



Erasmus+



## MEDIA AND INFORMATION LITERACY IN ADULT EDUCATION

Project no 2018-1-FR01-KA204-048213

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**NB**  *It's a link icon.  
If you see it, click it.*

# Introduction

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“Media and information literacy in adult education” is an Erasmus+ Strategic Partnerships project for four partners from France, Croatia, Estonia and Spain.

The coordinator of this project is Mitra France non-governmental organisation from France. The project is funded by the Erasmus+ Programme of the European Commission.

The general objective of this project was to exchange good practices and test innovative methods in media and information literacy that were collected in this Toolkit.

The activities of this project increased the ability of participants to think critically about the content they receive through social media. The consortium aimed at increasing users’ awareness of the truthfulness of online content while at the same time promoting more responsible use of the Internet.

## The specific objectives of the project were

⇒ to increase professional development of adult educators

⇒ to share best practices among project partners

⇒ to collect and develop methods of teaching and learning media and information literacy

⇒ to develop and reinforce EU networks for partnership in non-formal education

Through project activities the participants managed to develop their competences in the field of media and information literacy (MIL), both theoretically and practically. MIL was targeted through non-formal learning methods, experimental and participatory learning, learning by doing which aim at enhancing experiences and competences of staff members of partners’ organisations.

The main project activities targeted educators and final beneficiaries — adult learners and citizens at large, including representatives of minorities, for example people with limited formal education, migrants, former refugees, people of the age group 50+ and people at risk of being socially marginalised.

Moreover, participants of the project improved their competences in intercultural and inter-religious dialogue. They also developed skills in working with

ICT and improved their capacities to deliver high quality workshops in MIL. In parallel, by exchanging good practices, partners enriched daily work and abilities to empower their target groups. Trained adult educators are able to analyse, understand and create local measures to explain to adult learners how to identify and react in regard of the spread of disinformation. Project partners’ organisations improved the quality of adult education, collected and created open educational resources based on MIL. Together with intangible results (competences) tangible results (Toolkit) makes project results sustainable.

The Toolkit instills practitioners with transferable skills they need for the daily work. By using various exercises from materials front-liners will gain insight into the relevant practical activities to motivate their target groups to develop their media and information abilities in various areas.

# Media and Information Literacy

Nowadays, citizens are constantly surrounded by all kinds of information, from advertisements, marketing and entertainment to political issues, which gets to them with no filter other than their own capacity to critically assess the credibility of the received information. Media influence peoples' identity, roles, political and religious beliefs, motivations and predispositions. On one hand, media is an excellent opportunity to exchange ideas, and citizens progressively become content creators and co-authors on social media. On the other hand, social media could be also an instrument in the radicalisation process, especially in regard of marginalised people.

**Media and Information Literacy** brings together the three distinct dimensions of Information Literacy, Media Literacy, and ICT or Digital Literacy. Acting as an umbrella concept, it is *"a new literacy construct that helps empower people, communities and nations to participate in and contribute to global knowledge societies"*.  
© UNESCO, 2013

Hence, the ability to understand different types of media has become indispensable skill to be a responsible citizen of a global society, and educators are increasingly in need to teach citizens media and information literacy in the classroom. They should be able to analyse and evaluate sources because biased information appears to be particularly difficult to decode for the less media and digital literate. Non-formal education can compensate what formal education cannot do and fulfil the gap and instill competences which citizens need to become digitally literate.

The role of adult educators in this process is very important. Adult educators acting on behalf of adult learners as part of civil society need

Therefore, media and information literacy is one of the approaches to address contemporary key societal issues and promote fundamental rights.

Even though different terminologies are used in MIL, such as digital media literacy, information literacy, visual literacy, Internet literacy or news literacy, in general, the definitions refer to *"competencies that emphasize the development of enquiry-based skills and the ability to engage meaningfully with media and information channels in whatever form and technologies they are using"*.  
© UNESCO, 2011

MIL encompasses *"the full range of cognitive, emotional, and social competencies that include the use of text, tools and technologies; the skills of critical thinking and analysis; the practice of messaging composition and creativity; the ability to engage in reflection and ethical thinking; as well as active participation through teamwork and collaboration"*. Hobbs, 2010

It *"relates to the ability to access the media, to understand and critically evaluate different aspects of the media and media content and to create communications in a variety of contexts"*.  
Commission of the European Communities, 2009

to learn how to recognise, analyse and explain to their target groups key terms and ideas for understanding media and information literacy principles (MIL). "Media and Information Literacy (MIL) provides answers to the questions that we all ask ourselves at some point. How can we access, search, critically assess, use and contribute content wisely, both online and offline? What are our rights online and offline? What are the ethical issues surrounding the access and use of information? How can we engage with media and ICTs to promote equality, intercultural and interreligious dialogue, peace, freedom of expression and access to information?"

© UNESCO / Media and Information Literacy



# Non-formal education system and benefits

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## Specific Aim

To increase knowledge and skills

## Location of the learning activities

Anywhere, a library, a school, outdoors, etc.

## Target group

Any groups, mixed groups no matter their level of qualification

Any ages, no grouping according to age

## Learning content

The Curriculum is always structured

The educational program is fixed according to the learners needs

## Validation

Official Certifications

Recognition of all skills and competences including non-academic skills

## Method used

Participatory, peer learning

Using questioning techniques instead of answering

Encouraging different views

Facilitator and learners considered as equals

Supportive attitude on and among learners

© Anna Bellan, Hero Housing project, Conference book, 2019



© MENTALUP / The Importance of Education

# Presentation of the Toolkit and group dynamics

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The methodology of the Toolkit is based on the principles of non-formal education. This methodology is applicable to a variety of media literacy and critical thinking workshops, and could be fine-tuned and upgraded to suit the needs of the local or international end users. The complexity of the presentations and tasks could be adjusted according to several factors such as previous knowledge of the participants, professional background, command of English language, age, etc.

In this Toolkit the theoretical inputs by the practitioners are accompanied with practical exercises that will facilitate communication activities at local and international level. First of all, participants will learn theoretical concepts about media and information literacy. The trainees will learn about media literacy concepts such as: media bias, fallacy, fake news, dis/misinformation, etc. Participants will also address the glossary of terms in order to address radicalisation issue. The users can take part in practical exercises on recognising fallacious argumentation.

There are activities addressing social media topics which can improve users' online communication. As a result, participants will be more aware about media and information literacy and will be empowered as credible voices of their communities.

The Toolkit includes the following working approaches: individual work, in peers, in small groups and big groups, thematic workshops, interactive presentations, experimental learning of new methods and tools, analyses of case studies, debates, skills development activities, "Bingo game", "Percipio" game, facilitated and self-facilitated discussions and constructive feedback. For the activities where people make things, the organisers have to provide a range of props and equipment that everyone can use. For example, A4 paper, notebooks, flip-charts, handouts, markers, small crayons, projector, speakers, etc. In case of the online activities practitioners can use chat box for this purpose. The organising team has to take into account the number of participants and the socio-cultural environments from which participants come. It is important to adapt the agenda as regards the timetable and methods, personal spaces / comfort zones.

Activities can start with the short presentation of the Toolkit, its objectives, followed by the introduction of participants and group dynamic activities. There will be greetings from the hosts, facilitators and trainers.

Then the host organisation and trainers will show the venue of the training course, and will brief participants on the safety issues. The organisers will show the location of first aid kit on the spot in case of emergency, show emergency exits and remind emergency phone numbers.

The group will continue with non-formal group dynamic activities.

## First game

Participants are disposed in a circle and they have to turn to say their name. Then they repeat their names by associating a gesture or a sound that would distinguish them from other participants.

## Second game is entitled TIES

Participants create a paper tie with her or his name where they write three statements about themselves: two statements are right and one is wrong. Then they move in a circle and ask other participants to guess what is right and what is wrong. The aim is to introduce themselves by being easily remembered by other participants, and make them feel comfortable and safe in new environment.

Next a brief (5-10 min) activity

## EXPECTATIONS, FEARS, CONTRIBUTIONS

when the participants describe it on post-it papers and stick it to the wall.

We will continue with non-formal methods for group dynamic to getting to know each other and partner organisations, and build trust between the participants. It is very important considering the size and diversity of the group.

Participants will go through a series of activities where they can explore each other in different ways. The group will experience "Media bingo" game. It will allow participants to learn more about each other media interests and habits. Participants will circulate in a classroom while trying to fill in a "bingo" sheet with facts about each other. It will connect the participants together, enable intercultural dialogue, set up and maintain a positive group dynamic. It will be also a way to challenge some stereotypes in between. Trainers will organise the debriefing of this activity. The last activity of the team building session is "Puzzle".

### MEDIA BINGO

Answer the questions while finding persons who have the following characteristics. You have to write a name in each box, but always a different one! The first who fulfills everything, shouts *BINGO!*

<i>Who participated in Erasmus+ projects before?</i>	<i>Who reads newspapers?</i>	<i>Who watches TV soaps and series?</i>	<i>Who plays musical instruments?</i>
<i>Who is skilled in graphic design?</i>	<i>Who watches TV every day?</i>	<i>Who knows how many countries there are in the world?</i>	<i>Who speaks more than 4 languages?</i>
<i>Who is a volunteer?</i>	<i>Who listens to the radio every day?</i>	<i>Who plays chess?</i>	<i>Who knows what non-formal education is?</i>
<i>Who works with adults?</i>	<i>Who spends on social media more than 4 hours every day?</i>	<i>Who has own blog online?</i>	<i>Who likes to read books?</i>
<i>Who likes to swim?</i>	<i>Who is on Instagram?</i>	<i>Who reads news on the internet every day?</i>	<i>Who has friends from 3 different religions and which ones?</i>

Evaluation is an important part of providing the training. Therefore, organisers have to get feedback from participants both verbally through their comments to staff/trainers on the activity, and by means of questionnaires either filled in on the day or given to people to return later by filling the form online.

This option also allows people more time to reflect on the activities and come up with wider-ranging feedback. It will allow to measure impact of the learning process, understand routine and problematic moments and improve the activities.

## CARD GAME TELL YOUR STORY

The aim of the Tell your Story cards is to help people start talking about themselves. About their experience. To get to know yourself and others. And to listen. Tell your Story cards not only encourage to share people's life stories, but also develop communication, presentation and argumentation skills in order to successfully apply them in everyday life.

The method is based on the storytelling technique, which is developed through different questions and promotes active and clear expression of opinions. "Tell your Story" cards is the method that consist of 75 question cards and few informative cards. There is one sentence on each card that starts with " Tell...".



### Non-formal education

Cards can be used as a tool for introductions, team-building, and promotion of tolerance to different cultures, values, religions etc., for example "Tell what your interests are!". Cards in English can be really helpful in international projects to reduce stereotypes, find similarities between people, and become friends!

### Educational institutions

Cards can be differently used in schools, universities, and by adult education providers. They can be integrated into particular subjects, language learning, art of speaking, as well as individual consultations with students, for example, "Tell about the person that inspires you!". Cards can also be used as an entertaining game for leisure — "Tell funny story from the time you went to school!"

## CARD GAME MORE THAN ONE STORY

More Than One Story is a card game which was co-designed with students and other members of the community of Simrishamn, Sweden, to build bridges between people of all ages, backgrounds and cultures. These cards are a wonderful way to bring people together, awakening empathy, compassion, understanding and appreciation for the unique experiences of each person. Each game card suggests a story which players can tell about themselves. There are various editions of these cards, and the suggestion on each card could be found in French, English, Arabic, Russian, Spanish and other languages.

Two or more players sit in a circle and take turns picking cards, telling stories about themselves and listening to others tell their stories. The carefully designed and tested suggestions, written in three different languages, work to support learning and understanding.

This game is opening hearts and minds wherever fears and prejudices tend to keep people isolated from those who seem different.

More Than One Story promotes integration and inclusion.

## PLAYING THE GAME

- ⇒ increases understanding between people by supporting strangers to get to know each other, or friends and colleagues to discover new things about people they thought they knew well
- ⇒ develops self-awareness through reflection when sharing stories

- ⇒ strengthens communication skills by encouraging active listening
- ⇒ builds trust by creating a space for everyone to speak and be heard
- ⇒ unlocks common experiences as people identify with other's stories





## PUZZLE

For the team building, group dynamic and for the improvement of logical thinking the participants are invited to participate in this puzzle.

**A.** Here is the sequence of countries

1. Paraguay
2. Thailand
3. Australia
4. Republic of Ireland

Why would this sequence fail to continue at 5 but pick up again at 6 with Sierra Leone?

**B.**

- 1 = Spain
- 2 = Turkey
- 3 = Canada
- 4 = Uzbekistan

What is 5?

**C.**

- 5 = Stockholm
- 10 = Los Angeles
- 15 = Helsinki
- 20 = Munich
- 25 = Barcelona

What is 30?

**D.** France is Marseille

Germany is Hamburg

Italy is Milan

Spain is Barcelona

What is the UK?

**E.** In WWII, the Americans faced the problem of reinforcing their planes. Reinforcing all parts of the plane would make them heavy, meaning that they wouldn't be as agile and would also use a lot of fuel. Consider that the four main parts of the plane are the cockpit, engines, fuselage and wings. If your returning planes all have bullet holes in their fuselage and the wings, which parts of the plane should you reinforce?

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## ANSWERS

**A.** The capital cities of Paraguay, Thailand, Australia and Republic of Ireland respectively are Asuncion, Bangkok, Canberra and Dublin. So this follows an alphabetic list. There is no recognized capital of a sovereign state with the letter E. But we can continue with 6 as F would be Freetown of Sierra Leone.

**B.** Burkina Faso. The number represents the number of syllables per word in the name of a country, so there may be other options with five syllables.

**C.** London. The number represents the number of that summer Games as Olympiad (note that some numbered Olympiads were cancelled due to war, such as 6 in 1916, 12 in 1940 and 13 in 1944 respectively).

**D.** Birmingham. These are the second largest cities in each country by population.

**E.** The intuitive, but incorrect, answer is to reinforce those parts of the plane where the bullets are located. This is, in fact, what the Americans concluded and set about reinforcing these parts, until statistician Abraham Wald came along and said that instead it should be precisely those areas without bullet holes, namely the cockpit and the engines, that should be reinforced. There is no reason to suspect that bullet holes shouldn't be spread randomly throughout the whole plane, so where are the planes with bullet holes in the engine and the cockpit? Well, these planes never made it back, they were shot down and never returned from their mission. Those planes with bullet holes in the fuselage and wings are the planes that could survive hits and still make it back, so these areas of the plane are areas where you could afford to take hits. This is an example of selection bias.

*"The Monkman and Seagull Quiz Book"*  
*Eric Monkman, Bobby Seagull,*  
*Eyewear Publishing, 2017*

# WORKSHOP

## Critical thinking, social representations and the portrayal of the reality

Presentation of the conceptual framework of the representation of the reality. The theory of Social representations was developed by French researchers. Serge Moscovici originally coined the term "social representation" in 1961. It is understood as the collective elaboration "of a social object by the community for the purpose of behaving and communicating". It is further referred to as "system of values, ideas and practices with a twofold function.

First, to establish an order which will enable individuals to orient themselves in their material and social world and to master it. Secondly to enable communication to take place among the members of a community by providing them with a code for social exchange and a code for naming and classifying unambiguously the various aspects of their world and their individual and group history". Moscovici described two main processes by which the unfamiliar is made familiar: anchoring and objectification. "Anchoring involves the ascribing of meaning to new phenomena — objects, relations, experiences, practices, etc. — by means of integrating it into existing worldviews, so it can be interpreted and compared to the "already known".

In this way, the threat that the strange and unfamiliar object poses is being erased. This can be referred to a person or group of people. In this case, the process of objectification reduces in a certain way the alterity gap. In the process of objectification, something abstract is turned into something almost concrete. Social representations, therefore, are depicted as both the process and the result of social construction. In the socio-cognitive activity of representation that produces representations, social representations are constantly converted into a social reality while continuously being re-interpreted, re-thought, re-presented.

Social representations should neither be equated with relatively stable collective representations, nor should they be confused with individual, cognitive representations. Several authors who contributed to the theory have elaborated this: Gerard Duveen

and Barbara Lloyd emphasized the articulation of the individual and the collective in micro-genetic processes of socialization.

Wolfgang Wagner theorized about the role of action and social interaction in the construction of social representations, and Sandra Jovchelovitch proposed to regard social representations as a space in-between, at the cross-roads between the Moscovici, S. (1961).

- *La psychanalyse, son image et son public*. Paris: Presses Universitaires de France. Moscovici, S. (1963).
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- Foreword. In C. Herzlich (Ed.), *Health and illness: A social psychological analysis*. London/New York: Academic Press. Höijer, B. (2011).
- "Social Representation Theory", *Nordicom Review*, 32, 3-16. 15. Wagner, W. & Hayes, N. (2005).
- *Everyday Discourse and Common-Sense: The Theory of Social Representation*. New York: Palgrave Macmillan. And Jovchelovitch, S. (2007).
- *Knowledge in Context: Representations, community and culture*, London: Routledge. Duveen, G., & Lloyd, B. (Eds) (1990).
- *Social representations and the development of knowledge*. Cambridge, England: Cambridge University Press. Wagner, W. (1996).
- *Queries about social representation and construction*. Journal for the Theory of Social Behaviour, 26, 95-120.

### Sample for the beginning of the discussion

The facilitator asks participants to define "expats" from there we'll continue with the small discussion. Then participants can be asked to represent physically the notions of: power, strength, nation, religion, terrorist. Participants are divided in peers, one trainee acts as an artist and another as a sculpture. Then the group compares the statues/representations. Usually the group represents very similar sculptures (can be followed by the discussion about values, imaginary, history and how various perspectives can clash).

### Presentation of video about and by Edvard D. Said on "Orientalism" (6 minutes)



"Edvard Said's book ORIENTALISM has been profoundly influential in a diverse range of disciplines since its publication in 1978. In this engaging interview he talks about the context within which the book was conceived, its main themes and how its original thesis relates to the contemporary understanding of "the Orient." Said argues that the Western (especially American) understanding of the Middle East as a place full of villains and terrorists ruled by Islamic fundamentalism produces a deeply distorted image of the diversity and complexity of millions of Arab peoples."

*Director:  
Sut Jhally, 1998*

The idea of this session is to see how people are influenced by news and especially by disinformation and biased news. This interactive session allows to examine how media consumers elaborate certain representation of objects, social groups or events. Participants can discuss limits and possible developments of alternative theories.

Trainer can also present media library that includes key books and publications in media and social movements. Participants will critically address such concepts as cultural hegemony (Gramsci) cultural capital (Bourdieu), Erving Goffman (stigmata), post-colonialism / neo-colonialism. The key idea behind this session is that by changing social representations we can influence the change of behavior and attitudes!

# WORKSHOP

## Media Literacy: Bias in Media

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This workshop in a form of quiz provides basic knowledge of the different kinds of fallacious argumentation and bias that may occur in media discourse. The idea of this session is to see how people are influenced by statements and especially biased statements. The term "media bias" implies a pervasive or widespread bias contravening the standards of journalism, rather than the perspective of an individual journalist or article.

The direction and degree of media bias in various countries is widely disputed. Fallacies represent various sorts of errors in reasoning. When you read persuasive writing, ask yourself, "Is the author's argument based on faulty reasoning?" Populist politicians, provocateurs, radicals often base their speech and promises on fallacies and bias. Participants have to identify the correct answer in each of the items that follow. They can search for the definitions in dictionaries or online as they complete the exercise. In the majority of the questions there's only one correct answer, but there are few exceptions. Participants can work alone or in groups.

**1.** Which headline is the best example of an opinion?

- A).** Fierce Grizzly Attacks Innocent Bystanders
- B).** Mountain Lion Killed in Connecticut
- C).** Twenty Wounded in Seattle Shooting
- D).** Lightning Strikes Local Restaurant

**2.** Which of the following is not an example of a media outlet?

- A).** Television
- B).** Internet
- C).** A sporting event
- D).** Magazine

**3.** What is the best definition for "connotation"?

- A).** A cultural stereotype
- B).** An assumption based on bias
- C).** A dictionary definition
- D).** A social, public perception

**4.** Which statements about media are correct?

- A).** Media can be powerful and influential.
- B).** Media can present bias.
- C).** Media can use language to confuse facts and opinions.
- D).** Media can set the agenda

**5.** Which of the following is not a characteristic of a media stereotype?

- A).** Humor
- B).** Recognizable traits
- C).** Individuality
- D).** "Norm" of understanding

**6.** Which statement about an opinion is false?

- A).** An opinion is a personal view or attitude.
- B).** An opinion is often indicated by the use of adjectives.
- C).** An opinion is often used as evidence in a news article.
- D).** An opinion has the potential to promote bias.

**7.** Which action would not be considered a "societal norm"?

- A).** Leaving a tip at a restaurant
- B).** Saying "please" and "thank you"
- C).** Being an athlete

**8.** Which word has the most neutral connotation?

- A).** Meticulous
- B).** Finicky
- C).** Fussy
- D).** Demanding

**9.** Which example is least likely to be used as a media stereotype?

- A).** A school-aged child
- B).** A powerful CEO
- C).** A computer geek
- D).** A controlling housewife

**10.** Which headline is the best example of a fact?

- A).** New Diet Will Boost Your Confidence
- B).** Best Baseball Prank of All Time
- C).** Scandal Spreads Like Wildfire
- D).** Tornado Death Toll Rises to 68

**11.** Which headline is the best example of a fact?

- A).** Celebrities Make Generous Contribution to Haiti
- B).** South Africa Hosts World Cup
- C).** Unrealistic Goals Set for School Improvement
- D).** Ten Deaths and No Justice

**12.** Stereotypes generate all of the following except.

- A).** Awareness of diversity
- B).** Surface processing
- C).** Generalizations
- D).** Universal symbols

**13.** Which learning style is employed when you read a newspaper?

- A).** Kinesthetic
- B).** Auditory
- C).** Visual
- D).** Interpersonal

**14.** Bill: "Your position results in a contradiction, so I can't accept it."

Dave: "Contradictions may be bad in your Eurocentric, oppressive, logical world view, but I don't think they are bad. Therefore, my position is just fine."

- A).** Post Hoc
- B).** Ad Hominem
- C).** Relativist Fallacy
- D).** Appeal to Novelty

**15.** How do media impact learning when showing people shaking hands to greet each other?

- A).** They show other perspectives.
- B).** They create role models.
- C).** They establish societal norms.
- D).** They form cultural values.

**16.** You know, Professor Smith, I really need to get an A in this class. I'd like to stop by during your office hours later to discuss my grade. I'll be in your building anyways, visiting my father. He's your dean, by the way. I'll see you later.

- A).** Middle Ground
- B).** Genetic Fallacy
- C).** Appeal to Fear
- D).** Appeal to Belief

**17.** We need to kill them. We need to kill them. The radical Muslim terrorists hell bent on killing us. You're in danger. I'm in danger. We're at war and this is not going to stop.

- A).** Gambler's Fallacy
- B).** Appeal to Common Practice
- C).** Biased Generalization
- D).** Appeal to Fear

**18.** The former dictator is an old, dying man. It's wrong to make him stand trial for these alleged offenses.

- A).** False Dilemma
- B).** Appeal to Flattery
- C).** Gambler's Fallacy
- D).** Appeal to Pity

**19.** Each part of the show, from the special effects to the acting is a masterpiece. So, the whole show is a masterpiece.

- A).** Poisoning the Well
- B).** Fallacy of Composition
- C).** Peer Pressure
- D).** Begging the Question



**20.** Is mathematics an invention or a discovery?

- A).** False Dilemma
- B).** Fallacy of Division
- C).** Post Hoc
- D).** Middle Ground

**21.** The U.S. has liberal gun laws and a high crime rate. That proves that liberal gun laws cause high crime rates.

- A).** Appeal to Ridicule
- B).** Post Hoc
- C).** Special Pleading
- D).** False Dilemma

**22.** I refuse to stay on the 13th floor of any hotel because it is bad luck. However, I don't mind staying on the same floor as long as we call it the 14th floor.

- A).** Ignoring a Common Cause
- B).** Appeal to the Consequences of a Belief
- C).** Appeal to Belief
- D).** Magical thinking ((also known as: superstitious thinking)

**23.** Professor Xavier says that the egg certainly came before the chicken. He won the Nobel prize last year for his work in astronomy, and the MMA world championship -- so I don't dare question his claim.

- A).** Appeal to Novelty
- B).** Appeal to Flattery
- C).** Proof by Intimidation (also known as: proof by verbosity, fallacy of intimidation)
- D).** False Dilemma

## **QUIZLET / Media Literacy: Bias in Media**

**24.** Our country is certainly in terrible shape.

Sure, we still have all kinds of freedoms, cultural diversity, emergency rooms and trauma care, agencies like the X out to protect us, the entertainment industry, a free market, national parks, we are considered the most powerful nation in the world, have amazing opportunities, and free public education, but still...

- A).** Guilt by Association
- B).** Overwhelming Exception
- C).** Genetic Fallacy
- D).** Fallacy of Division

**25.** Sacrificing virgins is part of that tribe's culture and heritage. Therefore, it is just as acceptable as our culture's tradition of eating a hot dog at a baseball game.

- A).** Special Pleading
- B).** False Dilemma
- C).** Political Correctness Fallacy
- D).** Appeal to Pity

## **Answers**

- 1). A). Fierce Grizzly Attacks Innocent Bystanders.
- 2). C). A sporting event.
- 3). D). A social, public perception.
- 4). All four statements are correct.
- 5). C). Individuality.
- 6). C). An opinion is often used as evidence in a news article.
- 7). C). Being an athlete.
- 8). A). Meticulous
- 9). A). A school-aged child.
- 10). D). Tornado Death Toll Rises to 68.
- 11). B). South Africa Hosts World Cup.
- 12). A). Awareness of diversity.
- 13). C). Visual.
- 14). C). Relativist Fallacy.
- 15). C). They establish societal norms.
- 16). C). Appeal to Fear.
- 17). D). Appeal to Fear.
- 18). D). Appeal to Pity.
- 19). B). Fallacy of Composition.
- 20). A). False Dilemma.
- 21). B). Post Hoc.
- 22). D). Magical thinking (also known as: superstitious thinking)
- 23). C). Proof by Intimidation (also known as: proof by verbosity, fallacy of intimidation)
- 24). B). Overwhelming Exception.
- 25). C). Political Correctness Fallacy.

# WORKSHOP

## Social media channels

This workshop will allow participants to learn more about social media channels and social activism. This session offers ideas and explores examples and practical techniques through which participants can engage and communicate online. It is an opportunity to discover digital opportunities.

Participants will learn about various elements in the communication process, the evolution from traditional media to new media, and the adoption of digital technologies that brought significant changes in the way we communicate. This workshop also explores the emerging field of social media communication as practitioners can use new tools to communicate with their target groups via social networking.

Social media is grounded in a wide set of theories and research methods. Multiplication of the means of communication modifies the way in which groups "make a connection" and create new rules of sociability and ethics.

Therefore, influence, trust, and engagement (especially real time engagement) may be the key concepts for the online activities.

On one hand, during this workshop participants will gain new knowledge about social media communication. On the other hand, participants will reflect on how social media outlets are now central in a wide range of social and political movements.

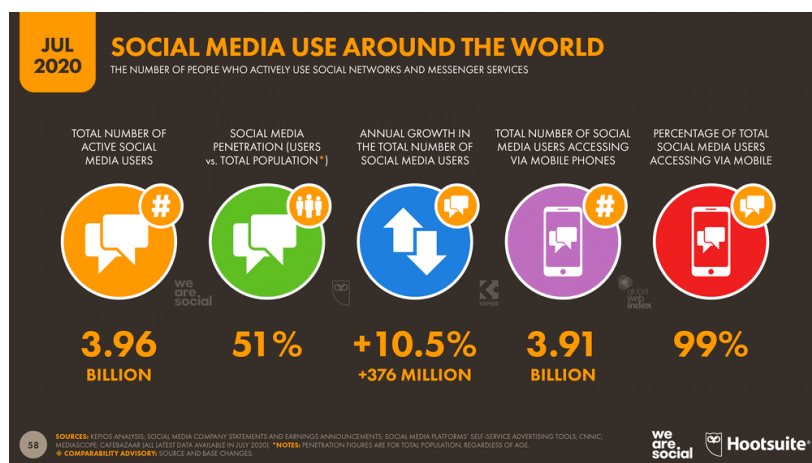
Optionally participants can discuss the emergence and the spread of socio-political movements such as Arab Spring, Black Lives Matter, the competing police Blue Lives Matter response, Donald Trump's Make America Great Again (MAGA) campaign. While addressing these kinds of divergent and opposing online campaigns, we have taken into consideration such concepts as extremist leaders, social media influencers, and idea starters, respectively. A social media sentiment analysis which codes media content along a positive-negative continuum could shed the light to the internal dynamic of such online campaigns.

### Communication Overview:

Old web's traditional distinction is that it mainly had read-only content, websites and portals, and content belonging to authors. In the case of WEB 2.0-social media we have a large number of users, read-write content, and the ease to create and share it.

*"Social media is about conversations, community, connecting with the audience, and building relationships. It is not just a broadcast channel or a sales and marketing tool. Social media not only allows you to hear what people say about you, but enables you to respond."*

### TUFTS / Social Media Overview



It is very easy and quick to create quality content in WEB 2.0 and make it easily searchable. There are more and more services in the cloud as well as non-traditional channels and web based applications to access and create content.

Take RSS for example, a web feed that allows people to access updates to websites in a standardized, computer-readable format. These feeds allow people to keep track of many different websites in a single news aggregator.

**JUL  
2020**

## COVID-19: INCREASE IN ONLINE AND DIGITAL ACTIVITIES

PERCENTAGE OF INTERNET USERS AGED 16 TO 64 IN SELECT COUNTRIES\* WHO REPORT SPENDING MORE TIME ON EACH ACTIVITY DUE TO COVID-19

WATCHING MORE SHOWS &  
FILMS ON STREAMING SERVICES



**54%**

SPENDING LONGER  
USING SOCIAL MEDIA



**43%**

SPENDING MORE TIME  
ON MOBILE APPS



**36%**

SPENDING MORE TIME PLAYING  
COMPUTER OR VIDEO GAMES



**35%**

SPENDING LONGER ON  
MESSENGER SERVICES



**42%**

LISTENING TO MORE MUSIC  
STREAMING SERVICES



**37%**

CREATING AND  
UPLOADING VIDEOS



**16%**

LISTENING TO  
MORE PODCASTS

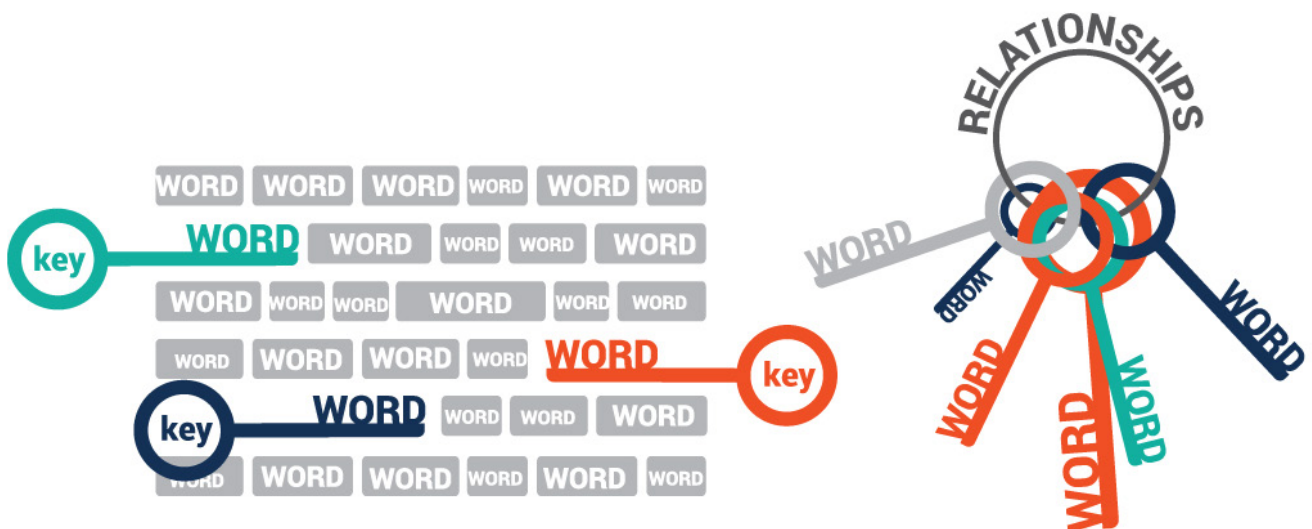
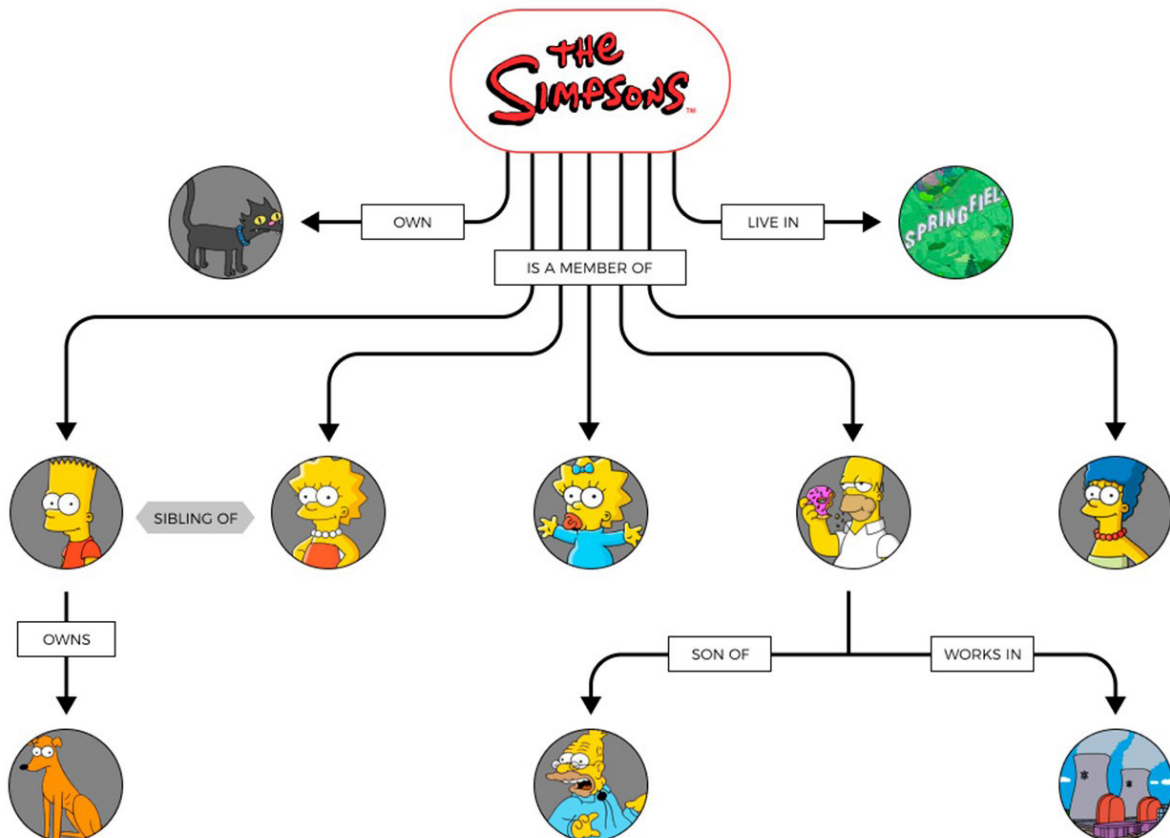


**15%**

## Semantic Search

Thanks to the development of Semantic search, users can find very precise information. There is also an increase in searches that are made through images or speech.

Nevertheless, the use of social media poses a question of privacy to its users.



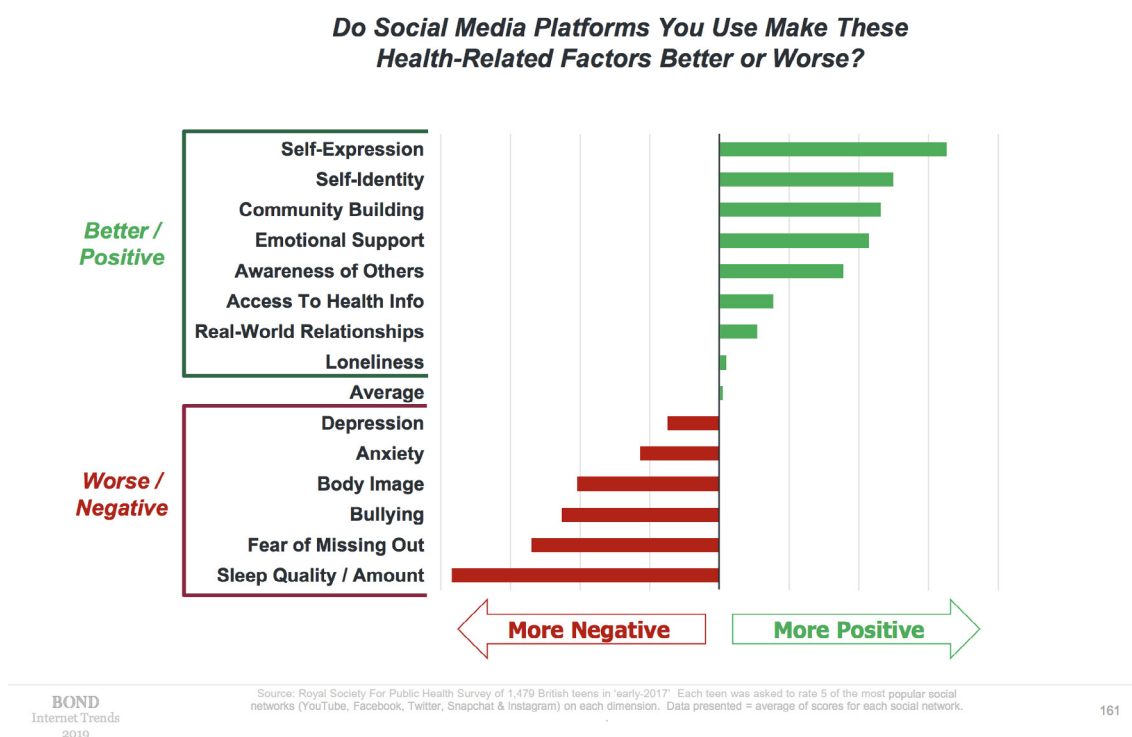
Virtual Reality and Augmented reality provide users entirely new, interactive experiences and in-depth communication.

*Example: augmented reality app Snow.*

The “Internet of Things” is the interconnection of various devices with the Internet embedded in them. It enables them to send and receive data while offering people an opportunity to be more efficient, save time, money, and accelerate their communication.

Indeed, social media shaped millennial culture through new rituals, symbols, gifs, sound bites, chats, brief moments, and transitory flashes of content.

More and more social media encompasses augmentative and alternative communication (AAC). These are devices, systems, strategies, and tools that replace or support natural speech. These tools support people who have difficulties communicating through speech.



Content customization goes far beyond simple picture editing and captioning. Outlets like Snapchat have provided users with the ability, and drive, to add stickers, drawing, and (most notably) filters. As phones became more capable, changing the overall image of oneself became second nature before posting.

Twitter introduced the hashtag to help users filter trending topics. Users have been able to go through the “What’s Happening” field of their homepage to gain insight into global events and national news.

Even Facebook, a personal profile origin media, turned journalistic by highlighting trending topics.

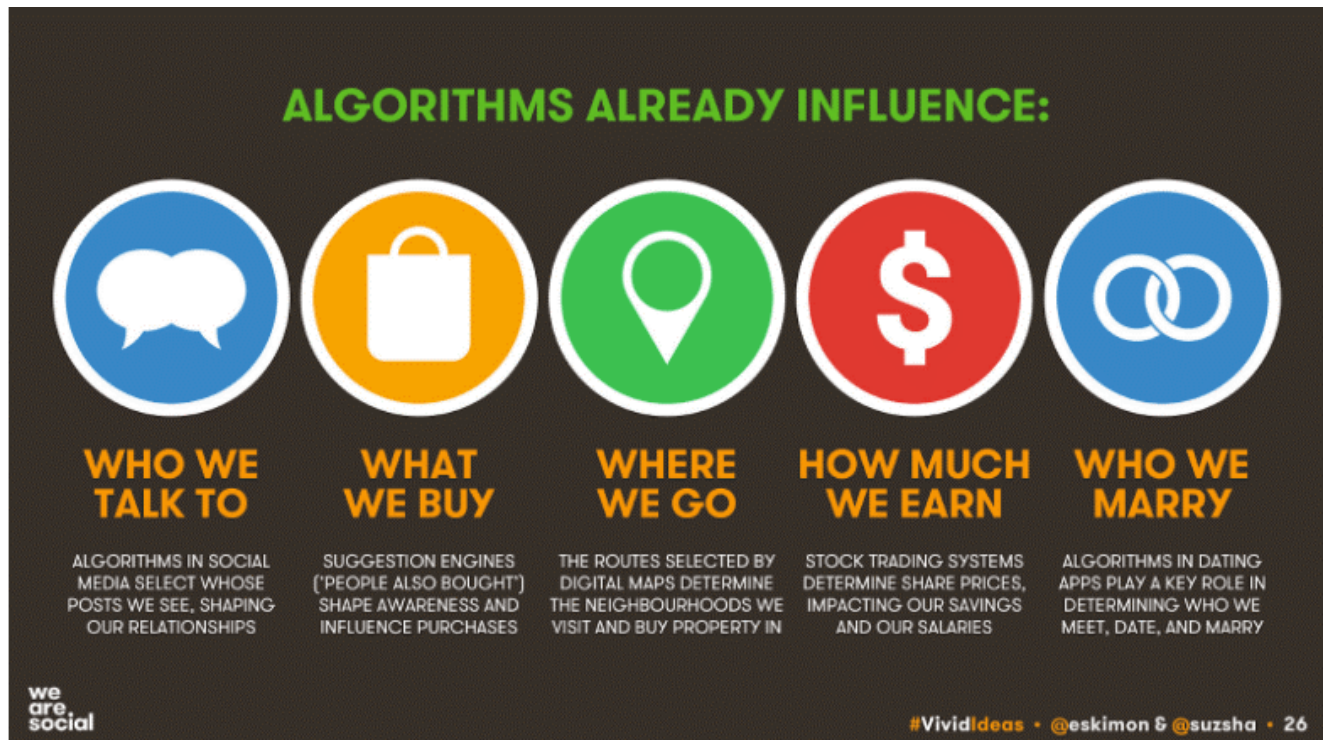
It was taken a step further when trending news was given its own section in the Facebook mobile app. With the addition of Facebook Live in 2016, users quickly went from sharing private, fun, and touching moments with their friends, to becoming on-spot journalists and recording everything from police shootings to opioid abuse cases. Live videos helped build serious momentum behind civil rights movements.

“Ephemeral Content” has been a relatively recent trend in social media: temporary content that is only available for a short time before disappearing.



Snapchat, Instagram, and Facebook stories are the most famous examples of it. It panders to the shrunken attention of social media users and offers very short, sometimes engaging stories that become increasingly popular.

Chatbots have also grown in social media popularity, especially among businesses, as they are relatively easy to set up on social media. The entry of AI tools, like chatbots, on various platforms continues to increase daily. An important and distinctive feature of social media are its algorithms. Undeniably, they already influence almost every aspect of our digital lives including what content we watch, read, what channels we discover, and even who we meet.



*Looking at Global Web Index's most recent data on social video adoption, it is obvious there's no slowing video growth:*

- ➔ 56% of internet users watch videos on Facebook, Twitter, Instagram, or Snapchat monthly;
- ➔ 81% of 55 to 64-year-olds are watching videos on social monthly;
- ➔ 1-in-3 social video viewers watch videos produced by brands monthly.

These statistics are set to continue growing as more mobile-first customers come online in emerging markets. It can be that videos are a much easier medium than text for learning new things. This is especially true in countries with lower literacy rates.

*GWI's Digital 2020 July Global Snapshot had some key takeaways:*

- ➔ More than half of the world now uses social media;
- ➔ Out of 4.5 billion online users, over 340 million began in the past 12 months
- ➔ There are 5.15 billion unique mobile users

Social media changes the way we communicate our identity to the world through self-disclosure. Social media platforms such as Instagram promote interaction rather than disciplinary boundaries. Because of this, online personas can become false versions of their real selves and be used corruptly.

In order to better understand the dynamic on social media, especially its visual part, we would recommend a book by an American sociologist Erving Goffman: *The Presentation of Self in Everyday Life*. In this, he studies the social construction of self. Through the prism of symbolic interaction the author conceives the world as a stage where all people are merely the players. By using his concepts, we can better understand how social media is a nourishing ground for the various identities and roles people adopt to present themselves online.

The Internet has become a new public space that is increasingly omnipresent and participative in nature. Its online sphere allows users to have multiple identities. More and more people are going online to become a part of the ever-expanding social capital and to represent themselves in multiple ways, adding more value to their true selves. Once online, many people juggle between *"bonding circles and bridging circles, constantly seeking social approval in terms of how they appear online in order to expand their radius of trust, considering the fact that social media as space is free of constraints in terms of gender and ethnicity."*

### **MEDIUM / Putting the best digital self forward in the age of Social Media**

From personal profiles, online CV hosting like LinkedIn, personal blogs, Instagram photos, and status updates on Twitter, people have been able to create a new list of audiences. The internet allows people to unveil the antecedently hidden features of their identities. It gives users the possibility to tailor an emancipated version of self. Furthermore, online users not only create new identities on social networks but also lose

identities. In the last decade, there are more and more private and interest-driven communities on social media. Consequently, as people spend more time on social media, we're seeing new behaviors emerge.

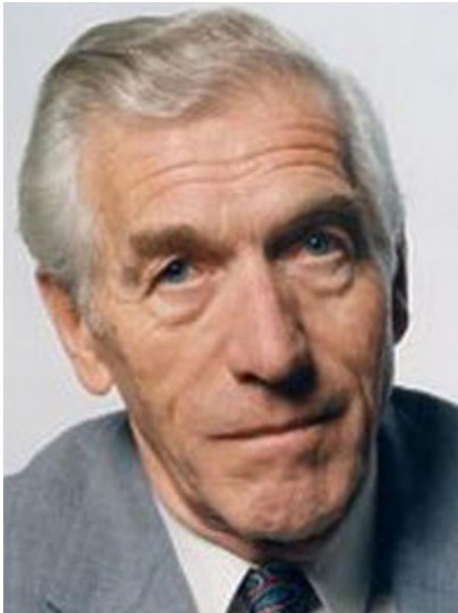
It is also interesting to analyze people's relationship with social media through the lens of Jean Baudrillard, and specifically, his book *Simulation and Simulacra*.

Baudrillard believed that nothing in our society is "real." What we see as real is merely a "simulacrum," or an expression of something that no longer exists. Our reliance on symbolism causes us to exist in a simulation of reality — a hyperreality.

His hypothesis was that this hyperrealistic state causes us to lose sight of where reality ends and the other begins. This belief may provide the support for social media's ability to turn people into simulacra themselves. People have created their own hyperreality and the individuals behind them seem to fade into a near non-existence.

This is important as it has an effect on the self and how we interpret our identities. It also affects the way we interpret the identities of others who we interact with on these platforms while creating a hyperreality where the lines of our online identity and our offline identity are so blurred that it's impossible to tell the difference.

Using Instagram as an example, the feedback loop of posting and interpreting those posts leads to the hyperreality described by Baudrillard. It becomes difficult to discern what's real about someone and what is not and can even cause an individual to call themselves into question - especially when trying to understand what others may think of them based on what they post.



You cannot not communicate. Every behavior is a kind of communication. Because behavior does not have a counterpart (there is no anti-behavior), it is not possible not to communicate.

— Paul Watzlawick —

AZ QUOTES

Don't say anything online that you wouldn't want plastered on a billboard with your face on it.

***Erin Bury,***  
***Sprouter community manager***

---

Social networks aren't about Web sites.  
They're about experiences.

***Mike DiLorenzo,***  
***NHL social media marketing director***

---

New marketing is about  
the relationships, not the medium.

***Ben Grossman,***  
***founder of BiGMark***

---

What happens in Vegas stays in Vegas;  
what happens on Twitter stay on Google forever!

***Jure Klepic***  
***jureklepic.com***

The following example highlights the communication challenges that can arise when one person uses a form of communication, especially social media, and the other person does not recognise or understand

 *GO THROUGH THE LINK*

**Alex** believes that the media negatively impacts young people and thinks that the media should be forced to regulate the image it produces.

**Tom** believes that the media has a positive impact on young people and all media should not be held responsible for the effects of images. He believes it would be more fruitful to focus on giving young people tools to deconstruct the image they encounter themselves.

---

The main difference here in the perception of media by two young people is that their perception is caused by emotional bias. One can be positive while another leans towards the negative.

Hasty generalization:  
Tom makes a hasty generalization when he says that since social media (Facebook) helped him (to do or achieve something), it helps all young people.

---

### **Hedging:**

Tom later tries to avoid this clear statement and hide behind a hedge of vague, ambiguous words.

# WORKSHOP

## Visuals on social media

This hands-on session will focus on images. As the saying goes, "a picture says a thousand words." Participants will analyse how and what images communicate in social media. This workshop will provide participants with a few basic tools for deconstructing images. Participants will learn about the visual analysis – a useful technique for looking closely at an image and examining its details. The reflection stage will focus on the emotions and interpretations that an image evokes for the viewer. Participants will see how different viewers react to the same image in different ways, so there are no wrong responses. They will examine the importance of historical, geographical, socio-cultural, economic context for reflective responses.

Participants will have to select several samples among hundreds of photos with quotations printed out from various social media. After looking carefully at an image and quotation and considering its emotional and interpretive properties, formal analysis will be the next step. Participants will start formal analysis by deciding which elements are most strongly represented. They will consider "Mise En Scene". Participants will also learn different layers of meaning in photo or image, try to understand visuals through the cultural frame.

The aim of the session is to speak out and discuss different social issues and hot topics. Ambiguous images help participants to form different associations and perceptions on social issues that can lead to radicalisation. Additionally, to this, participants find online and present the photo/ image and quotation of their choice.

### A WELL CULTIVATED CRITICAL THINKER:

5

COMMUNICATES  
EFFECTIVELY WITH OTHERS IN  
FIGURING OUT SOLUTIONS  
TO COMPLEX PROBLEMS



**2stepis**  
Switch on your brain

SOURCE: WWW.CRITICALTHINKING.ORG

 **THE LINK  
ON THE COLLECTION  
OF THE PHOTOS**



# CARD GAME

## Percipio



AIM

The aim of the activity is:

1. To help participants to form their own perceptions on existing social problems.
2. To give a chance to participants to express and share with others their opinions on social issues.

This activity can be about creativity, social media, politics, peace and war, discrimination and other social issues.



GROUP SIZE

Up to 60 people



TIME

1 hour, depending on the quantity of people



NO. OF  
INSTRUCTORS, SKILL  
RECOMMENDATIONS  
AND SUPPLIES

1—2 trainers



SUPPLIES  
AND  
FACILITIES

Deck of "Percipio" cards



### DESCRIPTION

«Percipio» is a card game that is built on the perceptions and associations of the participants on different social issues. The cards depict the art works of Pawel Kuczynski. The latter is a Polish artist who showcases the nowadays challenges through his art. The images on the cards help the participants to speak about different challenges in our society and our perceptions of those.



# WORKSHOP

## First Impression

NAME OF THE TOOL	Activity "First Impressions": questioning our pre-conceived opinions about people from different backgrounds		
TYPE	<input type="checkbox"/> Get to know each other <input type="checkbox"/> Icebreaker <input type="checkbox"/> Group Building <input type="checkbox"/> Exercise Simulation <input type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation		
TOPIC	Questioning our representations, pre-conceived opinions and stereotypes		
LEARNING OBJECTIVES	"To realise how people differ in their initial impressions of others; to explore how our past experiences colour our impressions of others; to become more aware of how our impressions affect our behaviour towards others; to start a discussion on prejudice and stereotypes."		
GROUP SIZE / AGE	Group size: 2-15; Age minimum: 18+	DURATION	2 hours (more or less, depending on the size of the group and the length of the discussion)
MATERIALS	PowerPoint presentation for the instructions; printed stock pictures of strangers with various backgrounds, paper, scissors, glue, pens.		
STEP BY STEP IMPLEMENTATION	<p><b>Process:</b></p> <p>→ We will select pictures of people who have interesting/different looks or background; we can use magazines or a copyright-free photo bank. Selection will be done depending on the group, the background of the participants and the topic of the training. We will have the same number of pictures as the number of participants.</p> <p>→ We cut out the pictures and stick each on a top of separate A4 paper. Then we can draw lines under the picture which will work as suggestions for where to write and fold the paper.</p> <p>→ We pass each paper sheet around and ask each participant to look at the picture and write down the first impression of the person on the picture at the bottom of the page.</p> <p>→ Then fold the bottom of the paper up, to hide what they have written and pass the sheet on to the next person. We repeat until each participant has had all the pictures.</p> <p>→ Once every participant has written their opinions under every picture, everybody can unfold their sheets and, one after another, read out all the impressions collected under each picture.</p>		

## STEP BY STEP IMPLEMENTATION

- Then comes the most important part of the activity, namely the discussion, opened up by the facilitator, focusing on:
  - What surprises were there?  
Which ones? Were the impressions different?
  - Why? Is it linked to our background, experience, place we live in..., what else?
  - What feelings did participants have doing it and hearing the results?
  - What led us to have these feelings/opinions about these people just from looking at their picture?
  - Why do we have these representations?
  - Are they helpful/ useful, anodyne/ harmless/ insignificant, harmful?
  - What feelings did participants have doing it and hearing the results?

These questions are suggestions for discussion and we can add anything we may find relevant to the topic during the discussion.

## SUGGESTIONS FOR THE FACILITATOR

- The facilitator will need to moderate the discussion;
- There is no need to reach an agreement or consensus. Disagreements are not a bad outcome, even wishful. Every opinion is valid and legitimate – except when coming from a place of hatred or discrimination.
- The discussion needs to be open and free but still in a frame that is cohesive with intercultural dialogue. While discussing, participants and facilitator(s) need to keep in mind common values and facts, such as respect, openness and tolerance, and notably the situation of global world imbalance – there also needs to be a will to restore/fix it.
- The important thing is not so much the opinions that were formulated but the way participants relate to them and reflect on them. Each participant, as well as their opinions, should be treated with respect.

## ANNEX

Differences in background can be related to: ethnicity, gender identity, sexual orientation, religion, physical appearance (build for example), age, disability, etc.

***Stock pictures of various people***



**PEXELS.COM**



**DREAMSTIME.COM**

During this interactive session participants will explore various representations of migrants, refugees and in media. They will examine and present case studies of seven types of mis- and disinformation: satire or parody, misleading content, imposter content, fabricated content, false connection, false context, manipulated content.

It is not secret that most of the media narratives contribute to developing the central bias of migration by means of metaphorical delegitimization that is discursively constructed through the opposition between “them” and “us.” Such attitudes are rapidly developing into radicalisation, fueling nationalist parties and extremist movements that in turn affect young people in very negative way.

The aim of this workshop is to empower young people in the field of media literacy and preventing extremism and radicalization in media and social media.



# WORKSHOP

## Fake News



### PROBLEM AND GOAL

The activity aims to provide a clearer view on detecting fake news and how are they spread. We expect to develop critical thinking in the learners.



### TIME ALLOWANCE

The activity is thought to last around 20 minutes.

The preparation is not time-consuming either with a top of 30-40 minutes to have the activity ready.



### AID

Computers, printed news, beamer



### NUMBER OF PARTICIPANTS

The participants can be of any age from 18 years old. The activity is recommended for a group of at least six learners minimum, because there will be a need of creating different groups of 3-4 people each.



### ACTIVITY DESCRIPTION

We provide the groups of learners with 4-5 news, with just one of them real (the same news for all the groups) and ask them to read them and decide which one of that news would they post in their Facebook (or any other social media place), given the criteria of how accurate they are in terms of information. After a few minutes of discussion, we ask adult learners to provide their final decisions.

After that, they have to post it in their timelines. For this part of the activity we have two options: we can use a digital tool such as Padlet, or could give news printed and use the board as Facebook wall.

Once they have posted the news, the learners should learn of a method to identify fake news. For this we have several options:



### EXPERIENCE AND PRACTICE

It's important to learn from the reactions. Let's learn about the importance of choosing the information we post, and see the reactions of the people when we're disseminating fake news. It's key to understand the consequences of our actions.

#### *A scientific approach*



*Stance Detection in Fake News:  
A Combined Feature Representation*

#### *A simpler yet effective approach*



*How to Spot Real and Fake News*

After learning of the detection method, they will have to apply it and determine whether they posted real or false information.

*We can find false articles and their fact-check in Snopes*



*Snopes*



# WORKSHOP

## Assemblage

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### Problem and goal

Everyone on the Web is allowed to produce and share news which can become viral easily. This freedom in producing and sharing news comes with a counter-effect: the proliferation of fake news. Unfortunately, they can be very effective and may influence people and in general the public opinion. There are many images, even in the media literature that, if cropped, do not show the situation as it really is. It is not necessary, in fact, to create a fake image, or to modify it with photoshop to the point of creating a photomontage. Often it is enough to crop a part of it or as well just change the description, making the image assume a meaning that it does not have.

This activity aims to develop the sense of observation and the critical sense, towards the images and information that loom over our daily life. The activity allows the participants to reflect on the media literature and to learn historical facts thanks to the discussions carried out in groups during the activity.

---

### Number of participants

from 2 to 8 persons / group

### Time allowance

30 minutes to prepare the activity  
and 60 minutes to implement the activity

### Aid

Image print, scissors

### Preparation

Print the image and cut the image  
in pieces and write numbers behind

### Activity Part 1

The activity is carried out in a group. Each participant has a cropped part of an image with a number written behind. They should not look at their image. The participant with the image number 1, starts. He shows the part of the image and the group discuss together what the situation in the entire picture might be.



The participant with the number 2 adds his own piece of image. Does the situation in the image change? What could the situations represented be?  
Which emotions does the image show?



Step by step, in order of numbers, participants show their pieces of photo and the image is building entirely. Maybe the situation in the image seen at the beginning is not finally the real one. In this way the activity provide food for thought about the image and the story it tells; participants have the possibility to have open discussions.



### Debrief questions

- ➔ Does the situation in the image change during the assemblage?
- ➔ What could the situations represented be?
- ➔ What does the author of image wants to transmit?
- ➔ Which emotions does the image show?
- ➔ What historical fact represents and what influence did it have?

### Activity Part 2

Every participants research on Web an image/ photo that does not show the reality. It can be a historical photo, an image included in an article or an image of an advertisement. In presenting the image to others, participants will continue the discussions.

# WORKSHOP

## Headline Basket

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### Problem and goal

Nowadays, due to the information overload and the lost art of concentration, we exist in a constant state of alertness that scans the world, especially news media, but never really gives our full attention to read, think and make a meaningful understanding of what we read.

Marketers' recognized short attention span in people's behaviour and adopt their ways of advertising. They design short, catchy and attention-grabbing headlines and slogans using infectious agents. The same goes for news media when it comes to headlines of articles. Aim of the activity is to understand mechanism behind creating a news headline and to foster discussion on how headlines spark our inner emotions based on which we create prejudices and judgements.

---

### Number of participants

From 2 (working in pairs) or max.  
5 persons per group

### Time allowance

30 minutes to prepare the activity  
75 minutes to implement the activity (20 minutes creation of headlines + 10 minutes reading the headlines + 30 minutes group discussion + 15 minutes debrief)

### Aid

Five baskets or pots to place pieces of papers  
List of words  
List of topics for headlines  
Blank papers and pens

### Preparation

- Print out words (Adjectives, Verbs, Nouns, Adverbs, Numbers)
- Cut each group of words and separate in baskets: adjectives in one basket, etc.
- Decide about the topics for headlines (one topic per group or pair)
- Bring papers and pens

---

### Methodology

- ➔ Create groups or pairs
- ➔ Give to the group a topic for headline and type of headline (sensational, misleading, fake, based on evidence, truthful, etc)
- ➔ Let each participant pick randomly one paper from each basket (each participant should have 5 papers)

- ➔ Explain to the participants they have to discuss and decide among themselves which words to use, but they can't use less than 5 or more than 10 words! Additionally, they can decide to use two more words which they haven't got from the baskets, but should be connected with the given topic.
- ➔ Read headlines in front of everyone.
- ➔ Gather participants and discuss infectious agents, emotional triggers, types of headlines and habits of creating assumptions and prejudices based on reading a headline.

### Debrief questions

- Do you know (explain) the difference between misleading, fake, sensational, truthful titles?
- What is an infectious agent (Awe, Anger, Anxiety, Fear, Joy, Lust, Surprise, Shock, etc.)?
- Do the headlines trigger your emotions? Which emotions? How do you handle the emotion at that moment?

- How often do you read more and research in depth about the topic after reading an attractive headline?
- What can we personally do to not make assumptions and judgements based on reading the headline or an article?

## HEADLINE BASKET Word List

### Averbs

NEVER	ALSO	AGAIN	ALREADY	CURRENTLY
EXTREMELY	CONSTANTLY	DAILY	IMMEDIATELY	FREQUENTLY
NECESSARILY	DEFINITELY	UNFORTUNATELY	RARELY	POSSIBLY
SLOWLY	EVENTUALLY	BELOW	EVER	INSTEAD

### Verbs

WANT	HATE	HARRAS	PROVOKE	DECREASE
SCARE	OUTPERFORM	ACHIEVE	CHEAT	OUTRUN
SECURE	SILENCE	EVOKE	MOCK	PROVOKE
INNOVATE	ENGAGE	SURPRISE	DISTURB	AWAKEN
CAUSE	HIDE	BEGIN	RISE	COULD

## Noun

COUNTRY	DAY	GOVERNMENT	REFUGEE	IMMIGRANT
LEGAL	HOME	JOB	PEOPLE	SYSTEM
WOMAN	MAN	HEALTH	PERSON	KNOWLEDGE
INTERNET	TELEVISION	NATURE	SOCIETY	ECOLOGY
COUNTRY	SECURITY	ART	DATA	ARMY

## Adjectives

IMPORTANT	ABLE	AGGRESSIVE	AGREEABLE	AMBITIOUS
BRAVE	CALM	DIFFERENT	DIFFICULT	ARROGANT
SMILING	ELEGANT	LAZY	SUPER	LOVELY
TALENTED	BRAVE	OUTRAGEOUS	CRAZY	DANGEROUS

## Numbers

10	5	35	100	2
17	2 000	183	412	3
1	1 983	146	253	15
19	23	1 000 000	4 897	87



# WORKSHOP

## Target Audience Deconstruction

---

### Problem and goal

Most writers, journalists and news companies have to determine their intended audience so that they can pitch the message to them in a writing style and tone which will contribute to the best effect they want to achieve. By analysing target audience, researching about their demographics, psychographics and developing their personas, journalists create detailed profiles of their audience to ensure that the content they create will resonate with their audience.

News articles can influence sensations and pattern of thinking and consequently behaviors of readers, if audience is not aware of their intentions. The goal of this exercise is to deconstruct the target audience by raising critical thinking of readers and understanding of the concept of personas to be able to recognize to whom is the article addressing and its intentions.

---

### Number of participants

Minimum 2 persons up to group of 6 persons

### Time allowance

15 minutes to print out articles and prepare topics  
30 minutes to implement the activity  
15 minutes to debrief

### Aid

Recent newspaper magazines or articles on digital media  
Snapshot of Social media newsfeed  
Persona Handouts

### Preparation

Search and print articles or use computer/laptop  
Print Persona Handouts

---

### Methodology

After creating pairs or groups hand out prints of news articles or share links. Participants should read the given article and generate a general target audience by exploring demographics and to narrow down the identity of intended readers by trying to imagine and write down as many details as they can. When they combine both sets of information, they should form reader's persona. Personas are detailed picture of the reader. They should go into extreme detail, for ex. find a photo and include it in the profile, etc.

---

### Debrief questions

- ➔ To whom is the article intended?
- ➔ Is the article important to me?

- ➔ How does the article makes me think and feel about the persons involved in the content?
- ➔ What we should do to understand the context of the stories?

## Discovering of details with collage

### Description and aim

While learners consider it normal to give space to their creativity and express it through art, adults seem to have given up, closed behind their social convictions. As a result, they tend to see less the details of things and they lose the habit of listening to their emotions.

Consequently, everything becomes a bit more superficial in the trembling life of an adult, for example, even when reading the newspaper. Collage can be a method to slow down, rediscover the small details of a moment and listen more to the personal emotions.

### Methodology and materials

magazines, newspapers, blank sheets, glue and scissors.

- ☐ Imagine pleasant places and landscapes, smells, sounds, everything that can evoke positive emotions.
- ☐ Take notes to fix these sensations in the memory.
- ☐ Search through magazines and newspapers for images that can be associated with these feelings, cut them out and then stick them on a white sheet. Try to not think too much how to stick them and where: the mind has endless creativity and allows to create beautiful irrational images.
- ☐ Find a word from newspaper/magazine which is connected with the emotional state that want to be expressed; insert it in the collage.
- ☐ Repeat the experiment with other scenarios, based on different emotions. The work can be completed by collecting them in a sort of personal newspaper. For example, it is interesting to see the various collages of different emotional moments: between that of a special day like a birthday, and that of a stressful busy day.

This activity can be done individually at home (surely this activity brings relaxing benefits after a tiring working day!), but also in a group during an educational workshop. If it is the case of a group, at the end of the task participants can hang on a wall the various artworks and discuss them all together.



**Time allowance**

15 minutes to prepare and share materials

2 hours to implement the activity

30 minutes for the group's discussion

**Number of participants**

Individual and then discussion

in group from 2—12 persons

**Aid**

Glue, scissors, blank sheets, cardboards,  
twines, colored pencils

Magazines and newspapers

**Preparation**

Place the material on a central table. The artists  
can use what they want and share the material  
with other participants

## Reflection Sheet

**THINK WHAT HAPPENED DURING THE WORKSHOP AND WRITE IT DOWN**

<b>FEELINGS</b>	Please write your feelings about the workshop
<b>LEARNING ACHIEVEMENTS</b>	Please indicate what are your learning achievements
<b>REUSE OF LEARNING</b>	How will you use the knowledge and experience acquired today in your daily context/work?
<b>ANYTHING ELSE</b>	Please indicate another issues / difficulties you have encountered, specific needs to be addressed, suggestions for improvement, or any other issues



## INSTRUCTIONS FOR NEWSPAPER ANALYSIS

Find a newspaper article that interests you.

**Give the title and date.**

**Summarise the main points of the article in your own words.**

(3-5 bullet points or sentences)

**State the purpose of the article.**

Note that many articles may have multiple purposes (e.g. to entertain and persuade). Identify what you consider to be the main purpose, explaining your reasons in part d) if necessary.

- 
- |                |                               |
|----------------|-------------------------------|
| ➤ To entertain | ➤ To examine/explore an issue |
| ➤ To inform    | ➤ To describe/report          |
| ➤ To persuade  | ➤ To instruct                 |
- 

**Explain your choice of purpose**

by quoting word(s) or phrase(s) from the article to support your answer to part c)

**Identify the tone** of the article.

[Note that many articles will contain a variety of tones. You should identify one significant tone, or the tone which seems to pervade the article.]

**Justify your choice of tone with evidence from the text.**

Quote words or phrases from the article and analyse how they create the tone you identified in part e)

**Identify 3 techniques** which have been employed by the writer. Analyse each technique and explain its purpose or effect.

[Basic techniques to comment on include: word-choice, imagery and sentence structure. Consult your 'Higher English Terminology List' for more detail and further techniques]

**Quote 3 words from the article that are unfamiliar to you.**

Look up and **provide their definitions** from a dictionary or [www.dictionary.com](http://www.dictionary.com). Many words have several definitions. Be certain to only provide the definition appropriate to the context in which the word is used in the passage.

[If you cannot find 3 words that are unknown to you, choose 3 words which you think are particularly complex, sophisticated or interesting, and look up their dictionary definitions.]

Think about the ideas, opinions or issues involved in the article you have read. Write a short personal response to the article – what is your opinion or reaction to the topic/issue? What questions does it make you ask? Do you agree or disagree with the article's stance? What did you find interesting, puzzling or informative about the article?

 **Newspaper analysis**  
*instructions and examples*



JK Rowling should remember that  
less means more in the Potterverse.

The Pottermore website tells fans far more than  
they need to know about Harry Potter.

*David Mitchell, The Observer,  
Sunday 21 August 2011*

Harry Potter is like football. I'm talking about the literary, cinematic and merchandising phenomenon, not its focal fictional wizard. He isn't like football. He's like Jennings after being bitten by a radioactive conjuror. But, as with football, reports of Harry Potter-related events, products and personalities are everywhere. Like football supporters, Harry Potter fans seem to have an insatiable desire for more news, chat and retail opportunities related to their enthusiasm. They're standing in a monsoon screaming: "I feel so dry!" while the rest of us are getting soaked.

It's bizarre. It has the intensity of a fad but it's been going for 14 years. I think I'd find it easier to understand if I hated it. At least that would be an emotion of equivalent strength to the fans'. But, for me, it doesn't conform to the Marmite model: I've read three of the books and seen three of the films. I quite enjoyed them. I liked the third of each no less than the first two. I didn't feel the series had "gone off". It was just something that I only liked enough to consume so much of. It seemed perfectly good but I'd got the idea. I didn't mind not knowing what happened.

And then, obviously, because I am perverse, I was put off it by its ubiquity and other people's enthusiasm. Others' loss of perspective about its merits made me lose my own. Maybe I was trying to lower the average human opinion of the oeuvre closer to what it deserves by artificially forcing mine well below that level. Incidentally, this is where the parallels with my view of football end:

even if that were a struggling minority sport only played by a few hundred enthusiastic amateurs, I would still consider it an overrated spectacle that lures vital funding away from snooker.

The most amazing aspect of JK Rowling's achievement and that of the Harry Potter marketing machine is that they have produced so much stuff for so long – kept the profile so high, the advertising so pervasive – and yet somehow contrived to leave a huge section of their audience still wanting more. They've given Harry the attributes of pistachio nuts and crack cocaine without the health risks (opening thousands of pistachio nuts can cause severe thumb-bruising, I can tell you from bitter experience of my life on the edge).

But, with the launch of the new Pottermore website, are they finally pushing their luck? Since last week, trial access has been granted to a select group of a million fans. That's the real hardcore. Having a Harry Potter tattoo won't be enough — it has to be on your face. The site boasts material that didn't make it into the books, such as 5,000 words about which woods should be used to make magic wands and anecdotes about where Rowling found inspiration: why she called an unpleasant character "Petunia", for example. But a fan writing in the Times wasn't impressed: "As a reader who has grown up with Harry over the years, the site dispels the magic of the wizarding world by removing the air of mystery behind the narrative that sparks debate among fans."

That's an attitude that strikes a chord with me and reminds me of Star Wars. Every generation must lose its innocence, must see the brightly painted nursery wall smashed away by the wrecking ball of betrayal to reveal a blighted landscape. For our predecessors, it was the Somme, the Great Depression, the Holocaust or Vietnam; for my generation, it was The Phantom Menace.

The problem isn't just that it's terrible but that it also retrospectively spoils the original films. George Lucas took the hinted-at mythical, ancient yet futuristic realm of his first films and filled in all the detail like a tedious nerd. He ruined his own creation. It was as if Leonardo da Vinci had painted a speech bubble on the Mona Lisa in which she explained her state of mind. Everything that was magical, mysterious and half alluded to, he now ploddingly dramatised, making it seem dull and trainspotterish. Those three prequels worked like aversion therapy for my addiction to the franchise.

I'd wanted the prequels to be made – I'm sure most fans did. We were desperately keen for Lucas to answer all the questions that the original films had posed. But he was wrong to accede to our wishes – not financially, but artistically. When it comes to art and popular culture, consumers are like children and chocolate, students and alcohol: they don't know what's good for them, they can't predict when certain behaviour will make them feel sick.

As with junk food, so with books, films and TV, the current trend is to give people what they think they want, rather than to leave them wanting more. Presumably that's the motivation behind making a new episode of Inspector Morse featuring the character as a young man.

ITV knows that fans of Morse will watch it (God knows, they watch Lewis). The original series brilliantly hinted at the character's troubled, melancholy past, so we'll tune in to find out the details.

It's like with a magic trick: you're desperate to know how it's done but, when you find out, the mundane truth usually disappoints and undermines your enjoyment of the illusion. Similarly, the specifics of Morse's past can't possibly live up to our imagined versions. Like a good magician, ITV and Colin Dexter would serve their audience better by resisting its curiosity.

Fans don't really know what they want or they'd make up stories for themselves. (Some do and "fan fiction" is an excellent way for them to slake their thirst for content without destroying the mystery for everyone else.) With a story, as with a well-chosen gift, we're happiest when surprised by something we didn't know we wanted.

So it annoys me that there's such pressure to provide more backstory and more information about films and TV. DVDs are packed with deleted scenes, out-takes, "making of" documentaries and explanatory commentary. The experience of making a TV show today is to be perpetually distracted from working on the actual programme by demands from the broadcaster's website for additional material that will inevitably be of a lower quality. Some of this is harmless, but a lot of it is telling people how the trick is done.

I hope the new Harry Potter website won't undermine the enjoyment of the Potterverse for those million golden ticket holders. But it's a possibility. In the real world, chocolate isn't made in a magic factory by Oompa Loompas. And as for Ginsters slices... there are some things that you just don't want to know.



## EXEMPLAR NEWSPAPER ANALYSIS

*This is an example answer.*

Use this as a guide for laying out your own answer.

A).

🔗 **GUARDIAN / JK Rowling should remember that less means more in the Potterverse**

B).

- Harry Potter has been hugely successful, both artistically and commercially.
- The new Pottermore website risks offering too much unwanted and unnecessary new information.
- The Star Wars Prequel films ruined the originals because they were made as money-making projects.
- The public will always demand prequels and sequels and backstory, but sometimes, it is not artistically a good idea to give it to them!
- Mitchell concludes by hoping the new website won't destroy the success of Harry Potter by falling into the same trap.

C). **Purpose:**

to examine / explore the Harry Potter phenomenon.

D). *"But, with the launch of the new **Pottermore website**, are they finally pushing their luck?"*

This question is the subject of the whole article. Mitchell goes on to examine ways in which the website might ruin Harry Potter, by drawing comparisons with Star Wars.

E). Humorous & Self-Deprecating

F). Much of the article is written in a light-hearted, jokey way. Mitchell makes fun of himself, for example: *"(opening thousands of pistachio nuts can cause severe thumb-bruising, I can tell you from bitter experience of my life on the edge)."*

He also ends the article on a humorous note: *"In the real world, chocolate isn't made in a magic factory by Oompa Loompas. And as for Ginsters slices... there are some things that you just don't want to know."*

G). *"Harry Potter is like football. I'm talking about the literary, cinematic and merchandising phenomenon, not its focal fictional wizard. He isn't like football."*

This opening **simile** adds to the humorous tone and also conveys Mitchell's view of the success of Harry Potter. Just as football fans can't get enough of the games, analysis and commentary, so too does Mitchell think Potter fans are always desperate for more. This leads him into the discussion of the Pottermore website.

*"Every generation must lose its innocence, must see the brightly painted nursery wall smashed away by the wrecking ball of betrayal to reveal a blighted landscape."*

This **metaphor** is hyperbolic and dramatic, and a little tongue-in-cheek. It conveys the idea that all children eventually reach an age where they stop seeing the world as perfect and begin to recognise its faults and flaws.

*"The problem isn't just that it's terrible but that it also retrospectively spoils the original films. George Lucas took the hinted-at mythical, ancient yet futuristic realm of his first films and filled in all the detail like a tedious nerd. He ruined his own creation."*

The bluntness of this short simple sentence conveys the disappointment of fans and crassness of George Lucas' actions in making the prequel Star Wars films. The word choice of 'ruined' also conveys Mitchell's direct and honest opinion.

H). *insatiable* — (adj.) impossible to satisfy  
*ubiquity* — (noun) having a presence or appearance everywhere, regularly  
*blighted* — (adj.) spoiled, diseased or damaged



## INSTRUCTIONS FOR COMPARATIVE NEWSPAPER ANALYSIS

**A).** Choose a news story which has been reported in both the Daily Mail and The Guardian. Provide a link to each.

**B).** Write a brief summary (4-6 sentences) of the incident/topic both articles are reporting on.

**C).** Write a short analysis of the difference in the two headlines. How are they different? What choices have been made in selecting the headlines?

**D).** Comment on the differences between the two articles under the following headings. Support your answer with quotations.

### 1. CONTENT & DETAIL

What extra details does one article offer over the other? What details have been missed out?

### 2. VOCABULARY / COMPLEXITY OF LANGUAGE

How complex is the language of each article? What words in particular are usual or interesting? Is there any technical jargon?

### 3. TONE

What is the tone of each article?  
If they are different, consider why.

### 4. ATTITUDE / STANCE / BIAS OF THE WRITER

Does the writer of either article have an agenda or preference? How can you tell? Can you identify the newspaper's bias in the article (Guardian = left-wing; Daily Mail = right-wing)?

### 5. ACCOMPANYING PHOTO(S), ILLUSTRATIONS, GRAPHICS, GRAPHS

What graphics are included with each article? How does the choice of accompanying images reflect the articles' differences? Does the choice of photo/illustration influence the way the story is being presented?

**E).** Explain which article you prefer and why. You may make your decision based on any criteria you choose (e.g. how entertaining/clear/informative/stylish the article was) as long as you make it clear what criteria you have judged the articles on. Support any statement you make with quotations.





## Sick internet 'troll' who posted vile messages and videos taunting the death of teenagers is jailed for 18 weeks

- ➔ Sean Duffy, 25, targeted one mother on the anniversary of her daughter's death
- ➔ Posted sick photos and videos calling dead teenagers 'whores' and mocked up pictures of their dead bodies
- ➔ Unemployed Duffy jailed for maximum sentence of 18 weeks

👤 By **Anna Edwards**  
Last updated at 5:21 PM  
on 13th September 2011

A twisted internet 'troll' who posted vile videos and messages mocking the deaths of teenagers - including a girl who threw herself under a train - was jailed today for 18 weeks.

Sean Duffy, 25, targeted Facebook tribute pages and even posted videos on YouTube taunting the dead and their families. He hijacked emotional tributes on the internet and, hiding behind his computer screen, posted vile messages that caused the dead teenager's families yet more pain.

Among the jobless man's victims was bullied Natasha MacBryde, 15, who died instantly when she was hit by a passenger train near her home in Bromsgrove, Worcestershire, on February 13. The day after her death the malicious 'troll' posted comments including 'I fell asleep on the track lolz' on the Facebook tribute page created by her brother James.

Five days after Natasha's death Duffy, who the court heard has Asperger's Syndrome, created a YouTube video called 'Tasha the Tank Engine' featuring her face etched onto the front of the famous train. He also created a Facebook page entitled RIP Lauren Drew after the 14-year-old died from an epilepsy attack at her home in Gloucester in January.

Duffy posted images called 'Lauren's epifit' and 'Lauren's rotting body' and created a YouTube video with a picture of a coffin saying 'Happy Mothers Day'. He signed off the video with the sickening message: 'I don't know why you're all crying down there, it's soaking here in hell.'



*Jailed Sean Duffy arrives at Reading Magistrates Court where he was jailed for his online campaign of malicious taunts.*



*Victim Natasha MacBryde, 15, died instantly when she was hit by a train near her home, after she had endured bullying at her private school.*

## Internet troll jailed after mocking deaths of teenagers

Sean Duffy targeted Facebook tribute pages and posted videos on YouTube taunting the dead victims and their families.

**Steven Morris,**  
[guardian.co.uk](http://guardian.co.uk),  
Tuesday 13 September 2011  
18.19 BST



*Natasha MacBryde and Jordan Cooper, two of the teenagers whose deaths were mocked by Duffy. Photograph: PA*

An internet troll who posted videos and messages mocking the deaths of teenagers, including a girl hit by a train, has been jailed. Sean Duffy, 25, targeted Facebook tribute pages and posted videos on YouTube taunting the dead and their families.

Among his victims was Natasha MacBryde, 15, who died instantly when hit by a passenger train near her home in Bromsgrove, Worcestershire. The day after Natasha's death in February, Duffy posted comments including "I fell asleep on the track lolz" on the Facebook tribute page created by her brother James, 17. Four days later he created a YouTube video called "Tasha the Tank Engine" featuring her face superimposed on to the front of the fictional engine.

Duffy, who is unemployed and did not know any of his victims, pleaded guilty to two counts of sending malicious communications relating to Natasha. He asked for three other cases of Facebook trolling – posting offensive messages on the internet – to be taken into consideration when he appeared before magistrates in Reading, Berkshire.

Jailing him for 18 weeks, the chair of the bench, Paul Warren, told him: "You have caused untold distress to already grieving friends and family. "The offences are so serious only a custodial sentence could be justified." He went on to say that the case served as an illustration of the "harm and damage" that malicious use of social networking sites could do.

Duffy was also given a five-year antisocial behaviour order to prohibit him from creating and accessing social network sites including Facebook, Twitter, YouTube, Bebo and Myspace. He will also have to inform police of any phone he has or buys that comes with internet access. The court heard that Duffy has Asperger's syndrome and lived a "miserable existence" drinking alcohol alone at his home in Reading. Joanne Belsey, prosecuting, said Duffy's series of online attacks began following the death of 16-year-old Hayley Bates, from Staffordshire, who died in a car crash in September 2010. Duffy defaced pictures of her, adding crosses over her eyes and stitches over her forehead. One caption underneath a picture of flowers at the crash site read: "Used car for sale, one useless owner."

He then went on to focus on Lauren Drew, a 14-year-old who died from an epilepsy attack at her home in Gloucester in January. Duffy posted offensive and upsetting images relating to her death and for Mother's Day created a YouTube video with a picture of a coffin saying "Happy Mothers Day".

Public schoolgirl Natasha MacBryde was his next target. She killed herself after she was sent a message by an anonymous bully on a social networking website. She had also been teased by members of an all-girl clique at school. Duffy set up a fake tribute page on Facebook called Tasha the Tank Engine. On the official memorial page set up by her brother James he wrote: "I fell asleep on the track lolz," and posted images of her with text saying she was spoilt. Other trolls joined the abuse.

Duffy's final target was Jordan Cooper, 14, from Washington, Newcastle upon Tyne, who was stabbed to death. Duffy created a group called "Jordan Cooper in pieces" with a profile picture of a knife with blood dripping off it. A further YouTube video was also made which contained pictures of his eyes crossed out and slashes across his face.

Duffy's lawyer Lance Whiteford said: "In terms of mitigation there is none. I cannot imagine

the trauma and anxiety caused to the families of these horrible, despicable offences." She said his condition meant he was not aware of the effect he was having on his victims. Duffy had been cautioned for a similar offence in 2009 and Whiteford said he lived an isolated life and had himself been bullied at school and work.

Speaking outside court, Natasha MacBryde's father, Andrew, said: "He is a disturbed individual who caused the maximum of grief for his own satisfaction. "I think he must be a very lonely man who unfortunately tried to get attention through the most disgusting way possible. In a way I feel sorry for him and I think he needs some sort of counselling as it is obviously very odd behaviour. I hope his sentencing shows other trolls that they are not anonymous and they will be caught if they continue their vile games."

He said he had not been able to watch the Tasha the Tank Engine video as it was too distressing. Following the sentencing, Lauren Drew's father Mark spoke of the devastation it caused her family as they struggled to come to terms with her death: "We were already having a hard time. Lauren was my only daughter and I worshipped the ground she walked on and this person was hiding behind a computer. "He caused devastation to us and other families; for so many people. It hurts but he sits behind a computer with no feeling."

Drew called for the operators of social networking sites to take more responsibility for their content: "The web is a wonderful thing if used right but as you can see in this case it was used wrongly. These days children live on Facebook, it's their lives and they're just so vulnerable." After the hearing police said they would continue to track down offenders like Duffy. Det Ch Insp James Hahn, of Thames Valley police, said: "Clearly this has been a very emotive case, that has caused additional distress and suffering for families who have been trying to cope with the loss of loved ones. "Malicious communication through social networking is a new phenomenon and unfortunately shows how technology can be abused. However, our investigation shows that offenders cannot hide behind their computer screens."

Duffy – who did not know any of his victims – pleaded guilty to two counts of sending malicious communications, relating to Natasha, at an earlier hearing. Yesterday he asked for three other cases of Facebook trolling to be taken into consideration at Reading Magistrates' Court in Berkshire.

Chair of the Bench Paul Warren sentenced him to 18 weeks for each of the offences to run concurrently - the maximum possible sentence. He said: 'You have caused untold distress to already grieving friends and family. The offences are so serious only a custodial sentence could be justified. The case serves to illustrate the malicious use and harm and damage of social networking.'

The court heard that Duffy lived a 'miserable existence' drinking alcohol alone at his home in Reading.

Joanne Belsey, prosecuting, read out statements from family members of the victims - some of who sat in court - who were horrified at the abuse they received. Duffy first created a mock account for 16-year-old Hayley Bates, from Staffordshire, who died in a car crash in September 2010.

Duffy defaced pictures set up on her profile with big crosses over her eyes and stitches over her forehead. One caption underneath a picture of flowers at the crash site read: 'Used car for sale, one useless owner.' Her distraught sister messaged Duffy after discovering the account but received no response. Ten minutes later he posted on the account's wall: 'My sis added me, it must be boring on earth not having someone to have incest with. Love you xx'.'

He also cruelly targeted the mother of Lauren Drew on Mother's Day following the 14-year-old's death in January this year. The court heard how a teenager was then falsely accused of creating the profile and video and subsequently took a drug overdose as a result of the accusations.



*Duffy posted videos of Natasha MacBryde (pictured) calling her Tasha the Tank Engine' with her ace etched on the famous train.*

Speaking outside court, Lauren's father Mark spoke of the devastation the abuse had caused the family as they struggled to come to terms with her death. He said: 'We were already having a hard time. Lauren was my only daughter and I worshipped the ground she walked on and this person was hiding behind a computer. 'We're so angry, there's so many excuses but he's hurt us really badly. He caused devastation to us and other families, for so many people. It hurts but he sits behind a computer with no feeling.

'We got the best we can hope from it, we're here for all the families. It just hurt having a hard time of it already after Lauren died.' Lauren's mother Carol added: 'We lost our daughter, it was really hard and then we had to deal with all this as well. 'We got out the maximum sentence but there was still no excuse for what he did.'

However Duffy's worst abuse was aimed at public schoolgirl Natasha MacBryde, who threw herself under a train hours after she was sent an abusive message by an anonymous bully on a social networking website called Formspring. She had also been teased by members of an all-girl clique at her £10,000-a-year school in the weeks leading up to her death. Duffy set up a fake tribute page on Facebook called 'Tasha the Tank Engine'.



On the official memorial page set up by her brother James he wrote: 'I fell asleep on the track lolz' and posted images of her with text sprawled across it saying 'spoilt dead c\*\*\*'.

Shockingly, other internet trolls joined in the abuse. One, under the name Pro Fesser, created posters of Natasha under the banner 'Whore' on the tribute site. Another poster read: 'I caught the train to heaven LOL.'

Duffy's final target was Jordan Cooper, 14, from Washington, Newcastle Upon Tyne - who was stabbed to death by his uncle on February 28 this year. Duffy created a group called 'Jordan Cooper in pieces' with a profile picture of a knife with blood dripping from it. A further YouTube video was also made which contained pictures of Jordan with his eyes crossed out and slashes across his face. Again, another teenager was wrongly accused of creating the page.

Duffy's lawyer Lance Whiteford said he could offer no mitigation but that Asperger's and alcohol abuse went some way to.

Duffy was diagnosed from a young age with Asperger's and had received specialist education because of his condition. But it had led to years of bullying and isolation, including moving out of his parents' home, Mr Whiteford told the court. He added: 'In terms of mitigation there is none. I cannot imagine the trauma and anxiety caused to the families by these horrible, despicable offences.'

'The condition leaves the absence of theory of the mind, quintessentially the ability that makes us human. He just wasn't aware how horrible the effect was going to be on those who looked at what he had done. Drinking alone he leads a very miserable existence, committing offences like this has spread the misery a thousand fold.'

He described Duffy, previously cautioned for a similar offence in 2009, as living an isolated life and said he had been the subject of bullying in education and work.

Duffy, who is currently on incapacity benefit, was also given a five -year Asbo and is prohibited from creating or accessing social network sites including Facebook, Twitter, YouTube, Bebo and Myspace. Duffy must also inform police of any phone he purchases with internet access. Speaking outside court, Mark Drew called for the operators of social networking sites to take more responsibility for their content.

He said: 'The web is a wonderful thing if used right but as you can see in this case it was used wrongly. We were lucky, if that is the right word, he was here in the UK. He could have been in the States and how hard would it have been to track him down then? Facebook is very hard to get hold of in this situation. You can report these things but there's no one to actually speak to. It comes up, it's removed and then it reappears. These days children live on Facebook, it's their lives and they're just so vulnerable.'



### ***Devastating***

*Tributes to Natasha MacBryde were hijacked by cowardly Duffy, who wrote vile things on the heartfelt tribute pages explaining why he committed the offences.*





A).

🔗 *DAILY MAIL / Sick internet 'troll' who posted vile messages and videos taunting the death of teenagers is jailed for 18 WEEKS*

🔗 *THE GUARDIAN / Internet troll jailed after mocking deaths of teenagers*

**B).** A man posted hateful and vicious comments on Facebook about teenagers who had been killed or taken their own lives. His comments caused a great deal of upset to the victims' families. He has been found guilty of sending malicious communications and jailed for 18 weeks.

C).

**"Internet troll jailed after mocking deaths of teenagers"**

The Guardian's headline is more factual than the Mail's. It is concise and straightforward.

**Sick internet 'troll' who posted vile messages and videos taunting the death of teenagers is jailed for 18 WEEKS**

The Mail's headline uses the emotive adjectives 'sick', 'vile' and 'taunting' - these words convey clear disgust. Putting the phrase '18 WEEKS' in capitals emphasises the sentence the man received in court. It tells the reader that the paper thinks it is an unbelievably short sentence and that he deserved longer.

D).

## 1. Content & Detail

- The Daily Mail includes far more specific details about the messages and videos Duffy posted. It is more explicit (it includes swear words that he used) and goes into greater description of the videos and messages. It has a greater emphasis on the crime committed, rather than the sentence handed down.
- The Daily Mail includes quotations from family members (such as Mark Drew) which are omitted by the Guardian.
- Both articles mention that other internet trolls joined in the abuse. However, as noted above, only the Mail went into detail about what they posted.
- The Mail ends the article with a quote about the dangerous possibilities of Facebook and childrens' "vulnerability". Conversely, The Guardian chooses to end on a quote from the police about how they are effectively tracking down and catching criminals like Duffy.

## 2. Vocabulary / Complexity of Language

- Both articles used a reasonably formal register.
- Interestingly, The Daily Mail uses inverted commas around the word 'troll' suggesting that its readers would class the term as internet slang. The Guardian uses the word without inverted commas, suggesting it considers the word part of its readers' common vocabulary.
- The Mail uses more emotive words ('vile... distraught...malicious').
- The quotations from the police and defence lawyers in both articles include very formal vocabulary ('quintessentially...additional distress... malicious communication through social networking').

### 3. Tone

- Both articles take a reasonably measured approach. However, the Guardian seems largely neutral, while The Mail is more emotive, creating an outraged tone in places.

### 4. Attitude of writer / Stance / Bias

- As one would expect, the tabloid (The Mail) appeals to the reader's sense of outrage by being more explicit and emotive. However, both papers condemn the man convicted and sympathise with the families of the victims.

### 5. Accompanying photos/illustrations

- The Guardian includes only photographs of two of the victims at the top of the article. This matches its straight-forward, measured reporting.
- The Mail includes more pictures. It has a picture of Duffy arriving at court at the top of the article. Throughout the articles there are two shots of one of the victims (Natasha MacBryde) including a 'candid' shot possibly taken from her Facebook page. The final image is of an emotional message left in a bunch of flowers for one of the victims. The Mail has likely used more pictures to break up the article to make the long blocks of text more interesting for its readers. This is typical of a tabloid paper. The photos of Natasha have likely been chosen to emphasise her youth and innocence, making the crimes committed on her Facebook page seem even more callous and cruel. The final image of the bouquet card reflects the article's emphasis on sadness and outrage.

### E).

I prefer the Guardian's reporting because it is more balanced and doesn't over-emphasise the emotional aspect of the story. This is what I think news reporting should do. However, I can understand the outrage and anger conveyed by The Daily Mail's article.

I think it is important that the Guardian article ends by contrasting the father's negative comment with a positive comment from the police. I think this makes it clear that these types of crimes will not go unpunished. If people reading the article are left with the message that the police will catch such criminals, it is likely to deter people from committing the same crime in future.



# Top 10 Logical Fallacies in Politics

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The human brain is wired all wrong. Those not versed in logic are blissfully unaware of how much our brain messes up the most basic of arguments, leading to the mess of random thoughts, non-sequiturs, cognitive dissonance, white lies, misinformation, and syntax errors that we call consciousness. Luckily, there is one place where all of these logical mistakes can be exemplified: politics.

## *Top 10 Logical Fallacies in Politics*

What follows is a crash course in some of the most prevalent fallacies we all make, as they appear in modern politics. The idea of this workshop is to study these common fallacies in a creative way. Participants have to divide into the small or big groups from 2 up to 8 people and read the material. Then they have to decide on one or few fallacies to be present in an artistic way (a small theatrical play, sketch, drawing, multimedia piece) without naming it. The rest of the group has to guess which fallacy was presented. This activity allows learners to study these fallacies in depth.

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### 1. IGNORATIO ELENCHI

The man who invented Western philosophy, Aristotle, considered *ignoratio elenchi*, which roughly translates to "irrelevant thesis," an umbrella term that covered all other logical fallacies. Indeed, most of the other fallacies on this list could be categorized as subsets of the irrelevant thesis. Formally, *ignoratio elenchi* refers to any rebuttal that fails to address the central argument.



***President Bush and Senator Kerry, congratulations on making it through an entire televised debate without answering a single question!***

This happens with almost every single question during a formal political debate. For example, at a televised debate between presidential candidates, the mediator might ask, "If you become president, what would you do about the rising unemployment numbers?" to which the candidate might reply, "I'm glad you asked, because unemployment is the greatest problem facing this nation yadda yadda yadda, and my opponent's plan to deal with the problem is completely insufficient." Notice, in this example, how the candidate dodged the question entirely. He made an argument, but it didn't answer the mediator's concerns and was thus an irrelevant thesis.

Another example of *ignoratio elenchi* is the "two wrongs make a right" fallacy, which was recently used to great effect by the Democrats during the final stages of the healthcare debate. When asked if he thought using the reconciliation strategy to pass the healthcare bill with a simple majority vote was the right thing to do, Senate Majority Leader Harry Reid--after claiming that nobody was talking about it (a logical fallacy known as the incorrect statement)--Reid released a statement detailing how many times the Republicans have used the reconciliation strategy over the last decade. Like the example above, Reid made an argument, but it was an irrelevant one that said nothing about how right or wrong the strategy is.

This kind of thing happens in cycles, because the majority party is always changing hands. When the minority party is called childish for filibustering a judicial nominee or something, for instance, they always come back with something along the lines of "You guys did the same thing a few years back, nanny nanny boo boo!" This is, of course, a meaningless argument, even though it is usually true. Even if your opponent shot somebody and got away with it, it doesn't mean you can do the same thing.

---

## 2. ARGUMENTUM AD HOMINUM

An ad hominum argument is a fallacious argument that attacks a party rather than addressing that party's concerns. It's a very dismissive form of argument, but a surprisingly effective one.

In politics, it can be found on the first page — nay, the first few words — of every politician's playbook. Why debate the pros and cons of Keynesian economics when you can just call your opponent a socialist and get a cheer from the conservatives in the audience?



*Argumentum ad hypocriticum*

There are lots of words that get thrown around in political ad hominum arguments, leading to the common charge of "name-calling" and "mud-slinging": racist, nazi, hippy, teabagger, anti-christ, etc. Granted, your opponent may very well be a bigotted, warmongering, idiotic sleezebag, but unfortunately, it doesn't mean he's wrong.

A pretty common ad hominum argument in politics uses the *tu quoque* fallacy. If a person, usually a Republican, assumes a moral position about the benefits of family, faith, sobriety, and traditional marriage but is then caught smoking crack in a truck-stop gas station with three transsexual prostitutes and a spider monkey, people are quick to make judgments about that person's political positions. Here's the thing: if Einstein were caught practicing witchcraft, it wouldn't invalidate his theory of relativity. As another example, just because Hillary Clinton makes a racist joke about Ghandi running a New York gas station, it doesn't mean that Ghandi didn't, in fact, run a gas station.

### 3. THE STRAW MAN ARGUMENT

The straw man is a very simple, albeit potent, form of illogic. This is when someone misrepresents their opponent's position, as though they were arguing a man made of straw that they just happened to create right then and there. Yeah, it's a sloppy analogy.



*The straw man never has a brain*

This is everywhere in politics. For example, right after President Bush took office in 2001, he pushed for a new testing system for schools, and then argued that everybody opposed to that system was disinterested in holding schools accountable for their failures. This simply wasn't true, as there were plenty of alternatives offered by his political opponents. President Bush, though, routinely used straw man arguments in his speeches, usually by painting his opposition with weasel words like "some say" and "there are those that think."

More recently, President Obama has done the same thing. Going back to the healthcare debate, President Obama has said on multiple occasions that those opposed to his healthcare initiative want to keep the status quo, despite the wealth of ideas that have come from his opposition to change healthcare. This is a pretty common tactic used by the majority against the minority, because it tells a narrative whereby the minority party is obstructionistic for no good reason and should be ignored.

This can also be found in the Michael Moore/Glenn Beck school of documentary journalism, where quotes are strategically recontextualized to seem far more sinister than they are and altered to appear to make points that were never intended by the original speaker. This makes debating people easy, because you can rebutt crazy arguments that you just created for your opponents out of thin air.



#### 4. THE SLIPPERY SLOPE

The slippery slope is an analogy used to describe any argument that presupposes that if one small step is taken in a particular direction, it will inevitably lead to a more extreme outcome. For example, it is common wisdom that, once you start drinking alone, you're destined to die naked in a gutter with a liver made of pure grain alcohol. It might be true, but it's not necessarily true, and is thus a logical fallacy.

However, if you can be absolutely sure of each step in a chain of events that will inevitably come true – like so many dominos – you can make a slippery slope argument that is factual. For example, if you swallow a cyanide pill, it will start a series of events that will culminate in your death. Still, this kind of slippery slope argument is incredibly rare, due to the chaotic uncertainty that defines the future.

When it comes to politics, you see this kind of argument fairly often, but it usually comes from everyday people instead of political leaders. A common one that's been going around for a few years now is about gay marriage.

Those opposed to gay marriage usually argue against it with a statement that begins with "Once we legalize gay marriage..." These go from silly prophecies about the loss of morals in our now Godless society to the absolutely ridiculous notion (which I've heard more than once, frighteningly enough) that once gays can marry each other, the human race will come to an end because we won't be able to breed anymore, as if legalizing gay marriage were the same as forcing all people to only have sex with people of their own gender.

Other examples include hyperbolic assumptions that this country is turning socialist or totalitarian, that our freedom of speech is somehow being stifled to the point that we will be shot on sight if we question the government, that once some specific law is signed or person elected it means we might as well shred the Constitution, and that the president wants your guns. The latter is a sore spot for me, because it keeps popping up in the Google ads on my blog. Heck, it might be on this page right now.

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#### 5. THE UNFALSIFIABLE HYPOTHESIS/SPECIAL PLEADING

We've all tried debating somebody with an unfalsifiable hypothesis, and we all know how futile it is. An unfalsifiable hypothesis is exactly what it sounds like, a theory that cannot be disproved. The simplest example is solipsism, the philosophical notion that the only thing that really exists is you and that everything you perceive and experience is a figment of your own imagination. There's simply no logical way to argue against this notion. Like the slippery slope, it might be true (yeah, you might be the only person in existence, and you're only reading this because you've made the whole thing up in your sick, twisted mind), but it's still a faulty argument. Note, though, that some unfalsifiable hypotheses, though they can't be disproved, can still be proved. If aliens landed on the front lawn of the White House, for instance,

that would pretty definitively prove they exist, even though there is no way to disprove the existence of aliens today.

Usually, though, the unfalsifiable hypothesis is more complicated than that, and it usually involves some form of conspiracy theory. The 9/11 truthers and Obama birthers are fairly extreme examples, because no evidence can be shown to these people to change their minds. Anything that goes against their thesis is obviously part of the conspiracy.

However, we also see it in more mainstream politics. People in the religious right like to appeal to religion--which is itself built upon an unfalsifiable hypothesis--to argue against abortion, stem-cell research, gay marriage, and any other political idea that is inconvenient to their spiritual beliefs. On the left, the biggest unfalsifiable hypothesis we see today comes in the form of anthropogenic global warming, the idea that the weather is going to change and it's all our fault. No matter what kind of weather we face, it somehow becomes evidence of global warming, even if that weather includes record snowfall. We have to remember that extraordinary claims require extraordinary evidence.



*Yes, but you can't prove manbearpig doesn't exist!*



*Now whenever anybody complains about anything, you can just point to your shirt*

## 6. THE FALLACY OF THE SINGLE CAUSE

Let's face it: life is complex. When bad things happen, it would be really easy to point to a single cause for it, be it the devil, violent video games, consumerism, etc. The fallacy of the single cause is an intellectual shortcut that everyday people use all the time and that politicians use to make talking points. President Obama blames modern media for what he considers to be misinformation about healthcare. If it weren't for Fox News, talk radio, and bloggers, he implies, everyone would be embracing his healthcare initiative with open arms.

On the other side of the aisle, I'm sure there are several people who believe that, if it weren't for those very same things, Obama wouldn't have gotten elected.

These kinds of arguments fail to take into consideration a whole spectrum of things that contribute to current events. While modern media might share some blame for how things have turned out, they are likely only responsible for a tiny percentage of it. Besides, any such argument is an *ignoratio elenchi*, in that whomever is to blame is beside the point.

Other common culprits cited as the single cause for our political woes are things like "special interests," the two-party system, poor education, public school indoctrination, rich people, reality television, and the prevalence of logical fallacies in political argument.

## 7. THE APPEAL TO MOTIVE / ASSOCIATION FALLACY

The appeal to motive happens whenever you are asked to consider why a person holds a position. For example, a guy tells a girl at a bar that he believes the world would be a better place if people were more charitable. The only reason he makes this statement is because he wants to impress her, but that doesn't mean his statement is incorrect. Perhaps the world really would be a better place if people were more charitable, meaning of course that it would be a better place if more people could impress each other.

People are surprisingly up-front with this logical fallacy, especially in politics. They come right out and ask, "Yeah, but why does he hold that position?" There are plenty of people willing to imply that many politicians are involved in plans to thwart the American system or gain absolute power or enact Big Brother or whatever, because if we can question a politician's motives, we don't have to pay attention to what they are actually saying.

A corollary to this is the association fallacy, better known as guilt by association. The Republicans are big on this, as when they recently tried to make Barack Obama out to be an extremist because he is associated with Jeremiah Wright and Bill Ayers. If a person knows somebody with extreme views, the implication goes, then that person must be an extremist as well. This is obviously fallacious, and yet people fall for it all the time. Both sides often do it when it comes to protests, when they start talking about who funds them or "is behind" them, because it is far easier to talk about that than it is to actually confront the issue being protested.

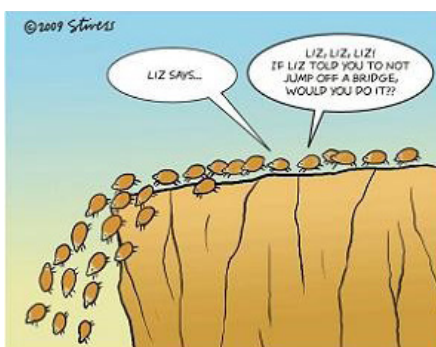


*Not even their mothers can tell them apart!*

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## 8. ARGUMENTUM AD POPULUM

The argumentum ad populum is a fairly specific logical fallacy that assumes that if a majority of people hold a certain belief, that belief must be true. This may seem laughable at first glance, but it's an argument that is constantly being implied by news media of all types. Whenever a reporter, anchorman, or writer starts discussing poll numbers, the common implication is that whatever most people believe must be the truth.



*Poor, confused lemmings*

Granted, this isn't always the case; sometimes poll numbers will be discussed in terms of who is likely to be elected.

However, we have had political leaders who treat polling statistics as gospel, leaders who change their positions on the basis of poll numbers alone. You could argue that they do this because they want to get re-elected, but then people get mad whenever a politician goes against the majority opinion of his or her constituents, as we recently saw with the healthcare initiative. Just because a majority of people believe something to be wrong, it doesn't mean that it is. This is a representative democracy, not a true democracy, which means that we elect our leaders to make the difficult choices. The most popular course isn't always the right course, and thus going against the majority view may sometimes be the right thing to do.

## 9. ARGUMENTUM AD METUM

Whenever a politician appeals to your fears, insecurities, or paranoia, he or she is demonstrating the logical fallacy of the argumentum ad metum. This one is a combination of a bunch of the above fallacies, as it can be an irrelevant thesis, an unfalsifiable hypothesis, an appeal to motive, and a slippery slope straw man argument, as in the example, "If we don't do X, the terrorists win."

This is a common tactic throughout politics. Republicans want you to be afraid of socialism, terrorism, and a world on the verge of World War III. Democrats want you to be afraid of a global warming apocalypse, racism run amok, and Republicans. While all of these fears can in one way or another be justified, there shouldn't be any need to appeal to them when making an argument. President Bush didn't have to invoke the image of a mushroom cloud on American soil to explain the invasion of Iraq, and President Obama didn't have to invoke the image of poor mothers dying of starvation in the streets to sell his healthcare initiative.

It's a particularly sleazy way to make a point, and it is fallacious in multiple ways. Still, it is dramatic and effective, and thus all politicians and pundits use the argumentum ad metum on a regular basis. It works because it is an "us vs. them" form of argument, and it bypasses a certain degree of critical thinking by playing to people's emotions. Whenever you allow an argument like this to work on you, you bring the country one step closer to a bloody civil war.



*You aren't a communist, are you?*

## 10. ARGUMENTUM AD NAUSEAM

Do you ever get the feeling you've heard the same argument a hundred times before? Does it amaze you that most politicians will make the same points again and again, even if those points have been roundly rebuked and discredited? This doesn't faze a politician or pundit, because they live by the argumentum ad nauseam, the rhetorical school of thought whereby if something is repeated often enough, people will come to believe it.



*Sometimes, it feels like there's no way out*

President Obama is the king of this. No matter how many nearly identical speeches he makes all over the country, he still feels like he's not getting his message across. Even after the "bipartisan" healthcare summit, he continued to misrepresent the Republican side of the argument and make points that had been fully and completely annihilated by the opposition. Of course, the Republicans were behaving in much the same way.

Make no mistakes, though, the current president is hardly the first person to do this. The very existence of talking points and campaign slogans is evidence that the argumentum ad nauseam has been with us for far longer than any of us have been alive. It is perhaps more annoying today than it has ever been, because people who follow politics now have access to the Internet, where they can find nearly every side to every political argument. When these arguments develop at a snail's pace – if at all – you get the feeling that politics never really change. And that, unfortunately, is mostly true.



# Printable Critical Thinking Cards

**24 LOGICAL FALLACIES**

**24 COGNITIVE BIASES**

**PLUS BONUS  
GAME CARDS**

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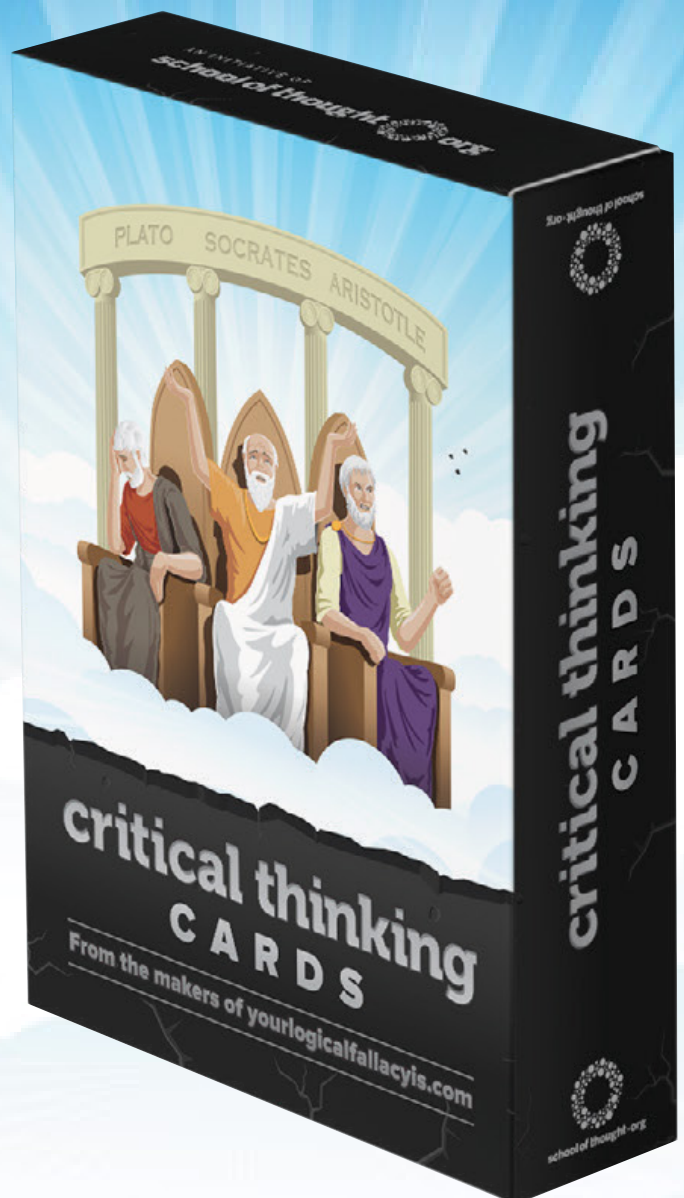
## US LETTER SIZE

8.5x11" or 215.9x279.4mm

Use quality laser printer on card stock for best results

Can be printed on A4 size paper at 100%

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**your fallacy is:**



## strawman

**Misrepresenting someone's argument to make it easier to attack.**

After Bob said that we should be nice to kittens, Will says Bob wants to be mean to puppies!

Everyone boos Bob who is clearly a mean jerk for wanting to hurt poor, cute puppies.

[yourfallacy.is/strawman](http://yourfallacy.is/strawman)

**your fallacy is:**



## false cause

**Presuming that a real or perceived relationship between things means that one is the cause of the other.**

Pointing to a fancy chart, Roger shows how temperatures have been rising over the past few centuries, whilst at the same time the numbers of pirates have been decreasing; thus pirates cool the world and global warming is a hoax.

[yourfallacy.is/false-cause](http://yourfallacy.is/false-cause)

**your fallacy is:**



## appeal to emotion

**Manipulating an emotional response in place of a valid or compelling argument.**

Luke didn't want to eat his sheep brains with chopped liver and brussels sprouts, but his father told him to think about the poor, starving children in a third world country who weren't fortunate enough to have any food at all.

[yourfallacy.is/appeal-to-emotion](http://yourfallacy.is/appeal-to-emotion)

**your fallacy is:**



## the fallacy fallacy

**Presuming that because a claim has been poorly argued, or a fallacy has been made, that it is necessarily wrong.**

Recognising that Amanda had committed a fallacy in arguing that we should eat healthy food because a nutritionist said it was popular, Alyse said we should therefore eat bacon double cheeseburgers every day.

[yourfallacy.is/the-fallacy-fallacy](http://yourfallacy.is/the-fallacy-fallacy)

**your fallacy is:**



## slippery slope

**Asserting that if we allow A to happen, then Z will consequently happen too, therefore A should not happen.**

Colin asserts that if we allow children to play video games, then the next thing you know we'll be living in a post-apocalyptic zombie wasteland with no money for guard rails to protect people from slippery slopes.

[yourfallacy.is/slippy-slope](http://yourfallacy.is/slippy-slope)

**your fallacy is:**



## tu quoque

**Avoiding having to engage with criticism by turning it back on the accuser - answering criticism with criticism.**

The blue candidate accused the red candidate of committing the tu quoque fallacy. The red candidate responded by accusing the blue candidate of the same, after which ensued an hour of back and forth criticism with not much progress.

[yourfallacy.is/tu-quoque](http://yourfallacy.is/tu-quoque)

**your fallacy is:**



## personal incredulity

**Saying that because one finds something difficult to understand that it's therefore not true.**

Kirk drew a picture of a fish and a human and with effusive disdain asked Richard if he really thought we were stupid enough to believe that a fish somehow turned into a human through just, like, random things happening over time.

[yourfallacy.is/personal-incredulity](http://yourfallacy.is/personal-incredulity)

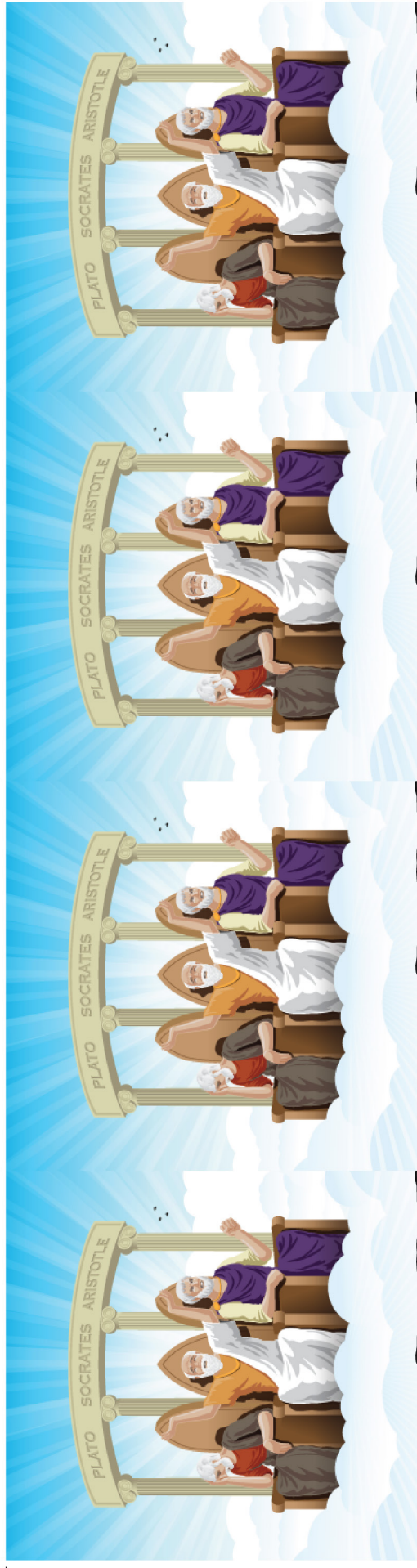












**thou shalt not commit  
logical fallacies**

[yourfallacy.is](http://yourfallacy.is)

**thou shalt not commit  
logical fallacies**

[yourfallacy.is](http://yourfallacy.is)

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logical fallacies**

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**thou shalt not commit  
logical fallacies**

[yourfallacy.is](http://yourfallacy.is)



your bias is:



## anchoring

The first thing you judge influences your judgment of all that follows.

Human minds are associative in nature, so the order in which we receive information helps determine the course of our judgments and perceptions.

Be especially mindful of this bias during negotiations.

[yourbias.is/anchoring](http://yourbias.is/anchoring)

your bias is:



## sunk cost fallacy

You irrationally cling to things that have already cost you something.

When we've invested our time, money, or emotion into something, it hurts to let it go.

Ask yourself: had I not already invested something, would I still do so now?

[yourbias.is/the-sunk-cost-fallacy](http://yourbias.is/the-sunk-cost-fallacy)

your bias is:



## availability heuristic

Your judgments are influenced by what springs most easily to mind.

How recent, emotionally powerful, or unusual your memories are can make them seem more relevant. This, in turn, can cause you to apply them too readily. Try to gain different perspectives and source statistical information.

[yourbias.is/the-availability-heuristic](http://yourbias.is/the-availability-heuristic)

your bias is:



## curse of knowledge

Once you understand something you presume it to be obvious to everyone.

It can be hard to remember our own prior state of confusion when we didn't understand something.

When teaching someone something new, go slow (without being patronizing).

[yourbias.is/the-curse-of-knowledge](http://yourbias.is/the-curse-of-knowledge)

your bias is:



## confirmation bias

You favor things that confirm your existing beliefs.

We are primed to see and agree with ideas that fit our preconceptions, and to ignore and dismiss information that conflicts with them.

"The first principle is that you must not fool yourself – and you are the easiest person to fool." - Richard Feynman

[yourbias.is/confirmation-bias](http://yourbias.is/confirmation-bias)

your bias is:



## dunning-kruger effect

The more you know, the less confident you're likely to be.

Because experts know just how much they don't know, they tend to underestimate their ability; but it's easy to be overconfident when you have only a simple idea of how things are.

Be skeptical of very confident opinions that lack expert understanding.

[yourbias.is/the-dunning-kruger-effect](http://yourbias.is/the-dunning-kruger-effect)

your bias is:



## belief bias

If a conclusion supports your existing beliefs, you'll rationalize anything that supports it.

It's difficult for us to set aside our existing ideas to consider the true merits of an argument. In practice this means that our beliefs become impervious to criticism, and are perpetually reinforced.

A useful thing to ask is 'when and how did I get this belief?'

[yourbias.is/belief-bias](http://yourbias.is/belief-bias)

your bias is:



## self-serving bias

You believe your failures are due to external factors, yet you're personally responsible for your successes.

Many of us enjoy unearned privileges, luck and advantages that others don't.

It's easy to tell ourselves that we deserve these things, whilst blaming circumstance when things don't go our way.

[yourbias.is/self-serving-bias](http://yourbias.is/self-serving-bias)



your bias is:



## the backfire effect

When your core beliefs are challenged, it can cause you to believe even more strongly.

We can experience being wrong about some ideas as an attack upon our very selves, or our tribal identity.

This can lead to motivated reasoning which causes us to reinforce a broader narrative, despite disconfirming evidence relating to a particular fact.

[yourbias.is/the-backfire-effect](http://yourbias.is/the-backfire-effect)

your bias is:



## the barnum effect

You see personal specifics in vague statements by filling in the gaps.

Psychics, astrologers and others use this bias to make it seem like they're telling you something personally relevant.

Try to think critically and see how things could be interpreted to apply to anyone, not just you.

[yourbias.is/the-barnum-effect](http://yourbias.is/the-barnum-effect)

your bias is:



## groupthink

You let the social dynamics of a group situation override the best outcomes.

Dissent can be uncomfortable and so often the most confident or first voice will determine group decisions.

Try to facilitate objective means of evaluation and critical thinking practices as a group activity.

[yourbias.is/groupthink](http://yourbias.is/groupthink)

your bias is:



## negativity bias

You allow negative things to disproportionately influence your thinking.

The pain of loss and hurt are felt more keenly and persistently than the fleeting gratification of pleasant things.

We are primed for survival, and our aversion to pain can distort our judgment for a modern world.

[yourbias.is/negativity-bias](http://yourbias.is/negativity-bias)

your bias is:



## declinism

You remember the past as better than it was, and expect the future to be worse than evidence suggests it will be.

Despite living in the most peaceful and prosperous time in history, many people believe things are getting worse.

Use metrics such as life expectancy, levels of crime and violence, and prosperity statistics.

[yourbias.is/declinism](http://yourbias.is/declinism)

your bias is:



## framing effect

You allow yourself to be unduly influenced by context and delivery.

No one like to think of themselves as easily manipulated, however it's only when we have the intellectual humility to accept the fact that we can be influenced, that we can limit how much we actually are.

Try to be mindful of how things are being framed or what's being left out.

[yourbias.is/the-framing-effect](http://yourbias.is/the-framing-effect)

your bias is:



## fundamental attribution error

You judge others on their character, but yourself on the situation.

It's not only kind to view others' perspectives with charity, it's more objective too.

Try to be mindful to err on the side of taking personal responsibility rather than justifying and blaming.

[yourbias.is/fundamental-attribution-error](http://yourbias.is/fundamental-attribution-error)

your bias is:



## the halo effect

How much you like someone, or how attractive they are, influences your other judgments of them.

If you notice that you're giving consistently high or low marks across the board, it's worth considering that your judgment may be suffering from the halo effect.

[yourbias.is/the-halo-effect](http://yourbias.is/the-halo-effect)



your bias is:



## optimism bias

**You overestimate the likelihood of positive outcomes.**

There can be benefits to a positive attitude, but it's unwise to allow this to affect our ability to be realistic.

Ironically, if you're making more rational judgments you'll actually have a lot more to feel positive about.

[yourbias.is/optimism-bias](http://yourbias.is/optimism-bias)

your bias is:



## pessimism bias

**You overestimate the likelihood of negative outcomes.**

Pessimism is often a defense mechanism against disappointment.

Perhaps the worst aspect of pessimism is that even if something good happens, you'll probably feel pessimistic about it anyway.

[yourbias.is/pessimism-bias](http://yourbias.is/pessimism-bias)

your bias is:



## the just world hypothesis

**Your preference for a just world makes you presume that it exists.**

A world in which people don't always get what they deserve is an uncomfortable one that threatens our preferred narrative.

A more just world requires understanding rather than blame. Try to remember that we're all fallible, and that bad things happen to good people.

[yourbias.is/just-world-hypothesis](http://yourbias.is/just-world-hypothesis)

your bias is:



## in-group bias

**You unfairly favor those who belong to your group.**

We presume that we're fair and impartial, but the truth is that we automatically favor those who are most like us, or belong to our groups.

Try to imagine yourself in the position of those in out-groups; whilst also attempting to be dispassionate when judging those who belong to your groups.

[yourbias.is/in-group-bias](http://yourbias.is/in-group-bias)

your bias is:



## the placebo effect

**If you believe you're taking medicine it can sometimes 'work' even if it's fake.**

The placebo effect can work for stuff that our mind influences (such as pain) but not so much for things like viruses or broken bones.

Keep a healthy body and bank balance by using evidence-based medicine from a qualified doctor.

[yourbias.is/the-placebo-effect](http://yourbias.is/the-placebo-effect)

your bias is:



## reactance

**You'd rather do the opposite of what someone is trying to make you do.**

When we feel our liberty is being constrained, our inclination is to resist; however in doing so we can overcompensate.

Wisdom springs from reflection, folly from reaction.

[yourbias.is/reactance](http://yourbias.is/reactance)

your bias is:



## spotlight effect

**You overestimate how much people notice how you look and act.**

Instead of worrying about how you're being judged, consider how you're making others feel.

They'll notice this much more, and you'll also be making the world a better place.

[yourbias.is/the-spotlight-effect](http://yourbias.is/the-spotlight-effect)

# WORKSHOP

## Terminology: global and EU perspectives

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### ROOT CAUSES OF RADICALISATION INTO VIOLENT EXTREMISM

#### Introducing the Glossary

##### Radicalisation

a process whereby people turn to accept, pursue and support far-reaching changes in society, conflicting with the existing order.

##### Extremism

the final point of radicalisation. Strong acceptance of ideas that are diametrically opposed and utterly disrespectful to society's core values.

##### Violent Extremism (VE)

recently adopted term, often replacing and avoiding the problematic and politically controversial definition of the term „Terrorism“. Acceptance of the use of violence in pursuing far reaching changes in the society.

##### Terrorism

method of achieving various goals through the use of widespread fear (terror)

##### RVE

stands for „*Radicalisation into Violent Extremism*“, indicating that *Radicalisation* is different than *Violent Extremism* and it isn't necessarily violent.

##### CVE

stands for „*Countering Violent Extremism*“; the most recent development which aims to fight violent extremism through *non-coercive means*. Often referred to as the „*soft side*“ of Counter Terrorism, targeting the root causes of terrorism on the societal level.

##### PVE

„*Preventing Violent Extremism*“ — UN adopted term for *CVE*, *CVE* is often abbreviated as *P/CVE* („Preventing and Countering Violent Extremism“) which is the same.

##### VERLT

„Countering Violent extremism and Radicalisation that lead to Terrorism“ – yet another term used for *CVE* by OSCE (Organization for Security and Co-operation in Europe)

##### CT

„*Counter Terrorism*“ – Operations conducted by the army, police and intelligence agencies.

##### DDP

„*Deradicalisation and disengagement*“ part of the *CVE* effort, focusing on helping individuals and groups to leave violent radicalism behind, exit terrorist groups, and critically reassess the underlying ideology.

## ROOT CAUSES OF RVE: PROBLEMS IN FINDING “ROOT CAUSES”

RVE generally refers to the path that leads an individual to endorse or commit a politically motivated act of violence (e.g. terrorism, kidnappings, assassinations...).

However we always risk reverting to generalization if we try to „follow the bread crumbs“. Which could have counter-productive and devastating effects for CVE and CT operations.

The most comprehensive dataset PIRUS (Profiles of Individual Radicalisation in the United States) clearly shows the variety of causes that might lead someone to RVE, making the „cheat sheet“ approach or usage of would-be „predictive models“ useless.

However, despite being contingent, some general factors must be taken as warning signs, to help CVE in recognizing and assisting individuals susceptible to RVE.

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## ROOT CAUSES OF RVE: CATEGORISATION OF FACTORS

### Push and Pull factors:

'Push' factors are defined as the negative social incidents and circumstances that make it uncomfortable and unappealing to remain in the group.

The most important commonly cited push factors are: relative deprivation (discrimination, marginalization, exclusion, alienation), poverty, injustice, unemployment, state repression, mental health and personal problems etc.

'Pull' factors refer to the positive factors attracting the person to a more rewarding alternative.

Some of often cited *pull* factors are: ideology, group belonging, group mechanisms, financial rewards, charismatic leadership and promises of heroism, kinship and other incentives.

Both *push* and *pull* factors are interconnected; i.e. push factors like poverty and relative deprivation can cause resentment and increase the likelihood of *pull* factors like group belonging, material incentives to join extremist groups etc.

## FURTHER CATEGORISATION OF FACTORS:

### Individual socio-psychological factors

which include grievances and emotions such as: alienation and exclusion; anger and frustration, narcissism, thrill seeking.

### Social factors

which include social exclusion; marginalisation and discrimination (real or perceived).

### Political factors

set of narratives revolving around perceived dangers posed by other groups, nations or people.

### Ideological/religious factors

rigid unwavering beliefs and dogmas.

### Culture and identity crisis

susceptibility to RVE through lack of belonging.

Trauma and other psychological problems like PTSD, abuse and intellectual deficiencies.

### Group dynamics

kinship ties, friends, group belonging.

### „Groomers/radicalisers“

hate preachers.

### Media

recently increasingly used as a mouthpiece of violent extremists, accelerates radicalisation.

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## TOWARDS FOUR BROAD CATEGORIES OF RVE:

Along with such broad categories profiles of violent extremists often include petty crime, drug dealing, delinquency, militancy (usually in perpetuated war zones); combined interplay of all these factors causes violent extremism, and with its infinite individual combinations it complicates CVE efforts in detecting RVE.

Filtering between all the factors, CT and CVE literature defines *four broad categories*:

- born into a radical environment;
- forced into it;
- recruited;
- and self-radicalisation.

As a field of policy and practice, countering violent extremism (CVE) has emerged rapidly in recent years and represents the most significant development in counterterrorism over that time. Greater focus should be placed in engaging the public security sector with CVE efforts of building more resilient communities.



# WORKSHOP

## ETA

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### Number of participants

25 aprox.

### Duration

80-90 min.

### Objectives

- ➔ To show how an issue can be presented via photography and how to analyse it
- ➔ To debate about the roles of victim and perpetrator
- ➔ To question the number of perspectives and interests behind the conflict
- ➔ To raise awareness about the existence of different perspectives and motivations behind any conflict

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### Take into account

It is not an objective to debate about the reasons for which the prisoners are in jail neither the position that the families have on these reasons. It is neither an objective to turn the activity into a lecture about history of Franquism/ETA/the Basque conflict...

Nevertheless, the ones interested in doing their own research about these aspects will have found, by the end of the activity, enough concrete terms/ events to start their own search.

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### Methodology

- Look for photographs from different moments of the history of ETA. Behind each picture write the date, a contextualization and a question going from the concrete to the general. The group will be divided into small heterogeneous groups and each will be given a picture. Each small group will analyze the picture, its context and debate about the question, each member of the group giving their own opinion.
- Then the big group will be reunited and one speaker per small group will explain the picture, read the question and open the debate to the big group. This should be done in the chronological order of the pictures.
- This methodology allows the leader to control the duration of the workshop with the number of photographs. The debates are welcome to be continued during coffee breaks/lunch breaks.
- The photographs can be later hung on the wall for those interested in taking a closer look at them.

## Development

The pictures are "hidden" (let them be visible and separated among them).

Divide in equally-sized groups depending on the number of pictures and participants.

Ask the groups to analyze the pictures, context, think about the questions and debate among the participants of each small group. Let them know how much time they have.

When the time is over, build a circle with the big group and explain what will come next. Since each of the small groups has a relevant event of the Basque conflict, they will present them in chronological order describing the picture, explaining the context, read the question and resume what they debated. Then, the debate should be opened to the big group.

Moderate the debate about the roles of victim and perpetrator, construction of the national narrative, guilt/responsibility differences, social representations and how media can instrumentalise the issue.

## Photos

Can be extracted from here

 *FOTOS: Los 40 años de ETA en estas 20 fotografías*

Decide which are the key moments so the participants get a clear picture of the conflict.

## Moments

***Murder of Carrero Blanco, 1973***

***GAL, murder of Zabala and Lasa, 1983-1985***

(These last two will allow for crossed debates on justification of violence)

***Murder of Miguel Ángel Blanco, 1997***

***Families***

***Massacre of Hipercor, 1987***

(Not in this document, but can be added)

**Date**

December 20th, 1973

**Description**

ETA kills the President of the Government and Admiral of the Army: Luís Carrero Blanco; his driver and bodyguard by burying a high amount of explosives under a street in Madrid and detonating it when the car drove over.

He was the third most relevant person of Franquism at the time after the Prince Juan Carlos and Franco himself. The event meant a very hard blow to the regime, which at the moment was questioning where it would go next because Franco's death appeared to be soon. In fact, at the funeral ceremony that followed, Franco seemed to having aged many years and was seen crying in public for the first time.

**Question**

Do you think the use of violence was justified in this case?

In your opinion, is the use of violence ever justified?

**Date**

July 10th - 12th, 1997

**Description**

ETA kidnaps the 29 year old Miguel Ángel Blanco. He was a member of the Conservative Party, which held the Presidency of Spain at the time, and member of the city council of Ermua, a village in Basque Country. ETA demanded the approach of its prisoners to the Basque Country, failing to do so in the following 48 hours would imply the assassination of Miguel Ángel Blanco.

The kidnapping was followed minute by minute by the whole of Spain, big marches demanding Miguel

Ángel's freedom happened all over the country.

The central government did not meet ETA's demands and Miguel Ángel was shot in the fields and left to die. He was found still alive but nothing could be done in order to save his life.

Very big protests, as the one depicted above, occurred all across the state repudiating ETA's violence.

After this, ETA intensified the murders of mayors and members of small city councils inside and outside the Basque country. The total number of these victims is 20, all of them belonging to the Conservative party and the Socialist party.

**Question**

Try to put yourself in the President's shoes.

What would have you done in this situation regarding ETA's demands?



**Date**

October 1983 — January 1985

**Description**

Jóse Antonio Lasa and José Ignacio Zabala, presumed ETA militants, disappeared at the end of 1983 in Bayonne, France. Their bodies were found in January 1985 in Alicante, South-East of Spain. In 1988, some days before killing himself, an agent of the Spanish National Guard told his girlfriend he had witnessed the murder of Lasa and Zabala, and that is what she testified at the court. The National Audience sentenced two National Guards and three members of the Spanish army to more than 60 years in prison.

They were accused for having kidnapped Lasa and Zabala in France and for having moved them to Spain to interrogate, torture and finally kill them.

This is considered as the beginning of the activity of the GAL (Anti-Terrorist Liberation Groups). They were death squads formed by French mercenaries established illegally by officials of the Spanish government and paid with reserve funds of the Ministry of Interior to fight against ETA. They were active between 1983 and 1987 and they were responsible for about 30 murders, 10 of them having no relation with ETA, in 36 attacks. 11 people were sentenced to jail for having structured these groups, including the Minister of Interior himself.

**Question**

If you had the chance, would have you set up these groups to fight against ETA?

Is it worth to fight violence with violence?

**Film recommendation**

"Lasa eta Zabala", a film about this case, directed by Pablo Malo (2014).



**Date**

January 11th, 2014

**Description**

Demonstrators in the streets of Bilbao hold banners claiming for the bringing of ETA prisoners to the Basque Country. The silent demonstration was supported by all Basque nationalist parties, whose leaders were among the crowd.

The geographical distribution of the former members of ETA is a result of the application of the "dispersion policy", which avoids the restructuring of terrorist cells inside the jails. The claim for the approaching of the prisoners to the Basque Country has always been there, but it has grown stronger since ETA announced the end of its armed struggle in October 2011 and

its final dissolution in May 2018. The opinions in the political spectrum are diverse: all the Basque parties, even those whose members were killed by ETA, support the approach of the prisoners; the Spanish progressive parties are shy to show their support while the conservative parties are very reluctant.

Until today, there are 9 prisoners of ETA in Basque jails, 14 in French jails close to the Basque Country; 16 in a range longer than 350 kilometers inside Spain and Portugal; and 62 around 1.000 kilometers away in jails inside Spain and France.

The families travel such distances once a month for a 90 minutes vis-a-vis through a glass.

For the prisoners' children, there is an additional live meeting of two hours.

**Question**

Do you think that the situation of the prisoners and their families is fair? Is it justice or revenge? What is the difference between justice and revenge?

**Documentary recommendation**

*UR HANDITAN: Motxiladun umeak.*

On YouTube and English subtitles available. It shows the stories of the families from the eyes of ETA prisoners' children.

# Activities and materials to address radicalisation issue

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In this annex we would like to focus on several dimensions. We will present various documentaries and feature movies addressing the issue of radicalisation and other social issues that may lead to radicalisation of citizens and how to counter it. We will also present several classic books written by authors coming from different backgrounds and centuries. Additionally, we include several researches made by the European institutions and think-tanks dealing with the issue of radicalisation and how to counter it.

## **1. Presentation of the first part of the “The Power of Nightmares: The Rise of the Politics of Fear”**

It is a BBC television documentary series by Adam Curtis. The film compares the rise of the neoconservative movement in the United States and the radical Islamist movement, drawing comparisons between their origins, and remarking on similarities between the two groups.

## **2. 3. Presentation of the second and third parts of the “The Power of Nightmares: The Rise of the Politics of Fear”**

## **4. Presentation of the movie “Made in France” directed by Nicolas Boukhrief**

In order to write an article, a French-Algerian journalist wants to integrate a radical Muslim community, where young French without Muslim education are involved. He sees and understands how these young men entered the mosque by curiosity, then return by beliefs and finally by fanaticism hoping to bring the “Saint war” in Paris...

## **5. Presentation of the movie “Don’t forget me” directed by Xavier Durringer in 2016**

The day Inès, an emergency doctor, finds out that Chama, 17, has married a jihadist online and is about to join him in Syria, her life changes. In an attempt to save her daughter from the recruitment of which she is the victim, Inès will go so far as to kidnap her in a house far from everything. But Chama, totally indoctrinated, does not intend to give up what she believes to be her destiny ... For Inès, it is the beginning of a long fight.

## **6. Presentation of the movie “Jungle Jihad” directed by Nadir Ioulain in 2012**

A taxi driver drives a client to the ordered destination. During this path, we discover through their conversation, that the driver is a cop under cover who lost his wife and daughter in a terrorist attack... Both of them are Muslim and they exchange their point of view about their faith in this surrounding society...

## **7. Presentation of the movie “Le ciel attendra” — “Heaven will wait” directed by Marie-Castille Mention-Schaar**

At 17 years old, Sonia almost left her family to go to the jihad. She was convinced that it was the only way for her and her family to go to heaven. She finally went back to reason. On the contrary of Melanie, 16 years old. Grown-up by her mother, she was a teenager without stories, who shared her life between school, her friends and her cello lessons. But on Internet, she started to discuss with a “Prince” who succeeded in washing her mind. Feeling guilty for having seen nothing, her parents helplessly, witnessed the metamorphosis of their child...

## **8. Presentation of a movie “L’adieu à la nuit” — “Farewell to the night” directed by André Téchiné.**

While Alex, her grandson, comes to her equestrian center, Muriel is happy to welcome him for what she thought being holidays before the young man goes to work in Canada. But little by little Muriel discovers that Alex is lying to her and that in fact, he is going to join Syria and a group of terrorists...

### **9. Presentation of the movie "We are 4 lions" directed by Chris Morris**

This movie is a satire featuring 4 terrorists originating from North of England. The story tells the path of 5 English men wanting to become martyrs of Islam by provoking a suicide attack. Omar and his friend Waj, joined a training camp in Pakistan. Their short training ending by a bitter failure, they go back to England where their friends Barry and Faisal recruited a fifth member Hassan. Together, they try to implement as best as they could the attack which will open to them the doors of Heaven...

### **10. Presentation of a movie "Tu iras au paradis" — "You will go to heaven" co-directed by Thomas Keumurian and Rost**

It's a short movie in order to prevent radicalization. Rémi, a young boy of 17 years old, being part of a terrorist commando attached around his waist a belt full of explosives. He goes out of the bathroom of a brewery full of people, ready to expose himself. It was when Nabil, a 50 years old man kind of exentric, recognise him and sits at his table. Impact in 20 minutes...

### **11. Presentation of the book Demons, sometimes also called The Possessed or The Devils - a novel by Fyodor Dostoevsky**

In 1869, Dostoevsky conceived the idea of a 'pamphlet novel' directed against the radicals..

### **12. Presentation of the book "Les revenants" / "The comers back"**

Since 2012, more than a thousand of French were joining jihadists groups in Syria. Close to 200 decided to come back. Disappointed, sometimes chocked, not always repented. Most of them are in jail, all monitored. Unmissable expert of jihadism, David Thomson, has met comers back. Years of investigation, a work as exciting as it is dangerous, nearby those who continue to pose a lasting threat to the French national territory...

### **13. Presentation of the book by Ervard D. Said "Orientalism".**

"Edward Said's book has been profoundly influential in a diverse range of disciplines since its publication in 1978. In this engaging interview he talks about the context within which the book was conceived, its main themes and how its original thesis relates to the contemporary understanding of "the Orient." Said argues that the Western (especially American) understanding of the Middle East as a place full of villains and terrorists ruled by Islamic fundamentalism produces a deeply distorted image of the diversity and complexity of millions of Arab peoples."

### **14. Presentation of the book "Clash of Civilizations and the remaking of world order" by Samuel P. Huntington**

The author argues that future wars would be fought not between countries, but between cultures. Initially this idea was proposed in a 1992 lecture at the American Enterprise Institute, which was then developed in a 1993 Foreign Affairs article titled "The Clash of Civilizations?"

### **15. Presentation of the book Book "Radicalization" by Farhad Khosrokhavar**

By the Iranian revolution and the attack of September 11, 2001, a huge movement witnesses in the entire world the violence which highlights the Muslim religion. In the US, UK and elsewhere, researchers, politics, think tanks, security agencies and media's grabbed this phenomenon which they named radicalization, in order to analyse and understand it. In France, and for ideological reasons, the notion of radicalization is put aside. However, the problems which it covers are vast and numerous: It was urgent to analyse the outcomes. Who is in radicalization, how, for what reasons? Which role does the ideology play, the political context, the social situation, the religion itself for people who are involved in process resulting to attitudes where unflexibility, desire and practice of violence without limits, in a total war against the society? Farhad Khosrokhavar was the most prepared by his researches to follow the most recent meanders of the radical Islam.



He brings to us the knowledge often surprising and a deep analysis on the jihadist radicalization in Europe and in the Arab world. He suggests us a highlight of the process of the influx of young Europeans to Syria.

## **16. Presentation of the book Book**

**"Prévenir la radicalisation des jeunes" —**

**"To prevent the radicalization of youngsters"**

**by Jean-Marie Petticlerc**

The priest Jean-Marie Petticlerc, youth worker in the disadvantage suburbs for 40 years, wonders on the phenomenon of Islamic Radicalization and the religious fanaticism which touch some youngsters in the beginning of the 21st century. He asks which are the reasons which push them to join the ranks of Daesh and the role of their social environment and their spiritual horizon.

## **17. Presentation of the book "Lettres à Nour" — "Letters to Nour" by Rachid Benzine**

Nour is twenty years old. She decides to leave her country, her family, her friends, to join the man she married, in Iraq, an officer of Daesh. A decision that her dad, a brilliant scholar, a Muslim practicing and who is in love with the philosophy of "Lumières", cannot accept. Nour and her father will write letters to each other, in order to not break the link between them. Over the misunderstandings, this correspondence brings a message of hope, the one of the reconciliation of future generations. Over beliefs, it reveals that only life is sacred.

## **18. Presentation of the book**

**"LES ÉDUCATEURS FACE À LA RADICALISATION**

**Le cas de la prévention spécialisée" —**

**"EDUCATORS FACING RADICALIZATION The case of specialized prevention" by Hanane Bouseta.** This book attempts to dispel the myth of radicalization by relying both on theoretical work and on the field of specialized prevention. The author relies on her life itinerary as a starting point which, if we refer to the current reading grid constructed by the intelligence and security services, indicates that she is a former radicalized. This completely surprising discovery, for this specialist prevention educator, leads her to question and question this

notion of radicalization through the prism of the human sciences, which she will call the so-called phenomenon of radicalization. The book examines the practices of those involved in specialized prevention, who sometimes come into conflict with seventy years of history and the struggle to preserve their specificities.

## **19. Presentation of the book "Les orphelins de la République ; les failles qui mènent nos adolescents à la radicalisation" —**

**"The orphans of the Republic; the flaws that lead our teenagers to radicalization" by Alain Ruffion**

The jihadists returned from Syria are imprisoned, the children are followed by psycho-social services, the young minors are under the hand of the PJJ, and the radicalized young people followed. But that doesn't solve the problem. The psychic, psychological, psycho-social reasons which embarked them in this deadly ideology have not yet been identified or taken care of. This means that if we do not identify them urgently and if we do not put in place systems of healing, from these abysses which have led these young people to hell, the risk is great that they will never come out. In depth of these thought systems and, worse, that they plunge again at the time of a triggering event. This is what Alain Ruffion is working on. This specialist in the facts of radicalization, a man in the field, offers in his fascinating book an investigation through the cases of 350 young people. Beyond the stories that tell of youth, families, the social functioning of certain neighborhoods, this book is a wonderful picture of some of our young people and our teenagers and gives the keys to act.

## **20. Presentation of the movie "Exfiltrés" — "Exfiltrated" directed by Emmanuel Hammon**

Faustine is a social worker who recently converted to Islam. In 2015, she left for Turkey at the call of the Islamic State, with her son Noah, only five years old. She has to work in a maternity hospital. But little by little, she realises that all is not as she hoped. While in Raqqa in Syria, she calls for help from her husband Sylvain, a nurse in Paris.

Two activists — the French Gabriel and the Syrian Adnan - are touched by the distress of Sylvain, helpless. They will thus try to mount a very risky operation to exfiltrate them.

## **21. Presentation of the movie** **Movie "La désintégration" — "Disintegration" directed by Philippe Faucon**

Rachid Aousi is a young French of North African origin, who has successfully integrated into French society: he has a job, and a non-Muslim fiancée. Life is more difficult for his younger brother Ali: despite good results in his vocational baccalaureate, Ali does not manage to get an internship in a company. Desperate to find a place in society, Ali gradually lets himself be approached by a young man named Djamel: the latter will recruit Ali and his childhood friends, Nasser and Hamza, in a Salafist cell. Through patient work of mental manipulation, Djamel strives to "de-integrate" young people, by persuading them that their place is no longer in French society, but on the path of radical Islam. Young people will fall into terrorist jihad...

## **22. Movie "Secret Défense" — "Top secret" directed by Philippe Haïm**

Every day in our country, terrorist movements and intelligence services wage a merciless war in the name of opposing ideologies. Yet terrorists and secret agents lead almost the same life. Condemned underground, these manipulative strategists obey the same methods. Alex and Al Barad are two of them. At the head of the counter-terrorism of the DGSE (General Directorate of External Security) for one and of a terrorist network for the other, they clash using weapons, the most formidable of which: human beings. Secret Defense tells their secret war through the fates of Diane, a student recruited by the French secret services, and of Pierre, a lost man who believes he can find his salvation in terrorism. Trained and indoctrinated for missions that go beyond them, both are caught in a gear from which they cannot seem to escape. Will they both be sacrificed in the name of their "noble" causes?

## **23. Presentation of a serie "Kalifat"**

Fatima Zukic, agent of the Swedish security service, receives information according to which a terrorist attack is planned in Sweden. The story begins with Pervin, a young Swedish woman who lives in Raqqa, Syria, with her husband Husam and their baby Latifah. Disillusioned with life in Raqqa, Pervin plans to return to Sweden. After buying a cell phone from one of her neighbors, she contacted a friend in Sweden, Dolorès, involved in the fight against radicalization. Dolorès puts Pervin in contact with Fatima, the agent of the Swedish security service. Fatima disagrees with her hierarchy due to an earlier incident about "Lorentz". Fatima begins speaking with Pervin by phone and tries to contact her for information about a planned terrorist attack in Sweden in return for the safe return of Pervin and her daughter to Sweden.

## **24. Revenantes", — "Comers back" a documentary directed by Marion Stalens**

In this documentary, women who left for Syria, and others who have failed, tell their stories, without pretense. Some were born into Muslim families, others were not. All of them one day joined the jihadist thought system and all left it. In this film, they retrace the stages of their plunge into radicalization. Some testify to the daily life of women under Daesh and their difficult return. Around them, in counterpoint, torn families try to understand. A few privileged observers shed light on the questions that arise. Should we bet on resilience with them? To fanaticism and violence, Marion Stalens' film opposes the power of words and testimony...

## **25. Presentation of the book Book "Prisons de France: violence, radicalisation, déshumanisation: surveillants et détenus parlent." — " Prisons of France: violence, radicalization, dehumanization: guards and prisoners speak." by Farhad Khosrokhavar**

After having investigated for five years in four large French prisons, the author takes stock of the French prison environment.



Supporting testimonies, he also explains the process of radicalization in prison and all its ramifications. A reflection on confinement and its social consequences.

## **26. Presentation of the book "Le spectre de la radicalisation. L'administration sociale en temps de menace terroriste"- "Spectrum radicalization Social administration in times of terrorist threat" by David Puaud**

Following the Paris and Nice attacks in 2015 and 2016, a new social administration was set up, aimed as much at spotting signs of radicalization as at strengthening the links between aid, surveillance and intelligence systems. In this book, David Puaud offers documented analysis of collective concerns: how can individuals adhere to the ideology of Daesh and project themselves as violent subjects and what lessons can be drawn from the trajectories of radicalized people or terrorists like Mohamed Merah? At the end of an anthropological survey of more than two years among actors in the field confronted with this phenomenon, in particular in Saint-Étienne-du-Rouvray, Metz and Reims, the author describes and studies in a sensitive way the post environment. - attacks and the paradoxical cogs of a social administration which, by reacting to the specter of radicalization, tends to maintain it while creating innovative socio-educational prevention devices.

## **27. Presentation of a book "Investigating Radicalization Trends: Case Studies in Europe and Asia" by Akhgar, Babak, Wells, Douglas, Blanco, José María**

The book presents a comprehensive understanding of the interconnectivities and trends behind emerging radicalization patterns. It features newest conceptual and practical knowledge to monitor, analyze and respond to radicalization around the world. The book provides a comprehensive view into the methodologies for analysis, through visualizations, case studies and applications.

## **28. Presentation of a book: "Radical: My Journey out of Islamist Extremism by Maajid Nawaz**

"Radical: My Journey out of Islamist Extremism" is a 2012 memoir by the British activist and former Islamist Maajid Nawaz. First published in the UK, the book describes Nawaz's journey "from Muslim extremist to taking tea at Number 10". "Radical" was described by The Daily Telegraph as a "horrifying reflection on modern Britain". It was entered for the 2013 Orwell Prize for political writing of outstanding quality.

## **29. Presentation of a book "The Rage: The Vicious Circle of Islamist and Far Right Extremism" by Julia Ebner**

The early twenty-first century has been defined by a rise in Islamist radicalisation and a concurrent rise in far right extremism. This book explores the interaction between the 'new' far right and Islamist extremists and considers the consequences for the global terror threat. Julia Ebner argues that far right and Islamist extremist narratives - 'The West is at war with Islam' and 'Muslims are at war with the West' - complement each other perfectly, making the two extremes rhetorical allies and building a spiraling torrent of hatred - 'The Rage'. By looking at extremist movements both online and offline, she shows how far right and Islamist extremists have succeeded in penetrating each other's echo chambers as a result of their mutually useful messages. Based on first-hand interviews, this book introduces readers to the world of reciprocal radicalisation and the hotbeds of extremism that have developed - with potentially disastrous consequences - in the UK, Europe and the US.

## **30. Presentation of the book: "Extremism" by J. M. Berger**

The book describes what extremism is, how extremist ideologies are constructed, and why extremism can escalate into violence. The book shows a picture of a rising tide of extremist movements threaten to destabilize civil societies around the globe. It has never been more important to understand extremism,

yet the dictionary definition — a logical starting point in a search for understanding — tells us only that extremism is “the quality or state of being extreme.” In this volume in the MIT Press Essential Knowledge series, J. M. Berger offers a nuanced introduction to extremist movements, explaining what extremism is, how extremist ideologies are constructed, and why extremism can escalate into violence. Berger shows that although the ideological content of extremist movements varies widely, but there are also common structural elements.

Berger, an expert on extremist movements and terrorism, explains that extremism arises from a perception of “us versus them,” intensified by the conviction that the success of “us” is inseparable from hostile acts against “them.” Extremism differs from ordinary unpleasantness — run-of-the-mill hatred and racism — by its sweeping rationalization of an insistence on violence. Berger illustrates his argument with case studies and examples from around the world and throughout history, from the destruction of Carthage by the Romans — often called “the first genocide” — to the apocalyptic jihadism of Al Qaeda, America's new “alt-right,” and the anti-Semitic conspiracy tract *The Protocols of the Elders of Zion*. He describes the evolution of identity movements, individual and group radicalization, and more. If we understand the causes of extremism, and the common elements of extremist movements, Berger says, we will be more effective in countering it.

### **31. Presentation of the book: "Eurojihad" by Angel Rabasa and Cheryl Benard**

Throughout history, factors of radicalization have involved social and economic conditions and issues of identity. Patterns of Islamist radicalization in Europe reflect the historical experience of European Muslim communities, particularly their links to their home countries, the prevalence of militant groups there, and the extent to which factors of radicalization in Muslim countries transfer to European Muslim diasporas. *Eurojihad* examines the sources of radicalization in Muslim communities in Europe and the responses of

European governments and societies. In an effort to understand the scope and dynamics of Islamist extremism and terrorism in Europe, this book takes into account recent developments, in particular the emergence of Syria as a major destination of European jihadists. Angel Rabasa and Cheryl Benard describe the history, methods and evolution of jihadist networks in Europe with particular nuance, providing a useful primer for the layperson and a sophisticated analysis for the expert.

### **32. Presentation of the book: "Friction: How Radicalization Happens to Them and Us" by Clark McCaukey and Sophia Moskalenko**

This book identifies twelve mechanisms of political radicalization that can move individuals, groups, and the masses to increased sympathy and support for political violence. Terrorism is an extreme form of radicalization, and the book describes pathways to terrorism to demonstrate the twelve mechanisms at work. Written by two psychologists who are acknowledged radicalization experts and consultants to the Department of Homeland Security, *Friction* draws heavily on case histories. The case material is wide-ranging - drawn from Russia in the late 1800s, the US in the 1970s, and the radical Islam encouraged by the fall of the Soviet Union in the 1990s. Taken together, the twelve mechanisms show how unexceptional people are moved to exceptional violence in the conflict between states and non-state challengers.

### **33. Presentation of the book: "Online Terrorist Propaganda, Recruitment, and Radicalization" written by John R. Vacca**

*Online Terrorist Propaganda, Recruitment, and Radicalization* is most complete treatment of the rapidly growing phenomenon of how terrorists' online presence is utilized for terrorism funding, communication, and recruitment purposes. The book offers an in-depth coverage of the history and development of online "footprints" to target new converts, broaden their messaging, and increase their influence. Chapters present the emergence of various groups; the advancement of terrorist groups' online presences;

their utilization of video, chat room, and social media; and the current capability for propaganda, training, and recruitment.

With contributions from leading experts in the field — including practitioners and terrorism researchers — the coverage moves from general factors to specific groups practices as relate to Islamic State of Iraq and the Levant (ISIL), and numerous other groups. Chapters also examine the lone wolf phenomenon as a part of the disturbing trend of self-radicalization. A functional, real-world approach is used regarding the classification of the means and methods by which an online presence is often utilized to promote and support acts of terrorism. Online Terrorist Propaganda, Recruitment, and Radicalization examines practical solutions in identifying the threat posed by terrorist propaganda and U.S. government efforts to counter it, with a particular focus on ISIS, the Dark Web, national and international measures to identify, thwart, and prosecute terrorist activities online. As such, it will be an invaluable resources for intelligence professionals, terrorism and counterterrorism professionals, those researching terrorism funding, and policy makers looking to restrict the spread of terrorism propaganda online.

### **34. World Cafe activity**

“The World Café is a simple yet sophisticated method for holding meaningful conversations around important questions in large group meetings. An excellent tool to encourage participant interaction, the World Café can foster deeper engagement with complex or challenging issues During advance planning, for each World Café session, an overall topic is set; within that topic, 3 - 5 key questions are formulated for discussion; and each question is assigned to a specific table host (an expert or someone with strong interest in the question). At the event, 3 - 5 tables (one per question) are set up in ‘café’ style to create a relaxed, informal ambience).

Participants divide and choose (or are assigned to) a table to start the process. The host provides a brief introduction, and then participants discuss

the question. When time is up, the participants rotate to the next table, while the host stays behind to introduce the question once more and summarize the preceding discussion for a new set of participants. The new participants then add their insights to the question, refining or modifying the contributions of the previous group. This step is repeated until participants have had the opportunity to discuss up to three different questions/issues. A concluding plenary wraps up the discussion. By dividing a large group into smaller subgroups, conversations can be made more focused, relaxed and participatory, with greater opportunity for all participants to speak and contribute equally – thereby encouraging authentic sharing of experiences and knowledge. Rotation of groups from one table to the next adds value to the discussion, by allowing a group to build on the previous group’s thoughts and ideas about a particular issue.”

### **35. Presentation of the movie "Le jeune Ahmed" — "The young Ahmed"**

It is a 2019 Belgian drama film directed by Jean-Pierre and Luc Dardenne. In Belgium, Ahmed, a young teenager in search of a landmark and above all an identity, locks himself up in the extremist speech of a radical imam in his neighborhood. This hate speech, assimilated by the young man, will push him to act. Many changes will arise from his extreme action: in his life, in the meanders of services which struggle to take charge of it as in the ideological prison where he is locked up.



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