LINKING SENIORS TO DIGITAL MEDIA
LITERACY, DEMOCRACY AND DIVERSITY

PROGRAM OF ACTIVITIES

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INTRODUCTION

European societies are ageing. In 1950, only 12% of the European population was over age 65. Today the share has already doubled, and projections show that in 2050 over 36% of Europe's population will be 65-plus years old. Promoting older citizens' civic engagement has emerged as key topic to society, especially in a time where major disinformation campaigns are interfering with democratic processes. The spread of both disinformation and misinformation can have a range of consequences, such as threatening our democracies, polarizing debates, and putting the EU project at risk.

'LINK – LINKing Seniors to Digital Media Literacy, Democracy and Diversity' is 2-years-project funded by ERASMUS+ that aimed to create a non-formal educational strategy for organizations and facilitators to be prepared to promote digital media literacy and a mindful participation of senior citizens in democratic life.

This Program of Activities aims to give a clear educational strategy to guide facilitators, volunteers, and educators on promoting digital media literacy and a mindful participation in democratic life among seniors. It addresses the lack of digital media literacy to counter disinformation and literacy in democracy among seniors that can make them vulnerable towards propaganda and extremist campaigns.

Having the right tools and knowledge to analyse information and increasing identification with democracy and EU common values, we will empower seniors in active and mindful exercising of their citizens' rights with the help of digital tools.

This document is composed by:

- Module I - Introduction to Digital Media Literacy
- Module II - Fake News and Cyber Threats
- Module III - The EU and its values
- Module IV - Connecting the Dots

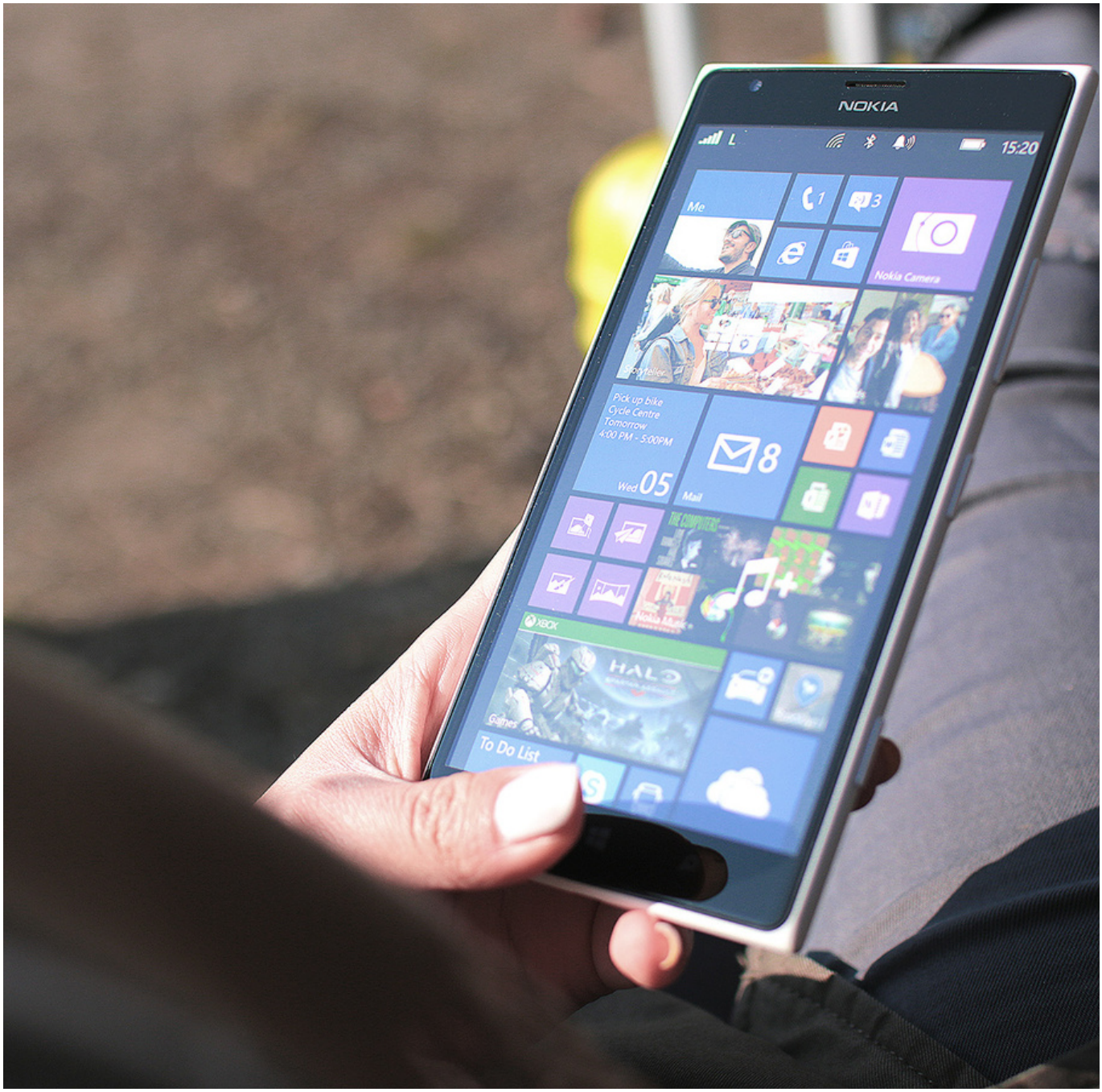
Using digital media literacy to protect democracy and promote diversity and EU values is the goal of this program. Therefore, all these key-concepts – digital media literacy, democracy and diversity – should be touched in every session and framed in all the activities and exercises.

It is essential to note that the LINK Program Implementation is highly flexible and can be adapted to suit the specific needs of each target group. Facilitators or educators who are implementing the LINK program should carefully select activities that are most appropriate for their group and tailor them according to the group. We strongly advise beginning the sessions with activities designed to foster better acquaintance, build teamwork, or energize the participants, as this will help establish strong interpersonal relationships within your group and create a safe learning environment. Additionally, we recommend regularly summarizing the learning outcomes from previous sessions to reinforce the learning.

MODULE I - INTRODUCTION TO DIGITAL MEDIA LITERACY

List of Activities:

1. Introduction to LINK CB
2. The Media Tree
3. Peddy Paper on Digital Media Literacy
4. Speed Dating on Digital Media Literacy
5. What do you mean?
6. Breaking News
7. Neutral Media
8. Be a reporter for a day
9. Meet an expert
10. Digital Media Literacy - summarising



ACTIVITY # I.1	
TITLE	Introduction to Link Program
TOPIC	Social Diagnose - Introduction to LINK Program
TIME	60'
OBJECTIVE(S)	- To map the group regarding the concepts, principles and skills of Digital Media Literacy and European Citizenship. - To present the LINK Program to the learners. - To codesign the roadmap and test some key principles of the theory of change of the Program.
MATERIALS & PREPARATION	- Prepare a powerpoint with the main goal, objectives, and theory of change of the Program - Implement the survey to set the baseline with seniors (Program Impact Measurement). - Ball
INSTRUCTIONS	- Start by apply some ice-breakers like a circle of names (i.e., the participants have to say their name with a gesture and the others have to repeat it). - Present the main goal of the project (*to promote digital media literacy and a mindful participation in democratic life among seniors. It will address the tools and strategies of digital media literacy to counter disinformation and literacy in democracy among seniors*). Then ask the participants what they think is “digital media literacy” and write down their answers. Give the definition. - Then ask them to complete the social diagnose. This can have two variants: a printed survey or done with a more active methodology. For the second option, you can use the room to create a scale and asking participants to move around and leave their names in their chosen place. - Finish the activity with the discussion of some of the questions of the debriefing.
DEBRIEFING / EVALUATION	- What means the word mass media and digital media? - Where do you get most of your information? - How do you think the type of media you consume affects the kind of information you get? - How do you see the evolution from mass media to digital media? Dangers but also benefits? - How does the need to attract a large audience for advertisements influence media content? - What is European Citizenship and how lack of media literacy can influence our perception of the European Union?
TIPS FOR FACILITATORS	- Check the glossary for some of the terms like mass media and digital media. - To make more dynamic and inclusive the discussion, you can use a ball to throw to the participants for them to answer to the question. - For the survey, it is important that the method used allows to identify the participant to then have a final self-assessment.

ACTIVITY # I.2	
TITLE	The Media Tree
TOPIC	Mass Digital Media (types of mass media and their contents) – Warm-up
TIME	15'
OBJECTIVE(S)	- To explore the main types of mass media and digital media. - To reflect on the impact of these channels in society.
MATERIALS & PREPARATION	- Ball
INSTRUCTIONS	- In each round select a category (Newspapers, Magazines, Television, Radio, Music/Films/Books, Digital media, etc). - Make a circle and pass the ball randomly inside the circle, each participant has to say one name related to the category (For example: Television: BBC) in the minimum time possible and then pass to the next one. The person that does not know, gets eliminated from the circle. - Repeat rounds with as many categories as you want.
DEBRIEFING / EVALUATION	- What is media anyway? - Imagine a typical day in your life, give examples of all kind of media that might be present? - Did you know that commercial boards are also considered media?
TIPS FOR FACILITATORS	- Remember media refers to various channels of communication between a person or persons and their intended audience. - Additional resources: https://www.youtube.com/watch?v=bBP_kswrtrw https://www.youtube.com/watch?v=RdkH0GwJy6A

ACTIVITY # I.3	
TITLE	Peddy Paper on Digital Media Literacy
TOPIC	Introduction to Digital Media Literacy
TIME	45'
OBJECTIVE(S)	- To reflect on the definition and skills needed to master digital media literacy.
MATERIALS & PREPARATION	- Print the following situations and put each one in one envelope: • John went to the supermarket and was asked for a COVID Vaccination Certificate. He did not know where to find it. (Answer: Locate and access information) • Maria had a headache and went to the internet to try to know what the cause could be. She was lost with all the information she got. (Answer: Organize information) • Simon has one bedroom that he rents to foreigners to make an extra money. Last week a couple decided to reserve the bedroom for the weekend. He saw that they looked like having Indian origin. He refused them. (Answer: Make ethical use of information) • Sofia had a bad experience in a restaurant where the staff refused to serve her because she was a gipsy woman. She wanted to report that restaurant but did not know where. (Answer: Communicate information) • Paulo went to a museum and found a QR code next to some piece of art. He did not know how to use it. (Answer: Use ICT skills for information processing) • Silvia refused to watch the debates or read the news about the program of each party before voting in the national elections. (Answer: Understand the role and functions of media in democratic societies) • John saw on his social media friend profile a news saying that the government were about to raise the taxes. He immediately share it on his profile. (Answer: Critically evaluate media content in the light of media functions) - Put the envelopes in strategic places or objects in the room or outside.
INSTRUCTIONS	- Divide the group into teams. - Each group has one mission: To find the maximum of skills to master digital media literacy. They are hidden in the surroundings or in objects. Each group needs to find a total of 7 envelopes with a situation that express an important skill of digital media literacy. When the group finds one envelope, they have to extract the skill, write it on a piece of paper and leave the envelope there for the other teams.
DEBRIEFING / EVALUATION	- What is Digital Media Literacy? Give some examples of situations that you needed those skills. Have you heard about digital discrimination? - Sum up the main skills for digital media literacy: Locate and access information; Organize information; Make ethical use of information; Communicate information; Use ICT skills for information processing; Understand the role and functions of media in democratic societies; Critically evaluate media content in the light of media functions.
TIPS FOR FACILITATORS	- Facilitator can make it easier not hiding envelopes.

ACTIVITY # I.4	
TITLE	Speed Dating on Digital Media Literacy
TOPIC	Digital Media Literacy
TIME	45'
OBJECTIVE(S)	- To share experiences of digital media literacy.
MATERIALS & PREPARATION	- Print the following questions, cut them and put them in a box: • What do you think is digital media literacy? • Can you share a situation where you where doubting that something that you saw online was true? • Can you share a situation where you were lost with the amount of information that you found online? • What are your fears regarding the digital media? • What could be the dangers of not knowing how to navigate the digital information sources? • Remember the last time that you read a newspaper. What did you read about? What were the feelings towards that type of information? • In the pandemic, there were a lot of disinformation campaigns. How do you remember that period relative to the availability of reliable information? Which source did you use to rely on? - Prepare several spaces for discussing and leave one box per corner.
INSTRUCTIONS	- Divide the group into pairs or trios of 2-3. - Tell each pair/trio that in the box they can find one question to debate with their partner. They have 5-7 minutes to share their experiences on this topic. - After the 5-7 minutes they have to switch partner and find a new question to debate.
DEBRIEFING / EVALUATION	- Ask the group which questions they would like to discuss in the big group.
TIPS FOR FACILITATORS	

ACTIVITY # I.5	
TITLE	What do you mean?
TOPIC	Communication and misinformation
TIME	30'
OBJECTIVE(S)	- To reflect on communication and different interpretations. - To think about the importance of asking questions (critical thinking). - To understand that different people have different ways of expressing the messages.
MATERIALS & PREPARATION	- Print from the internet 2 different drawings with geometrical figures.
INSTRUCTIONS	- Divide the group in pairs and put them back-to-back. - One has to tell the other how to reproduce the drawing/image he/her has received in 3 minutes, and the other cannot communicate in any way or ask questions. - Then they switch, and use the other drawing.
DEBRIEFING / EVALUATION	- Ask the group the following questions: • What happened? • How was the flow of communication? • How did you feel? (1) Describing the image and (2) Drawing • Did you get the same or had different interpretations of the message? • How can you connect this exercise to the media?
TIPS FOR FACILITATORS	- We recommend making 1 line of 2 chairs, back to back. All the persons drawing in the first round should stay on the same side, and all the persons drawing on the other side, this way you prevent that someone that is drawing can see the original drawing.

ACTIVITY # I.6	
TITLE	Breaking News
TOPIC	Communication and misinformation
TIME	30'
OBJECTIVE(S)	- To reflect on the messages behind media and how different interpretations can play a role. - To reflect on misunderstandings in communication and disinformation campaigns.
MATERIALS & PREPARATION	- Projector - PC - Image to describe. Example: https://www.newyorker.com/cartoons/random/share/1548441
INSTRUCTIONS	- Project an image and ask the group to write a news article, within 5 min, replying to these questions: • What happened? • Who was involved? • When did it happen? • Where did it happen? - In the end, ask the individuals to share their story.
DEBRIEFING / EVALUATION	- Ask the group the following questions: • What happened? • How was describing an image without knowing what exactly happened? • Why do we have different interpretations? • How can you connect this exercise to the media?
TIPS FOR FACILITATORS	- We recommend implementing this activity as transition for neutral media activity.

ACTIVITY # I.7	
TITLE	Neutral Media
TOPIC	Digital Media Literacy
TIME	60'
OBJECTIVE(S)	- To reflect on the messages behind media and how different interpretations can play a role. - To reflect on misunderstandings in communication and disinformation campaigns.
MATERIALS & PREPARATION	- Projector - PC - Part 1 - Same news presented in 3 different ways, preferably news not very complex - Part 2 - Same news from different newspapers, preferably news that show a political influence, and by newspapers of different political orientations.
INSTRUCTIONS	PART 1 - Present the same news but 3 different titles - Ask the group the following questions: • From the 3 sources, what did you understand that will happen? • Do you feel you are reading the same information? • Does the way of describing affect your way of understanding? • Can different sources, newspapers, channels share the same facts in different ways? • Why do you think this happens? PART 2 - Divide the group in smaller groups of 3 or 4 and give them the news with different political orientations. - Ask them to carefully read the news and try to identify if the news has influence from left or right political orientations. - Wrap up with the whole group, discuss the differences between newspapers.
DEBRIEFING / EVALUATION	- Conclude that the media have political influence and we should read different content in order to have different perspectives.
TIPS FOR FACILITATORS	- In some countries, it's not so clear the political influence in newspapers. - It's important to keep the articles and the information as simple as possible. - It is really important to share the other European countries' experiences. - In some cases it's also important to compare the present context with the past (before democracy) - In some cases it may make sense finalize with a list of newspapers, to put in order of political influence, from the most left-wing to the most right-wing.

ACTIVITY # I.8	
TITLE	Be a reporter for a day
TOPIC	Digital Media Literacy
TIME	30' + 30' + 15'
OBJECTIVE(S)	- To promote intergenerational exchange of the perspectives of Digital Media Literacy
MATERIALS & PREPARATION	- Papers and markers - Search some youngsters to interview in the next session. For example, contact a Youth centre or a school.
INSTRUCTIONS	- Divide the group into small groups. - Tell your participants to prepare a script to interview young people on digital media literacy and information consumption habits. What they would like to ask to the younger generations? - Create an intergenerational gathering for the interviews.
DEBRIEFING / EVALUATION	- After the interviews, discuss with your senior participants what different and similar challenges both generations have regarding digital media literacy?
TIPS FOR FACILITATORS	- You may also want to create an intergenerational group discussion moment.

ACTIVITY # I.9	
TITLE	Meet an expert
TOPIC	Digital Media Literacy
TIME	60' + 60'
OBJECTIVE(S)	- To understand the role and functions of the media. - To raise critical thinking on digital media.
MATERIALS & PREPARATION	- Search for some expert in your area that can speak about the topic. For example, one journalist.
INSTRUCTIONS	- Tell the participants to find an expert like a journalist that they would like to interview. - Co-create the script of the interview. - Implement and record the interview if possible.
DEBRIEFING / EVALUATION	- After the interview make a summary with the main findings and learning outcomes.
TIPS FOR FACILITATORS	- If it is difficult to find and interview an expert in your region, you can try to find a documentary to watch with the seniors, for example: 'After the Truth: Disinformation and the Cost of Fake News' (HBO)

ACTIVITY # I.10	
TITLE	Digital Media Literacy - summarising
TOPIC	Digital Media Literacy
TIME	30'
OBJECTIVE(S)	- To conclude and reflect on the whole module, connecting the dots. - To encourage learners to be creative and critical thinkers as well as responsible users of media and information. - To discuss current and future trends in media and information and how they affect individuals and the society as a whole.
MATERIALS & PREPARATION	- Post-its, markers and Coloured charts with the following questions: • What have you learned? • What are the skills of Digital Media Literacy? • One question that you still have... • What do you think about the future of media and information?
INSTRUCTIONS	- Invite the participants to fill the charts with post-its.
DEBRIEFING / EVALUATION	- Reflect in group the questions of the charts.
TIPS FOR FACILITATORS	

MODULE II - FAKE NEWS AND CYBER THREATS

List of Activities:

1. How to recognize fake web
2. Proper use of social networks
3. Defend yourself!
4. It's a scam!
5. The most secure password
6. True or False?
7. Do you believe it?
8. To share or not to share?
9. Burning Questions

ACTIVITY # II.1	
TITLE	How to recognize fake web
TOPIC	Fake Web
TIME	45'
OBJECTIVE(S)	- To understand if a website is reliable. - To give basic rules for efficient web site.
MATERIALS & PREPARATION	- Projector - Internet connection Examples of some sites documenting various types of online scams: https://news.softpedia.com/news/Fake-eBay-Site-Offers-Cheap-iPhone-4S-242269.shtml https://stories.flipkart.com/how-to-spot-fake-website-app-flipkart/ https://labs.vipre.com/beware-fake-united-community-bank-website-up-and-running-phishing-users/ https://www.kjrh.com/news/problem-solvers/12-scams-of-christmas-day-5-fake-websites https://beebom.com/fake-flipkart-amazon-clones/
INSTRUCTIONS	- Invite the participants to share their opinions about how they recognize the fake web. - Show participants some sites documenting various types of online scams. - Explain how to recognize a fake website: • Check the domain name in the website's URL: You will find it at the top of the page. Is the domain name (the word before the .be, .com, .eu, .org, ... and before the first slash "/"), really the name of the organisation? • There will be a padlock icon somewhere in the browser window that is a link to security information: The lock symbol means that the connection between your web browser and the website server is encrypted, which is important. It prevents others from eavesdropping or intercepting your communication between your browser and the website's server. • Look for a privacy policy: If you're already on a website, but can't tell if the site is legit, look for a privacy policy. Reputable websites should have a privacy policy page, as it's the law in many countries. Click around the site to find their privacy policy — and be suspicious if you can't find one.
DEBRIEFING / EVALUATION	- Reflect in group if they ever found a fake website? How do they understand that it is a reliable site? What can happen by visiting the sites?
TIPS FOR FACILITATORS	- As it is a more complex topic, facilitators may want to deep in their knowledge about it. There are plenty of options online where you can know more, e.g. https://staysafeonline.org/

ACTIVITY # II.2	
TITLE	Proper use of social networks
TOPIC	Social Networks
TIME	45'
OBJECTIVE(S)	- To promote the knowledge and correct use of social network.
MATERIALS & PREPARATION	- PC or phone - Projector - Internet connection Examples of some sites documenting various types of online scams: https://news.softpedia.com/news/Fake-eBay-Site-Offers-Cheap-iPhone-4S-242269.shtml https://stories.flipkart.com/how-to-spot-fake-website-app-flipkart/ https://labs.vipre.com/beware-fake-united-community-bank-website-up-and-running-phishing-users/ https://www.kjrh.com/news/problem-solvers/12-scams-of-christmas-day-5-fake-websites https://beebom.com/fake-flipkart-amazon-clones/
INSTRUCTIONS	- Discuss the importance of staying up to date and to be present on the web, to be careful to not share any personal information. - Short description for each social and provide some suggestions for appropriate behaviours on the web. - Explain how: • To create a post on Facebook or Instagram. • Explain how to "react" to a post: with a comment, put like, use the reaction icon. • Explain the meaning of the reaction icon using this site: https://www.emojimeanings.net/ - Talk about the importance of privacy and the no disclosure of personal data on their profiles visible to all users.
DEBRIEFING / EVALUATION	- Which social media are they subscribed to? What kind of use do they make of it?
TIPS FOR FACILITATORS	- If facilitator wants to explore more with participants, can also approach the topic of digital footprint.

ACTIVITY # II.3	
TITLE	Defend yourself!
TOPIC	Malware and cyber attack
TIME	60'
OBJECTIVE(S)	- To learn how to recognize malware and cyber attack and the importance of antivirus.
MATERIALS & PREPARATION	- Projector - Laptop - Kahoot - Smartphones - Wi-Fi - Flipchart Paper - Prepare a kahoot quiz on the topic. For each question of the quiz prepare papers with sub-topic and respective description. Check the 'LINK_Key Concepts' document to support you.
INSTRUCTIONS	- Divide the participants into teams and teach them how to use Kahoot. - Explain the participants have to answer the questions in the minimum time possible. - Play the kahoot quiz. - After playing the quiz, distribute to each group a paper with a subtopic description. - Then, show the title of each subtopic and the groups should try to say which one corresponds to the description they have.
DEBRIEFING / EVALUATION	- Did you already know the subject? How can you protect yourself? - Topics to close the exercise: Malware or "malicious software" is a generic term that describes a malicious program/code that puts a system at risk. A cyber attack is any process that targets a computer system. It is usually generated by a person, called a hacker, and can include different methodologies and techniques depending on the effect you want to achieve.
TIPS FOR FACILITATORS	- Keep the information as simple as possible. - Adapt the level of the Quiz questions to your group capacities. - It is preferable to offer a smaller amount of information, allowing the group to learn it, rather than providing a large amount of information that the group may struggle to learn from.

ACTIVITY # II.4	
TITLE	It's a scam!
TOPIC	Phishing
TIME	30'
OBJECTIVE(S)	- To provide knowledge about phishing in order to avoid it.
MATERIALS & PREPARATION	- Projector - Laptop - Internet Connection
INSTRUCTIONS	- Start the session by explaining what phishing is. The trainer should warn participants about possible messages or emails from financial institutions or websites that require access upon registration. - Ask participants if they can identify the elements from which recognize if it is spam. - Show several examples of messages and emails to the group and check if they can recognize the real ones. - Let participants share their personal experiences. - Share with seniors how to avoid these kind of scams, they can for example: a) Check the validity of the URL being shared hovering over the mouse b) Use a website safety checker c) Don'give personal information to the site d) Check the sender's email, the existence of the site and the email. e) If necessary, to ask for confirmation, contact the sender through a telephone number. If it's doesn't exist , or if someone answers with no knowledge of the website, it's probably a scam. f) Making sure any website uses HTTPS g) Install firewalls
DEBRIEFING / EVALUATION	- Can you recognize spam messages? - Have you ever been scammed? - What are the consequences for a phishing victim?
TIPS FOR FACILITATORS	- Keep the information as simple as possible. - Use examples of real situations on you country or local context. It's easier for seniors to learn from situations they are familiar with.

ACTIVITY # II.5	
TITLE	The most secure password
TOPIC	Password security
TIME	30'
OBJECTIVE(S)	- To teach how to protect user's privacy and provide tips on safe and easy to remember passwords
MATERIALS & PREPARATION	- Projector - Laptop - Internet Connection
INSTRUCTIONS	- The trainer asks participants to think about some of their passwords (without sharing them): do they think they are safe? What criterion did they use to set them? - Participants will need to create passwords that they consider effective. The trainer will give criteria to meet (e.g.: at least 8 characters, 1 uppercase, 1 lowercase, 1 numeric, 1 special character). - The activity will end by trying to create effective passwords together following the advice given by the trainer.
DEBRIEFING / EVALUATION	- Summarize the criterion used to create the password - Is it easy to remember? How can you remember them? - Is it easy to other people to find out?
TIPS FOR FACILITATORS	- The trainer should stress the importance of privacy and having effective passwords. Personal data and information are at risk. Participants need to understand that passwords have to be differentiated, that they should not be stored in places that are easily accessible to all. - The trainer can provide generic examples to create secure and easily remembered passwords.

ACTIVITY # II.6	
TITLE	True or False?
TOPIC	Fake News
TIME	60'
OBJECTIVE(S)	- To develop critical thinking and find out solutions to counter the spread of fake news.
MATERIALS & PREPARATION	- Projector - Laptop - Internet connection - Pen and Paper - Example of real and fake news of your local/national context. - Create separate stations/tables for each example of news and numerate them. - Create a paper for each group, for voting in each station: True, False, No consensus.
INSTRUCTIONS	- The trainer starts by asking participants if they know what is misinformation campaigns and fake news (social media, websites). Collect the first opinions of the participants about how they recognize the fake web and fake news. - Divide the participants into groups of 3/4 people and assign a station. - Each group should discuss in a given time and vote if the news on the station they are 'True', 'False', or if they didn't reach a consensus 'No Consensus' - In each round, each group should rotate for the next station, discuss and vote. - After all rounds, put all groups together and discuss about each example of News, which groups voted True or False and why. - Share the tips to evaluate if News are True of False. Use LINK_Key Concepts Document to support you. - Make some examples together to practice the tips.
DEBRIEFING / EVALUATION	- Have they ever found fake news? - How can we protect ourselves from fake news? - Reflect on the consequences of Fake News.
TIPS FOR FACILITATORS	- Choose appropriate time for rounds according to your group. - Use examples of News from your local/national context. - The facilitator can add a few rounds of stations with new True and Fake news examples to practice after they learn the tips.

ACTIVITY # II.7	
TITLE	Do you believe it?
TOPIC	Campaign against fake news
TIME	60'
OBJECTIVE(S)	- To provide information on common elements of hoaxes
MATERIALS & PREPARATION	- Projector - Laptops/Smartphones - Internet connection - Informative leaflet with 4 common features of fake news.
INSTRUCTIONS	- The activity consists in working on some common traits of fake news, making participants work in small groups (around 4 persons): 1. Fake news are constant phenomena in the history of human communications but they are always be able to change and adapt according to the time and place: Participants must find 3 examples of "hoaxes" of the past 2. Fake news circulates on the most viral communication systems available (once the radio, later the newspapers, today mainly the web): Participants must find 3 hoaxes spread on 3 different media (radio, newspapers, tv, web, etc.) 3. Fake news often takes its cue from real events and that's why they can easily deceive us: for example, they can be a mixture of true and false facts or consist in an undue correlation of true news (e.x. present two true news as if they were related, when in reality they are independent of each other): Participants must find 3 hoaxes related to real facts 4. Fake news in order to attract attention and lend itself to the maximum spread, usually speak to the "belly" of users and not to rationality, that is, they are designed to evoke intense emotions (fear, scandal, anger...) that push the user to share them: Participants must find 3 strong reactions to particularly engaging/convincing hoaxes
DEBRIEFING / EVALUATION	- Were you aware of this situations? - Have you ever been fooled by false information? - Have you ever inadvertently shared false news?
TIPS FOR FACILITATORS	- Encourage discussion on fake news and help participants find hoaxes on the web.

ACTIVITY # II.8	
TITLE	To share or not to share?
TOPIC	Combating the spread of fake news
TIME	60'
OBJECTIVE(S)	- To develop critical thinking and understand each person responsibility in the spread of fake news
MATERIALS & PREPARATION	- Projector - Laptops/Smartphones - Internet connection - Examples of real news/information and fake news/information
INSTRUCTIONS	- The facilitator distributes one News (True or Fake) to each participant and gives some minutes for the participants to analyse them individually. - Then, one by one, participants should share their News to the rest of the group, they can decide how to do it, to share it integrally, partially or even denying sharing it if they consider the News is totally fake. The group should give feedback, saying if they believe on what was shared. - In each round, after the feedback of the group, the facilitator should guide the group in finding if the News is True or Fake.
DEBRIEFING / EVALUATION	- Discuss about individual responsibility in sharing news and information - When should we share information/news or not - What precautions should we take when sharing news or information
TIPS FOR FACILITATORS	- The facilitator should try to use examples related to local/national context. - The facilitator should decide the level of complexity according to the group. - If the facilitator considers the individual task it's too difficult for the group, it can also be done in pairs.

ACTIVITY # II.9	
TITLE	Burning Questions
TOPIC	Critical Thinking
TIME	60'
OBJECTIVE(S)	- To develop critical thinking and raise awareness among the elderly on current important issues, helping them to form and share personal opinions that is not influenced by misinformation.
MATERIALS & PREPARATION	- Flipchart paper and markers. - 1 flipchart paper with each question (3 in total) - 1 flipchart paper for final remarks - Projector - Laptop - 3 real news about the 3 topics of the questions
INSTRUCTIONS	- For each question, the facilitator asks the question, in a simple and clear way - Each participant responds by sharing their opinion - The facilitator makes notes the contributions of each participant on the flipchart paper. - After collecting opinions for each question, the facilitator shares news, confirming a correct opinion or countering an opinion distorted by fake news.
DEBRIEFING / EVALUATION	- The results of comparing opinions and real information will be presented to all participants and the final remarks will be written in the last flipchart paper like “things to keep in mind”. - Reflect on how the information we read/listen influences our opinions.
TIPS FOR FACILITATORS	Some examples of Questions: - What do you think about the vaccination plan implemented by the government to hinder the spread of the Coronavirus? (Health) - Is it a responsibility of European states to manage welcoming migrants from third countries? (Migration) - Do you think it useful to introduce separate collection in the delivery of home waste? (Climate Change) - The questions should be related to relevant topics and the real information shared should refer to facts very well known. - The discussion must be respectful of the participants opinions, without judgement: for this reason, it is important, at the beginning of the activity, that the facilitator will ensure the establishment of a safe environment for all. - The conclusions of the discussion of each topic must be in line with the human rights.

MODULE III - THE EU AND ITS VALUES

List of Activities:

1. EU Bingo
2. EU Quiz
3. The Privilege walk
4. A democratic hour for a cup of tea
5. The Four Powers
6. Digital citizenship: Let's destroy Wonderland?
7. Stop Hate Speech
8. Where Hate Speech Comes From
9. Virtual Letter to a EU Deputy

<table>
<tr><th colspan="2">ACTIVITY # III.1</th></tr>
<tr><td>TITLE</td><td>EU Bingo</td></tr>
<tr><td>TOPIC</td><td>Introduction to the European Citizenship</td></tr>
<tr><td>TIME</td><td>30'</td></tr>
<tr><td>OBJECTIVE(S)</td><td>- To map the group regarding their knowledge and attitudes towards EU</td></tr>
<tr><td>MATERIALS & PREPARATION</td><td>- Bingo handouts
- Pens</td></tr>
<tr><td>INSTRUCTIONS</td><td>- Give each participant one bingo handout to fill.
- Each participant needs to ask for signatures to other participants if they match the requirement written in each square.
- Take into account that one participant cannot sign more than 1-2 times each bingo to promote the exchange with the maximum participants possible.</td></tr>
<tr><td>DEBRIEFING / EVALUATION</td><td>- This activity serves the purpose of mapping the group. Therefore, the trainer can explore each square and the experiences of participants with the European topic.
- Some additional questions for the debriefing: Do you feel European? Do you know the impact that the EU has on our daily lives? What are the benefits of living in an EU country? Is the EU in danger nowadays?</td></tr>
<tr><td>TIPS FOR FACILITATORS</td><td>- Adapt your Bingo to the level of knowledge of your group, keep it challenging.

- Example of Bingo:

<table>
<tr><td>Someone who is aware of the EU Values and aims.</td><td>Someone knows the current number of EU country-members.</td><td>Someone who voted for EU elections at least once in my life.</td><td>Someone who knows at least one party or deputee that is represented in the EU Parliament.</td></tr>
<tr><td>Someone who agrees with the EU project.</td><td>Someone who follows on social media some page related to the EU.</td><td>Someone who feels European.</td><td>Someone who has visited a country with a non-democratic system.</td></tr>
<tr><td>Someone who has seen publications in social media/articles/news against the fundamental EU Values.</td><td>Someone who can tell one advantage of being part of the EU.</td><td>Someone who knows the name of the President of the European Commission.</td><td>Someone who has visited another country-member from the EU.</td></tr>
</table>
</td></tr>
</table>

ACTIVITY # III.2	
TITLE	EU Quiz
TOPIC	Exploring EU
TIME	30'
OBJECTIVE(S)	- To explore the EU values, priorities and institutions
MATERIALS & PREPARATION	- Create a quiz on an open-access platform as Kahoot - Projector - 1 smartphone per team/person
INSTRUCTIONS	- Teach participants how to play Kahoot or other quiz platforms. - The participants have to answer the questions in the minimum time possible. - After each question or by the end of the quiz the trainer gives more information or curiosities about the topic.
DEBRIEFING / EVALUATION	- Reflect on what the participants already knew and what they have learned new. - End with the importance of being engaged with the EU.
TIPS FOR FACILITATORS	- You can add 2 additional pre-initial questions so that the learners could get used to the Kahoot (or other) application and then fluently play. - Example of Questions: 1. The number of European countries members of the EU: a) 27; b) 28; c) 30; d)45 2. The country that decided to leave the EU: a) France; b) Moldavia; c) United Kingdom; d) Slovenia 3. What the EU wants more than anything: a) Peace; b) Cheap fuel; c) Profit; d) War 4. What the EU offers opposite to a dictatorship country: a) Freedom of speech; b) Equality; c) Respect for the human rights; d) All of the above 5. The EU was founded on the following values: human dignity, freedom, democracy, equality, rule of law and human rights. a) True; b) False 6. City known to be the heart of Europe: a) Brussels; b) Paris; c) Berlin; d) Lisbon 7. Building a climate-neutral, green, fair and social Europe is not a priority for the EU: a) True; b) False 8. The EU Institution that is made up of directly elected members from each EU member, who debate and amend laws is: a) European Commission; b) European Parliament; c) Council of the European Union; d) European Central Bank 9. The process from application for membership of the EU to membership has typically taken... a) 15 days; b) more than 10 years; c) 1 year; d) 5 years 10. Being in the EU is irrelevant for the daily living of a citizen... a) True; b) False

ACTIVITY # III.3	
TITLE	The Privilege walk
TOPIC	Social Inequalities, Human Rights, Values of the EU
TIME	60'
OBJECTIVE(S)	- To reflect on social inequality - To understand the need for equality (a core value of EU) - To reflect on the human rights - To foster empathy with others who are less fortunate
MATERIALS & PREPARATION	- Translate if needed and print the following characters individually: 1. "You are an unemployed single mother living in your country." 2. "You are the daughter of the local bank manager. You study economics at university." 3. "You are an HIV positive, middle-aged prostitute." 4. "You are the 19-year-old son of a farmer in a remote village in the mountains." 5. "You are a little girl living in India" 6. "You are a young boy born in a wealth family in your country" 7. "You are a roman migrant living in your country" 8. "You are a gay person living in Qatar" 9. "You are a young boy born in a poor neighbourhood known for its drug problem." 10. "You are an African descendant living in your country." 11. "You are a little boy refugee from Syria looking for asylum in Greece that had lost their parents in war." 12. "You are a little boy refugee from Ukraine looking for asylum in Poland that had lost their parents in war." 13. "You are an illegal immigrant coming from Mozambique" 14. "You are a homeless young man, 27 years old living in the capital of your country." 15. "You are a disabled young man who can only move in a wheelchair."
INSTRUCTIONS	- Give each participant one character to interiorize and reflect about his life in silence. They cannot share their character. (What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening? What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays? What excites you and what are you afraid of?). - Then, put all participants in one line and they should continue in silence. - Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. - Situations: • You have never encountered any serious financial difficulty. • You have decent housing with a telephone and television. • You feel your language, religion and culture are respected in the society where you live.

ACTIVITY # III.3 (continuation)	
INSTRUCTIONS	• You feel that your opinion on social and political issues matters and your views are listened to. • You feel you can study and follow the profession of your choice. • You can love freely whoever you choose • Other people consult you about different issues. • You are not afraid of being stopped by the police. • You have never felt discriminated against because of your origin. • You have adequate social and medical protection for your needs. • You can go away on holiday once a year. • You can invite friends for dinner at home. • You have an interesting life and you are positive about your future. • You are not afraid of being harassed or attacked in the streets, or in the media. • You can vote in national and local elections. • You can celebrate the most important religious festivals with your relatives and close friends. • You can go to the cinema or the theatre at least once a week. • You are not afraid for the future of your children. • You can buy new clothes at least once every three months. • You feel that your competence is appreciated and respected in the society where you live. • You can use and benefit from the Internet. • You are not afraid of the consequences of climate change. • You are free to use any site on the Internet without fear of censorship. - At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.
DEBRIEFING / EVALUATION	- Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt. - How did you feel stepping forward - or not? - For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? - Did anyone feel that there were moments when their basic human rights were being ignored? - Can people guess each other's roles? (Let people reveal their roles during this part of the discussion) - How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like? - Does the exercise mirror society in some way? How? - Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them? - What first steps could be taken to address the inequalities in society? - End the reflection with this video about human rights https://www.youtube.com/watch?v=nDgIVseTkuE and reflect if they are respected nowadays, if technology is helping and why the EU has chosen either human rights as equality as core values.

ACTIVITY # III.3 (continuation)	
TIPS FOR FACILITATORS	- In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best as they can. - The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles. - During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work. - This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

ACTIVITY # III.4	
TITLE	A democratic hour for a cup of tea
TOPIC	Democracy, Rule of Law and Freedom
TIME	60'
OBJECTIVE(S)	- To explore the pillars of democracy - To create awareness of the dangers to democracy - To consider some of the controversial aspects of a democratic society - To practise and develop skills of listening, discussion and persuasion
MATERIALS & PREPARATION	- Create 3 stations: 1st station - Have a chart with the following question that they have to write or draw some ideas: “What is Democracy to me…” 2nd - Have a mural with post-its for the participants to fill “Current threats to democracy” 3rd - Print the following list of statements and print “Totally Agree”, “Not agree at all”, “Consensus not reached”. Statements: • We have a moral obligation to use our vote in elections. • We should obey all laws, even unfair ones. • The only people who have any power in a democracy are the politicians. • “People get the leaders they deserve”. • It is the responsibility of citizens to control the day-to-day activity of the government. • Freedom of expression means you can say that you want. • Neo-fascist parties should be banned. • Extremists should be banned from speaking in public. • Voting should be an obligation. • People should be put to jail for their digital activity on social media.
INSTRUCTIONS	- Divide the group into small groups and prepare 3 stations. - Each station will have a set of tasks for them to work as a team in 15 min and then they have to switch. • 1st Station - Participants have to draw/write what they consider democracy is for them and the pillars of democracy. • 2nd Station - Participants have to discuss what kind of current threats they see in democracy • 3rd Station - Participants have to display the statements in the scale from ‘totally agree’ to ‘not agree at all’ in groups. If they do not reach a consensus, they should put the statements in the pile of “Consensus not reached”. - Finish with a presentation of each station and discussion in the big group.
DEBRIEFING / EVALUATION	- In each station, explore the different thematics. Finish with the main points on what democracy is, why it is important for the EU and how we can defend it.
TIPS FOR FACILITATORS	- Check the document LINK_Key Concepts to support you.

ACTIVITY # III.5	
TITLE	The Four Powers
TOPIC	Influence on society
TIME	60'
OBJECTIVE(S)	- To reflect on the media, government, private and non-profit sector influence on society
MATERIALS & PREPARATION	- 4 flipcharts papers - Pens/markers
INSTRUCTIONS	- Divide the group into 4 groups and present the 4 main institutions that influence society on a local, regional, national and international setting: • The media • The Government • The Private Sector - Entreprises • The Nonprofit Sector - NGOs and Foundations - Then they need to write on their flipchart paper: • Mission (e.g., make money) • Desires (e.g., employ a lot of people) • Pains (e.g., taxes) • What they need from the other 3 influencers - After finishing the previous step, there will be a round of negotiations with the other influencers. However, each influencer only can close two deals. Meaning that they cannot accept all the negotiations.
DEBRIEFING / EVALUATION	- Reflect with the group on the different players and how they influence society. Then ask, how does the digital tools help or not help them in achieving their desires.
TIPS FOR FACILITATORS	- In this activity, it is important to search the local context, to make sure we are representing the most important entities. - The facilitator must be prepared to support the group completing each step of the activity.

ACTIVITY # III.6	
TITLE	Digital citizenship: Let's destroy Wonderland?
TOPIC	Disinformation, Democracy and Fake News
TIME	60'
OBJECTIVE(S)	- To reflect on the impact of fake news and lack of digital media literacy on democracy. - To understand the mechanisms of political division from bots and conspiracies to fake experts.
MATERIALS & PREPARATION	- Print the following text: WELCOME to the final recruitment process to work on the 'Disinformation Office' in the national secret services. Your team has the following mission: to use tactics to sabotage elections in a peaceful town - the wonderland. The goal is to sow discord and chaos. Wonderland is a green and pleasant place. It's famous for its living statue, its majestic pond swan, and its annual Pineapple Pizza Festival. This town is also obsessed with democracy and next week there will be elections for the city hall. Its three political parties are bickering constantly, and a series of reporters from national media are supposed to arrive soon in town to cover their final debate tonight and write some news. However, we have kidnaped all the news reporters to allow one person of each group to cover the whole event. Each group has to come up with a plan on how to create chaos in these elections. Remember that you have at your disposal: the social networks of these big media stations like BBC, CNN....; the news website; the camera team and the debate itself. Good luck and War be with you!!!
INSTRUCTIONS	- Divide the group into smaller groups and tell participants that they are in a recruitment process to work on the 'Disinformation Office' in the national secret services and they have their final test: to use tactics such as trolling to sabotage elections in a peaceful town: the wonderland. The goal is to sow discord and chaos. - Wonderland is a green and pleasant place. It's famous for its living statue, its majestic pond swan, and its annual Pineapple Pizza Festival. This town is also obsessed with democracy. Its three political parties are bickering constantly, and a series of reporters from national media are supposed to arrive soon in town to cover their final debate tonight and write some news. However, the national secret service has kidnaped all the news reporter to allow one person of each group to cover the whole event. - Each group has to come up with a plan on how to create chaos in these elections. Remember the participants that they have at their disposal: the social networks of this big media stations; the news website; the camera team and the debate itself.
DEBRIEFING / EVALUATION	- Reflect on some common manipulation techniques like: trolling to provoke outrage; exploiting emotional language to create anger and fear; artificially amplifying reach through bots and fake followers; creating and spreading conspiracy theories; polarizing audiences.
TIPS FOR FACILITATORS	-

ACTIVITY # III.7	
TITLE	Stop Hate Speech
TOPIC	Hate Speech
TIME	30'
OBJECTIVE(S)	- To understand the different forms of online hate speech and assess their impact - To consider appropriate responses to different instances of hate speech online
MATERIALS & PREPARATION	- Cards with the polemic sentences: A private email between friends: “Lets kill disabled people!” Facebook petition: “Ban roman and refugees children from social support.” A politician in a tweet: “People in wheelchairs are a drain on society.” One friend to another: “You’re disabled you are!” Overheard on the street: “Wheelchairs take up to much space on the bus.” A government minister: “Migrants are a drain on society.”
INSTRUCTIONS	- Divide the group into smaller groups (4-5 participants each). - Each group receives the set of cards with examples of hate speech and has to rank them from “least bad” to “worse” (diamond ranking). - Each group has 20 minutes to discuss the cards and try to agree about how they should be ranked. - Afterwards, the participants look at the ‘diamonds’ of other groups. - And the end, the whole group gets back for debriefing.
DEBRIEFING / EVALUATION	- Was it easy to assess the different examples? - Were there any strong disagreements in your group? - Were there any significant differences between your diamond and that of other groups? - Do you think statements like these should be allowed on the Internet? What are the arguments for and against? - What methods can you think of for addressing online hate speech? - How would you react if you found these kinds of examples of hate speech online? - Present the “No Hate Speech Movement” of the Council of Europe.
TIPS FOR FACILITATORS	- https://www.coe.int/en/web/no-hate-campaign/no-hate-speech-movement

ACTIVITY # III.8	
TITLE	Where Hate Speech Comes From
TOPIC	Hate Speech
TIME	45'
OBJECTIVE(S)	- To understand the causes and effects of online hate speech - To explore ways of addressing hate speech online by examining the roots of the problem and identifying ways to react against it
MATERIALS & PREPARATION	- Flipchart papers and markers
INSTRUCTIONS	- Divide the group in smaller groups. - Each group gets a big sheet of paper and has to draw a hate speech tree with its roots and branches. - Each group has to identify and write down some of the things which lead to hate speech online (the 'roots' of the tree), and some of the effects of hate speech (the 'branches'). Each root can have a deeper cause (root) and each branch a further outcome (higher branch). - As 'trunk' of the tree the following text shall be used, which the participants have to imagine that it has been posted on the internet: "Refugees arriving at the islands and coasts of Europe are terrorists and fanatics, members of the Islamic State. They cross the borders with fake papers and will unleash bloody attacks against us. Chase them out of Europe!" - Each group has 15 minutes and should complete as many branches and roots as they are able to. Then the groups present their results and display the trees around the room so that everyone can walk around and look at them.
DEBRIEFING / EVALUATION	- Did you notice any interesting differences between the trees produced by the groups? - How easy did you find the 'roots' of hate speech? - Were there any difficulties? - How can we find ways to stop the spread of hate speech on the Internet? - How could you use your problem tree to make hate speech against refugees less likely?
TIPS FOR FACILITATORS	- The facilitator can choose another topic for the 'trunk' of the tree, but it should be something actual and close to local reality.

ACTIVITY # III.9	
TITLE	Virtual Letter to a EU Deputy
TOPIC	I am Europe
TIME	60'
OBJECTIVE(S)	- To increase active citizenship and engagement with politics
MATERIALS & PREPARATION	- A4 papers and pens
INSTRUCTIONS	- Explore with the participants who are the representants of your country in the EU, the parties and the organisation of the European Parliament. - In small groups, distribute A4 papers with “What I would like to ask a deputy to defend”. - Each group has to write a list of demands in the form of an open letter directed to the President of the EU or to a specific deputy/party. - Record small videos of the seniors reading those letters.
DEBRIEFING / EVALUATION	- Reflect on the EU tools to become an active citizenship (vote, petitions, campaigns, social media...)
TIPS FOR FACILITATORS	- The facilitator can explore deeper the topic: https://citizens-initiative.europa.eu/_en https://european-union.europa.eu https://learning-corner.learning.europa.eu/learning-materials_en https://op.europa.eu/webpub/com/eu-and-me/en/index.html

MODULE IV - CONNECTING THE DOTS

List of Activities:

1. EU Utopia

ACTIVITY # IV.1	
TITLE	EU Utopia
TOPIC	EU Vision
TIME	60'
OBJECTIVE(S)	- To guide a general overview of what the participants learned throughout the training
MATERIALS & PREPARATION	- Flipcharts and markers: 1 Chart with the 1st W; 1 Chart with the remaining Ws; 1 Chart with the H; 1 Chart with Attitudes, Skills and Knowledge.
INSTRUCTIONS	- Give 15 minutes for participants to go around the first three charts, filling in their insights. - The first chart will have the 1st W: What have you learned in this pathway?. - The second chart (Having in mind what the participants have learned throughout the modules), has the following 4Ws: (1) Why are those learnings important in the process to become a digital EU active citizen?; (2) When were you most surprised with the learnings you made? (3) Where can you apply it? (4) Who can you involve if you want to explore or to take action regarding what you have learned at the local/European level? - The last chart should have “How do you intend to continue this movement or journey moving forward?”. - It is important for participants to follow the order of the charts. - Create a circle and open space for personal sharing.
DEBRIEFING / EVALUATION	- First, reflect on the 1st W: What have you learned in this pathway? “Dividing the information into ATTITUDES, KNOWLEDGE and SKILLS, what do we have?” (Fill a table with the discussed information). “If we go through each module, there is something else you would like to add?” - Having in mind what participants have learned throughout the modules, create a discussion around the remaining questions, asking them to complete with new information when possible.
TIPS FOR FACILITATORS	Five key messages of this capacity-building: 1. Digital media literacy is the ability to critically, effectively and responsibly access, use, understand and engage with media of all kinds. 2. All media messages are ‘constructed’ and organized to gain profit and/or power. 3. Fake news are spread faster than real news in social media. 4. Democracy is meant to give every citizen the ability to vote in elections in a free society, the protection of human rights, and law that applies to everyone equally. 5. "United in diversity", the motto of the European Union, translate in how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages.