

gender
media
education



EMERGE



KNOW THE MEDIA CULTURE OF YOUR STUDENTS!

MEDIA EDUCATION AND POP CULTURE

Methodological kit for teachers

September 2021



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Aims and co-design process

The following kit offers to secondary school teachers a series of 6 activities aiming at identifying the media culture of their students whatever their background is. Its main goal is therefore to give some tools leading to know more about how their students are using social networks, about the kind of media they are consuming, the way they are informing themselves, communicating, searching and consulting information.

The whole kit has been designed within the framework of the European project eMERGE (e-Media Education about Representations of Gender, Erasmus+, 2020-2023). This project aims to empower teacher's skills in media literacy in order to deconstruct with their students the gender representations and stereotypes rooted in their media practices and pop cultures.

The writing of this kit implied four different organizations coming from four different countries leading the process of co-design with teachers: the Athens Lifelong Learning Institute in Greece, Mediawise Society in Romania, Média Animation asbl in Belgium and the University of Palermo in Italy.

Focus-group sessions were organised to co-design the activities of the kit with 35 teachers coming from the four countries involved in the eMERGE project (check the list of the teachers involved on the website). After this first step teachers have experimented the activities in their school context with their students. In total, the kit has been tested with more than 1000 students in 2021. After the experimentation process, other focus-group sessions were held with teachers to collect feedback from the field. Recommendations and reviews from the teachers were gathered to finally review and improve the activities in order to make them as transferable as possible to any school contexts. The result of this co-design process is the present kit.

project-emerge.eu



Media animation asbl (Belgium)



Athens Lifelong Learning Institute (Greece)



University of Palermo (Italy)



Mediawise Society (Romania)



This publication has been produced with the financial support of the Erasmus+ Program of the European Union. The contents of this publication are the sole responsibility of the authors, and cannot be considered to reflect an official opinion of the European Commission.

Before starting

Some general info and recommendations:

- For each activity, **the same template** is proposed: a technical sheet mentioning the students' age range targeted, estimated time, pedagogical objectives, methods used, etc.
- In the introduction of each activity some **testimonies** of the teachers who tested the activities (in Greek, Romanian, Italian or Belgian schools) are highlighted.
- You can **select one, two or more activities** according to your specific educational goals and interests. A single activity might not be adequate enough to fully reveal behaviours and practices of your students (at least two activities seem to be more indicated).
- All the activities can be considered as a **potential introduction to more in-depth courses** on topics like: gender representations and stereotypes, disinformation, role of media and social media in a democratic society, concept of culture in a social science course, etc.
- The **objectives and instructions highlighted in purple** are optional and focus on **the topic of gender stereotypes and media representations**. Feel free to integrate them or not to your lesson plan according to your educational objectives.
- In order to make students feel comfortable to share their media practices, we advise you to **have a curious and open-minded attitude rather than a judgmental one**. As students are asked to disclose personal information (e.g. time spent using media, applications they prefer, etc.), it is necessary to create a climate of trust, mutual respect and tolerance (both from teachers and from fellow students).
- At the end of the kit you can find recommendations for some interactive **apps to adapt these activities into an online teaching environment**.
- **The teaching resources proposed in the appendix** are optional to read. They are meant to go deeper into some media-related topics and to give intellectual tools to address them. **Appendix 1** is general while **Appendix 2** focuses especially on the Activity 5 "Would you agree?".

Let's discover the media culture of your students!

Activity 1 - Why do you consume media and where?

"A good introduction activity to discover and debate the media consumption of young people"
(Teacher, Romania)

Students were really receptive and happy to be at the basis of the construction of the sequence"
(Teacher, Belgium) "

Technical sheet of the activity

Students' age range	12 till 18 years old (activity to be adapted to particular age)
Type of media identified	All media
Objective for teachers	<ul style="list-style-type: none"> • Discuss the reasons why your students consume media and how they perceive their media consumption • Get a general idea of the average time your students spend on media
Objective for students	<ul style="list-style-type: none"> • Have a step back and reflect on their media practices and their actual use of media platforms • Situate themselves on the time they spend on media category and compare it to the average time of their classmates. • Start reflecting on how their gender influences their media consumption
Estimated time for this activity	50 minutes or 2 x 50 minutes (depending on the number of students participating and the organization of the activity)
Pedagogical methods	Individual thinking - Group discussion
Teaching resources (→ see appendix 1)	<ul style="list-style-type: none"> • Definitions of media and social media • General resources about young media practices • Definitions of gender, gender representations and stereotypes
Material to prepare in advance	<ul style="list-style-type: none"> • Media description sheets • Post-it or hourglass sheets
Additional information	A key part of this activity is a preparatory assignment in which students are asked to prepare and bring in class two media contents for the day of the activity (see below).

Preparatory assignment

A few days before the activity, ask your students to prepare two media contents:

- Media content 1: a media content that they consume regularly
- Media content 2: a media content that they think the teachers or their peers might not know about and that they consume sometimes (or regularly)

Students have to focus on the content of the media and not especially on the platform. For example, they don't choose a platform (like Netflix, YouTube, Facebook...) but rather select a specific content of this platform (a series, a film, a channel, a page...). It can be for example:

- A specific profile /account they follow on TikTok, Instagram, Twitter...;
- A group they're involved in on Facebook;
- A video game they're playing on a console or online;
- A YouTube Channel they have subscribed to;
- A series or a certain video type they're watching on Netflix or on 'classical television';
- A blog, website, wiki, pure player... they are informing themselves through;
- A magazine or a newspaper they are often reading / buying;
- A podcast or a radio channel they are listening to;
- An online forum or a messages platform (What's App, Snapchat...) where they like to share a particular type of contents and information;
- ...

Explain to your students that the media contents they choose can have the form of a screen capture, an object, a magazine, an image, a link to a video, an social media account, a page or an article, etc.

In-class activity

Step 1 - Individual task

Individually, ask each student to describe the two media chosen. To guide their description, you can provide them the media description sheet below

Media description sheet for students

Describe the two media contents you chose, as if other students didn't know them:

- What kind of media content is it? Is it in your national language? Is it from your country?
- Which kind of channel/platform do you usually use to consume these media? (Netflix, Amazon Prime, Instagram, TikTok, etc.)
- How would you define the target group of these media contents and their channel/platform? For example, would you say that they are made for people passionate about space, fashion, make-up, science fiction, humour, for people who want to socialize...? Or for young or older people? Or for a particular gender?
- What is the goal of this media content? Give information, entertain, teach, make people laugh, socialize...
- Explain the context in which you consume it: how did you find it (someone recommended it to you, your family consumes it too, you were looking for this type of content, it appeared in your newsfeed/timeline...)? Do you usually consume it alone or with friends?
- Why do you consume/use this media content?
- ...

Step 2 - Presentation and classification of media contents

Then with the whole group, ask each student to explain in front of the class their media description sheet of the two media contents (media content 1 and 2) and then to classify the media content 1 (that they consume regularly) in the table below (drawn in advance on the blackboard). Students can write the name of the media, draw its logo, stick the image that they brought, display the object...

Why do you consume media/use this media content?							
Get news about your town	Socialize with friends	Have a good time	Cultivate (feed my general culture, know about the artist I like)	Learn (tutorial, documentaries...)	Play	For school	Other?

If the media can be classified in several columns, the student chooses the one that is best fitting. If different students have chosen the same media, it can be placed in different columns according to the use of each student.

If students aren't too numerous and if you have more time, you can ask them to classify the media content 2 (that they think their peers or teachers might not know), but we would advise to classify only the first media in order to focus on the most consumed media for step 3.

Alternatives: if the group is too large to enable each student to present their media, you can invite students to do step 1 either at home (also as a preparatory assignment) either in the classroom but per group of three and ask one student per group to present the three media consumed regularly in their group. In the meantime, another student of the group goes to the blackboard to classify the media in a column.

While one student at a time present them, teacher can engage a discussion with the whole class about the decision made:

To go further:

Further questions for older students can be planned to go deeper in the topic.

Are there empty columns? Why? Are there media content that are in different columns? Why is that? Do you agree with this classification of media? Why? Are there surprising things for you in the results?

Based on your findings, you can also propose a brainstorming on the definition of 'media' with your students. It is advisable to have a definition prepared in advance to be able to answer potential questions of your students (see **Appendix 1**).



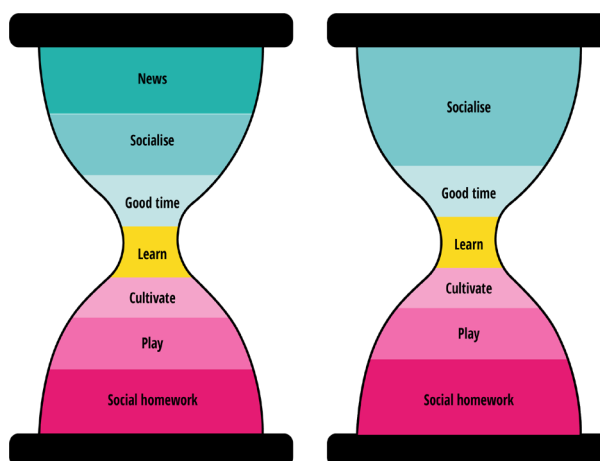
Step 3 – Discussion about time and media consumption

Give each student two post-it and ask them to attribute a post-it to two columns of the table that they think are the most time consuming for them personally. Ask students to indicate the name of the column chosen on the post-it and then to write the approximate time they spend daily (or weekly) on the category (get informed, socialize, play...).

Then in order to keep their answer as anonymous as possible (so the teacher does not know who wrote the post-it), one student collects all the post-it and displays them on the blackboard, classifying them on each column by order of magnitude. Each student can see where they stand in the average time of media consumption per category.

Alternative (for younger students): Give your students an hourglass drawn on a sheet and ask them to colour the hourglass with colours according to the time spent on each category (each colour corresponds to a category of the table). They can add in hour/minutes the estimated time spent per day (or week) on some categories if they wish.

A discussion can follow with the whole group: are the students surprised by the results? Which column is the most popular? Why? Is it easy to identify the time spent ? Why ? What are the specificities of their online practices that make them not see the time spent (the gameplay, the serendipity, the notifications, the automatic play of videos, ...)?



At this moment of the activity, the students (and the teacher !) can also reflect on issues like digital wellbeing, online-offline life balance... At this point, students tend to appropriate general claims about the negative effects of media consumption and use without much reflection and research on the issue. If that is the case in your classroom you can ask further questions and help your students critically examine how they formed these opinions (see the complementary activity at the end of **Appendix 1**).

You can collect the media description sheet of your students and take a picture of the blackboard at the end of the activity in order to keep record of the media contents that emerged during this activity.

Activity 2 - What would you recommend?

"It is suitable for younger students (13 year-olds) and fits the school curriculum for this age"

(Teacher, Romania)

"Students were surprised I was interested in knowing about their media experiences without wanting to judge them"

(Teacher, Italy)

Technical sheet of the activity

Students' age range	12 till 18 years old (activity to be adapted to particular age)
Type of media identified	Entertainment and mainstream media (the media identified during the activity can change according to the questions prepared by the teacher)
Objective for teachers	<ul style="list-style-type: none"> Identify mainstream and popular media practices shared by the whole group of your students, their common interest and discuss the reasons why some media are chosen by the majority of students Define with your students what they consider as a mainstream media and why Identify if gender is key element in defining your students' media culture
Objective for students	<ul style="list-style-type: none"> Question their own media practices and the concept of mainstream media Develop their expressive and argumentative skills Reflect if and how gender may be a key element in their media practices
Estimated time for this activity	50 minutes
Pedagogical methods	Role play - Individual thinking - Group discussion
Teaching resources (→ see appendix 1)	<ul style="list-style-type: none"> Definitions of media, mainstream media and pop culture To feed the debate (and according to the student's age range): documents questioning the value judgments that some can have on mainstream media (i.e.: why are some media considered as "noble" and others not, is this related to the people that consume it? Are media consumed by elites more valued than those consumed by working classes? How can mainstream media help to connect with others? How can the mainstream media feed public debates on social issues such as sexism, racism, democracy...?)
Material to prepare in advance	Question cards according to your educational needs

Step 1 - Group discussion with question cards

Divide the class in groups of 3 students and give the following situation:

"A new student arrives in your classroom. He or she doesn't know anything about the media culture of the students in your school. What media would you share with him or her?"

Then distribute a set of 3 questions to each group of students and ask them to discuss the questions and agree (if possible) on the answers. Some groups may have the three same questions or just one in common. A same question could be distributed to all the groups (according to your pedagogical needs and the focus you would like to give to the activity).

Examples of questions cards:

- What film/series/videogame/YouTube channel would you recommend to the new student and why?
- What message platform (e.g. Whatsapp', Messenger, Signal, etc.) would you recommend to share and discuss media content with the other students of the class and why?
- What are the funniest memes you would share with them and why?
- What social media would you recommend to them (YouTube, Instagram, TikTok...) and why?
- What are the 5 most important channels/pages that they could subscribe to on this social media and why?
- Which influencer would you recommend to follow? Why?
- What are the 3 video games / online games that you would recommend and why?
- **Thinking of their gender, would you make different recommendations? Why?**
- ... you can prepare different questions according to your students 'groups (and according to the eventual focus you would like to give to the activity: on news, music, cinema...).

Step 2 - Collecting activity and discussion

Ask each group of students to share their results with the class. If they have the same questions, other groups can react to share their results as well. You can lead a class discussion and encourage students to debate:

- Do they agree with the results of the other groups?
- Why are some media chosen by the majority? What are their specificities?
- Would they define the media chosen by the majority as mainstream media?
- What are mainstream media?
- Why do some people have a negative opinion on mainstream media? What does it reveal?
- Why do they think some media are liked by many students?
- (...)

You can use the resources proposed in **Appendix 1** to feed the debate.

Activity 3 - Five minutes on your phone

"Interesting activity and fun for the students" (Teacher, Greece)

"An original approach" (Teacher, Italy)

Technical sheet of the activity

Students' age range	12 till 18 years old (activity to be adapted to particular age)
Type of media identified	Social media - Smartphone apps
Objective for teachers	<ul style="list-style-type: none"> Analyse with students the use of their mobile phone
Objective for students	<ul style="list-style-type: none"> Develop a self-criticism and self-reflection of their own media consumption on their smartphones Reflect if and how gender has to do with different uses of mobile phones
Estimated time for this activity	± 40 minutes
Pedagogical methods	Smartphone usage - Individual thinking - Group discussion
Teaching resources (→ see appendix 1)	<ul style="list-style-type: none"> Definition of social media Media practices of young people
Material to prepare in advance	<ul style="list-style-type: none"> Ask students to bring their phone in the classroom for the day of the activity For option 1 with younger students: sheet with a smartphone drawn on it. With older students: make sure that they have access to the Wi-Fi of the school or ask them to download the app chosen before coming to school. In case some students do not have a smartphone, an alternative questionnaire investigating their media practices has to be prepared
Additional information	<ul style="list-style-type: none"> This activity requires the students to use their smartphone in the classroom: be sure that it is ok for you and for the internal school rules. Be careful of the risk in this activity to fall either into "technophilia" or into "technophobia" (in order to nuance your views, don't hesitate to consult the related resources proposed in Appendix 1). This activity offers two alternatives: one for older students and one for younger students.

In this activity, you will ask your students to exceptionally use their phone in class and to analyse what applications they use the most. A warm, trustful and positive environment should be created prior to the activity so that students share their true use and feel secure. As their phone is something private, make them comfortable about the fact that they don't have to disclose any too personal information:

"What you do on your phone is private, so if you don't want to share, it is okay. You don't have to give any personal details if you prefer not to."

Proposal for younger students:

Step 1 – 5 minutes on your phone

Say to your students that they have the permission to use their phone for 5 minutes in the classroom doing the things they would normally do.

After 5 minutes, ask them to analyse their behaviour by group of two:

- What did you do during those 5 minutes? Why?
- Are there things that you cannot do on your phone because you are at school?

Then you have two options to continue the reflection with your students:

- **Option 1:** Distribute to each student a sheet with a smartphone drawn on it. The student can draw the logo of the application they used during the 5 minutes and explain why they used this app rather than another.
- **Option 2:** Draw a giant smartphone on the blackboard. Then ask each student to go to the blackboard and to draw the logo of the app they used during the 5 minutes on their phone. If the logo of the app they used is already drawn on the blackboard, students can underline it.

Step 2 – Collecting activity

Then have a group discussion with the whole class to analyse the results:

- What are the applications that you use the most? Are you surprised with this answer?
- Why are you using it? How much of your use is for entertainment, socializing or information?
- **Do you notice some gender-related difference?**
- If this application was deleted, what would you miss the most?
- Could you find it on another existing app? How different would it be? (...)

Proposal for older students:

Step 1 – How are you using your phone?

Students are allowed to take their phone in order to analyse their usage. To proceed, two options can be proposed here:

- If they have an *Android phone*, they download (at this moment or at home in preparation of the activity) a monitoring app like for example *Usage Analyzer* (other applications can of course be chosen and we advise teachers to test some before the activity. Key factors in the choice are the ‘retroactive’ ability of the app and the level of info it is giving: most visited apps, average time spent on them, number of times the smartphone is unlocked on a daily or a weekly basis...).
- If they have an *iPhone*, they can directly use the *Screen Time* option (some practical details about it can be found here).

Students can then analyse and have a look at the results obtained.

If some students in the class do not have a smartphone, they could be asked to think more generally about their media practices (on social networks, online ...) with some targeted questions prepared in advance.

Step 2 - Collecting activity

All the students can then share their results with their peers and a discussion can be launched with the whole group: what are the applications that most used by the group? Is it surprising? Are there big differences in the class? **Are there any differences in the results between the boys and the girls?** How did they come to use these apps? Why are they important to them? Would they be able to delete these apps? How would the app’s deletion affect their lives? Can we really speak about “addiction” when related to smartphone usage? (...)

Activity 4 - Have a big picture of pop culture

"It offers the possibility not only to discuss the student's media preferences, but also their values and role models" (Teacher, Romania)

"The best activity of the kit"
(Teacher, Greece)

Technical sheet of the activity

Students' age range	12 till 18 years old (activity to be adapted to particular age)
Type of media identified	Entertainment and mainstream media
Objective for teachers	<ul style="list-style-type: none"> Get an insight of how students relate to pop culture and have (or not) a critical distance towards it Get an insight of how students are aware of how pop culture relate to gender and sexism
Objective for students	<ul style="list-style-type: none"> Initiate a questioning about (gender) representations disseminated through pop culture Question their media and cultural practices
Estimated time for this activity	50 to 80 minutes
Pedagogical methods	Individual thinking - Group discussion
Teaching resources (→ see appendix 1)	<ul style="list-style-type: none"> Definitions of mainstream media and pop culture Definitions of gender, gender stereotypes, sexism... Being aware of some controversies regarding pop culture's media objects
Material to prepare in advance	<ul style="list-style-type: none"> Article(s) and/or video(s) dealing with controverted pop culture's media objects If necessary, a retro-projector and a computer
Additional information	<ul style="list-style-type: none"> In order to facilitate the discussion among students, table and chairs of the classroom can be set up in a U-shape A key part of this activity is a preparatory assignment asked to the students (see below) Be aware that there is a risk that this activity opens debate on issues that are not directly related to the media



Preparatory assignment

A few days before the activity, ask students to bring two or three images related to pop culture that they like.

Explain to students that they can bring a picture of their favourite influencer, actor, actress, a poster of their favourite series or film, a character from a videogame or a cartoon, a singer, a music band, an artist, a celebrity, a fragment from a film/music video clip ...

Alternative: To avoid too much printing and paper waste, you can also ask your students to send you in advance the images by email and then display them on screen during the in-class activity. This will also enable you to become familiar with the pop culture persons/objects that will be presented by your students and prepare more targeted questions to feed the debate. It will also help you to choose pop culture objects that they know for the debate about pop culture controversies.

In-class activity

Step 1 – Presentation of the pictures

Have a round table with all your students: what is represented in the pictures they brought? Why did they choose this character/film/series/video game/celebrity...? What do they like about it?

You can ask more about the picture chosen and launch a debate with the whole class. For example:

- What are the qualities of the actor/actress/influencers/... chosen?
- Why do they relate to this series/character?
- Is this media/person helping to deconstruct or on the contrary reinforce some **(gender)** stereotypes?
- Do these (fictional) characters have a connection with your reality somehow?
- ... Questions can be adjusted according to the images that will pop up.

Step 2 – Pop culture controversies

Present to your students a controversy (or controversies) you chose in advance and launch a debate with them:

- Do they know this pop culture object/personality?
- Did they already hear about this controversy?
- Do they have an opinion on it?
- (...)

The controversy can be related to a film, a series, a celebrity, a song, a videogame... Several articles expressing different views about the controversy can also be brought in the classroom. Some controversial questions are given here as examples:

- **Can we say that the 2017 movie "Wonder woman" is feminist and debunking gender stereotypes or on the contrary does it encourage gender stereotypes?**
- **Do you think that the Netflix series "13 reasons why" glamorize suicide or is it useful to denounce slut shaming and harassment? Or could series represent social issues without encouraging the problem denounced? (extra information: The suicide scene was modified after release due to controversy about its representation.)**
- Do you think the Netflix series "Atypical" offers a problematic and stereotypical representation of autism or is the series a good way to enter the topic of mental disabilities? Should people identified with autism spectrum disorder have been included in the writing and directing of the series?
- When released in 2020, many persons have decided to boycott the Disney movie "Mulan" for the reason that it had been partly filmed in the Chinese province of Xinjiang (where China is accused of genocide against the Uyghur population). Have you ever boycotted a movie or any other pop culture product/personality? for political or moral reasons? Do you think that audiences and actions like that can have an impact on movies' producers?
- (...)

Position yourself as non-expert in this debate and let your students express their view, encourage contradictions and position statements. Don't hesitate to feed the debate with elements that you have researched.

Activity 5 - Would you agree? (photo-language)

"I've discovered a complete different image of my students (...) this activity broke away some stereotypes that I had" (Teacher, Belgium)

Very interesting activity
" (Teacher, Greece) "

Technical sheet of the activity

Students' age range	12 till 18 years old (activity to be adapted to particular age)
Type of media identified	News media, video games, social media... (the type of media can vary according to the type of documents used in the photo-language)
Objective for teachers	<ul style="list-style-type: none"> • Support students in confronting received ideas on media • Observe how students position themselves and argue on topics related to media (whatever their opinion is)
Objective for students	<ul style="list-style-type: none"> • Make a stand on a topic related to media • Argue their position and confront their opinion to other students • Listen respectfully to the opinions of others
Estimated time for this activity	50 to 80 minutes (depending on the number of students participating)
Pedagogical methods	Photo-language - Group discussion
Teaching resources (→ see appendix 1 & 2)	<ul style="list-style-type: none"> • Statistics and studies on young media practices • Articles and analyses about positive and negative aspects of media (in order to avoid demonization of media and to bring nuances to this popular approach), interviews of experts/academics...
Material to prepare in advance (→ see appendix 2)	<ul style="list-style-type: none"> • Images, press articles' extracts, quotes and statistics about different issues related to media (see examples in Appendix 2) • Opinions and testimonies of young people about media
Additional information	<ul style="list-style-type: none"> • In order to facilitate the discussion among students, table and chairs of the classroom can be set up in a U-shape • This activity is perhaps less inviting for the students to share their personal media practices (or at least in a more indirect way than the other activities and depending on the chosen images/documents).

Step 1 – Photo language: choose one picture

Display all the images, press articles' screenshots, quotes, statistics, etc. in the classroom. The chosen documents can approach media-related topics like "smartphone addiction", "violence related to video games", "fake news and disinformation", "cyberbullying" ... (see **Appendix 2** for some examples).

Each student chooses one or more documents: it can be because they do or do not agree with what is conveyed, because they want to criticize it, because they simply want to say something about it...

Step 2 – Collecting activity - Roundtable

In round table with all the students, ask them:

- Why did they choose this document?
- Are they agreeing/disagreeing with the message that is conveyed?
- Do other students have other opinions?
- ... Any other questions related to the document chosen/to the topic?

Each student can react to the other's opinion. You can use some responses or disagreements to launch a debate with the classroom.

Alternative (if the group is too large): Ask each student to choose a document and discuss it by group of 3. Then each group presents the result of their discussion, and the rest of the group can react.

Complementary remark: Pay attention to the fact that this activity does not aim at demonizing the media. We recommend you to have a very balanced and level-headed approach towards articles highlighting alarming figures about media consumption. These figures (quotes, testimonies...) are used in this activity to help students to take a stand on media and to launch a debate with the class. You should not hesitate to encourage your students to question these elements and to criticize them (see **Appendix 1** for a Complementary Activity focusing on this issue).

Activity 6 - To share or not to share?

“Activity really interesting and students really liked to discuss about issues they rarely have the chance to approach in class” (Teacher, Belgium)

It develops the critical thinking of students and the way they understand media messages” (Teacher, Romania)

Technical sheet of the activity

Students' age range	14 till 18 years old (activity to be adapted to particular age)
Type of media identified	News media
Objective for teachers	<ul style="list-style-type: none"> Evaluate the critical distance students have towards news media Investigate the level of trust of students towards news media (traditional news media or not)
Objective for students	<ul style="list-style-type: none"> Question their relationship to news media Share their methods to spot fake news
Estimated time for this activity	50 minutes
Pedagogical methods	Role play - Individual thinking - Group discussion
Teaching resources (→ see appendix 1)	<ul style="list-style-type: none"> Definition of fake news, disinformation, misinformation... Fact-checking information Being informed about the topic and issues raised by the news media
Material to prepare in advance	<ul style="list-style-type: none"> A panel of cards with different types of news: each card should have one news information on it. Search for at least 10 different news articles or any other types of information that young people usually share on social media for instance. Then reproduce it to have at least 3 cards per student. The panel should be representative of the different types of information: foreign affairs, local news, buzz news, people, news related to young people, fake news... It could also be memes, gifs or short videos presenting these types of news. If necessary, a retro-projector and a computer available in the classroom
Additional information	<ul style="list-style-type: none"> In order to facilitate the discussion among students, table and chairs of the classroom can be set up in a U-shape This activity could serve as an introduction for a course or other activities related to news media literacy.

Step 1 – Would you share the news?

Take the news cards and distribute 3 news cards to each student (you can put a fake piece of news among the cards). Make sure that your students don't have the same cards twice. Ask your students to answer the following questions:

- Would you share this news?
- Why? Why not?
- If yes, on which platform? To whom?
- Would you add a message/comment to the news? If yes, which one for example?
- If you're not sharing any of the news received, what would you then share?
- (...)

The news cards can be randomly distributed but could also be consciously given to some students and not to others in order to provoke more debate (a document on violence against women to a boy and a girl to see if there is a difference in the answers e.g.).

In order to avoid the answer «I don't share anything» to come from some students, you could also specify that the info could be shared online on social networks and/or in a physical conversation (which could by the way bring up interesting questions like: "why sharing an information 'in real life' and not online?").

Step 2 – Collecting activity

Show one news item on the board and ask which students have it. The students who have the same news explain what the news is about and then share their answers with the whole class: do others agree? If so, why? If not, why? Would everybody act the same way? Etc
You can foster reflexion and facilitate the debate with some further questions:

- Is there news that is suspicious to you? If yes, which one and why?
- How do you check the sources of information?
- Are you often confronted with fake news online?
- What are the reasons that make you share some news and others not?
- (...)

Some recommended apps for an online version of the activities

With of course some adjustments but without any major modifications, the activities of the kit can easily be transferred to an online teaching environment.

In order to make the activities more interactive and collaborative, some applications could be used in this context. Here are some recommended apps that are easy to use (most of them free):

- [Wooclap](#) and [Mentimeter](#) could be used to present some activities and to prepare different kinds of quizzes (post-it simulations, word clouds, multiple choices...).
- Another advantage of these two apps is that they more easily preserve the anonymity of the students' answers as well as it supports introverted students to express their opinion. It also allows to keep a trace of all the elements brought and written by the students.
- [Flipgrid](#) can be an engaging way for the students to express and share their views, media presentations...
- Online surveys (via Framiforms, [Google Form](#) e.g.) can be proposed for the students to answer some of the questions suggested by the kit (the activity 2 ones for example).
- [Padlet](#) could help to create some more graphical presentations (as well as [Prezi](#) for more lively video presentations).
- (...)

APPENDIX 1

Glossary and theoretical resources

Preliminary remark:

All the definitions and the resources that are given here are optional and are only meant to give some intellectual tools and guidance to the teachers who feel the need for it. They are of course a scratch on the surface and are just there as a complement. Generally, some extracts or explanations are presented before proposing a hyperlink to the full online resource. When resources are more useful or linked to a specific activity, it is explicitly mentioned.

Media and social media (all the activities)

"The dictionary defines a "medium" as "an intervening means, instrument or agency": it is a substance or a channel through which effects or information can be carried or transmitted. A medium is something we use when we want to communicate with people indirectly—rather than in person or by face-to-face contact. The word "media" is just the plural of "medium. This dictionary definition tells us something fundamental about the media. The media do not offer a transparent window on the world. (...)"

- To go further : [Media education: a kit for teachers, students, parents and professionals](#) (Frau-Meigs Divina, UNESCO, 2006) (definition < p.22)

"We no-longer live in a society where it's possible to make a clear and obvious distinction between those (mass) media that simply involve one-to-many communication and those (non-mass) media that merely involve one-to one communication. (...)"

- To go further: [defining the mass media](#) (Chris Livesey, Sociology Central, 2011)

"(...) if we ask what Twitter actually is it makes more sense to think of the millions of tweets, the core genres, the regional differences and its social and emotional consequences for users. It is the content rather than the platform that is most significant when it comes to why social media matters. (...)"

- To go further: [How the World Changed Social Media](#) (Daniel Miller, Dr Elisabetta Costa, Nell Haynes, Tom McDonald, Dr Razvan Nicolescu, Jolynna Sinanan, Juliano Spyer, Shriram Venkatraman, and Xinyuan Wang, UCL PRESS, 2016)

"Because social media tools and platforms have enabled group collaboration and community dialogue, audiences have become producers, and the gap between productive literacies and receptive literacies has narrowed. (...)"

- To go further: [Media literacy](#) (Renée Hobbs, Oxford Research Encyclopedia of Communication)

Mainstream media and pop culture (activity 2 & 4)

"(...) In a purely literal sense, popular culture is any cultural product that has a mass audience. In Shakespeare's time, it was the theatre. In ours, it's everything from Top 40 radio to The Simpsons to Paris Hilton. But historically, pop culture grew out of low culture, the uncouth counterpart to so-called high culture. If high culture comprised the art, literature, and classical music made by and for the world's educated elite, low culture was the baser stuff with which the masses contented themselves. As the phrase "pop culture" gradually came to take the place of "low culture," it was defined more by what it wasn't—elegant, refined, erudite—than by what it was. (...)"

- To go further: A. Zeisler, *Feminism and Pop Culture*, Berkeley, Seal Studies, Seal Press, 2008. Extracts available [here](#)

"What is popular culture? This concept is catch-all, sometimes pejorative, and, most importantly, defines a large audience. It has historically been formed as mass culture, contrary to a culture considered to be elitist and intellectual. (...)"

- To go further: [Pop Models: What Popular Media Culture Does to Women](#) (D. Bonvoisin, E. Meur-Poniris, Media Animation)

"What do women's rights have to do with popular culture? These articles look at movies, television, and the internet through a feminist lens, assessing how women are represented in media and how this affects our society"

- To go further: different articles readable [here](#) (ThoughtCo)

"The juxtaposition of feminist theory and popular culture has an inevitable impact on the consumption of culture mainly because popular culture has the power to put up a mirror to our lives and show connections between media, socialization and identity. (...)"

- To go further: *Feminist Theory and Pop Culture*, edited by Adrienne Trier-Bieniek, Sense Publishers, 2015 (extracts available [here](#))

"(...) Turning to popular culture to introduce difficult topics is one strategy teachers might use to help students express their opinions and work through sensitive, but important, discussions. (...)"

- To go further: an article about the multiple interests of ["bringing popular culture into the classrooms"](#) (Laura Ascione)

Gender, gender representations and stereotypes (all the activities)

"Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. (...)"

- To go further: the WHO [gender definition of gender](#)

"(...) The concept of gender is vital because, applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever."

- To go further: the [UNESCO definition of gender](#) (and of some other related key-notions).

"(...) Studies of media content concerning women and girls consistently conclude that women are often portrayed as sexually available and desirable, linked to nature and natural processes, and associated with tradition and traditional values (...)"

- To go further: [Gender equality in the media sector](#) (a study commissioned by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the Committee on Women's Rights and Gender Equality, 2018)

"Why do we think there are only two genders? Because there are cultures that believe there are many more than two genders. And what's the difference between sex and gender ?"

- To go further: a short video about the [origin of gender](#) (The Origin Of Everything YouTube Channel)

"Gender fluidity refers to change over time in a person's gender expression or gender identity, or both. That change might be in expression, but not identity, or in identity, but not expression. Or both expression and identity might change together. (...)"

- To go further: [an article of the Harvard Medical School](#) on gender fluidity.

"Depictions of gender roles in the media affect kids at all stages of their development, from preschool all the way through high school and beyond. These media messages shape our children's sense of self, of their and others' value, of how relationships should work, and of career aspirations."

- To go further: a research exploring the effects of stereotypes and gender-biased media on children's development: [Watching gender](#) (Common Sense)

Fake news, disinformation and misinformation (activity 6)

"Disinformation is false information that's created and shared to deliberately cause harm. Example: a tweet about migrants committing crimes in Europe, designed to divide society.

Misinformation is false information that's shared by people who don't realize it's false and don't mean any harm. Often they're just trying to help. Example: when your aunt shares an article or meme on Facebook claiming that garlic protects from COVID-19 because she thinks it's useful information without realizing it's false. (...)"

- To go further: [Spot and fight disinformation](#), a toolkit edited by the European Commission and aiming to give secondary school teachers resources in order to help their students separate what is real from what is fake when browsing online.

"(...) the term 'fake news' is a misleading simplification. Apart from the fact that the term has been co-opted to attack and silence mainstream media, the suggestion that there are simply two types of news; real and fake, doesn't leave much room for nuance. (...)"

- To go further: [Beyond Fake News](#), an infographic distinguishing 10 types of misleading news (EAVI association).

“Everyone has heard the term «fake news» - but do you know what it really means? Do you know the difference between misinformation and disinformation? Understanding the various ways that false information is shared, and the motives and appeal behind it, is important in avoiding and combating it.”

- To go further: [Why do our brains love fake news?](#) A video approaching the cognitive bias and their role in the disinformation & misinformation issues (Above The Noise YouTube Channel)

“Fact-checking is not rocket science. It is a scrupulous analysis driven by one basic question: “How do we know that?” (...)”

- To go further: A pedagogical [module on fact-checking](#) published by the UNESCO (taken from the [handbook for journalism education and training](#), 2018)

“A game aiming to teach media literacy and study how people interact with misinformation. (...) The goal is to support a healthy social media experience by promoting information from reliable sources and not from low credibility sources.”

- To play: <https://fakey.osome.iu.edu/>

General resources about young media practices (activity 1 & 3 & 5)

- A broad [report focusing on the impact of the media on children and young people](#) (Centre for the Study of Children, Youth and Media, Institute of Education, University of London, 2007)
- An interview of [D. Buckingham discussing children's media culture](#) (<https://davidbuckingham.net/>)
- A survey on teens' social media habits and experiences (Pew Research Center, 2018)
- The [interview of a research scientist](#) discussing the associations between social media use and mental health and well-being (Harvard T.H. Chan School of Public Health)
- The results of a [study having explored the effect of 'Instagram vs reality' images](#) on women's social comparison and body image (Marika Tiggermann, Isabella Anderberg, 2019)
- An article discussing the ways teens share (and hide) their thoughts and images online: [The Secret Social Media Lives of Teenagers](#) (A. Homayoun, NY Times, June 7, 2017)

Complementary activity

As the main goal of the kit is to open discussions on media-related issues (and through these ones getting a better picture of your students' media culture), it might lead to debates in which students tend to appropriate general claims about the negative effects of media. In order to critically examine these claims, the following activity (inspired by D. Buckingham's Media education manifesto¹) is proposed as a complementary tool and/or a step activity to incorporate into the core of the activity 1 or 5 (or into any activity where you might feel the need to).

1. Choose one recent debate about the negative effects of social media, films or online gaming and try to examine it with your students. Gather examples of both positive and negative arguments about how the use of social media / films/ online games influence the general perceptions about media. Answer the following questions:

- Who is making these claims and what authority and expertise do they have?
- What evidence are they using and how valid and relevant is it?
- What kind of language are they using to attract attention to their claims?
- What assumptions are they making about the media themselves, and about particular types of users?
- (...)

You may adapt the questions to make them particular to the topic of the debate identified.

2. Now ask your students to look at their own media practices and / or of their close friends, to document and analyze the diversity of their social media use and perhaps question some of the popular claims made about social media "addiction":

- What kind of social media practices are they engaging in?
- How public or private are their practices? Who sees their content and how do they know that?
- How many of them are actually creating original content and share it online?
- How many are communicating or sharing material with large audiences?
- (...)

1 David Buckingham, *The Media Education Manifesto*, Polity Press, 2019.

APPENDIX 2 (related to Activity 5)

1. Examples for the photo-language

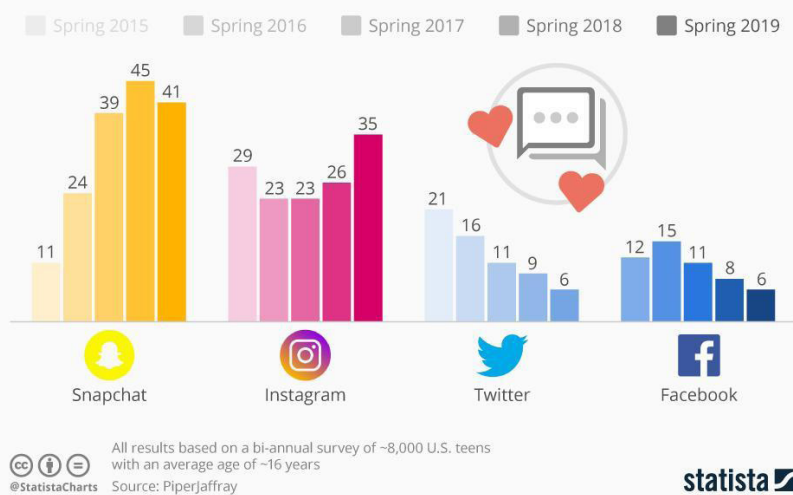
The main (and only) purpose of the images/documents is to raise questions and to open discussions in the classroom about media's consumption related issues.

Preliminary remark:

The following images and documents are given as a proposal and as potential examples for the 'photo-language' of activity 5. Each teacher is naturally best able to know what fits the most to their student's age, features... and what topic he or she would particularly like to treat in the framework of their course.

Facebook and Twitter Are Old News to Young People

% of U.S. teens who consider the following social networks their favorite



Source : <https://www.statista.com/chart/4823/teenagers-favorite-social-networks/>

Smartphone 'addiction': Young people 'panicky' when denied mobiles

By Sean Coughlan
 BBC News family and education correspondent

🕒 29 November 2019 | 💬 Comments

Source : <https://www.bbc.com/news/education-50593971>

Teenager Post # 43199
I wonder how many miles I've scrolled with my thumb.

Source : <https://the-relatable-quotes.tumblr.com/post/138873908141>



Source : <https://hotinsocialmedia.com/social-media-memes/>

Teens think they're being manipulated.

72%

Of teens believe that tech companies manipulate users to spend more time on their devices.



Source : <https://www.common sense media.org/social-media-social-life-infographic>

31 AUG 2018

Are Seniors More Addicted to Their Smartphones Than Their Grandkids?

Studies show that the older generations are smartphone-obsessed

Source : <https://www.southernphone.com.au/blog/are-seniors-more-addicted-to-their-smartphones>

Relationships through social media are characterized by superficial connections:

- People texting – or sexting – without emotional connection maintain a false sense of closeness.
- People say things that they would not say to a person’s face, including insults and compliments.
- Digital connections offer the illusion of companionship without the demands of friendship.
- We are allowed to hide from each other while thinking we are tethered to each other.

Source : <https://www.pittsburghparent.com/social-media-is-harmful-to-teens/>

Social media damages teenagers' mental health, report says

By Cristina Criddle
Technology reporter

🕒 27 January | 💬 Comments

Source : <https://www.bbc.com/news/technology-55826238>

Teens Say Social Media Isn't As Bad For Them As You Might Think

A majority of today's teens — the first to grow up with such complete smartphone and social media penetration — say it helps them with friendships and actually makes them feel good.

Katie Notopoulos
BuzzFeed News Reporter

Posted on November 28, 2018, at 12:27 p.m. ET

[Tweet](#) [Share](#) [Copy](#)



Monkeybusinessimages / Getty Images

Source : <https://www.buzzfeednews.com/article/katienotopoulos/teens-gen-z-positive-on-social-media>

Teens are more likely to say social media makes them feel more included and confident rather than excluded or insecure

% of U.S. teens who say that social media makes them feel more ...

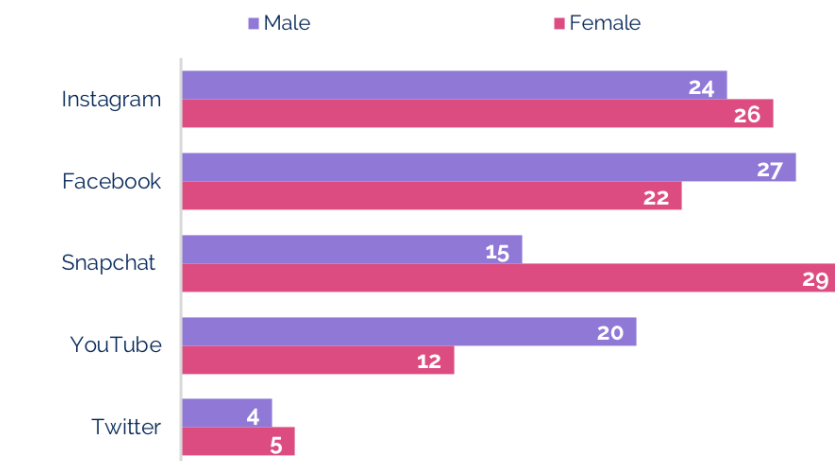


Note: Respondents who did not give an answer are not shown.
Source: Survey conducted March 7–April 10, 2018.
Teens' Social Media Habits and Experiences

Source : <https://www.pewresearch.org/internet/2018/11/28/teens-and-their-experiences-on-social-media/>

Teenage girls are more likely to be using Snapchat and Instagram, while teenage boys are using Facebook and YouTube

Which, if any, of the following social media platforms do you use most often? (% of youths 13 and older who have a social media account)



YouGov

September 6-12, 2019

Source : <https://today.yougov.com/topics/lifestyle/articles-reports/2019/10/25/teens-social-media-use-online-survey-poll-youth>



Source : <https://www.avast.com/c-cyberbullying>



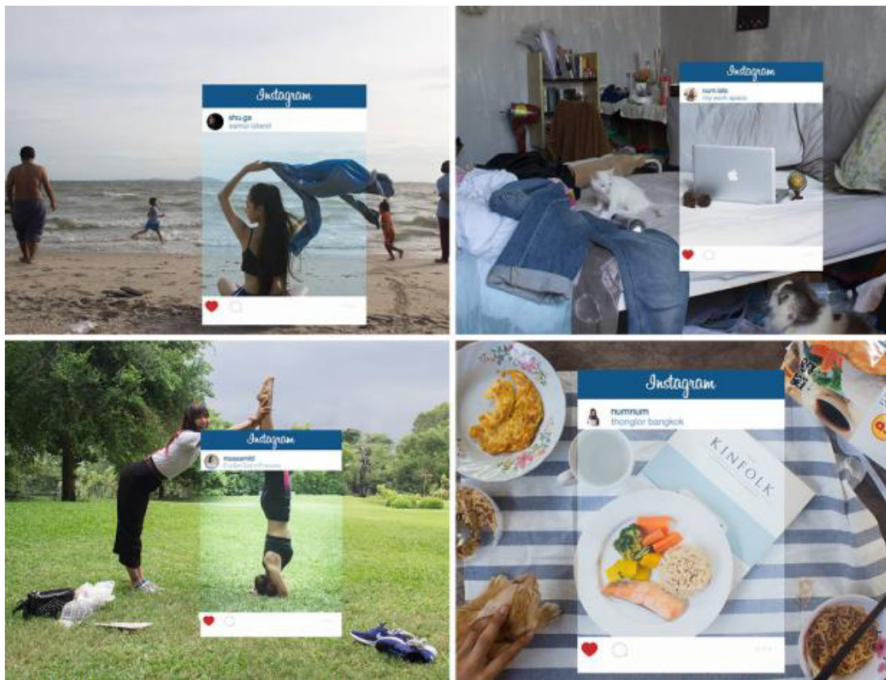
Source : <https://ballmemes.com/t/cyberbullying-meme>



Source : https://hellohumanscom.files.wordpress.com/2017/02/img_3046.jpg?w=1075



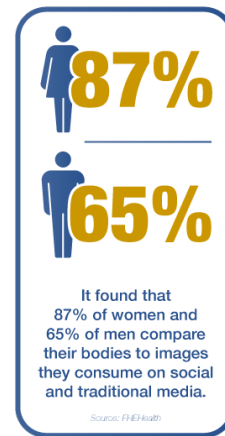
Source : <https://www.pinterest.fr/pin/325385141804911538/>



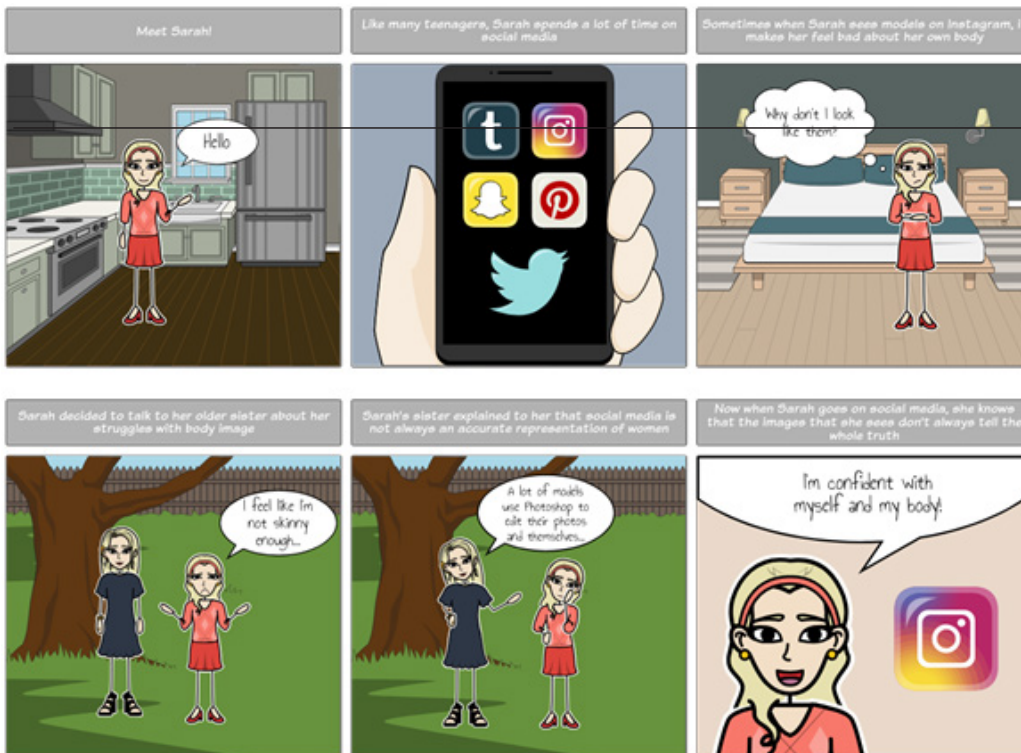
Source : https://www.boredpanda.com/truth-behind-instagram-photos-cropping-chompoo-baritone/?utm_source=ecosia&utm_medium=referral&utm_campaign=organic



Source : <https://www.instagram.com/celestarbarber/>



Source : <https://online.king.edu/news/social-media-and-body-image/>



Source : <https://www.storyboardthat.com/fr/storyboards/8fd63523/social-media-and-photoshop>

03-18-19

I'm 14, and I quit social media after discovering what was posted about me

When 8th grader Sonia Bokhari joined social media for the first time, she discovered that her mom and sister had been posting about her for her entire life.

Source : <https://www.fastcompany.com/90315706/kids-parents-social-media-sharing>

Before you share or post...

"T.H.I.N.K."

T - Is it True?

H - Is it Helpful?

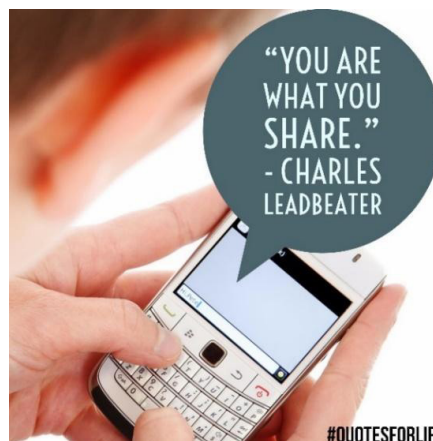
I - Is it Inspiring?

N - Is it Necessary?

K - Is it Kind?

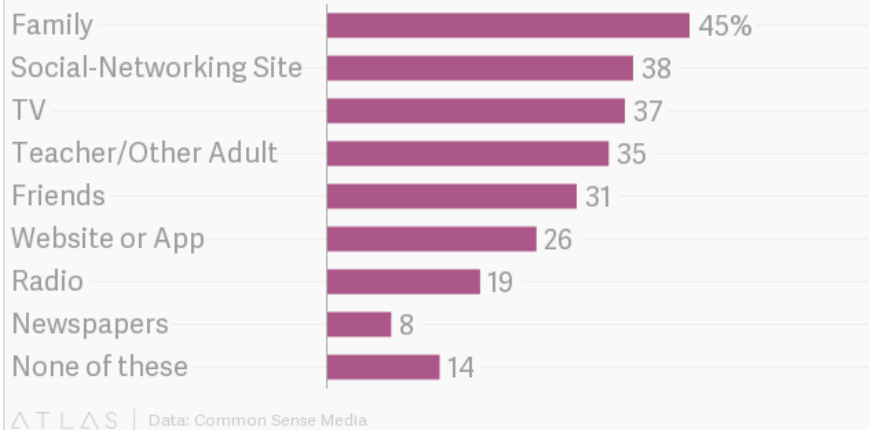


Source : <https://iowacity.momcollective.com/2018/06/29/responsible-sharing-social-media/>



Source : <https://thequotesforlife.com/you-are-what-you-share-charles-leadbeater/#.YS9jQtMzZ61>

Where kids aged 10-18 get their news



Source : <https://qz.com/927543/even-social-media-savvy-teens-cant-spot-a-fake-news-story/>

Young people like to keep themselves informed. Around 50% of those interviewed stated that they follow in a constant manner news that interests them, and more than 2/3 maintain that it makes them feel happy to be informed and prepared about what's happening in the world;

Source : <https://www.thoughtco.com/why-dont-young-people-read-the-news-2074000>

Why Don't Young People Read the News?

Kids Are Too Busy With Facebook and Texting. Author Says

Source : <https://www.thoughtco.com/why-dont-young-people-read-the-news-2074000>

PUBLICATIONS | 14 Feb 2019

Difficult for teenagers to identify fake news online



Source : <https://www.nordicom.gu.se/en/latest/news/difficult-teenagers-identify-fake-news-online>

Older people more likely to share fake news on Facebook, study finds

Researchers suggest over-65s may lack skills to determine veracity of online news



▲ US Facebook users shared seven times as many fake news articles as those aged 18-29, the study found.
Photograph: Veyan Golei/Alamy

Source : <https://www.theguardian.com/technology/2019/jan/10/older-people-more-likely-to-share-fake-news-on-facebook>

Children and teenagers are aware of the risks on the Internet



Source : <https://www.institutmontaigne.org/en/publications/french-youth-online-and-exposed>

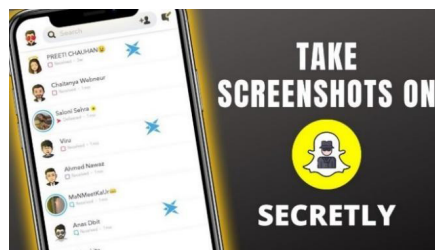
What happens online stays online.

When asked to pick which comes closer to the truth, teens say:

54% If parents knew what actually happens on social media, they'd be a lot more worried about it.

46% Parents worry too much about teens' use of social media.

Source : <https://www.common-sense-media.org/social-media-social-life-infographic>



Source : <https://www.youtube.com/watch?v=Fi7hSp51px8>



Source : <https://www.onlyfunthings.org/2019/03/tiktok-in-trouble-is-tiktok-dangerous.html>

Green teen memes: how TikTok could save the planet

The video-sharing app has 800 million users, many of them conscious young eco-influencers campaigning on issues from climate change to biodiversity



▲ TikTok creators @Phil the Fixer, @caseyOw and @....gillian. Photograph: TikTok

Source : <https://www.theguardian.com/environment/2020/aug/28/green-teen-memes-how-tiktok-could-save-the-planet-aoe>

TikTok is considered to be a social network because it offers great potential for making new friends and forming new connections. This platform has millions of users worldwide, so it can also be great for inclusiveness. Some kids are naturally shy, so making in-person friends can be more difficult. However, social media removes the pressure of communicating directly, face-to-face, making it a lot easier for some kids to express their thoughts, feelings, and make new friends.

Source : <https://www.cyberwise.org/post/8-pros-and-cons-of-tiktok-on-kids-mental-health>



Source : <https://news.usc.edu/146329/5-tips-for-staying-safe-on-social-media/>



Source : <https://www.gameskinny.com/9ddzx/5-ways-to-convince-your-parents-that-gaming-is-good-for-you>



Source : <http://debuglies.com/2019/11/07/there-are-not-enough-evidence-to-support-the-view-that-violent-video-games-lead-to-acts-of-violence/>

Video Games and Online Chats Are ‘Hunting Grounds’ for Sexual Predators

Criminals are making virtual connections with children through gaming and social media platforms. One popular site warns visitors, “Please be careful.”

By **NELLIE BOWLES** and **MICHAEL H. KELLER** DEC. 7, 2019

Source : <https://www.nytimes.com/interactive/> <https://www.nytimes.com/interactive/2019/12/07/us/video-games-child-sex-abuse.html?mtrref=undefined&gwt&mtr-ref=www.nytimes.com&gwh=A6ED71D3F7E5D7687D8A232D1B5BE2C5&gwt=pay&as-setType=PAYWALL>