, constructive management of feelings). Now, I have clearly understood the difference between these two types of competencies. We have expressed our views on teaching skills and competencies and we identified some tips in this regard.

**5. Teachers' self-assessment.** This was a very useful and interesting activity because the daily routine does not allow us to reflect on certain aspects regarding our teaching. Each teacher has self-assessed his teaching activity from many points of view, such as the eight principles of teaching based on competences. We have analyzed the positive and negative aspects of our teaching activity, we have identified the principles we apply more or less (with clear examples of our teaching activity), then we shared these issues both in peer review and group discussion.

6. "Based learning" Methods (Inquiry Based Learning, Task Based Learning, Problem Based Learning, "Project Based Learning, Rubrics).

The learning sessions regarding the "Based learning" Methods combined short theoretical presentations with discussions (starting from watching some videos on the concrete application of these methods in the classroom) with practical activities (individual, pairs, or group activities). Starting from these films we have identified the characteristics of the mentioned methods and the stages of their application. So, watching and analyzing the videos, I have better understood the differences between these methods. I have consolidated the new knowledge through practical activities that consisted in developing didactic activities based on the application of the "task based learning" method (individual activity followed by peer evaluation and group discussions) and a lesson project based on the "Project Based Learning" method (group activity followed by the presentation of projects and the mutual evaluation of these projects by other groups based on some criteria and rubrics). Thanks to the "Rubrics" session, I learned to develop student assessment criteria and rubrics in "based learning" lessons. Then, I have consolidated the new knowledge through individual activity (Assessment tool for project based learning) and group activity (developing an evaluation sheet for "project based learning" lessons). On this occasion, we explored sites that can be used to generate rubrics (like [www.rubric-maker.com](http://www.rubric-maker.com)). I did not know about the existence of such sites. I think they are very useful for my teaching activity.

**7. The Flipped Classroom.** The theoretical sessions on this method (characteristics, stages of application, advantages and disadvantages) were based on discussions starting from various video materials. I have consolidated the new knowledge gained through a group activity that consisted of developing a lesson plan based on this method. The projects were presented to the other participants and analyzed by the other participants. We have explored a site that can be used to make useful videos when we will use this method ([www.screencast-o-matic.com](http://www.screencast-o-matic.com))

**8. Assessment activities.** The evaluation was done through various methods (discussion, peer evaluation, group interviews, questionnaire completion, analysis of the lesson projects that we design).

Thanks to the participation in this course, we consider that we have made real progress in terms of:

- ✚ **knowledge** of methods and techniques characteristic of a student-centered teaching approach (Inquiry Based Learning, Task Based Learning, Problem Based Learning, "Project Based Learning, Rubrics).
- ✚ **competences** in the development and application of teaching methods centered on students, students' assessment in the context of applying these student-centered methods, communication skills in English, digital competences, intercultural skills, teamwork.
- ✚ **attitudes:** motivation for applying teaching methods centered on students, motivation for involvement in ERASMUS projects, positive attitude towards cultural and linguistic diversity, positive attitude toward myself and others, greater self-confidence.



## III.2. My ERASMUS+ experience

### "Problem-Based Learning" (PBL) and "project based learning" (PBL)

Daniela Croitoru, "Ștefan Procopiu" High School, Vaslui, România

"Problem-based learning" and "Project-based learning" were two of the student-centered methods that I deepened at the "Student-centered Classroom: teachers as promoters of active learning" training course organized by EUROPASS in Florence at which I participated in 6th -11th August 2018 within the ERASMUS + "A friendly school" mobility project implemented by the "Ștefan Procopiu" High School Vaslui.

#### "Problem-Based Learning" (PBL)

In the traditional class, the teacher transmits the information to the students during the classes. Then the students receive questions and problems to evaluate the knowledge held by the students. Problem-based learning is an approach in which a problem / challenge is presented to the student at the beginning of the lesson. The student thus becomes responsible for looking for the information needed to solve the problem and for his own learning. The problem must be formulated so that several hypotheses are possible and to provoke discussions among the students, to provide the opportunity to use the knowledge already held but also to facilitate the acquisition of new knowledge. Students work in groups doing research work and looking for solutions to the problem launched by the teacher. The teacher guides the students in identifying and applying the knowledge necessary to solve the problem, monitors the search for solutions and intervenes when necessary. The teacher stays in the shade while the students play the main roles.



"Problem-based learning" is a student-centered method that aims to develop cross-curricular skills among students such as critical thinking, problem solving, teamwork, intellectual work skills and lifelong learning. In the activities that apply the "problem-based learning" method, students must document themselves from multiple sources, analyze and select information, identify answers to problem-questions, justify their solutions and options through information and reasoning. The "problem-based learning" method can be successfully used in the "investigation-based learning" teaching strategy. It has been found that students who are constantly involved in learning activities that use the "problem-based learning" method participate more actively in the learning process, take responsibility for their own learning, become more organizationally efficient (eg, time management).



Despite the positive aspects, I believe that the "problem-based learning" method is not without criticism. I do not think that it is an effective method for students who do not have sufficient knowledge about the subject, who do not have minimal research, synthesis and analysis skills. The method works best with well-prepared students. Teamwork also comes with negative aspects. Romanian students are not used to collaborative learning experiences. Some specialists argue that the learning process can be "sabotaged" by aspects related to communication and collaboration in a group. Other experts consider that the application of the method is also "flawed" by those teachers who tend to dominate the task resolution, indicating directions and proposing solutions instead of students. I think the method is a chronophage. Things become very problematic when the

school syllabus is very loaded as it is in Romania. In this case, a shortened form of the method can be applied. Some studies have shown that shortened variants of the method can be successfully applied. Even in a shortened and modified form, the method must take into account the "essence" of the method: the interaction between the students and the active learning around a problem. I applied to a few classes a shortened and modified form of this method and the feedback received from the students was a positive one. The students shared positive thoughts about "problem-based learning" compared to the teacher's lecture.



In conclusion, there are many elements that contribute to the failure or success of applying the "problem-based learning" method such as student skills, the role of the teacher, the quality of the problem.

During the period of enhancement of the experience gained following the participation in the course "Student-centered Classroom: teachers as promoters of active learning" we applied to several classes a modified variant of the method "problem-based learning" in several situations. I have adapted this method to the time sources available and to the learning particularities of my students.

For example, in the 9th grade, we applied the problem-based learning method to the lesson "Forms of political organization: Athenian democracy". Students answered the question "How democratic was ancient Athens?". Before answering the final question, the students read information about the subject of the lesson (Athenian democracy, the characteristics of democracy), selected and systematized the useful information for the launched problem and answered the 5 support questions that guided them in the selection of the arguments and the making of the option. The students were very enthusiastic about applying this method considering that they developed skills such as information synthesis and analysis, critical thinking, collaboration, problem solving. The students listened carefully to the choices made by the other groups and the selected arguments and firstly they appreciated the teamwork and the interaction with the other students during the resolution of the task.

### **Project based learning (PBL)**

The project is defined as a thorough investigation conducted in order to learn more about a topic than to seek the correct answers to the questions asked by the teacher. Students cooperate over a period of time to solve problems and, finally, present their work to an audience. This final project can be a presentation, a piece, a written report, a web page, etc.

"Project-based learning" (PBL) is a method centered on them, it emphasizes active learning, it has as a starting point a problem/situation-problem/challenge/question, both, and facilitates the development of specific skills of the 21st century (creativity, critical and creative thinking, problem solving, collaboration). This method is closely related to the "inquiry-based learning" (IBL) method. The "project-based learning" method often has an interdisciplinary character, the application of the method takes longer because it follows specific steps, it can include both an intangible result (a solution, an opinion, etc.) and a tangible result (a presentation, a poster, magazine, piece, video, etc.). Other features of the "project-based learning" method: it starts in the classroom, continues at home and in the classroom, ends in the classroom by presenting the final tangible result, is accessible for all levels of education, can be applied individually or in a group (for example, for documentation, students can work at home and for selecting information, making the final product, students can work in groups, at home or at school), implies an interdisciplinary approach of a subject/problem in relation to the school syllabus, with the age and intellectual particularities of students.



The stages of applying the "project based learning" method:

- ✚ establishing the theme of the project.
- ✚ establishing the initial premises (purpose, objectives, resources, etc.) and presenting the students and, if necessary, modifying them according to the students' suggestions.
- ✚ formation of student groups and distribution of work tasks. It is recommended to form groups of 4-5 students.
- ✚ carrying out the necessary research / mini-research and the final product. Students work individually and in groups, at home and in class. The teacher can elaborate worksheets to monitor the activity of the students in the classroom.
- ✚ Evaluation of the project based on known criteria from the beginning.

I deepened this method by participating in the training course "Student-centered Classroom: teachers as promoters of active learning". In the period of valorization of the experience we have elaborated 2 lesson plans based on this method. In the 9th grade, the project entitled "Leadership lessons from antiquity" can be applied to the lesson "Forms of political organization in antiquity". For several weeks the students, working at home but also in the classroom under the supervision of the teacher, research various sources about three leaders from antiquity (Alexandru Macedon, Emperor Traian, King Dac Decebal), select and systematize the information and identify for each leader at least 5 leadership qualities supported by information on their actions.

In the 10th grade, the lesson entitled "Who was really Napoleon Bonaparte?" Can be applied to the lesson "Organization of modern villages". For several weeks the students, working at home but also in the classroom under the supervision of the teacher, research various sources about Napoleon Bonaparte, systematize and select useful information to answer the following questions: "Was Napoleon the heir of the Revolution or betrayed by the return to the policies of the Old Regime or was it a combination of old and new?", "Did Napoleon act to fulfill the national aspirations of the subject peoples or did he act without regard to national considerations?", "Was Napoleon one of the most great generals in history? ", "What leadership lessons can we learn from Napoleon Bonaparte?". In both examples, at the final evaluation, each group presents the product they made. The teacher evaluates each presentation according to the established criteria that can take into account creativity,



critical thinking, collaboration, final presentation of the result, quality of the final tangible result. Each group can evaluate the product made by the other groups. Self-assessment sheets can be used for each student / group.

Project-based learning involves selecting information, processing and synthesizing it, asking questions to guide the investigation, interactions within the group, communicating the results, correlating them, making a final product. I believe that project-based learning contributes primarily to the development of critical thinking because students are in a position to research various sources, to analyze and select different information, to formulate reasoned opinions.



# IV.DEMOCRATIC COMPENCES IN THE DIGITAL ERA – THEORETICAL ASPECTS

## IV.1. Democratic competences in the digital era ... in Romania

**Motto: "We need to prepare young people to live in a world of images, strong words and sounds".(UNESCO, 1982)**

### 1. Media education - a necessity in the information age

According to the recommendation of the European Commission no. 6464/2009, "democracy depends on the active participation of the citizens in the life of the community of which they are a part, and the education in the media field can offer them the skills they need to understand the daily flow of information disseminated through the new communication technologies. "

*Everything around speaks to you!* We take information from everywhere, voluntary or involuntary almost at any moment of our daily activity. Texts, advertisements, posters, newspapers, television, radio, etc. they are just as much information media as we come into contact with. Moreover, we live in the age of advertising, consumerism, and the human being stores information of all kinds, without necessarily paying attention to the transmission channel, to the delegated voice with inculcation of ideas, to the angle of approaching the certain topic, to manipulation, propaganda, etc. Today, people are bombarded by information.

The society of the 21st century is one dominated by the media and, more recently, by multimedia, which have established themselves as an essential component of the modern world. Technological progress is a reality that cannot be stopped and must be accepted and addressed as part of daily life, and which can be seen as a challenge for education, but also as an opportunity.

It is obvious the need of the contemporary man to learn how to cope in the information age, how to select, understand and capitalize on the information that comes to him, through a deliberate act, determined by the needs of the individual, or without his will. In this bombardment, the absence of tools to help you disassociate between false and true, between manipulation and information, between propaganda and opinion is essential. In a society where freedom of expression must be the democratic foundation, the tools that help you select responsible, are the means of regulating and avoiding skids.

Media and digital competencies are defined by the ability to access, understand, critically evaluate and create media messages, in the variety of modes, genres and media platforms of the information society.

Through media education, one develops the habit of asking pertinent questions and being responsible for our ideas, values and motivations, and also the instinct to question what lies behind the media messages, what factors influence their content (production policy), as well as what representations they promote.

If adults have a relatively crystallized spiritual background and, consequently, are able to critically select and assimilate the content of the media messages, leading themselves to a system of values already constituted, children, who are in a full process of intellectual, affective, morally and civic development, are more easily influenced in the negative sway. Therefore, it is necessary to consider also the ambivalent nature of the media effects - both positive and negative - on individuals, in general, and young people in particular.

Defined as the ability to access, analyze, evaluate and create media content, media competences are increasingly considered an essential skill for the 21st century. In the opinion of the specialists, they are vital to future generations, to quality journalism and, last but not least, to the survival of democracy, because people not only learn to differentiate between truth and falsehood, to resist manipulations of any kind and to better protect themselves, but they also have the necessary skills to be active citizens. According to studies, young people can be "easily deceived" and they do not have the skills to navigate the online environment, to understand all the information and pictures they see.

The definition of the European Commission for media competence: the ability to access, analyze and adopt critical thinking and attitudes towards the media and the ability to use sounds and images to communicate in different contexts).

Through media education, we develop both the habit of asking pertinent questions and being responsible for our ideas, values and motivations, as well as the instinct to question what lies behind the media messages, what factors influence their content (production policy), as well as what representations they promote.

Through its channels, MEDIA can be a "double-edged sword". As a factor of progress, its influence is reflected in raising the quality of the cultural and social standards of life. As a mean of domination and manipulation, it merely unilateralizes or diminishes the public's response to the great challenges of everyday reality.

### **Why are media education and skills important?**

It is expected that, in the next decade, the media, in all its forms, will increase its volume between ten and one hundred times the current volume. Therefore, in the current environment and in the perspective of future innovations, it is no longer an advantage to be educated in the media and social media; rather, it is a severe disadvantage not to be.

- ✚ Given the rapid growth of digital technology and its increased use in business, education and culture, it is important that everyone can understand and get involved in digital media.
- ✚ Education and media skills are essential for protecting European democracy.
- ✚ An educated and media-competent population is informed, involved and responsible in the use of mass media, both as users (consumers) and as producers.
- ✚ In the information age, it is necessary to be educated and proficient in the media in order to fully participate in public life, including in commerce, society and politics.

Through media education, young people are supported to grow and adapt, develop their skills, motivation and critical thinking, expand their horizons, transmit and apply knowledge in new situations. We train young people's ability to act as active citizens in their communities, to protect human rights, gender equality, sustainable development, peace and social justice.

Students need to find out about fake news, propaganda and manipulation, fingerprinting, cyberbullying, etc. Young people need to understand and respect the media's role in a democratic society, to distinguish propaganda information and to use social media responsibly.

Teachers need tools to be able to teach students what the press is, what is its role, how to distinguish the manipulation of information and how to be aware citizens of the Internet age.

It is not right to remain indifferent to the progress of technology. We must try to educate the media for our benefit, using the receptivity, vision and creativity of children and young people. Surely an educated audience will generate a quality media. It is only up to us to choose our future!

The media should be used to inform the individual and not to manipulate him.

## **2. The Media Education in Romania**

In Romania, there is no compulsory media skills course.

The development of the competences to decipher the media messages is still in the early stage in Romania, both in the formal education and at the non-formal level. Internationally, the media literacy discipline began to prevail in the 1970s in the US, and in the UK, France or Germany in the 1990s. In our country, informal media education is available sporadically, mainly for high school youth and less for younger ages and almost not for adult education, according to the Research Report Charting Media and Learning in Europe - 2011, carried out by ActiveWatch - Agency Monitoring the Press, a human rights organization that advocates for free communication in the public interest.

### **In Romania, the achievement of media education and the development of media competence can be achieved through the following ways:**

- ✚ In the 5th, 6th and 7th grades, in the discipline "Social education" (1 hour/week); In the 5th grade, we study "Critical thinking and the rights of the child", in the 6th grade, "Intercultural education", in the 7th grade - "Education for democratic citizenship". During these classes, teachers can introduce learning activities that can contribute to the development of media skills. In the spirit of involving the students in their own learning, the school program devotes a special role to the educational project. In this way, an educational framework is created that brings the teaching-learning-evaluation process closer to the real life, in which the project is a necessary working tool for carrying out the activity in all social-economic fields. This educational framework allows learning through participation and not just discussing participation; it is also facilitated the



development of the skills needed for the 21st century: creativity, critical and systemic thinking, communication and collaboration skills, adaptability, responsibility, team spirit.

- ✚ In secondary education (grades V-VIII) and high school education (grades IX-XII), teachers from certain subjects (Romanian language and literature, History, Geography, Philosophy, Religion, Foreign languages) can introduce into the compulsory curriculum activities that focus on deciphering audio-visual messages, reading the image, ways of representing reality. Within these hours, the media can be considered a resource capable of increasing the motivation and understanding of those learned, exploring various historical and political perspectives on events, personalities, etc. It is, what is called, infusion curriculum.
- ✚ In secondary education (grades V-VIII) and high school education (grades IX-XII), teachers (regardless of the taught subject) can design and implement extracurricular / non-formal activities focused on developing media competences.
- ✚ In high school education (grades IX-XII), media skills can be developed within the optional disciplines (curriculum at the school's decision). But,
- ✚ Students can first develop their media skills through extracurricular activities, through projects initiated by educational institutions or various non-governmental organizations.

In 2004, following the efforts of a non-governmental organization (ActiveWach), the Ministry of Education approved for the high school education, the program for the optional course "*Media competence*" in high school. It is an optional course for high school students from the philology and social sciences classes. The Optional Media Competence focuses on civic education, human rights - the right to information and freedom of expression, the rights of minorities, social participation, the role of media institutions and the journalist in a democracy. **The fundamental purpose of the course:** to train an advised citizen-consumer of the media. Through this course, young people develop their skills of critical reporting and analysis, on the messages transmitted through the media, the ability to take decisions and to act knowingly. A very appreciated quality of the discipline, pointed out by many students, is the fact that it addresses a reality with which they are in direct contact, on a daily basis. There are no statistics regarding the application of this optional course for the period 2004-2019 but we do not think that there are too many situations in which the teachers propose this option. In the beginning, the discipline "Media competence" was taught in about 60 high schools. During the course, the number of schools decreased dramatically, on the one hand because of the poor funding of those who had to take the course, on the other hand, because the weekly time devoted to learning media skills was often used to prepare students for exams. According to some appraisals, today this optional course is taught in maximum 15 high schools in Romania.

In 2007, also following the efforts of the non-governmental organization ActiveWatch, several chapters of the optional course "Media competence" were also integrated in the common trunk, in the discipline of Social Studies, XII grade, specialization Social Sciences and civic education. (secondary education).

In 2014 and 2015, a member of the National Audiovisual Council (CNA) made a public call to the Minister of Education requesting the introduction of media education between school subjects. As a result, in 2016, at the Ministry of Education, the debate on civic education options discussed the importance of media education for civic involvement. In this context, it was proposed:

- ✚ updating the learning objectives and the content of the optional *Competence in the media*, as well as the support materials produced 13 years ago, taking into account the mobility, universality and capacity of change in the field of technology and mediated communication.
- ✚ the education for media skills can be done successfully in an interdisciplinary way. It has relevance for almost all the disciplines studied in school.
- ✚ a general training framework for media skills (including digital), which secondary teachers and high school teachers can adapt according to the changes in the media and the needs of the students - civic participation being one of them - would be more appropriate.

In the years 2018-2019, one of the Romanian MPs is pressing for a law that would introduce media education in schools, so that the students learn to filter the fake news and better resist the misinformation campaigns.

Unfortunately, Romania does not have a paper-based media education policy. In the state institutions that could move things at the level of educational policies, the interest is very limited to zero. It all comes down to ICT education and e-learning.

Beyond these efforts of non-governmental and non-profit organizations, the focus is on Romania, for now, more on the initiation in digital competences of children, parents and teachers. There are 2-3 non-governmental organizations that organize courses for teachers. These courses aim to develop the skills of teachers for training and transmitting critical consumer knowledge of media products, including checking information, revealing fake news, avoiding manipulation and informational propaganda.

Because the difficulty of introducing in the school curricula of a new discipline, the media education, is, for the moment, hard to overcome, the formula found is to introduce, not subversively, but transparently, through humanistic disciplines, grafted onto their contents of study, elements aimed at media education. The first step is the training of the 90 teachers, last year and this year, of which, then, 14 will be chosen which, in their turn, will do cascade training. During the five days of training, at a fast pace, but well dosed and managed playfully, I learned what media education is, how democracy works, I learned that without freedom of expression there is no other right, I discovered the functions of mass-media, the media, we deconstructed the mechanisms of propaganda, we read the messages behind the advertising and we played with reporters, the creators of advertising, we exchanged experiences and proposed concrete ways to insert in the didactic approach some sequences through which we can facilitate media education.

**Achieving a better education for the media is / can also be facilitated by:**

- ✚ quality cultural consumption, varied and compensatory compared to what the media and multimedia offer; preventing unilateralization and dependence on certain media products. Re-discovery of reading, guidance to artistic products that cultivate compassion, human solidarity, warmth;
- ✚ activities organized in school, together with specialists from the media and from higher education;
- ✚ the unity of the factors responsible for the education of young people (family, school, church, NGOs for young people) for an implication focused on taking attitudes towards the harmfulness of certain programs, publications, against the incorrect, vulgar, denigrating language;
- ✚ the use, by the teachers of the media and multimedia channels, to form the critical spirit regarding the media consumption; adequate training of teachers and initiation of parents in the extended phenomenon of the environment with its positive and negative impact on the development of the individual.

### 3. Democracy through media

#### We take part in democracy through media

- ✚ Taking part in the life of the society and in politics, means essentially, communicating with others - receiving and providing information through the media. Citizens who cannot communicate through the media cannot participate in society or politics.
- ✚ Media provides a multitude of communication ways and provides more information than ever before, but also controls what we communicate and how we communicate. We live in a world of media culture. Modern media-based and media-controlled communication is a challenge for every individual.
- ✚ On one hand, the media offers fascinating opportunities for those citizens who possess media skills and can therefore use the media critically and knowingly and can deal with large amounts of information of different types and of different quality.
- ✚ On the other hand, the media excludes from participation all those who do not allow themselves to buy or who do not have the necessary skills to use or evaluate the quality of information.

Teaching for human rights is directly related to media skills. Freedom of the media and the right to free access to information depend on the ability to exercise these rights. The unequal levels of media skills in a society create a new dimension of unequal opportunities and new forms of inclusion and exclusion.

### 4. Case study: The project "Democratic Culture in Action - Democratic Skills in the Digital Age"

The project "Democratic Culture in Action - Democratic Skills in the Digital Age" was funded by the Council of Europe and the European Union as part of the Joint Program on Human Rights and Democracy in Action.

**The implementation period:** 9th December 2016 – 31st October 2017

**Implemented partners:**

- ✚ Academy of Postgraduate (Postdiploma) Education – Belarus
- ✚ Antikomplex (project coordinator) – Czech Republic
- ✚ Centre for Education Policy – Serbia
- ✚ Forum for Freedom in Education – Croatia
- ✚ Open Education Centre Foundation – Bulgaria
- ✚ Romanian Association for International Relations and European Studies - Romania
- ✚ Union of School-Centres - Union of Legal Entities – Armenia, in cooperation with the Caucasus Research Resource Center – Armenia



**General objective:**Implementation of several indicators in the Framework Document of Competences for Democratic Culture (CDC) on social media and social networks.

**Expected results:**

- ✚ Assessment of how competencies are currently reflected in the education system of partner countries;
- ✚ Understanding the most efficient and most successful way of implementing the CDC in the digital space;
- ✚ 2 focus groups with teachers from each partner country through which opinions and suggestions will be collected;
- ✚ 35 capacity-building workshops for educators and young people (5 in each country);
- ✚ A strategy document that includes a summary of national research, suggestions and recommendations from meetings and a set of best practice tools.

**Web page:**

<http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/>  
<http://www.rise.org.ro/>

**5. Activity with teachers on "Democratic competences in the digital age"**

**Group activity**

- ✚ The participants are divided into 6 groups. Each group receives a different question. For 20 minutes, participants in each group discuss the topic they receive and write down the main ideas on a flip-chart sheet.
- ✚ A representative of each group presents the result of the discussions. Participants from the other groups can express their opinions on the discussed topic, on the ideas presented by the group.

**Possible questions:**

- ✚ Q1: Is there a difference between how young people communicate in the online environment versus how they communicate in the offline environment?
- ✚ Q2: How can the school contribute to the development of students' democratic competences?
- ✚ Q3: What competences do people who democratically communicate online, must have?
- ✚ Q4: Does the current formal curriculum include elements which aim the democratic citizenship education, in the context of virtual space? (knowledge and exercise of rights and responsibilities in society; valorization of diversity; active participation in the life of the community / society).
- ✚ Q5: Who do you think should be responsible for providing the skills needed to conduct democratic communication and behavior in the online environment?
- ✚ Q6: How can they be promoted in the virtual environment / especially among young people using social media, democratic culture, respect for diversity (ethnic, cultural, religious, opinion and ways of thinking) and mutual understanding?

<b>Questions</b>	<b>Possible answers, opinions, points of view</b>
<b>Q1: Is there a difference between how young people communicate in the online environment versus how they communicate in the offline environment?</b>	<p>There are some differences between online and offline when it comes to how young people behave and communicate. In the online environment, there is a tendency for them to pretend to be someone else, based on the anonymity that the internet offers them. The advantage of anonymity is that it gives them courage, but the less good part is the lack of responsibility.</p> <p>Online environment = space in which young people withdraw, in which they are free to build an ideal image of themselves; but the biggest challenge concerns the ability to distinguish between reality and virtual life.</p> <p>Risks of the online environment: the caller is not always a reliable person; lack of penalties for what you do or say in the online environment; lack of physical interaction, face to face.</p>
<b>Q2: How can the school contribute to the development of students' democratic competences?</b>	<p>Teachers have to assume the role of a model in front of the students, since the latter tend to reproduce behavioral patterns.</p> <p>Organization of personal development courses in which young people acquire certain social competences, organizing extracurricular activities focused on promoting diversity, tolerance, creating learning activities during class hours / non-formal activities focused on argumentation, negotiation, participation, etc. .</p>

<p><b>Q3: What competences do people who democratically communicate online, have to have?</b></p>	<p>It is similar to what happens in real life: there must be responsibility, respect and empathy. Most important is respect for other people's points of view and accepting differences.</p> <p>The teachers stated that their role is to behave as models on the Internet, in order to change the students' perception of diversity, more precisely their belief that "everything that is different is against them".</p> <p>One possible solution: involving young people in activities that require them to work in heterogeneous and multicultural groups. It is the responsibility of teachers to address as often as possible the rights and obligations we have as citizens.</p> <p>Knowledge of human rights, critical thinking and the ability to distinguish between true and false information, empathy, intercultural dialogue and family as a determining factor in the process of acquiring these skills/values.</p>
<p><b>Q4: Does the current formal curriculum include elements which aim the democratic citizenship education, in the context of virtual space? (knowledge and exercise of rights and responsibilities in society; valorization of diversity; active participation in the life of the community/society).</b></p>	<p>If we talk about the official curriculum as a common core, then these aspects do not exist, but an alternative is represented by the optional disciplines. And the latter depend on the flexibility of each school.</p> <p>The teachers of certain subjects (Romanian language and literature, History, Geography, Philosophy, Religion, Foreign languages) introduce within the hours of the compulsory curriculum network, learning activities emphasizing the deciphering of audiovisual messages, reading of the image, ways of representing reality. Within these hours, the media can be considered a resource capable of increasing the motivation and understanding of the learned, exploring various historical and political perspectives on events, personalities, etc. It is what is called infusion curriculum.</p>
<p><b>Q5: Who do you think should be responsible for providing the skills needed to conduct democratic communication and behavior in the online environment?</b></p>	<p>The main responsible is the Ministry of Education, which should create a national program for this purpose. At the local level there should be more freedom in the implementation of the program and the teachers can adapt it according to their needs.</p> <p>But all the actors (Ministry of National Education, formal curriculum, NGOs, parents, local authorities) must work together in this regard, each having its own role.</p>
<p><b>Q6: How can they be promoted in the virtual environment / especially among young people using social media, democratic culture, respect for diversity (ethnic, cultural, religious, opinion and ways of thinking) and mutual understanding?</b></p>	<p>A recommendation targets messages in the online environment about discrimination and diversity, using videos, images and quotes, as these methods can have the greatest impact on children.</p> <p>Another idea would be to simulate different situations of discrimination in the virtual environment, and then discuss them. Through simulation, children will be able to better distinguish between good and bad.</p> <p>Another recommendation concerns the application during classes (where possible) of the "learning by project" method. Carrying out an educational project involves a social exercise and civic competences with direct impact on democratic communication, either online or offline. A project in which the child proposes the theme, participates in the realization of the project, discusses with others, negotiates and makes decisions, represents a good framework for a democratic type of communication, for manifesting respect and developing these skills in the social and civic fields.</p>

## IV.2. Democratic competences in the digital era ... in Greece

### What is Media Literacy?

- technical skills -learning to do
- cognitive skills - learning to know
- social communication - learning to be & behave skills
- ability to express and create content on media platforms

It concerns all media, on a mass and individual level:

Television <http://www.edutv.gr/>

Cinema

<https://www.ekpaideytikos.gr/index.php/education/programmata/1219-ekpaideftiko-programma-pame-sinema>

Radio

Press, magazines

[http://kemetete.sch.gr/?page\\_id=91](http://kemetete.sch.gr/?page_id=91)

Photos <https://blogs.sch.gr/isiglavas/archives/767>

Virtual reality <http://senja.gr/>

Internet

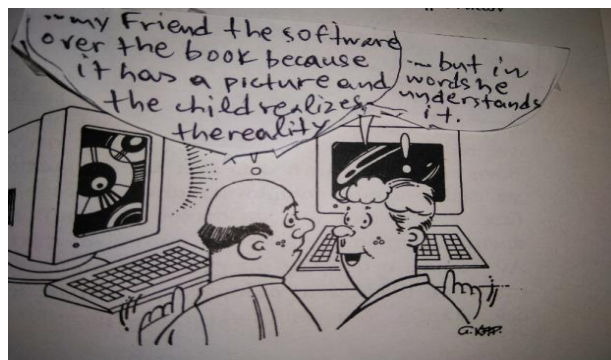
Digital applications <http://edtech.gr/apps-categories-subject/> [www.kesan.gr/content/ekpaideysi-mathiton-protovathmias-kai-deyterovathmias-ekpaideysis-ianoyarios-2019-simera](http://www.kesan.gr/content/ekpaideysi-mathiton-protovathmias-kai-deyterovathmias-ekpaideysis-ianoyarios-2019-simera)

Video games [https://e-didaskalia.blogspot.com/2013/09/blog-post\\_37.html](https://e-didaskalia.blogspot.com/2013/09/blog-post_37.html)

### PART 1

#### New reality: The online environment in education

Media literacy involves as a first objective: learning technical skills (learning to do), that means the ability of access and use of digital media by teachers and students, as well as the creation of a safe, trusted digital space for education.



New technologies are a useful training tool when used correctly!



The role of new technologies in education.

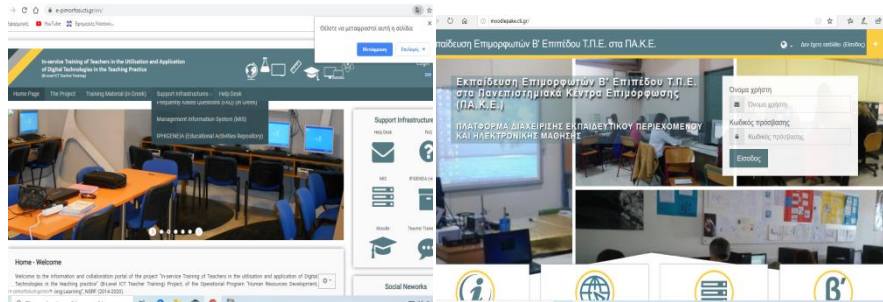


**GIVEN THAT**

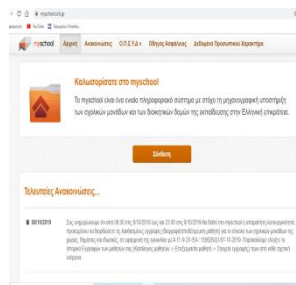
a. The course of Informatics has been incorporated in Greek education as well as theoretical Informatics in Greek Universities.

b. The Ministry of Education has organized training courses in "Information Technology and Education" for teachers of all faculties.

<https://e-pimorfosi.cti.gr/>



c. The computer support of school units and administrative structures of education in Greece has been digitized - under the responsibility of the Greek Ministry of Education, with the creation of the ONLINE EDUCATIONAL PLATFORM, myschool information system (<https://myschool.sch.gr/>) as well as the provision of online services throughout the educational community, with the PANHELLENIC SCHOOL NETWORK. <https://www.sch.gr/> .



The Ministry of Education implements its above mentioned educational role for pupils, teachers, students through the following links :

<http://ebooks.edu.gr/new/> Ministry of Education

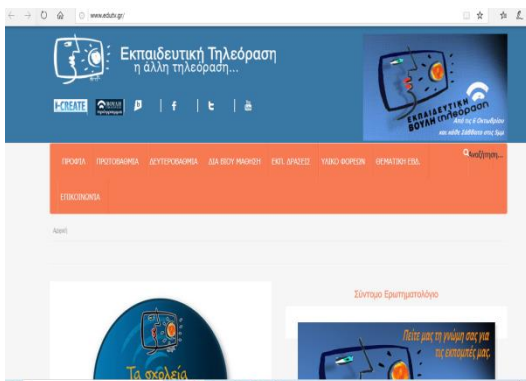
USEFUL LINKS: <https://www.minedu.gov.gr/xrisimoi-syndesmoi>

such as:

EDUCATIONAL TELEVISION: <http://www.edutv.gr/>

NETWORK EDUCATION

AL PORTAL, EDUCATIONAL MATERIAL: <http://edu-gate.minedu.gov.gr/>



**Registration and Data Recovery**

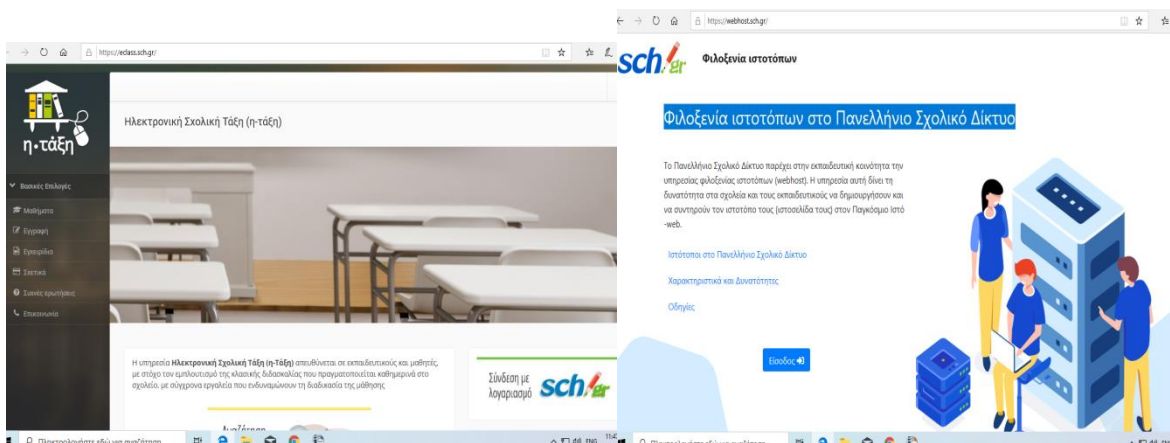
<https://www.sch.gr/services/#pg-14018-2>

**User Support and Update**

<https://www.sch.gr/services/#pg-14018-3>

**Communication Services** <https://www.sch.gr/services/#pg-14018-4>  
**Website Hosting** <https://www.sch.gr/services/#pg-14018-5>  
**Posting and Collaboration** <https://www.sch.gr/services/#pg-14018-6>  
**E-learning** <https://www.sch.gr/services/#pg-14018-7>  
**Multimedia Services** <https://www.sch.gr/services/#pg-14018-8>  
**Creative and Secure Internet Access** <https://www.sch.gr/services/#pg-14018-10>  
**Multimedia Services** <https://www.sch.gr/services/#pg-14018-8>  
**Creative and Secure Internet Access** <https://www.sch.gr/services/#pg-14018-10>  
**Video conferencing:** <https://meeting.sch.gr/>

**e-Classroom:** The e-Classroom service is aimed at educators and students, with the aim of enriching the classical teaching that takes place daily at school, with modern tools that enhance the learning process. <https://eclass.sch.gr/>



## RART 2

### The digital environment and its impact on curricula

The advent of digital technology in our time has created a new pedagogical philosophy that affects curricula because:

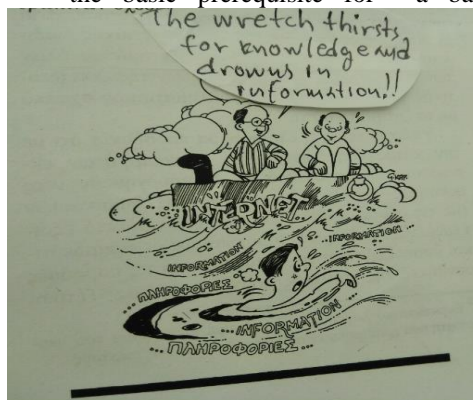
**a. traditional subjects in Secondary Education** (Mathematics, Language, Ancient Greek, Philosophy) are taught with updated textbooks, where digital resources are indispensable.

A platform is also available at <https://dschool.edu.gr/> and <http://ebooks.edu.gr/new/http://ebooks.edu.gr/new/allcourses.php>

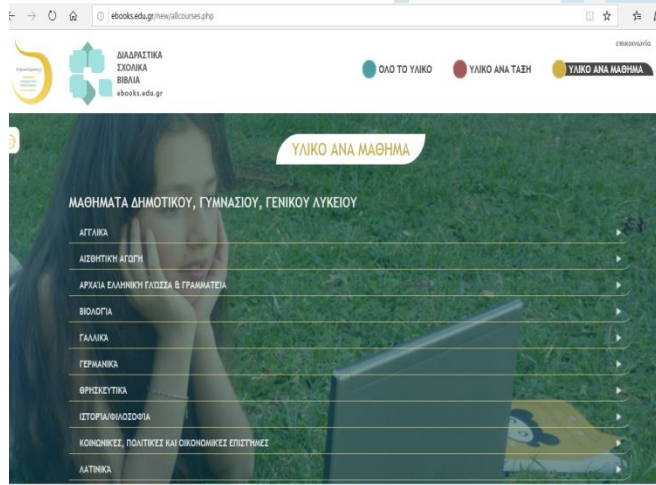
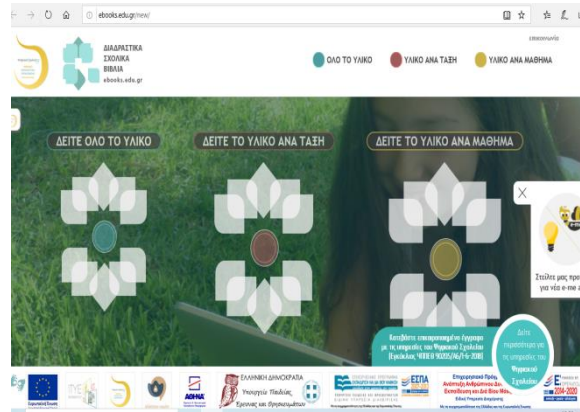
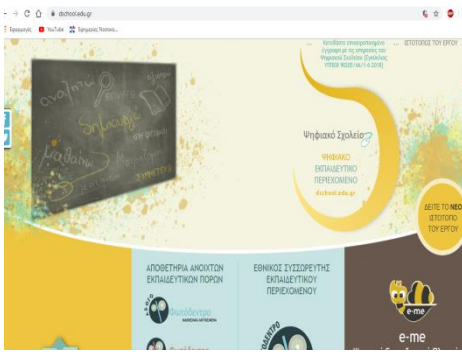
Education is the basic condition ,



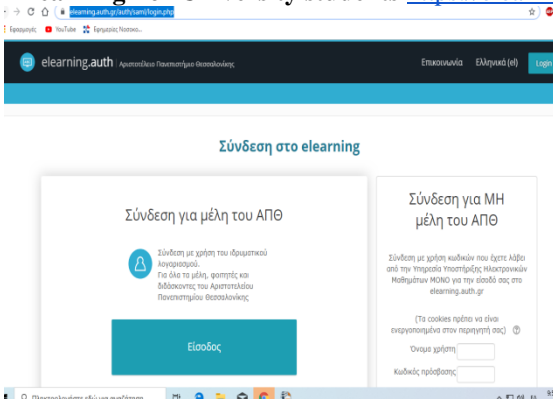
the basic prerequisite for a balanced human being.







**E-learning for University students** <https://elearning.auth.gr/auth/saml/login.php>



Regarding **distance education**, some learning methods are considered more appropriate, especially with the use of new technologies.

The key teaching strategies that seem to be effective in this area are used in lifelong learning <https://www.inedivim.gr/> and are based on collaborative, energetic, constructive and personalized learning.

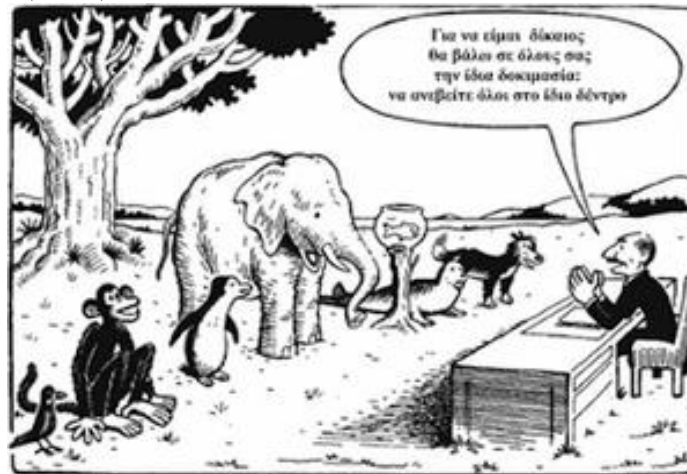
**Collaborative learning** is a teaching method implemented in a group of people with common learning characteristics. **Energetic learning** includes activities in which we help students get involved, learn and apply the course material, using the computer as a 'responsive' learning environment. **Constructive learning** recognizes the importance of the social context in which knowledge is developed, by using a variety of interactive teaching tools, enhancing communication and collaboration between students and facilitating the development of functional rather than inactive knowledge.



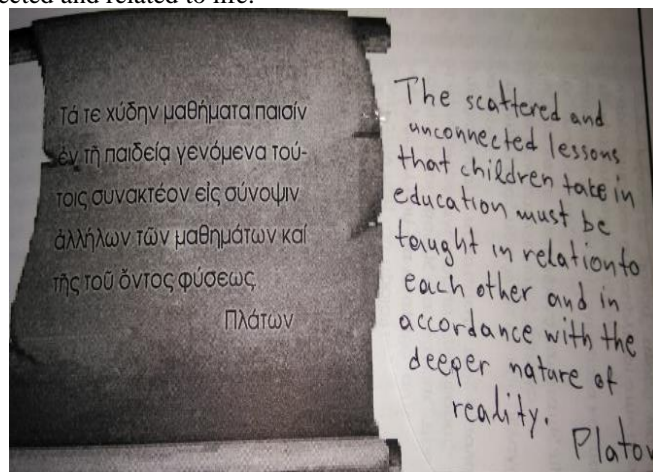
Everyone learns in their own way , and the children from us through the media!



**Personalized learning** responds to individual needs and learners' interests, taking into account their unique characteristics, talents, talents, skills, inclinations and desires.

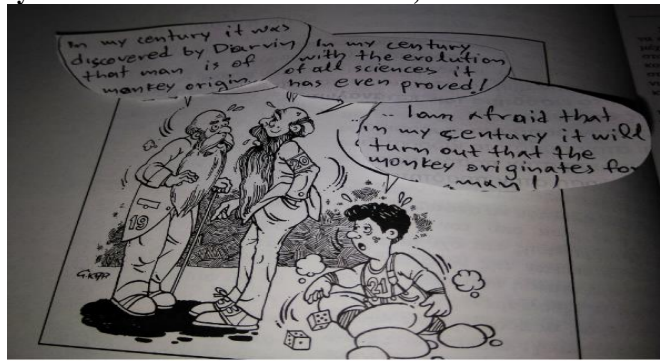


The courses should be interconnected and related to life.



### PAPT 3

#### Digital technology as a catalyst for the education of democratic, modern citizens.



Since Digital Technologies are so important to our lives and information processing is a way of looking at the world around us, it is clear that in order to be integrated citizens of the modern world it is necessary to get into the operation of digital technologies, to acquire ....

- **knowledge and critical understanding of the media in order to obtain**
- **knowledge and critical understanding of the world.**

Developing critical thinking in education and maintaining creativity



#### More specifically:

Knowledge and critical understanding of the media includes:

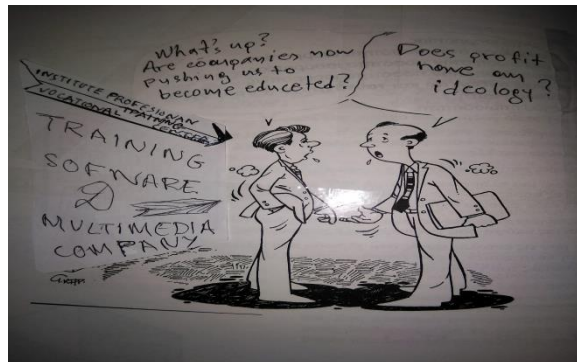
1. Knowledge and understanding of the processes through which the Mass Media select, interpret and edit information before transmitting it for public consumption.
2. Knowledge and understanding of the Mass Media as commodities that involve producers and consumers, and of the possible motives, intentions and purposes that the producers of content, images, messages and advertisements for the mass media may have.
3. Knowledge and understanding of digital media, of how digital media content, images, messages and advertisements are produced, and of the various possible motives, intentions and purposes of those who create or reproduce them.
4. Knowledge and understanding of the effects that mass media and digital media content can have on individuals' judgements and behaviours.

Developing critical thinking in every medium of communication with every teaching medium.



5. Knowledge and understanding of how political messages, **propaganda and hate speech in the mass media and digital media are produced**, how these forms of communication can be identified, and how individuals can guard and protect themselves against the effects of these communications.

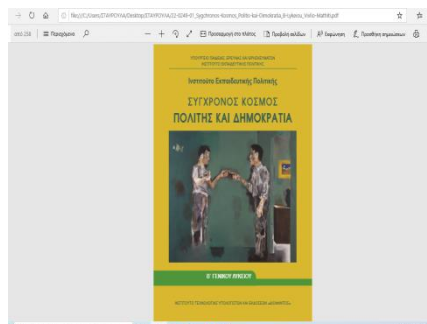
The education we want for tomorrow's citizens!



1. In the Greek education system, in all stages of education, there are curricula that deal with the education of citizens, such as:

"Political Education" and "Modern World.Citizen and Democracy "

at the General and Vocational Secondary School  
[file:/// C:/Users/3A56~1/AppData/Local/Temp/Rar\\$DIa440.25934/2-0228-02-v3 Politiki-Paidia A-Lyk BM.pdf](file:///C:/Users/3A56~1/AppData/Local/Temp/Rar$DIa440.25934/2-0228-02-v3_Politiki-Paidia_A-Lyk_BM.pdf)  
<http://iep.edu.gr/el/component/k2/content/80-erevna-apotimisis-tou-ekpaideftikou-ylikou-gia-to-mathima-sygxronos-kosmos-politis-kai-dimokratia>



<http://efivoi.gr> Youth Parliament

2. Detailed lesson plans for fake news approached with the view that they pose a major threat to democracy are also included in the High School Language subject.

3. The new curriculum data also adjusts the teaching approaches to serve the purpose of education for democratic citizenship (EDC) through:

- ✓ classroom discussion,
- ✓ working in groups,
- ✓ role game,
- ✓ debate,
- ✓ utilization of visual material,
- ✓ overview and interpretation of statistics
- ✓ critical reading and interpretation of texts.

#### 4.SCHOOL PROGRAMS

**A. Youth Parliament**

**B. Model United Nations**

**C.European youth parliament**

**D.Rhetorics contests**

**E.Euroscola**

**F. Schools Ambassadors of European Parliament**

**G.Erasmusplus programs**

The implementation of these programs and projects requires the knowledge and application of media literacy skills in the design, research and realisation stages.

Through these, students are expected to develop their critical thinking skills and become active and responsible citizens without being manipulated .

Talking about Media Literacy & Citizen Education, Umberto Eco said:

**"A democratic society can save itself only if it transforms the language of the image into a stimulus for critical thinking, not an invitation to hypnosis."**

**Bibliography : “Media Education on the political agenda” Irene Andriopoulou,Communicator / Researcher, EU Media Literacy Expert <https://www.eliamep.gr/wp-content/uploads/2012/12/ML-MEDIADEM.pdf>  
cartoon making:Giorgos Karametos From the book “Learning and Teaching in the Information Age” Volume A. A. Raptis - A. Raptis**

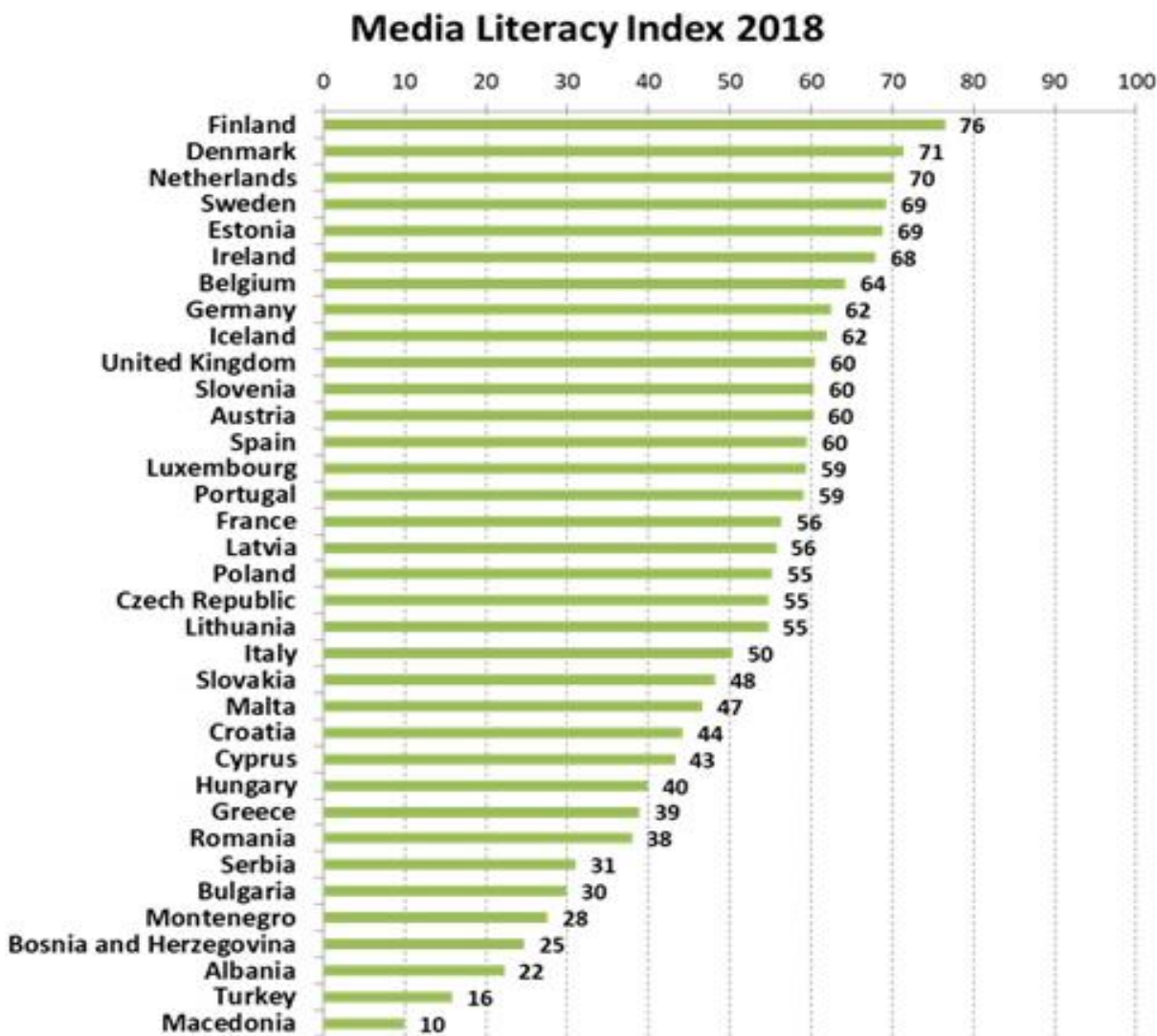
**[Media Education Around the World: Brief History by Alexander Fedorov :: SSRN](https://mediaeducationlab.com/curriculum/materials)  
<https://mediaeducationlab.com/curriculum/materials>**



### IV.3. Democratic competences in the digital era ... in Bulgaria

#### Media education in Bulgaria

In an annual report, some years back, a low score on the media sustainability index was recorded in Bulgaria. Considering the fact that the media freedom is strongly dependent on the general quality of education, our country is beginning to pay big attention to all the EU-initiatives for raising the levels of media literacy.



Almost no one understands it as a mean to develop critical thinking in the minds of the youth, to raise media awareness and to teach children how to seek, choose, use and create media products. Our educational system provides fundamental computer education and still – there are almost no teachers who can make children learn how to navigate through the media landscape.



## Pros and Cons of

# SOCIAL MEDIA

## among students

### Pros:

- **Teaches responsible behavior :** *Social media education can (and should) include information about what is appropriate to share online.*
- **Teaches communication skills:** *By teaching students what is appropriate to say online, they also learn what is appropriate to say in person.*
- **Encourages use in education:** *By including social media in the classroom, educators set the stage for expanding its application.*

### Cons:

- **Shifting of resources:** *One of the biggest drawbacks of including social media education in the classroom.*
- **Potential for distraction:** *It's kind of hard to teach a baking lesson without it turning into a cake free-for-all - it's hard to talk about social media without it becoming a distraction and a bit of entertainment.*

## Social media and the wellbeing of children and young people

Social media has been ingrained into our society today to such extent that it is virtually impossible for people to take you seriously, if you are not on any social media platform.  
Everyone is on social media – young, old, rich, poor etc.

### Positive and negative impacts





- Apart from just socializing, the social networks have become frontiers for the corporate world to advertise youngster's goods and services.
- However, whatever communication is done nowadays, it's mostly online.
- What is required is just internet bandwidth and a few keystrokes and users can communicate with virtually anyone on earth.
- On the flip side, the internet is an unregulated world.
- Youths are spending more time with their social media friends. It also leads to uncontrollable obsession.
- Most people in social media fake both their personas and personal information.
  - Some people get affected, especially when the insults revolve around their insecurities such as looks, religion or social status.
- Lastly, social media takes away empathy from its users.

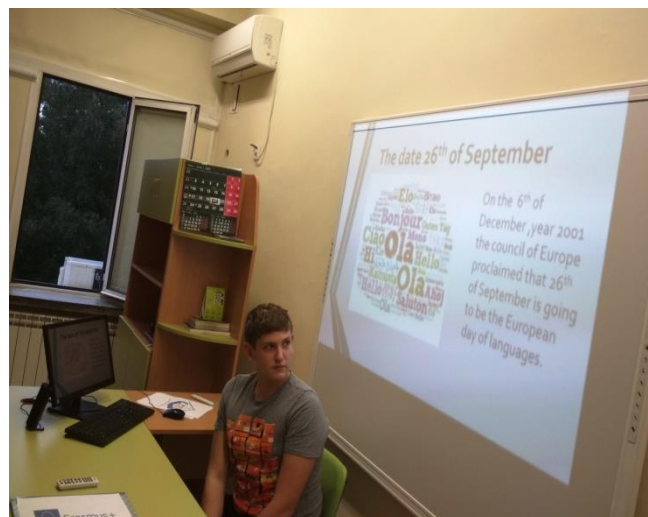
As Albert Einstein once said, "I fear the day that technology will surpass our human interaction. The world will have a generation of idiots."

Social media has come into the lives of many and nearly depleted the use of face to face interaction. The world has created a society through satellite signals which interrupt the signals of face to face communication. In order to get back to a full society, social media must be contained to get rid of the negative impacts and only display the positive ones.

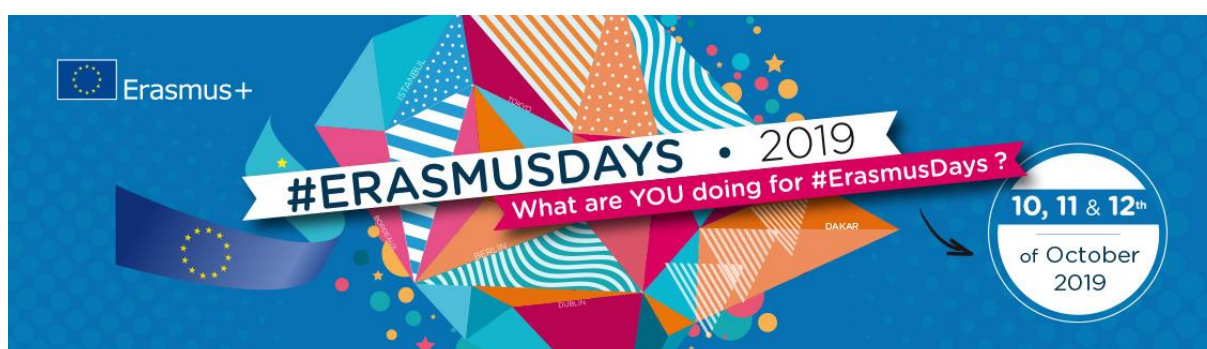


## European Day of Languages – 26-th September 2019

On September 26, 2019, Profiled Foreign Language High School - Pleven celebrated European Day of Languages. Students presented interesting facts about linguistic diversity and about the language as a system. Information from the presentations and posters presented by the students was extremely important to all, namely: about the initiative of the Council of Europe based in Strasbourg, since 2001, European Day of Languages is celebrated annually on 26 September. Represented by the 47 member states of the Council of Europe, 800 million Europeans are encouraged to learn more languages both inside and outside the school. The Council of Europe encourages the multilingualism of the continent with the conviction that linguistic diversity is a means of achieving better intercultural understanding and a key element of Europe's rich cultural heritage. It is of the utmost importance for the students to be encouraged to learn and promote foreign languages throughout their lives in and out of school, whether for educational purposes, for professional needs, for the purpose of mobility or exchange, as well as for improving intercultural understanding and communication in Europe.







## Foreign Language High School – Pleven, Bulgaria joins European Erasmus Day Initiative

From 10 to 12 October 2019, the European Commission is organizing the Erasmus Days initiative to highlight the tremendous positive impact of the Erasmus + Program, simultaneously in all countries around the world eligible to participate in the Program.

The initiative is under the auspices of European Parliament President Antonio Tajani and European Commissioner for Education, Culture, Youth and Sport - Tibor Navracic.

The purpose of the event is to present European values, the benefits of educational mobility, the positive impact of project results and the importance of the Erasmus + program within these pre-defined days so that they are visible and accessible to citizens, business, the media and those responsible on policy formulation in the field.

The students from our school joined this European initiative by organizing information boards and lessons, in which the students were acquainted with the results and impact of the implementation of Erasmus + projects, in which the school has a prestigious experience and a rich contribution.

Participating in Erasmus + projects reasonably creates interest for students in a foreign language and culture, learns to use new technologies for purposeful activity, receives information about the life and countries of their peers, learns new knowledge and acquires skills in an accessible and fun way , while learning about children from other countries and denominations, they learn about tolerance and teamwork.





## A team from the Foreign Language High School - Pleven participates in the annual national meeting of NABEC

### IN WHAT EUROPE DO WE BELIEVE?

#### / youthful vision for a romantic but possible dream for the future /

From October 31 to November 2, 2019 an annual meeting of the National Association of Bulgarian European Clubs - NABEC on the topic "What kind of Europe do we believe in" was held at RIU Pravets Resort Hotel. NABEC is a network of European Clubs of Schools in Bulgaria where participants have the opportunity to learn more about Europe and the integration processes. Also to make contacts and exchange, as well as to participate in joint projects of European clubs and to enrich their activities in schools.

This grand event was attended by 29 schools across the country, 64 students and 37 teachers. Profiled Foreign Language Teaching High School - Pleven is a member of this European organization, operating through the Europe Club. A training course on Human Rights and Tolerance - Essential Elements of European Identity was moderated by Stephanie Roshkova, an expert at Opportunities Without Borders, and then in interactive communication games on Finding Friends.

On November 1, the forum was officially opened with a video address by European Commissioner Maria Gabriel and Tomislav Donchev - Deputy Prime Minister and welcomed by Mr. Lyudmil Valkov - Representation of the European Commission in Bulgaria, by Dr. Kaloyan Metodiev, political scientist, Head of the Cabinet of the President of the Republic of Bulgaria.

Part of the event's agenda was the presentation by each school club of a product on the topic "What kind of Europe do we believe in?" they continue to participate in an international forum because of the style and class shown. The steep rise of the performance of the graduates of PPPC - Pleven under the title "Sport unites Europe" continued in "Talent Evening", with Mirela Yolova - 12th grade and Teodor Dimitrov 12th class, world and European karate champions, demonstrating martial techniques as a means of self-improvement, self-defense and sports. They enjoyed the enormous interest and attention of the audience, who with long breath and applause applauded them for a long time. Undoubtedly, pride in the Foreign Language High School - Pleven is that it is among the 20 certified schools in the country selected as an additional module of the School of Ambassadors of the European Parliament program only by schools in the Pleven region.





## IV.4. Democratic competences in the digital era ... in Italy

What competencies should we pass on to students for them to have social, democratic, non-discriminatory and tolerant behavior in the online environment? Social media tools are a challenge in education?

The Objective is the development, of critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation.

School should be a compass to orientate the students in the big mess of The web: FAKENEWS HATE SPEECH CYBERBULLYING are some of the dangers that digital users can find surfing the net and using social networks.

How to teach to the students to become aware users of the net? How to help the mind developing their critical thinking?

Institutions and schools are called to accomplish to this goal.

The **DIGICOM FRAMEWORK 2.0** has been promoted by the **EU Parliament** to create a common frame about the digital competences.

It identifies the key components of digital competence in 5 areas.

- 1) **Information and data literacy**
- 2) **Communication and collaboration**
- 3) **Digital content creation**
- 4) **Safety**
- 5) **Problem solving**

<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

### ITALIAN SCHOOL CURRICULUM

A lot of actions have been taken by the Italian Ministry of Education.

- **The Italian National Plan for Digital Education** a policy launched by the Ministry of Education, University and Research for setting up a comprehensive innovation strategy across Italy's school system and bringing into the digital age.
- **PON on the digital citizenship**
- *The Decalogue "Stop to fake news"*
- *The website [www.generazioniconnesse.it](http://www.generazioniconnesse.it)*

No particular actions to underline the positive aspect of the use of the socials. The dark side of the phenomenon is more worrying and the teachers are left alone in the search of activities that can be not only didactically useful but also an opportunity to teach democratic competences. Some activities can be:

- **Using youtube** to watch videos about social topics and comment them
- **Analyzing posts on facebook** and checking the truth
- **Creating stories** on Instagram to spread social messages

**CYBERBULLYING:** are a concern for teachers and parents.

What has been done in Italy to face this big problem?

- Cyberbullying is bullying that takes place over digital devices like cellphones, computers, and tablets.
- The most common places where cyberbullying occurs are:
- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email



## DIFFERENT CYBERBULLYING TACTICS

- Nude photo sharing
- Lies and false accusations
- Bullied for being economically challenged
- Encouraging self-harm or suicide
- Bullied for being gay
- Jealousy bullying
- Doxing Over Online Gaming

## Preventing and Addressing Cyberbullying

Teachers, school administrators and staff are in unique positions to use their skills and roles to create safe environments with positive social norms.

### What can teachers do to prevent or address cyberbullying?

- If you think a child is being cyberbullied, speak to them privately to ask about it. They may also have proof on their digital devices.
- If you believe a child is being cyberbullied, speak to a parent about it. Serve as a facilitator between the child, parent, and the school if necessary
- To understand children's digital behavior and how it relates to cyberbullying, increase your digital awareness.
- Develop activities that encourage self-reflection, asking children to identify and express what they think and feel, and to consider the thoughts and feelings of others. Help children develop emotional intelligence so that they can learn self-awareness and self-regulation skills and learn how to have empathy for others.
- Role model, reinforce, and reward positive behavior towards others.
- Encourage peer involvement in prevention strategies

The **Italian parliament** has approved long-awaited legislation to address cyberbullying, in a move to prevent users of the Internet and social platforms from a bus in ga minor. The law, definitively voted on **May 17** by the Chamber of Deputies with only one abstention, came after nearly three years of parliamentary debate in response to several cases of suicide of victims of online bullying. The legislation broadly defines Cyberbullying as **any use of the Internet to offend, threaten, abuse, blackmail, denigrate, and steal the identity of minors.**

**Victims or their parents** will be able to demand that websites hosting hurtful content have it removed. If the content is not deleted after 48 hours, victims can appeal to an independent privacy guarantor which will intervene with the site's management.

## THE ROLE AND DUTIES OF ITALIAN SCHOOL

The legislation requires all schools to educate pupils to use the Internet responsibly and to have a member of staff responsible for tackling the problem. Training should be provided to junior high school teachers, counselors, and school administrators for the detection and remediation of this social problem.

## A GUIDELINE OF THE MINISTRY OF EDUCATION

The strategy is to provide information for youth, parents, and school personnel on what is cyberbullying and how to avoid being a victim, through lessons, interactive computer game, forum, websites, tip sheets and other online resources; interesting programs to decreasing cyberbullying and cybervictimization exist, but much more research is needed to understand the long-term impact of these interventions.

## RULES TO FOLLOW TO BE AN AWARE SOCIAL USER

Netiquette (how to surf safely on the net)

Rules for the respect of the privacy

How to write an email

## ACTIONS DONE

Prevention and information campaigns

Dedicated phonenumber, e-mail and chat

Websites : [www.generazioniconnesse.it](http://www.generazioniconnesse.it)

Safer internet day (february)

## **IN MY SCHOOL SCHOOL POLICY TO PREVENT AND CONTRAST BULLYING AND CYBERBULLYING**

There are different actors with different responsibilities:

- **School principal** (guarantees the respect of the rules, the writing of a special policy, a system of monitoring, refers to the authorities if there are cases of cyberbullying...)
- **Referent of cyberbullying** (organizes and manages activities both for students and for teachers, is a mediator with the other agencies or the police, create documents for the school....)
- **Digital counsellor**
- **Teachers Board**
- **Students** (they read and sign the E safety policy, they take part in the training activities, they are responsible for a correct use of technology..)
- **IT experts**

### **DISCIPLINARY SANCTIONS**

The school considers a serious infringement any actions that can be considered at a risk of bullying or cyberbullying. Depending on the severity of the action the teachers board decides the sanction:

- Verbal reproach
- Extraactivities on the theme of Active Citizenship
- Meeting with the parents both of the bully and of the victim
- Meeting with experts even with the entire class
- Social activities for the school community
- Involvement of the police or judicial authority (in the most serious cases according to the law)

### **ACTIONS FOR THE VICTIMS**

The teachers board decides and organizes specific support actions for the victims with the help of specialists.



## IV.5. Democratic competences in the digital era ... in Poland

### The High School of Economics and Gastronomy, Tarnów, Poland



#### Digital democracy vs. analogue democracy

- The old world of the hierarchy clashed with the new digital world of networks. Two incompatible logic actions collided, and the attitude towards information became a battlefield. In the old world, information was rare, and whoever had access to it, he or she also had the power.
- In the new digital world, information is not losing importance, but its economics is changing. Better educated citizens know more and more, and thanks to the Internet they can easily share their knowledge.
- For residents of the digital world, information available on the web is a basic resource for coordinating everyday life, from organizing trips to work or school to planning leisure activities.
- In the future, we will need citizens with digital sovereignty and cultural competence. That's all because democracy needs thinking!



#### Media and digital education in Poland

It takes place at all stages of education, adapting the content to the level of development of children and youth;



- preschool education
- primary school education
- secondary education

At different levels of education, the content on the following issues is conveyed in different ways

- use of information
  - relations in the media environment
- language of the media
  - creative media use
- ethics and values
- online security
  - law
- economic aspects of media operations
  - digital competences



### **The aims of media and digital education**

#### **1. Pre-school education** - first steps in learning about the media Children:

- understand the difference between direct conversation and communication through the media;
- know that during a telephone conversation we can only hear the voice of the interlocutor, but he can remain far away from us;
- know that the media connect with people (that e.g. they can call grandma);
- know that one should not offend others, either directly or through the media.
- are able to distinguish between good and evil in the media at a basic level, e.g. they can indicate the bad behavior of the hero of the film they are watching.



#### **2. Education in primary school** - learning behavior and relationships in the media environment.

Topics covered include:

- Digital portrait, or a few words about the image on the Internet
- Why is it worth being part of the community?
- How to communicate?

Pupils learn to recognize the premises on the basis of which one can recognize a valuable online community - that is, one enabling the development of its members. It includes:

- clearly defined purpose of the community;
- high activity of participants;
- active moderation - users who control the movement and flow of information and correspondence are clearly defined;
- high level of interlocutors' culture - politeness towards others,
- lack of profanity, use of diacritical signs;
- clearly defined and easy way to report adverse behavior.

### The aims of media and digital education

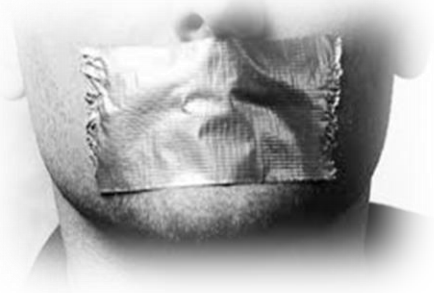
- ✓ To show young people that conflicts in communities are often associated with a lack of direct communication.
- ✓ To teach basic principles of avoiding and exiting conflicts, which are the elements that make up constructive criticism:
  - substantive arguments,
  - never ad personam;
  - openness and positive attitude towards other users;
  - honesty in communicating emotions;
  - emphasizing that an opinion is only a personal opinion and it does not express a general view.



### Freedom of speech – an important issue

- Freedom of speech is one of the most precious values of democratic societies. Many of us find it difficult to imagine living in a world where it is not respected.
- At the same time, however, some of its restrictions prove to be desirable or even necessary.

The Polish Constitution guarantees freedom of speech, but other legal provisions indicate exceptional situations where it may be limited - e.g. when privacy protection or national security is involved. Not only law, but also various social norms affect what can or should be said. On the one hand, there are guidelines regarding the desired behavior of authors. An example is journalistic ethics - an expression of care for both the recipients and the characters of the texts. On the other hand, society imposes various bans on those who speak.



Students

- know and understand the doubts that accompany the discussion about freedom of expression
- can analyze the causes and the consequences of freedom of expression and its limitation
- are ready to apply the principles of debate that respect freedom of expression in their lives

### Social media - our world or only a tool?

- The ways of expressing emotions often change after entering the network. Many people find it easier to support or praise someone, but they also often offend others. 'I like it' or 'thumb up' declarations have changed the meaning. They may express sympathy or interest in something.
- Social networking sites encourage openness and limit the private sphere. For many people, it has created the need to share everyday events, even if it is just a meal consumed. Others try to protect their privacy, including forbidding tagging photos and not specifying relationship status.
- Online communities have become the intermediary for communication in various social circles. Our internet friends include our colleagues, our family, sometimes our teachers or even superiors at work. Usually, all these people-members of the community relate differently, adapting their image to the situation. Manipulating privacy settings makes it easier to control your opinion among other users.



- The Internet also allows you to create an image detached from views and actions. An example would be civic and cultural activity - a declaration of participation in the event does not have to go hand in hand with actual participation.

- Various strategies can be adopted in social media - you can focus on the sincerity and consistency of messages addressed to everyone or the creation of different images.



Students:

- are aware that the situation and the on-line and off-line information channels used affect (facilitating or obstructing) the expression of certain emotions, the transmission of various types of information;
- understand that the image they show on-line and off-line can be analyzed, and in case of inconsistencies challenged by others;
- understand the opportunities and threats related to creating their image on the web;
- they understand how the medium (interface) influences our behavior - e.g. Facebook encourages frequent updating of statuses;
- are aware that the on-line and off-line environment is trying to catch their attention and can counteract it.



### Social media in education

#### How do social media support the development of teenagers?

- They help develop mindfulness and critical thinking, and teach communication. Social media connect people around the world. Teens meet on the network with a variety of attitudes, values, behaviors, often very different from those known in the immediate environment. Therefore, young people learn to communicate their needs, values and beliefs clearly, they also learn to listen and understand the attitudes of others.
- They help to develop many real skills in the virtual world. Teenagers, using social media on a daily basis, improve their language and writing skills - learn to be concise, argue, present themselves and their work. Let's not forget about technical proficiency in using tools!



- They support the development of social and civic competences. Thanks to social media, young people not only expand their circle of friends, but also acquire competences that will allow them to find themselves in modern civil society in the future. Thanks to their online presence, they learn how to communicate in different situations, express their own opinions and beliefs, how to accept the opinions of others, how to cooperate in a diverse group, how to negotiate and work out a compromise.

- Children and young people can be creators on the Internet, not just consumers of ready content. Creating music and movies, websites, writing a blog, creating a portal or tutorials allows them to develop their passions. Young people can create groups with other enthusiasts, join the international community of creators, seek support and inspiration.
- Social media also facilitate the involvement of one's own creativity in public activities - e.g. charity campaigns, for the benefit of the local community, human rights and others. It is also on social media that teenagers most often find the first audience: the first fans and critics - they learn how to defend their artistic vision, how to accept criticism.
- Active participation in groups or forums allows them to orient themselves in political and social events, also at the local level. Social media are often the first arena for public activities - charitable, social, political. This kind of activity allows young people to feel that they have a real impact on the surrounding reality.

## Social media in education – threats



- For teens, social media presence is an obvious part of their lifestyle. The more social media is present in their daily lives, the more often they are afraid that they will lose access to information and events. This can take the form of anxiety about "falling out of circulation", or fear of missing out - FOMO.
- FOMO is a feeling that something very important will pass us by if we disconnect from the network for a moment. It is a belief that where we are not present something particularly interesting is happening, from which we are excluded. This fear particularly affects young people because social media occupy a significant position in their lives. First of all, they allow you to meet one of the most important needs of adolescence - the need for social approval.

### **Social media in education –threats – what can we do ?**

- Social media, with their often idealized image of reality flooding us with every post, makes us paradoxically begin to value quantity more than quality. The number of likes, photos from the party and invitations for more than the actual time spent with friends or relaxing with a book at home becomes more important. Beating FOMO is a return to appreciating quality, noticing real relationships and - most importantly - being able to make choices
- We can talk to teenagers so that they:
- keep track of time – as the amount of time they aimlessly search the web can be really surprising!
- see their choices - what do they have to give up to have time to constantly check their messages and statuses? What are they missing?
- set their priorities - what they should focus on during the hour, day, week, month. Choose what they want to do (unfortunately, they can't do everything).
- move some meetings from the virtual to the real world.





# V.DEMOCRATIC COMPENCES IN THE DIGITAL ERA ... IN MY SCHOOL ... IN MY CLASSROOM (PRACTICAL ASPECTS)

## V.1.FACTS VS OPINIONS

Proposal: "Stefan Procopiu" High School, Vaslui, Romania



**TARGET STUDENTS:** 14-18 years old



**TIME:** 50 minutes

### OBJECTIVES/AIMS OF THE LESSON/ACTIVITY

- ✚ understanding the concepts: mass-media, social media, media competencies, fact, opinion, informed opinion;
- ✚ developing critical thinking among students regarding the use of media and social media tools;
- ✚ improving the skills of the students to differentiate the facts of opinions and to understand the differences between them;
- ✚ encouraging students to reflect on the consequences of accepting opinions as facts in journalism;

**Keywords and concepts:** mass-media, social media, fact, opinion, informed opinion

**Methods:** brainstorming, discussions, choosing corners

**Material resources:** worksheets, pens

**Forms of organization:** frontal, individual, in pairs

### THE PROCESS/THE STEPS OF THE LESSON/ACTIVITY

#### Activity 1: Where do you get the majority of your news? Choosing corners

Explain that we are able to get our news from a variety of sources.

Read the four signs placed in the corners of the room as follows:

- Social Media (Instagram, Twitter, Facebook, Snap Chat, YouTube)
- Written Online News Website/ Newspaper/ Magazines
- Television or Radio Broadcasted News
- Friends and Family

Clarify any questions students may have about the categories. Give your students thinking time to make their choice. Encourage them to move around the room, considering each option. Then ask them to go to their chosen corners and share with others who have chosen the same corner why they have made that particular choice. If there are a large number of students in the same corner then they could split into pairs or threes. After a short while, you should invite a spokesperson from each group to explain their thinking. As each group does this, draw attention to the similarities and differences of the reasons given. Particularly highlight any contradictions or inconsistencies

#### Questions to explore:

- Why do they like using that news source?
- How often do you access the source? Is it always intentional or do you just come across it?
- What are some of the limitations/negatives of that news source?

Have each corner group designate one person as the spokesperson to report back to the rest of the class what they discussed in their groups

**Source:**<https://corwin-connect.com/wp-content/uploads/2017/01/CLP-Lesson-Plan-Fake-News-with-Activity-Cards.pdf>

## EXTENSION:

### 1. More questions for students:

- Which type of news source is most reliable?
- Which type of news source is most trustworthy? (e.g. Most people trust their families. Does trustworthy = reliable?)
- Which type of news source is most entertaining?
- Which news source has the greatest influence? • Which news source has the greatest global reach?
- Which news source is most likely to be influenced by a person or group of people?
- Which news source is the most likely to be independent of any other influences.
- What is the media? What is social media? (suggestion: the teacher and the students can complete a graphic organizer, is the clusters type)
- What does media literacy mean? What are media skills?

### 2. Social media versus mass media - brainstorming

- ❖ Students, guided by teachers, establish the characteristics / similarities / differences between social media and mass media and identify the similarities and differences between them. (Anexa 1) Source: Source: <https://muckrack.com/blog/2018/08/01/differences-between-traditional-media-and-social-media>

### 3. Blog vs. articles - brainstorming

- Students, guided by teachers, establish the characteristics / similarities / differences between a blog and an article. (Annex 2)

### Activity 2. Fact, opinion, informed opinion – Discussions (Fact, opinion, informed opinion)

The teacher asks students questions such as:

- What are the facts?
- What are the opinions? What are informed opinions?
- How can we differentiate facts from opinions?

The teacher and the students define the concepts together: fact, opinion, informed opinion.

#### Fact:

- A statement which could be proved or disproved based on evidence, i.e., either verifiably true or verifiably false.
- Something that can be proven, evidence based.
- A piece of information presented as having objective reality.

#### Opinion:

- A statement based on one's values and beliefs, and could not be proved or disproved definitively.
- Personal thoughts, expressions, on an issue.
- A belief, judgment, or way of thinking about something.

#### Informed Opinion:

- A way of thinking about something, based on knowledge of facts or a set of principles.
- Thoughts, expressions, on an issue, backed by evidence, research.
- Based on possession of information and a belief, judgment, or way of thinking about something.

### Activity 3. Facts or opinions? – discussions, group activity

- ❖ **Option 1.** Students receive the worksheet "About wolves. Facts or opinions" (Annex 3). Students in each group discuss whether statements are facts or opinions and argue their answers. The students' answers are verified verbally with the help of the teacher.
- ❖ **Option 2.** The teacher distributes to the students an opinion article from a newspaper. Each group completes the worksheet "Editorial article. Facts and opinions". (Annex 4) Each group presents the selected opinions and facts. The teacher and the students work together to determine if the facts are accurate, are based on evidence and which of them are false, which are based on an "opinion".

**Source:** "The teacher's guide. Media education", developed by the Association of Values School within the project "The hen which gave birth to live chickens", a project of media literacy (<https://scoaladevalori.ro/ghid-de-educatie-media-pentru-profesori/>)

**Activity 4. Evaluation of the activity through Exit slip method.**

**ANNEX 1. Social media versus mass media**

SOCIAL MEDIA	MASS MEDIA
<ul style="list-style-type: none"> <li>✓ Communication is made in two ways</li> <li>✓ Content generated by us and other people like us</li> <li>✓ Free access</li> <li>✓ Authentic, unfiltered content</li> <li>✓ The community makes decisions on debated / read / distributed topics</li> </ul>	<ul style="list-style-type: none"> <li>✓ One-way communication</li> <li>✓ Professional content</li> <li>✓ Opaque communication</li> <li>✓ The decision regarding the news is also made on economic considerations (whether it brings me readers or audience)</li> <li>✓ Content previously produced by a team of journalists</li> <li>✓ A restrictive system (or at least this is how it is intended)</li> </ul>

**ANNEX 2. Blog vs article**

BLOG	ARTICLES

**ANNEX 3. About wolves. Facts or opinions?**

Nr. Crt.	Statement	Fact or opinion?	Why?
1.	Wolves are cunning, sly and evil.		
2.	Wolves live in packs or groups.		
3.	Some North American Indians consider the wolves to be brave, loyal.		
4.	Wolves are carnivores.		
5.	The wolf consumes meat only from the recently killed prey.		
6.	Wolves are very clever.		
7.	Wolves are always hungry.		
8.	Wolves accept people in their pack.		
9.	Some Eskimos use wolves as animal burdens.		
10.	Wolves can dig with their paws.		
11.	Wolves unite against a pack member.		
12..	The bitch wolves have a gestation period of nine weeks.		

**Source:** "The teacher's guide. Media education ", developed by the Association of Values School within the project "The hen which gave birth to live chickens ", a project of media literacy (<https://scoaladevalori.ro/ghid-de-educatie-media-pentru-profesori/>)

<b>Nr. Crt.</b>	<b>Statement</b>	<b>Fact or opinion?</b>	<b>Why?</b>
1.	Wolves are cunning, sly and evil.	<b>Opinion</b>	This statement expresses a generalization about all wolves. It can be shown that most of them do not have these characteristics.
2.	Wolves live in packs or groups.	<b>Fact</b>	Animal behavior specialists have noticed that this is true.
3.	Some North American Indians consider the wolves to be brave, loyal.	<b>Fact</b>	Ethnologists know that in the traditional mythology and spiritual beliefs of the Native Americans, the wolf is portrayed as having these characteristics.
4.	Wolves are carnivores.	<b>Fact</b>	The fact that wolves consume meat is well documented.
5.	The wolf consumes meat only from the recently killed prey.	<b>Opinion</b>	This statement was found to be incorrect: farmers often poison the carcasses, leaving the wolves to consume them.
6.	Wolves are very clever.	<b>Opinion</b>	As a breed, wolves' intelligence is well documented. However, some of them are not as intelligent as the others.
7.	Wolves are always hungry.	<b>Opinion</b>	Scientists have noticed that wolves have to work hard to catch their prey. On average, only one in ten hunters succeeds. However, it does not mean that wolves are always hungry.
8.	Wolves accept people in their pack.	<b>Opinion</b>	Although there are many legends about people who joined wolf packs, this has not been proven. In conclusion, the statement is an opinion.
9.	Some Eskimos use wolves as animal burdens.	<b>Fact</b>	Anthropologists have noticed that certain Eskimos use wolves as burdens.
10.	Wolves can dig with their paws.	<b>Fact</b>	Scientists and hunters have observed that wolves dig their own shelter.
11.	Wolves unite against a pack member.	<b>Fact</b>	"It has been observed that certain wolves unite against a pack member" or "Wolves sometimes unite against a pack member" are more accurate ways of describing this observation.
12..	The bitch wolves have a gestation period of nine weeks.	<b>Fact</b>	The gestation period of the wolves is a scientifically proven fact.

**Source:** "The teacher's guide. Media education", developed by the Association of Values School within the project "The hen which gave birth to live chickens", a project of media literacy (<https://scoaladevalori.ro/ghid-de-educatie-media-pentru-profesori/>)

#### **ANNEX 4. Editorial article. Facts and opinions.**

<b>FACTS</b>	<b>OPINIONS</b>	<b>INFORMED OPINIONS</b>

## V.2. MEDIA INFORMATION

Proposal: "Stefan Procopiu" High School, Vaslui, Romania



**TARGET STUDENTS:** 14-18 years old



**TIME:** 50 minutes

### OBJECTIVES/AIMS OF THE LESSON/ACTIVITY

- ✚ understanding the concepts: information, media information, quality of information, information intoxication, manipulation through the media, informational fastfood, fake news;
- ✚ identifying the elements that ensure the quality of the media information;
- ✚ improving students' competences regarding the analysis and evaluation of media information;
- ✚ developing media skills and critical thinking among students.

**Keywords and concepts:** information, media information, quality of information, information intoxication, manipulation through the media, informational fastfood, fake news;

**Methods:** brainstorming, discussions, choosing corners

**Material resources:** worksheets, pens

**Forms of organization:** frontal, individual, in pairs

### THE PROCESS/THE STEPS OF THE LESSON/ACTIVITY

#### Activity 1. Knowledge update - discussions

The teacher asks students questions such as:

- What is the media? What is social media?
- What does media literacy mean? What are media skills?

#### Activity 2. Discussions on the quality of media information

- What is the information?
- Where do we find the information? What are the types of information?
- What are the elements that ensure the quality of information?
- Definition of concepts: informational intoxication, manipulation through the media, informational fastfood, fake news.
- Who is responsible for media consumer safety? Who should protect it from the flood of toxic information?
- What is the connection between media information and critical thinking?

#### Activity 3. Group exercise: analyzing an article / articles and identifying the quality elements of the media information that were not respected by the journalists.

#### Activity 4. Activity evaluation by method Exit slip.

Adaptation after: Loretta Handrabura, Natalia Grîu, *Media education. Grades VII-VIII, Center for Independent Journalism (CJI), Chişinău, 2018*



## V.3.MASS MEDIA MANIPULATION

Proposal: "Stefan Procopiu" High School, Vaslui, Romania



**TARGET STUDENTS:** 14-18 years old



**TIME:** 50 minutes

### OBJECTIVES/AIMS OF THE LESSON/ACTIVITY

- ✚ understanding the concepts: fake news, manipulation, misinformation, troll, trolling;
- ✚ improving students' knowledge of manipulation techniques through mass media;
- ✚ improving the skills of the students to identify what is real and what is false in the mass media and social media;
- ✚ developing critical thinking of students regarding what they hear or see in mass media or social media.

**Keywords and concepts:** fake news, manipulation, misinformation, troll, trolling;

**Metode:** brainstorming, discussions, choosing corners

**Material resources:** worksheets, pens

**Forms of organization:** frontal, individual, in pairs

### THE PROCESS/THE STEPS OF THE LESSON/ACTIVITY

#### Activity 1. Discussions

The teacher asks students questions such as:

- What is the media? What is social media?
- What does media literacy mean? What are media skills?
- What is the information? Where do we find the information?
- What are fake news? What are the effects of fake news?
- What is manipulation? What is misinformation?
- Why does the media apply manipulation techniques?
- What is the troll?

#### Activity 2. Group exercise - article analysis.

- Students work in groups and analyze the article selected by the teacher to identify the manipulation techniques applied. Each group receives a different item.
- The representative of each group presents the identified techniques.

#### Activity 3. The learning journey

- ❖ At the end of the activity it is worthwhile to encourage the students to review their learning journey and the thinking process they have participated in throughout the session. This can consist of reflection on the thinking that has taken place by summarizing and concluding on their new found understanding. Explicit reference to Learning Intentions and Success Criteria is a good starting point for this reflection but it is also helpful to consider some of the following questions:
  - What information would you find very useful?
  - What have you learnt from others in your class?
  - Was there anything surprising in your conclusion?
  - What are you likely to remember from this lesson?

#### Activity 4. Evaluation of the activity through Exit slip method.

## V.4.HOW TO DETECT FAKE NEWS?

Proposal: "Stefan Procopiu" High School, Vaslui, Romania



**TARGET STUDENTS:** 14-18 years old



**TIME:** 50 minutes

### OBJECTIVES/AIMS OF THE LESSON/ACTIVITY

- understanding the concepts: fake news, manipulation, misinformation, troll, trolling;
- improving the skills of the students to identify what is real and what is false in the mass media and social media;
- improving the students' knowledge regarding the strategies for detecting fake news;
- developing critical thinking of students regarding what they hear or see in mass media or social media.

**Keywords and concepts:** fake news, manipulation, misinformation, troll, trolling;

**Metode:** brainstorming, discussions, choosing corners

**Material resources:** worksheets, pens

**Forms of organization:** frontal, individual, in pairs

### THE PROCESS/THE STEPS OF THE LESSON/ACTIVITY

#### Activity 1. Knowledge update - discussions

The teacher asks students questions such as:

- What is the media? What is social media?
- What does media literacy mean? What are media skills?
- What is the information? Where do we find the information?
- What are fake news? What are the effects of fake news?
- What is manipulation? What is misinformation?

#### Activity 2. Strategies to help use detect fake news-Brainstorming and Diamond ranking

- Brainstorming. The teachers ask the students to generate some ideas of what they might look out for when assessing if a news article is fake. Profesorul notează pe o foaie de flipchart cel puțin 9 strategii de identificare a știrilor false din mediul online.
- Diamond ranking. The teacher ask the students to place the idea they think is most important at the top. In this scenario, that would be the strategy that is most likely going to help them distinguish a fake news article from a real one. The next two most important should be placed underneath the first one but side-by-side to each other to show they are thought of as 'second equal'. After that, there are three third-equals, two fourth-equals and then the single least important one at the bottom. (Annex 1)
- Each group presents the established hierarchy. The teacher draws the conclusions of the activity.

#### Activity 3. What happens when fake news spreads?-Brainstorming

- The teacher asks the students to mention the consequences of spreading fake news.
- The teacher synthesizes / completes / evaluates the students' answers.

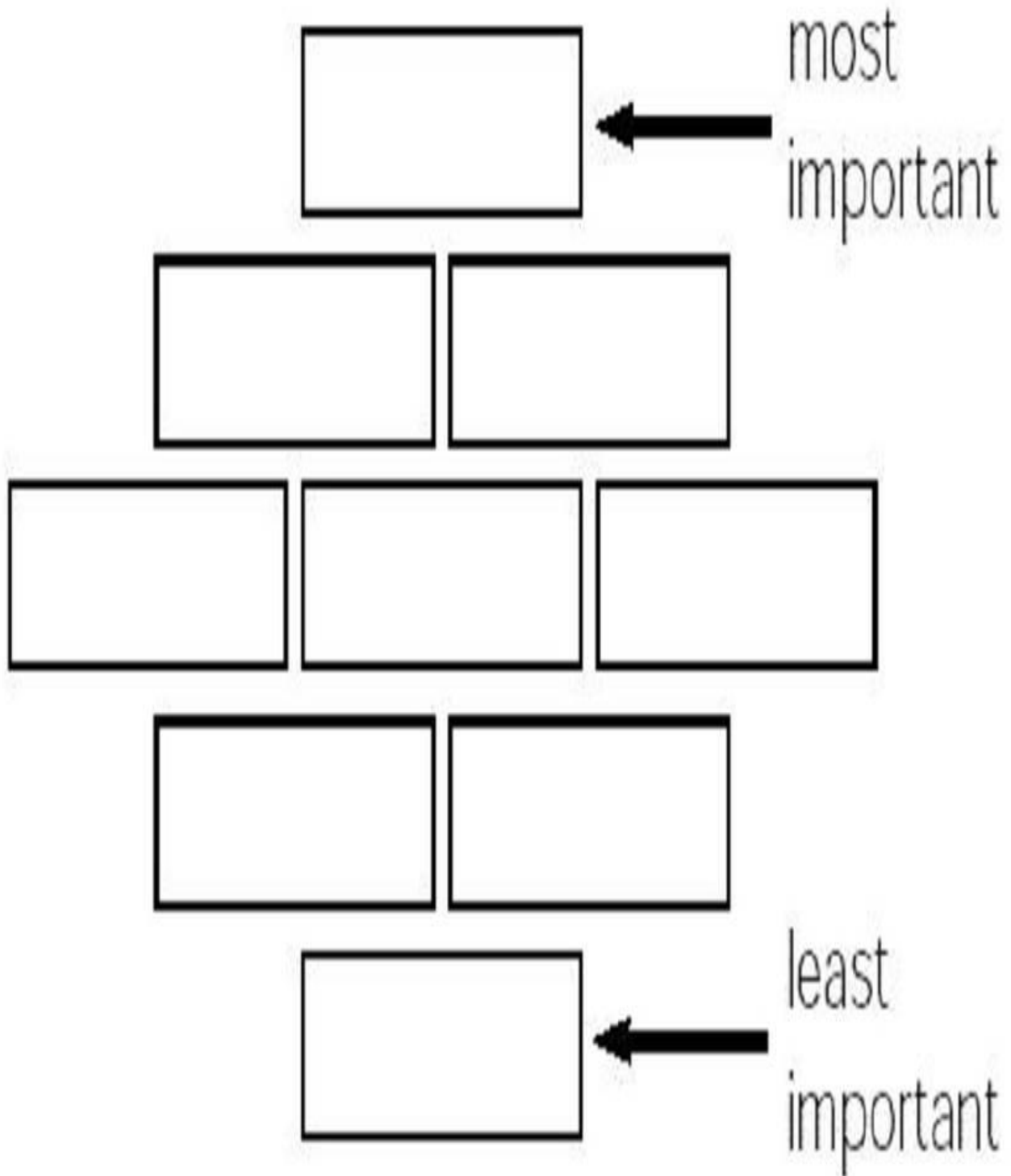
#### Activity 4. Evaluation of the activity through Exit slip method.

Sources:

<https://www.bookwidgets.com/blog/2019/01/fact-checking-and-fake-news-lesson-plans-the-ultimate-teacher-guide>

<https://www.bookwidgets.com/blog/2019/01/fact-checking-and-fake-news-lesson-plans-the-ultimate-teacher-guide>

**Annex 1. Strategies to help use detect fake news - Diamond ranking**



## V.5. VIRAL PHOTO. REAL OR FAKE?

Proposal: "Stefan Procopiu" High School, Vaslui, Romania



**TARGET STUDENTS:** 14-18 years old



**TIME:** 50 minutes

### OBJECTIVES/AIMS OF THE LESSON/ACTIVITY

- ✚ raising awareness of the importance of the truthfulness of a photograph on the Internet by students;
- ✚ improving the skills of the students to identify what is real and what is false in the mass media and social media;
- ✚ developing critical thinking of students regarding what they hear or see in mass media or social media;
- ✚ identification and awareness of the impact of a manipulated digital image;
- ✚ developing skills to identify "fake" photos.

**Keywords and concepts:** fake news, manipulation, misinformation, troll, trolling;

**Metode:** brainstorming, discussions, choosing corners

**Material resources:** worksheets, pens

**Forms of organization:** frontal, individual, in pairs

### THE PROCESS/THE STEPS OF THE LESSON/ACTIVITY

#### Activity 1. Knowledge update - discussions

The teacher asks students questions such as:

- What is the media? What is social media?
- What does media literacy mean? What are media skills?
- Where do we find the information? What is fake news? What are the effects of fake news?
- What are the manipulation techniques used by the media?
- How can we identify fake news?

#### Activity 2. Individual activity - Evaluation of an image online

- Each student receives the picture from Annex 1 (the image can be projected on the projector).
- Each student will answer the question "Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant? Explain your reasoning."
- Evaluation of student responses.

#### Activity 3. About photo manipulation – discussions

- The teacher asks students the next question: *Have you ever been fooled by an image online that you thought was real, but turned out to be fake?* The teacher invites some of the students to present their experiences to the class.
- **The teacher asks the** students if they have ever played around with any photo-editing programs. The teacher invite one or two students to share a personal example. (Note: Many teens use the word 'photoshop' as a verb to describe editing a digital image. For example, students may say that they "photoshopped" an image to change its color saturation, or to change the background to something more fun. Others may share their experiences using image-editing programs in simpler ways, such as removing red-eye or cropping a photo.)
- **The teacher explain** that digital editing can be a fun and creative process – something that people not only do professionally, but also as a hobby. But, also, students must understand that retouching images can cause mistrust and deceit. retouching images can be unethical, especially if it is done by a news agency.
- **The teacher explain** that retouching is a form of digital photo manipulation. For example, you can retouch someone's eyes in a photo to make them look brighter and bigger. Or you could retouch a photo of a room by adding a door, or editing out cracks in a wall.
- **Conclusions:**
  - Digital photo manipulation can be viewed as a form of creative selfexpression. However, depending on the context, manipulating photos can also be viewe as deceptive or unethical, because it might mislead people and violate viewers' trust.
- Photo manipulation can cause particular controversy in regard to journalism or news reporting, when people expect the information they receive to be factual.



#### Activity 4. Case study: Reuters Fires Photographer After Alteration

- The students read the article "Reuters Fires Photographer After Alteration" and answer the questions." (Annex 2) The teacher coordinates the discussion and highlights the conclusions of the activity.

#### Activity 5. Case study: Microsoft Ad Changes Man's Race

- The students read the article "Reuters Fires Photographer After Alteration" and answer the questions." (Annex 3) The teacher coordinates the discussion and highlights the conclusions of the activity.

#### Annex 1 - Evaluarea unei imagini online

On March 11, 2011, there was a large nuclear disaster at the Fukushima Daiichi Nuclear Power Plant in Japan. This image was posted on Imgur, a photo sharing website, in July 2015.



Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant? Explain your reasoning.

#### Annex 2: Case study: Reuters Fires Photographer After Alteration

*"In 2006, Reuters was forced to fire a photographer, remove images from circulation and change policy after finding that a photo of an Israeli air raid on Beirut had been manipulated. Bloggers were the first to notice that the clouds in an image taken by Adnan Hajj, a Lebanese photographer, had been darkened. Soon after, Reuters issued an apology and said it withdrew from its database all of the images taken by Hajj. "There is no graver breach of Reuters standards for our photographers than the deliberate manipulation of an image," Tom Szlukovenyi, Reuters global picture editor, said at the time. "Reuters has zero tolerance for any doctoring of pictures, and constantly reminds its photographers, both staff and freelance, of this strict, unalterable policy."*



Questions for discussions:

1. Why did Reuters apologize for this digitally manipulated photo? Why was it so controversial?
2. Do you think that it's unethical for news articles to use digitally edited photos? Why or why not?
3. Who were the first people to notice this photo mishap? What role does the Internet play in allowing us to expose and regulate digitally manipulated images?

[http://www.nbcnews.com/id/13165165/ns/world\\_news-mideast\\_n\\_africa/t/altered-images-prompt-photographers-firing/](http://www.nbcnews.com/id/13165165/ns/world_news-mideast_n_africa/t/altered-images-prompt-photographers-firing/)

### Annex 3: Case study: Microsoft Ad Changes Man's Race

"In August, the blogosphere went wild over an image in a Microsoft Corp. ad that had been edited to change a man's race from black to white. In a photo featured on the company's U.S. website, three colleagues – one white, one black and one Asian – sit around a conference room table. But in the same photo on the company's Polish site, the face of the black man had been replaced with the face of a white man.

The gaffe sparked quite the discussion online, as bloggers and commenters wondered if the change was racially motivated, the result of poor judgment or both. Some people suspected that the computer technology giant changed the Polish image so that it matched the country's own racial composition. It even inspired the popular tech blog TechCrunch to launch a contest to see who can manipulate the funniest head onto the Microsoft ad.

"So get Photoshop fired up and make your funniest (and yet not in any way offensive) version of the Polish Microsoft head replacement. No rules. Replace all the heads you want to. Add costumes and props. Add text bubbles," it said on its site. The winner gets a Bing (Microsoft's search engine) T-shirt in the mail.

Ultimately, the affair elicited an apology from Microsoft, which said in a statement, "We are looking into the details of this situation. We apologize and have replaced the image with the original photograph."

#### Questions for discussions:

1. Is there a difference between a digitally manipulated image in an advertisement and one in a news article? Does it depend on context?
2. Some people wondered if Microsoft changed the photo in order to appeal to a mostly white Polish audience. Would that be a valid reason to manipulate the photo? Do you think what they did was ethical?
3. Do you think we should have rules about how photos are digitally manipulated? Why or why not? If so, what would they be?

#### Sources:

<https://www.betterinternet.sg/Campaign-2019/Learn/-/media/86F5117D5C5E42688BCE36B12B521EB8.ashx>

### INFORMATION SUPPORT

#### 1. Evaluation of an online image

The image is not altered, according to Snopes. The daisies really look like that.

Make a list of reasons why this image shouldn't be trusted to confirm Fukushima nuclear contamination. (Ex: We don't know the photographer's credentials, there is no way of knowing if the daisies are near the power plant or if radiation caused the mutations or even if the photo was taken in Japan!)

Given the vast amount of information available online, students need to be able to distinguish between legitimate and dubious sources. Students need to ask a basic question: Where did this document I'm looking at come from? This task assesses whether students will stop to ask this question when confronted with a vivid photograph. Students are presented with a post from Imgur, a photo sharing website, which includes a picture of daisies along with the claim that the flowers have "nuclear birth defects" from Japan's Fukushima Daiichi nuclear disaster.

Although the image is compelling and tempting to accept at face value, successful students will argue that the photograph does not provide strong evidence about conditions near the nuclear power plant. Students may question the source of the post, arguing that we know nothing about the credentials of the person who posted this photo (especially since it appears on a site where anyone can upload a photo). Alternatively, students may point out that the post provides no proof that the picture was taken near the power plant or that nuclear radiation caused the daisies' unusual growth.

Various drafts of this task were piloted with 454 high school students. The final version was given to 170 high school students. By and large, students across grade levels were captivated by the photograph and relied on it to evaluate the trustworthiness of the post. They ignored key details, such as the source of the photo. Less than 20% of students constructed "Mastery" responses, or responses that questioned the source of the post or the source of the photo. On the





other hand, nearly 40% of students argued that the post provided strong evidence because it presented pictorial evidence about conditions near the power plant. A quarter of the students argued that the post did not provide strong evidence, but only because it showed flowers and not other plants or animals that may have been affected by the nuclear radiation.

**RUBRIC**

MASTER - Student argues the post does not provide strong evidence and questions the source of the post (e.g., we don't know anything about the author of the post) and/or the source of the photograph (e.g., we don't know where the photo was taken).

EMERGING - Student argues that the post does not provide strong evidence, but the explanation does not consider the source of the post or the source of the photograph, or the explanation is incomplete.

BEGINNING - Student argues that the post provides strong evidence or uses incorrect or incoherent reasoning.

Sources:

<https://stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf>

<https://www.snopes.com/fact-check/nuclear-mutant-daisies/>

Although many viewers assumed that the mutations displayed in the photograph (taken in Nasushiobara City) were caused by nuclear radiation from the Fukushima power plant, which experienced a catastrophic meltdown following a tsunami in March 2011, that may not be the case.

**What's True**

- A photograph shows a group of mutated daisies.

**What's False**

- The flowers in the photograph are proven to have mutated due to radiation from the power plant.

Furthermore, daisies showcasing similar mutations have been found at locations far away from nuclear radiation.

This photograph, for example, was taken in 2010 in the Dutch nature area de Groesplaat, in North Brabant:



And this photograph was taken in a cow pasture in Island Park, Idaho, in 2010:



In fact, the appearance seen in the photograph depicting mutated daisies near the Fukushima plant may simply be the result of fasciation, not nuclear radiation:

In fact, the appearance seen in the photograph depicting mutated daisies near the Fukushima plant may simply be the result of fasciation, not nuclear radiation:

<https://www.snopes.com/fact-check/nuclear-mutant-daisies/>

## Case study: Reuters Fires Photographer After Alteration

**1. Why did the news service apologize for this digitally manipulated photo? Why was it so controversial?**

- *Guide students to recognise that people trust major news organisations, such as Reuters, to provide accurate, credible reports on current events. In this case, the digitally edited photo represented an air raid as being more damaging than it really was. People may also wonder whether the photographer had personal or political motivations for editing the photo this way.*

**2. Do you think it's ethical for news articles to use digitally edited photos? Why or why not?**

- *Student responses may vary. Some may argue that newspapers have a responsibility to present information to the public as accurately as possible. Readers should be able to trust their news sources, and digitally manipulated photos are not factual representations of reality. Other students may argue that editing is not*
- *always a bad thing, and that photographers should be able to correct the color and lighting of their photos, to make them visually appealing, for example. Students may also argue that all news is told through a reporter's perspective anyway, so no news story is truly "real."*

**3. Who were the first people to notice this photo mishap? What role does the Internet play in allowing us to recognise and judge digitally manipulated images?**

- *Students should ideally suggest that bloggers were the first to notice that the photo was manipulated. This indicates that the Internet pushes digital photo manipulation to a new level, because online communities can rapidly share images and draw attention to deceptive or controversial ones.*

**Conclusion:** Retouched photos can show the fun, creative side of digital editing. However, the Reuters article showed why digital manipulation can be viewed as unethical and deceptive, especially when used in journalism.



**Source:**

<https://www.betterinternet.sg/Campaign-2019/Learn/-/media/86F5117D5C5E42688BCE36B12B521EB8.ashx>



## Case study: Microsoft Ad Changes Man's Race

1. Is there a difference between a digitally manipulated image in an advertisement and one in a news article? Do the benefits and drawbacks of photo manipulation depend on the context, which means where and how the photos are used?

- *Answers may vary. People often expect advertisements to be creative and catchy, not necessarily factual. Rather than delivering news to an audience, advertisements target certain audiences to sell products or services. But advertisements also communicate a company's values, and they can certainly offend people.*

2. Some people have wondered if Microsoft changed the photo in order to appeal to a mostly white Polish audience. Would that be a valid reason to manipulate the photo? Do you think what Microsoft did was ethical?

- *Answers may vary. Some students may argue that Microsoft had a right to edit the photo as a business strategy to help market the company. Others may argue that purposefully editing something that's as significant as someone's race is offensive and unethical, no matter what the motivations are.*

3. Do you think we should have rules about how photos are digitally manipulated? Why or why not? If so, what would they be?

- *Answers may vary. Students should show some awareness of the ethical challenges involved in digital photo manipulation, but also in policing such alterations. Some students might suggest that photos should be labeled if they have been altered, while other students might believe that the online community should be left to identify and call out controversial instances of digital photo manipulation. Students might conclude that there are no easy answers to these ethical challenges. You may use this opportunity to point out that in this case, as in others, new technologies are developing faster than our ability to form an ethical roadmap for their use.*

### Conclusions:

- ✓ Many would argue that manipulating a photo, in and of itself, is not unethical. It depends on context, and how the edited image is presented to other people.
- ✓ For example, some students might argue that news media and entertainment media should be held to different standards. People depend on the news for objective, factual information and rely on unedited photos to learn about current events. Some might argue that advertisements are creative, and advertisers should be allowed to do whatever they want. Others may think that while advertising can be creative, advertisers still should be held responsible for their power to shape people's impressions of gender roles, minority groups, etc.
- ✓ Sometimes it is for fun, creative, and artistic purposes. Sometimes people manipulate photos to alter people's perception of reality, or to reach out to a certain audience. The context changes what we expect when we view a photo, and how we might feel about having it altered without our knowledge.
- ✓ In the Reuters and Microsoft cases, bloggers were the first to notice – and spread the word about – controversial, manipulated photos.
- ✓ Students should point out that bloggers or Instagram personalities played an important role in each of the cases. Students should realize that people have been editing photos for a long time, long before digital media was even around. However, the Internet takes digital photo manipulation to a new level because it's very easy to share and discuss edited content online. Retouched photos can inspire people to be creative to show off their digital-editing skills.



Source:

<https://www.betterinternet.sg/Campaign-2019/Learn/-/media/86F5117D5C5E42688BCE36B12B521EB8.ashx>

### *How images influence us*

- ❖ "I saw with my own eyes!" - a proverbial expression in Romanian. We say so when we want to be credible and convince others that it is true what we say. The same trick is used by the media producers too! A picture is like a thousand words. It is known that the image is a very useful tool for journalists, creators of advertisements, artistic films or animation, who know how media consumers can be influenced by the image. This is why they are aware and those who are in charge of marketing and product promotion. For them, the image is an "access key" to the buyer's confidence, which is why every consumer must be aware of how an image can influence and manipulate it.
- ❖ Images have a strong impact on people, as they express the nuance, speed and relevance of the message, and this, it is known, is highly appreciated by readers who read in a hurry of the newspapers, magazines or articles on social networks, as they often attract attention only to the title of the article and the accompanying image.
- ❖ Journalists use images to stimulate the attention and curiosity of the media consumer. However, the emotional impact of the image on a person depends on his / her values, beliefs, experiences. For a baby's mother, for example, any image that represents children has an impact. Of the two products - one with a happy baby on the packaging and the other with a neutral image, for example, it is a flower field (a nice image for anyone, otherwise) - the parent will be tempted to choose the first product.

### *Manipulation through images*

- ❖ It is essential for any person to be aware that, for the most part, media images intentionally convey a message that pursues a particular purpose. Each time, viewers, readers, buyers of products have to wonder what the transmitter is trying to do with this image: to provoke it, to captivate it, or perhaps to manipulate it? It is important to analyze the content and origin of the image.
- ❖ For example, the first image used in the **Evocation** exercise, with the kneeled and publicly beaten woman, was used to create fake news about girls in Saudi Arabia being beheaded because they danced at a party. The content went viral on Facebook in 2017. In fact, this photo was taken two years earlier, in 2015, in Afghanistan.
- ❖ The image shows a judge who strikes a 22-year-old woman and has a strong emotional impact. The fake news went viral, because the attention of the users was attracted by this image. Most of those who distributed the information did not care to verify its authenticity.

### *Colors also speak!*

- ❖ Colors also have a very important role.
- ❖ Thus, for example, the red color stimulates energy, adrenaline. It is often used for fast food and has become emblematic of Coca-Cola. The blue color, unlike the red one, is associated with the idea of honesty, reason, balance. From a certain stereotype, it is considered a rather masculine shade and is preferred by men.
- ❖ People do not associate this color with food, so it is not a good shade for food advertising, but it can be used generously for certain cosmetics, for example. In fact, the blue color is emblematic for several social networks, such as Facebook or Twitter.

### *What is photojournalism?*

- ❖ Photojournalism is that part of journalism that complements storytelling with images and helps the media consumer to believe in what they read or see. The image gives the opportunity for the one who looks to become an eyewitness to what happened and helps him draw his own conclusions.
- ❖ The press photograph is one of the proofs / testimonies / arguments that the journalist uses when reporting on a fact. If you report, for example, about a protest rally, the photo from the event will confirm, by image, the place of the event, the approximate number of participants, the atmosphere and the demands of the protesters. Without an image of the place, readers would find it harder to believe that a protest was indeed taking place.
- ❖ "A news item cannot be taken into consideration as long as the possibilities of amplifying and completing it remain unused. In this sense, the press photography contributes to the most realistic rendering of the event, fully satisfies the society's interest in its thirst for information, helps people of all ages to better understand the problems facing society", it is said in the preamble to the Code of Ethics of the National Association of Photoreporters in the US \*.
- ❖ Press photographs cannot in any case be published without legend. The legend is the text that accompanies the photograph, it explains who appears in the image and what moment is surprised. The legend contains, in itself, a history. If the legend is missing, the photograph may be misunderstood, interpreted in different ways, which results in manipulation through images.
- ❖ In the case of a story, through photographs the reporter reports facts, but also transmits emotions. A photo in the foreground of a peasant's hard-working hands will convey a much more emotional message than a paragraph of text description.

***What is the mission of a photojournalist??***

- ❖ A photojournalist is, first and foremost, a person who works on the ground. This means that it is constantly on the street, at events, between people.
- ❖ He must capture the reality. A photojournalist aims to tell life stories through pictures. A photographer must be curious. The challenge in photojournalism, say the specialists, is to find the decisive moment and press the button of the camera.

***What are the main rules of a press photo?***

When photographing or putting together photographs taken by colleagues, journalists must follow certain rules:

- On the ground, they are not allowed to arrange things in a certain way, so that they can take a "good" or moving picture. For example, there were cases where after the explosions or earthquakes some photographers intentionally placed a toy among the ruins. Thus, the toy suggested that there lived a child who now either did not survive or was destroyed, which adds tragedy to the message of the photograph.
- Photographers are not allowed to publish photos that explicitly see disfigured bodies or blood, as this can emotionally affect the viewer.
- Photographers should not interact much with the people they are photographing. They should be left "in their environment" and photographed there, to capture their states and emotions when they are sincere and not "altered" / modeled by the photographer's presence.
- Photographers, like the reporters who write, are not allowed to enter with the camera and then publish pictures from people's private lives, if this fact is not strongly justified by a major public interest.

In general, newsrooms that maintain their reputation and produce high-quality journalistic content are forbidden to process photos in photoshop - a computer program that allows for color retouching, image combining, adding elements, etc., as this is considered to distort reality. However, in the press there are processed photos, and most often the photoshop is used to modify the photos for manipulation purposes.

***What details can help you distinguish a tricked photo from a truthful one?***

When on portals or social networks appear shocking photos or out of the ordinary, professionals dealing with the discovery and denial of forgeries in the media (also called fact-checkers) can check whether they are tricked or not. A knowledgeable press consumer can draw attention, for example, at the season captured in the image, to compare the weather with the way people dress in the photograph, to the numbers of cars, to the relief, buildings, advertising stands, etc. These details can give clues as to where the photograph was taken, the year or the circumstances and, as a result, one can conclude that the photograph is a trick.

## V.6. MANIPULATION TECHNIQUES THROUGH THE MEDIA

Proposal: "Stefan Procopiu" High School, Vaslui, Romania



**TARGET STUDENTS:** 14-18 years old



**TIME:** 50 minutes

### Objectives:

- ✚ understanding the concepts: media competence, media information, quality of information, information intoxication, manipulation through the media, informational fastfood, fake news;
- ✚ identifying the elements that ensure the quality of the media information;
- ✚ identifying the manipulation techniques through the media;
- ✚ improving students' competences regarding the analysis and evaluation of media information;
- ✚ developing media skills and critical thinking among students.
- ✚ awareness of the importance of developing media competence in the 21st century.

**Keywords and concepts** information, media information, quality of information, information intoxication, manipulation through the media, informational fastfood, fake news;

**Methods:** brainstorming, discussions, learning through cooperation;

**Material resources:** worksheets, pens

**Forms of organization:** frontal, individual, in pairs

### Didactic strategy / Moments of the activity:

#### 1. Discussions:

- What is the media?
- What are the media/media literacy skills? What is critical thinking?
- Why are media skills important in the 21st century?
- What is manipulation? Why does the media apply manipulation techniques?
- Who is responsible for media consumer's safety? Who should protect it from the flood of toxic information?

#### 2. Manipulation techniques through media – group activity

- Students are divided into 7 groups (3-4 students / group). The teacher writes the manipulation techniques on the board.
- Each group receives a worksheet with a case study. Each group discusses about 5-10 minutes to identify the technique of media manipulation applied in the case study.
- Each group chooses a representative to present the analyzed case study to the class. The student reads the case study and justifies the manipulation technique chosen by his group.
- The teacher intervenes at each presentation (assesses if the chosen technique is correct, offers new information, etc.)

#### 3. Methods of resistance to manipulation through the media - discussions

#### 4. Evaluation of activity through the Exit slip method.

- Students are asked to continue one of the following statements:
- Today I discovered that .....
- Today I liked .....
- One thing I didn't like .....
- One thing I would like to deepen .....



## MANIPULATION TECHNIQUES THROUGH THE MEDIA– WORKSHEET NO. 1

### Case study:

- A journalist writes a story in which he presents to the public the new mayor, recently appointed. The journalist mentions that the mayor is a professional engineer, has a rich work experience, holds merit diplomas, has a beautiful family, but goes silent that the mayor was accused of bribery three years ago.

### What manipulation technique was applied to this case study:

- Selective presentation of facts
- The mix of facts and opinions
- Truncation of quotes
- Focus on details and blur the essence
- Omission of important topics on the agenda
- Use of labels
- Tracing / mimicking the debate.

## MANIPULATION TECHNIQUES THROUGH THE MEDIA– WORKSHEET NO. 2

### Case study:

- *"In a high school, the students set up a play about the joy of giving during the winter holidays. One student wanted very much to be part of the distribution of the piece but was not selected by the teachers. The student's father is a journalist at a local newspaper and after presenting the play he wrote a news story about the event for the local newspaper he works for. He announces what, where and when it happened, but adds the appreciation that the show "had a poor script, and most of the young actors acted in a fake way."*

### What manipulation technique was applied to this case study:

- Selective presentation of facts
- The mix of facts and opinions
- Truncation of quotes
- Focus on details and blur the essence
- Omission of important topics on the agenda
- Use of labels
- Tracing / mimicking the debate

## MANIPULATION TECHNIQUES THROUGH THE MEDIA– WORKSHEET NO. 3

### Case study:

- *"For several days, in a small town there have been small protests of the inhabitants against the construction of a GAS station near a playground for children. There is an article in the newspaper of the town hall telling the details: the protesters verbally assaulted the police officer who ensures the public order, the protesters blocked for two hours the activity of the employees of the town hall, etc. The author of the article also inserted a statement of the assaulted policeman. Only in passing, in one sentence, people are said to be "dissatisfied with the construction of the GAS station near the Central Park".*

### What manipulation technique was applied to this case study:

- Selective presentation of facts
- The mix of facts and opinions
- Truncation of quotes
- Focus on details and blur the essence
- Omission of important topics on the agenda
- Use of labels
- Tracing / mimicking the debate

## MANIPULATION TECHNIQUES THROUGH THE MEDIA– WORKSHEET NO. 4

### Case study:

- *"For several days, in Bucharest, large protests have taken place, resulting in serious accidents involving public transport, with clashes between protesters and bobbies. The members of the Government have met on several occasions and made major changes so that protesters are forced to give up protests even if their discontent continues. In the news, nothing is said about these events."*

### What manipulation technique was applied to this case study:

- Selective presentation of facts
- The mix of facts and opinions
- Truncation of quotes
- Focus on details and blur the essence
- Omission of important topics on the agenda
- Use of labels
- Tracing / mimicking the debate

## MANIPULATION TECHNIQUES THROUGH THE MEDIA– WORKSHEET NO. 5

### Case study:

- *”On television, a talk show discusses a new set of legislative measures that the government proposes in education and health. Only those who support these legislative measures were invited to the show. No person was invited to speak about the risks or disadvantages of the proposed legislative measures.”*

### What manipulation technique was applied to this case study:

- Selective presentation of facts
- The mix of facts and opinions
- Truncation of quotes
- Focus on details and blur the essence
- Omission of important topics on the agenda
- Use of labels
- Tracing / mimicking the debate

## MANIPULATION TECHNIQUES THROUGH THE MEDIA– WORKSHEET NO. 6

### Case study:

- *”On September 9th , 2019, in the speech held with the occasion of the beginning of the new school year, the director of a high school in Vaslui made the following announcement: "Students who will come to school with their mobile phones and will not disconnect their audible signal during lessons will be punished" . The following day, a news article appeared in the local newspaper: "At a high school in Vaslui, students who come to school with mobile phones will be severely punished.”*

### What manipulation technique was applied to this case study:

- Selective presentation of facts
- The mix of facts and opinions
- Truncation of quotes
- Focus on details and blur the essence
- Omission of important topics on the agenda
- Use of labels
- Tracing / mimicking the debate

## MANIPULATION TECHNIQUES THROUGH THE MEDIA– WORKSHEET NO. 7

### Studiu de caz

- *”In 2017, a journalist from the city of Dej poured out all her fury on the gypsies living in Dej who dared to protest in front of the town hall after they were evacuated from houses they occupied illegally. Here is an excerpt from the article: "Dej, the year of the Lord 2017. Dozens of Gypsies, some of them dirtier than others, gathered today in front of the town hall of Dej in a spontaneous protest by which they came to ask for something, thing they know very well doing. Never was the center of the city more colorful, more odorous and more unpleasant than today. ”*

### What manipulation technique was applied to this case study:

- Selective presentation of facts
- The mix of facts and opinions
- Truncation of quotes
- Focus on details and blur the essence
- Omission of important topics on the agenda
- Use of labels
- Tracing /mimicking the debate

# V.7.DEMOCRATIC COMPETENCES IN THE DIGITAL ERA IN GREECE, IN MY SCHOOL ... IN MY CLASSROOM (PRACTICAL ASPECTS)

## Proposal: 5th General Senior High School of Aigaleo (Aigaleo, Greece) STUDENTS' ACTIVITIES

Students:

- participated in a *lesson* designed for helping them to spot fake news
- prepared *ppt presentations* on subtopics
- took part in an *interactive activity*
- played the *game of Pythia*
- produced their own *creations*

### ACTIVITY 1: A LESSON PLAN ON FAKE NEWS (MODERN GREEK LANGUAGE)

**Subject:** Modern Greek Language

**Target Group:** Students of 16-17 years old (2<sup>nd</sup> class of High School Senior)

**Aims:** To help students:

- understand the importance of information, especially in modern democracies
- realise the notion of misinformation and its consequences for both individuals and societies
- be aware of the ways used for the production and dissemination of Fake News
- learn tips to recognise Fake News
- become more responsible regarding the news they spread through social media

**Teaching Goals:**

The students

- will improve their knowledge on the Media and their aims
- will create and attend PP presentations so as to improve their ability to speak publicly (i.e. to their schoolmates) and carefully attend a presentation (listening skills that many students lack)
- interact while discussing about their misconceptions on the truth of a piece of news
- improve their ability of critical thinking and awareness in general

**The Procedure**

#### Before the activity

Some of the students who participated in our Erasmus + programme prepared a questionnaire with 20 headlines of both true and fake news and the relevant information to justify whether the headline referred to a true or fake piece of news. Some others prepared a PP presentation about fake news (what is Fake News, what is their purpose, what their consequences are, how to protect from Fake news....)

#### During the activity

##### **Step 1**

The students of the class were given the questionnaire and were asked to decide whether the 20 headlines referred to true or fake news. (10 minutes)

##### **Step 2**

One of the students responsible for the presentation read the correct answers while another one explained why each headline referred to true or fake news. The rest of the class were free to ask and comment on the information they received.

Then they were asked how many correct answers they had; most had 5 to 10 correct answers. (15 minutes)

##### **Step 3**

Three of the students who had prepared the PP Presentation took it in turns to present their findings to the rest of the class, while another created some statistics on the students ability to recognise fake news

The results were rather disappointing, but this caused greater interest on behalf of the class to attend the presentation. (15 minutes)

##### **Step 4**

The students watched a short video on how Fake News spreads (5 minutes).

<https://www.youtube.com/watch?v=fYexCyZoxqg> : ENA HOAX ΦΤΙΑΓΜΕΝΟ ΜΕ ΑΓΑΠΗ Students' assignment of the 1<sup>st</sup> Grade of Senior high School of Mantamados, January 2017

After the activity

The students were assigned to write a text of their own about what they learned about Fake News and how to identify it.

**QUIZ: CAN YOU GUESS WHICH OF THE FOLLOWING  
PIECES OF NEWS ARE FAKE AND WHICH ARE TRUE?**

1. Man enters haunted house with a chainsaw and kills 7 people  
R F
2. A woman from Arkansas used a state grant to buy a tuxedo for her dog.  
R F
3. Immigrants arrested for arson in California.  
R F
4. Indonesia is deploying military forces to protect against monkey raids.  
R F
5. Goats arrested for attacking a group of children.  
R F
6. Donkey invades a kindergarten yard.  
R F
7. Woman searching for her cat under bed finds burglar.  
R F
8. Man robs a bank wearing Spongebob's Squarepants mask.  
R F
9. Greek passports open 184 "doors" worldwide - Which are the strongest passports on the planet.  
R F
10. The Turks have gone too far displaying Crete as their own territory on maps.  
R F
11. Pope Francis wore a cross with the colors of the LGBTQ community.  
R F
12. US aircraft crashes in Afghanistan.  
R F
13. Tom Hanks donated 1 million Euros to the Stavros Niarchos Foundation.  
R F
14. Russian aircrafts combat with American unit west of Alaska.  
R F
15. INCREDIBLE! Woman loses 30 kilos in 2 months using only one simple formula.  
R F
16. Sheep in Kalamata ate 20 kilos of hashish and became 'high'.  
R F
17. Six people drowned to save a chicken, which came out of the water by itself.  
R F
18. Murderer feeds the vegetarian customers of his restaurant with pieces of his victim.  
R F
19. The Anonymous hacked ANEL(Greek political party).  
R F
20. The FDA has announced that vaccines causes autism  
R F

**ACTIVITY 2 :Creation of powerpoint presentations by students-topics**

The participating students were split into groups to deal with the following issues:

- What is the definition of fake news? From ancient times up to modern times
- Causes for the creation of fake news
- Consequences
- Ways of prevention and raising awareness



## Fake News -Greece



### WHAT IS FAKE NEWS?

- Fake news is a type of yellow journalism or propaganda that consists of deliberate disinformation or hoaxes spread via traditional print and broadcast news media or online social media.
- That fake news shifted copies had been known since the earliest days of printing. In the 16th and 17th centuries, printers would crank out pamphlets, or newsbooks, offering detailed accounts of monstrous beasts or unusual occurrences.

### TYPES OF FAKE NEWS

Claire Wardle of First Draft News identifies seven types of fake news:

- **satire or parody** ("no intention to cause harm but has potential to fool")
- **false connection** ("when headlines, visuals or captions don't support the content")
- **misleading content** ("misleading use of information to frame an issue or an individual")
- **false context** ("when genuine content is shared with false contextual information")
- **impostor content** ("when genuine sources are impersonated" with false, made-up sources)
- **manipulated content** ("when genuine information or imagery is manipulated to deceive", as with a "doctored" photo)
- **fabricated content** ("new content is 100% false, designed to deceive and do harm")

### CONSEQUENCES

#### Society

- society polarization
- polarization between different groups within a nation
- effect on international relations
- celebrity scandals dominate the tabloids on a daily basis
- racism, harassment, intimidation and damage to reputation
- social retrogression because of neglect of significant issues

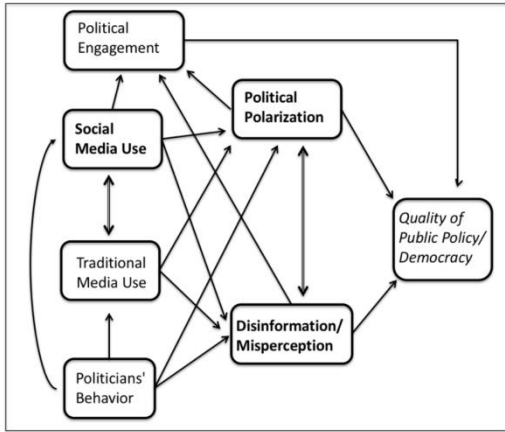
#### INDIVIDUALS

- inability to distinguish fake from real news
- mental manipulation and mental slavery
- deprivation of freedom of thought
- citizens' transformation into inactive and feckless people
- psychological problems and lack of self-confidence
- behavior alteration due to spread of fallacies and prejudices

#### Democracy

- **democracy at risk** due to data manipulation and disinformation
- manipulation to impact the outcome of elections
- effect on citizens' trust in certain government policies or in democracy as a whole
- tensions between citizens themselves





**Journalism**

- difficulty of reporters to cover significant news stories (invalid sources)
- ignorance or deviation of the journalistic code
- public's opinion distortion
- Journalists' dismissal due to unethical behaviour
- people's loss of faith in media
- proliferation of media that are less trustworthy



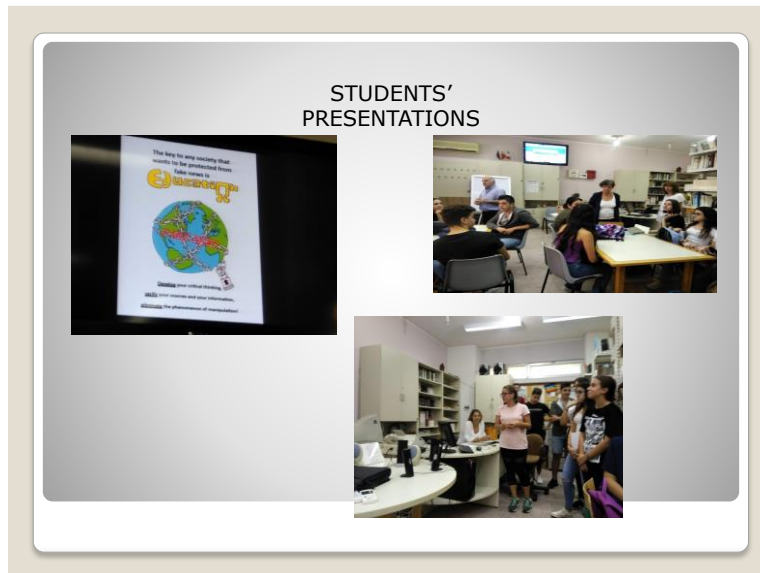
- The first thing to do is figuring out who the person that created it is , or understanding the organization behind it.
- Check for the ending of the website's URL: .gov, .edu, .mil, and .org are more credible than websites that end in .com, .net, and many others.
- Search the Internet for more information about the author.
- Is the author listed on the site, or is there an "about me" section?



### How Can We Prevent Fake News From Spreading ?

- Think Before You Link
- Do you recognize the source?
- Does the site appear generally **biased**, partisan or advocating for a cause?
- How long ago was the story published?
- Does the story sound outrageous, comical, **unlikely** or bizarre?
- Is this story an **objective report** or an opinion piece/editorial?

### ACTIVITY 3: STUDENTS' PRESENTATIONS TO THEIR CLASSMATES



## ACTIVITY 4: How young people perceive fake news



- The students created a poster, a word cloud and an image to express their feelings and to share with the fellow students and the school community their knowledge on the issue of fake news and raise their awareness.
- They created a questionnaire to see the students' attitude on the issue of disinformation and fake news awareness:

<https://docs.google.com/forms/d/e/1FAIpQLSf-a6xCJJG3fU6yWFyn53II4cuzmGzJHUKxUh1-GZWv2u0QA/viewform>

### FAKE NEWS QUESTIONNAIRE

1. Do you have a social media account? YES NO
2. How long (on average) do you spend on social networks per day? YES NO
3. Do you know about fake news on social media? YES NO
4. Do you know how to identify fake news? YES NO
5. Do you think it's easy to tell if a news item is fake or not? YES NO
6. If an article was known to be false, would you read it? YES NO
7. If you knew that a news item was false, would you notify it? YES NO
8. How often do you think an article falls into the category of fake news?  
ALMOST NEVER    OFTEN    VERY OFTEN    ALMOST ALWAYS
9. Which of the following news do you think is true?
  - A little girl was assigned by Kim Jong Un to threaten the US1
  - "In Flames" Paris after serious episodes
  - A former employee destroys the aircraft of the company that fired him
  - The measles vaccine is harmful to the human body
  - We mourn the loss of Kostas Gavras
10. Who do you think should be responsible for finding out which of the news is false?  
A government agency  
Social media  
Each person separately  
All of the above  
None of the above  
Another agent
11. Do you know the various tactics used by some agencies to combat fake news? YES NO
12. Why do you think fake news is created?  
Financial interests  
Political interests  
For satire or parody  
To manipulate the people  
All the above  
None of the above

**ACTIVITY 5 : Interactive activity**  
**A game on fake news: “spread the news”**

- The students took part in an activity to see the effects of disinformation.
- They were in a row , starting from the last student who performed a movement and the next students had to copy that and present it to the others in the row.
- Another variation of that was also presented with the students whispering a short sentence to the next student, the outcome of which was very different from the original one.



**ACTIVITY 6 :The Pythia Game**

- Delphi is best known as the home of the famous Oracle , the Pythia, the sibyl, a powerful priestess at the sanctuary dedicated to Apollo, who saw the future of kings and nations.
- She used to give ambiguous answers to the questions posed.
- The students played the game posing questions to Pythia and receiving equivocal answers, becoming thus aware of the disinformation and manipulation techniques currently implemented.
- The ambiguous answers are also relevant today.
- What, then, is media education than an effort to decipher the ambiguous messages of our day and reveal the false imprint on any news or rumor?





Digital competence is essential for learning, work and active participation in society. For school education, as important as understanding the competence itself is to know how to help develop it.

### **We are different but we are online**

#### **Competences:**

- Valuing cultural diversity
- Knowledge and critical understanding of culture, cultures and media
- Analytical and critical thinking skills
- Communication skills

**Main goals:** Development of students' abilities to use, analyse and evaluate information resources and social media networks and the way they reflect cultural diversity.

The teacher greets the participants and asks everyone one by one to tell their names and to mention what ethnic background people in their families have (example: My name is ....., in my family there are ....., ....., ..., etc.).

Students perform the exercise one by one. Many students have relatives with different ethnic background.

The teacher summarizes the information and makes a conclusion about the cultural diversity in society and about the need for intercultural dialogue and intercultural education.

#### *Main part*

a. Presenters announce the rules of work in groups.

Participants are divided into 5 groups

1st group – national public media,

4th group – bloggers,

2nd group – private TV,

5th group – news internet portals

3d group – foreign media,

b. Each group has to design a logo and a slogan which would characterize their type of media.

c. Game “Comments”

Each group gets a large sheet of paper with a printed extract from the corresponding media stick to it (it can be a screenshot, newspaper clipping, quotation, etc.). Each extract refers to an issue related to cultural diversity. Group participants have to comment on the article by gluing stickers with comments (all comments should be signed, using a nickname or their real name). The papers are passed to the next group which leaves comments to the article or to the already existing comments. The process continues until each group receives back the original paper. The groups analyse the comments and present conclusions.

Debriefing and reflection will focus on the following questions:

1. How can various types of media and social networks be useful in understanding issues related to cultural diversity in society and what are the differences between them?
2. What evaluation criteria do you use in the analysis of information in the media and social networks?

#### **Education & Educators' Changing Role**

The purpose of this lesson is to help students understand the impact of media literacy for self-development.

It will cover:

- ▶ Literacy Development
- ▶ Definition of Media Literacy
- ▶ Types of Electronic Media
- ▶ Print Media

1. Literacy development is the ability to develop language art skills, view, speak, listen, read (comprehend) and write (create, design, produce) print and electronic materials that will communicate information successfully.
2. Recognizing and identify three types of electronic media

**OBJECTIVES** Students should be able to:

1. Discuss the importance of language arts skills in today's media environment.
2. Design a ten minute video illustrating different media being used by students
3. Identify different types of electronic media
4. Define media literacy after collaborative group discussions
5. Describe the relevance of each type of media

#### **TEACHER'S TASK**

1. Ask students to identify the five language arts skills. Encourage student discussion about the importance of each skill in today's media environment.
2. Allow students to share at least five sentences for class participation about the importance of language arts skills and the different ways these skills are used in the media today.
3. Have students design video of different electronic media being used by students at school. Focus on the positives and negatives of all types as you facilitate discussion of the theme “my School and I”. (Include smart phones and social networks)
4. Engage students in a brief discussion to construct definition for Media Literacy.

5. Use concept map strategy to elicit definition from students
6. Expose students to different samples of age and interest appropriate forms of media.

### STUDENTS' TASK

1. Identify language arts skills and talk about their importance in today's media environment. Then email or social network with a friend about the importance of language arts skills to media literacy.
2. Design the video around the use of at least three types of media used by students.
3. Explore the concept "Media Literacy" in groups of four.
4. Record one common idea by the group members.
5. Write class definition in note books.
6. Describe the type of media that impact positively on the self-esteem of grade 7 students.

### The Interview

#### Competences:

- Empathy
- Listening and observing skills
- Communication skills
- Knowledge and critical understanding of language and communication

#### Main goals:

- Interacting in an effective and appropriate way with people perceived as having different cultural affiliations.

**Warming-up exercise: "I am a Journalist":** Each student must continue the phrase "If I were (a) a journalist, I would write about ...".

#### Main part

Participants are divided in five groups. Each group will prepare a role-play of an interview with a person from another country or belonging to a minority group. One member of the group plays the role of the interviewee and another one will play the journalist asking the questions.

Each group will have time to prepare for the role play. With the support of all members of the group, questions and answers will be defined. Each group will perform the role play in front of the whole class. After having performed the interview the students-"journalists", a brief "press conference" is organized. Other students can ask additional questions or make comments.

### Self-portrait

#### Competences

- Knowledge and critical understanding of the self
- Analytical and critical thinking skills

#### Main goals:

- Critical reflection on self-image and the way we are perceived by others, offline and online

### Description

1. Self-portrait (15 minutes)
  - Self-portrait – drawing
  - Self-portrait – text (at least 5 sentences)
  - Self-portrait – what your Facebook account says about you
  - Discussing the results within groups
2. How do my colleagues see me? (10 minutes)
  - Each student will have a white paper stuck to his/her back
  - His / her peers will write one positive word that, in their view, characterises the student
  - Each student looks at the words collected on his / her paper
3. Discussion (10 minutes)
  - Discussion regarding the characterisations made – the students who wish to make presentations in front of the class can do so.
  - Discussion regarding the differences and similarities between the two characterisations: How do I see myself? How do the others see me?
4. Homework assignment (5 minutes)
  - write a letter with the topic "How do I see myself in 10 years?"

## V.9. From bullying to cyberbullying

Proposal: I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)

**Cyberbullying** is a concern of parents, students, and teachers alike. Once kids go online, the chances that they'll encounter mean behavior are quite high. In Common Sense's 2018 study *Social Media, Social Life*, more than **1 in 10 teen social media users (13 percent)** reported having "ever" been cyberbullied, and nearly **two-thirds (64 percent)** "often" or "sometimes" reported coming across racist, sexist, homophobic, or religious-based hate content in social media.

Lessons on this topic teach students about the effects of **cyberbullying, and hate speech** on both themselves and their larger communities. Students explore how individual actions—negative and positive, intentional and unintentional—can affect their peers and others.

They're encouraged to take the active role of **upstanders and build positive, supportive online communities, and they will learn how to cultivate empathy, compassion, and courage to combat negative interactions online.**

### LESSON PLAN

#### OBJECTIVES:

- Recognize similarities and differences between in-person bullying, cyberbullying, and being mean.
- Empathize with the targets of cyberbullying.
- Identify strategies for dealing with cyberbullying and ways they can be a nupstander for those being bullied.

**TIME:** three meetings of 90 minutes each

**METHODOLOGY:** The theme of the project will be developed using a methodology that aims to involve and stimulate all the participants in order to get a deeper awareness about their own experiences and the others' ones. It promotes empowering processes among participants in terms of their self-awareness and confidence, with a positive impact on their level of social capital. The methodology will be based on:

- Brainstorming
- Interviews/questionnaires;
- Discussions/debate on issues related to the theme of the project;
- Searching information on the internet;
- Watching videos;
- Cultural activities.

**TOOLS/MATERIALS:** ppt presentations, photocopies, post-it notes, pc, interactive whiteboards, youtube, internet

#### FIRST MEETING - WHAT IS BULLYING (90minutes)

**WARM-UP:** the teacher shows three photos and asks the students to describe them (the teacher leads the discussions on that the students can reflect on the characteristics of bullying (intentionality, imbalance of power, repetition)

**First picture:** what can you see in this picture? Is there a child who is subjected to a bad treatment by other children? Are there any spectators? Are they active or passive?

**Second picture:** how many children are there? Is one of them suffering from a bad action? What are both of them doing?

**Third picture:** what are the two children doing? Are there any spectators? Is there an imbalance of power?

#### DEFINITION OF BULLYING

- **Bullying** is the use of force, coercion, or threat, to abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential prerequisite is the perception (by the bully or by others) of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict. Bullying is a subcategory of aggressive behavior characterized by the following three minimum criteria: hostile intent, imbalance of power, and repetition over a period of time.

## THE ROLES OF BULLYING

- The teacher focuses on the roles that all the actors of Cyberbullying play: the victim, the bully and the active and passive spectators. Look at these pictures: which role do you want to play? The students are asked to answer to this question on post-it notes.

### SECOND MEETING: from bullying to cyberbullying (90 minutes)

**WATCHING VIDEOS** : the students are watching a video from the website [www.generazioniconnesse.it](http://www.generazioniconnesse.it) created by the Italian Education Ministry cofinanced by the European Union (<https://youtu.be/1sJ-zcm01Fc>)

**DEFINITION**: the teacher leads the students to give a definition of cyberbullying and then gives the official one.

**What Is Cyberbullying?** Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

**CREATING A CHART**: The students after a brainstorming on the different and common characteristics of bullying and cyberbullying create a chart.

### THIRD MEETING: WHAT TO DO ABOUT CYBERBULLYING? (90 MINUTES)

**BRAINSTORMING**: The teacher asks the students what are in their opinion the effects of cyberbullying on the victim. How would you feel if you were a victim of cyberbullying? (brainstorming)

After the brainstorming the teacher shows a slide with the most common effects of Cyberbullying and compares it with the students' answers.

**WATCHING VIDEOS** : The students watch the video of an interview to Paolo Picchio the father of a 14-year-old, Carolina Picchio, 14, who jumped out of her bedroom window after an explicit video of her taken at a party was uploaded by her ex-boyfriend and shared by bullies with insults and threats. He said that, "**armed with a smartphone, teens can ruin their lives**". Picchio, who has made it his priority to fight cyberbullying, explained that he is contacted everyday by parents from all over the country who ask for help.

"**I tell kids who are victims of cyberbullying not to hesitate and talk, while I tell bullies and cyberbullies: what you are going is not just foolery, it's a real crime**", he said.

**OPEN DISCUSSION**: if you had been in Carolina's shoes what would have you done? What is the role of school, friends and family in this situation? The teacher gives some tips to the students to follow in case of cyberbullying.

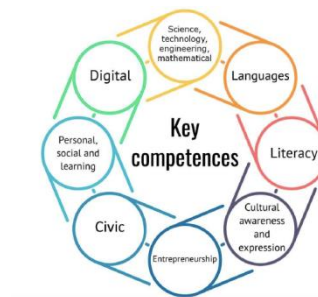
**SELF-REPORT QUESTIONNAIRES**: the teacher gives the students a questionnaire that is anonymous and explains to the students that they have to answer to the questions individually and being as much sincere as possible.



## V.10. Democratic competences in digital era – practical aspects

### Proposal: The High School of Economics and Gastronomy, Tarnów, Poland

We believe that appropriate educational input and practices can boost democratic engagement, reduce intolerance and prejudice, and decrease support for violent extremism. That is why we have implemented a couple of activities with our students taking part in the Erasmus+ ‘Get in Shape for Europe’ project.



#### Activity 1 - National Digital Olympics

On 20th November 2018, members of the European Club took part in the 3rd National Digital Olympics. The theme of the Olympics were "Legal and economic aspects of media functioning".



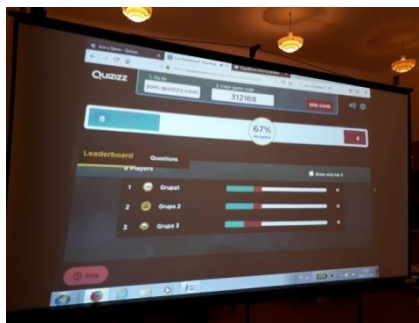
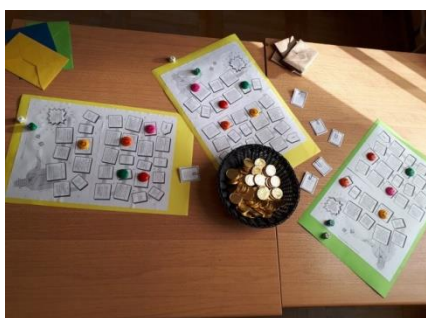
#### Activity 2 - Multimedia workshops

In November 2018, 3 multimedia workshops were held. By searching for the most important, interesting information about the partner countries of the Erasmus + ‘Get in Shape for Europe’ project, students prepared PowerPoint presentations. Thanks to the presentations created, students participating in the project were able to learn about the culture, geography, customs of the countries participating in the project, as well as learn about the cultural curiosities of these countries.



### Activity 3 - "Europe yesterday, today and tomorrow"

On November 30, 2018, members of the European Club - participants of the Erasmus + Get in Shape for Europe project had the opportunity to participate in workshops on the European Union entitled "Europe yesterday, today and tomorrow". During the workshops, students gained knowledge about the beginnings of the unification of Europe, the benefits of membership and possible scenarios for the development of the European Union. During the workshops, students worked in groups taking part in numerous games and activities. All participants received symbolic EURO chocolate for their involvement in individual competitions.



### Activity 4 - Letter Writing Marathon

As many as 296 letters were written by ZSEG students during the Letter Writing Marathon under the patronage of Amnesty International, which took place in our school on 7th December, 2018. The marathon is the world's largest event to defend human rights. Students wishing to join the campaign had the opportunity to watch a presentation about the objectives and objectives of the action, enter their name on the poster with the inscription FREEDOM and get acquainted with the silhouettes of this year's "heroines" - women who were subjected to various repressions, then write letters about them .



### Activity 5 - International Day of People with Down Syndrome

On 21st March, members of the European Club joined the celebration of World People's Day with Down Syndrome. Students prepared an information campaign about Down syndrome and prepared posters that decorated the corridors of our school. In a gesture of solidarity, they put on mismatched socks that day. Members of the European Club also interviewed Urszula Paszkowska, head of Occupational Therapy Workshops at the Polish Association for People with Intellectual Disability, branch in Tarnów.







### Activity 6 - School qualifications for the "XIII Forum of European Schools of the Tarnów Region"

On 28th March, 2019, a test of knowledge about the European Union was carried out, in which members of the European Club were able to check their level of knowledge about the rights of citizens of EU Member States, the most important events affecting the current shape of the Community and about persons occupying the most important positions in the EU institutions .

### Activity 7 – Cyberbullying

On April 4th , 2019, we hosted in our school some policemen from the Prevention Department of the Municipal Headquarters. They presented the students the problem of „Cyberbullying and online crime among young people”. The issues presented are very "timely" problems related to the rapid development of technology:

- what forms cyberbullying can take,
- hate speech and freedom of speech,
- what is hate,
- netiquette.



Young people were informed about criminal responsibility for the use of cyberbullying against others, and also received advice on how to defend against it. The conscious and wise use of technology is a tool that can improve the quality of life and work efficiency.

### Activity 8 - Celebrating European Union Day



On May 9 we celebrated European Union Day and it is a holiday for all of us. That is why on Friday, May 10, the European Club prepared several attractions for students of our school to celebrate this day. A presentation on the European Union as well as the 15th anniversary of Poland's accession to the EU appeared in the school's main hall. Students in six classes had the opportunity to take part in the online quiz "How much do you know about the EU?" And test their knowledge. First, they took the quiz at the beginner level, and the best classes at the expert level. The 2TE class, which scored the most points, turned out to be the best. A specially prepared survey conducted by 10 members of the European Club also enjoyed interest, in which 70 students from our school answered 2 questions: "What do you associate Europe with?" And "In which European country would you like to live and why?"

### Activity 9 - Workshops - active citizenship - EUROPEAN PARLIAMENT ELECTIONS



On 23rd May, 2019, members of the European Club had the opportunity to participate in a lecture-presentation on the elections to the European Parliament. During the presentation, students learned about the privileges of EU citizenship, how to vote, what competences the European Parliament has and why participation in elections is important for our country.

### Activity 10 - Virtual Festival # World Refugee Day

On June 13, 2019 a team of 5 members from the European Club took part in the Virtual Internet Festival on the occasion of the upcoming World Refugee Day - a holiday established by the UN General Assembly.

The Virtual Festival was an interactive form in which student teams from various places from all over Poland participated in a joint online game sharing their knowledge and skills. The festival consisted of 6 short tasks aimed at analyzing the phenomenon of refugee in terms of causes, effects and challenges, and to discuss the problems of these processes in an atmosphere of mutual respect.



### Activity 11 - #RaiseYourPencil campaign

In June 2019 European Club members have joined the European Commission's #RaiseYourPencil campaign to encourage young Europeans to show solidarity with non-EU peers who are unable to attend school due to crises in their small homelands. Currently, due to armed conflicts or natural disasters, around 75 million children worldwide have limited access to education or do not attend school at all. In 2019, the Commission decided to allocate a record amount of EUR 164 million to educational assistance for children from conflict and natural disaster areas. Everyone can join the campaign. All you have to do is post photos with a pencil on social media - the universal symbol of school and education





### Activity 12 - Democracy Action - students' voice counts!

In September 2019, the European Club organized a democracy action at our school. We believe that our school can operate not only through the management, teachers and parents, but also students who can implement their own ideas. A voting ballot box was placed in the first hall of the school next to room 115. If students had any ideas that could make our school better, more friendly and democratic, they could write them on a piece of paper and cast their vote by throwing it into the ballot box.



### Activity 13 - International Democracy Day

On September 16-20, 2019, members of the European Club operating under the Erasmus + project 'Get in Shape for Europe' at our school joined the celebration of International Democracy Day. This festival is celebrated annually on September 15, and was established by the UN General Assembly on November 8, 2007, on the anniversary of the Universal Declaration for Democracy. A presentation on the concept of democracy and its history, democratic values and problems related to democracy appeared in the school's main hall, and members of the European Club conducted a survey on 60 students of our school about democracy.







**Activity 14 - International Day of Peace**

On September 23rd, 2019 members of the European Club have joined this year's International Day of Peace. This unique holiday was established by the UN General Assembly on September 21, 1981. The purpose of the holiday is to draw people's attention to the need for peace and encourage all countries to refrain from any hostility, ceasefire and renunciation of violence.

Peace Day celebrations are a kind of opposition to wars.

In our school, the idea of **peaceful coexistence of the world's nations** was commemorated by interesting posters and themed slogans that were placed in the school's main hall. In addition, during English lessons, selected classes discussed world peace or created mind maps of what peace is for young people. During the long break, students could listen to and sing with John Lenon the words 'Imagine all the people living life in peace' from the famous song 'Imagine all the people living in peace'. 'Imagine'.



Peace is joy.  
Peace is good.  
Peace is love.



## V.11. Hate Speech- is it my problem?

### Proposal: The High School of Economics and Gastronomy, Tarnów, Poland

Author: Magdalena Borszowska based on <http://uprzedzuprzedzenia.org/czym-mowa-nienawisci/>

School: Zespół Szkół Ekonomiczno-Gastronomicznych in Tarnów, Poland

Target: Secondary school students

Objectives:

Students will:

- discuss and reflect on the problem of hate speech,
- raise their awareness of the importance of the problem (providing the latest data on hate speech in your country),
- raise their awareness of how to fight hate speech - develop an active attitude, move away from the "not applicable to me" approach,
- be equipped with 'tools' to combat hate speech without violence- understand, listen, argue, but not attack

Duration: 45 minutes

Methods:

- discussion
- game

Forms of class organization:

- whole *class* work
- group work
- individualised work

Teaching aids:

- cards with examples of *hate speech*
- balloons (2 for each student)
- markers
- sheets of paper and pens
- an envelope for each student with his name on it containing pieces of paper (one for each student in the class)

#### Instructions:

**Introduction:**(2-min) Say hello to students. Introduce them to the topic and objectives of the lesson. "Today we are going to talk about *hate speech* etc. Ask them if they are familiar with the term and if they have ever come across *hate speech* on the Internet. Where? on Facebook, forums, discussion boards, comments on websites? Tell your students that banning or blocking the user who is using *hate speech* is just one solution. The second is substantive discussion and the use of strong arguments.

**Stage 1:** (12-min) -Divide the students into four groups. Each group will be given a card with an example of *hate speech* e.g.:

- "Arabs are terrorists and should be imprisoned."
- "Every Gypsy and Rom is a thief."
- "Women are less intelligent than men, so they should earn less."
- "Syrian refugees are spreading diseases and should return where they came from."

The groups of students should refer to the statements on their cards by responding to each comment in a creative way but at the same time not using offensive language themselves. The teacher should constantly supervise the students, helping them find the strong arguments and the way to show the ignorance of the

person using *hate speech*. Finally let the volunteers from each group read out their cards with examples of *hate speech* and their comments. Discuss the strong arguments which are more powerful than hatred and ignorance.

Stage 2: (8-min) – Give each student two balloons and marker and tell them to inflate the balloons. Every student has to write a value that he/she considers important (like courage, friendship, tolerance) on one of the balloons, and on the other, his/her quality/opinion (for example, "I can swim very well", "I run very fast", "I am a good friend" etc.). Students will be required to attach the balloons with adhesive tape to the trouser legs. At the sign of a teacher, students try to trample the balloons of others while trying to protect their own balloons from destruction.

After few minute of fun the students show if they managed to save their values/ skills/qualities/opinions from destruction.

Stage 3: (10-min)-The teacher initiates the discussion by asking students how they felt when they destroyed others balloons and how they felt when their balloons were destroyed.

The purpose of the game is to show that often during discussions with others, especially on the Internet (where *hate speech* is most often manifested), anonymous users do not care about other people's values. They focus only on their opinion, often trampling on the values of others, which is neither pleasant, neither useful, nor developing. Whereas the debate should always be based on the respect of the views of others.

Stage 4: (10-min)-Each student receives an envelope with their name on it, sheets of paper and a pen. Their task is to write to every other student in the class a nice word, appreciating or supportive comment about this person, and put it in the person's envelope. This activity is to show that not only *hate speech* is powerful, but also positive initiatives. Senseless, offensive comments can be replaced by something positive. Each participant will leave the classes with an envelope full of nice words addressed to him.

Recapitulation: (3 min)-If possible, sit down with participants in the circle and ask students to say what they considered the most important and the most interesting of the lesson.