



O1/A6: Design and development of the SPOTit Handbook

SPOTit Handbook



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SPOTit Handbook

Introduction

The SPOTit handbook consists of information for youth workers (facilitators from now on) on how to utilize the modules to their instruction and will facilitate the multiplier effect of the project. It includes guidelines, methodologies, practical exercises, group work, tips and information on how to use the material for training youths (trainees from now on).

The SPOTit handbook consists of 3 parts, which refer to the three (3) modules developed namely:

- 1. Media Literacy Frameworks and Competences for Youth: evaluating the reliability and credibility of digital resources;**
- 2. Fake News: Understanding and Disqualifying Fake News in Social Media Platforms;**
- 3. Vlogging: How to Use Open -Source Software to Support Video Production: Shooting, Editing & Post-Production.**

For each module the SPOTit handbook provides:

- the general scope
- the structure with the specific learning units (3 learning units per module)
- the learning outcomes, and
- the training content developed for facilitators, which includes the content, activities description per learning unit, further reading, links to resources, instruction methods, advice/tips for the facilitators, training equipment, materials (PPT, activities) and tools and timing needed.

How to use the SPOTit Handbook

The SPOTit Handbook is designed to be able to be read printed or online. It is developed in a way that allows facilitators to utilize it as a whole or with reference to specific parts depending on the facilitators' or organizations' needs. Facilitators are able to access the specific part they are willing to go through by clicking on the specific part in the table of contents which is placed in the beginning of this document. The main language of the SPOTit Handbook is English, however selected parts are available also in **Greek, Estonian and Slovenian**.

It can be used as a guide tool for youth workers, youth officers, volunteers who are actively involved in the field of youth, and young people (18- 35-year-old) who implement training activities and teaching approaches for media literacy with an emphasis on how to use the popular practice of vlogging so to enable youth to become critical readers and active participants in consuming digital information (e.g. distinguish between high-quality research information, marketing hype, silly, harmful junk, fake news).

Module 1. Media Literacy Frameworks and Competences for Youth: evaluating the reliability and credibility of digital resources

General scope of the module

Through this module, trainees will acquire media and information literacy skills, understand the basic principles of critical thinking and democracy and familiarize with methods for evaluating the digital resources.

Module structure (learning units)

LU1: Media and information literacy.

The objectives of LU1 “Media and information literacy” are: to introduce youths to the concepts of media and information literacy; to inform them about the media and information sources as well as the legal, ethical, and societal issues in media and information; familiarize them with the benefits of the literate individual.

LU2: Critical thinking and democracy

The objectives of LU2 “Critical thinking and democracy” are to offer trainees knowledge on the democracy principles, propaganda and its history; to increase the critical thinking of youths when exposed to news/videos on the internet; to inform them on critical questioning, casting doubt on and critical habits of mind; to make youths familiar with the respectful and tolerant communication; and to offer youths knowledge media and information literacy in preventing youth radicalization.

LU3: Evaluation of digital resources

The objectives of LU3 “Evaluation of digital resources” are: to offer youths knowledge on the algorithms of social media and information promotion to youths, the evaluation criteria as well as tips and techniques; and to make them understand the value/importance of the references.

Learning Outcomes

On successful completion of this module:

Knowledge	Skills	Attitudes
Young people will: <ul style="list-style-type: none"> – be acquainted with media and information literacy aspects and dimensions – Define critical thinking and democracy principles – Recognize criteria and methods for evaluating digital resources 	Young people will be able to: <ul style="list-style-type: none"> – explain the media and information aspects and dimensions – Handle received information when exposed to news /videos on the internet applying critical thinking process – Use techniques for evaluating digital resources 	Young people will: <ul style="list-style-type: none"> – appreciate the importance of media and information literacy – act as media and literate individual – advocate critical thinking and democracy principles – Recommend methods for evaluating digital resources to relevant, friends, family and others

Learning Unit 1. Media and information literacy

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing
<p>ICEBREAKER</p> <p>Introduction and name-learning</p> <p>Name game</p> <p>In a circle, throw a soft ball to each other (or select another person if online by chance), calling your own name and the person you throw to (Mary to Yusef ... Yusef to Gail, etc.).</p> <p>Each person talks about their own name, what it means to them.</p>	<p>Method: Icebreaker</p>	<p>No</p>	<p>15 minutes</p>
<p>Introduction to learning unit 1</p> <p>Introduce the trainees to learning unit 1 by asking several questions such as:</p> <ul style="list-style-type: none"> • What means do you prefer for your information? • Is all information that you see or hear always reliable? • How can we evaluate the reliability of the information? <p>Initiate a short discussion based on the questions and trainees' responses. Then, inform trainees on what they are expected to be able to do on the completion of this learning unit.</p>	<p>Instruction method: Questions & answers – discussion</p> <p>Tips: Use the prearranged series of questions, or questions of your choice. Answers should be facilitated to be implemented with a relative improvisation. Use the discussion so as to push trainees to reflect on the issue and consider various aspects. Questions should be addressed to all, be open, push to substantiated reasoning, avoiding pseudo-questions.</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slides 2 and 3</p>	<p>10 minutes</p>

<p>Pre evaluation</p> <p>The scope of the pre evaluation activity is to test the familiarity of trainees and knowledge on the key themes. Closed questions are used in a multiple choice and true or false quiz. Ask trainees to respond to a quiz for 10 minutes and a short discussion on the answers will follow.</p> <p style="text-align: center;">Quiz</p> <ol style="list-style-type: none"> The indigenous media and information sources are created and controlled by a community a) True b) False The act of taking another person's ideas, writings, inventions, similar intellectual products as one's own without knowledge, consent and/or accreditation is called: a) Plagiarism b) Copyright c) Etiquette d) None of the above The case where a specific fixed expression is copied is called copyright violation. a) True b) False Digital Divide is an overdependence on something or a damaging need to do something a) True b) False <p>[The correct answers are marked in green]</p>	<p>Initiate a short discussion about the questions and answers</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slide 4</p>	<p>30 minutes</p>
<p>Media and Information literacy</p> <p>Proceed to the material and describe the content.</p> <p>Types of Media and Media and Information Sources</p>	<p>Instruction method: Enriched presentation: presentation using PPT and questions & answers – discussion</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slides 5 to 14</p>	<p>1 hour</p>

<p>Use the following questions to facilitate the initiation of discussion</p> <p>Which are the most common media?</p> <p>Which are the most common information sources?</p> <p>Then proceed to the material and describe the content of slides 7-8</p> <p>Legal, Ethical, and Societal Issues in Media and Information</p> <p>Use the following reflection questions</p> <p>Have you ever thought of any legal issues related to information that you have received or on the way that it is transmitted to you?</p> <p>Are you aware of any illegal issues that are related to the media?</p> <p>Then proceed to the material and describe the content of slides 9-11</p> <p>Benefits for the Media and Information Literate Individual</p> <p>Use the following question to facilitate the initiation of discussion</p> <p>What are the benefits of having skills that enable us to select the reliable information?</p> <p>Then proceed to the material and describe the content of slides 12-13</p>	<p>Tips: Excellent preparation, start pleasantly surprising trainees in a way that attracts their attention, brevity, clearly speaking with definite messages, using carefully non-verbal communication, observe and actively analyze nonverbal communication of trainees, avoid jargon, show confidence and interest in the subject, maintain eye contact with the group of trainees, ask feedback. The questions should be addressed to all.</p>		
<p>Summary</p> <p>After completing LU1, make a short summary on the content presented.</p>			

<p>Post evaluation</p> <p>The scope of the post evaluation activity is to explore the extent to which trainees understood the unit's concepts and acquired the specific learning objectives. Closed questions are used in a multiple choice and true or false quiz. Ask trainees to respond to the quiz for 10 minutes and initiate a short discussion on the answers.</p> <p style="text-align: center;">Quiz</p> <ol style="list-style-type: none"> The act of taking another person's ideas, writings, inventions, similar intellectual products as one's own, without knowledge, consent and/or accreditation is called: <ol style="list-style-type: none"> Plagiarism Copyright Etiquette None of the above Some of the benefits for the Media and Information Literate Individual are: <ol style="list-style-type: none"> Enhanced communication skills, greater political participation, better economic opportunities Improved learning environment, social activity Raise of respect for cultural and linguistic diversity All of the above A person's virtual representation via new media, especially the internet which a person uses to travel a virtual common space is called: <ol style="list-style-type: none"> Virtual Self Addiction Network etiquette None of the above The indigenous media and information sources are created and controlled by a community <ol style="list-style-type: none"> True 	<p>Initiate a short discussion about the questions and answers</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slide 15</p>	<p>30 minutes</p>
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<p>b) False</p> <p>[The correct answers are marked in green]</p>			
<p>Debriefing Discuss in brief the unit's content and ask trainees' conclusions on the unit's content.</p> <ul style="list-style-type: none"> • What did you gain from this unit? • What did you like, what impressed you? • What troubled you? • Will you make good use of something after completing this unit? What exactly? <p>End of Workshop Thank the trainees for their attention and ask whether there are any questions.</p>	<p>Instruction method: Questions & answers – discussion</p> <p>Tips: Use the prearranged series of questions, or questions of your choice. Answers should be facilitated to be implemented with a relative improvisation. Use the discussion so as to push trainees to reflect on the issue and consider various aspects. Questions should be addressed to all, be open, push to substantiated reasoning, avoiding pseudo-questions</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slides 16</p>	<p>30 minutes</p> <p>5 minutes</p>

Learning Unit 2: Critical thinking and democracy

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing
Introduction to Learning Unit 2 First describe the general aim of the module and the specific learning unit. Then find and make connections with the previous learning unit so youth will be able to recall what they have already studied as this will make it easier to connect new information with the previous one. Present the learning objectives (in terms of knowledge, skills and attitudes) that the trainees will acquire after finishing the learning unit 2 of module 1. Discuss with the trainees the importance of achieving the specific objectives.	Presentation	PC, laptop, smartphone or tablet – internet connection Ppt presentation slide no 2 and 3	10 minutes
Pre evaluation The scope of the pre evaluation activity is to test the familiarity and knowledge of trainees on the key themes. Closed questions are used in a multiple choice and true or false quiz. Ask trainees to respond to the quiz in 10 minutes and a short discussion on the answers will follow. Quiz 1. Which of the above are considered democracy principles? (You can choose more than 1) a) Citizen involvement in decision making b) The rule of law c) Education d) All of the above 2. Critical thinking is ... a) Uncovering biases b) Examining assumptions	Initiate a short discussion about the questions and answers	PC, laptop, smartphone or tablet – internet connection Ppt presentation slide 4	30 minutes

<p>c) Both of the above d) None of the above</p> <p>3. Evaluating Information with critical thinking includes to cultivate “habits of mind”?</p> <p>a) True b) False</p> <p>4. Critical thinking is group thinking</p> <p>a) True b) False</p> <p>[The correct answers are marked in green]</p>			
<p>Principles of democracy Provide a central idea of the issue to the trainees calling them to express their ideas freely and spontaneously. The familiarity of trainees with the learning subject is not an important issue. Brainstorming is mostly used at the beginning of an issue approach. Ask the trainees to suggest individually what democracy means for them in 1-2 words encouraging them to express themselves rapidly, spontaneously, one after the other in the form of a storm. Faithfully note the ideas on the board without indicating anything. Examine the written words and try to divide them into categories. Utilize questions - answers or discussion to lead the team to comment on what follows. Make a synthesis of the results at the end and show the ppt slides 6-7.</p> <p>Propaganda and history Use the following reflection questionAre you aware of any case where media were used to direct or manipulate public opinion? Start the discussion with this question and asks the young people to share their experiences/or relevant things that they have studied Then proceed to the material and describe the content of slide 9</p>	<p>Instruction method: Brainstorming. Tips: Encourage the trainees to express themselves rapidly, spontaneously, one after the other in the form of a storm. No criticism should take place during the presentation of ideas by the trainees. Ensure that trainees feel comfortable. Be careful so that brainstorming is not extended beyond its purpose.</p> <p>Instruction method: Enriched presentation: presentation using PPT and questions & answers – discussion</p> <p>Tips: Excellent preparation, start pleasantly surprising trainees in a way that attracts their attention, brevity, clearly speaking with definite messages, using carefully non-verbal communication, observe and actively</p>	<p>PC, laptop, Board, marker Ppt presentation slide 6-7</p> <p>PC, laptop, smartphone or tablet – internet connection Ppt presentation slide 1 to 17, Video presentation slide 12</p>	<p>2 hours</p>

<p>Critical thinking of youths when exposed to news/videos on the internet Use the following question to facilitate the initiation of discussion What can we do to avoid misinformation or propaganda? Then proceed to the material and describe the content of slides 11-12</p> <p>Respectful and tolerant communication Use the following reflective questions Have you ever had misinformation or a lack of understanding of information that is not due to the media but to the recipient? From where does this come from? Then proceed to the material and describe the content of slide 14 Media and information literacy in preventing youth radicalization Use the following question to facilitate the initiation of discussion Can you imagine any factor that has influenced the increase in youth radicalization? Then proceed to the material and describe the content of slide 16</p>	<p>analyze nonverbal communication of trainees, avoid jargon, show confidence and interest in the subject, maintain eye contact with the group of trainees, ask feedback. The questions should be addressed to all.</p>		
<p>Summary After completing LU2, make a short summary on the material presented.</p>			
<p>Post evaluation The scope of the post evaluation activity is to explore the extent to which trainees understood the unit's concepts and acquired the specific learning objectives. Closed questions are to be used in a multiple choice and true or false quiz. Ask trainees to respond to the quiz in 10 minutes and a short discussion on the answers will follow.</p> <p style="text-align: center;">Quiz</p> <p>1. Which of the above are considered democracy principles? (You can choose more than 1) a) Citizen involvement in decision making</p>	<p>Initiate a short discussion about the questions and answers</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slide 18</p>	<p>30 minutes</p>

<p>b) The rule of law c) An electoral system-majority rule d) All of the above</p> <p>2. Critical thinking is not ... (You can choose more than 1) a) Uncovering biases b) Group thinking c) Examining assumptions d) Challenging reasoning</p> <p>3. Which of the above can influence critical thinking skills? (You can choose more than 1) a) Internal news seeking motivation and habit of news-source tracking b) Internal news seeking motivation but not habit of news-source tracking c) Cautious perception towards social media personalized news algorithms d) None of the above</p> <p>4. Online radicalization can be addressed by ... a) countering terrorist propaganda and illegal hate speech online b) promoting inclusive society, education and EU common values c) Both of the above d) None of the above</p> <p>[The correct answers are marked in green]</p>			
<p>Debriefing</p> <p>Discuss in brief the learning unit's content and ask trainees' conclusions on the unit's content.</p> <ul style="list-style-type: none"> • What did you gain from this unit? • What did you like, what impressed you? • What troubled you? 	<p>Instruction method: Questions & answers – discussion</p> <p>Tips: Use the prearranged series of questions, or questions of your choice. Answers should be facilitated to be implemented with a relative</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slides 19</p>	<p>30 minutes</p>




<ul style="list-style-type: none">● Will you make good use of something after completing this unit? What exactly?	improvisation. Use the discussion so as to push trainees to reflect on the issue and consider various aspects. Questions should be addressed to all, be open, push to substantiated reasoning, avoiding pseudo-questions		
End of Workshop Thank the trainees for their attention and ask whether there are any questions.			5 minutes



Learning Unit 3: Evaluation of digital resources

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing
Introduction to Learning Unit 3 First describe the general aim of the module and the specific learning unit. Then find and make connections with the previous learning unit so youth will be able to recall what they have already studied as this will make it easier to connect new information with the previous one. Present the learning objectives (in terms of knowledge, skills and attitudes) that the trainees will acquire after finishing the learning unit 3 of module 1. Discuss with the trainees the importance of achieving the specific objectives.	Presentation	PC, laptop, smartphone or tablet – internet connection Ppt presentation slide no 2 and 3	10 minutes
Pre evaluation The scope of the pre evaluation activity is to test the familiarity of trainees and knowledge on the key themes. Closed questions are to be used in a multiple choice and true or false quiz. Ask trainees to respond to the quiz and a short discussion in 10 minutes on the answers will follow. Quiz 1. Which of the above are criteria for evaluating websites? a) Authority, Accuracy, stereotypes b) Education, Currency, Coverage c) Authority, Accuracy, Currency d) All of the above 2. Social media algorithms take the reins of determining which content to deliver to you based on your behavior.	Initiate a short discussion about the questions and answers	PC, laptop, smartphone or tablet – internet connection Ppt presentation slide 4	30 minutes

<p>a) True b) False</p> <p>3. Plagiarism, Copying, using, or the misuse of other people's ideas, words or concepts, without proper referencing is not prohibited a) True b) False</p> <p>4. References are important as they show a) Quality of a work b) Attention to detail c) Indicative of the extent of information on the subject d) All of the above</p> <p>[The correct answers are marked in green]</p>			
<p>Evaluation of digital resources First, provide trainees with the specific aim and the specific learning objectives of learning unit 3. After, proceed to the material and describe the content. Use slides,</p> <p>Algorithms of social media and information promotion to young people Proceed to the material and describe the content of slide 6</p> <p>Evaluation criteria, tips and techniques Proceed to the material and describe the content of slide 7</p> <p>Value and importance of references Proceed to the material and describe the content of slide 8</p>	<p>Instruction method: Enriched presentation: presentation using PPT and questions & answers – discussion</p> <p>Tips: Excellent preparation, start pleasantly surprising trainees in a way that attracts their attention, brevity, clearly speaking with definite messages, using carefully non-verbal communication, observe and actively analyze nonverbal communication of trainees, avoid jargon, show confidence and interest in the subject, maintain eye contact with the group of trainees, ask feedback. The questions should be addressed to all.</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slide 1 to 15</p>	<p>2 hours</p>

<p>Activity 3.1. Practical activity for website evaluation</p> <p>The aim of the activity is to make trainees to see in practice how to use the 6 evaluation criteria for evaluating a website.</p> <p>Ask your trainees to go to the website https://www.greenpeace.org/international/ and assess its suitability using the 6 evaluation criteria.</p> <p>Ask them to recognize criteria and methods for evaluating digital resources, to use techniques for evaluating digital resources and recommend methods for evaluating digital resources to peers, friends, family and others.</p> <p>Initiate a discussion.</p>	<p>Indicative response to the activity is provided at the end of the of module 1</p> <p>.</p>	<p>Face-to-face or online learning</p> <p>PC, laptop, smartphone or tablet – internet connection for each learner</p> <p>Ppt presentation slide 9</p> <p>A worksheet for writing the responses with a table with the 6 criteria</p>	<p>15 minutes</p>
<p>Activity 3.2. Practical activity to identify disinformation in a picture</p> <p>The aim of the activity is to make learner to see in practice how to identify and Challenge Disinformation in a picture.</p> <p>Ask your trainees to discuss on the information/content of the following picture.</p>  <p>Then initiate a discussion.</p>	<p><i>Note: This example was tweeted by Donald Trump during the 2016 Presidential campaign. Fact checking site Politifact posted an analysis of these statistics and rated it "pants on fire." Image is meant to provoke fear, and feeds racist narrative of violent young black men.</i></p> <p><i>Statistics do not account for the much smaller proportion black Americans versus the overall population. If proportion is taken into account, black Americans are 2.5 times more likely to be killed by police than whites.</i></p>	<p>Face-to-face or online learning</p> <p>PC, laptop smartphone or tablet – internet connection for each learner</p> <p>Ppt presentation slide 10</p>	<p>5 minutes</p>

<p>Trainees should be able to handle received information when exposed to news /videos on the internet applying critical thinking process.</p>	<p><u>Statistics available for 2015 from the FBI</u> <i>demonstrate that these numbers have been reversed. Approximately 81% of whites were killed by whites, approximately 16% of whites were killed by blacks.</i> <i>There is no such entity as the "Crime Statistics Bureau," the creators of this graphic co-opted the visual indicator of an authoritative source in order to mislead their audience.</i></p>		
<p>Activity 3.3. Fake news quiz The aim of this activity is to help trainees to determine how reliable a source is.</p> <p>Ask your trainees to access the link of the Quiz that reviews questions one should ask while reading online news and to respond to its questions.</p> <p><u>https://www.politifact.com/article/2017/jun/19/real-or-fake-tour-fake-news-quiz-find-out/</u> From PunditFact / PolitiFact.</p> <p>Then initiate a discussion.</p> <p>Trainees will be able to handle received information when exposed to news /videos on the internet applying critical thinking process.</p>	<p>Tips: Go to <u>https://www.politifact.com/article/2017/jun/19/real-or-fake-tour-fake-news-quiz-find-out/</u> and run the quiz Before you initiate the activity</p>	<p>Face-to-face or online learning</p> <p>PC, laptop smartphone or tablet – internet connection for each learner</p> <p>Ppt presentation slide 11</p>	<p>15 minutes</p>

Summary After completing LU3, make a short summary on the material presented.			
Post evaluation The scope of the post evaluation activity is to explore the extent to which trainees understood the learning unit's concepts and acquired the specific learning objectives. Closed questions are to be used in a multiple choice and true or false quiz. Ask trainees to respond to the quiz in 10 minutes and a short discussion on the answers will follow. Quiz 1. Which of the above are criteria for evaluating Web sites? a) Objectivity b) Currency c) Coverage d) All of the above 2. The question "Are there dates on the page to indicate when the page was written, when the page was first placed on the Web, or when the page was last revised?" will show theof a website. a) Accuracy b) Currency c) Coverage d) Objectivity 3. The question "Do the links work?" will show theof a website. a) Accuracy b) Objectivity c) Appearance d) Coverage 4. Without social media algorithms, sifting through all of this content on an account-by-account basis would be impossible.	Initiate a short discussion about the questions and answers Ppt presentation slide no 14	PC, laptop, smartphone or tablet – internet connection Ppt presentation slide no 14	30 minutes

<p>a) True b) False</p> <p>[The correct answers are marked in green]</p>			
<p>Debriefing Discuss in brief the unit's content and ask trainees' conclusions on the unit's content.</p> <ul style="list-style-type: none"> • What did you gain from this unit? • What did you like, what impressed you? • What troubled you? • Will you make good use of something after completing this unit? What exactly? 	<p>Instruction method: Questions & answers – discussion</p> <p>Tips: Use the prearranged series of questions, or questions of your choice. Answers should be facilitated to be implemented with a relative improvisation. Use the discussion so as to push trainees to reflect on the issue and consider various aspects. Questions should be addressed to all, be open, push to substantiated reasoning, avoiding pseudo-questions</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slides 15</p>	<p>30 minutes</p>
<p>End of Workshop</p> <p>Thank the trainees for their attention and ask whether there are any questions.</p>			<p>5 minutes</p>

Indicative Answer to Activity 3.1

RELEVANCE

Audience – General public, especially with an interest in conservation and the environment.

Language – Well written, but with some emotive language and imagery.

Currency – Copyright date of 2020 with many up to date news bulletins and clips.



Connection (relevance) to task – If your question was about conservation, endangered animals etc, a good place to look for background and current information.

Amount of information – In depth but aiming not to overwhelm the reader.

AUTHORITY

Author – Most of the articles are written by “Greenpeace” rather than any individual. Greenpeace is an organisation with a high public profile and the authority of material here is therefore dependent on how you view the credibility of the organisation generally. About us section provides Governance and financial reports.

References – Articles often have statistics and other information to back up its arguments.

Information – Articles are politically charged but would agree with the environmental movement in general.

Organisation – Not for profit (.org) but do rely heavily on fundraising.

RELIABILITY

Kind of information – A thorough web site with ample links and further information, more opinion based but does provide some evidence for statements made.

Objectivity – Does take a certain political view point and only provides evidence to support its viewpoint. Would need to look at other sources of information for a more subjective overview of conservation and the environment.

Primary / Secondary source – Generally, provides primary source information (about their activities).

Goal – Greenpeace want to convince you that its stance on conservation and the environment is true and justified. Its wants you to donate money or take part in the organisation



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Module 2. Fake News: Understanding and Disqualifying Fake News in Social Media Platforms

General scope of the module

Through this module, young people will learn to understand and disqualify any fake news they come across on social media platforms.

Module structure (learning units)

LU1: What is fake news

The objective of LU1 is young people to learn about the history, types, and dangers of fake news.

LU2: Fake news in or daily lives

The objective of LU2 is the trainees to understand the effects of fake news on their daily lives

LU3: How to combat fake news

The objective of LU3 is the trainees to develop skills to combat fake news

Learning Outcomes

On successful completion of this module:

Knowledge	Skills	Attitudes
Young people will: <ul style="list-style-type: none"> – Be acquainted with the origins of fake news – Be aware of the different types of fake news – Discover how people process information – Recognize the negative effects of fake news – Know how to constructively discuss fake news with others – Be familiar with fact-checking methods 	Young people will be able to: <ul style="list-style-type: none"> – Identify and Compare the different types of fake news – Measure the effects of fake news on themselves and others around them – Manage the effects of fake news – Identify whether news they come across is real or fake – Explain to others why news is real or fake 	Young people will: <ul style="list-style-type: none"> – Appreciate the dangers of fake news – Be motivated to combat fake news – Embrace actions to stop the spread of fake news – Support positive practices to cope with the effects of fake news – Promote the development of media literacy and critical thinking – Have the confidence to initiate conversations with others to improve their capacity to recognize fake news

Learning Unit 1. What is fake news?

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing 2h40 total
<p>Introduction to Learning Unit 1</p> <p>First describe the general aim of the module and the specific learning unit.</p> <p>Then find and make connections with the previous learning unit so youth will be able to recall what they have already studied as this will make it easier to connect new information with the previous one.</p> <p>Present the learning objectives (in terms of knowledge, skills and attitudes) that the trainees will acquire after finishing the learning unit 1 of module 2. Discuss with the trainees the importance of achieving the specific objectives.</p>	Presentation	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>Ppt presentation slide no 2 and 3</p>	10 minutes
<p>Ice-breaker: Two Truths and a Lie</p> <p>Instruct trainees to think of two truths and a lie. Tell them yours. Ask the group to show which number statement they think is the lie by raising that many fingers. Ask for volunteers to share their statements with the group.</p>	Think of your statements in advance.	<p>PC, laptop, PPT slide 4</p>	10 minutes

<p>Pre evaluation</p> <p>Ask the trainees to answer six pre- evaluation questions, related to history, terms and types of fake news. Gather their replies and save them for later to combine the results with post evaluation after the lesson.</p> <ol style="list-style-type: none"> How would you define fake news? Who/what plays a key role in spreading fake news? <ol style="list-style-type: none"> printed newspapers social media radio and TV stations official websites of institutions Why should we care about fake news? Name at least 3 reasons. Do you know any type of fake news? Name and add an example. Social media is important for spreading fake news company? <ol style="list-style-type: none"> True False Do you know any EU or national policy paper dealing with fake news/disinformation? <p>[The correct answers are marked in green]</p>	<p>Questions & Answers, Discussion, individual work</p>	<p>PC, laptop, PPT slide 5 Sheet of paper and pen</p>	<p>10 minutes</p>
<p>Definitions of Face News</p> <p>Split trainees into small groups and ask them to come up with a definition of “fake news”. Ask for feedback from each group.</p> <p>Move to the slide 7 and show them the Cambridge English Dictionary definition of “fake news”.</p>	<p>Group Work Interactive presentation</p>	<p>PC, laptop, PPT slides 6-7</p>	<p>10 minutes</p>

<p>How does fake news spread?</p> <p>Ask the trainees how they think that fake news spreads. Make a note of their responses.</p> <p>Move to the next slide 9.</p> <p>Social media play a key role in spreading fake news.</p> <ul style="list-style-type: none"> • The terms “echo chamber” is based on the idea that you are surrounded by like-minded people. The term “filter bubble” states that according to the content you have previously clicked on or visited, as well as other data like your location or age, the algorithm shows you content it thinks you would like to see. The filter bubble feeds on the echo chamber, and you are essentially shown content that matches your beliefs, leaving you in an ideological bubble. • The power law of social media states that messages replicate most rapidly if they are targeted at relatively small numbers of influential people with large followings • And bots are automated programs that masquerade as people, tend to be particularly good for spreading massive numbers of highly emotional messages with little informational content. Bots help to propagate fake news and inflate the apparent popularity of fake news on social media. 	<p>Question & answers, discussion, enriched presentation</p> <p>Instead of asking trainees and making a note of their responses, you could set up a Mentimeter or other quiz software to ask these questions.</p>	<p>PC, laptop, PPT slides 8-9</p>	<p>10 minutes</p>
<p>Why should we care about fake news?</p> <p>Ask the trainees why they think we should care about fake news. Make a note of their responses.</p> <p>Move to the next slide 11.</p> <ul style="list-style-type: none"> • Fake news can create various conflicts: social conflict, political conflicts, even conflicts between countries 	<p>Question & answers, discussion, enriched presentation</p>	<p>PC, laptop, PPT slides 10-11</p>	<p>10 minutes</p>

<ul style="list-style-type: none"> • Fake news manipulates people into changing their behavior or the way they perceive something • Fake news cause immense harm to people's health, critical thinking, and everyday lives, and even have the power to destroy our credibility • And, more than anything, people deserve the truth 			
<p>When did fake news start?</p> <p>Ask the trainees what the first piece of fake news they heard was, and when they think fake news started. Make a note of their responses. Tell your students that fake news does not even need to be in printed form to cause problems. Move to the next slide 13.</p> <p>Read the paragraph of the fake news story taken from the Politico article. Ask students for their thoughts. Move to the next slide 14.</p> <p>The printing press was invented in 1439 by Johannes Gutenberg, making written texts and books more easily available to the public. However, alongside books and real news, fake news also started being shared widely. Real news was hard to verify as there were plenty of news sources but there were no journalistic ethics or objectivity. Readers had to be very careful with what they believed. For many, leaked government documents were considered the most reliable sources, until fake "leaked" documents started appearing. Move to the next slide 15.</p> <p>Read the two fake news stories and ask students if they think something positive could have come out of these and similar stories. Move to the next slide 16.</p> <p>The good news in the terrifying history of fake news is that its results made the public demand more objective and real news. This is similar</p>	<p>Reflection Question</p> <p>Question & answers, discussion, enriched presentation</p>	<p>PC, laptop, PPT slides 12-16</p>	<p>20 minutes</p>

to what is happening now, and to what we are doing in these series of workshops.			
15-minute break	For trainees who do not want a proper break, ask them to find where fake news comes from.	PC, laptop, PPT slide 17	15 minutes
Where does fake news come from? Ask the trainees where they think fake news comes from. Make a note of their responses.	Question & answers	PC, laptop, PPT slide 18	5 minutes
Terms and Concepts of fake news Tell trainees that there are a number of terms and concepts associated with fake news. Ask if anyone knows any of these terms and write them down. In 2019, researchers at Pennsylvania State University identified 7 types of fake news. Go through these with your trainees. Ask if they can think of any examples. Move to next slide 19. Go through the examples of the 7 types of fake news with your trainees in slide 20.	Question & answers, discussion	PC, laptop, PPT slides 19-20	20 minutes
How to create a fake news factory Move to the slide 21 Before describing each step apart from “Repeat”, ask your trainees what they think it will entail.	Question & answers	PC, laptop, PPT slide 21	10 minutes

<p>Where does fake news come from?</p> <p>With our definitions of fake news in mind, and having seen how easy it is to create a fake news site, let's take a look at the example of what happened in Veles, a small city in North Macedonia. During the election campaign for the 2016 US elections, a teenager created a fake news site and started posting sensationalist stories, usually stolen from right-wing American sites. Rebranded under catchy headlines, the teenager used Facebook ads to target Americans, and it worked. When people began to like and share his stories, he started making money from the advertising on his website. He reportedly made about 1,800 euros in a month, which is a massive amount compared to the average salary of 350 euros a month.</p> <p>Ask your trainees: How does this story make you feel?</p>	<p>You could start a very interesting discussion on the morality of fake news.</p>	<p>PC, laptop, PPT slide 22</p>	<p>10 minutes</p>
<p>10-minute break</p>		<p>PC, laptop, PPT slide 23</p>	<p>10 minutes</p>
<p>The Bad News Game</p> <p>The Bad News Game puts players in the position of people who create fake news. The game was developed by researched at Cambridge University and DROG, a Netherlands-based platform against disinformation.</p> <p>Show to your learners a short text or image, like a headline or a meme, and they can react in different ways. Their score is calculated based on their number of "followers" and their "credibility".</p> <p>Ask your trainees to visit the link of the game in slide 24</p> <p>Give your trainees time to play the game, and compare scores. Then, discuss what techniques they used to get a high score.</p>	<p>Game, discussion</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>PPT slide 24</p>	<p>20 minutes</p>

<p>EU Action Plan Against Disinformation</p> <p>Ask the following question to your trainees</p> <p>So, how can we response to fake news and disinformation?</p> <p>Then make a short presentation to them using slides 25 & 26</p> <p>In 2019, the European Commission published the “Action Plan Against Disinformation”. This Action Plan responds to the calls of the European Council from June and October 2018, to develop a coordinated response to the challenges in this field. The Action Plan focuses on how to deal with disinformation both within and outside the EU.</p> <p>The Action Plan Against Disinformation aims at:</p> <ul style="list-style-type: none"> • Improving detection, analysis and exposure of disinformation • Strengthening cooperation and joint responses to disinformation • Mobilizing private sector to tackle disinformation • Raising awareness and improving societal resilience 	<p>Question & answers</p>	<p>PC, laptop, PPT slides 25-26</p>	<p>5 minutes</p>
<p>Post evaluation</p> <p>Ask the participants to answer six post- evaluation questions, related to history, terms and types of fake news. Gather their replies and combine the results with pre evaluation before the lesson. Discuss the results with participants (group discussion).</p> <p>1. Fake news, according to the Cambridge English Dictionary, are false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke.</p> <p>a. True</p> <p>b. False</p>	<p>Questionnaire, individual work, group discussion</p>	<p>PC, laptop, PPT slide 27 Sheet of paper and pen</p>	<p>10 minutes</p>

<p>2. Who or what plays a key role in spreading fake news?</p> <ul style="list-style-type: none"> a. printed newspapers b. social media c. radio and TV stations d. official websites of institutions <p>3. Why should we care about fake news? Name at least 3 reasons.</p> <p>4. Name at least four different types of fake news according to research by Pennsylvania State University.</p> <p>5. There are seven main steps to creating a fake news factory.</p> <ul style="list-style-type: none"> a. True b. False <p>6. In 2019, the European Commission published the Action Plan Against Disinformation which focuses on how to deal with disinformation within and outside the EU.</p> <ul style="list-style-type: none"> a. True b. False <p>[The correct answers are marked in green]</p>			
<p>End of Workshop</p> <p>Thank the trainees for their attention and ask whether there are any questions.</p>		PPT slide 29	5 minutes

Learning Unit 2. Fake news in our daily lives

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing 2h40 total
Introduction to Learning Unit 2 First describe the general aim of the module and the specific learning unit. Then find and make connections with the previous learning unit so youth will be able to recall what they have already studied as this will make it easier to connect new information with the previous one. Present the learning objectives (in terms of knowledge, skills and attitudes) that the trainees will acquire after finishing the learning unit 2 of module 2. Discuss with the trainees the importance of achieving the specific objectives.	Presentation	PC, laptop, smartphone or tablet – internet connection Ppt presentation slide no 2 and 3	10 minutes
Ice-breaker: Use your senses Ask the participants to focus on the place they are in and use all their senses (hearing, sight, touch, smell) to receive information about the classroom/space they are in at the moment (different sounds, visual images, temperature, surface of the walls/floor/furniture, air flow, odours,...). Invite them to share their feelings and compare their experiences.	If teaching face-to-face, provide a space that is large enough for your participants.	PC, laptop, PPT slide 4	10 minutes
Pre evaluation	Questionnaire, individual work	PC, laptop, PPT slide 5	10 minutes

Ask the participants to answer six pre- evaluation questions, related to understanding the effects of fake news in our daily lives. Gather their replies and save them for later to combine the results with post evaluation after the lesson.

Quiz

1. Information is also communicated through

- a) Art
- b) Facial expressions and gestures
- c) Other physical responses.
- d) None of the above
- e) All of the above

2. What are the five senses?

Sight, smell, taste, touch, hearing

3. What device has been used as a comparison to human mental processing?

A computer

4. Traditional media and social media allow for two-way communication. True or False?

False

5. What differentiates misinformation from disinformation?

Intent (someone who is misinformed will provide misinformation by accident, or they will knowingly provide false information as a joke, but someone who wants to provide false information is actively using disinformation).

6. List two conspiracy theories that you have heard of.

[The correct answers are marked in green]

Sheet of paper and pen

Definition of information processing Ask the participants to think about the phrase „information processing“ – what do they think it means, what associations do they have with it? Let them speak up and share their opinions. Move to the next slide 7 and explain to them the definition of “information processing” and “information”.	Question & answers, discussion, enriched presentation	PC, laptop, PPT slides 6-7	10 minutes
Study and development of information processing Move to slides 8 & 9 and explain to participants about study and development of information processing and its key elements.	Enriched presentation	PC, laptop, PPT slides 8-9	10 minutes
Information processing theory and stage theory Move to slide 10 and explain the trainees about information processing theory and stage theory as the most important theory in information processing. Move to next slide 11 and explain by using the picture on the slide an example of how information (having a nice dinner date with music in some art place) by using different senses is stored into short and then long term memory.	Enriched presentation Use the picture on slide 10 to help explain the stage theory. Use the picture on slide 11 to explain an example of storing information.	PC, laptop, PPT slides 10-11	10 minutes
Information processing and cognitive psychology Move to slide 12 and explain your learners the relation of information processing and cognitive psychology.	Enriched presentation	PC, laptop, PPT slide 12	5 minutes
Selective attention, cocktail party syndrome and attentional capacity Move to slide 13 and explain students about terms selective attention, cocktail party syndrome/effect and attentional capacity	Enriched presentation	PC, laptop, PPT slide 13	5 minutes

Information processing models Move to the next slide. Show and explain to the trainees the information processing models, using also the picture on slide 14.	Enriched presentation	PC, laptop, PPT slide 14	5 minutes
Video on information processing Play the short video on slide 15 explaining information processing theory as a wrap up of this lesson.	Enriched presentation	PC, laptop, internet connection PPT slide 15	6 minutes
Practical exercises on information processing (optional) In the next slides 16-19 you can choose from a set of practical exercises on information processing. Choose one or more exercises according to your and trainees' preferences and available time. Engage your trainees to participate in these exercises	Individual work Group work	PC, laptop, PPT slides 16-19 Material according to selected exercise/s	10-20* minutes
Brainstorming exercise Give each participant a set of 5-10 small paper cards/post-it notes and ask them to write down all that comes to their mind in relation to expression „social media“ – each word/idea on a separate card. It can be everything, not just different types of social media, also emotions, pros and cons, impact etc., related to social media. After 5 minutes of individual work tape all post-it notes on the board and group them in some meaningful groups (for example types, impact, positive and negative effects etc.) and discuss them with participants. Are they surprised by any idea, would they like to add something?	Prepare paper cards/post-it notes for all participants. Tips: Encourage the trainees to express themselves rapidly and spontaneously. No criticism should take place during the presentation of ideas by the trainees. Ensure that trainees feel comfortable. Be careful so that brainstorming is not extended beyond its purpose.	PC, laptop, PPT slide 20	10 minutes
What is social media? Present definition and key features of social media as described in Wikipedia using slide 21.	Enriched presentation	PC, laptop, PPT slide 21	5 minutes

Misinformation vs Disinformation Move to slide 22 & 23 and explain the difference between misinformation and disinformation and reasons for spreading disinformation.	Enriched presentation	PC, laptop, PPT slides 22-23	10 minutes
Social media platforms as news outlets Explain key features of social media platforms as news outlets moving to slide 24.	Enriched presentation	PC, laptop, PPT slide 24	5 minutes
Human factors Move to slide 25 and explain about human factors as key contributors to the proliferation of false news on social media.	Enriched presentation	PC, laptop, PPT slide 25	5 minutes
Challenges in fighting fake news on social media Present the key challenges in fighting fake news on social media moving to slide 26	Enriched presentation	PC, laptop, PPT slide 26	5 minutes
Effects of fake news on the real world Explain some main effects of fake news on the real world using slide 27	Enriched presentation	PC, laptop, PPT slide 27	5 minutes
Video about fake news and social media Play the video presented in slide 28 summarizing fake news and social media as a wrap up of this lesson.	Enriched presentation	PC, laptop, internet connection PPT slide 28	4 minutes
Practical exercises on fake news and social media (optional) In the next slides 29-32 you can choose from a set of practical exercises on fake news and social media. Choose one or more exercises according to your and trainees' preferences and available time.	Individual work Role playing For exercise 4 use the appendix and print it out.	PC, laptop, internet connection PPT slides 29-32 Other material according to selected exercise/s	10-30* minutes

What is conspiracy theory Ask the participants to think about the phrase „conspiracy theory“ – what do they think it means, what associations do they have with it? Are they familiar with any of them from their country or worldwide? Let them speak up and share their thoughts.	Discussion Tips: Encourage the trainees to express themselves. No criticism should take place during the presentation of ideas by the trainees. Ensure that trainees feel comfortable.	PC, laptop PPT slide 33	5 minutes
Definition of conspiracy theory Explain definition of conspiracy theory and its key features from Wikipedia moving to slides 34 & 35.	Enriched presentation	PC, laptop PPT slides 34-35	10 minutes
Conventional vs Conspiratorial thinking and the seven traits of conspiratorial thinking Move to slide 36-37 and explain the difference between conventional and conspiratorial thinking and the seven traits of conspiratorial thinking using the acronym CONSPIR from The Conspiracy Theory Handbook.	Enriched presentation	PPT slides 36-37	10 minutes
Why are conspiracy theories popular? Explain the factors that contribute to people believing and sharing conspiracy theories moving to slide 38.	Enriched presentation	PC, laptop PPT slide 38	5 minutes
Examples of conspiracy theories Present some known examples of conspiracy theories moving to slides 39 & 40 and ask the participants if they know any of them and what they are about.	Enriched presentation Discussion	PC, laptop PPT slides 39-40	10 minutes
Covid-19 conspiracy theories and their consequences Move to slides 41 & 42 and explain basic information about Covid-19 conspiracy theories and their key consequences.	Enriched presentation	PC, laptop PPT slides 41-42	10 minutes

<p>Addressing the impact of Covid-19 conspiracy theories</p> <p>Show the comic on slide 43 and let the students express how they see it. No wrong or correct answer!</p> <p>Present activities and tools of World Health Organization and EU Commission on raising awareness of misinformation around COVID-19.</p>	<p>Discussion</p> <p>Tips: Encourage the trainees to express themselves. No criticism should take place during the presentation of ideas by the trainees. Ensure that trainees feel comfortable.</p>	<p>PC, laptop</p> <p>PPT slides 43-44</p>	<p>10 minutes</p>
<p>Practical exercises on fake news and conspiracy theories (optional)</p> <p>In the next slides 45 & 46 you can choose from a set of practical exercises on fake news and conspiracy theories. Choose one or more exercises according to your and trainees' preferences and available time.</p>	<p>Role playing</p> <p>Individual work</p>	<p>PC, laptop</p> <p>PPT slides 45-46</p> <p>Material according to selected exercise/s</p>	<p>15-40* minutes</p>
<p>Post evaluation</p> <p>Ask the participants to answer five post- evaluation questions, related to understanding the effects of fake news in our daily lives. Gather their replies and combine the results with pre evaluation before the lesson. Discuss the results with participants (group discussion).</p> <p style="text-align: center;">Quiz</p> <ol style="list-style-type: none"> Stage theory involves (choose 3): <ul style="list-style-type: none"> a) Sensory memory b) Temporary memory c) Short-term or working memory d) Long-term memory e) Resting memory What device has been used as a comparison to human mental processing? <p>A computer</p>	<p>Questionnaire, individual work, group discussion</p>	<p>PC, laptop</p> <p>PPT slide 50</p> <p>Sheet of paper and pen</p>	<p>10 minutes</p>

<p>3. The number of things we can pay attention to at any one time is known as?</p> <p>Attentional capacity</p> <p>4. Explain the “echo chamber” or “filter bubble” effect.</p> <p>An environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative ideas are not considered.</p> <p>5. Give an example of how fake news can affect the real world.</p> <p>[The correct answers are marked in green]</p>			
<p>End of Workshop</p> <p>Thank the students for their attention and ask whether there are any questions.</p>		<p>PC, laptop</p> <p>PPT slide 51</p>	<p>5 minutes</p>

Appendix to slide 32 - Exercise 4 (for printing out)

"The Lying Times"

A man has been attacked by a dog whilst walking through Tall Tale Park. Mr Jonathan Jones (48) says he was bitten by the pit bull terrier yesterday morning. "I was minding my own business when an enormous, vicious creature leapt out of the bushes and attacked me. I don't think I'll ever use my left hand again. " Mr Jones, grandfather of 7, is now recovering at home. A hospital spokesman said the doctor who had treated Mr Jones was horrified at the extent of the injury. He added that he thought this breed of dog had been banned. The dog is called Putch. His owner told us that he has never been any trouble in the past and is usually as gentle as a kitten.

Reporters: Paul K.Pize & Ivor Fibb

The characters:

Mr Jones – I was walking through the park one morning, minding my own business when an enormous dog ran up and bit me.

Other info:

I've told the park warden I think the park should be kept dog free.

I like to walk on the grass, not on the path.

3You can't see bite marks because I'm a fast healer.

I didn't go to the doctor.

I hate dogs.

Dog owner - On that morning a stranger came over and shouted at me and tried to kick my dog.

Other info:

Butch retaliated by barking and bouncing up and around.

I did shout back and shake my fist, but neither of us touched him.

I walk Butch every morning at 8 o'clock.

Butch is a Staffordshire Bull Terrier, very gentle with children.

This is the first time I've talked to a journalist.

Eye witness - I was crossing the park the other day when I heard a lot of shouting, saw 2 men shaking their fists at each other and a dog jumping about and barking.

Other info:

It was raining so I had my umbrella up, so maybe I wasn't able to see absolutely everything.

I think the dog looks like a scary dog.

I saw the owner grab the dog and quickly put it back on the lead.

I didn't recognize either of the men.

Neighbor - I've lived next door to Butch and his owner for the past 20 years.

Other info:

We do hear the dog bark a lot at night.

We've never had any trouble with the dog or our neighbors.

I know his daughter has stopped visiting since she had a baby.

We go on holiday together every August.

Dog expert - This breed has been known for being temperamental.

Other info:

If provoked it's possible that he would bite someone in defense.

I've had a Staffy myself and have never had a problem.
Sometimes dogs take on the temperament of their owners.
They are very loyal dogs and good fun.
My children grew up with a Staffordshire Bull Terrier and they were fine.

Park Warden – Mr Jones often walks through Tall Tale Park.

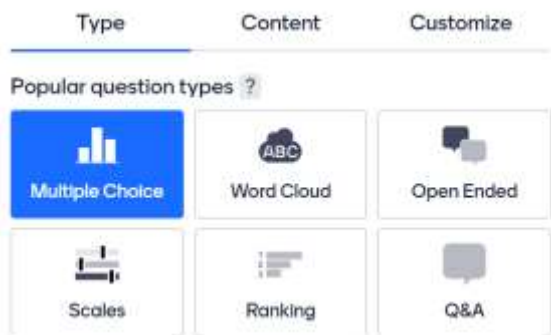
Other info:

Mr Jones and I had a row last week when I was late opening up the park.
I got in trouble with my boss after he complained about me being late.
I've seen him shouting at dogs before.
I've seen him lose his temper with young lads playing football.
It's not the first time he's moaned about the dogs and dog walkers.

Learning Unit 3. How to combat fake news

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing (minutes)
Introduction to Learning Unit 3 First describe the general aim of the module and the specific learning unit. Then find and make connections with the previous learning unit so youth will be able to recall what they have already studied as this will make it easier to connect new information with the previous one. Present the learning objectives (in terms of knowledge, skills and attitudes) that the trainees will acquire after finishing the learning unit 3 of module 2. Discuss with the trainees the importance of achieving the specific objectives.	Presentation	PC, laptop, smartphone or tablet – internet connection Ppt presentation slide no 2 and 3	10 minutes
Ice-breaker: Ask trainees to read the three headlines in slide 5 and think about which one is correct. If the workshop happens face-to-face, split them into three groups depending on which headline they believe is correct, and have them argue their reasoning. Eventually, tell them that all the headlines are false, but the iPhone story sounds more true because it fits best with something we already know, as iPhones tend to include the latest technology.	Individual work Group work	PC, laptop PPT slide 4	10 minutes

Explain that this is known as confirmation bias, the tendency to interpret information in a way that affirms what we already believe. Keeping up to date with the news helps us limit our confirmation bias.			
<p>Pre evaluation</p> <p>Ask the participants to answer six pre- evaluation questions, related to combating fake news. Gather their replies and save them for later to combine the results with post evaluation after the lesson.</p> <p>1. Fewer than 50% of teenagers get their news from social media, according to a survey conducted by Common Sense Media and SurveyMonkey.</p> <p>a. True</p> <p>b. False</p> <p>2. How would you define “media literacy”?</p> <p>3. Among other things, media literacy helps young people become smart consumers of content and information, and create media responsibly.</p> <p>a. True</p> <p>b. False</p> <p>4. In combating fake news, one of the steps is to check the author.</p> <p>a. True</p> <p>b. False</p> <p>5. Write at least two suggestions or steps about how to talk to people who share misinformation.</p> <p>6. There are different fact-checking websites.</p> <p>a. True</p> <p>b. False</p>	Questionnaire, individual work	PC, laptop PPT slide 5 Sheet of paper and pen	10 minutes

<p>[The correct answers are marked in green]</p>			
<p>*Mentimeter</p> <p>Go to www.mentimeter.com and sign up for a free account. Create a quiz, and set the Type to Multiple Choice</p>  <p>Ask your learners the following questions</p> <ol style="list-style-type: none"> 1. How often do you get news from social media sites like Facebook or Twitter? 2. How often do you get news reported by news organisations in print or online? 3. How often do you get news on television? <p>with these options:</p> <ul style="list-style-type: none"> ⇒ Every day ⇒ A few times a week ⇒ Once a week ⇒ Less than once a week ⇒ Never <p>For example:</p>	<p>Questions & Answers</p> <p>*Please note that this activity requires some preparation in the form of creating a Mentimeter quiz. Instructions below.</p> <p>You can ask follow-up questions such as:</p> <ul style="list-style-type: none"> ⇒ Why do you prefer getting your news from social media? (if applicable!) ⇒ Do you think that news organisations in our country are biased? ⇒ Do you have any news apps on your phone? 	<p>PC, laptop, smartphone or tablet – internet connection for each learner</p> <p>PPT slide 6</p>	<p>10 minutes</p>

Type
Content
Customize

Add meta description

Your question ?

1. How often do you get news from social media sites ?

Add longer description

Options ?

Every day

A few times a week

Once a week

Less than once a week

Never

Make a note of the code at the top of the page so you can share this with your learners. When you are in class and ready to present this section, click Present in the top right corner of your screen.

Share
Present

Themes
Settings

If you have not had time to prepare the Mentimeter before teaching this Unit, simply ask learners the above questions and ask them to raise their hands for each answer.

<p>How often do you get news - Comparison to study</p> <p>Ask your learners to compare their results to the 2019 survey organised by Common Sense Media and SurveyMonkey presented in slide 7.</p> <p>Ask your students if they were surprised by any of their results or the survey results</p>	<p>Questions & Answers</p> <p>Discussion</p>	<p>PC, laptop</p> <p>PPT slide 7</p>	<p>5 minutes</p>
<p>Statistics</p> <p>Move to slide 8 and explain your trainees that according to the same study, 78% of teenagers say it is important to them to follow current events, and 54% get their news from social media. Wanting to stay up to date with news and current affairs but not using traditional news media to do that is a bit of a paradox. Additionally, given what we have learned about fake news and social media, this is concerning, especially if people do not have media literacy skills.</p>	<p>Enriched Presentation</p>	<p>PC, laptop</p> <p>PPT slide 8</p>	<p>5 minutes</p>
<p>What is media literacy?</p> <p>Split participants into small groups and ask them to come up with a definition of “media literacy”.</p> <p>Ask for feedback from each group.</p> <p>Move to the next slide 10 and show them the dictionary.com definition of media literacy.</p>	<p>Group work, Discussion</p> <p>Tips: Encourage the trainees to express themselves. No criticism should take place during the presentation of ideas by the trainees. Ensure that trainees feel comfortable</p> <p>Enriched Presentation</p>	<p>PC, laptop</p> <p>PPT slides 9-10</p>	<p>10 minutes</p>
<p>Why is media literacy important for young people?</p> <p>Ask your students why media literacy is important for young people. Make a note of their responses.</p> <p>Move to the next slide 12 and discuss the six things media literacy helps young people do.</p>	<p>Questions & Answers</p> <p>Discussion</p> <p>Enriched Presentation</p>	<p>PC, laptop</p> <p>PPT slides 11-12</p>	<p>10 minutes</p>

⇒ Learn how to think critically:

With critical thinking, young people can evaluate the media they come across, deciding for themselves if messages make sense, why information was or wasn't included, and if the information makes sense. They can also learn to develop examples to back up their ideas and use their existing knowledge to decide if the media content is valid.

⇒ Become smart consumers of content and information:

Media literacy and critical thinking help young people determine whether content is credible and understand advertising's "persuasive intent", allowing them to resist marketing techniques which aim to sell products.

⇒ Recognize someone's point of view:

Everyone who develops content has their own perspective. Understanding where someone is coming from, why they make certain arguments, and acknowledging opposing opinions helps young people put information into context.

⇒ Create media responsibly:

By understanding that what they create or share on social media has an impact on other people, young people become responsible media developers.

⇒ Identify the cultural role of media:

Media literacy helps young people identify the role of media in our culture, understanding how messages shape our worldview and understanding of topics, pushing us to act in certain ways or purchase specific products.

⇒ Understand the developer's aim:

Understanding why someone developed content is important as it allows young people to make informed choices about any actions they take because of social media content. End the exercise by saying that media literacy skills are empowering.			
Media literacy and advertisements Use the ads on the following slides 14-16 or find your own, and ask students to look at them and answer the following questions. <ol style="list-style-type: none"> 1. What do you see? (style, image, look) 2. Who is the audience? 3. What is the message? (said and unsaid) 4. Please note: If the workshop happens face-to-face, print the ads out and stick them in different corners of the room. Ask your students to work in groups. Then, ask your students: <ol style="list-style-type: none"> 1. When you were looking at the advertisements, what stuck out to you? 2. What impact did the ads have on you? 3. Why is this important? Focus on how understanding the aim of an ad helps people be influenced by it less.	Questions & Answers Discussion Group work	PC, laptop PPT slides 13-17	20 minutes
15-minute break	For students who do not want a proper break, ask them to write a list of questions they should ask when analysing media.	PPT slide 18	15 minutes

<p>What should you ask when analysing media?</p> <p>When analysing media, asking the right questions is very important. Ask your students what questions they should ask when analysing media. Make a note of their responses.</p> <p>Move to the next slide 20 . Compare your students' suggestions for questions with this list and discuss any differences.</p>	<p>Questions & Answers</p> <p>Discussion</p>	<p>PC, laptop</p> <p>PPT slides 19-20</p>	<p>10 minutes</p>
<p>EU Parliament Think Tank Compass</p> <p>Move to slides 21-24 and explain your learners about the EU Parliament Think Tank Compass</p> <p>The European Parliament Think Tank has developed a compass which they say “will help you navigate the ocean of information, and find your way through waves of lies and disinformation.”</p> <p>Share with your learners Fake news examples:</p> <p>⇒ https://www.davidwolfe.com/3-reasons-stop-eating-peanut-butter-cups/</p> <p>Shared over 207,000 times on Facebook.</p> <p>⇒ https://greatgameindia.com/coronavirus-bioweapon/</p> <p>⇒ https://worldnewsdailyreport.com/rupaul-claims-trump-touched-him-inappropriately-in-the-1990s/</p> <p>Fake, satirical site fools thousands, generating 285,000 Facebook engagements with fake headline.</p> <p>⇒ https://worldnewsdailyreport.com/yoko-ono-i-had-an-affair-with-hillary-clinton-in-the-70s/</p> <p>Over 934,000 shares on Facebook.</p> <p>Source:</p> <p>https://libguides.valenciacollege.edu/c.php?g=612299&p=4251645</p>	<p>Please note that this document is available in all the EU languages so you can edit the PPT with images from the language you are translating into :)</p> <p>Enriched Presentation</p>	<p>PC, laptop, smartphone or tablet – internet connection</p> <p>PPT slides 21-24</p>	<p>20 minutes</p>

10-minute break	For students who do not want a proper break, ask them to think of how they would discuss fake news with other people.	PPT slide 25	10 minutes
<p>How to discuss fake news with others</p> <p>Encourage your learners to imagine that they are browsing their Facebook feed, or another social media platform of their choice. Just a great, chill day. Puppies. Sunshine. Unicorns. Then, they see post which shatters their perfect day. It's an article they are certain is fake, posted by someone close to them. Ask them to think what do they do? Give learners a few minutes to discuss, and make a note of their ideas.</p> <p>Move to slide 27 and introduce to your learners PEN America initiation</p> <p>PEN America, a non-profit which works to ensure that people everywhere have the freedom to create literature, to convey information and ideas, to express their views, and to access the views, ideas, and literatures of others, prepared a tip sheet on how to talk to friends and family who share misinformation.</p> <p>According to this resource, explain them that there are 5 steps they should take. Discuss each of the headings with your learners, letting them share their own ideas for each one first, before you supplement with the information below:</p> <p>1. Verify</p> <p>Confirm that the content is actually false. Fact-check the story yourself by Googling keywords to check it has been reported by other,</p>	<p>Individual work</p> <p>Enriched presentation</p> <p>Discussion</p>	<p>PC, laptop</p> <p>PPT slides 26-27</p>	25 minutes

credible sources. You can also use a fact-checking website like the ones mentioned previously.

2. Comment, or don't

After you confirm that the content is indeed false, or at least, misleading, think about whether you should or shouldn't comment on the post. It can be helpful to link to a credible source which debunks and explains the fake news. However, engaging with the post could also give the false content greater visibility, as social media algorithms boost content which people engage with. If the content was just posted, you could send a polite, private message to the person who posted it, explaining why it's incorrect. This may also result in a more positive reaction from them as they will not have been called out in public. Nevertheless, if a post already has lots of likes and comments, a public correction could greatly reduce its potential harm.

3. Have perspective

Think of the person who shared the fake content. Use a supportive and positive tone so that you do not alienate them, as this would make them less receptive to the information you're trying to share. Consider saying something along the lines of "I was curious about what you posted, so I looked it up and found this". You could even tell them about a time when you accidentally shared fake news. Have perspective and engage with empathy.

4. Avoid escalation

If your friend or family member starts getting defensive and the conversation is no longer constructive, let it go. If you continue, they will only become more resistant to you trying to help. Give them the tools to fact-check what they see by sharing fact-checking websites

<p>with them. Focus on what you have in common, such as caring for a specific issue and recognizing why you care.</p> <p>5. Be a resource</p> <p>You can react to fake news by fact-checking and correcting people, both publicly and privately. To proactively combat fake news, you can be a resource of real news. Share information about trusted fact-checking websites, and share real news to counter shared fake news. Once you have gone through these five steps, ask your learners if anyone has ever had to discuss fake news with a friend or family member before and ask them to share their story.</p>			
<p>Fact-checking websites</p> <p>Move to slide 28 and present ypur learners</p> <p>4 fact-checking websites that they can use to help combat fake news:</p> <ul style="list-style-type: none"> • https://www.factcheck.org/ • https://fullfact.org/ • https://www.politifact.com/ • https://www.snopes.com/ <p>Ask them if they know any more fact-checking websites.</p>	<p>Enriched presentation</p> <p>Discussion</p>	<p>PC, laptop</p> <p>PPT slide 28</p>	<p>5 minutes</p>
<p>Confidence is Key</p> <p>Move to slide 29 and remind to your learners that in combatting fake news, confidence is key. Armed with real news and empathy, they can be confident in sharing their knowledge and the fact-checking tools they have with others.</p>	<p>Enriched presentation</p>	<p>PC, laptop</p> <p>PPT slide 29</p>	
<p>Post-evaluation</p> <p>Ask the participants to answer five post- evaluation questions, related to combating fake news. Gather their replies and combine the results</p>	<p>Questionnaire, individual work, group discussion</p>	<p>PC, laptop</p> <p>PPT slide 30</p> <p>Sheet of paper and pen</p>	<p>10 minutes</p>

with pre evaluation before the lesson. Discuss the results with participants (group discussion).

Fewer than 50% of teenagers get their news from social media, according to a survey conducted by Common Sense Media and SurveyMonkey.

- a. True
- b. False

2. Media literacy, according to dictionary.com, is the ability or skills to critically analyse for accuracy, credibility, or evidence of bias the content created and consumed in various media.

- a) True
- b) False

3. Among others, media literacy helps young people become smart consumers of content and information, and create media responsibly.

- a. True
- b. False

4. In combating fake news, one of the steps suggested by the EU Parliament Think Tank Compass is to check the author.

- a. True
- b. False

5. One of the steps recommended by PEN America on how to talk to people who share misinformation is to ridicule them.

- a. True
- b. False

[The correct answers are marked in green]



<https://spotitproject.eu/en/>

End of Workshop

Thank the students for their attention and ask whether there are any questions.

PPT slides 32

5 minutes



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LU1

Add references used using the APA reference style

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Module 3. Vlogging: How to Use Open -Source Software to Support Video Production: Shooting, Editing & Post-Production

General scope of the module

Through this module, young people will become familiar with the principles of vlogging (its definition, the types, platforms, engagement strategies). They will acquire skills for developing relevant content for vlogs, shooting videos and using open-source software for editing and post-production purposes. Lastly, they will develop the skills required to effectively promote the vlogs they produce.

Module structure (learning units)

LU1 - Videos and vlogs

The objective of LU1 is the trainees to be able to identify the different types of videos and vlogging, the characteristics/features that indicate the quality of the videos (technical aspects and content), the features of engaging and successful vlogs, the required skills/qualifications and the preparatory steps to be taken when someone starts a vlog/tries to find his/her niche. They will also become familiar with the different platforms where videos can be published and choose the most suitable one for personal use.

LU2 - Creating videos

The objective of LU2 is the trainees to learn shooting and post-production techniques and to be aware of the equipment that is needed for creating a good video. The main content includes:

- The equipment needed for creating high quality video.
- The preparation needed to be completed prior to shooting a vlog
- How to shoot video content and undertake post-production activities (e.g., editing, evaluating the work)

LU3 – Promoting videos

The objective of LU3 is the trainees to know how to promote the video/vlog they produce and use different marketing tools to promote their channels promoting their work online (e.g., on social media). The main content includes:

- The suitable tools for promoting videos
- The basic steps on how to build a brand
- Promoting and marketing actions
- Monetization options

Learning Outcomes

On successful completion of this module:

Knowledge	Skills	Attitudes
<p>Young people should be able to:</p> <ul style="list-style-type: none"> – define what vlogging is and its different types – describe the features that make vlogs engaging and attractive – list the technological tools and requirements for quality video production – recognize post-production techniques that can be applied to improve the video footage – identify the platforms that are suitable to publish videos – identify video promotion strategies – outline the process of search engine optimization (SEO) 	<p>Young people will be able to:</p> <ul style="list-style-type: none"> – apply a concrete vlogging methodology (preparation, development, delivery phases) – develop engaging vlog content – shoot video content on their smart devices – apply post-production techniques to adjust and edit their video content – use open-source software programmes for post-production of their videos – apply strategies to promote and monetize their vlogs 	<p>Young people will be able to:</p> <ul style="list-style-type: none"> – propose an effective methodology for preparing, developing, and delivering vlogs – evaluate the quality of the vlogs they produce and watch (technical aspects and content) – recommend best marketing strategies for video promotion and monetization

Learning Unit 1: Videos and Vlogs

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing
<p>Introduction to learning unit 1</p> <p>First describe the general aim of module 3.</p> <p>Then find and make connections with the previous modules so youth to be able to recall what they have already studied as this will make it easier to connect new information with the previous one.</p> <p>Present the learning objectives (in terms of knowledge, skills and attitudes) that the trainees will acquire after finishing learning unit 1 of module 3. Discuss with the trainees the importance of achieving the specific objectives.</p>	<p>Presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 2-3: " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>8 minutes</p>
<p>Pre evaluation</p> <p>Use the quiz to determine the trainees' prior knowledge regarding this topic.</p> <p>The questions are displayed on the slides of a PPT and youth should be asked to answer on a blank paper, a discussion may follow.</p> <p style="text-align: center;">Questions</p> <ol style="list-style-type: none"> 1) What does the word "vlog" mean for you? 2) Which features/distinct characteristics make vlogs engaging? 3) What are the types of videos that people under 18 watch the most? <p>Right answer: Music ; Entertainment ; Film & Animation</p>	<p>Questions & answers</p> <p>Discussion</p> <p>Tips: Guide to discussion skills: https://student.unsw.edu.au/discussion-skills</p>	<p>PC/laptop, smartphone, or tablet – internet connection, paper/notebook, and pencil</p> <p>PPT slide 4: " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>10 minutes</p>

<p>4) Name 3 skills that you should have to become a successful vlogger. Right answer would be one of these: creativity, communication (collaborating with others and listening audience and engaging with them), analytical, decision-making, video-editing, and research skills ability to follow trends, be interesting, , positive, relatable, and consistent</p> <p>[The correct answers are marked in green]</p>			
<p>Introduction to LU1</p> <p>Move to slide 5 and present to the learners all the important information about the LU1</p>	-	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 5: " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	3 minutes
<p>Definition and history of videos and vlogs</p> <p>Move to slide 6 and present the definition and the timeline of how vlogging has been developed.</p> <p>Extra resources:</p> <ul style="list-style-type: none"> → First vlog video: https://www.youtube.com/watch?v=Op65qkWxqBY → "Numa Numa" video: https://www.youtube.com/watch?v=KmtzQCSh6xk → First video in YouTube: https://www.youtube.com/watch?v=jNQXAC9IVRw → "Feed me bubby": https://www.youtube.com/watch?v=d-s1bkr8iPM → "Yes we can": 	<p>Enriched Presentation</p> <p>Tips: To make the history part more interesting, search the most popular videos in your country at the moment from the named platform.</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 6 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	9 minutes

https://www.youtube.com/watch?v=2fZHou18Cdk			
Statistics and facts Present some facts about watching videos and vlogs moving to slide 7	Enriched Presentation	PC/laptop, smartphone, or tablet – internet connection PPT slide 7 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"	2 minutes
Videos Discuss the reasons why people watch videos and what they like to watch. Move to slide 8 In the brackets are highlighted the top 3 events that are leading to watching videos online.	Discussion Enriched Presentation Tips: Before presenting the slide, you can ask the trainees to make their own list of the top 3 reasons why they are watching videos	PC/laptop, smartphone, or tablet – internet connection, paper/notebook, and pen PPT slide 8 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"	4 minutes
Important aspects for quality vlogs Ask the trainees to think about the features that dictate the quality of vlogs. Then, present the most important aspects that are part of a good video using slide 9.	Discussion Enriched Presentation	PC/laptop, smartphone, or tablet – internet connection PPT slide 9 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"	11 minutes

<p>Different types of vlogs</p> <p>Move to slide 11 and explain to the learners the different types of vlogs that are listed. It shows the areas in which someone can vlog. The vloggers/YouTubers with the most subscribers are placed in brackets.</p>	<p>Enriched Presentation</p> <p>Advise: Ask trainees to brainstorm which (local) vloggers they know and what kind of content they develop (type of vlogging).</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 11 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1" slide 11</p>	<p>8 minutes</p>
<p>Activity 1.1: Analyzing famous vloggers</p> <p>Invite your trainees to analyse the previously mentioned famous vloggers. Ask them to research and identify the most important aspects that make their videos engaging for the viewers. Specifically, ask the trainees to:</p> <p>A) choose a vlogger from those presented on the slide"</p> <p>B) search their YouTube channels on the Internet</p> <p>C) watch some of their videos and answer the following questions:</p> <ul style="list-style-type: none"> • How do they start and end each vlog? • Do they feature any songs in the vlogs? • What videos receive the most views/engagement? • What is their vlogging style? • Are their videos under or over 10 minutes long? • How do they interact with their audience? • Do they follow a certain script or are their vlogs spontaneous in nature? • Does their like-to-dislike ratio fluctuate or remain stagnant? <p>E) present the information collected.</p>	<p>Independent exercise and group discussion.</p> <p>Tips: Add to the selection some local famous vloggers.</p>	<p>PC/laptop, smartphone, or tablet – internet connection, notebook/paper, and pen</p> <p>PPT slide 12 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>15 minutes</p>

<p>Recommended skills to become a great vlogger</p> <p>Move to slide 13 and present and discuss the skills that help someone to become a good vlogger.</p> <p>Extra resources: You can let youth take a free online test to evaluate their personal skills (the tests are in English):</p> <ul style="list-style-type: none"> • https://www.skillsyouneed.com/quiz/343479 • https://www.psychometrictest.org.uk/interpersonal-skills-test/ • https://www.mindtools.com/pages/article/SelfTestsIndex.htm 	<p>Discussion Enriched presentation If you know some good personal skill test in the local language, you can use them during this part so the youth can assess their skills.</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 13 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>10 minutes + extra time if you will also make some online personal skills test.</p>
<p>Choose your niche</p> <p>Present to your learners using slide 13 a few steps that they can take when they start a vlog and create a niche.</p>	<p>Enriched presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 13 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>5 minutes</p>
<p>Activity 1.2: Choosing your niche</p> <p>Ask the trainees to:</p> <p>A) choose 1 main niche, what appeals interesting to them and 1 main niche, where they feel themselves to have enough skills/competence</p> <p>B) be more specific based on same conditions</p> <p>C) dive deeper and find the one specific niche in the sector</p>	<p>Independent exercise and a group discussion -</p>	<p>PC/laptop, smartphone, or tablet – internet connection, notebook/paper, and pen</p> <p>PPT slide 14 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>20 minutes</p>

D) then, using Internet searching engine and YouTube, ask them to search these kinds of videos and identify one such video that matches their niche

E) let them choose 1 vlogger who seems to facilitate engagement . Ask then to focus on small things:

- How do the vlogger start and end each vlog?
- Does he/she feature any songs in the vlogs?
- What videos receive the most engagement?
- What is his/her vlogging style?
- Are his/her videos under or over 10 minutes long?
- How does he/she interact with their audience?
- Does he/she they follow a certain script or are his/her vlogs spontaneous in nature?
- Does he/she like-to-dislike ratio fluctuate or remain stagnant?

F) At the end of the task, you can have a discussion to find out is there a need for these kind of videos or there are already a lot of vloggers doing them.

Example:

1) Main niche is gaming. Level 2 niche is action games. Level 3 niche is Fortnite.

2) Main niche is make up. Level 2 niche is everyday make up. Level 3 niche is the make up styles of famous people.

3) Main niche is music. Level 2 niche is guitar playing. Level 3 niche is heavy metal songs tutorials.

The target should be on the level 3 niche.

<p>Content development</p> <p>Move to slide 15 and present the puzzle pieces for the creation of good content.</p>	<p>- Enriched presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection, notebook/paper, and pen PPT slide 15 " SPOTit_IO1.A3. Module 3 Vlogging Uni 1"</p>	<p>3 minutes</p>
<p>How to define yourself?</p> <p>In slide 16 the Google Interest over time is presented. Numbers represent search interest relative to the highest point on the chart for the given region and time. A value of 100 is the peak popularity for the term. A value of 50 means that the term is half as popular. A score of 0 means there was not enough data for this term.</p> <p>The highest peak of "vlogger" was 2020. For YouTuber the last one was June 2021.</p>	<p>Enriched presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection, notebook/paper, and pen PPT slide 16 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>2 minutes</p>
<p>Video platforms</p> <p>Move to slides 17-19 and present the most popular and frequently used video platforms. Most of them have a small and brief description/facts of history. The most popular ones should be explained a little bit more.</p> <p>Suggest your trainees to seek for further information. Suggest the Movie "The Social Network" (2010) that explains the history of Facebook.</p>	<p>Enriched presentation</p> <p>Tips: You can ask the trainees which one they are using the most and then choose any vlogging category (e.g., travel) and see what kind of content can be found on either the most popular platforms or the ones that are not familiar to them.</p>	<p>PC/laptop, smartphone, or tablet – internet connection, notebook/paper, and pen PPT slide 17-19 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>10 minutes</p>

<p>How to start vlogging? Move to slide 20 and present one by one all steps that need to be considered and taken in order your learners to start their own personal vlog.</p> <p>The first 3 steps have been covered with activity 1.1.</p>	<p>Enriched presentation</p> <p>Advice: You can continue these steps with the previously held activity.</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 20 " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>7 minutes</p>
<p>Additional resources</p> <p>Motivate your learners to visit some additional external links to learn more about vlog development.</p> <p>Further information: 33 ideas for beginner vlogger (EN): https://medium.com/rizzle/33-vlog-ideas-for-beginners-8e4f08106821</p>	<p>Enriched presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 21: " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>-</p>
<p>Conclusion</p> <p>Summarize the most important information presented and discussed in this unit.</p>	<p>Presentation</p>	<p>-</p>	<p>5 minutes</p>
<p>Post evaluation</p> <p>Ask the participants to answer the following evaluation questions. Gather their replies and discuss the results with participants</p> <p>Multiple choice quiz</p> <p>1) <i>What kind of events are leading to watching videos online. Name 3 most popular ones.</i> Answer: Boredom; To learn how something works or looks like; To follow up something after I talked to another person about it.</p> <p>2) <i>Name 3 important indicators of a good quality vlog.</i></p>	<p>Questions & answers</p> <p>Discussion</p>	<p>PC/laptop, smartphone, or tablet – internet connection, notebook/paper, and pen</p> <p>PPT slide 23: " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>5 minutes</p>

<p>Answer: Message, purpose, concept, content, engagement via storytelling</p> <p>3) <i>What are the 5 steps for finding your niche?</i> Answer: Defining content, having personal interests, exploring potential market, watching existing competition, making research.</p> <p>4) <i>What steps should you rethink about, when you see that you don't have enough engagement?</i> Answer: Finding your niche, Finding your voice, Building an online presence, Defining your content, Choose a different platform to publish your videos</p> <p>[The correct answers are marked in green]</p>			
<p>End of Workshop</p> <p>Thank the students for their attention and ask whether there are any questions.</p>			5minutes

Learning Unit 2: Creating videos

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing
<p>Introduction to learning unit 2</p> <p>First describe the general aim of the module.</p> <p>Then find and make connections with the previous modules and learning units so youth will be able to recall what they have already studied as this will make it easier to connect new information with the previous one.</p> <p>Present the learning objectives (in terms of knowledge, skills and attitudes) that the trainees will acquire after finishing the learning unit 2 of module 3. Discuss with the trainees the importance of achieving the specific objectives.</p>	Presentation	PC/laptop, smartphone, or tablet – internet connection PPT slide 2-3: " SPOTit_IO1.A3. Module 3 Vlogging Unit 2"	8 minutes

<p>Pre evaluation</p> <p>Use the quiz to determine the trainees' prior knowledge regarding this topic.</p> <p>The questions are displayed on the slides of a PPT and youth should be asked to answer, a discussion may follow.</p> <ol style="list-style-type: none"> 1) Have you ever seen a vlog before? What was the topic of it? 2) Where do people usually watch Vlogs? 3) Do you need an expensive camera to start vlogging? *Yes *No 4) Have you ever done some edits to videos? What tools did you use? Options: *TV *YouTube *TikTok *Facebook *Instagram *Twitter (No correct answers here, BUT the most popular one is YouTube) <p>[The correct answers are marked in green]</p>	<p>Questions & answers Discussion</p>	<p>PC/laptop, smartphone, or tablet – internet connection PPT slide 4: " SPOTit_IO1.A3. Module 3 Vlogging Unit 2"</p>	<p>5 minutes</p>
<p>Types of vlogs and vloggers</p> <p>Introduce the trainees to the different types of vlogs and vloggers for example:</p> <p>Daily Vloggers</p> <p>Daily vloggers are people who post videos daily, informing their audience of their whereabouts and activities throughout the day. Vlogging is their job and work they do each day to engage their followers and raise more views and subscriptions.</p> <p>Weekly Vloggers</p>	<p>Presentation</p> <p>Advice: Following the results of the quiz, facilitate a discussion with young people as to the type and style of vlogs that they are aware of and begin to consider the type of vlogs that they will create.</p>	<p>PC/laptop, smartphone, or tablet – internet connection PPT slide 6 " SPOTit_IO1.A3. Module 3 Vlogging Unit 2"</p>	<p>20 minutes</p>

This type of vlogger collects events throughout the whole week and edits them together in a video. Due to lack of time, views, or fun activities, they gather the most interesting events to create something catchy and worthy of sharing.

Occasional Vloggers

These vloggers post vlogs only when they have something special to share, such as taking up a challenge, meeting someone famous, performing pranks, getting awards, etc.

In terms of the most viewed content, vloggers can be divided into:

Beauty Vloggers – Fashion, hair, and makeup tips.

Gaming Vloggers – Video games and strategies; gaming vloggers often record themselves playing and commenting on the game.

Lifestyle Vloggers – A digital representation of a vlogger’s daily activities and interests. They talk about their lives, funny stories, and their personal opinions.

Entertaining Vloggers – Internet challenges, pranks, Q&A, boys will be boys, content for laughs.

Facilitate a discussion with the group to determine the type of vlog that they would be interested in creating.

Once the initial idea has been formed, it is time to begin to plan for the content creation

<p>Planning the Vlog narrative</p> <p>Move to slide 6 and explain to your learners the topic</p> <p>This is a very important step in the vlogging process as it ensures that the content that will be recorded is well thought-out, engaging for the viewer and focused on a topic or style that is important to the young person.</p> <p>Then Divide young people into groups and allow them time to plan what they want to record; it could be a vlog reviewing a product or they might want to vlog about a personal experience – there is an unlimited menu from which they can decide.</p>	<p>Method: Small group discussion and brainstorming of ideas.</p> <p>Ensure that each group decides on the 1.) Beginning, 2.) Middle and 3.) End for their Vlog.</p>	<p>PC/laptop, smartphone, or tablet – internet connection, notebook/paper, and pen</p> <p>PPT slide 6” SPOTit_IO1.A3. Module 3 Vlogging Unit 2”</p>	<p>30 minutes</p>
<p>Equipment</p> <p>Move to slides 7-10 and present the basic and most important equipment needed to shoot a video.</p>	<p>Enriched presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 7” SPOTit_IO1.A3. Module 3 Vlogging Unit 2”</p>	<p>10 minutes</p>
<p><u>Activity 2.1 - What equipment is needed?</u></p> <p><u>Invite your learners to plan to</u> Vlog their three-day trip to France, where they will vlog their day at the Formula 1 event.</p> <p>Ask them what Equipment do they think that is needed</p> <p>Then move to slide 11 to see the indicative answer</p>	<p>Method: Discussion</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 11”</p> <p>SPOTit_IO1.A3. Module 3 Vlogging Unit 2”</p>	<p>10 minutes</p>

<p><u>How to create your own Vlog</u></p> <p>Invite your learners to learn how to create their own vlog</p> <p>In the SPOTit Vlog we introduce the basic elements on how to Vlog. A typical Vlog is split into 5 parts, however in <u>the SPOTit vlog we focus on 4 elements, having completed step 1: planning your narrative as a group activity.</u></p> <ol style="list-style-type: none"> 1. Equipment – getting started <ol style="list-style-type: none"> A.) Content – types B.) How to shoot content 2. Editing – tutorial 3. Creating awareness – use of thumbnails <p>Share to your trainees the following video on how to create their own vlog</p> <p>https://youtu.be/8Y5IRrn95jk</p>	<p>Enriched presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection PPT slide 12” SPOTit_IO1.A3. Module 3 Vlogging Unit 2” A guide to vlogging: https://drive.google.com/file/d/1hliVAIh0bU4Nk35NKEQrP8-IA9TYRItY/view?usp=sharing</p> <p>You will need access to the internet and a screen to show the “SPOTit Vlog on how to make a vlog”</p>	<p>28 minutes to view the Vlog in its entirety</p>
<p>Activity 2.2: Create and Record your own vlog</p>	<p>Tip: Keep content interesting.</p> <p>Ask yourself the question <i>“Would you watch this if someone else was doing it?”</i></p> <p>It is very important to keep the audience engaged.</p>	<p>PC/laptop, smartphone, or tablet – internet connection PPT slide 12” SPOTit_IO1.A3. Module 3 Vlogging Unit 2”</p> <p><i>Refer to minute 1:10 of vlog video)</i> – where equipment is introduced in the vlog</p>	<p>22mins</p>

Each group will be tasked with creating a vlog, they get to choose the content (topic/theme) and style.

Share with your trainees the additional resources.

Tips:

1. Equipment needed- (15 Minutes)

Get the groups to list what equipment they believe is needed to shoot their vlog.

Mention how important the checking of the battery and storage is; we can sometimes forget about these minor things which turn into major problems when recording vlogs.

2. Content (1-2 hours)

Content is the primary focus of the Vlog, and it is the key to its success. As a reminder: different types of content – Gaming Vlogs, Lifestyle Vlogs, Makeup Vlogs, Entertainment Vlogs, or day in the life type vlogs.

Mention: When shooting vlogs can video many ways. Shoot footage play background music and then sit down and talk about it later. Or shoot footage and talk about what you are doing there and then.

Minute 1:54 of Vlog video – Explains key tips when shooting content. Also, in this section introduce fake news to grab their attention.

Minute 5:31 – 17:53 of vlog video – tutorial on downloading and using editing software.

<https://www.youtube.com/watch?v=PCMcyYAtRzw&t=1613s> – Link to video where editing is introduced.

	<p>3. Editing (1-2 hours)</p> <p>Watch the tutorial here. Software being used is SHOTCUT. Video explains how to download it also.</p> <p>4. Creating awareness (5 mins – Continued in LU3)</p> <p>How do we get our vlogs to reach as many people as possible?</p> <p>Need a good Thumbnail and title to capture audience attention – Use Canva for Thumbnails</p> <p>Use social media – Tell family and friends to like and share.</p>	<p>https://www.canva.com/ - Used to make thumbnails.</p> <p><u>Vlog like a pro</u> - YouTube – Some useful tips for vlogging provided by YouTube (the biggest platform for vlogging)</p>	
<p>Conclusions</p> <p>Discuss the questions on slide 14 with your learners</p>	Discussion	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 16”</p> <p>SPOTit_IO1.A3. Module 3</p> <p>Vlogging Unit 2”</p>	5 minutes

<p>Post evaluation</p> <p>Ask the participants to answer the following evaluation questions. Gather their replies and discuss the results with participants</p> <p>1) Can you record a vlog while just using a phone camera?</p> <p>a. Yes b. No</p> <p>2) Name 3 things that you need to use to create a vlog?</p> <p>Smartphone/camera, laptop/computer, tripod. Microphone would be a good thing to have extra for better sound quality.</p> <p>3) In Shortcut, what you can do with a video under the "Timeline" section?</p> <p>Area where you can edit video: cut clips out of it, put the music/read a text on the background, change the way the video starts and ends, etc.</p> <p>4) What format must be used when the video is done and you need to export it to file?</p> <p>a. *mov b. *mp3 c. *mp4 d. *mpeg e. *mjpeg</p> <p>[The correct answers are marked in green]</p>	<p>Questions & answers</p> <p>Discussion</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 13</p> <p>" SPOTit_IO1.A3. Module 3 Vlogging Unit 2"</p>	<p>5 minutes</p>
<p>End of Workshop</p> <p>Thank the students for their attention and ask whether there are any questions.</p>			<p>5minutes</p>



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Learning Unit 3: Promoting videos

Content/Activities Description/LU/ Further Reading/ Link to Resources	Instruction Method/ Advice/Tips for the facilitator	Training Equipment/ Materials (PPT, activities) and tools	Timing
<p>Introduction to learning unit 3</p> <p>First describe the general aim of the module.</p> <p>Then find and make connections with the previous modules and learning units so youth will be able to recall what they have already studied as this will make it easier to connect new information with the previous one.</p> <p>Present the knowledge, skills and attitudes that youth will acquire after finishing learning unit 3 of module 3. Discuss with the trainees the importance of achieving the specific objectives.</p>	<p>Presentation</p> <p>Discussion</p>	<p>PC/laptop, smartphone, or tablet – internet connection –</p> <p>PPT slide 2-3: " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>Presenting time 3 minutes + discussion time approximately 5 minutes</p>
<p>Pre evaluation</p> <p>Use the quiz to determine the trainees' prior knowledge regarding this topic.</p> <p>The questions are displayed on the slides of a PPT and youth should be asked to answer, a discussion may follow.</p> <p>1) <i>What does marketing mean for you?</i> 2) <i>Why is video marketing getting more and more popular?</i> 3) <i>Do you know what search engine optimization (SEO) stands for?</i> 4) <i>What is the reason why people share links?</i></p> <p>Answer: Want to entertain others, have fun watching the videos. Assuming that friends are interested in this video. Want others to</p>	<p>Advise: discuss the questions after.</p> <p>Discussion:</p> <p>Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their</p>	<p>PC/laptop, smartphone, or tablet – internet connection, notebook/paper, and pen</p> <p>PPT slide 4: " SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>5 minutes</p>

<p>learn about something, transport knowledge. To share information about product/events. To share experience. To share emotion. If someone asks to do so.</p> <p>[The correct answers are marked in green]</p>	<p>knowledge, understanding, or interpretation of the matter at hand.</p>		
<p>Introduction</p> <p>Move to slide 5 and present all the important information about the LU3.</p>	<p>Enriched presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 5 "</p> <p>SPOTit_IO1.A3. Module 3 Vlogging Unit 1"</p>	<p>2 min</p>
<p>Marketing management</p> <p>Explain the concept of marketing, the model of marketing, and a proposed plan using slides 6-8</p>		<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 6-8</p> <p>" SPOTit_IO1.A3. Module 3 Vlogging Unit 3"</p>	<p>20 min</p>
<p>Activity 3.1 Marketing management</p> <p>Ask your trainees to answer marked questions to better help them understand and develop their marketing strategy and manage it depending on the changes.</p>	<p>Method: Individual or collaborative exercise. Upon completion, ask trainees to share their results and compare their findings.</p>	<p>PC/laptop, smartphone, or tablet – internet</p> <p>PPT slide 8</p> <p>" SPOTit_IO1.A3. Module 3 Vlogging Unit 3"</p>	<p>10 minutes</p>
<p>Video marketing</p> <p>Move to slide 9 & 10 and explain the concept of video marketing</p>	<p>Enriched presentation</p>	<p>PC/laptop, smartphone, or tablet – internet connection</p> <p>PPT slide 9 - 10</p>	<p>4 minutes</p>

		" SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	
How to promote your channel Present the strategies and activities applied to promote a channel moving to slide 11 -13	Enriched presentation Advice: A discussion with youths about what named points attract them will give a good overview what kind of videos peers would like to watch.	PC/laptop, smartphone, or tablet – internet connection PPT slide 11 - 13 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	12 minutes + discussion
Search Engine Optimization - SEO <u>Move to next slides 14-17 and explain what the Search Engine Optimization is, its importance and what it entails as a process, and the possible ways to create a positive user experience</u> As Google is the biggest search engine in the world, it is important the learners to know how it evaluates the information found online and how to put it to work for them. Invite your learners to read more information in the additional resource: <ul style="list-style-type: none"> Free online tools are listed and can be found from here: https://ahrefs.com/blog/seo-basics/#free-seo-tools 	Enriched presentation	PC/laptop, smartphone, or tablet – internet connection PPT slide 14-17 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	10 minutes
Activity 3.2 SEO for your vlog Ask your trainees to think, create and choose correct words that helps them through SEO get better reach and visits.	Method: Individual exercise. Upon completion, ask trainees to share their results and compare their findings.	PC/laptop, smartphone, or tablet – internet PPT slide 17 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	15 minutes

YouTube SEO As YouTube is the third largest search engine, suggest to your learners a few actions that can be taken to optimize the channel, moving to slide 18 Invite them to search More about how to do it visiting the following resource: - Patel, N. (2021). How to Vlog: A Complete Guide to Start Vlogging in 2021. Neil Patel. https://neilpatel.com/blog/vlog-successfully/	Enriched presentation	PC/laptop, smartphone, or tablet – internet connection PPT slide18 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	2 min
Why are people sharing links? Move to slide 19 and explain your trainees the reasons why people share content with each other, promoting the work they find online.	Enriched presentation	PC/laptop, smartphone, or tablet – internet PPT slide 19 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	1 minute
How to make money as a vlogger? Move to slide 20 and present the possible ways through which someone can monetize his/her videos	Enriched presentation	PC/laptop, smartphone, or tablet – internet PPT slide 20 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	2 minutes
Activity 3.3 : Promoting techniques. Move to slide 21 and ask your trainees to: 1. Search their favourite/most famous vlogger (those presented in LU 1 can be used as a reference) 2. Scantheir videos to identify the marketing/promoting strategies they use 3. Scan their videos to identify the monetization actions they follow	Method: Individual or collaborative exercise. Upon completion, ask trainees to share their results and compare their findings.	PC/laptop, smartphone, or tablet – internet PPT slide 23 21 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	15 minutes

Additional resources Share the slide 22 with you learners. Here they can find some links to learn how to do SEO, optimize text or add thumbnails in YouTube. You can visit these pages to learn together with Youth or share them if they are starting with their own vlog.	Presentation	PC/laptop, smartphone, or tablet – internet PPT slide 24 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	-
Conclusions Summarize the information presented and discussed in this unit using slide 23.		PC/laptop, smartphone, or tablet – internet PPT slide 25 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	5 minutes
Post evaluation Ask the participants to answer the following evaluation questions,. Gather their replies and discuss the results with participants 1) <i>Name 3 ways why video marketing is an important strategy?</i> <i>Answers: Attracts attention, boosts conversions, builds trust, explains things, attracts new customers, demand for it is increasing, encourage to share, Google prefers this type of content</i> 2) <i>Name 2-3 activities you can do to promote the video.</i> <i>Answers: 1)Fill put your profile; ask viewers to subscribe, interact with your fans, be active in the community, respect the community</i>	Question & answers Discussion	PC/laptop, smartphone, or tablet – internet PPT slide 26 " SPOTit_IO1.A3. Module 3 Vlogging Unit 3"	5 minutes

<p>guidelines, promote not only your video but also your channel, post across platforms, use SEO</p> <p>3) <i>Why is SEO important?</i> Answer: It helps the page/content to get higher ranking. It helps keep the search results fair. Ranking higher in Google drives more organic traffic to the website. Users trust search engines. It is cost-effective.</p> <p>4) <i>What are 4 ways to earn money with vlogging?</i> Answer: Advertising, affiliate marketing, sponsored content, subscriptions.</p> <p>[The correct answers are marked in green]</p>			
<p>End of Workshop Thank the students for their attention and ask whether there are any questions.</p>			5 minutes

References

LU1

Picture: (2021). Nojitter. <https://www.nojitter.com/file/question-mark-21107671280jpg> [slide 4, 23]

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